



Wheaton Warrenville Community Unit School District 200

**INDOOR ENVIRONMENTAL
QUALITY MANAGEMENT PLAN**



2006

Children's Environmental Health
Recognition Award
Winner

REVISION 7.2

JANUARY 2018

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ACKNOWLEDGEMENTS

**Wheaton Warrenville Community Unit School District 200
Indoor Environmental Quality Management Plan**

was prepared by

The CUSD 200 Indoor Environmental Quality Management Committee

as well as the

CUSD 200 Facility Services Department

and the

DuPage County Health Department

following guidelines from

United States Environmental Protection Agency “Tools for Schools” Program

I. INTRODUCTION – INDOOR ENVIRONMENTAL QUALITY FOR SCHOOLS

A. Background

In the 1980's, The United States Environmental Protection Agency (EPA) created a voluntary program of inspection and action to ensure good indoor air in schools. This voluntary program is known as "Tools for Schools". The program relies on the various stakeholders in schools to participate to ensure good indoor air conditions for all occupants. Principals typically coordinate the local effort, teaching staff makes classrooms observations, building services staff make local corrections and complete regular services.

The program has been successfully implemented in over 1,000 schools across the United States with successful outcomes. The program is a no cost program and relies primarily on school staff for execution. The program typically discovers building and classroom problems, which can generally be corrected at little or no cost. In rare instances, the program discovers significant building problems, which may require significant cost to correct.

In 1997, Community Unit School District 200 began its work to improve indoor environmental quality by conducting a baseline survey of all its buildings, looking at carbon dioxide and humidity levels in classrooms and related occupied areas. The results showed that inadequate fresh air was a concern in some buildings. To remedy these situations, the District began to make changes in the ventilation systems in the buildings in question.

Because District staff was taking this proactive approach to improving indoor air quality, they were asked to present at an indoor air quality training session sponsored by the Minnesota Department of Children, Families and Learning. Staff also attended national indoor air quality conferences to learn how school districts around the country were approaching their indoor air quality challenges.

The District staff used the Tools for Schools kit produced by the U.S. Environmental Protection Agency to begin gathering information from teachers and other staff members about their indoor air quality concerns. This kit provided procedures for investigating and evaluating indoor air quality complaints. Staff used technical consultants to help them evaluate the specific indoor air quality problems identified in the District buildings.

In an effort to change the way District buildings were used, staff identified the need for District-wide guidelines and or policies and procedures addressing animals in the classrooms, housekeeping, upholstered furniture, floor coverings, appropriate use of space, and new construction/remodeling strategies that could be used. During this initial work, the need for comprehensive communications about indoor air quality in the schools to staff, students, parents and the public became apparent. To this end a District-wide committee was chartered by the Community Unit School District 200 Board of Education in 2000.

B. Formation of the Committee and the Indoor Environmental Quality Planning Effort

An Indoor Environmental Quality Plan Committee was appointed to develop an Indoor Environmental Quality Management Plan (**IEQMP**) for District 200. The members of the original IEQMP Committee included the District Superintendent, the Executive Director

of Business Operations, Director of Facility Services, Operations Manager of Community Unit School District 200, a school board member, school Administrator, a representative of the Wheaton Warrenville Education Association (WWEA), a representative of the Classified Education Association (CEA), a representative of the school nurses, and a community member. The Committee was charged with developing an IEQ Management Plan and recommendations for the District to present to the School Board.

The IEQ Management Committee or IEQM presented a preliminary Indoor Environmental Quality report to the School Board on January 18, 2001, which was well received. After the initial IEQMC was formed other members were added to continue work on the further development of District IEQ policies which have as needed presented updated IEQ Management Plans to the District Superintendent, Cabinet Members and the Community Unit School District 200 Board of Education.

A key component of the IEQ Management Plan is the continuation of the IEQMC. The IEQMC provides the vehicle for an ongoing review of IEQ-related issues, updates the IEQ Management Plan as additional information becomes available, and regularly informs the School Board on the District's work to ensure high quality indoor environments in its buildings.

In response to direction from the Minnesota Department of Children, Families and Learning, the IEQMC updated and supplemented the IEQ Plan during the first half of 2001. The revised IEQ Management Plan was presented to the School Board for approval in August 2001. Other revisions and adoption of procedures have followed.

The IEQMC as well as the Community Unit School District 200 Board of Education realizes that the IEQ Management Plan is a "living document" as is meant to be revised and changed as new information and assessments are made. CUSD 200 will always continue "best practices" recommended from the DuPage County Health Department as well as other trusted sources. To this end the IEQ Management Plan will never be completely finished.

The IEQ Plan contains an indoor environmental quality vision and goals for the District. A procedure for managing indoor environmental quality issues along with the related documentation is included. Plans for training and communication about the indoor air quality issues are also outlined in the plan as well as processes and policies.

Information about or copies of schematics, as-built drawings with equipment locations and performance criteria, outside air requirements, sequence of operation, daily building and system operation schedules, test and balance reports, maintenance schedules, building inspection checklists, and maintenance equipment checklists will be found at each school building and or in the District offices.

II. DISTRICT INFORMATION

District: Community Unit School District 200
Address: 130 W. Park Avenue, Wheaton, IL 60187
Phone: 630-682-2000
Fax: 630-682-2227

District Superintendent: Dr. Jeffrey Schuler

Executive Director Business Operations: Bill Farley

Director of Facility Services: John Robinson III

Energy Operations Manager CUSD 200 and IEQMC Administrative Coordinator: Colin A. Wilkie

Total Number of Students: 13,500

Total Number of Staff: 1,800

Number of School Buildings: 20

Number of Other Buildings: 3

IEQ Committee Members: 6

III. DISTRICT VISION AND GOALS

A. Vision for District 200

The Indoor Environmental Quality vision for District 200 is that students, faculty and staff work and learn in buildings that have high quality environment. The **Indoor Environmental Quality Management Plan (IPMP)** will try to prevent indoor environmental quality issues from initially taking place and guide a timely resolution of environmental issues as they might arise with minimal disruption of the educational needs of the district.

B. Purpose of the Committee

The Indoor Environmental Quality Management Committee and its staff immediately and proactively investigate indoor environmental quality issues and concerns, work to identify and remediate problems, and develop and implement longer-term plans that address the root causes of poor quality indoor environmental quality throughout District 200.

These purposes include but are not limited to integrated communication to the entire district of environmental information, the implementation of maintenance procedures and practices, the creation and adoption of Indoor Environmental Quality policies and procedures, and constant ongoing review and evaluations of the Indoor Environmental Quality Management Plan at regular intervals. Finally, it is the purpose of the Indoor Environmental Quality Management Committee (**IEQMPC**) is to construct the IEQMP so it may be used as a District guide.

C. Goals for the IEQMC and for District 200

1. Communication

District 200 will communicate regularly about indoor environmental quality with parents, faculty, students and all stakeholders in the District. The overview will be detailed in **Section IV** of this plan. A communication overview includes, but is not limited to:

a. Prepare and implement an IEQM Communication Plan that presents information to parents, students, faculty and the public. This plan will identify each audience and the messages to be communicated, the vehicles or methods to be used, and the cost of these activities.

Communications will focus on proactive, positive messages to enlist participation, support and feed back from all stakeholders, including parents, students, faculty and staff. They will be encouraged to improve the IEQM in their offices and homes, as well as at school.

b. Present IEQ information regularly to the School Board as updates on the implementation of the IEQ Management Plan and as reports addressing IEQM issues in the District buildings, at least annually.

c. Work with other departments within the District to better coordinate the IEQ work into the District's school calendar. This work will be coordinated with faculty and other District employee groups.

- d. Develop, communicate and implement District-wide indoor environmental quality issue reporting and follow-up procedures.*** These procedures will be as simple as possible and will communicate the results of the investigation to the people affected. Information on these investigations will be kept confidential but will be placed into a data base for review and comprehension of the specific issue.
- e. When Environmental Health and Safety or School Maintenance has work to be done in school buildings, the faculty, staff and students will be notified prior to the work being done, unless it has to be done on an emergency basis.***

If the work is an investigation that needs to be done because a problem has been identified, we will attempt to give people at least 72 hours notice. If the work is remedial, we will attempt to give people two weeks notice.

We will send an announcement, as attached, via e-mail and post it on bulletin boards in the affected schools. These communications will be kept on file in the Facility Services Office, and at the school affected.

2. Maintenance Procedures

Indoor environmental quality is an integral part of overall maintenance of school buildings. School buildings are now used extensively beyond the regular school day. Additional activities are scheduled in school buildings in the afternoon and evening hours and on weekends. These activities put additional duties on building maintenance and custodial staff to open and lock rooms, set up and take down equipment, and clean the space after the activity.

Indoor air quality issues also require ongoing staff resources and capital expenditures. This may divert resources from the other maintenance needs of the facility. Deferred maintenance often suffers when staff has too little time and resources. The District facilities have considerable deferred maintenance that will require staff and capital resources to correct.

Given these challenges, the District will strive to:

- a. Deliver consistent and regular cleaning and maintenance to all District buildings.***
- b. Operate the District buildings as designed, or as technology changes, improve their operation and environmental quality through intention.***
- c. Look for innovative ways to approach cleaning and maintenance. This will include researching how other organizations that use their property constantly maintain and clean carpeting, make necessary repairs, and most efficiently use their staffs and equipment.***
- e. Develop procedures to determine where maintenance staff members devote major components of their time.*** Evaluate whether or not resources are deployed in the best possible ways. Determine whether or not people and equipment resources are adequate or need to be augmented.

3. Maintenance Equipment

Maintain high indoor environmental quality in District facilities by purchasing equipment that enhances indoor environmental quality.

- a. **Equipment Accessibility:** Make all heating, ventilation and air conditioning (HVAC) equipment accessible for cleaning. On much of the equipment currently installed, there are no access doors to the interior parts that need to be cleaned on a regular basis; for example, the cooling coils and drains pans. Problem area will be identified and priorities set. The cost of installing doors or access panels will be determined. The work will be scheduled and completed as feasible.
- b. **Filter Systems:** Upgrade the air filters used in the ventilation systems throughout the District. High efficiency filters will be installed everywhere it is possible. Staff will determine where the new filters will have the greatest impact on air quality. The cost of the upgraded filters will be included in the future budgets and the filters will be installed as feasible.
- c. **Vacuums:** The vacuums used by the District or its cleaning vendors will be upgraded to 99% efficient models. Staff will continue to research the performance of new models and select those that best fit the needs of the District.
- d. **Cleaning:** Schedule. Establish a workable floor and carpet cleaning schedule. Because the schools are used more hours of the week and more weeks of the year, the traditional approach to periodic deep cleaning of the carpets does not work as well. Staff will analyze new time frames for carpet cleaning and test new equipment. New approaches for carpet cleaning will be integrated into the operations and maintenance schedules.

