



Real Experiences Working with the *Indoor Air Quality Tools for Schools* Program


September 21, 2004





Agenda

- Welcome and Introductions
- Presentations
 - Sandra LeBlanc, Vice Principal, Port Morien, Nova Scotia
 - Darryl Alexander, American Federation of Teachers, Health & Safety Program Director
- General Question & Answer Period
- Closing Remarks






Sandra LeBlanc
Vice Principal
Port Morien, Nova Scotia



Training & Education

- B.A. & B.S., Chemistry
- Bachelor of Education
- Masters-level diploma in Guidance Counseling
- IAQ training in 1995
- On-the-job training
- National training program





IAQ TfS Experience

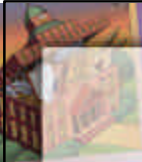
- Glace Bay High School
- Provincial
- National
- Washington



Glace Bay High School

- Relatively new school
- Hundreds of calls and complaints
 - Asthma, headaches, fatigue, dry and irritated eyes, general malaise
- Addressed community perception and staff concerns
 - Student projects
 - Temperature
 - Cleaning products
 - Ventilation system
 - Personal products
 - On-going surveys and communication
 - Smoking education





New School Year Activities

- Paint
- Dust
 - Tops of lights, shelves, posters, drapes, furniture, paper
- Personal protective equipment
 - Mask
 - Change of clothes
- Containers
- Class pets
- Smoke-free campaign
 - Smoking & asthma information



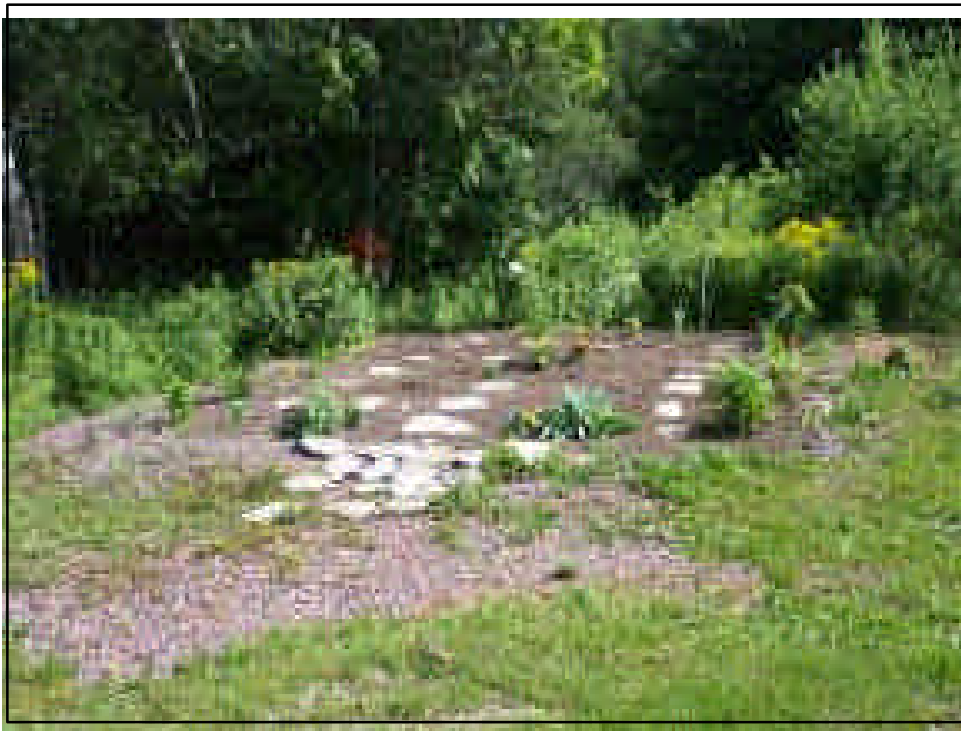
















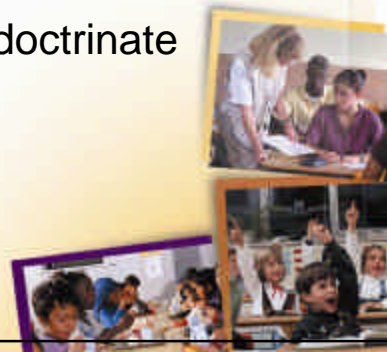
Staff Development

- IAQ Basics
- IAQ Backgrounder
- Change in perspectives
- Diplomacy with custodial staff



