

Environmental Assessment Checklist for Healthy Schools

Purpose

This *Environmental Assessment Checklist for Healthy Schools* was developed with the goal of protecting children from harmful environmental exposures in school settings. As children spend a significant proportion of time in school buildings and on school grounds, it is vital that these environments are as safe as possible. Healthy children make more successful learners, and are less likely to be absent from school. School staff also benefit from the clean air, water and land that exist in a healthy school environment.

Background

This assessment checklist was originally developed by partners in the Rural Alaska Children's Environmental Health Initiative, including EPA Region 10, Alaska Native Tribal Health Consortium, RurAL CAP, the Alaska Department of Education, the Institute for Tribal Environmental Professionals, and the Alaska Department of Transportation Safe Routes to School Program. This tool has been tailored to fit the needs of other schools and communities.

This checklist was created to be a tool for schools and communities to:

- ✓ Assess the health of school environments
- ✓ Identify areas for improvement
- ✓ Find and access resources for addressing issues that may exist.



How to Use the Checklist

Use this assessment checklist as a guide to support:

- ✓ A comprehensive school environmental health walk-through
- ✓ Interviews with school facilities staff or other key school staff
- ✓ Assessments in specific areas, such as indoor air quality or outdoor environment. (There are numerous components that could be used one at a time – starting with even one checklist section is a great step toward ensuring healthy school environments.)

How to Save the Checklist When Finished

If you are using this as an electronic form, click the **SAVE** button at the bottom of any page to save your changes as you progress through the checklist or you can click SAVE at the top of the first page to save the form to your computer when complete.

How to Use the Checklist as a Communication Tool

Information collected through this checklist can be presented to school staff, school boards, parent groups, Tribal Councils, or other entities to demonstrate the environmental health status of a school or to request assistance for addressing specific school health needs.

Who can use the checklist?

Anyone is welcome to use this tool. Ideas include:

- School maintenance/facilities staff
- Community organizations
- Local public health or environmental health workers
- Indian General Assistance Program (IGAP) workers
- Parent groups
- Tribal organizations or other community agencies or groups
- Teachers and other school staff
- Students/youth groups, with supervision

For Further Information and Materials

To support this educational tool for school staff, teachers, students, and community groups, there is an array of resources that can be accessed online, printed, and ordered in hard copy. Start by checking out this link: epa.gov/schools

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BACKGROUND INFORMATION

Please type or write your answers in the column to the right of each question.

Name of School District:					
Name of School Building(s)					
Address/Location:					
Year Building was Constructed (Age of Building):		Dates of Remodeling, if applicable:			
Number of Students Enrolled:		Grade Levels:		Number of Staff:	
School Facilities Manager: District Superintendent: Other School Staff Person:					
Date of Walk-Through					
Other Individuals Participating in Walk-Through, if applicable:					

How to Use this Checklist

- Mark an **X** in the second column if the answer to the question posed is ‘**Yes**’ and/or if **follow-up is required**.
- **For open-ended questions, write notes and observations** in the “Notes, Expanded Answer” column.
- Write down the **items requiring follow-up in the box at the end of this section**. For any **problems identified, seek additional information** from experts at the school, the school district, the public or environmental health department, or EPA.

AMBIENT (OUTDOOR) AIR QUALITY

Quick Overview

- The short- and long-term health of students and staff is affected by outdoor air quality, linked to health issues like headaches, dizziness, nausea, allergy attacks, asthma, heart, and respiratory problems.
- Emissions from activities at the school may impact those living and working nearby in the community.
- Most air pollution is evidenced by smoke, dust, and/or odors.
- Some air pollution is odorless and invisible (e.g. carbon monoxide).
- Outdoor pollution is often the source of poor indoor air quality.
- Exhaust can enter the school building through air intakes, doors, and windows and expose students and staff to harmful pollutants.
- Construction or repair activities can produce dust and debris.
- Dust and other pollutants can be inhaled outside or carried indoors on shoes or through ventilation systems.
- Heat and energy-producing equipment often emits air pollution.