In addition, staff will conduct additional research on new alternative floor coverings and related cleaning products and include this information for use by the employed external cleaning vendor management and staff. As standard practice carpet cleaning will be done using no chemicals or soaps. Hot water extraction is the preferred method for all carpeting unless otherwise authorized by the IEQ Committee.

- e. **Analytical Equipment:** The District will look into the purchase of necessary environmental quality assessment tools to provide professional analysis of conditions in District 200 buildings. This equipment will be kept at the Facility Services offices and be used during response to active IEQ issues.

4. District Indoor Environmental Quality Policies (Reference Section VIII)

District 200 has adopted twelve indoor air quality policies, all of which were developed by the IEQMC and approved by the School Board. The policies address the following issues and are included as attachments to this Plan. The adoption of these policies into Board Book procedures will take place as they are implemented by the IEQMC.

- a. **Animals in Elementary, Middle and High School classrooms.**
- b. **Air freshener units and sprays.**
- c. **Planned maintenance of District 200 facilities.**

- d. Chemical compounds in classrooms (Paste, clay, paints, materials, markers, etc.)*
- e. Materials brought from home (Stuffed animals, etc.).*
- f. Authorized cleaning chemicals used in District 200 facilities.*
- g. Candles and Pot Pourri.*
- h. Perfumes and aftershaves.*
- i. Cigarettes and smoke emitting products.*
- j. Upholstered furniture in facilities.*
- k. Use of floor coverings.*
- l. Housekeeping.*
- m. Use of Space in District 200 Facilities.*
- n. Planned maintenance in District 200 Facilities.*
- o. New construction and remodeling in District 200 Facilities.*
- p. Plants in classrooms.*
- q. District Wide Integrated Pest Management.*
- r. District Wide Personal Air Purifier Policy*
- s. District Wide Personal Humidifier Policy*

5. Funding Indoor Environmental Quality Work

District 200 will work to improve indoor environmental quality and to maintain its funding from two sources: District operating funds, and District Capital Budgets.

Operations and Maintenance funds are used primarily to correct identified IEQM issues. Operating money is used for maintenance. Capital budgets are the source of money to build new buildings, complete major remodels and update the schools.

As it improves indoor environmental quality, District 200 will continue to carefully invest District funds in cost effective solutions that will have long-term impact.

Work identified through the annual IEQM assessments will be put into District 200's annual Health and Safety Budget.

6. Ongoing Indoor Environmental Quality Review

The Indoor Environmental Quality Management Committee will conduct an annual evaluation of the indoor environmental quality issues and progress in the District. This will include a walk-through of District buildings to update the In-depth Assessment.

The Committee will identify new issues and make suggestions for addressing them and provide this information annually for review by the School Board. The Committee also will modify the Indoor Environmental Quality Plan as needed and conduct a thorough Indoor Environmental Quality Plan update at least every three years.

Through this ongoing effort the adaptability of the plan will remain, as current and future goals are set and met by the members of the Indoor Environmental Quality Management Committee.

IV. TRAINING AND COMMUNICATIONS PLAN

A. Overview of District 200 Plan

Community Unit School District 200 is committed to providing communication, education and training on indoor environmental quality issues to students, parents, faculty and staff.

The public will be kept up-to-date on our IEQ program through District mailings and/or the District newsletter and with press releases to the local press. The IEQ Management Plan will be kept in the District office for review by anyone during regular school hours.

Training for all staff will be conducted before the start of the school year. Staff will receive updates as determined by the IEQMC. New staff hired after the initial training will be given initial training along with the opportunity to review the District's IEQ Management Plan.

All questions by the public and or school staff will be directed to the IEQ Committee, IEQ Coordinator or the District Superintendent.

B. IEQ Hotline

1. Procedure for IEQ Hotline Use and Maintenance

One of the primary ways the Communication Plan has been made user friendly is the introduction of the IEQ Hotline in January of 2000. This dedicated line allows staff to quickly and easily report IEQ issues directly to the responding staff. It also allows a faster turn around time for a primary response and action. Training on response to the line and reporting has been given to all Facility Services office staff. Below is an outline of use that this line was designed for.

The District 200 Indoor Environmental Quality line is now operational in the Facility Services Building. This line is installed to permit a staff member, student or parent to notify District 200 IEQ Investigator directly if there is a concern about indoor environmental quality in one of our schools/buildings.

This line is an automated line using voice mail and is reviewed daily by a staff member and is automated to contact the Facility services e-mail mailbox. All indoor environmental quality concerns will be attended to in the order they are received. The Indoor Environmental Quality phone number for District 200 is 682-2488.

2. Message Used for Answering the IEQ Hotline

This is the message that is used automatically when the line is called. "Hello, you have reached Community Unit School District 200's Indoor Air Quality Line". "Your call is very important to us and will be responded to in the order received. To enable us to better serve you, it is necessary for you to provide us with the following information: Please be sure to speak clearly while providing us with this information:

“Your name, address and phone number”.

“Date and Time of your call”.

“Location of your concern”.

“Your Air Quality concern”.

“Thank you for calling the School District 200’s Air Quality hot line. Your time in sharing with us your concerns will result in a better environment for all participants in our facilities”.

C. Integrating Individual Schools into the Communication Plan

As part of the overall Communication Plan Community Unit School District 200 will establish individual IEQ School Committees or IEQSC at each one of its facilities to better communicate the needs of that school. These then will be integrated into a District wide network for all sites that will have direct communication with the District-wide IEQ Committee. Below are some of the guidelines for the formation of these satellite committees.

- Establish a building committee to discuss the process and findings for our reviews of Indoor Environmental Quality. We will ask the school principal to add staff members to a committee comprised of school, professionals and administrative staff. We will try to have this group meet within the next week.
- District-wide IEQ Committee school assessment process and information sharing. The IEQ Committee will come to the school and assess various locations. They will develop a report on conditions they find. We will share this report with the building committee and the staff.
- Regular meetings will be held with the District-wide Indoor Environmental Quality Management Committee by the satellite committee. IEQMC of staff, parents, administrators and professionals will also review findings and offer their perspective on the concerns at future meetings and be made a resource at all times for that site.
- Decisions on District policies may be suggested by the school committee, but guidelines and the adoption of procedures will be made by the District-wide Indoor Environmental Quality Management Committee giving its recommendation to the School Board.
- Individuals may serve on both the IEQMC and site IEQSC at the same time to better facilitate the communication process. Information is meant to be freely shared between both groups and the participation of these individuals as well as all staff is encouraged.

D. IEQ Communications Plan Overview

| Audience | Messages | Vehicles | Cost |
|-----------------|---|---|---|
| General Public | <ul style="list-style-type: none"> • IEQ issue in all buildings • Especially schools (District is leader on issue) • All need to work together on issue | <ul style="list-style-type: none"> • Pursue articles in local newspaper by community health reporter (general IEQ homes, schools, and workplace) | <ul style="list-style-type: none"> • Preparation of a fact sheet • Time to brief reporters |
| Parents | <ul style="list-style-type: none"> • IEQ issue in all buildings • Especially schools (District is leader on issue) • All need to work together on issue • Relationship of home and school | <ul style="list-style-type: none"> • Insert or article in quarterly newsletter or other communications vehicles | <ul style="list-style-type: none"> • Preparation of a inserts of articles • Printing of inserts |
| Staff | <ul style="list-style-type: none"> • IEQ changes in District (Human interest) • IEQ issue in all buildings • Especially schools (District is leader on issue) • All work together on IAQ issues | <ul style="list-style-type: none"> • Articles in Safety News (monthly newsletter) • Training sessions as necessary | <ul style="list-style-type: none"> • Preparation of articles • Preparation and presentation of sessions • Cost of handouts |
| Students | <ul style="list-style-type: none"> • IEQ issue in all buildings • Especially schools (District is leader on issue) • All need to work together on issue | <ul style="list-style-type: none"> • Wellness Fair | <ul style="list-style-type: none"> • Develop handouts • Cost of handouts |
| Principals | <ul style="list-style-type: none"> • IEQ issue in all buildings • Especially schools (District is leader on issue) • All need to work together on issue | <ul style="list-style-type: none"> • Meetings to present guidelines • Establish site IEQ Committee | <ul style="list-style-type: none"> • None |
| ALL | <ul style="list-style-type: none"> • Common look and theme • Build recognition and awareness | <ul style="list-style-type: none"> • Logo • Positioning line | <ul style="list-style-type: none"> • Modify logo owned by CAG • Create tag time |

E. IEQ Communications Plan Timetable

| | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | March | April | May |
|--|--------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|------------|
| Newspaper Articles | | | As | Often as | Possible | | | | |
| Insert or article in newsletter to parents | X | | | X | | | X | | |
| Safety News | | X | | X | | X | | | X |
| Principals Meetings | X | | | | | | | | |

V. RECORD KEEPING AND RESPONSE PROCEDURE

District 200 is committed to IEQ status in District buildings in the most efficient and trustworthy method possible. The District relies on the people using the buildings to alert them to possible indoor environmental quality problems so they can be addressed and corrected as soon as possible.

The staff, faculty, parents, students and the general public of District 200 will be given the opportunity to express their concerns about indoor environmental quality through the use of this IEQ Issue Record-Keeping and Response Procedure.

The students, staff, faculty, parents and the general public may identify any indoor environmental quality related issue through the completion of the **District 200 Indoor Environmental Quality Primary Response Forms (Appendix I through L)**. These completed forms are submitted to the Facility Services Department to start the process.

The District 200 Indoor Environmental Quality Primary Response Forms are logged in by the assigned Facility Services Management Team member, who will talk with the individual within 48 hours to discuss the complaint and start the interview process. All emergency complaints will be handled immediately. Facility Services, with assistance from District staff, will investigate the issue and determine whether the issue can be resolved quickly or if it will take more time. Outside professionals will be called in if necessary.

