

# Administration Checklist

Excerpted from Tools for Schools Action Kit, Health Canada.

Date: \_\_\_\_\_ Room/area: \_\_\_\_\_ School \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

To be completed by:

- School-based administrators
- Program coordinators
- Head custodians

Read Health Canada's Tools for schools Action Kit's Chapters 1 through 5.

While the school administration may not have expertise in all of the following areas, it is essential to develop policy and practices to ensure that capable, responsible personnel and systems are in place.

Regarding checklist use, applicable federal, provincial, territorial and municipal regulations and guidelines should be respected. (e.g. fire regulations, building codes and OHS codes.)

(Caution: Often, decisions concerning school practices and purchases may not be reviewed by people with specific expertise. e.g., equipment such as kilns or ozone generators may cause IAQ problems.)

## POLICY SECTION

Policy items that must be defined include:

### 1. Work Practice (e.g., classroom, custodial, maintenance)

Y N N/A

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Teachers understand that using certain art/craft supplies may cause IAQ problems.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Custodial staff are trained to ensure that all school areas receive the necessary attention.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Plans and schedules are in place for operation of building services and ventilation systems to ensure adequate performance under all conditions.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Lockers are inspected and cleaned regularly. (Every three to five months recommended)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There is adequate practice or policy on tobacco use.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There is a practice or policy on the use of scented products for personal care, educational activities, and custodial practices.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Deodorizers are not used for masking odours. Sources of odours are found and removed.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Masking scents are not used in cleaning materials to cover odours.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A program is in place to control vehicle parking, idling and loading to minimize contamination of air intakes and openings is in place. (Cars, busses, delivery trucks...) Signs are posted and drivers are informed of proper procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Plants are not used as an IAQ control strategy. (Plants' capacity to remove air contaminants is minimal. Plants can be a source of many air contaminants including moulds, pollen, dust, insects, and chemicals.)                          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Alternatives to pesticide use are in practice.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Photocopiers and laminators have dedicated ventilation.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Repairs and renovations take place outside school hours, using board-approved materials and with thorough clean-up.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Energy efficiency practices are followed (e.g. Lights, computers, etc. off when not in use)  |

Comments \_\_\_\_\_

### 2. Animals, Food/Beverage Consumption and Other Special Activities

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Define where and under what conditions special activities can be undertaken. Factors to consider include the type of space, suitability for use, custodial requirements and supervision. |
|--------------------------|--------------------------|--------------------------|--|

### 3. Material Purchasing, Storage and Assessment

- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Order least-toxic materials (e.g. No liquid white-out, choose metal or wood vs plastic furniture...) |
|--------------------------|--------------------------|--------------------------|--|

Y N N/A

- Define the type and quantity of materials and storage requirements.  
   Review all areas to determine if the current contents are acceptable or necessary.  
   Discard all "junk".

#### **4. Record Keeping**

- Every facility maintains an event log for IAQ-related issues. The log should contain event description, background information, date, time, assessment, planned actions and follow-up.  
   IAQ incident report forms are on hand.

#### **5. Facility Use for non-traditional school functions**

- Each special activity is assessed for its potential impacts on indoor air quality, ventilation requirements, custodial needs and other factors.  
   The conditions for using school facilities are specified and monitored for compliance.

#### **6. Team Building**

- Stakeholders have been provided education, networking, implementation of the school IAQ plan, and are ensured contact with the IAQ coordinator.

#### **7. Special Needs Groups**

- Policy or practice guidelines or standards are in place.  
   Need help developing policy or practices.

#### **8. Operations**

The school administration should have an overview of the status of the facility, and should be aware of the following items:

- classroom area activities and operation;
- administrative area activities and operations;
- custodial practices, schedules and activities;
- rental/special use activities;
- OHS committee activities;
- health and hygiene education;
- current and future maintenance and renovation activities by in-house staff or contractors;
- team training and communication; and
- the contents and basic requirements contained in the checklists for all IAQ team members.

An administrative procedure is required to ensure that all tasks are conducted in an acceptable manner and that proper planning and recording systems are in place.

Proper training, planning, resources and record keeping will ensure that many potential IAQ problems are avoided and that early detection and intervention will occur.

- Operating guidelines or standards are in place.  
   Need help developing operating guidelines or standards.

Comments \_\_\_\_\_

## OFFICE AREA SECTION

### 1. General Cleanliness

Y N N/A

- Office area is dusted and vacuumed thoroughly and regularly without stirring up dust.
- Only Board-approved cleaning materials are used. These should be low-hazard materials.
- Garbage is removed daily.
- There is no sign of pests.

Comments \_\_\_\_\_

### 2. Washroom

- There is a washroom within the administrative area.
- The washroom is cleaned thoroughly and regularly.
- There is adequate ventilation. (i.e., a window or exhaust fan)
- Ventilation needs to be improved.
- Products used adhere to board or school scent free program.

Comments \_\_\_\_\_

### 3. Drain Traps (The water in unused drain traps evaporates and can allow sewer gases to enter the room.)

- There are sinks or floor drains in the area.
- Water is poured down all sinks and drains weekly, and toilets flushed.
- Not sure. Need more information.

Comments \_\_\_\_\_

### 4. Excess Moisture

#### Note condensate (condensed water, frost, or "fog") on cold surfaces

- There is condensation on windows, window sills, and window frames.
- There is condensation on cold water pipes or fixtures.
- There is condensation on indoor surfaces of exterior walls and floors.

#### There are signs of leaks

- Around and under classroom sinks.
- In bathroom/kitchen areas.
- Ceiling tiles, walls or floors (discoloration may indicate periodic leaks).

Comments \_\_\_\_\_

### 5. Thermal Comfort

- Room is typically comfortable.
- Room is not drafty.
- Humidity is good (too high is <60% relative humidity [RH] or too low is >30% RH).

Comments \_\_\_\_\_

### 6. Ventilation

- Location of air supply and air return vents is known.
- Checked for airflow by holding a strip of lightweight plastic or piece of tissue paper near the air vent(s).
- Airflow is not diverted or obstructed by books, papers, furniture, curtains, or other obstacles.
- Unit ventilators/heaters have nothing placed on their tops or obstructing flow.

Y N N/A

- There is no mechanical ventilation system and windows are the means of ventilation. They are opened to supply fresh air a few times over the day.
- Photocopier and laminator have dedicated ventilation.
- Need help with ventilation.

Comments \_\_\_\_\_

### **7. Odours**

- The area is free from odours, chemical smells, or damp/musty conditions.
- There are odours
- Vehicle exhaust
- Kitchen/food
- "Chemical" smell
- Mould or mildew
- Other \_\_\_\_\_
- Need help, sometimes smell unexplained odours in classroom.

Comments \_\_\_\_\_

### **8. Materials**

- Materials are chosen with IAQ in mind.
- Using low-emission educational materials such as ribbon white-out instead of liquid white-out.
- Using no musty books or papers.
- The storage of materials and supplies within the area is minimized.
- An annual inspection is done to discard all unnecessary components. (Be ruthless. Collecting causes problems.)
- Materials, boxes or other components are not stored against exterior walls. (This can create cold spots and problems with mould growth.)

Comments \_\_\_\_\_

### **9. Energy Efficiency and Recycling**

- Energy efficiency practices are followed (e.g. Turning off lights, computers, etc. when not in use)
- Need information/ideas to improve energy efficiency and recycling practices.

Comments \_\_\_\_\_