



## What is the Healthy School Environment Policy?

Keeping our schools clean, healthy, and free of asthma/allergy triggers, as well as in good repair, requires regular monitoring and proactive maintenance. The Healthy School Environment section of the BPS Wellness Policy promotes existing BPS policies for providing high-performing school buildings and grounds that are clean, in good repair, have healthy indoor air quality and water quality, have sanitary and accessible bathrooms, and use resources efficiently. by working with Facilities, the City-wide Healthy Schools

Taskforce, the school community, and partners.

### Healthy School Environment Policy Components

- Every year, BPS and the Boston Public Health Commission (BPHC) conduct annual Environmental Inspections (Audit) of each school building to evaluate environmental health and safety conditions. Audit results are summarized and sent to the school Principal/Headmaster, who is responsible for reviewing and developing environmental health priorities for the school.
- Principals/Headmasters meet with the Wellness Council to initiate environmental health action steps using the audit results and *Promoting Healthy School Environments Toolkit* as a guide.
- Wellness Councils communicate action steps and outcomes with staff, parents, and partners.

### Benefits of Maintaining Healthy Schools

- Increased productivity and performance of mental tasks, such as concentration and recall in both adults and children.
- Successful management of allergies and childhood asthma.
- Improved management of financial and natural resources.

### Want to see this at your school? *Here are some considerations for getting started.*

- **Personnel/Staff:** The Principal/Headmaster is responsible for reviewing the annual environmental audit and communicating priority issues to the Wellness Council. School custodians are key stakeholders in this work and should be invited to join the Wellness Council.
- **Physical Environment:** In partnership with Facilities, the school is responsible for maintaining a healthy, safe environment. Schools must maintain & use their Integrated Pest Management (IPM) log to record pest sightings & pest control work; only the BPS approved green cleaner products should be used in schools; single stream recycling is required in all BPS buildings.
- **District Supports:** In addition to Facilities staff liaisons, the city-wide Healthy Schools Taskforce (HST), which includes district and community partners, monitors BPS policies and practices on environmental health and safety and makes recommendations for new policies to support healthy school environments and maintains the *BPS Healthy School Environment Toolkit*.
- **School Budget:** Schools need to submit work orders to initiate repairs in the building. The District budgets for and coordinates large renovation projects. School administrators should coordinate with Facilities on updates and renovations for their school, including volunteer work.
- **Community Partners:** Does your school work with any community organizations to supplement/complement programs or healthy school environments work at your school?

### Need help?

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## Boston Public Schools Wellness Policy: Success Story



How do you help make your school a clean and green place for students and staff? One way is to engage the custodial staff in advocating for and making your building a healthy school environment! This is exactly what the Blackstone Innovation School did as part of the Wellness Champion Program in 2014-15. BPS Wellness Champions specifically address school environmental health actions through their school Wellness Council.

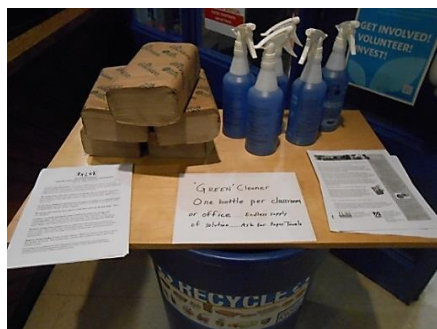
Kevin Moriarty, the custodian and Wellness Champion at the Blackstone, worked to ensure compliance with the BPS green cleaning policy, improved recycling participation, and proactively addressed maintenance issues to improve building conditions and promote an asthma-friendly environment for students and staff. The Blackstone school nurse, Anne Greenwald, was especially excited about Kevin's participation in the Wellness Council. "Because of his efforts to engage the whole school in maintaining a green and healthy environment, we saw few asthma exacerbations this past school year," said Ms. Greenwald.

Kevin, along with eight other Wellness Champions, participated in four hours of training to learn about what healthy school violations look like and best practices for taking action on results from their school's annual environmental audit. The *Promoting Healthy School Environments* toolkit, available in this BPS Wellness Policy Toolkit, was a key resource developed for the Champions and for any BPS teacher or school leader looking to learn more about promoting healthy school environments.

At the Blackstone, Kevin used his role as a senior custodian and wellness champion to raise environmental health as a priority. He started a single-stream recycling program including recycling the food trays and milk cartons from the cafeteria, a program assisted by a third grade class, which helped reduce clutter and pests. He also assembled a team to conduct a building walk-through to identify environmental hazards, such as toxic cleaners, as well as clutter and pest issues, and reported actions steps to the Blackstone Wellness Council and BPS Facilities Management.



Working with teachers, he educated folks about how to use the Integrated Pest Management Log to document pest sightings and to report other issues such leaks and needed repairs in their classrooms, which often need to be submitted through the work order system to be addressed by Facilities Management. Finally, he showed a great commitment to promoting and implementing the BPS green cleaning policy, something that most staff don't know about or follow.



Kevin provided education about the green cleaning policy and made sure all staff received a labeled bottle of the BPS-approved green all-purpose cleaner along with a pack of paper towels. Ensuring use of the approved green cleaner is important to reduce exposure to asthma triggers and toxins often found in conventional cleaning products.

While much has been accomplished at the Blackstone, the work does not end here. Kevin is enthusiastic about continuing to partner with the Wellness Council to include healthy school environment goals in their Wellness Action Plan each year and to engage more students in these

activities, all while maintaining good communication with school staff about the tips, policies, and best practices for maintaining a healthy, green school. Facilities Management is also excited to share Kevin's success with other custodians and Wellness Champions across the district.