The following questions will help you to identify and address possible outdoor air concerns.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
1. Are there any smoke stacks on roofs of school or nearby buildings from which smoke or emissions can be regularly seen?			<ul style="list-style-type: none"> • Track where those emissions typically travel and if they appear to be impacting the school or nearby residences. • Investigate with the school officials whether there may be some corrective action that should be taken. • Inspect outdoor areas regularly to check for new or changing emissions.
2. Do any vehicles regularly idle near the school entrance or the intake for the ventilation system?			<ul style="list-style-type: none"> • Develop a strategy to reduce the idling (e.g. limit to no more than five minutes) or relocate waiting areas to a location where school air quality will not be impacted. <ul style="list-style-type: none"> ○ A “No Idling” sign and other outreach can help implement this policy.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
3. Is road or construction dust often a problem near the school?			<ul style="list-style-type: none"> • Determine who is responsible for the dust and work with them to identify strategies for reducing it during school operating hours. <ul style="list-style-type: none"> ○ Implement dust control measures (e.g. watering). ○ Implement speed limits surrounding the school to reduce dust produced by cars, ATVs, and other vehicles.
4. A) Does the school have any boilers, furnaces and/or power generators? B) Is maintenance currently needed on this equipment?			<ul style="list-style-type: none"> • Find out the type, size, capacity, fuel used, and the date each piece of equipment was installed. • Ask the person responsible for maintenance and operation of equipment to provide background on his/her responsibilities and other information on how the equipment is kept in proper working order, e.g. recertification or inspection requirements. • Increase awareness of equipment and potential problems to create opportunities to reduce emissions, increase equipment efficiency, and reduce fuel costs.
5. A) Does the school have a back-up generator? B) If yes, is the backup generator run periodically to ensure it will work safely and efficiently when needed? C) Is maintenance currently needed on this equipment? D) Is there a maintenance plan for the generator?			<ul style="list-style-type: none"> • See possible actions for #4. In addition, consider the following actions: <ul style="list-style-type: none"> ○ Determine if there is a maintenance plan for the back-up generators. ○ Ensure that test runs are performed and included in the maintenance plan. ○ During test runs, verify that the generator is functioning properly and not emitting harmful air pollutants. ○ Record and make available test dates and times at the school district office.
6. Are outside play areas bare ground or covered with grass, concrete, asphalt, crushed rock, wood chips, or other material?			<ul style="list-style-type: none"> • Investigate whether dust is visible near school and document when this occurs. • Work with those responsible for dust to develop approaches to reduce exposure of students to this source of air pollution. • Use appropriate materials on top of the ground. This may vary regionally.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
<p>7. Does the school maintain a tobacco-free campus policy which prohibits use of all tobacco products at all times by students, staff, and visitors on all school property, including grounds, buildings, parking areas, school vehicles, and at any school-sponsored event (on- or off-campus)?</p>			<ul style="list-style-type: none"> • Preventing exposure to secondhand smoke protects the health of students, staff, and others using school facilities, as smoke is a mixture of gases and fine particles containing more than 4,000 chemicals, many of which can cause harmful health effects. Secondhand smoke contains over 50 chemicals known to cause cancer, such as benzene, chromium, and formaldehyde. Cyanide and carbon monoxide are also in secondhand smoke. • Work with district school board to strengthen written policies to meet a tobacco-free environment (model student and facilities policies available- contact your state health department) • Develop strategies to communicate and enforce existing tobacco-free policies (adequate signage, announcements at school-sponsored events; communicated in student handbook, new employee hiring packets, newsletters, etc.).
<p>Items Requiring Follow-up Investigation or Action:</p>			

How to Use this Checklist

- Mark an **X** in the second column if the answer to the question posed is ‘**Yes**’ and/or if **follow-up is required**.
- **For open-ended questions, write notes and observations** in the “Notes, Expanded Answer” column.
- **Write down the items requiring follow-up in the box at the end of this section. For any problems identified, seek additional information from experts at the school, the school district, the public or environmental health department, or EPA.**