When the complaint is resolved, the assigned Facility Services Management Team member will respond in writing to the individual submitting the complaint. If the complaint cannot be quickly resolved, the Services Management Team member will communicate regularly with the individual on the progress of the resolution.

Pest\Bed Bug field inspection reports are filled out in much the same way as the District 200 Indoor Environmental Quality Primary Response Forms. However, these forms can also be filled out by a qualified IEQ building individual. Copies of these reports should be given to the school principal as well as the nurse on-site. Also an additional copy should be made available to Facility Services for their records.

Additional record-keeping and response to individual IEQ and IPM instances where an outside vendor is used will be kept by that company and can be turned over at the request of Community Unit School District 200 if needed.

VI. OPERATIONS AND MAINTENANCE PLAN

A. Initial Assessment Summary Template

| | | | |
|--------------------------------------|--|--|--|
| School | | | |
| Year Built | | | |
| Educational Grades | | | |
| Floors | | | |
| Exterior & Roof Materials | | | |
| HVAC Systems | | | |
| Floor Coverings | | | |
| Remodeling | | | |
| Water Damage | | | |
| IEQ Issues | | | |

B. In-Depth Assessment Summary Template

| | | | |
|-------------------------------|--|--|--|
| School | | | |
| Issues/Concerns | | | |
| OUTSIDE – | | | |
| Construction Materials | | | |
| Drainage | | | |
| Landscaping | | | |
| INSIDE – | | | |
| Housekeeping | | | |
| Carpet Cleaning | | | |
| Cleaning Products | | | |
| Plants & Animals | | | |
| Ventilation | | | |
| Remodeling | | | |
| Water Damage | | | |
| IAQ Concern | | | |

C. Selection and Specification of Building Materials

Facility Services Department is required to approve all building materials before a project is started. Building material Guidelines / Considerations should include but not be limited to:

- Use building materials known to have low pollutant-emission characteristics. When these materials are not available, contamination of air in the facility should be controlled by temporary ventilation, off-site curing, and/or isolation of such materials from the interior environment.
- Require complete emissions data from manufacturers before specifying or approving products.
- Consider maintenance requirements. Cleaning solvents are an important source of volatile organic compounds. Select materials that can be cleaned with soap and water.
- Consider the projected life cycles of materials. Materials that wear out quickly require more frequent replacement, with additional emissions at each replacement cycle.
- Document design assumptions thoroughly and provide clear, detailed descriptions of building systems in the construction contract documents.
- Specify temporary additional ventilation to be provided immediately before and during initial occupancy of new and renovated buildings.
- a. Continuous ventilation with outside air minimizes occupant exposure to emissions from new materials and furnishings. This period of super ventilation should last from three to eight weeks -- the longer the better. Require complete emissions data from manufacturers before specifying or approving products.
- Purging-type ventilation procedures should be used for at least one to two hours to flush the building of accumulated contaminants after a period of vacancy, e.g., weekends, evenings, and holidays.
- Specify "bakeout" procedures prior to occupancy. Bakeout involves raising building temperatures for 48 hours or more while maintaining ample ventilation. It results in more rapid emissions of volatile organic compounds prior to occupancy and should reduce occupant exposure to contaminants. Bakeout is not a trivial procedure in terms of technical requirements and costs. If bakeout is specified, include high-register thermostat controls to accommodate the procedure. Bakeout is also controversial in that it may release pollutants that otherwise would never have entered the environment.
- Require pretreatment of materials where possible to eliminate pollutants. The type of pretreatment would depend on the type of material. For instance, vinyl-impregnated flooring might be subjected to a factory bakeout, and furniture or carpet might be unwrapped in a super ventilated warehouse and remain there until airborne pollutants are dissipated.

- During construction, renovation, or relocation, protect building occupants from fumes and dust.
 - a. Isolate* the occupied area from construction.
 - b. Identify* and control sources of contamination.
 - c. Provide Super Efficient Filters* in the existing air-conditioning system.
 - d. Provide temporary ventilation.*
 - e. Reduce exposure* to contaminants by carefully scheduling both construction and occupant activities.
 - f. Consider temporary relocation of occupants.*
 - g. Study asbestos abatement projects* for applicable types of barriers, temporary ventilation equipment, and management strategies that can control temporary sources of contamination.

Along with the mentioned guidelines and considerations proposed at the District level it is the recommendation of the IEQMC to adopt the American Lung Association *Health House* Builder Guidelines as an additional resource to use whenever possible. These guidelines will be placed in the IEQ Plan as an attachment reference for consideration when building projects are considered.

D. Procedures

1. HVAC Systems

Heating and ventilation systems will be monitored/checked daily to ensure proper operation. Belt tension will be checked at least quarterly; belts will be replaced as needed. Filters will also be checked quarterly and replaced twice annually at a minimum.

An effort will be made, as finances permit, to upgrade the filters to 2-inch pleated filters and to high efficiency bag filters where space permits.

2. District Wide Personal Air Purifier Policy

Community Unit School District 200 recognizes the use of personal air purifiers brought into District sites. These units can be classified into the two broad categories, Ozone generators or certified HEPA. This policy is to outline the restrictions associated with using this type of equipment in the classrooms and other areas of District sites. This policy is supported by DuPage County Health Department as well as other agencies.

Ozone generators are advertised as a way to remove pollutants from the air. However, ozone is a strong oxidizing agent used as a disinfectant in water and a known lung irritant. Symptoms associated with exposure include cough, chest pain and eye, nose and throat irritation.

Therefore, it is the policy of CUSD 200 to not allow ozone producing Personal Air Purifiers in any capacity within District sites. Staff having such Personal Air Purifiers will be asked by written notification to remove such items in a timely manner for the benefit of all stakeholders of the District.

Certified HEPA type filters pose no health issues. If most of the building's electrical systems could supply the electrical demand for the HEPA filters there would be no problem. Most schools have a HVAC system that brings outdoor air into the building and also exhausts air from the building as well as re-circulates the air within the building. Community Unit School District 200's key goal is for every internal space within its buildings to have proper ventilation during scheduled use.

Thus, the effectiveness of the filter, say within the individual classroom, would be diminished to an effective coverage area that is nonexistent. If some rooms have one and others do not, the overall effectiveness could very well be minimal. Placement within each room will, in part, diminish the effectiveness of the filter operation. HVAC types, operational windows and the type of floor covering, are the main factors that effect particulate levels. A certified HEPA Personal Air Purifier will then, even with the best intentions, have little to no affect on the IEQ status of any given location.

In general, the surveys the DuPage Health Department conducted at CUSD 200 sites did not reveal that particulate matter was a problem. Air filters are intended to remove particulate matter and Personal Air Purifiers are intended to remove particulate matter and to some extent address bioaerosol issues. In schools with good housekeeping procedures and use of HEPA type cleaning equipment there are low levels of particulate matter. In a well maintained building the use of individual filtration units in rooms in the opinion of the DuPage Health Department, is not warranted.

With these compelling suggestions in place from our IEQ partners, it is the recommendation of the Community Unit School District 200 Indoor Environmental Quality Committee that all District stakeholders using a certified HEPA Personal Air Purifier must take full responsibility for their function and maintenance.

As with other Community Unit School District 200 IEQ policies, we rely on the current and future findings of the Environmental Protection Agency, the American Lung Association of Illinois and other IEQ publications and resources including but not limited to the EPA's "Residential Air Cleaning Devices: A Summary of Available Information" and the "Ozone Generators that are Sold as Air Cleaners: An Assessment of Effectiveness and Health Consequences".

3. District Wide Personal Humidifier Policy

Community Unit School District 200 recognizes the use of personal humidifiers brought into District sites. This policy is to outline the restrictions associated with using personal humidifiers (not associated with curriculum) in the classrooms and other areas of District schools. This policy is supported by the EPA, DuPage County Health Department as well as other agencies.

Because these devices introduce moisture into the site in a mostly uncontrolled manner, and because the water container serving the humidifier is presenting “stagnant” water to the air, biological contaminants do occur. Some biological contaminants trigger allergic reactions, including hypersensitivity pneumonitis, allergic rhinitis, and some types of asthma. Infectious illnesses, such as influenza, measles, and chicken pox are transmitted through the air. Molds and mildews release disease-causing toxins. Symptoms of health problems caused by biological pollutants from humidifiers include sneezing, watery eyes, coughing, and shortness of breath, dizziness, lethargy, as well as fever.

Allergic reactions occur only after repeated exposure to a specific biological allergen. However, that reaction may occur immediately upon re-exposure or after multiple exposures over time. The longer the humidifier is in the space, the more likely health problems can occur. As a result, people who have noticed only mild allergic reactions, or no reactions at all, may suddenly find themselves very sensitive to particular allergens.

Some diseases are associated with exposure to toxins from microorganisms that can grow in personal humidifiers. Children, elderly people, and people with breathing problems, allergies, and lung diseases are particularly susceptible to disease-causing biological agents in the indoor air.

Community Unit School District 200’s key goal is for every internal space within its sites is to have proper ventilation during scheduled use. Therefore, introduction of personal humidifiers will not be allowed in the classrooms and other areas of District schools. As with other Community Unit School District 200 IEQ policies, we rely on the current and future findings of the Environmental Protection Agency, the American Lung Association of Illinois and other IEQ publications and resources.

4. Carpeting and Floor Coverings

Carpeting will be vacuumed at a minimum of twice per week and in high traffic areas, daily. This includes door entrance mats and area rugs.

Carpets will be extracted at a minimum annually and in higher traffic areas as needed, depending on soil/stain build up. After extraction, high volume blower fans will be used to ensure proper drying of the carpets to help discourage mold growth. As hallway carpets wear out, we will look at other "non-absorbent" floor coverings, such as vinyl tile, as a replacement option.

Hard floor coverings, tile, wood, terrazzo, and concrete will be dust mopped at a minimum twice per week and, in most cases, daily. These floors also will be wet mopped or auto scrubbed as needed to ensure cleanliness. Hard floor coverings will be refinished during the summer to ensure minimum building occupation during the refinishing process.

