

Indoor Air Quality Management Plan

STRIDE Academy

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1. INDOOR AIR QUALITY COORDINATOR

STRIDE Academy has identified Nathan Schwieters as the Indoor Air Quality Coordinator. The school administration and school board is committed to providing the necessary support to implement the IAQ Plan. The IAQ Coordinator is a *school employee*. The IAQ Coordinator reports to the Executive Director.

The IAQ Coordinator's function is separate from building maintenance. The IAQ Coordinator's responsibilities include the following.

1. Answering basic questions from the public about IAQ:
 - a. where the public can find answers to questions;
 - b. where the public can find self-help information and checklists to evaluate out-of-school
 - c. how the public can access information about building and activities; and
 - d. What the public can do if there is an IAQ concern.
2. Acting as the key contact person within the district authorized to respond to and address IAQ issues and concerns from parents, staff, or governmental agencies.
3. Acting as the lead staff person to develop and manage the district's IAQ Management Plan, in accordance with best practices. This includes coordinating:
 - a. annual building walkthrough inspections;
 - b. annual ventilation and maintenance evaluations;
 - c. development, implementation and revision of the IAQ Plan; and
 - d. Annual school board approval of the IAQ Plan.
4. Responding to governmental requests for information.
5. Communicating with staff, parents, and other parties regarding the progress made with the IAQ Plan and any other relevant IAQ information.
6. Managing or coordinating various IAQ projects
7. Managing compliance with other IAQ-related regulations, such as smoking, asbestos, lead, mercury, and arena rules
8. Reviewing and approving renovation projects to determine whether they appropriately address IAQ concerns and are compliant with the IAQ Management Plan requirements
Coordinating the IAQ Team activities and meetings.
9. Training staff annually

2. BUILDING EVALUATIONS

School buildings are evaluated every year. The evaluations cover the ventilation systems and maintenance activities. The ventilation evaluation checks: air intakes, air filters, condensate areas, coils, cleanliness, mechanical rooms, dampers, controls, air movement, and exhaust maintenance evaluation checks: building supplies, dust control, floor cleaning, drain traps, moisture, and combustion appliances.

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The IAQ at STRIDE Academy is evaluated with Tools for Schools checklists. This survey helps identify and evaluate potential IAQ issues that may be associated with the buildings' ventilation and maintenance. Individual staff spend much of their time in specific areas or have specific maintenance responsibilities, and therefore may provide insight that would be missed through other evaluation methods. The checklists also educate staff about IAQ. The checklists are not intended to report individual health problems; a separate concern form is available and more appropriate for this purpose.

The IAQ Coordinator distributes, collects, and evaluates the checklists each year. The maintenance and ventilation was distributed, returned, and evaluated. A memo accompanies the distributed checklists, which explains the purpose of the checklists and any special instructions to effectively fill out the checklists.

STRIDE Academy's goal is to recover all of the checklists distributed. The same checklists or equivalent evaluations are completed annually to assess the district's changing IAQ issues and concerns. If response rates are low or information provided is not useful, STRIDE Academy may switch to a different equivalent method of evaluating building systems.

3. WALKTHROUGH INSPECTIONS

An IAQ walkthrough inspection is conducted annually of all functional spaces in buildings that house administrative or educational operations. The purpose of the walkthrough inspection is to identify new problems, further evaluate previously identified problems, and confirm corrective actions and other changes. The inspection is a quick overview of each building, and a more detailed evaluation is conducted through the building systems evaluations. The walkthrough inspections provide some insight regarding the type, location, and magnitude of apparent IAQ-related issues and problems.

The walkthrough inspections assess IAQ through the use of general human senses. The inspections check the occupied spaces (classrooms, hallways, offices, kitchens) and other 'functional' areas (exterior, roof, mechanical rooms, bathrooms, storage rooms, and boiler rooms). The walkthrough identifies problems related to: cleaning, fresh air ventilation, pests, nearby pollutants, pesticides, moisture, walk-off mats, temperature, humidity, odors, mold, occupant concerns, dry drain traps, exhaust ventilation, chemicals, fuel containers, engines, combustion appliances, lead, and radon.

The following issues are emphasized:

1. Water intrusion problems (interior and exterior)
2. Ventilation failures and/or problems
3. Building/structural failures and/or problems
4. Cleanliness of buildings and classrooms

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5. Need for O&M programs (e.g. ventilation, carpet, building compounds)

The Tools for Schools is used in the walkthrough inspections.

