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Details:

(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2009-10

(session year)

Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Gigi Godwin (LRB) (July/2011)

SenateRecord of Committee Proceedings**Committee on Education****Senate Bill 41**

Relating to: indoor environmental quality in public and private schools.

By Senators Sullivan, Olsen, Miller, Hansen, Vinehout, Lassa, Taylor, Darling, Erpenbach, Schultz, Risser and Lehman; cosponsored by Representatives Grigsby, Pope-Roberts, Cullen, Hilgenberg, Black, Benedict, Fields, Berceau, Mason, Toles, Hintz, Molepske Jr., Zepnick, Hebl, Pocan, Parisi, Milroy, Roys and Hixson.

February 05, 2009 Referred to Committee on Education.

July 9, 2009

PUBLIC HEARING HELD

Present: (7) Senators Lehman, Jauch, Erpenbach, Hansen, Olsen, Grothman and Hopper.

Absent: (0) None.

Appearances For

- Matt Kussow, Madison — Wisconsin Council of Religious and Independent Schools
- Rita Ruiz, Darlington
- Gerry Roethel — Coulee Region United Educators
- Jeanne Black, Darlington
- Tamara Grigsby, Milwaukee — Rep., 18th Assembly District
- Joe Ray, Janesville
- Diane Starr Colburn, Viroqua
- Joetta Baker, West Bend — Wisconsin Education Association Committee

Appearances Against

- None.

Appearances for Information Only

- None.

Registrations For

- Jennifer Kammerud, Madison — Department of Public Instruction
- Lucy Brown — WEAC
- Beth Kirchman, De Pere — Teamsters Local 662
- Mike Williquette, Green Bay — Teamsters Local #662
- Thomas Bennett, Milwaukee — Teamsters Local #200

- Rick Skutak, Mosinee
- Randy Monroe, Franklin
- Samuel Anderson, Madison — Teamsters Local #695
- Steven Severson, La Crosse — Teamsters Local #695
- Jim Sullivan, Wauwatosa — Sen., 5th Senate District
- Tom Strickland, Oconto Falls — Teamsters Local #662
- Sheri Krause, Madison — Wisconsin Association of School Boards
- John Forester, Madison — School Administrators Alliance
- Christa Peters, Madison — AFT- Wisconsin
- Deb Sybell, Madison — WEAC
- Jade Black, Darlington
- Thomas Kanack, Brookfield — Teamsters Local #344

Registrations Against

- None.

Registrations for Information Only

- None.

September 10, 2009 **EXECUTIVE SESSION HELD**

Present: (7) Senators Lehman, Jauch, Erpenbach, Hansen, Olsen, Grothman and Hopper.

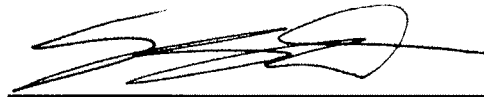
Absent: (0) None.

Moved by Senator Olsen, seconded by Senator Hopper that **Senate Bill 41** be recommended for passage.

Ayes: (7) Senators Lehman, Jauch, Erpenbach, Hansen, Olsen, Grothman and Hopper.

Noes: (0) None.

PASSAGE RECOMMENDED, Ayes 7, Noes 0



Sara Dauscher
Committee Clerk

**Testimony Before the
Senate Committee on Education
July 9, 2009
Senate Bill 41**

I wanted to thank Chairman Lehman for scheduling Senate Bill 41 for a public hearing today.

According to the Environmental Protection Agency (EPA), indoor air pollutant levels are usually two to five times greater than outdoor levels. Combined with the fact that most people spend 90% of their time indoors, this hazard has led the EPA to name indoor air pollution among the top five environmental risks to public health. Given the level of concern, we must take the steps necessary to ensure a true standard of health for Wisconsin's students and those educating them.

This bill creates the Indoor Environmental Quality in Schools Task Force, which will lead the way in maintaining and improving indoor air quality in Wisconsin's schools. The Department of Public Instruction (DPI) will be directed to take the recommendations put forth by the task force and establish a plan that outlines the best practices for schools to provide a quality atmosphere for students and teachers. Each school will then use the model put forward by DPI to create a school-specific strategy for maintaining indoor environmental quality.

This indoor air quality legislation addresses growing concerns over air quality inside buildings that are not unwarranted. Poor air quality can lead to allergies and headaches, as well as respiratory problems such as asthma, an illness that afflicts nearly 1 in 13 children. Asthma is the leading cause of school absenteeism due to chronic illness, which should stress to us all the importance of our schools' air quality. After all, how can we hope to guarantee a quality school education for students if we cannot guarantee quality air for them to breathe within the schools themselves?

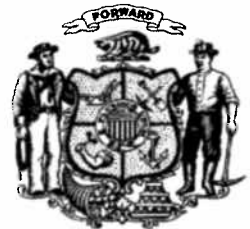
In addition, teachers and school districts will experience the benefits of a clean air environment. Additional benefits, ranging from a reduction in teacher sick days to reduced insurance and risk related costs, are certainly realizable through this legislation. Not only can this bill save Wisconsin taxpayer dollars, it will lead to greater returns on the investments we are making in our public infrastructure and our future.

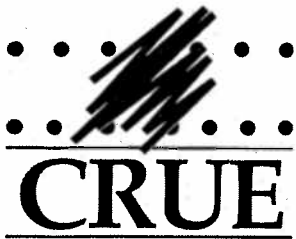
More than 20 states have passed laws to address indoor environmental quality in schools, ranging from Texas to Rhode Island. Clearly, this issue is about the health and education of our children more than anything else. With that, this bill moves forward to establish quality air within our schools, something we can all appreciate.

I thank the committee for its time and consideration of this matter.



WISCONSIN STATE LEGISLATURE





Coulee Region United Educators

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Directors:

Gerald Roethel
Deborah K. Byers
Steven P. Glandt
Edith Gustafson

Testimony of Gerry Roethel
Coulee Region United Educators
Senate Committee on Education

SB 41

July 9, 2009

My name is Gerry Roethel and I am completing my 27th year of employment with Coulee Region United Educators (CRUE). I am here today to testify in favor of Senate Bill 41.