5. Landscaping and Grounds

The landscape and grounds will be maintained in a neat and consistent manner as per the direction of the Director of Facility Services. Shrubs and trees will be kept trimmed and away from the building far enough to discourage mold or moss growth. The landscaping shall slope

away from the building to ensure proper drainage and discourage a “wet foundation” condition. Spillways and drains shall be repaired and upgraded as needed to help ensure good water flow away from the building.

6. Housekeeping and Custodial

All housekeeping and custodial staff, both district and vendor employees, shall work together to achieve a clean and safe learning environment for the students in our District. All hallways, locker rooms, classrooms, bathrooms, gymnasiums, cafeterias, offices, and all other areas, will be monitored for cleanliness on a daily basis. In some cases, such as hallways, cleaning may need to take place more than once per day. Other areas, conference rooms, auditoriums, some offices, may only require once or twice per week cleaning, depending on usage.

All trash collection must occur in a timely manner to ensure cleanliness and to avoid mold growth or odor concerns. Concerns of cleanliness or timeliness of cleaning procedures should be directed to the Director of Facility Services.

7. Disinfection

It is important that there is standardization in addressing outbreaks of contagious virus infections when they happen in District 200. All sites should follow the same guidelines when it comes to the disinfection process. The DuPage County Health Department recommends the following guidelines to help prevent the spread of acute gastroenteritis illness (AGE), including Norovirus, during an outbreak.

A special note: these measurements for both sanitizing and disinfecting are assuming the bleach is 5.25 % sodium hypochlorite. That is the typical concentration of bleach, but I know more recently there have been other concentrations on the market, so it’s important to check that, and to also have test strips to ensure it’s made to the proper concentration.

a. *Disinfection Process General:*

- Environmental surfaces potentially contaminated with Norovirus should be disinfected using a chlorine bleach (sodium hypochlorite) solution or other commercial product registered with the Environmental Protection Agency (EPA) as effective against Norovirus. A list of EPA-approved products is available at http://www.epa.gov/oppad001/list_g_norovirus.pdf. Products containing phenolic compounds (including quaternary ammonium compounds) are less effective against viruses such as human Norovirus.
- Whenever possible, a bleach solution should be applied to hard, nonporous, environmental (non-food contact) surfaces at a disinfection concentration of 1,000--5,000 ppm (1/3 – 2/3 cup household bleach per gallon of water).
- If a vomit or fecal spillage occurs, the area should be disinfected with a **freshly prepared bleach solution** or an EPA-approved disinfectant. The bleach solution should be a 1:10 dilution; mix 2/3 cup bleach with 1 gallon water. Allow the solution to be in contact with

the surface for 10-20 minutes or until it has air dried. For porous surfaces such as upholstered furniture, carpets or clothing, clean visible debris with an absorbent, double-layer material. Steam clean or wash the contaminated surface at 158° F for 5 minutes or 212° F for 1 minute. Custodial staff should wear masks and gloves when cleaning areas contaminated by feces or vomitus. Throw away all disposable materials in sealed bags.

- Bathrooms and other communal spaces should be disinfected more frequently during suspected Norovirus outbreaks. Frequently touched surfaces, such as door handles, classroom materials, and computer mice, should be disinfected with an approved product.

b. *Food Service and Eating Areas:*

- Food contact surfaces should be sanitized with a bleach solution of 50 – 200 ppm. The measurements for sanitizing concentrations of 50-200 ppm of bleach is the following: 1 teaspoon-1 tablespoon per gallon of water. This should be done, after cleaning with soap and water to remove debris. Tables should be sanitized between uses.
- Staff, especially staff responsible for food service, should wash their hands frequently.
- Food service staff experiencing any GI symptoms should not work until free of symptoms for 48 hours.
- In addition to hand washing, exclude all direct hand contact with ready to eat foods; only allow the proper use of gloves or utensils when preparing foods that are ready to eat.
- Restrict sharing of foods brought from private homes.
- Restrict students' sharing of any communal food items in classrooms. Instead, the teacher should hand out items to be shared after washing his/her hands.
- Stop using self-service food bars during an outbreak. Do not let children serve themselves in any manner which might promote direct hand contact with shared foods.

8. Diapering Procedures

It is important that there is standardization for staff involved in changing diapers and the diaper changing area/supplies have the potential to spread germs and disease. Following proper procedures and room set up will reduce the contamination of the setting (hands, furnishings and floors) and decrease the risk of the spread of illness. Diaper changing table is sturdy, a convenient height (28"-32") with a water proof pad in good repair (no cracks,) and placed on a floor surface that can be cleaned and sanitized. (Tile, linoleum, carpet ideally should not be used) Diaper changing is only done in designated area, positioned to allow for supervision of all children and not located in food preparation areas.

Diaper changing supplies that may present a hazard shall be stored in an area inaccessible to children except during diaper changing. Diaper changing tables will not be used to store items other than diaper changing items (toys, papers, etc., will not be placed on surface). A sink is within reach of diaper changing table to allow for proper hand washing immediately and a tightly covered, plastic lined, hands-free diaper pail is available next to diaper area. For the safety of the child, the diapering procedure should be performed by a trained staff member in the vicinity of witness and /or assistance of an additional staff member.

Staff members will approach the student in a manner respecting the privacy and dignity appropriate to the development and age of the student and maintain a professional demeanor throughout the procedure. Privacy of the student will be maintained during the procedure. The child will not be left alone on changing table.

a. Prepare - Ready Your Supplies

- Before you bring the child to the diaper changing area, gather what you need: a fresh diaper, wipes, disposable paper liner or pad, a fresh diaper, wipes, gloves, clean clothes (if necessary), plastic bag for any soiled clothes, and a dab of diaper cream on a tissue if the child uses it.
- Put on the disposable gloves.

a. Lay Child On the Changing Surface

- Place child on diapering surface and unfasten diaper.
- Avoid contact with soiled items; anything that comes in contact with stool or urine is a source of germs.
- Always keep a hand on the child.
- Remove child's clothes, shoes and socks as needed.
- Bag soiled clothes and securely tie the plastic bag to send them home.

b. Clean the Child

- Unfasten the diaper, but leave the soiled diaper under the child.
- Use disposable wipes to clean the diaper area. Remove stool and urine from front to back and use a fresh wipe each time. Put the wipes into the soiled diaper.
- Fold the diaper over and secure it with the tabs.
- Remove the gloves and place soiled diaper directly into the plastic-lined, hands-free, covered receptacle.
- Clean hands with a disposable wipe.

c. Diaper the Child

- Slide the clean diaper under the child.
- Apply diaper cream if needed with a tissue and a freshly gloved hand.
- Fasten the diaper and dress the child.

d. Wash Child's Hands

- Use soap and water to wash child's hands thoroughly.
- Return child to a supervised area.

e. Clean and Sanitize the Diapering Area

- If disposable pad is not soiled, fold to re-use for same student or discard pad/ paper liner.
- Wipe up any visible soil with damp paper towels or a wipe.
- Wipe changing table thoroughly using PDI Sani-Cloth AF3. **Surface needs to remain wet for three minutes to be effective.**
- If possible, let table dry completely between student use.

f. Wash Your Hands!!

- Wash your hands with soap and water for at least 20 seconds, turn off faucet with a paper towel.

VII. INTEGRATED PEST AND TURF MANAGEMENT (IPMP) POLICY AND PLAN

A. Overview of Plan

Pests, including weeds, which infest our school buildings and grounds, can pose significant problems for students, staff, property and the environment. They can simply cause a nuisance that interferes with the learning process. But they can do much more. For example:

- Rodents can harm human health by carrying diseases.
- Bees and wasps are a danger to students who are allergic to their stings.
- Insects can cause significant and costly damage to school property.
- Uncontrolled growth of dandelions and grass-eating grubs can damage the turf of activity fields.

District 200 has long had a de-centralized program for managing pests and weeds. In the past, the common practice for managing pests has been through application of chemical pesticides, including herbicides, insecticides, fungicides and rodenticides. These pesticides have been applied to remedy situations, but have not been used on a widespread basis as a preventive strategy.

There is a growing body of evidence and concern that, for some people, exposure to pesticides can be harmful. The long-term health effects may not be fully understood, but the effects can range from subtle impacts to very serious health problems. The techniques most commonly used to manage pests may be as harmful as the pests themselves.

Following the guidelines set forth by the Illinois Department of Public Health in adopting a method to comply with the requirements of the Lawn Care Products Application and Notice Act and The Structural Pest Control Act, school District 200 will operate in compliance with these procedures. School District 200 further designates the Indoor Environmental Quality Management Committee Administrator or superintendent designated staff to be responsible for compliance to these acts. See Section **H. Pesticide Use Guidelines and Illinois Department of Public Health Acts, Number 1. Application Procedures**

It is, therefore, the policy of Community Unit School District 200 to implement an Integrated Pest Management Plan as part of the Indoor Environmental Quality Management Plan that is designed to manage pests and weeds through techniques that protect the health of our students and staff, as well as the environment.

The Plan to implement the policy which is outlined on the following pages.

B. Objectives

District 200 will manage pests and weeds to achieve the following objectives:

- Reduce any potential human health hazard and protect against a significant threat to public safety.
- Prevent loss or damage to district buildings and grounds.
- Prevent pests, and weeds from spreading into the community, or to plant and animal populations beyond an infested site.
- Enhance the quality of the learning and working environment for district staff and students.

C. Management Strategy

District 200 will achieve the above objectives through an Integrated Pest Management Plan (IPMP) strategy that employs numerous techniques to manage pests and weeds, with chemical controls (pesticides and herbicides) as the last resort.

Pests, including weeds, need three basic elements to survive and grow- food, water and harborage. The central philosophy of District 200's IPMP is to cut pests and weeds off from these basic needs.

The key tenets of this strategy will be (1) monitoring for pest and weed activity, (2) taking measures to prevent the invasion of district property by pests and weeds and (3) using the least toxic measure available to control pests and weeds that do invade district property.

Non-chemical controls will be implemented whenever possible. In every case, the full range of alternatives, including **NO** action, will be considered.

The decision to use a pesticide will be based on a review of all other options and a determination that those options are not acceptable or feasible. Cost or staffing considerations alone will not justify the use of chemical controls. When pesticides must be used, they will be used in accordance with the Pesticide Use Guidelines.