IAQ issues identified during the walkthrough inspections are addressed by Coordinator.

Copies of the walkthrough checklists are kept with the IAQ Plan.

4. PLAN TO ADDRESS IDENTIFIED ISSUES

During the walkthrough inspections and building systems evaluations, the Coordinator identifies IAQ problems and issues. The issues are prioritized from most important to least important and tracked in the 'Plan to Address Identified Issues Table'.

Issues are categorized and addressed through one or more the following methods:

1. Completing one-time repairs (immediate or near future actions).
2. Scheduling and executing mid to long- term projects.
3. Identifying deferred maintenance budget items that may be addressed if/when funding is available.
4. Adopting new policies and practices as part of the IAQ Plan annual review.

This plan has an implementation schedule that describes the timeline to remediate known IAQ issues. The plan also assigns an IAQ Coordinator who is responsible for completing the task or overseeing the work. After completion of building systems evaluations and walkthrough inspections, the IAQ plan is updated every year to address identified issues. Responses to particular staff concerns and complaints are maintained separately.

5. SCHOOL BOARD APPROVAL

The STRIDE Academy school board approved the first district IAQ Plan in 2016-2017. School board approval is sought after every major change to the IAQ Plan. Certified school board minutes indicating IAQ Plan approval are maintained.

6. ANNUAL REVIEW

STRIDE Academy performs an annual review of the IAQ Plan, in order to make appropriate changes. An annual review is necessary because changes may occur that relate to the building, operations, maintenance, occupants, and administrative priorities. Earlier versions of the IAQ Plan and the yearly 'Plan to Address Identified Issues' are retained to provide historical reference of IAQ best management practices that should reduce the likelihood of repeating policies and procedures that were ineffective or inefficient.

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The annual review involves:

1. Ensuring a certified IAQ Coordinator
2. Walkthrough inspections
3. Building systems evaluations
4. Reviewing IAQ Concern Reports and other information
5. Discussing new issues with the IAQ Team
6. Creating a 'Plan to Address Identified Issues'
7. Reviewing and changing the IAQ Management Plan as needed
8. Obtaining school board approval if major IAQ Management Plan changes are specified.

7. MERCURY

Mercury can affect the brain and nervous system. It can be found in areas where previous spills occurred, in certain building materials, in certain instruments, or stored in old containers. In compliance with MN Statute 121A.33, elemental mercury and mercury-containing instruments are not permitted in our schools. STRIDE Academy no longer purchases mercury containing instruments (such as thermometers, barometers, and the like). This prohibition does not apply to light bulbs or thermostats for heating, ventilation, and air conditioning. In addition, school staff has checked for the presence of mercury containing chemicals, instruments, and materials, and has not found any.

While mercury is prohibited in our schools, in the unlikely event that mercury is brought to school, school staff are prepared to respond to a mercury spill. In the event of a spill, school staff will follow Minnesota Pollution Control Agency (MPCA) and MDH guidance. Students will be removed from the affected area, which will then be isolated from the rest of the building. Mercury spill clean-up kits are present and will be used for small spills (one thermometer or less). In larger spills, school staff will contact the Minnesota Duty Officer (1-800-422-0798 or 651-649-5451) and possibly local authorities and the MPCA.

8. TOBACCO BAN

Tobacco smoking, chewing or ingestion is prohibited in all school facilities and vehicles, as mandated under MN Statute 144.4165. This prohibition does not apply to the lighting of tobacco by an adult as a part of a traditional Indian spiritual or cultural ceremony. While this law does not apply to outdoor smoking, the STRIDE Academy has also banned smoking on school grounds.

9. ASBESTOS

Asbestos is a mineral fiber that can be found in some building materials. If these materials are damaged or disturbed, they may release asbestos fibers into the air. Airborne asbestos fibers pose an increased health risk for mesothelioma, lung cancer, and asbestosis.

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In compliance with federal law, STRIDE Academy has developed and maintains an Asbestos Hazard Emergency Response Act (AHERA) Management Plan. Also, STRIDE Academy

maintains a file of Asbestos Exclusionary Statements exempting STRIDE Academy from inspections.

10. INTEGRATED PEST MANAGEMENT

Integrated Pest Management (IPM) is an important strategy for maintaining IAQ because both pests (such as mice and cockroaches) and pesticides can cause health problems, such as allergy and asthma symptoms. The STRIDE Academy IPM program, documented in the STRIDE Academy Integrated Pest Management Plan, should reduce the frequency and magnitude of both pesticide use and pest problems.