Summary

- With each group the process begins anew
- Educate our children - indoctrinate





The Challenge of Implementing *IAQ TFS* in Urban School Districts

Darryl Alexander
American Federation of Teachers
Health & Safety Program Director



Urban School Districts


- Chronic state of disrepair
 - Deferred maintenance worse than ever
 - Recent recession
 - Declining tax base





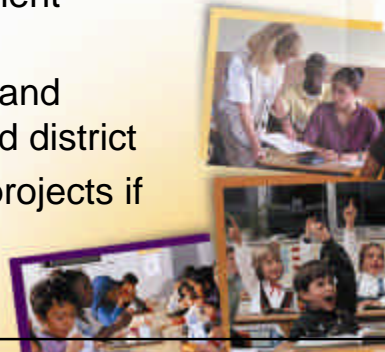
Barriers to *IAQ TfS* Adoption

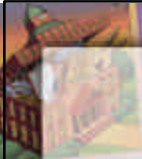
- Resources and expertise
- Added burden of “No Child Left Behind”
- Parent and community advocacy participation rates low
- High turn-over of superintendents and facility staff
- Miscommunication and strain
- Demoralized staff



Implementing a Successful Program

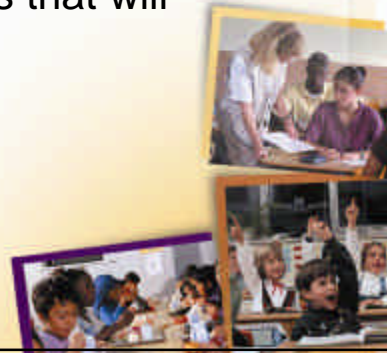
- Exercise language on health and safety in teacher and support staff contracts
 - Form joint labor-management committees
 - Provide on-going support and expertise to committee and district
 - Encourage pilot *IAQ TfS* projects if school staff are motivated





Implementing a Successful Program

- Every school is unique
- Work with each school individually to understand the process that will work best



Update on AFT Projects

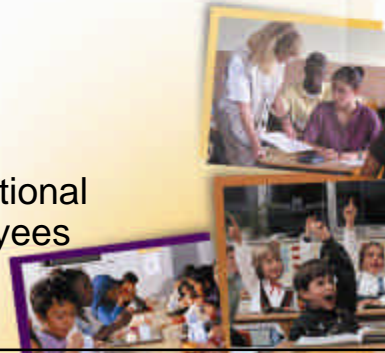
- Jefferson County Education
 - District description and demographics
 - Evolution of project
 - Rudd Middle School
 - Formation of committee
 - Current programs
 - Green cleaning
 - Mold mitigation
 - IAQ TFS committees





Update on AFT Projects

- New Orleans Public Schools
 - Exercising contract language on joint labor-management committee
 - AFT facilitating organizational development of committee
 - Committee will consider recommending policies to superintendent
 - Committee will hold educational sessions for school employees



Update on AFT Projects

- AFT encouraging WTU to exercise health and safety contract language
 - Use it as vehicle to improve IEQ
- Encouraging similar projects in Hartford, CT and possibly Baltimore
 - Presentation to Baltimore Teachers Union building representatives





Questions and Answers



Closing Remarks

- E-mail additional questions to IAQTraining@cadmusgroup.com
- Next Web Seminar
 - Proposed for January
 - Potential Topic: Post Symposium – Now What?