D. IPMP Strategy Elements

1. Monitoring: Staff with responsibility for pest and weed management will conduct annual inspections of school buildings and grounds to identify potential pest and weed problems in their early stages and take corrective steps. Checklists will be completed of each inspection and maintained in accordance with the record-keeping requirements.
2. Prevention: To permanently reduce the occurrence of pest and weed infestations, District 200 will take steps to make it more difficult for pests to enter district property. The district will:

- Cover roof vents and other openings, when appropriate.
 - Make sure outside doors are metal and fit well.
 - Make sure door sweeps are properly installed.
 - Make sure windows are tightly sealed.
 - Apply caulk to small cracks and holes in the building.
 - Apply expandable foam and mortar to larger cracks and holes in the building.
 - Repair plumbing leaks.
 - Move trash receptacles away from the building.
 - Modify cleaning practices to minimize the number of pests.
 - Modify landscaping practices to strengthen the turf and make it more competitive against weeds.
3. Management: To combat pests and weeds that infest buildings and grounds, District 200 staff will carefully inspect each situation to:
- Identify the pests or weeds, then –
 - Determine the most effective and least hazardous action from among the following techniques (listed in order of preference):
 - a. Sanitation and Management controls - improve housekeeping and food storage practices to reduce pest access to food supply; improve turf management practices to strengthen the turf and make it more competitive against weeds (see **Turf Management Plan**).
 - b. Mechanical or Physical controls -use of mechanical and snap traps, pest vacuums, glue boards and light traps to capture pests.
 - c. Biological controls - use of organisms that are natural enemies of pests (not widely available).
 - d. Chemical controls - use of pesticides in the form of containerized baits, aerosols, dusts, gels, pastes and sprays.

E. Training for IPM Staff

District 200 will develop and implement a plan to train all personnel with responsibility for pest and weed management activities. This will include the use of the **Pesticide Recordkeeping Form (Appendix D)** for application done by District 200 staff.

F. Record Keeping

Every District 200 site will have a current IPM record that includes the following information:

- Checklists of the periodic inspections and surveillance sheets that record the number of pests or other indicators of pest populations.
- Service report forms of every pest inspection and action taken to manage the pests, including the type of pest, the exact location of the pest, the control method used, the date and time. Pesticide use will include the name, amount and application procedure.
- A complaint log where staff and others can report pest problems.
- Labels and Safety Data Sheets for all pesticides used and temporarily stored on the property.

A copy of the documents listed above will also be kept at office of the Director of Facility Services. The documents will be available for public review.

The Director of Facility Services will develop and keep on file the contract specifications for all pest and weed management contractors.

G. IPMP General Education and Communication

DO NOT allow untrained staff to apply pesticides on school property. By law, only IPM trained applicators can apply pesticides (even ready-to-use products like sprays) in schools, and in compliance with the school's CUSD 200 IPM plan.

- A **Pest/Bed Bug Field Inspection Report (Appendix E)** will be filled out if required.
- Hard surfaces can be cleaned with standard cleaning products.
- If pests or bed bugs have been found repeatedly in a particular classroom, have the room inspected by a pest management professional or other trained staff.
- In affected classrooms, reduce cracks and crevices and eliminate classroom clutter and/or upholstered items. This aids in the ease of inspection and removal of potential pests.

H. Pesticide Use Guidelines and Illinois Department of Public Health Acts

While this Policy and Plan is designed to reduce the use of chemicals to control pests and weeds, District 200 acknowledges that chemical use will sometimes be necessary. Therefore, when a chemical control must be used to manage a pest or weed, the following guidelines will be followed:

1. Application Procedures

Every pesticide application must receive the prior approval of the Facility Services Director and follow the required Illinois Department of Public Health acts. This Act shall be administered and

enforced CUSD 200. To this end District 200 will offer a **Request for Pesticide Notification Form (Appendix C)** each school year to parents or guardians of children asking if they would like to be notified by phone or email if there is an application of pesticides at their student's location.

This registry will include the information on each parent or guardian including a contact number and or email address where they may be reached. Facility Services or designated staff will provide telephonic and or email notification prior to the application of pesticide to the designated school grounds and notify those persons on that list before application. This notification will happen 48 hours prior to the use of the pesticide. Where required chemical placards will be displayed after spraying is completed indicating the areas that were treated. District personnel will complete the **Pesticide Recordkeeping Form (Appendix D)** to request approval and report on pesticide use. Duplicate copies of the form will be kept at both the District and school offices.

Pesticides will be used only under the following circumstances:

a. Indoors -When pesticides must be used indoors, spot applications and directed, placement will be the only options for applying the chemical. For example, pesticides should be sprayed directly into the crack where pests are living.

Broadcast spraying of pesticides will never be allowed indoors (e.g., along baseboards), as it is not effective and creates unnecessary health hazards. To be effective, pesticide use must reach the pests where they live.

b. Outdoors - Broadcast spraying and spot applications of pesticides will be allowed outdoors as part of an overall Turf Management Plan. This Plan establishes weed tolerance maximums for various turf zones within the school district. It allows pesticides to be used under the following conditions:

- On an as-needed basis.
- Targeted at the specific weeds to be managed.
- During optimum weather conditions.
- When children are not present and with enough time before children are present for the pesticide to be fully integrated into the turf.
- The application of pesticides is subject to the Federal Insecticide, Fungicide and Rodenticide Act (**7 United States Code 136 et seq.**), School District Policies and Procedures, Environmental Protection Agency regulations in 40 Code of Federal Regulations, Occupational Safety and Health Administration regulations as well as state and local regulations.

2. Bedbug Education and Communication Overview

What are Bed Bugs? Bed bugs are small, brownish, flattened insects that feed on the blood of people while they sleep. Although the bite does not hurt at the time, it may develop into an itchy welt similar to a mosquito bite. Bed bugs do not transmit disease, but they can cause significant itchiness, anxiety, and sleeplessness. Bed bug infestations are also very difficult and expensive to control. Usually, bed bugs will hide during the day and only come out to feed during the night. Unlike head lice, they do not live on a person. However, they “transfer” from one place to another in backpacks, clothing, luggage, books, and other items.

Actual bed bug infestations in schools are uncommon. More commonly, a few bed bugs will transfer to school from an infested home by hiding in a student’s clothing or backpack. Bed bugs that are brought into the school in one student’s backpack could be carried home by another student, making the school a potential hub for bed bug transfer. The focus in schools should be detection and education to resolve home infestation.

Staff, students, pest managers and the public need to be educated about potential school pest issues and the IPM policies and procedures adopted by Community Unit School District 200 to prevent and manage pests. Through communication and cooperation, the District will strive to create an environment in which all students and staff become partners in the effort to manage pests. At a minimum, District 200 will communicate IPM policies and procedures through newsletters, meetings and other communications tools as the need arise.

3. Bed Bug Protocol

a. Student Exposure - If a bed bug is found on a student, it may indicate that the student has bed bugs at home. However, bed bugs can crawl onto or off of a person (or their belongings) at any time, so it is also possible that the bed bug was brought to school by someone else. If a suspected bed bug is found on a student or a student’s belongings, the following procedures should be followed:

- The student should be discreetly removed from the classroom so that the school nurse can examine the student and clothing as appropriate. A qualified individual can then inspect the student’s other belongings. Any bugs found should be removed and collected for identification. Try to keep the specimens as intact as possible.
- If a confirmed bed bug was found on a student, then the school principal or nurse should contact the student’s parents or guardian to inform them of the bed bug presence on their child.
- The school principal, nurse, or center program director should consider notifying the affected class or classes. A sample notification letter is provided at the end of this document.

- Students should not be excluded from school due to bed bugs. Schools should not be closed due to bed bug presence, if pest management is necessary it will normally be targeted to certain areas of the school.

b. *Student Exposure at Home* - When a student is dealing with an infestation at home, it is important to be sensitive to their problem. Although bed bugs have nothing to do with cleanliness or socioeconomic status, there is still a stigma that can come with having bed bugs. As a result, parents may be hesitant to admit to having bed bugs, and students may not want others to know they have an infestation at home. Students living in an infested home may also feel anxious or tired during the school day. Schools should work with the parents of any student living in an infested home to develop strategies for preventing the further spread of bed bugs.

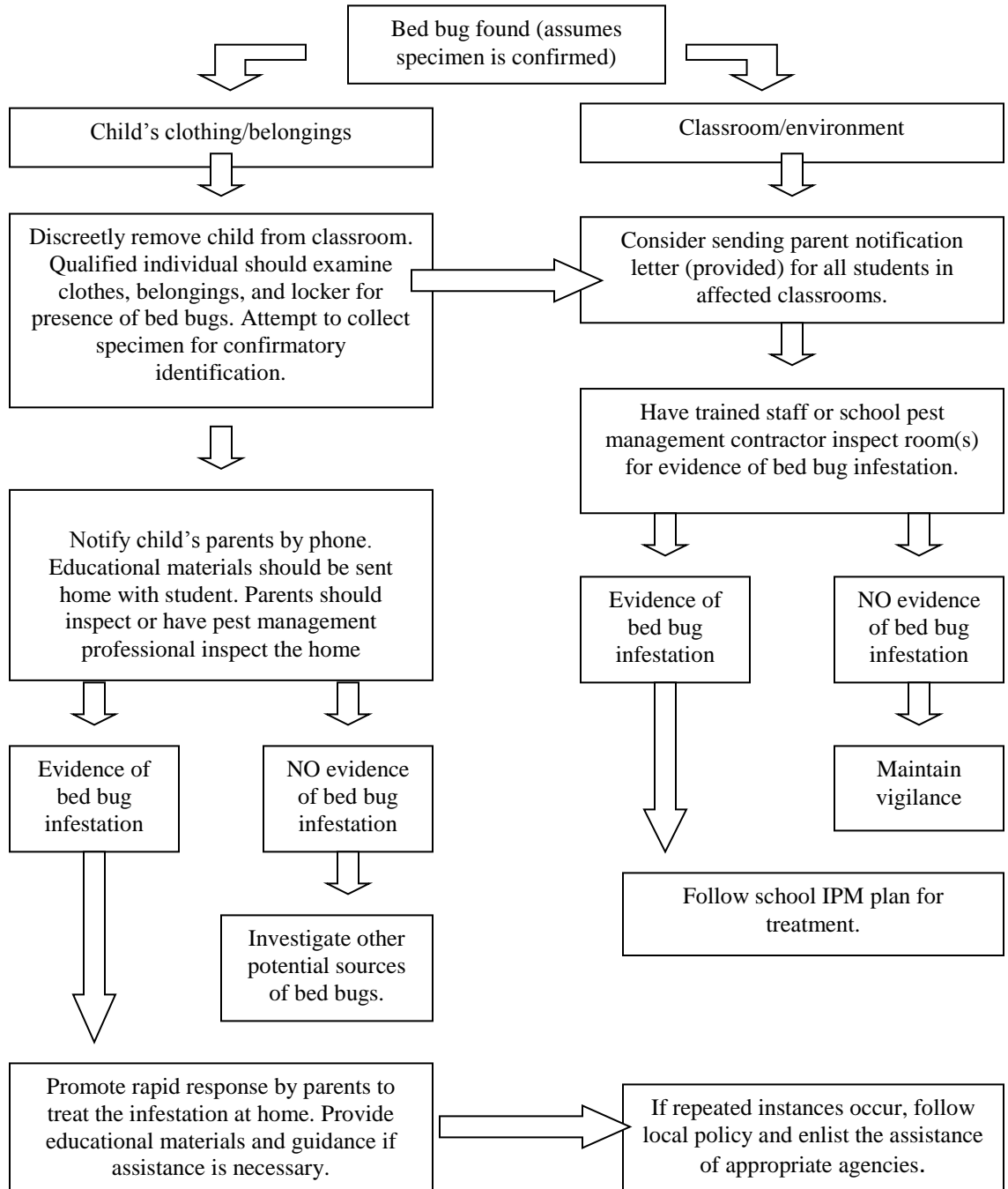
- Determine if the infested home is being treated. Home remedies and do-it-yourself treatments are usually insufficient and could cause negative health effects or produce potential hazards in the home.
- In an infested home, parents should store their child's freshly laundered clothing in sealed plastic bags until they are put on in the morning. This prevents bed bugs from hiding in the clothing and being carried to school.
- Backpacks, lunchboxes, and other items that travel back and forth to school can also be inspected daily and stored in sealed plastic containers at home to prevent bed bugs from getting into them.
- At school, the student could be provided with plastic bags or bins in which to store their belongings in order to prevent any bed bugs from spreading to other students' belongings.