INDOOR AIR QUALITY

Quick Overview

- The short- and long-term health of students and staff is affected by indoor air quality, linked to health issues like headaches, dizziness, nausea, allergy attacks, asthma, heart, and respiratory problems.
- Some air pollution is odorless and invisible (e.g. carbon monoxide).
- Heat and energy-producing equipment often emits air pollution. Combustion appliances (e.g. kerosene heaters and unvented gas stoves and heaters) may be sources of carbon monoxide and other gases. Improper maintenance and operation can lead to the release of harmful air contaminants or to failure to filter new air contaminants.
- Mold can be a challenging and harmful indoor air issue, typically caused by excess moisture and inadequate ventilation. Mold is often an asthma trigger.
- Fumes from some cleaning products can linger long after they have been applied, which can exacerbate asthma symptoms and expose students and staff to potentially harmful substances.
- Chemicals kept in art classrooms, science laboratories, or janitorial closets can pose risks if improperly stored.
- Outdoor pollution is often the source of poor indoor air quality.
- Construction or repair activities can produce dust and debris.
- Vehicle exhaust can enter the school building through air intakes, doors, and windows and expose students and staff to harmful pollutants.
- Dust and other pollutants can be carried indoors on shoes or through ventilation systems.
- Animal dander from classroom pets is a common allergen and asthma trigger.

The following questions will help you to identify and address possible indoor air concerns.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
<p>1. Are there health issues that indicate you may have an indoor air quality (IAQ) problem?</p> <p>A) Do many staff and students report having headaches, fatigue, shortness of breath, respiratory issues, or eye, nose, skin, and throat irritations?</p> <p>B) Do these symptoms disappear when students or staff leave the school building for a day or for extended periods of time?</p>			<ul style="list-style-type: none"> • Ask school nurses, teachers, and/or administrative staff if they have noticed health issues such as headache, fatigue, shortness of breath, sinus congestion, cough, sneezing, eye, nose, throat, and skin irritation, dizziness, and/or nausea in a particular classroom or school building. • Note: Diagnosing IAQ-related symptoms can be tricky, especially because acute (short-term) symptoms are similar to those from colds, allergies, fatigue, or the flu. Symptoms could be caused by air quality deficiencies, but may also be linked to other factors—poor lighting, stress, noise, and more.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
C) Do health issues or reactions occur indoors but not outdoors?			<ul style="list-style-type: none"> IAQ problems may affect people in different ways. Individuals that may be particularly susceptible to effects of indoor air contaminants include, but are not limited to, people with asthma, allergies, or chemical sensitivities, respiratory diseases, and suppressed immune systems.
<p>2. A) Does the school have an operating plan for Heating, Ventilation and Air Conditioning (HVAC) and related systems to keep humidity, carbon monoxide (CO) and carbon dioxide (CO₂) at healthy levels and to protect against the entrance of toxic fumes into the building?</p> <p>B) Is the plan being followed?</p>			<ul style="list-style-type: none"> Locate or create a plan for operation and maintenance of school HVAC systems (see ASHRAE Standard 62-2001, Ventilation for Acceptable Indoor Air Quality). If maintenance is overdue, perform and record routine maintenance. Because carbon monoxide is toxic and odorless, ensure that appliances are properly vented to remove this gas. If adequate outside air for combustion is not available to an appliance, combustion gases may be drawn (backdrafted) indoors instead of exhausted outside.
<p>3. A) Are carbon monoxide (CO) detectors appropriately located in all school buildings?</p> <p>B) Have they been tested?</p> <p>C) Are they calibrated correctly?</p> <p>D) Is there someone who regularly checks these detectors and is there a record made of their maintenance?</p>			<ul style="list-style-type: none"> Carbon Monoxide (CO) detectors should be located in mechanical rooms and other spaces where fuel burning devices are present. Ensure that smoke and carbon monoxide detectors are appropriately placed and maintained. Identify where CO detectors are needed and install them. Locate or create a record for maintenance of all detectors.
<p>4. A) Have there been any air quality complaints over the past several months?</p> <p>B) If yes, describe them.</p> <p>C) Were the issues resolved and, if so, how? (Use the Notes column to explain)</p>	➔		<ul style="list-style-type: none"> Locate or create a tracking log for air quality complaints. <ul style="list-style-type: none"> This is a valuable, low-cost action for protecting the health of students and staff. Document air quality complaints to track changes over time and to ensure that all issues are resolved. Follow-up on any unresolved air quality issues, reaching out to other school staff and other partners/experts for support, as needed. (Checklists and <i>IAQ Coordinators Guide</i> in EPA's IAQ Tools for Schools Action Kit are helpful guidance).