I have had numerous occasions to be involved with indoor air quality issues. Most of the situations have involved school districts that attempted to provide a safe environment for students to learn and a safe environment for school employees to work in. Unfortunately, sometimes things happen that change this goal in schools. Mold, improper heating and ventilation, insufficient air flow, improper cleaning supplies and/or methods, and insufficient outside air all contribute to poor indoor air quality. When problems occur, the districts that find the best solutions are those that include the most information from all of the stakeholders.

Many CRUE schools are fairly small rural schools that have limited staffs with everyone assigned multiple tasks. I believe that Senate Bill 41 would assist schools in the development of a management plan to improve and then maintain good indoor air quality. It is a start. Do I believe it goes far enough to fix the deferred maintenance and outdated systems that exist in some of our schools? No, but it is a start.

Twenty states are ahead of us on indoor air quality legislation. We have always had a reputation of having great schools. Good indoor air quality is a central ingredient to great schools. I ask that the committee and ultimately the Senate and Assembly adopt Senate Bill 41 as both a good beginning and as a guidepost for improved indoor air quality.



WISCONSIN STATE LEGISLATURE





Wisconsin State Senate

**Testimony of Senator Jim Sullivan Regarding Senate Bill 41:
Indoor Air and Water Quality in Public and Private Schools
Senate Committee on Education
July 9, 2009**

Chairman Lehman and members of the committee, thank you for holding a hearing on SB 41, legislation which will help give schools a protocol to follow when dealing with indoor environmental quality issues. I am very pleased to tell you that this legislation has support from the Association of Wisconsin School Administrators, the Wisconsin Association of School Boards, the Wisconsin Association of School Business Administrators, the Wisconsin Council for Administrators of Special Services, and the Wisconsin Education Association Council (WEAC). I urge you to support this bill when it comes to a vote.

Our schools need tools to address indoor environmental quality issues, and SB 41 gives them guidance and expertise to deal with such issues.

Good indoor air quality in schools contributes to a favorable learning environment for students and a productive work environment for staff. Failure to prevent and promptly respond to indoor air problems can have grave consequences for our teachers and students, including health problems, diminished performance, and absenteeism. In addition, poor indoor environments increase the potential that schools will have to be closed and occupants relocated, and it accelerates the deterioration of school buildings.

SB 41 requires the Department of Public Instruction (DPI) to convene a task force to develop a model management plan for indoor environmental quality in public and private schools. Using the DPI plan as a model, school districts will be able to adopt a plan that best meets the needs of their community.

28 states already have laws regarding indoor air quality in schools, and it is imperative that we continue to help schools in Wisconsin solve their indoor air quality issues. Through an informal WEAC survey and records requests from the Wisconsin Department of Commerce and the former Wisconsin Department of Health and Family Services, WEAC identified almost 100 school buildings with concerns about indoor environmental quality.

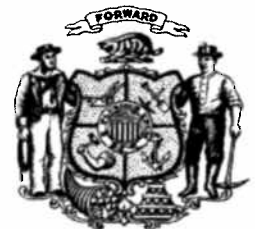
Today, you will hear from parents and school district employees from across the state on how indoor environmental quality affected their lives. I join them in asking for your support of this legislation.

Again, thank you for holding a hearing on Senate Bill 41, and please do not hesitate to contact me if you have questions.





WISCONSIN STATE LEGISLATURE



WISCONSIN EDUCATION ASSOCIATION COUNCIL

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*Great Schools
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**Testimony of Joetta Baker
West Bend Education Association
Senate Committee on Education
SB 41
July 9, 2009**

Hello. My name is Joetta Baker and I am a teacher at McLane Elementary School in West Bend. I am here today to urge your support for SB 41.

This bill is important for the health and safety of students and educators in our schools. The children we teach are greatly impacted by indoor air quality. According to a December 2008 article in the Journal of School Health, approximately 12% of all children under 18 have been diagnosed with asthma. Asthma is the leading cause of school absences due to a chronic disease. One recommendation made by the medical community to help children with asthma is to maintain good indoor air quality by reducing or eliminating allergens and irritants in their schools. This is just one example of how indoor environmental quality affects children.

Educators breathe the same air as our students. We are vulnerable as well. I have some personal experiences I would like to share with you.

Over the past 21 years of teaching of which about sixteen have been spent in the same building, I have had reason to question the environmental safety of our building. The most recent was this past year. I had a conversation with one of our first grade teachers after a water pipe had burst in her classroom, flooding her carpeted classroom. The janitors extracted the water as best they could and then used floor fans to try to dry out the area. She shared her concern about the long range effects of the incident. She said her husband who works for the city of West Bend, has been concerned about the environmental issues in these older, poorly maintained buildings where, in some cases, educators spend a number of years in a classroom with poor environmental quality. If this were in my home, I am certain I would be removing this carpeting. I was fortunate last year to be in one of the classrooms which had the carpeting replaced by tile and I was grateful.

Another situation I recall occurred about five years ago after the fifth case of a teacher being diagnosed with cancer in a specific area of our building. I am not an alarmist, but as you observe the events occurring in the environment in which you work, I believe it is important to question the possibilities. We have other serious health issues. Our second kindergarten teacher in 5-6 years is awaiting a kidney transplant. It seems unlikely that all of these incidents are merely coincidental.

In the state of Wisconsin, school districts are not required to have a policy in place to address these concerns. Senate Bill 41 would provide schools with the tools to better manage indoor environmental quality issues and require all school districts have a policy regarding indoor environmental quality in place that meets the needs of their students and staff.

Creating a healthy environment in which to teach and learn is critical to the success of our staff and our students. We should not let children and educators be "canaries in a coal mine". Thanks for your consideration of my testimony.

Mary Bell, President
Dan Burkhalter, Executive Director





WISCONSIN STATE LEGISLATURE



WISCONSIN EDUCATION ASSOCIATION COUNCIL

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To: Members of the Senate Education Committee

From: Wisconsin Education Association Council

Date: July 9, 2009

Re: Support for Senate Bill 41, relating to school indoor environmental quality

The Wisconsin Education Association Council supports Senate Bill 41 to protect the health and safety of students and school staff. This legislation will provide school districts with expertise and guidance from a state task force of diverse members that will develop recommendations for a model management plan for maintaining indoor environmental quality in schools. In addition, Senate Bill 41 will ensure that over time all school districts adopt and implement a locally-developed plan to maintain indoor environmental quality in their school buildings.