c. *Environmental Response*

- DO NOT allow untrained staff to apply pesticides on school property. By law, only IPM trained applicators can apply pesticides (even ready-to-use products like sprays) in schools, and in compliance with the District's IPM plan.
- A Bed Bug Field Inspection Report (**Appendix E**) will be filled out by a building qualified IEQ person.
- Hard surfaces can be cleaned with standard cleaning products.
- If bed bugs have been found repeatedly in a particular classroom, have the room inspected by a pest management professional or other trained staff.
- In affected classrooms, reduce cracks and crevices and eliminate classroom clutter and/or upholstered items. This aids in the ease of inspection and removal of potential pests.

d. Community Unit School District 200 School Response Flowchart

- **School Responsibility:** Providing a healthy, pest-free environment in which students can excel.
- **Parent/Caregiver Responsibility:** Providing a safe and healthy living environment for the student



4. Pesticide Selection

When it is determined that a pesticide must be used, the least toxic pesticide available for the pest or weed to be managed will be selected. At a minimum, MSDS sheets will be compared.

Responsibility for making this decision rests with the Director of Facility Services and the IEQMP Administrative Coordinator.

5. Product Safety

As applied to District 200 lawns and parkways, the materials our outside vendors use are highly dilute and the low rates of application present negligible risk. The ingredients in products our outside vendors use are the very same as a regular homeowner would purchase from the hardware store. Technicians used by District 200, however, are trained and certified in the proper handling and use of these products, eliminating any concern District 200 may have about the safe application, storage, and disposal of these products.

The word safe is interpreted by many to mean completely without risk and, as a practical matter, that's impossible to prove about almost anything. However, District 200 believes, as applied in very dilute solutions; the materials used represent a negligible risk. The markers District 200 place on lawns and parkways are not warning signs. They are notification that District 200 or its vendors has used lawn care products to service the lawns and parkways. District 200 began this practice because we found that the signs are appreciated for a number of reasons.

Our stakeholders like the notice that we have made their scheduled application and our residential and Park District neighbors appreciate knowing that an application was made. While some states require notification, it has been and will continue to be District 200's policy to provide this service throughout the facilities we manage.

The materials are applied as very dilute solutions and are applied at rates that leave low levels of residues on the grass, which we believe present negligible risk. However, District 200 send out letters of recommendation stating that it would be prudent to "keep families and pets off the lawn until the dusts have settled and, in the case of a wet application, the grass has dried. This may take an hour or two. In addition, District 200's notification policy provides you the opportunity to allow additional time before using the lawn if you wish to take additional precautions. The scientific data our outside vendors have provided us with gives us confidence that the District's specifically contracted applications will not make pets sick.

All pesticides used by District 200 outside vendors are registered by the U.S. EPA and appropriate state agencies for use around homes, schools, and parks. This means that the EPA has determined that the pesticide will perform its intended function without unreasonable adverse effects on the environment, which includes people and pets. EPA registration requires a substantial amount of test data and the agency may ask for additional data should new issues arise in the ongoing process of registration. District 200 has complete records on applications made at our facilities.

VIII. OPERATIONAL SERVICES ADMINISTRATIVE PROCEDURES

A. Overview: Hazardous and Infectious Materials and Health Contaminants

The focus of these procedures is to prevent situations in District 200 buildings that adversely affect students and staff known to have allergy and asthma sensitivities and those not yet diagnosed.

B. Live Animals in District 200 School Classrooms:

Background Information:

Certain warm blooded animals, reptiles, and birds produce allergens from skin or excrement that may cause reaction by susceptible staff and students. Warm-blooded mammals in particular are known to produce products which create allergic reaction and are known to trigger asthmatic reaction.

Procedure:

To help children and adults who suffer from asthma and allergies, and to improve the quality of indoor environment and cleanliness of the classrooms, staff and students may not bring or keep animals, reptiles, or birds into District 200 facilities except for those specifically required to complete the curriculum need.

Fish and insects are permitted. Where the curriculum requires the use of live animals; these will be brought to the classroom in a way to limit student exposure to animal allergens.

- Prior to the introduction of animals in classrooms, a letter needs to be sent to parents advising of the animal exposure that is planned.
- Once an animal is introduced, the length of exposure will be minimized. For example, once baby chickens have hatched, they should be removed from the classroom within the three (3) following days.
- Animals should be kept in a self-contained environment rather than being allowed to freely roam a classroom space.
- Non allergen producing specimens such as crustaceans, reptiles, insects, and fish should be used as alternatives where possible.

No one may bring pet animals into the buildings for visits at any time.

Where teaching spaces at Middle and High Schools have been specifically designed for science use, animals may be kept as examples throughout the year.

Elementary students may bring animals for special ‘animal show and tell days’ with the approval of the principal. If ‘show and tell’ animals are brought to the school, the animals must be kept outside of the school building. Prior notice of the animals’

presence will be given to parents of students in the designated classrooms and the animals will not be brought into the school building at any time.

There will be no approvals of indoor community animal events such as animal training classes, animal shows, or animal grooming classes for any District 200 Schools. Service Dogs (as defined by Department of Justice ADA 2011 guidelines) are permitted as needed for staff, students, and the public.

C. Upholstered Furnishings Used in Schools:

Background Information:

Upholstered furnishings harbor irritants and allergens. In addition they may pose a fire risk in the school.

Procedure:

Only furnishings approved by the school district are permitted in District 200 facilities. Staff, students and parents may not bring upholstered furniture to District 200 Schools. Bean Bag type seating devices are not encouraged for use with fabric or vinyl coverings. The polyester is flammable and tears or rips to the material can contaminate the packing material.

D. Stuffed Fabric Animals and Loose Pillows:

Background Information:

Stuffed animals and loose pillows harbor irritants and allergens. They are often manufactured in countries without fire retardant requirements and the stuffing is typically of unknown quality.

Procedure:

Schools may have stuffed animals and loose pillows provided they are both washable and fire retardant and have been approved by the school district. Props and puppets, used for short term special use are permitted as well.

E. Floor Coverings:

Background Information:

Flooring systems may harbor allergens. To minimize these conditions, flooring systems will be non-porous and non-fibrous.

Procedure:

All flooring for District 200 Schools will be hard surface flooring, such as vinyl composition tile, sheet vinyl, ceramic tile, terrazzo, concrete or other non porous systems. Carpet is permitted only in music spaces and auditoriums to provide sound dampening.

Carpet will be considered by District administration for other spaces only where there is an educational necessity.

For elementary schools, grades K through 2 will be provided with a colorful closed cell rubberized floor mat for children to sit on the floor. Requests will be considered for other areas of buildings.

Where spaces currently have carpeting, it will be removed and replaced with the district standard flooring at the end of the planned carpet life.

F. Appropriate Teaching Space:

Background Information:

Teaching should only occur in spaces designed for teaching activity.

Procedure:

Teaching spaces should be designed to meet the requirements of student instruction. Spaces must have appropriate ventilation, heating, lighting, door systems, flooring, ceiling spaces, and safety systems.

G. Plants in Elementary and Secondary Classrooms:

Background Information:

Plants may harbor allergens and insects that cause irritation for staff and students.

Procedure:

Potted plants are permitted in any teaching space or staff work location. District 200 will not provide plants for any school location. Plants must be properly maintained, which includes regular cleaning, inspection for insects and mites, annual soil replacement, proper watering, and trimming.

Plants must be capable of tolerating off-hour conditions in buildings for winter and summer. No chemicals may be used on plants in the classroom.

No plants are to be left in district schools over summer breaks. Those remaining will be disposed.

Where plants are suspected to be irritants, they are to be removed by the plant owner without debate. Plants in schools must be non-poisonous. District 200 will maintain a list of unacceptable plants, which are prohibited.

H. Educational Chemical Usage in Schools (Solids, Liquids, or Airborne Irritants)

Background Information:

Many chemical compounds are known irritants and asthma triggers. Their use needs to be controlled.

Procedure:

Chemical(s) or supplies used in District 200 school facilities for instructional purposes. (Note: This does not include for maintenance or licensed food preparation.)

