

SECTION ONE – GENERAL INFORMATION

INTRODUCTION

Fort Wayne Community Schools is committed as a district to provide a healthy, safe and comfortable learning environment for our students and staff. This handbook serves as guide to departments and district staff outlining expectations to support this district initiative. Adherence to items detailed herein support many of the district goals such as:

Goal 1: Achieve and Maintain Academic Excellence

Eliminate the achievement gap among all groups of students by maximizing the achievement of all

D. Safe and Supportive Schools

D.1. Maintain a physically and emotionally safe climate that supports student learning

Goal 3: Operate with Fiscal Responsibility, integrity and effectiveness

Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning

D. Facilities

D.2. Provide effective facilities management and stewardship

This handbook combines several existing district policies and programs, operational guidelines and industry Best Practices related to facility management to comply with federal, state and local laws relating to fire and safety, indoor air quality, etc. This document should serve as a reference for all FWCS employees and must be reviewed by staff on an annual basis.

ANNUAL REVIEW

The Facilities and Maintenance and Operations departments will perform an annual review of the Environmental Health and Safety Plan for Schools in order to make appropriate changes. An annual review is necessary because changes may occur that relate to Best Practices and changes in the law.

BUILDING EVALUATIONS

Evaluations of all functional spaces in buildings that house administrative, support or educational operations are completed several times a year. These assessments cover housekeeping, fire and general safety concerns, integrated pest management, energy leadership, and indoor air quality concerns. Checks on School buildings' operational systems such as Heating Ventilation and Air-Conditioning (HVAC) systems are completed as part of the district's preventative maintenance program. Facilities are evaluated by surveying staff every year with checklists. This survey helps identify and evaluate potential safety or health issues that may be associated with a building's classroom or operation.

PLAN TO ADDRESS IDENTIFIED ISSUES

Issues identified during the walkthrough inspections will be addressed by Facilities with the respective building's Principal. Issues relating to building operation's deficiencies 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

Issues relating to non-compliance with stated fire and general safety, IAQ and energy leadership items:

1. Facilities will contact the Building Principal with any issues. Facilities will assist the Principal to remedy the issues to achieve compliance
2. Facilities will support the Principal with training to staff as needed
3. The Facilities department recognizes that an individual condition potentially exists that would allow for the issue identified to remain. Approval of such an exception must be granted and documented by the Principal and Facilities
4. Follow-up audits will be conducted to remedy identified issues

SECTION TWO – INDOOR AIR QUALITY (IAQ)

INTRODUCTION

Indoor air quality (IAQ) is a critical component of providing a healthy and comfortable learning environment. FWCS IAQ goals are as follows:

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

FWCS 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:

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

INDOOR AIR QUALITY (IAQ) COORDINATOR

Fort Wayne Community Schools has identified Pete Smith, Director of Maintenance and Operations as the Indoor Air Quality Coordinator and can be reached at (260) 467-2490. The IAQ Coordinator's responsibilities include:

1. Answering basic questions from parents and staff about IAQ:
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
4. Responding to governmental requests for information
5. Reviewing and approving renovation projects to determine whether they appropriately address IAQ concerns and are compliant with the IAQ Management Plan requirements

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 State Statute, elemental mercury and mercury-containing instruments are not permitted in schools. FWCS no longer purchases mercury containing instruments (such as thermometers, barometers, and the like).

1. While mercury is prohibited in our schools, if you come across any in the building, or brought to school by a student, contact Maintenance and Operations at 467-2470 to have it removed
2. If in the unlikely event there is a spill, school staffs must follow the procedure found in Attachment A, "Mercury Spill Procedure"

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 FWCS IPM program is a decision-making process that considers cultural, mechanical, biological and chemical controls.

1. Do not store cardboard boxes on the floor. If storing items directly on the floor, use a durable plastic tote
2. Store any food brought into the building in see-through, sealable containers such as Tupperware, Rubbermaid or Ziploc-type products
3. Report to Sodexo any missing window insect screens or ones with holes in them
4. Report to Sodexo any signs of rodents or rodent activity (droppings). This will be entered into the buildings IPM book under the "Pest Sighting Log" and a work ordered entered by Sodexo to Maintenance

HEATING VENTILATION AND AIR CONDITIONING (HVAC)

Preventive maintenance means the routine inspection, cleaning, adjustment, and repair of building structures and systems, including the heating, ventilating, and air conditioning system (HVAC) and local exhaust ventilation. 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.