Maintaining environmental quality in schools facilitates student learning and promotes a productive work environment for staff. Schools throughout the state are struggling with air quality concerns such as mold, fungi, asbestos, carbon dioxide, and poor ventilation. Left unaddressed, such issues can lead to health problems, reduced student academic achievement and teacher performance, accelerated school building deterioration, school closings, and student and staff relocation – all major disruptions of the learning process.

Passage of this legislation will provide schools with the guidance and expertise to deal with indoor environmental quality issues and encourage them to take preventive measures. This saves taxpayer dollars in the long run. In addition, it will lead to better communication between school officials, educators, parents, students and community members about health and safety risks posed by indoor environmental quality issues. When dealing with an air quality crisis, honest and open communication is essential to dispel myths, allay fears, and provide an opportunity to involve the community in the problem-solving process.

Let's add Wisconsin to the list of more than 20 states that have passed laws to address indoor environmental quality in schools.

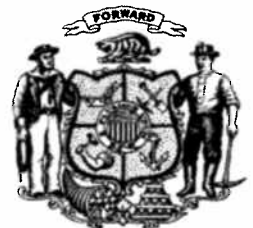
If you have any questions, contact Deb Sybell, WEAC Legislative Program Coordinator, at (608) 298-2327.

Mary Bell, President
Dan Burkhalter, Executive Director





WISCONSIN STATE LEGISLATURE



**SENATE BILL 41
AIR QUALITY IN OUR PUBLIC & PRIVATE
SCHOOLS
PUBLIC HEARING JULY 9TH, 2009**

I would like to take a moment and thank all of you for allowing me to speak on behalf of Senate Bill 41 Indoor Air Quality in our Public Schools.

My name is Jeanne Black and this is my daughter Jade Black who is now a freshman at the University of Wisconsin Platteville. I am here speaking on behalf of all students in Wisconsin K-12 public and private schools.

We have experienced first hand problems with this life threatening health hazard in our public schools. What we are dealing with is sick building syndrome.

We experienced what many at this moment have experienced and still are experiencing with problems with indoor air quality from molds, chemicals, cleaning chemicals and simply not enough fresh air coming into our schools in this state.

As a result with physician orders we left our school we were so proud of in the past. We then entered a pro-active school 5 years ago and symptoms were gone. No more inhalers and 350.00 worth of medications a month. No allergic reactions so severe they become life threatening. No child in the state of WI should have to take inhalers and medications to get thru school and many, many children are. Not to mention with this disability children are denied an education and we are an example of being denied a public school of our choice.

Without regulations and laws in Wisconsin on this issue it gives school boards and administrations a chance to deny, cover up, threatening jobs and simply not address the issue, while our children are inhaling toxic air on a daily basis. There are countless laws out there that regulate safety in our schools but we must continue to address each new problem and mandate the safety of our schools at all costs. Breathing toxic air is proven to be a health hazard and cancer causing.

I have met with and worked with Administration of schools, Principals, Cleaning staffs, Hygienists, State Health, Local Health, Insurance Companies, Dept. of Commerce, Engineers, Physicians, Cancer Research Specialists, WI Senate and Assembly, U.S. Senate, President of the U.S., members of groups from New York, California and all of these agencies have stated with no laws and regulations we cant enforce only recommend. My family and I were very active in the first indoor air quality bill introduced in WI Senate Bill 325 in 2006.

Recommendations and guidelines are not enough, we need enforcement and Senate Bill 41 is a good start.

Without laws and regulations children like my daughter are denied an education. What is protecting these children with environmental disabilities?

When we send our children out the door in the morning, we entrust their care to the administration of public schools. Please make schools accountable, educate them on sick building syndrome, educate maintenance staff to understand the hazards to themselves from chemical exposure, and make school boards liable for the safety of our children and let every student and employee breath clean air in every public school in Wisconsin.

It is every child's right in the great state of Wisconsin to breathe clean air. They are our future. It is every child's right to breathe clean air but it is also their U.S. Civil Right. According to the U.S. Department of Civil Rights it is responsible for enforcing Title II of the Americans with Disabilities Act of 1990(Title II),42 U.S.C. Statue 12132, and its implementing regulation at 28 C.F.,R. Part 35, which prohibit discrimination on the basis of disability by public entities.

To the current date my daughter has been declared with a disability. The medical diagnosis is "SEVERE MOLD INDUCED ASTHMA". We are very fortunate to have excellent health insurance but what about the parents of many children who are not so fortunate. This has created a great hardship. Some families around the state have had to pick up their families and move so their children could attend school. This has created a huge financial burden.

I feel Senate Bill 41 is a good start but I would like to see penalties included if these laws are not met either by a financial penalty or civil and criminal charges. Without some type of penalties this law will not help this growing health concern.

There are many states right now that have laws on this issue or have legislation started. Wisconsin needs to address this health hazard head on also.

If you can not breathe you can not learn. Every child in the state of Wisconsin and in the U.S. has the right to breathe clean air. There is only one solution to this situation. We must remove the danger entirely. Laws must be implemented and enforced to protect our children.

A provision I would like to see added to Senate Bill 41 is that if a child has physician orders to leave the environment due to an environmental disability that the school accommodate them to another public or private school. States around the U.S. are doing this at this time Wisconsin should also.

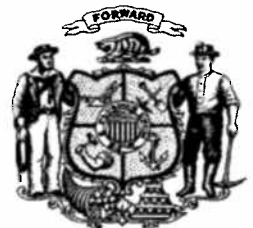
As a result my daughter's exposure she has a disability. This effects where she lives, goes to school, and works for the rest of her life. She has been declared with a legal disability with substantial reactions to indoor environments according to the American Disabilities Act.

I support Senate Bill 41 and it is a step in the right direction for our children to remain healthy.