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
5. Is there a responsible party for addressing air quality concerns when they arise?			<ul style="list-style-type: none"> Designating an individual whose responsibility it is to handle air quality concerns and ensure safe air is vital. Identify this individual and let staff and students know who this person is and how to reach him or her.
6. A) Are any exhaust vapors or odors detectable inside the building? B) If yes, what is the likely source of the odors?			<ul style="list-style-type: none"> Assess the indoor and outdoor environment to identify the source of odors. Sample tools/checklists found at http://www.epa.gov/iaq/schools/actionkit.html#Checklists One possible source of odors is cleaning products. Choose the least-toxic cleaning methods and select appropriate products to control pollution. Limit use of high-odor dry eraser markers, oils, candles, and air fresheners, which can also be respiratory irritants. If products that are known pollutants are used, avoid use when school is occupied (i.e. wax floors after school on a Friday, mow lawns before or after school hours). When renovations are made, allow time for off-gassing before reoccupation of the building.
7. Are there renovation, repair, or painting activities occurring inside generating dust and debris? If yes, please describe.			<ul style="list-style-type: none"> EPA requires that firms performing renovation, repair, and painting projects that disturb lead-based paint in pre-1978 schools be certified by EPA and that they use certified renovators who are trained by EPA-approved training providers to follow lead-safe work practices. Individuals can become certified renovators by taking an eight-hour training course from an EPA-approved training provider. Contact the National Lead Information Center at 1-800-424-LEAD (5323) to find out more information on training opportunities and to obtain lists of certified providers.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
<p>8. Do vehicles, such as school buses, cars, trucks, ATVs and snow machines park or idle adjacent to the school buildings?</p>			<ul style="list-style-type: none"> • Idling school buses and other vehicles can pollute air in and around the vehicle. Exhaust can also enter school buildings through air intakes, doors, and open windows. Diesel exhaust from excessive idling can be a health concern. • School bus engines do not need to idle more than a few minutes to warm up; in fact, extended idling causes engine damage. Engine manufacturers generally recommend no more than three to five minutes of idling. • Identify areas where fumes may enter the school and alternative parking spaces. • Develop an anti-idling campaign with staff, parents, school bus companies, and youth. • Post no-idling signs or promote a no-idling policy around the school.
<p>9. A) Has the school undertaken any weatherization or energy efficiency projects in the last five years? B) Of what nature? C) Was the contractor certified for the particular kind of work? D) Did the work have any potential impact on air quality, such as through reduced ventilation?</p>			<ul style="list-style-type: none"> • When working with outside organizations/businesses on weatherization or energy efficiency, include in the contract language indoor air quality specifications covering <ul style="list-style-type: none"> ○ notification and communication requirements, ○ scheduling for minimizing occupant exposure, ○ building materials, and ○ protection of building systems, furnishings, and ventilation. • If there are current weatherization or energy efficiency projects, assess contract language and procedures to ensure that air quality is protected.
<p>10. A) Are there any animals in classrooms? B) Might these animals be causing health impacts to sensitive individuals with asthma or allergies?</p>			<ul style="list-style-type: none"> • Some people are allergic to pet dander. Isolated or repeated single exposure to allergens may cause a previously non-allergic or non-sensitive person to become allergic to that allergen. Repeated exposure may also cause increased sensitivity in a person who is already allergic. Pay attention to the needs of sensitive students, especially those with asthma. • Request that the animals be kept in another location away from where students are learning. • Consider restricting certain types of animals from classrooms if concerns are expressed by staff, students, or parents.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
<p>11. Are air supply vents and return grilles cleaned regularly?</p>			<ul style="list-style-type: none"> • Periodically clean air supply vents and return grilles, as well as the ceiling and wall surfaces adjacent to the grilles and vents. • Record cleanings in an HVAC maintenance log. • Remove all visible dust.