1. Maintain a 24" clearance in front of all classroom unit ventilators (the return air path is typically on the face of the unit and near the floor)
2. Keep the tops of all classroom unit ventilators clear; do not store or place anything on top. This is where the unit's supply (fresh) air blows out
3. Classroom unit ventilators should not be turned off except in an emergency. If a problem is perceived, Sodexo should be notified immediately. Ventilation of the classroom is mandatory to control acceptable CO2 levels in the space

MICROBIAL PREVENTION

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.

1. Do not store cardboard boxes on the floor. If storing items directly on the floor, use a durable plastic tote
2. Materials damaged by water should be removed and discarded (e.g., ceiling tiles, boxes, books)
3. Materials that cannot be replaced and must be kept (e.g., carpets, drywall, insulation, structural lumber, etc.) are dried, preferably within 24 hours, but no later than 48 hours
4. When a water leak or intrusion is discovered, contact Sodexo immediately; corrective action should be taken with 48 hours
5. Do not store paper products in a sink cabinet

POLICY AND PROCEEDURE FOR PLANTS AND ANIMALS

State and federal law require that FWCS only allow animals in schools for educational purposes or as an accommodation under the ADA.

410 Ind. Admin. Code 33-4-7 states that

- (a) Furred, feathered, or reptilian animals shall only be allowed in classrooms for educational purposes.
- (b) Fish in aquariums are exempt from the educational requirement in subsection (a); however, they must be of a reasonable size and quantity.
- (c) Service animals are also exempt from the educational requirement in subsection (a).
- (d) Schools allowing animals in the classroom shall have a written policy addressing the following:
 - (1) Which types of animals are allowed.
 - (2) When animals are allowed in classrooms for educational purposes.
 - (3) The duration of an animal's stay in a classroom.
 - (4) Housekeeping requirements.
 - (5) How issues with students or staff allergic to the animal will be addressed.

This policy shall be available for the state department's or its agent's review.

Additionally, live plants may introduce allergens, fungus or insects and can damage property if not cared for appropriately. This policy and procedure implement state and federal law as well as Board policy, including 7430, Safety Standards, and 8540, Health and Wellness Services.

Procedure for bringing plants and animals into schools

1. Emotional support, therapy or comfort animals are not allowed in schools.
2. Principals must approve all plants and animals brought into their schools. School employees must complete the "Live Animals and Plants in Classrooms Approval Form" (found on the Facilities page of the Intranet) and receive approval from their principal prior to allowing plants or animals into schools. Employees must post the approved form next to the plant or cage of any animal.
3. The Facilities Department does not approve plants or animals in schools but routinely audits buildings and may require their removal.
4. Plants or animals approved under this procedure must
 1. have a specific educational purpose tied to district-approved curriculum;
 2. only remain in a school for the designated periods of time (they may not come into schools outside of the approved period); and
 3. remain located away from ventilation system vents, upholstered furniture, carpets and stuffed toys.
5. Principals must notify the parents or guardians of any student who might interact with the plant or animal and allow the student to opt out of the proposed educational activity. The school should not reveal the name of any student with allergy issues to other students or parents.
6. Employees must
 1. not bring plants that are subject to heavy debris into schools;
 2. use only pre-bagged, sterile potting soil;
 3. dispose of dropped leaves and remove discolored leaves daily;
 4. examine plants for leaf fungus, insects, or any sudden deterioration in appearance; and
 5. remove plants that develop mold (on leaves, soil or container).

7. School employees should exercise caution when allowing students to handle plants and animals, and students should never handle turtles.

Service Animals (Dogs)

1. Definition. A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability. Only dogs are recognized as service animals under Title II and III of the ADA.
2. Rule. FWCS must permit service animals to accompany people with disabilities in all areas where members of the public are allowed.
3. Employees. Only HR can approve the use of a service animal as an accommodation for an employee's disability. Any such request must be directed to the HR Manager of Operations. HR will take the employee through the interactive process to determine if there are other reasonable accommodations FWCS can offer the employee. No principal or department head should authorize the use of a service animal by an employee without prior approval of HR.
4. Students. FWCS must document a student's need for a service animal in an IHP, IEP, or 504 plan prior to approval. No principal or department head should authorize the use of a service animal without prior approval of Legal.
5. Visitors or volunteers. When a visitor or volunteer brings a dog to a school or afterschool event, FWCS staff may only ask two questions:
 - a. Is the dog a service animal required because of a disability?
 - b. What work or task has the dog been trained to perform?Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.
6. Service. Work or tasks that service dogs are trained to perform might not be obvious. They can include but are not limited to assisting individuals with impaired vision or those who are deaf or hard of hearing; assisting an individual during a seizure; detecting allergies; or assisting individuals with mobility disabilities.
7. Removal of service animals. A person with a disability cannot be asked to remove a service animal from the premises unless:
 - a. the dog is out of control and the handler does not take effective action to control it;
 - b. the dog is not housebroken;
 - c. the dog poses a direct threat to the health or safety of others; or
 - d. allowing the service animal would fundamentally alter the nature of the activityWhen there is a legitimate reason to ask that a service animal be removed, staff must offer the person with the disability the opportunity to participate in the activity without the animal's presence.
8. Equal treatment. People with disabilities who use service animals cannot be isolated from others, treated less favorably than others, or charged fees that are not charged to others without animals.
9. Illegal reasons for denial. Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals. When a person who is allergic to dog dander and a person who uses a service animal must spend time in the same room or facility, for example in a school classroom,

they both should be accommodated by assigning them, if possible, to different locations within the room or different classrooms in the school.