Thank you
Jeanne Black
17880 Hirshbrunner Road
Darlington, WI 53530



WISCONSIN STATE LEGISLATURE



Date: July 10, 2009
To: Members, Senate Committee on Education
From: Jennifer Kammerud, Legislative Liaison
Subject: **2009 Senate Bill 41**

The Department of Public Instruction supports 2009 Senate Bill 41 as it takes a holistic approach to the issue of indoor environmental quality in schools. As such, it positively addresses important health and safety issues.

The bill directs the state superintendent to establish the Indoor Environmental Quality in Schools Task Force. The task force is to make recommendations for the development of a model management plan for maintaining indoor environmental quality. The department feels this task force is appropriately located at DPI and that the expertise contained in the task force, as outlined in the bill, will augment the expertise and experience of the department in this area. The department has staff that work on school facility issues and has conducted in the past a statewide survey of the condition and capacity of the state's schools. Moreover, as outlined below, the state superintendent has statutory authority in regards to school facilities [Wis. Stats. 115.33 (3)].

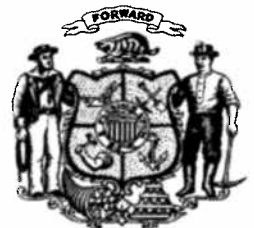
(3) (a) If the state superintendent determines that a school is not in compliance, and the department of commerce, based on its inspection of the school, concurs in the determination, the state superintendent may order the school board to repair, improve, remodel or close the school by a stated date. An order issued under this paragraph constitutes a preliminary finding of noncompliance with the standard under s. 121.02 (1) (i).

(b) 1. If the state superintendent determines that a school is not in compliance and is not worth repairing, and the department of commerce, based on its inspection of the school, concurs in the determination, the state superintendent may order the school board to develop a plan that describes how the school board will achieve compliance with the standard under s. 121.02 (1) (i). The plan shall specify the time within which compliance with the standard under s. 121.02 (1) (i) shall be achieved. The state superintendent shall hold a public hearing on the plan in the school district and may, as a result of the hearing, recommend changes to the plan. The state superintendent may withhold up to 25% of the school district's state aid if the school district fails to achieve compliance with the standard under s. 121.02 (1) (i) within the period specified in the plan.

This bill would help make schools safer by having standards for indoor air quality to help prevent long and short term health problems for students and staff and, as such, we urge your support for SB 41.



WISCONSIN STATE LEGISLATURE



Date ?

Position Paper: Indoor Environmental Quality in Schools

SB 41

The Wisconsin Council of Religious and Independent Schools (WCRIS) is supportive of the co-authors intent to increase air quality standards through the creation of a task force and the development of a model management tool for maintaining indoor air quality in Wisconsin schools.

The Council is particularly pleased with the inclusion of a non-public school representative on the task force.

We are concerned, however, that the recommendations of the task force could result in costly, new mandates which could put additional pressures on many of our schools' capital improvement budgets.

As you know, the current state of the economy is affecting all of us, including private school enrollments and the funds available to operate our schools. Schools fortunate enough to have trust funds designated for such purposes experienced drastic reductions in those accounts over the last several years.

Although many of our schools have incorporated interest earnings from such trust accounts in their normal operating budgets in the past, the current economic conditions have forced many schools to transfer large amounts from the principal of these accounts to cover their most pressing capital needs. The necessity of such transfers will affect the stability of these accounts for years to come.

WCRIS, through our representative on the task force, will be asking the legislature to include non-public schools should funding be provided to meet these new air quality standards.

Every student deserves clean air, regardless of the school they choose to attend.

Thank you once again for including a non-public school representative on the task force. WCRIS looks forward to working with you on this important issue.

Archdiocese of Milwaukee

Association of
Christian Schools International

Christian Schools International

Diocese of Green Bay

Diocese of LaCrosse

Diocese of Madison

Diocese of Superior

Lutheran Church
Missouri Synod
North Wisconsin District

Lutheran Church
Missouri Synod
South Wisconsin District

Wisconsin Association of
Independent Schools

Wisconsin Conference of
Seventh Day Adventists

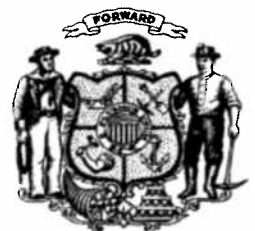
Wisconsin Evangelical
Lutheran Synod
Northern Wisconsin District

Wisconsin Evangelical
Lutheran Synod
Western Wisconsin District

Wisconsin Evangelical
Lutheran Synod
Southeastern Wisconsin District



WISCONSIN STATE LEGISLATURE



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Improving Life,
One Breath at a Time



American Lung Association of Wisconsin FY 2009 Public Policy Agenda

Tobacco Prevention and Control

- **Tobacco Prevention and Control Programming**

*ALAWI supports efforts to fund tobacco prevention and control efforts statewide based on the Centers for Disease Control (CDC) formulas.**

- **Secondhand Smoke**

ALAWI supports policies aimed at protecting people from secondhand smoke.

ALAWI supports legislation that prohibits smoking in workplaces, including restaurants, bars, private clubs and public accommodations.

- **Cigarette Pricing**

ALAWI supports a significant increase in the price of cigarettes, including increases in the national and state tobacco excise taxes. We support substantial and continuing increases in Wisconsin's per pack excise tax, as a means of reducing tobacco initiation and consumption, especially by children; and to increase funding for tobacco control and prevention, and other health care programs.

- **Preemption**

ALAWI opposes any state legislation that removes the ability of local governments to strengthen any current or potential tobacco control legislation.

Asthma

- **Asthma Surveillance System**

ALAWI supports the enhancement of the existing asthma surveillance system for collecting, analyzing and reporting health outcomes and risk factor data.

Please remember the American Lung Association in your will and trust.

- **Access to Healthy Environments**

ALAWI supports actions and legislation that will ensure people with asthma have access to healthy environments that are free of secondhand smoke and other asthma triggers.

Indoor Air Quality

- **Homes, Schools and Workplaces**

ALAWI supports statewide and national efforts to promote, plan, create, renovate, and maintain indoor workplace environments that are healthier for occupants, use fewer resources and are energy efficient.