Where chemicals are used for instruction, a written educational plan should be in place. The educational plan may be chemical specific or it may be a general plan that includes but is not limited to:

- Who, how, when and where the chemical(s) is to be utilized.
- The safety precautions and personal protection required for the chemical's use.
- The handling, dispensing, transporting, disposal, fire safety, and storage requirements of each chemical.
- The security needs of the material needed to prevent general access.

Safety Data Sheets (SDS) are to be available where chemical(s) is stored and utilized. This procedure does not specifically address chemical(s) or substances for which supplier or manufacturer does not have to supply SDS.

I. Guidelines for Chemical(s) or Supplies Used in District 200 School Facilities:

- Information on chemicals utilized for teaching should be available as public information.
- Food and drink should not be permitted in science or art lab spaces.
- Art supplies must be in compliance with the Illinois Toxic Supplies in Schools Act (105.IL.135).
- The use of materials that are water based and non-allergenic is encouraged.
- Where volatile chemicals are used, appropriate fire protection must be provided.
- When a chemical or supply is suspected of causing adverse health effects, the chemical or supply should be removed from exposure.
- Mercury, in either the open form or contained in equipment such as thermometers and barometers, may never be used in District 200 schools for educational purposes.
- Chemicals should not be utilized if they are not accompanied by their respective SDS information available.
- Chemicals and supplies need to be used only per label instructions to ensure proper handling and use.
- Students should wash their hands at the end of each class session where supplies and chemicals have been used.

J. Non Educational Chemicals:

Background Information:

Many non-educational chemicals such as cleaning supplies and sprays are irritants and need to be carefully controlled.

Procedure:

Only chemicals approved by the Indoor Environmental Committee are approved for use in District 200 schools. This includes all cleaning supplies, classroom cleaning sprays, disinfectants, soaps, or multipurpose cleaners.

- The Buildings and Grounds Department will provide all cleaning supplies for classrooms.
- All cleaning supplies will have MSDS sheets in the school office.
- All containers must be clearly labeled.
- All chemicals must be kept out of the reach of students.

K. Air Fresheners, Deodorizers, Odorants:

Background Information:

Chemical compounds in air fresheners, and odorizing chemicals have known irritants. Their use must be carefully considered in school buildings. Odorants mask problems which need attention.

Procedure:

Air freshener sprays, plug in or evaporation air odorizers, pot pourri, or scented oils should not be used in any school space within District 200. Cleaning services must not use odorants in spaces or bathroom fixtures. Special exemption for this can occur for events and productions with the approval of the school principal.

Perfumes and colognes should be used in moderation as they are known to be irritants.

L. Candles and Incense in School Buildings:

Background Information:

Candles and incense are fire risks, physical burn risks, and produce smoke that cause health and building problems.

Procedure:

Candle, incense and other burning activities must not occur in District 200 buildings. Special exemption for this can occur for events and productions with the approval of the school principal or where their use is a part of an educational unit.

M. IPM Pest Management (Reference Section VII for complete information)

Background Information:

Pests in school buildings and undesirable yard plants must be managed to limit populations. The management of pest populations needs to occur in the least aggressive manner to limit the introduction of additional contaminants.

Procedure:

District 200 pest control management policies shall be based on Integrated Pest Management (IPM) methods. IPM bases management of insect, animal, and plant pests on the least chemically intensive methods for control.

Principles for control are:

- Management of pest food supplies to eliminate populations.
- Management of building perimeters to limit entry points for pests.
- Cleaning and organization of areas that may harbor pest populations.
- Capture of animal and insect populations rather than chemical killing.
- Acceptance of weeds in school lawns as preferable to regular chemical application.
- Localized weed spraying to control populations rather than wholesale application.
- Use of chemical pesticides only as a last resort and then only in contamination areas.
- There shall be no regular spraying of any pesticides inside or outside District 200 buildings.
- When sprayings must occur and the school is occupied, notification to parents will proceed this spraying. This notification will be in the form of signs placed on the school premises at least 48 hours prior to spraying. Spraying will only occur during non-student hours.

APPENDIX

- A. Wheaton Warrenville Community Unit School District 200 Project Notification Form
- B. Pesticide Draft Letter of Notification to Parents
- C. Request for Pesticide Notification Form
- D. Pesticide Recordkeeping Form
- E. Pest/Bed Bug Field Inspection Report
- F. Bed Bug Sample Parent Letter (Child Affected)
- G. Bed Bug Sample Letter (Classroom Affected)
- H. IEQMP Report Form: **FORM 1** - Interview with IEQ Requestor
- I. IEQMP Report Form: **FORM 2** - IEQ Location
- J. IEQMP Report Form: **FORM 3** – IEQ Location HVAC Inspection
- K. IEQMP Report Form: **FORM 4** - IEQ Location Cleaning Check List

Wheaton Warrenville Community Unit School District 200

PROJECT NOTIFICATION FORM – Appendix A

District 200 is notifying you of the upcoming project:

_____ Painting _____ Installing carpet
_____ Roofing _____ Resurfacing

to be completed on the following dates: _____ in the following buildings and areas:

Caution:

- Persons are advised to avoid areas or not make contact with surfaces that are still wet.
- Parents of children who need special supervision to prevent a medical reaction to odors from these projects should contact the IEQ Administrative Coordinator, and provide the following (preferably in writing);

Name of Student _____

Name of Attending Physician _____

Concerns: _____

Instructions for School Staff: _____

Notes:

For additional information about this project, please contact _____ at the following number:

For privacy issues, any information of a nature describing the medical status of a student should be channeled through the District's nursing staff.

Wheaton Warrenville Community Unit School District 200

PESTICIDE NOTIFICATION TO PARENTS- Appendix B

Date, 20XX

Dear Parent or Guardian:

Pests - including weeds - that infest our school buildings and grounds can pose significant problems for students, staff, property and the environment. They can be a nuisance that interferes with the learning process. But they can do much more. For example:

- Rodents can harm human health by carrying diseases
- Bees and wasps are a danger to students who are allergic to their stings
- Insects can cause significant and costly damage to school property.
- Uncontrolled growth of dandelions and grass-eating grubs can damage the turf of activity fields.

District 200 has long had a de-centralized program for managing pests and weeds. In the past, the common practice for managing pests has been through application of chemical pesticides, including herbicides, insecticides, fungicides and rodenticides. These pesticides have been applied to remedy situations, but have not been used on a widespread basis as a preventive strategy.

According to the State of Minnesota, the long-term health effects on children from the application of certain pesticides or the class of chemicals to which they belong may not be fully understood. There is a growing body of evidence and concern that, for some people, exposure to pesticides may be harmful. The effects can range from subtle impacts to very serious health problems. The techniques most commonly used to manage pests may be as harmful as the pests themselves.

District 200 is required to inform parents and guardians of our District's use of certain pesticides on school property. Specifically, the law requires schools that apply pesticides to maintain an estimated schedule of pesticide applications and to make the schedule available to parents and guardians for review or copying at each school office. District 200 is pleased to comply with that law. You may review or copy the schedule at any time during regular office hours at your school.

I also am pleased to inform you that District 200 has taken the added step of adopting a very progressive "Integrated Pest Management Policy and Plan." This plan is designed to manage pests through techniques that protect the health of our students and staff, as well as the environment. In this plan, we have identified areas within and around our school buildings where chemical use will be severely limited.

Non-chemical controls will be implemented whenever possible. In every case, the full range of alternatives, including no action, will be considered. The decision to use a pesticide will be based on a review of all other options and a determination that those options are not acceptable or feasible. Cost or staffing considerations alone will not justify the use of chemical controls. When pesticides must be used, they will be used in accordance with the Pesticide Use Guidelines in this plan.

You are invited to review both the "Integrated Pest Management Policy and Plan" and the estimated schedule of pesticide applications at any school office or at the District office. In addition, if you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule (excluding emergency applications), please complete and return the form and mail it to (NAME, ADDRESS).

Wheaton Warrenville Community Unit School District 200

REQUEST FOR PESTICIDE NOTIFICATION FORM – Appendix C

I understand District 200 will make available an estimated schedule of pesticide applications for review and copying at every school building office. Should a pesticide application be scheduled on a day different from the day(s) specified in the original schedule, I would like to be notified. I understand that the school may ask me for reimbursement for the costs of notification.

I would prefer to be notified by (circle one): Phone E-Mail

Please print neatly or type:

Name of Parent/Guardian: _____ Date _____

Address: _____

Day Phone () _____ Evening Phone () _____ E-Mail: _____

*Please return this form to:
(Name, Address)*

Wheaton Warrenville Community Unit School District 200

PESTICIDE RECORDKEEPING FORM – Appendix D Contains recordkeeping requirements for IPM and Commercial Pesticide Applicator Recordkeeping

LOCATION & INSPECTION INFORMATION

Location: _____ **Date:** _____

Pests Noted: _____

Conditions Conducive To Pest Infestation: _____

Pest Management Recommendations Made by the Applicator: _____

Structural or Habitat Modifications Undertaken: _____

APPLICATION INFORMATION

Name of Pest Control Firm (If Employed) & Emergency Phone Number: _____

Target Pest(s): _____

Number of Target Pests Found Reporter: _____

Name of Applicator: _____

Applicator Certification #: _____

Name of Pesticide(s) [Brand or product name]: _____

EPA Reg. #(s): _____

Active Ingredient(s): _____

Concentration of Pesticide(s) Applied (i.e., amount of formulated material & amount carrier used to make the dilution):

Quantity of Pesticide(s) Used: _____

Method of Application (ex: pump sprayer, spreader, etc.): _____

Rate of Application (ex: #/1,000 ft², to point of run-off, etc.): _____

Restricted Entry Interval Time Frame (If Any): _____

Wheaton Warrenville Community Unit School District 200

PEST/BED BUG FIELD INSPECTION REPORT – Appendix E

Indoor Environmental Quality Facility Services Bed Bug Report Field Inspection Sheet (Create a separate sheet for each room inspected)

Building / Location Name

Area / Room Number

Date of Inspection

Location Inspector

Observation Information (See attachment photos where indicated)

Area Bugs reported in Classroom Common Area Other

Reported by Teacher Principal Nurse Name:

Confirmed Bed Bug? Yes No

Carpeted Area where found Yes No Upholstered Furniture in Area? Yes No

Describe Area and Surroundings

Describe how many staff and students come in contact with Area

Does this room/area have ventilation? Yes No What Types

How is the ventilation brought into the room?

