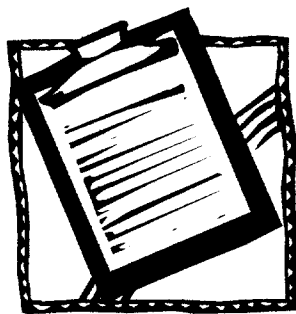


From EPA
Web site

ROM FYI

911



Walkthrough Inspection Checklist

This checklist is to aid during an IAQ Walkthrough of the school. The checklist includes considerations both inside and outside the school building:

Instructions:

1. Read the *IAQ Background* and the information in this section.
2. For each area use the checklist hints to guide your observations. Note any obvious potential problems, including description and location. Use additional paper if necessary.
3. Return the checklist to the IAQ Coordinator and keep a copy for future reference.

Name:

Room or Area:

School:

Date Completed:

Signature:

The Walkthrough Inspection is not intended to be an intensive, detailed, or costly inspection, but rather a quick overview of the conditions that affect the quality of air within your school. You may wish to have someone who is familiar with the operation of the building, such as a facility operator or custodian, assist you during the inspection. The Walkthrough Inspection is part of the IAQ Management Plan. While some schools wait until the initial parts of the Plan have been completed, some schools have had success "jump-starting" their program by beginning with a quick walkthrough and taking immediate action where the potential problems are obvious and easy to correct.

During your walkthrough inspection, you can learn a lot by using your sense of sight, smell, feeling, and hearing to gain information on factors which affect indoor air quality. You may even be able to make immediate corrections!

Observe the general level of cleanliness in classrooms and mechanical rooms. Look for pollutant sources such as mold, improperly stored chemicals, or excessively dirty air filters and ducts. Look for signs of water damage which may point to an underlying problem which increases the chance of biological contaminants. And look for blocked airflows such as those caused by books or papers on top of unit ventilators or plywood covering outdoor air intakes.

Smell for unique or objectionable odors—including mold, mildew, and

"chemical" smells—as you move from room to room. Note any potential sources of these odors.

Feel for uncomfortable air temperatures, drafts, and high or low humidity, and feel for air flowing into and out of grilles and air vents.

Listen to the concerns of school occupants regarding IAQ. Do they provide clues to problems such as using their own pest spray to control pests, or turning off the unit ventilator because it is too noisy during class-time? Do you hear unusual equipment noises which may indicate potential problems, and do you hear air blowing out of supply vents?

Do a walkthrough inspection in all special-use areas, such as the cafeteria, art rooms, and industrial arts areas.

COMBUSTION APPLIANCES

Location/Observation

- Combustion gas or fuel odors ever detected?
- Combustion appliances have flues (e.g., furnaces, boilers, water heaters) or exhaust hoods (e.g., kitchen ranges, kilns)?
- Flue components free from leaks, disconnections, deterioration, or soot?
- Soot on outside of flue components?

OTHER

Location/Observation

- If the building was built before 1980, is paint inside or outside free from peeling or flaking? [lead paint hazard]
- Have radon measurements been performed in the school?