ALAWI supports legislation and agency rulemaking that ensures that air quality in schools meets or exceeds national benchmarks and standards.

Outdoor Air Quality

- **Mobile Sources (Clean Air Fuels Education/Clean Cities)**

ALAWI supports the advancement and promotion of the use of cleaner traditional and alternative fuels and vehicle efficiencies and technologies, including E-85, biodiesel, and hybrid technology, and encourages construction or retrofitting of their respective fueling stations.

ALAWI supports activities, incentives and programs that encourage consumers to use cleaner fuels and less-polluting means of transportation. These may include, but will not be limited to, mass transit, hybrid telecommuting, low-sulfur gasoline and diesel fuel, and alternative motor fuels and vehicle technologies.

ALAWI supports the study and development of increased mass transit and alternative transportation options.

- **Stationary Sources**

ALAWI supports policies that protect outdoor air quality and encourage residential and commercial consumers to use cleaner fuels and products, conserve energy, and select less-polluting energy sources. These may include, but will not be limited to, renewable fuels and electricity produced from natural gas, biomass, wind and the sun.

ALAWI supports efforts to prevent and eliminate the air quality hazards associated with industrial and agricultural operations including, but not limited to, processing facilities, fuel refineries, feedlots and energy production plants.

ALAWI supports local, state and regional efforts to control or eliminate open burning.

***Statements in italics indicates FY09 legislative priorities**



IAQ Tools for Schools Program

<http://www.epa.gov/iaq/schools/>
Last updated on Thursday, December 4th, 2008.

You are here: [EPA Home](#) [Air](#) [Indoor Air Quality](#) [IAQ TFS Program](#)



EPA developed the *Indoor Air Quality (IAQ) Tools for Schools (TFS) Program* to reduce exposures to indoor environmental contaminants in schools through the voluntary adoption of sound indoor air quality management practices.

The *IAQ Tools for Schools* Program is a comprehensive resource to help schools maintain a healthy environment in school buildings by identifying, correcting, and preventing IAQ problems. Poor indoor air quality can impact the comfort and health of students and staff, which, in turn, can affect concentration, attendance, and student performance. In addition, if schools fail to respond promptly to poor IAQ, students and staff are at an increased risk of short-term health problems, such as fatigue and nausea, as well as long-term problems like asthma.

EPA
U.S. Environmental Protection Agency
NATIONAL SYMPOSIUM
DECEMBER 4-6, 2008
WASHINGTON, DC

IAQ TFS National Symposium
December 4-6, 2008 in Washington DC
www.iaqsymposium.com
[EXIT Disclaimer](#)

Read about the 2008 Excellence Award Winners

Read the EPA Press Release School Districts Get Top Grades for Indoor Air in Classrooms

Learn more about the *IAQ TFS* National Awards Program.

Since its release in 1995 (last updated in 2007), the **IAQ TFS Action Kit** has been implemented in hundreds of schools across the country. School districts that have implemented *IAQ TFS* find that there are common elements to successfully implementing the program. [Read more about and download or order the *IAQ TFS Action Kit*](#)

1. **Organizing** a program with a committed group of individuals dedicated to ensuring good IAQ and with clear support from senior management
2. **Assessing** current IAQ conditions and issues
3. **Creating a Plan** outlining a strategic approach to identifying, resolving, and preventing IAQ problems
4. **Taking Actions** to improve IAQ in the school that lead to increased student and staff health and productivity
5. **Evaluating** the IAQ management program by tracking and assessing results
6. **Communicating** the intent, results, and next steps of the IAQ management program

The *IAQ TFS* Program assists school districts in identifying the actions they can take to successfully plan and implement and effective IAQ management Program.

Products and Materials

The *IAQ Tools for Schools* Program provides a variety of products, materials, and tools at no cost to help schools implement an indoor air quality management program. In addition to the *IAQ TFS Action Kit*, specialized fact sheets, brochures, and software programs are available to provide in-depth information on environmental topics. Available products include the following:

- [Mold remediation guidance](#)
- [Asthma management information](#)

Follow the links below to information prepared especially for you!

- School and District Officials
- Teachers and Students
- Facilities Staff
- Parents
- Health Care Professionals
- The Media

Envisioning Excellence: *Lessons from Effective School Indoor Air Quality Programs.* Read about this exciting tool.

Resources for Schools

- [Electronic Updates, Bulletins and Newsletters with the latest IAQ information](#)
(check back for new *IAQ TFS* Updates, monthly and weekly)
 - [Communications Guide](#)
 - [Case studies on schools that have implemented the *IAQ TFS* Program](#)
 - [Fact sheets and brochures about indoor air quality](#)
 - Technical tools:
 - [Healthy School Environments Assessment Tool \(HealthySEAT\)](#)
 - [Indoor Air Quality Building Education and Assessment Model \(I-BEAM\)](#)
 - [School Advanced Ventilation Engineering Software \(SAVES\)](#)
- | |
|--|
| <ul style="list-style-type: none">• Financing Mechanisms• IAQ Curricula• Partners• Case Studies• Calendar• Electronic Bulletins and Updates• Web Conferences |
|--|

Recognition



The *IAQ TFS* National Awards Program serves as an incentive for schools to start the program and is designed to recognize schools for their achievements in improving IAQ. Schools can apply for a variety of awards and receive

recognition for starting a program or for showing exemplary improvement in IAQ management. [Learn more](#)

- [Read about the 2008 Excellence Award winners](#)
- [Download the Awards Flyer \(PDF, 1 page, 189KB, About PDF\)](#)



IAQ Tools for Schools Program

<http://www.epa.gov/iaq/schools/actionkit.html>
Last updated on Thursday, October 23rd, 2008.

You are here: [EPA Home](#) | [Air](#) | [Indoor Air Quality](#) | [IAQ TFS Program](#) | [IAQ TFS Action Kit](#)

Indoor Air Quality Tools for Schools (IAQ TFS) Action Kit

IAQ TFS Action Kit shows schools how to carry out a practical plan to improve indoor air problems at little- or no-cost using straightforward activities and in-house staff. The Kit provides best practices, industry guidelines, sample policies, and a sample IAQ management plan. The voluntary guidance can save schools time and money so that resources can be directed toward educating children. The **IAQ TFS Action Kit** is co-sponsored by the National Parent Teacher Association, National Education Association, Association of School Business Officials, American Federation of Teachers, and the American Lung Association.