11. LEAD

Lead can be found in paint and varnishes, in pre-1978 building structures, and possibly other materials and items. When lead is released as dust or chips, individuals may inhale or ingest the lead. This can affect the nervous system, and young children are particularly susceptible.

The STRIDE Academy has determined that there are no areas that have lead paint. In addition, STRIDE Academy complies with the new federal (TSCA Section 402c3) lead renovation, renovation and painting rule (RRP), which applies to rooms used by children under the age of six. When work that disturbs paint is being planned in these areas, the school will determine whether the paint contains lead.

13. SCHOOL BUS IDLING

To reduce exposure to combustion by-products from diesel school buses, STRIDE Academy has adopted a policy to limit the amount of bus idling and the proximity of buses to school air intakes, in compliance with MN Statute 123B.885. School bus idling zones are located 80 feet away from building entrances and fresh air intakes. In addition, idling is detailed in the bus operator manual. Buses do not park in a line, to limit intake of tailpipe emission from one bus to another.

14. INTRODUCTION

The health, comfort, and learning environment of students and staff are important aspects of STRIDE Academy mission. Indoor air quality (IAQ) is a critical component of providing a healthy and comfortable learning environment. STRIDE Academy IAQ goals are as follows.

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1. Minimize indoor air pollutants, which will reduce the likelihood of health problems, including asthma, respiratory infections, allergic reactions, and other health problems.
2. Control temperature, humidity, and ventilation associated problems, which will foster students' ability to concentrate and learn.
3. Prevent indoor air quality problems, which will slow building deterioration, avoid school closures, minimize liability risks, and foster a positive relationship among parents, teachers, and the school administration.

STRIDE Academy has implemented an IAQ Management Plan that will monitor and improve the quality of air in school buildings. The objectives of the IAQ Plan are the following.

Reduce the levels of indoor air pollutants through preventive measures such as routine maintenance activities, periodic building evaluations and inspections, and IAQ-specific policies. Provide and maintain adequate air exchanges by maintaining ventilation equipment. Respond to IAQ-related concerns and problems in a thorough and prompt manner, through investigation, documentation, and effective communication.

15. INDOOR AIR QUALITY TEAM

STRIDE Academy has established an IAQ Team. The IAQ Team assists the school administration by reviewing IAQ-related information and recommending IAQ policies to maintain and improve the air quality within district facilities and school buildings.

The Indoor Air Quality Team is composed of the following individuals:

Name	Job Title	Contact Information	Team Role
Nathan Schwieters	Director of Operations	nschwieters@strideacademy.org	IAQ Coordinator
Brian Barbardy	Head of Buildings and Grounds	bbernardy@strideacademy.org	Advisor
Amy Lindell	Health Services Coordinator	alindell@strideacademy.org	Advisor

The IAQ Team is involved in the following efforts.

1. IAQ Team members contribute to the IAQ Plan creation and implementation. The IAQ Team members have reviewed the United States Environmental Protection Agency's (USEPA) IAQ Tools for Schools (TfS) kit, focusing on backgrounders and checklists relevant to each Team members' expertise.
2. The IAQ Team evaluates non-routine IAQ concerns that have been reported to the IAQ Coordinator. The Team takes steps or recommends measures to resolve the reported concern.
3. The IAQ Team meets regularly as part of regularly scheduled health and safety meetings to review ongoing IAQ issues and projects.
4. The IAQ Team meets as needed to conduct an annual review of the IAQ Plan.
5. IAQ Team meeting minutes, reports and other documents are kept with the IAQ Plan.

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16. COMMUNICATION

Communication is a critical element to successfully manage IAQ. The IAQ Coordinator and other district authorities try to limit misinformation and confusion through the use of effective communication. The IAQ Coordinator and other district employees communicate with relevant parties in a prompt, courteous, and consistent manner until the issue is resolved to the greatest extent possible. It is the goal of STRIDE Academy to develop and maintain the trust of the community and staff.

In addition, the IAQ Team and Coordinator inform parents and staff about the following.

1. The IAQ Plan and how to view the Plan upon request.
2. How to report IAQ concerns.
3. How to contact the IAQ Coordinator.

STRIDE Academy informs parents and staff about the availability of this IAQ information.

The IAQ Coordinator is prepared to answer parents' basic questions, as described under the 'IAQ Coordinator' policy. A list of checklists and other 'self-help' information, which parents can use to evaluate IAQ at home. This information is provided to parents to complement efforts to evaluate possible problems in the school, and is not intended to divert attention from the school.