10. Vaccination. FWCS employees and students with approved service animals to produce annual proof of vaccination.

Live plants in district and school offices. Employees must

1. not bring plants that are subject to heavy debris into FWCS buildings or offices.
2. use only pre-bagged, sterile potting soil and change soil annually.
3. use a pan under the plant that exceeds beyond the leaf line to collect falling debris.
4. check their plants daily for property water level and not leave standing water.
5. dispose of dropped leaves or branches and remove discolored leaves.
6. examine plants for leaf fungus, insects, or any sudden deterioration in appearance (particularly important after a holiday, vacation or other extended absence).
7. routinely examine plants for insects (and treat with insecticidal soap or dispose of the plant and container if present).
8. not use pesticides on plants.

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).

1. Store custodial cleaning products only in a secure area. Keep these doors locked at all times
2. Staff are not permitted to bring cleaning products from home. Use only cleaning products provided by FWCS and have a Safety Data Sheet (SDS) on file in the building
3. Disinfectant wipes are allowable
4. Take an inventory of all chemicals annually. Outdated material, non-functional aerosol, or hardened materials need to be discarded through the Maintenance and Operations Department
5. Properly use cleaning and sanitizing agents. Misuse by frequency or using the incorrect concentration can lead to allergic reactions or other health concerns
6. Use only liquid cleaning bottles that are properly labeled by the manufacturer for content
7. Only purchase and store art supplies labeled with the statement "Conforms to ASTM D-4236" and that do not have any cautionary warnings on the label. Lists of approved products can be found on the Art and Creative Materials Institute website at www.acminet.org

FLOORING AND FURNISHINGS

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.

1. Staff are not allowed to bring personal furniture or area rugs to school. FWCS approves and purchases furniture that is used in schools
2. All furniture and equipment used in the classroom will be durable and easy to clean (no upholstered furniture, pillows, stuffed animals). Exemptions include:
 - a. teacher's desk chair in the classroom and
 - b. staff lounge, office, work room and media center furniture
3. Teachers and other staff are encouraged to minimize clutter, to ensure rooms are easier to clean and to minimize dust collecting surfaces

4. Do not use tape on carpet. Use Velcro-style fabric tape or sit spots.

ALLERGENS AND IRRITANTS

Asthma is a disease that affects the lungs and makes it hard for people to breathe. Asthma is a chronic condition and a leading cause of school absenteeism. The following are not to be used in the classroom:

1. Ozone generators sold as air purifiers are not to be used
2. Air fresheners (sprays, candles, oils, gels, beads, and plug-ins) are irritants and should not be used
3. Be aware that certain colognes and perfumes can act as an irritant and should be worn sparingly

SECTION THREE – ENERGY LEADERSHIP

INTRODUCTION

The following standards were developed to conserve energy, reduce utility costs and to enhance the learning environment in our schools. It is expected that all district employees will support the Energy Leadership program recognizing the district's efforts to reduce utility costs through energy conservation and education initiatives prescribed within the program.

District employees are encouraged to seek additional energy conservation opportunities and share their own energy conservation ideas by reporting them to the Coordinator of Energy Management 467-2523 or by emailing them to: energyideas@fwcs.k12.in.us.

LIGHTING SYSTEM OPERATION:

1. Lights should only be turned on when truly needed
2. All lighting shall be turned off in unoccupied areas. Staff shall turn lights off whenever they are leaving an unoccupied classroom, office, or multiuse area
3. All lights should be turned off when the students and staff leave for the day
4. Floor lamps and decorative lighting is not permitted whether plugged in or battery operated. Christmas lights are permissible between Thanksgiving and Winter Break only.