The **IAQ TFS Action Kit** has many useful components to help schools and school districts design and implement their IAQ programs. These items include a Fact Sheet on How to Implement the Kit District-Wide*, Road Map*, Coordinator's Guide, Reference Guide, IAQ Backgrounder, summary of the Awards Program, IAQ Problem Solving Wheel*, Managing Asthma in the School Environment*, and two videos*.

The Kit also includes checklists and backgrounders designed for different school personnel to use to ensure a complete assessment of the school's IAQ. PDF versions are available for most items, and schools can also download and modify the various checklists as MS Word documents. Schools can identify problems by using the checklists and conducting building walkthroughs as demonstrated in the *IAQ Tools for Schools Walkthrough Video: Four Schools Making A Difference*.


Contents of the Action Kit Available for Download

- [EPA's Letter to IAQ TFS Users](#)
- [How to Implement a District Wide Tools for Schools Program](#)
- [IAQ TFS Roadmap](#)
- [IAQ Coordinator's Guide](#)
- [IAQ Reference Guide](#)
- [IAQ Backgrounder](#)
- [IAQ Awards Program](#)
- [Checklists and Topic Backgrounders](#)
- [Managing Asthma in the School Environment](#)

Contents of the Action Kit Available for Ordering Only

- [Problem Solving Wheel](#)
- [Videos](#)
- The *IAQ Tools for Schools Walkthrough Video: Four Schools Making a Difference*

Get Your IAQ TFS Action Kit Today!

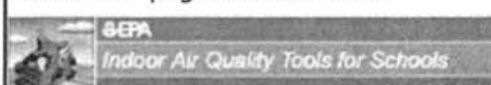


You can view most of the Action Kit in HTML and you can download most of the Action Kit as PDF files. See the various sections of the Action Kit below.

- [Instructions for ordering a free Action Kit](#)
- [Find out more about ordering the Action Kit on CD-ROM.](#)

EPA 402-K-07-008 (hard copy)
402-C-05-001 (CD-ROM)

Get the Adobe Acrobat Reader to view PDF files linked on this page. See EPA's PDF page to learn more.



- [IAQ Tools for Schools Taking Action Video & Ventilation Basics Video](#)

[CD-ROM Version of the Action Kit](#) | [How to Order](#)

Contents of the Action Kit Available for Download

Most components of the Action Kit are available here as downloadable PDF files or MS Word files. The IAQ Problem Solving Wheel, *The IAQ Tools for Schools Walkthrough Video: Four Schools Making a Difference*, and the Indoor Air Quality Tools for Schools *Taking Action Video* and the *Indoor Air Quality Tools for Schools Ventilation Basics Video* are not available electronically, but can be ordered individually ([How to Order](#)).

EPA's Letter to IAQ TFS Users

- [Cover Letter](#) (PDF, 1 page, 414KB)



How To Implement a District Wide Tools for Schools Program

Implementing the *IAQ TFS* Program district-wide has become the standard approach for schools initiating an IAQ management program. However, large districts sometimes find it challenging to implement the Program in all schools simultaneously. This fact sheet describes the benefits of implementing a district-wide program and components that ensure a successful program from the start. EPA has developed 15 easy steps to make the process of launching a district-wide program more organized and straightforward for small and large districts alike.

- [How To Implement a District Wide Tools for Schools Program](#) (PDF, 2 pp, 74KB)
- **EPA 402-F-02-010, September 2002**



IAQ TFS Roadmap

EPA designed the **IAQ TFS Roadmap** as a user-friendly, ten-step guide to help school staff familiarize themselves with the multitude of resources included in the **IAQ TFS Action Kit**. These easy to follow steps help school staff apply **IAQ TFS** guidance to establish a comprehensive IAQ management program. The Road Map is included in the **IAQ TFS Action Kit** and is available for order separately. *These files are larger because they are full page, full color printable versions of the Road Map.*

This brief reference guide consists of 10 easy-to-follow steps to get you started on developing a comprehensive IAQ program today! The Road Map is available as three separate PDF files. *The files are larger because they are full page, full color printable versions of the Road Map.*

- [Roadmap 1](#) (PDF, 1 page, 764KB)
- [Roadmap 2](#) (PDF, 1 page, 2.2MB)
- [Roadmap 3](#) (PDF, 1 page, 8.3MB)
- **EPA # 402-K-05-001a, January 2005**

IAQ Coordinator's Guide

This document is designed for the IAQ Coordinator at the school and district levels. It offers guidance on preventing and solving most indoor air problems with minimal cost and coordinating IAQ projects with other members of an IAQ team. The guide provides basic IAQ information, guidance for developing an IAQ management plan, and suggestions for

IAQ Coordinator's Guide: A Guide to Implementing an IAQ Program

Indoor Air Quality



Tools For Schools



resolving IAQ problems.

- [HTML Version](#)
- [PDF Version](#) (PDF, 64 pp, 4.1MB)
- **EPA 402-K-95-001** (Third Edition) **January 2005**

IAQ Reference Guide

Indoor Air Quality



Tools For Schools



IAQ Reference Guide

This guidance provides common-sense measures for preventing, diagnosing, and resolving most indoor air problems with minimal cost and involvement. This guide helps schools understand how IAQ problems develop, the importance of good IAQ, and its impact on students, staff, and building occupants. One section provides suggestions for dealing with an IAQ crisis and for communicating IAQ information to students, staff, parents, and the community. The appendices of this guide offer detailed information on IAQ-related topics including mold, radon, secondhand smoke, asthma, portable classrooms, basic measurement equipment, hiring professional assistance, codes and regulations, and integrated pest management. The document also includes information on typical indoor air pollutants and pollutants from motor vehicles and equipment.