In the unlikely event of an IAQ emergency, the district will strive to accommodate the needs of students, parents, and staff. The media will be alerted when it is necessary to provide information to a broader audience. Every effort will be made to share appropriate information as soon as it becomes available to the school district.

17. COMPLAINTS

STRIDE Academy encourages the reporting of IAQ concerns, regardless of how trivial the issue may seem. The prompt reporting and resolution of IAQ issues has the potential to prevent serious problems from developing, which should prevent potential health effects, discomfort, and unnecessary costs. This makes the investigation of all reported concerns worthwhile.

The IAQ Coordinator may require concerned individuals to report their IAQ concern in writing. A written description of the concern should reduce misunderstanding and create a history that can be referred to at a future date. The 'IAQ Concern Reporting Form' is available to staff and parents. This form should be completed and sent to the IAQ Coordinator to initiate an official IAQ concern reporting process.

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The IAQ Coordinator investigates the concern using the 'IAQ Concern Reporting Form'. The IAQ Coordinator documents findings and any changes implemented. The IAQ Coordinator reports the measures taken and the resolution of the identified concern to the appropriate parties. This will ensure that all interested parties know what action(s) have been taken. Where possible, the resolution of the issue, to the satisfaction of the concerned individual, is also documented.

If the problem cannot be identified or persists despite the school staff's efforts to identify and remediate it, the IAQ Coordinator discusses the matter with the appropriate school official(s) in order to determine whether a contracted service provider is needed. When the problem requires a policy change or significant resources, the IAQ Coordinator discusses specific policy changes or needed resources with the Executive Director and the school board.

Completed IAQ concern forms and associated documents are stored. Information collected is processed and stored according to data practices policies. Findings and changes associated with reported concerns are reviewed during the annual review, or sooner if needed, to determine whether changes to the IAQ Plan are warranted.

18. PREVENTIVE MAINTENANCE AND OPERATIONS

Preventive maintenance means the routine inspection, cleaning, adjustment, and repair of building structures and systems, including the heating, ventilating, and air conditioning system (HVAC), local exhaust ventilation, and flooring. Preventive maintenance plays a major role in maintaining the quality of air, by assuring that the building systems are operating effectively and efficiently. Moreover, it helps to maintain a comfortable temperature and humidity in occupied spaces.

STRIDE Academy preventive maintenance schedules for each building is located in the facilities manual. It describes the building and ventilation components that are inspected and maintained on a routine basis. The schedule was established using past experience with maintenance professionals, the availability of resources, and technical guides, including the manufacturer's specifications. The person performing the preventive maintenance follows the checklist strictly, and the facilities director monitors its completion. All records of completed preventive maintenance are logged and filed by the facilities director.

To the extent possible, school officials try to maintain the school buildings according to the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) recommended parameters described in standards 55 and 62.

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19. TRAINING

All district employees play an important role in maintaining and improving air quality. Staff behaviors can affect air quality in a room and specific staff needs to be aware of policies. An informed employee is more likely to take steps to maintain good air quality. In addition, an employee with an understanding of IAQ is more likely to report IAQ concerns quickly and accurately. For these reasons, the STRIDE Academy staff is educated about IAQ.

STRIDE Academy performs an annual IAQ training session of all staff, as part of employee right to know training conducted by health services coordinator. In addition to the general training, specific staff receive training related to their areas.

1. Teachers: animals, food, plants, furniture, clutter, chemicals, air movement/unit ventilators, sensitive students
2. Bus drivers: idling
3. Custodians: cleaning, moisture, chemicals, problems
4. Grounds: pesticides, chemicals, grass clippings away from unit vents
5. Facilities staff: ventilation, operations, maintenance, moisture

20. RADON

Radon is a naturally occurring gas that can enter into any building from the underlying soil. In some cases, radon could build-up in classrooms, which may increase occupants' risk for developing lung cancer. MDH guidelines are followed for radon testing and mitigation.

21. RENOVATION

The Stride Academy considers IAQ when planning construction and renovation projects. The IAQ Coordinator, superintendent and school board discuss major structural changes that may impact IAQ. Proposed renovations are evaluated in relation to the school's history of IAQ findings and concerns reported. This history is summarized in the yearly 'Plan to Address Identified Issues'. In addition, the presence of lead, asbestos, PCBs, and other possible hazards are evaluated prior to renovation, and school staff complies with relevant regulations.