EQUIPMENT OPERATION AND BUILDING USE:

1. All office and instructional equipment, except for fax machines, network copiers and network switches, should be turned off at the end of each day by the faculty and staff before they leave. This includes computers, individual printers, speakers, projectors/classroom monitors, etc.
2. Shut down all District computers on Monday, Tuesday, Thursday and Friday. On Wednesday, "re-start" each computer at the end of the day
3. All capable equipment should be set to utilize its energy saver mode
4. Appliances, other than those operated by the food services, should be limited to approved staff lounges and break areas. Individual appliances such as refrigerators, microwaves, coffee makers, etc. in the classrooms and offices not only use a large amount of energy, but often present indoor air quality issues, sanitation issues, pest management issues and safety issues
5. When replacing equipment, "Energy Star" rated equipment should be purchased

SECTION FOUR – FIRE AND GENERAL SAFETY

INTRODUCTION

Routine housekeeping and safety consciousness in the workplace can prevent accidents such as slips, trips and falls. Fire safety, electrical safety and an awareness of potential risks are important components in maintaining an illness and injury free work environment for staff and students.

FIRE SAFETY

The following items reflect major concerns of the State and local Fire Marshals as well as keeping compliance with the National Fire Protection Agency (NFPA). While we have attempted to identify many of the important items, the best solution in most situations is still to use good “common sense”.

1. Keep corridors and passages to all room exits free of all obstructions; this includes tables, chairs, AV equipment and power cords
2. Keep the entire width of door (exit passage width) – doorjamb to doorjamb along the entire exit path clear of any obstructions
3. Store flammable materials such as rubber cement, aerosol spray cans, etc in a metal cabinet
4. Store gasoline and gasoline powered equipment in approved containers and locations. If storing more than 10 gallons, store in an approved yellow fire cabinet
5. Do not store anything under stairs
6. Maintain 12" clearance all around and down to the floor at all fire pull or fire extinguisher locations
7. Maintain 12" clearance all around audio-visual fire alarm horns/strobes and “EXIT” signs
8. Maintain 12" clearance all around and down to the floor at any kitchen hood fire suppression pull stations
9. Post fire evacuation route / tornado route station posters at each exit and keep unobstructed
10. Maintain 24" clearance above all horizontal surfaces (cabinets and shelves) to the bottom of all ceilings. Do not store anything on top of cabinets that are higher than six feet tall
11. Power strips should always be plugged into the wall; never “piggy-backed” to another power strip
12. Use only commercial/industrial rated extension cords, not light-weight, lamp-type extension cords
13. Items should never be hung from the ceilings – at any height
14. Ceiling tiles should not be painted (paint significantly reduces the flame-resistance properties of tiles)
15. All area rugs **must** carry an approved fire-rating label (*Conforms to Class I Fire Rating*)

16. All curtains, draperies and fabrics must carry an approved fire-rating label. Application of a fire-retardant spray will not be acceptable (*Conforms to NFPA 701*)
17. Classroom doors that have door closures may not be propped open. Do not use wooden wedges or bricks to block them open
18. Maintain 36" clearance around all electrical panels and kilns. Combustible materials should not be stored in the immediate area
19. Maintain 36" clearance around all transformers, hot water heaters, boilers, air handling units and sprinkler riser piping
20. No more than 20% of wall surfaces can be covered with combustible materials
21. The use of portable space heaters in classrooms are not allowed
22. Artwork and teaching materials attached to wall areas cannot exceed 20 percent of the wall area
23. Teachers and other staff are encouraged to minimize clutter
24. Desk lamps are only allowed if UL listed and intended on illuminating a desk surface- no other lamps allowed

GENERAL SAFETY

1. Only used FWCS provided step ladders when posting student work, creating billboards, etc. Never use desks, table, or chairs or hang anything from the ceiling
2. Keep all storage, mechanical, electrical and custodial rooms closed and locked
3. Keep all electrical panels locked. Maintain 36" clearance in front of panel at all times
4. Maintain 12" clearance all around and down to the floor at any automated external defibrillator (AED) locations
5. Maintain 12" clearance all around and down to the floor at any eye-wash or shower locations
6. Equipment identified as defective should be taken out of use immediately and labelled accordingly. Principal and/or Sodexo should be informed immediately in order that arrangements for repairs or replacement can be made swiftly
7. Always keep mechanical safeguards and other safety devices attached to equipment such as paper cutters, saws, etc.
8. All staff has a responsibility to be mindful of their own safety when putting up displays and moving equipment or furniture. If in doubt, seek help
9. When using file cabinets, file materials from the bottom to the top. Only open one file drawer at a time
10. Properly store and handle any potentially hazardous chemicals
11. Teachers and other staff are encouraged to minimize clutter
12. Keep all classroom doors locked if possible
13. Keep all vision glass in or adjacent to classroom doors unobstructed
14. Close windows when leaving for the day
15. Do not tape (or place clings) anything to the window blinds or windows. Do not place anything on the window sill that would obstruct the operation of the blinds
16. Keep access clear to at least one bay of exterior windows