- [HTML Version](#)
- [PDF Version](#) (PDF, 98 pp, 4.9MB)
- **EPA 402-K-95-001** (Third Edition) **January 2005**

IAQ Backgrounder

This five page guidance document, included in the *IAQ TFS Action Kit*, offers an in-depth description of factors that affect air quality in schools. This document highlights important topics including: why IAQ is important to schools, understanding IAQ problems and solutions, sources of indoor air pollutants (indoor and outdoor sources), and strategies to control building systems that affect air quality. It also emphasizes the importance of the checklists provided for school staff and describes how the checklists can help schools identify problems and respond if IAQ problems exist.

- [PDF Version](#) (PDF, 5 pp, 770 KB)

Awards Program

This fact sheet introduces the *IAQ TFS Awards Program* and describes the three types of awards: Great Start, Leadership, and Excellence. The Awards Program recognizes schools and school districts that are implementing comprehensive, sustainable IAQ management plans. Eligible schools are those that have demonstrated a strong commitment to improve children's health and IAQ and to promote good IAQ in schools. The fact sheet provides more information on eligibility requirements for each type of award.

- Go to the Awards Program page at www.epa.gov/iaq/schools/awards.html
- [Awards Program Facts Sheet PDF](#) (PDF, 1 page, 488KB)

Checklists and Topic Backgrounders

EPA has designed 11 checklists to engage school staff and key stakeholders in the process of school inspections and sustaining an IAQ management program. Each checklist is accompanied by a Checklist Backgrounder that describes the purpose of the specific checklist. Checklists and Backgrounders are available for: teachers, administrative staff, health officials/school nurses, school officials, and for specific school functions, including building maintenance, food service, waste management, ventilation, renovation and repairs, walkthrough inspections, and pest management. Checklists may be downloaded in MS Word format and tailored or updated to reflect activities at a particular school.

<p>Administrative Staff</p> <ul style="list-style-type: none"> • Administrative Staff Checklist (PDF, 2 pp, 89KB) • Administrative Staff Checklist (DOC, 2 pp, 89KB) • Administrative Staff Backgrounder (PDF, 2 pp, 86KB) 	<p>School Officials</p> <ul style="list-style-type: none"> • School Officials Checklist (PDF, 2 pp, 63KB) • School Officials Checklist (DOC, 2 pp, 150KB) • School Officials Backgrounder (PDF, 2 pp, 436KB)
<p>Building and Grounds Maintenance</p> <ul style="list-style-type: none"> • Building and Grounds Maintenance Checklist (PDF, 2 pp, 98KB) • Building and Grounds Maintenance Checklist (DOC, 2 pp, 99 KB) • Lista de verificación de mantenimiento del edificio (PDF, 6 pp, 321KB) • Building and Grounds Maintenance Backgrounder (PDF, 3 pp, 132KB) 	<p>Teacher's Classroom</p> <ul style="list-style-type: none"> • Teacher's Classroom Checklist (PDF, 3 pp, 123KB) • Teacher's Classroom Checklist (DOC, 3 pp, 104KB) • Teacher's Classroom Backgrounder (PDF, 4 pp, 152KB)
<p>Food Service</p> <ul style="list-style-type: none"> • Food Service Checklist (PDF, 2 pp, 96KB) • Food Service Checklist (DOC, 2 pp, 94KB) • Lista de verificación de servicio de alimentos (PDF, 3 pp, 225KB) • Food Service Backgrounder 	<p>Ventilation</p> <ul style="list-style-type: none"> • Ventilation Checklist (PDF, 5 pp, 254KB) • Ventilation Checklist (DOC, 5 pp, 139KB) • Ventilation Backgrounder (PDF, 8 pp, 606KB)
<p>Health Officer/School Nurse</p> <ul style="list-style-type: none"> • Health Officer/School Nurse Checklist (PDF, 2 pp, 87KB) • Health Officer/School Nurse Checklist (DOC, 2 pp, 156KB) • Health Officer/School Nurse Backgrounder (PDF, 2 pp, 90KB) 	<p>Walkthrough Inspection</p> <ul style="list-style-type: none"> • Walkthrough Inspection Checklist (PDF, 2 pp, 71KB) • Walkthrough Inspection Checklist (DOC, 2 pp, 75KB) • Walkthrough Inspection Backgrounder (PDF, 1 page, 423KB)
<p>Integrated Pest Management (IPM)</p> <ul style="list-style-type: none"> • Integrated Pest Management Checklist (PDF, 3 pp, 121KB) • Lista de Verificación para el Manejo Integrado de Plagas (PDF, 4 pp, 319KB) 	<p>Waste Management</p> <ul style="list-style-type: none"> • Waste Management Checklist (PDF, 1 page, 60KB) • Lista de verificación de manejo de desechos (PDF, 2 pp, 155KB)

<ul style="list-style-type: none"> • Integrated Pest Management Checklist (DOC, 3 pp, 160KB) • Integrated Pest Management Backgrounder (PDF, 3 pp, 96KB) 	<ul style="list-style-type: none"> • Waste Management Checklist (DOC, 1 page, 97KB) • Waste Management Backgrounder (PDF, 1 page, 55KB)
<p>Renovation and Repairs</p> <ul style="list-style-type: none"> • Renovation and Repairs Checklist (PDF, 3 pp, 495KB) • Renovation and Repairs Checklist (DOC, 3 pp, 101KB) • Renovation and Repairs Backgrounder (PDF, 4 pp, 148KB) 	

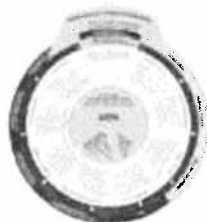


Managing Asthma in the School Environment

This guide offers valuable information for all school staff, especially school nurses, teachers, and maintenance staff, on how to identify and control common environmental factors in schools that trigger asthma attacks. Resources include an "Asthma Action Card" which can serve as a daily asthma management plan. School nurses can share these resources with parents to raise awareness of asthma triggers and to help manage asthma at home and school effectively. Also included are easy tips for managing asthma in schools, including using the *IAQ TFS* Kit and Program to improve IAQ in the learning environment.