To the extent possible, major renovations are performed when school is not in session. If renovation projects must be performed while school is in session, the return air from any area being renovated is isolated from the main ventilation system. Other engineering controls, such as plastic sheeting and local exhaust ventilation, may be used to contain and minimize the distribution of dust and other contaminants produced by construction activities. Cleaning

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operations are more frequent during and after renovation. The use of environmentally preferable building materials and products are specified in renovation and construction projects, where cost and quality are similar to conventional materials, such as Green Guard, Green Seal, Green Label, and ANSI 208 certified.

The design and construction of school buildings considers various factors that impact IAQ such as:

1. Site selection (such as water drainage issues)
 2. An environmental assessment of the site (such as water table level)
 3. External contaminants from neighboring sites (such as farming or industrial activities)
 4. Possible radon entry and use of radon resistant building materials
 5. Building design factors that promote good IAQ and prevent moisture intrusion
 6. Internal contaminant sources (such as asbestos or lead-based paint)
 7. Space allocation (such as accessibility to HVAC areas or proper storage of chemicals)
 8. Building materials and furnishing (such as selecting those that release low levels of gases, are not porous, easy to maintain, and store well)
- HVAC system design that could affect IAQ, such as air intake and distribution, filters, coil, drain pans, ducts, positive building pressure, ducting of return air, adequate exhaust systems, comfort, humidity, air diffusers

22. MICROBIAL PREVENTION AND REMOVAL

Microbial organisms, such as mold and bacteria, can cause illness (such as allergies, asthma, and respiratory symptoms), costly damage, and discomfort. Microbes need moisture, a food source (such as drywall) and other particular conditions to grow. Moisture control is emphasized to prevent and manage microbial growth, because it is the easiest way to control microbial growth.

STRIDE Academy officials pay close attention to water intrusion and microbial growth during the walkthrough inspections, building systems evaluations, preventive maintenance activities, and the investigation of reported concerns. The maintenance staff has received basic training about identifying moisture problems. School staff are expected to address problems in a prompt manner.

Materials damaged by water are replaced when possible (e.g., ceiling tiles, boxes, books). Materials that cannot be replaced and must be kept (e.g., carpets, sheet rock, insulation, structural lumber, etc.) are dried, preferably within 24 hours, but no later than 48 hours. Porous materials that remain wet longer or items wetted with dirty water are evaluated on a case-by-case basis, but these are usually replaced.

Materials contaminated with microbial growth are promptly cleaned or replaced. Microbial growth is removed from non-porous surfaces by cleaning with a detergent, followed by application of diluted bleach (where necessary), and then thorough drying. Porous materials that have mold growth are typically replaced.

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Microbial or moisture problems that are difficult to identify or remediate are contracted to a professional.

23. ANIMALS IN SCHOOL BUILDINGS

Animals can be a source of allergens that cause allergy and asthma symptoms, microorganisms that can cause infectious diseases, and bites or stings. STRIDE Academy has adopted an animal policy that strives to minimize animal-related health problems while recognizing the positive educational role animals can have in schools.

Information gathered from walkthrough inspections, building systems evaluations, IAQ concern reports, and staff meetings is used to create and update this policy. Specific types of animals will be restricted if a valid concern is expressed by staff, students or parents. The STRIDE Academy reserves the right to ban certain animals if they pose a threat to the safety or well-being of staff and students.

Before an animal is brought to a classroom, the teacher must request permission from the principal. If a known sensitive individual is present or uses the room, then the request may be denied. Requests for animals that are merely pets and serve no educational purpose may also be denied. This policy does not apply to companion animals, which are permitted in the school building. If or when animals are brought to school on a temporary basis (e.g., ‘show and tell’ events), the event will be held, where possible, outside or in a room with a hard floor (e.g., gym). Cold-blooded animals (fish, reptiles, amphibians) are recommended over warm-blooded, furry or feathered animals.

If an animal is permitted, the responsible staff person is expected to watch for any obvious health symptoms that may be related to the animals, such as allergy or asthma symptoms. The staff person is also responsible for the care of the animal, including cleaning and maintenance of the habitat and other areas that may become soiled. Staff and students’ hands must be washed after handling animals or contacting their waste. Animals must be kept in an appropriate habitat when they are not being used for education. They should be kept away from carpeted areas in order to minimize the transfer of allergens to and soiling of the carpets. Finally, animals should be kept away from air supply and return vents.