Does the room/area have its own heating unit? Yes No What Type

Assign additional cleaning for Area? Yes No Work Order Number:

IPM recommended for this Area? Yes No Work Order Number:

Any additional Bed Bugs found? Yes No

NOTES:

Report to be completed by a qualified building IEQ individual - Copy of Report to be given to School Principal and Nurse

Wheaton Warrenville Community Unit School District 200

BED BUG SAMPLE LETTER (CHILD AFFECTED) – Appendix F

Dear Parent,

Today, a bed bug was found on your child or in your child's belongings. While this does not necessarily mean that the bed bug was brought to school by your child, it is important to your child's health and to the school community that you inspect your home for signs of bed bugs. Enclosed you will find information about bed bugs and an identification guide to help you with your inspection.

The source of bed bugs often cannot be determined, as bed bugs may be found in many places including hotels, planes, and movie theaters. Even though it is unlikely for bed bugs to infest a school, *(add school's name here)* will take appropriate action.

If you have any questions regarding bed bugs in your school, please contact Principal *(add principal's name and contact info here)*. If you have any questions regarding bed bugs found in your home, contact the DuPage Health Department 630-682-7400. Below is a list of WEB sites to give you more information on this issue.

<http://www.dupagehealth.org/upload/bedbug.pdf>

http://www.dupagehealth.org/upload/Bed_Bug_Basics.pdf

http://www.dupagehealth.org/upload/Bed_Bugs- Entire Document.pdf

<http://www.bedbugsinfo.ca/tools/bed-bugs-fact-sheet-download/index.html>

Sincerely,

Community Unit School District 200 Principal or Nurse

Wheaton Warrenville Community Unit School District 200

BED BUG SAMPLE LETTER (CLASSROOM AFFECTED) – Appendix G

Dear Parent or Guardian:

We recently found a bed bug in your child's classroom. Bed bugs are a nuisance, but their bites are not known to spread disease. Bed bugs are usually active at night and feed on human blood. The bite does not hurt at first, but it may become swollen and itch, much like a mosquito bite. Watch for clusters of bites, usually in a line, on exposed areas of the body. If you have medical concerns for you or your child, please contact your doctor.

The source of bed bugs often cannot be determined, as bed bugs may be found in many places including hotels, planes, and movie theaters. Even though it is unlikely for bed bugs to infest a school, *(add school's name here)* will take appropriate action.

Contact your physician or school nurse for proper care and treatment of bed bug bites. If you have any questions regarding bed bugs in your school, please contact Principal *(add principal's name and contact info here)*. If you have any questions regarding bed bugs found in your home, contact the DuPage Health Department 630-682-7400. Below is a list of WEB sites to give you more information on this issue.

<http://www.dupagehealth.org/upload/bedbug.pdf>

http://www.dupagehealth.org/upload/Bed_Bug_Basics.pdf

http://www.dupagehealth.org/upload/Bed_Bugs- Entire Document.pdf

<http://www.bedbugsinfo.ca/tools/bed-bugs-fact-sheet-download/index.html>

Sincerely,

Community Unit School District 200 Principal or Nurse

Wheaton Warrenville Community Unit School District 200

PROJECT NOTIFICATION FORM – Appendix H IEQMP FORM 1 – INTERVIEW WITH IEQ REQUESTOR

Report Created by

Date

Name of Primary Requestor

Building / Location

Area / Room Number

Date

What are the number of people that use this space on a daily basis?

Number of Occupants

Students

Instructors

Other

How many people have known allergies, asthma or other medical conditions that may contribute to their symptoms.

Was the school nurse notified? Yes No

How many people are showing symptoms?

List the Names of each person showing symptoms (separate interview sheet for each person)

When do the Symptoms Begin?

Eyes Symptoms Watering Swelling Itchy Other

Throat Symptoms Dry Swelling Sore Cough

Nose Symptoms Dry Running Congested Other

Sinus Symptoms Dry Running Congested Pain Pressure Other

Other Symptoms Head Ache Lethargy Nausea Fatigue Drowsiness

Chest Tightness Shortness of Breath Fever Chills Ear Problems

For people showing symptoms, please describe: When do the symptoms start?

How long have the symptoms been occurring?

For people showing symptoms, please describe: When do the symptoms end?

Do the symptoms increase or decrease during the school day? Increase Decrease Other

Do the symptoms continue in your home? Increase Decrease Other

Has anything changed in your home environment? Pets Moves Other

Have any of your family or friends been sick lately?

Notes

Wheaton Warrenville Community Unit School District 200

PROJECT NOTIFICATION FORM – Appendix I

IEQMP FORM 2 – LOCATION INSPECTION (PAGE 1)

FILL OUT A SEPARATE FORM FOR EACH LOCATION

Building / Location Name

Area / Room Number

Date of Inspection

Location Inspector

Observation Information - Physical Features and Surfaces (See attachment photos where indicated)

Lighting On Off Other Windows Open Closed No Windows

Weather Hot Cold Dry/Humid Rain/Snow Outside temperature if Known

Describe ceiling surfaces

Are there stained ceiling tiles in this room? Yes No What area of room, N-S-E-W

Are there any missing ceiling tiles in this room? Yes No What area of room, N-S-E-W

Describe wall surfaces

Are there stained or darkened wall surfaces in this room? Yes No What area of room, N-S-E-W

Describe floor surfaces Carpet Tile Other Age if known

Are there stained or darkened floor surfaces in this room? Yes No What area of room, N-S-E-W

Are there any major power feeders located (floor or ceiling) in this room? Yes No What area of room, N-S-E-W

Observation Information - Odors and Chemicals

Are there noticeable odors in the room? Yes No What area of room, N-S-E-W

Do the occupants wear perfumes or after shave/colognes? Yes No What Types

Are there any room deodorizers plugged or placed in the room? Yes No What Types

Are there any household chemicals used in the room by anyone? Yes No What Types

Is the room overly dusty? Yes No What area of room, N-S-E-W

List any chemicals found in room during inspection

List all chemicals used in cleaning this room/area and attach MSDS sheets

Notes

Wheaton Warrenville Community Unit School District 200

PROJECT NOTIFICATION FORM – Appendix I

IEQMP FORM 2 – LOCATION INSPECTION (PAGE 2)

FILL OUT A SEPARATE FORM FOR EACH LOCATION

Building / Location Name

Area / Room Number

Date of Inspection

Location Inspector

Observation Information - Items in Room/Materials

Are art supplies being stored in this room? Yes No What Types

Are art supplies being stored in this room? Yes No What Types

Are there newspapers regularly used in this space? Yes No

Is there standing watering the room? Yes No

Are food products being served or stored in this room? Yes No What Types

Are science supplies being stored in this room? Yes No What Types

Are there new furnishings or equipment in place? Yes No

Is there any non-standard furniture in room/area (couches, upholstered chairs, etc.)? List any found

Is there any stuffed animals, bean bag chairs, carpets or mats in the room/area? List any found

Are there any materials in the room/area which have been brought in by students? List items found

Observation Information - Items in Room/Plants and Animals

Are there living plants in the room? Yes No What type?

Are there terrariums in the room? Yes No

Are there animals in the room? Yes No List each one.

Are there hatching chicks in the room? Yes No

Are there fish tanks in the room? Yes No

Are there turtles in the room? Yes No

Additional Notes

Wheaton Warrenville Community Unit School District 200

PROJECT NOTIFICATION FORM – Appendix J **IEQMP FORM 3 – IEQ LOCATION INSPECTION & HVAC INSPECTION** **FILL OUT A SEPARATE FORM FOR EACH LOCATION**

Building / Location Name

Area / Room Number

Date of Inspection

Location

Inspector

HVAC Observation Information (See attachment photos where indicated)

This room/area is primarily used for Art Science PE General Classroom Other (describe)

Approximant age of room/area and related mechanical systems

Windows Open Closed No Windows

Doors Open Closed No Doors

Describe ceiling supply and returns (if any)

Describe any grates or other supply and return features on walls or floor in the room/area

Does this room/area have ventilation? Yes No What Types

How is the ventilation brought into the room?

Does this room/area have exhaust air or relief air? Yes No What Types

Are there any ceiling fans or other portable fans in the room/area? Yes No What Types

Does the room/area have its own cooling? Yes No What Type

Describe type and operation of heating system (if any)

Does the room/area have its own heating unit? Yes No What Type

Describe type and operation of heating system

Does this room/area have its own thermostat? Yes No What Type

Describe type and operation of thermostat

Describe type and operation of filter system in place for this room/area

Has the filter in the ventilation system serving this space been changed within the previous six months? Yes No

What is the schedule of operation for this room/area?

What is the CO2 reading of room/area during student occupancy?

Wheaton Warrenville Community Unit School District 200

PROJECT NOTIFICATION FORM – Appendix K **IEQMP FORM 4 – IEQ LOCATION CLEANING CHECK LIST** **FILL OUT A SEPARATE FORM FOR EACH LOCATION**

Building / Location Name _____

Area / Room Number _____

Date of Cleaning _____

Location Custodian _____

Checklist (Custodian MUST initial each item upon completion) Indicate N/A where not applicable

Was a room diagram provided? Yes No If No, make a detail diagram prior to cleaning area _____

Remove to designated location potential contamination (plants, upholstered furniture, etc) _____

Clean light lenses on both sides with a cleaning solution mixed at proper rates _____

Clean blinds and windows _____

High dust entire room/area _____

Clean door frames/door and glass _____

Wipe down all walls with a clean cloth with a cleaning solution mixed at proper rates _____

Vacuum ceiling with HEPA vacuum twice on all surfaces _____

Vacuum walls and cabinets with HEPA vacuum twice on all surfaces _____

Vacuum all remaining furniture and materials with HEPA vacuum twice on all surfaces _____

Vacuum floor surfaces with HEPA vacuum twice on all surfaces _____

Extract approved upholsted furniture (desk chair, computer chairs) with a cleaning solution mixed at proper rates _____

Clean bulletin boards, chalkboards and white boards _____

Student and teacher desks cleaned, all surface areas _____

Sink and bathroom (attached) cleaned _____

Wastebasket cleaned and new liners placed in receptical _____

Baseboards cleaned _____

Special Instructions

Instructions given to scrub hard floor surfaces, list _____