- [HTML Version](#)
- [PDF Version](#) (PDF, 24 pp, 4.58MB)
- www.epa.gov/asthma
- **EPA 402-K-05-002, August 2005**

Contents of the Kit Available for Ordering



Problem Solving Wheel

The problem solving wheel is an interactive, user-friendly tool that EPA designed to help school staff identify IAQ emergencies and determine actions to take in an emergency IAQ situation. This resource was designed to help school staff understand various factors related to the indoor environment, such as odors, temperature and humidity problems, illnesses, symptoms of health problems, explanations of and solutions to common problems. The problem solving wheel is included in the *IAQ TFS* Action Kit and is available for order separately.

- **EPA 402-K-05-001A, January 2005**

Videos



The *IAQ Tools for Schools* Walkthrough Video: Four Schools Making a Difference

This video illustrates the school walkthrough, one key component of the *IAQ TFS* process that many schools use to kick off their IAQ programs. The video was filmed at a North Carolina school built in 1999. It illustrates some of the most common IAQ problems found in schools and is ideal for schools that are beginning to implement *IAQ TFS*.

- **EPA 402-V-01-004**



Indoor Air Quality Tools for Schools Taking Action Video & Ventilation Basics Video

Taking Action shows how one school successfully implemented the *IAQ Tfs Action Kit*. *Ventilation Basics* explains the importance of good indoor air quality and shows how to operate and maintain school ventilation systems. Many IAQ problems can be prevented or solved by in-house staff using the basics techniques provided in this video.

- **EPA 402-V-98-001**

CD-ROM of IAQ Tfs Action Kit

The *IAQ Tools for Schools Action Kit* (January 2005) is also available on CD-ROM. The CD includes most materials in the Action Kit, such as the IAQ Backgrounder, IAQ Coordinator's Guide, IAQ Reference Guide, and checklists in Adobe PDF format. Checklists are also available as MS Word documents.

- **EPA 402-C-05-001**

How to Order the Action Kit

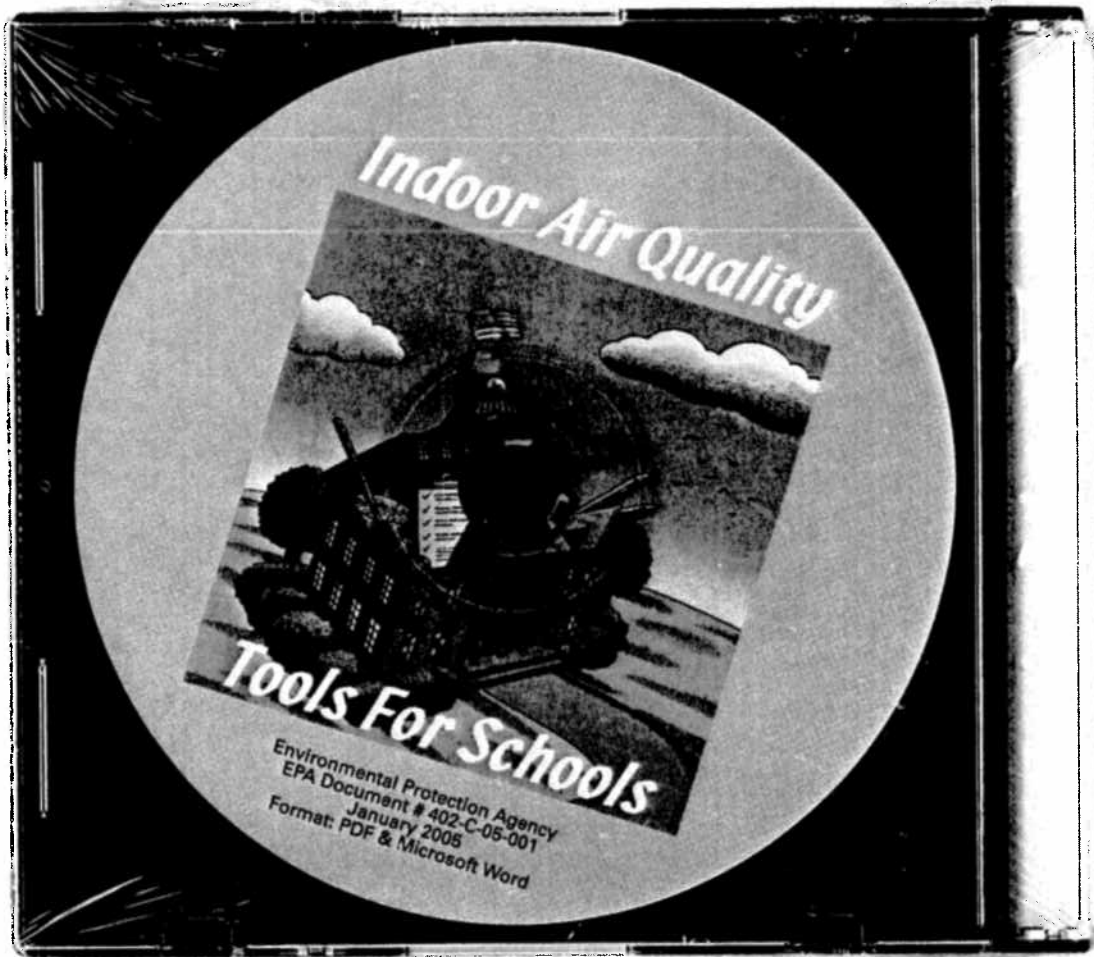
The *IAQ Tools for Schools Action Kit* and its components are available free of charge and can be obtained from EPA's **National Service Center for Environmental Publications (NSCEP)**:

P.O. Box 42419
Cincinnati, OH 45242-0419
Website: www.epa.gov/nscep
Phone: 1-800-490-9198
Fax: (301) 604-3408
E-mail: nscep@bps-lmit.com

NSCEP operates a Toll-free phone service for EPA Publication Assistance with live customer service representative assistance Monday through Friday from 9:00am-5:30pm eastern time. Voice Mail is available after operating hours. You can fax or e-mail your publication requests. For technical assistance with NSCEP web pages, write to: nscep_nepis.tech@epa.gov

Please use the **EPA Document Number 402-K-07-008 (hard copy) or 402-C-05-001 (CD-ROM)** when ordering from **NSCEP**. See our list of publications at www.epa.gov/iaq/pubs

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