24. CLEANING AND CHEMICALS

Regular and thorough cleaning is an important means for the removal of air pollutant sources; however, the cleaning products themselves release chemicals into the air. Keeping flooring and furniture clean can help to minimize dust, allergens, and the likelihood of mold growth (if the flooring becomes wet).

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To ensure that cleaning practices remove pollutant sources while using cleaning products appropriately, cleaning the following standards has been adopted.

1. Custodial cleaning products are stored in a secure area. All bottles must be clearly labeled. Bottles of cleaning agents must be closed tightly when stored. Products are stored in rooms with local exhaust ventilation.
2. Art supplies that are non-toxic under the Arts and Crafts Materials Institute (D4236) standard are used.
3. HEPA-filtered vacuum cleaners are used to clean carpeting and entry mats.
4. Microfiber cloths are used to clean hard floors and smooth surfaces.
5. Teachers and other staff are encouraged to minimize clutter, to ensure rooms are easier to clean and to minimize dust collecting surfaces.
6. All material safety data sheets are stored in an area available to all staff, and the location of this information is discussed in the district's 'Employee Right to Know' annual training.
7. The building and rooms are maintained at reasonable cleanliness. Each building's operations and maintenance schedule specifies the cleaning and maintenance schedule for flooring, entry mats, and furnishings.

25. FLOORING AND FURNISHING

New flooring and furniture will emit volatile organic compounds, which may irritate people's airways. Older furniture and flooring accumulate dust and allergens, which can be released into the air from time to time. If porous flooring or furniture becomes wet, they can develop mold growth.

When performing building evaluations, walkthrough inspections, and reviewing concern reports, the condition of flooring and furnishings is evaluated. Where persistent problems are found, the flooring or furniture is replaced, preferably with low-maintenance and smooth surfaced flooring and furniture.

Flooring and furniture are cleaned according to the operations and maintenance schedule. Carpets are vacuumed and hard flooring mopped daily. In addition, carpet extraction cleaning is conducted and hard flooring is refinished quarterly. Carpeting is not cleaned during summer months unless the carpet can be dried within 24 hours. After extraction cleaning, carpeting is dried with floor fans and ventilation system.

When purchasing flooring and furniture, STRIDE Academy prefers environmentally preferable products, such as Green Guard or Green Label products. All purchased flooring must be free of mercury. Staff is not allowed to bring personal furniture or area rugs to school. STRIDE Academy approves and purchases furniture that is used on school property. Installations of flooring and furniture follow the 'Construction and Renovation' policy.

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26. OUTDOOR AIR POLLUTION

Outdoor air pollution general pollution related to weather may impact school occupants' health and comfort. Pollutants and odors are rare.

When air quality is poor, steps may be taken to limit outdoor activities and/or monitor individual susceptible children. In addition, higher efficiency filters have been installed in the HVAC systems to filter particle pollution. The school buildings are operated at positive pressure to limit the infiltration of outdoor air pollution, and this pressurization is checked periodically during annual air handler inspection and maintenance.

27. PLANTS

Individuals can be allergic to certain plants, such as cut flowers and flowering plants. In addition, mold can grow on the soil, plant or pot. Due to prior problems with plants in school buildings, STRIDE Academy has adopted a plant policy.

Up to three plants are permitted per room. Flowers and flowering plants are discouraged; flowers delivered should be taken home at the end of the day. Staff is responsible for plants in their area, and should immediately clean up any water or dirt that spills out of the plant. Plants should not be over-watered and cannot be placed on carpet, ventilators, or where accidental over-watering can cause problems. Plants that develop mold (on leaves, on soil, or pot) must be removed.

28. EMERGENCY RESPONSE

Emergencies are defined as situations that require immediate action. IAQ-related emergencies include situations that are potentially life threatening, such as the following:

1. widespread and sudden complaints of headaches and nausea or combustion odors
2. diagnosed Legionnaire's disease or tuberculosis
3. Liquid spills (e.g., mercury) or gaseous leaks (e.g., pool chlorine) of hazardous materials.

In addition, emergencies include situations where there is limited time available to prevent serious property damage or health problems, such as major flooding.

Emergencies are determined on a case-by-case basis, using the above definition as a general guideline only. If doubt exists about whether exposure to a specific hazard constitutes an emergency, a precautionary approach may be used where the matter is handled as an emergency. Non-emergency situations are addressed according to the 'Complaints' policy.

Details of the STRIDE Academy air quality emergency preparedness and response can be found in the district's overall emergency plan, a copy of which is kept in the administration office.

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