<p>12. A) Has mold been, or is it, a problem, in any areas of the school and if so, which rooms or facilities are affected? (Use <i>Notes</i> column to describe ➡)</p> <p>B) Is there a maintenance plan in place that will regularly check for the signs of mold and identify sources of moisture that may lead to mold?</p> <p>C) Are there any areas where water leaks have caused water damage?</p>			<ul style="list-style-type: none"> • The key to controlling indoor mold growth in schools is to control moisture. Check for these common sources of moisture: <ul style="list-style-type: none"> ○ Leaky roofs, pipes, windows, foundations, and other structural openings ○ Water entry from floods, poor drainage, or misdirected sprinklers ○ Moisture problems from scheduled maintenance activities, such as painting or carpet cleaning ○ Moisture from conditions during school breaks such high humidity during the summer and reduced/no use of HVAC systems when school is not in session • Conduct scheduled maintenance and building inspections to look for signs of mold, moisture, and leaks to prevent mold formation. • Create a log for recording mold inspections and follow-up actions. • Report all water leaks and moisture problems immediately to maintenance staff and identify appropriate parties for removing the mold. • Damp or wet building materials and furnishings should be cleaned within 24–48 hours after a leak or spill to prevent mold growth. • Keep indoor relative humidity between 30% and 50%. • Ventilate bathrooms, locker rooms, and other moisture-generating sources to the outside. • Use air conditioners and dehumidifiers to reduce moisture, as needed. • Scrub mold off hard surfaces with water and detergent and dry completely. • Remove and replace porous materials such as ceiling tiles or carpet that become moldy.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
C (Continued) Are there any areas where water leaks have caused water damage?			<ul style="list-style-type: none"> • Avoid installing carpet in areas with perpetual moisture problems (i.e. near drinking fountains and classroom sinks, on concrete floors in contact with the ground and subject to frequent condensation). • Insulate cold surfaces, such as cold water pipes. • Ensure that the school operates exhaust systems, such as bathroom fans, together with air conditioning or heating systems.
13. Are there barrier floor mats at entrances?			<ul style="list-style-type: none"> • Barrier floor mats collect pollutants that would otherwise be tracked into schools from outside. • Barrier floor mats at all entrances need to be long enough to allow five full steps for people entering the school. Most dirt will fall off on the mats rather than throughout the entire school, saving cleaning costs. Install barrier floor mats and vacuum each barrier mat daily using a beater brush or beater bar vacuum. • Always vacuum in two directions (in-line and side-to-side).
14. Are high-efficiency vacuum bags being used?			<ul style="list-style-type: none"> • Use high-efficiency vacuum bags. Standard paper or cloth bags allow dust to pass completely through the vacuum and back into the air and onto surfaces. • When possible, use micro-filtration bags that retain dust and particles in the 3 micron size range or even smaller. Although these bags cost more initially, using them can reduce labor costs.
15. Is dust being released into the air when dusting surfaces in the school?			<ul style="list-style-type: none"> • When dusting, ensure dust is collected and not released back into the air. • Use wet cloths to collect dust, and dust in a circular motion rather than a flicking motion.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
<p>16. Does the school maintain a tobacco-free campus policy which prohibits use of all tobacco products at all times by students, staff, and visitors on all school property, including grounds, buildings, parking areas, school vehicles, and at any school-sponsored event (on- or off- campus)?</p>			<ul style="list-style-type: none"> • Preventing exposure to secondhand smoke protects the health of students, staff, and others using school facilities, as smoke is a mixture of gases and fine particles containing more than 4,000 chemicals, many of which can cause harmful health effects. Secondhand smoke contains over 50 chemicals known to cause cancer, such as benzene, chromium, and formaldehyde. Cyanide and carbon monoxide are also in secondhand smoke. • Work with district school board to strengthen written policies to meet a tobacco-free environment (model student and facilities policies available through the State Tobacco Prevention and Control Program http://www.tobaccofreekids.org/facts_issues/toll_us/sources/) • Develop strategies to communicate and enforce existing tobacco-free policies (adequate signage, announcements at school-sponsored events; communicated in student handbook, new employee hiring packets, newsletters, etc.).
<p><u>Items Requiring Follow-up Investigation or Action:</u></p>			

How to Use this Checklist

- Mark an **X** in the second column if the answer to the question posed is ‘**Yes**’ and/or if **follow-up is required**.
- **For open-ended questions, write notes and observations** in the “Notes, Expanded Answer” column.
- Write down the **items requiring follow-up in the box at the end of this section**. For any **problems identified, seek additional information** from experts at the school, the school district, the public or environmental health department, or EPA. Consult online resources below checklist.

PESTICIDE USE AND PEST MANAGEMENT

Quick Overview

- Some pests are common in schools and can harm children and adults.
 - Flies and cockroaches may spread disease.
 - Cockroaches can cause allergies and asthma attacks.
 - Mice may contaminate food, trigger asthma attacks, and cause structural damage.
 - Termites cause structural damage.
 - Low risk esthetic problems can be caused by weeds invading playgrounds, ants swarming, and fruit flies in the kitchen.
- Pesticides are chemicals that are designed to kill or reduce pests, including herbicides, rodenticides, insecticides, sanitizers, disinfectants, and any other surface spray labeled as an antibacterial or anti-microbial product.
- Pesticides need to be used carefully especially when applied in areas where children are present.
- Children are more susceptible to harm from pesticides than adults.
- Young children may be more exposed to pesticides from crawling, exploring, or other hand-to-mouth activities.
- To ensure safe use, the Federal Insecticide Fungicide Rodenticide Act requires all users of pesticide products to only use pesticide products for purposes specifically stated on the product label.
- All pesticide products must be registered by the Environmental Protection Agency (EPA) and include an EPA registration number.
- Integrated Pest Management (IPM) is a safer and usually less costly method for effective pest management in a school community.
- A school IPM program reduces sources of food, water, and shelter for pests and takes advantage of all pest management strategies, including the judicious and careful use of pesticides when necessary.
- Since children spend so much of their day at school, IPM programs provide an opportunity to create a safer learning environment through reducing children's exposure to pesticides and safely reducing and eliminating pests.

The following questions will help you to identify and address pest and pesticide concerns.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
1. A) Does your school have pest problems? B) What are your schools’ major pest problems? (Use <i>Notes</i> field)	➡		<ul style="list-style-type: none"> • The first step is identifying pest issues at the school. • Typical pests in indoor areas include mice, rats, cockroaches, ants, flies, wasps, hornets, yellow jackets, spiders, microorganisms, termites, carpenter ants, and other wood-destroying insects. • Common places to assess indoors include doorways, windows, holes in exterior walls, openings around pipes, electrical fixtures, and ducts, in dining areas, kitchens, and teachers' lounges. • Common outdoor pests include mice and rats, turf pests (broad-leaf and grassy weeds, insects such as beetle grubs or sod webworms, diseases such as brown patch, and vertebrates such as moles), and ornamental plant pests, plant diseases, and insects such as thrips, aphids, Japanese beetles, and bag worms.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
B – (Continued) What are your schools' major pest problems?			<ul style="list-style-type: none"> • Look for pests outside in turf lawns, athletic fields, playgrounds, parking lots, loading docks, and dumpsters and on ornamental plants.
2. What is being done to address existing pest issues?	➡		<ul style="list-style-type: none"> • Keep areas clean and free of food and other organic matter, make structural repairs (e.g. closing entryways for pests, such as sealing holes in walls or window screens), and put in physical and mechanical controls like traps, weeders, and air doors. • Keep a record of the issues, methods that worked, and what did not. • A sample checklist is at the end of this document; record any chemicals used, the date and location, and make sure to continually update the list.
3. A) Does the school district have a written pest management policy ? B) If your school does have a written pest management policy, does this policy require Integrated Pest Management (IPM) ? (See far right column for details.)			<ul style="list-style-type: none"> • If the district does not have a pest management policy, consider creating one with input from administration and facilities staff. • Sample plans and information can be found online at http://www.epa.gov/pesticides/ipm/. • In the plan, specifically designate the individual or position responsible for addressing each issue and make sure s/he is aware of this responsibility. List allowed and prohibited pest management practices. • Keep the plan in an easily accessible location, near monitoring logs and other relevant materials.
4. A) Is pest control a contracted or "in-house" function (or both)? B) If in-house, who is the applicator? C) Has s/he been certified?			<ul style="list-style-type: none"> • Ensure that anyone who applies pesticides anywhere on school grounds is a certified, licensed pesticide applicator. • This includes both indoor and outdoor products such as insect control, weed killer (including "weed and feed" type products), and rodent control. To become certified, applicators must successfully complete a required training course and pass an examination. Read more about certification and training at http://www.epa.gov/oppfead1/safety/applicators/ctprogs.htm.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
5. a) Does your school regularly monitor for pests, and keep records of monitoring results? b) How often does the school inspect for pests?			<ul style="list-style-type: none"> • Routine inspection and accurate identification of pests are vital steps to ensure that control methods will be effective. • Once the pest has been identified and the source of its activity pinpointed, use habitat modifications - primarily exclusion, repair, and sanitation efforts - to greatly reduce the prevalence of the pest. • Monitoring includes inspecting areas for pest evidence, entry points, food, water, and harborage sites, and estimating pest population levels (assessing how many pests there are and changes over time). • Evaluate the information gained through monitoring to determine whether the action is needed and what can be done to prevent new pests.
6. Does the school have a Pest Sighting Log for teachers and staff?			<ul style="list-style-type: none"> • Create a simple tracking device for teachers or other staff to note when they see pests. This is an easy, low-cost step for tracking changes over time and ensuring that the proper individuals know about pest issues in different areas of the building or grounds. • Place this log or tracking system in a common space where staff can easily find it.
7. a) Other than antimicrobial products or cleaners, has the school had pesticides applied for any reason in the last two years? Indoors? Outdoors? b) If yes, does your school have documentation of the work? c) Who makes the decision about whether to use pesticides?	➡		<ul style="list-style-type: none"> • School administrators must keep detailed records about each pesticide application for a minimum of two years. • Notification, posting, and recordkeeping are not required for use of antimicrobials and under some other specific circumstances. • Ensure that all pesticide use is tracked in an easily accessible log. • Ensure that the log is up to date and, if it is not, take a quick survey of teachers, facilities staff, and other workers at the school to determine what kinds of chemicals are typically used and where they are stored. • Designate a knowledgeable contact person in the district as the decision maker for pesticides. Let all staff know who this person is and how and when s/he should be contacted.
8. a) Are pesticide applications done on a schedule or only when a pest problem is present? b) What time of day and week?	➡		<ul style="list-style-type: none"> • Document the pesticide application schedule and determine if, through use of IPM strategies, chemical use can be reduced or eliminated.

Assessment Question	Mark X if Follow-Up Needed	Notes, Expanded Answer	Possible Action(s)
9. Are parents notified prior to pesticide applications?			<ul style="list-style-type: none"> Any time pesticides will be applied anywhere on school grounds, parents must be notified at least 24 hours in advance with a description of the area and a date and time of the application. Create a plan and work with colleagues to ensure parents are notified. This can be done through emails, posted signs, notes sent home with students, phone calls, or other methods that are deemed successful in reaching parents.
10. Are treated areas posted with notification signs ?			<ul style="list-style-type: none"> The physical area does not need to have a sign until immediately before starting the application of a pesticide. However, if pesticides are used outside of the school term and the school is open to or accessible by the public, the notification required must be prominently posted in a conspicuous location on the school premises at least 24 hours before the pesticide treatment is scheduled to begin.
11. Are warning signs posted after application ? For how long?			<ul style="list-style-type: none"> Warning signs about the pesticide application must be posted in the application area for at least 24 hours after application.
12. Does the school have a designated pesticide storage area ? Is it locked?			<ul style="list-style-type: none"> Assess the school building and grounds and document all pesticides (including anti-microbial products) and record the information on the table on the next page. Pesticides are any product with an EPA registration number on the label. This includes sanitizers, disinfectants, cleaners, and any surface spray labeled anti-bacterial or anti-microbial. Common places you can find anti-microbial products include janitors' closets, sheds, and kitchen cabinets. Ensure this storage area is locked and/or inaccessible to children. Ensure all products are stored properly (e.g. not leaching, covered properly, and not placed in inappropriate temperatures or near potentially reactive substances).

This checklist can help you determine if there might be hazards to children or staff due to improper storage or disposal. Pesticides should be labeled and EPA registered. For more specific information on a pesticide, refer to its label or contact the National Pesticide Information Center at 1-800-858-7378.

Pesticide Checklist

Name of Pesticide	Labeled	EPA Registered	Certified applicator (if applicable)	Stored Properly	Disposed of Properly

Items Requiring Follow-up Investigation or Action:

Resources:

- EPA Pesticides Site: <http://www.epa.gov/pesticides/ipm/>