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## Get Started with Healthy School Environments

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### Assess your School's Work in Maintaining a Healthy School Environment

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- Review your school's most recent Environmental Audit, which summarizes conditions such as leaks, mold, pests, chemicals, and cleanliness, all of which can affect asthma, health, and the ability to learn.
- What is currently being done at your school to promote and support a healthy school environment?
  - These could be activities such as decluttering, recording pest sightings, and ensuring that all staff are using the BPS-approved green cleaner.
- Is there a priority area that your school staff, parents, and/or students want to focus on, such as recycling, decluttering, or green cleaning?
  - To find out, distribute a staff survey to learn what the biggest issues are with the building from their perspective.

### Strategies and Tips for your Wellness Council to Get Started on a Healthy School Environment

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- Choose an area of the healthy school environments policy - leaks, mold, pests, recycling, decluttering - as a focus area on your Wellness Action Plan. Recruit council members to take the lead on this action step.
- Hold a Healthy School Environments Day and do a whole-school clean-up and decluttering event to decrease pest infestations.
- Start a recycling program and engage students in running it.
- Ask your custodian to provide each classroom with all-purpose cleaner (in labeled spray bottles) and a supply of paper towels. The custodian should fill the bottles upon request. This is the only cleaner that should be used by school staff!
  - Educate building occupants about the Green Cleaning policy and monitor to make sure people **DO NOT** bring their own cleaning products into the schools.
- Make sure your Wellness Council is aware of and understands the tobacco-free policy for Boston Public Schools.
- Collaborate with school administration to ensure buy-in with efforts to promote a healthy school environment and keep the building healthy.
- Involve staff in planning and implementing activities to promote a healthy school environment.
- Work with community organizations (e.g., MassCOSH) and BPS Departments (e.g., Facilities) to coordinate efforts, get ideas and help, and make your school environment healthier.

# PROMOTING HEALTHY SCHOOL ENVIRONMENTS

## *Resource Toolkit for Schools*



Healthy, High-Performing Buildings =  
Healthy, High-Performing Students



## KIDS LEARN BEST IN HEALTHY SCHOOLS

This Healthy School Environment Resource Toolkit was developed to assist Boston Public School Principals/Headmasters and their Wellness Councils implement the [Healthy School Environment Policy](#), a component of the District's Comprehensive Health & Wellness Policy. The Toolkit is a guide for **assessing, taking action, communicating, and monitoring & evaluating** environmental, health, and safety issues in our schools. It provides definitions of environmental factors to consider, links to current policies, procedures, and best practices to address specific environmental factors identified in their building's annual Environmental Audit (Audit).

### What is the BPS Annual Environmental Audit?

Since 2002, in compliance with a Boston City Council Ordinance, each Boston school is inspected annually by BPS and the Boston Public Health Commission (BPHC) to assess environmental building conditions such as leaks, mold, pests, chemicals and cleanliness that can affect asthma, health and learning.

[Learn more about the BPS Environmental Audit](#)

### Why is the Audit Important?

Asthma is the leading cause of school absenteeism, accounting for nearly 13 million missed school days per year. Asthma triggers and allergens in our schools such as mold, dust, pests, chemicals and outdoor pollutants affects students and staff by making it hard to concentrate and can mean frequent visits to the nurse office and missed school time.

Keeping our schools clean, safe and in good repair requires regular monitoring and proactive maintenance. The annual Audits allow BPS and BPHC the chance to assess each building in depth and take immediate action on any health and safety repairs.

### How Do Schools Use the Audit Results?

The Audit provides a snapshot of the conditions in our schools. The Audit results for each school are summarized in a comprehensive report that is sent to the Principal/Headmaster. A summary report is posted on each school's website. School Principals/Headmasters are responsible for reviewing their Audit results and other related building condition resources to develop environmental health priorities for the school.

Additionally, the BPS Healthy Schools Taskforce (HST) uses the audit results to monitor trends overtime and support the implementation of school environmental policies and programs where they are most needed.

## DEVELOPING A HEALTHY SCHOOLS PLAN

Conducting the annual environmental audit is the first step, but a plan must be developed at each school to ensure ongoing actions are taken to address air quality and health issues. The following framework can be used to sustain effective healthy school environmental initiatives that keep the building in good working order and promote health and learning.

As you develop a healthy school plan for your school, consider incorporating best practices from the [EPA's IAQ Tools For Schools](#) program.

	<b>What</b>	<b>Who</b>	<b>When</b>
<b>Assess</b>	The annual BPS school Audits are conducted to establish a baseline of environmental building conditions (# of areas in the school with issues such as leaks, mold, overt signs of pests, clutter, dust, needed repairs)	<ul style="list-style-type: none"> <li>• BPS Environmental Health &amp; Safety Department and the Boston Public Health Commission conduct Audits</li> <li>• Principal /Headmaster receives Audit results</li> <li>• Advocates in school complete their own environmental inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Audits conducted October – April</li> <li>• Audit results emailed to Principal/Headmaster shortly after inspection completed</li> <li>• Anytime</li> </ul>
<b>Act</b>	A Wellness Action Plan (WAP) is created using Audit results to address priority environmental health and safety issues	<ul style="list-style-type: none"> <li>• BPS Facilities completes priority work orders</li> <li>• School Wellness Council's (WC) review priority issues from Audit results and WC creates environmental action goals in WAP</li> <li>• Schools submit work orders based on Audit results</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• WC develops WAP goals late spring/early fall</li> <li>• Ongoing</li> </ul>
<b>Communicate</b>	The healthy schools plan, goals, action steps and results are communicated to various stakeholders through various channels, such as trainings, memos, WC meetings and more.	<ul style="list-style-type: none"> <li>• Principal /Headmaster and WC include updates in staff trainings and through various school communications</li> <li>• Principal /Headmaster communicates regularly with Facilities staff</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout the school year at staff meetings, parent council meetings, newsletters, etc.</li> <li>• Ongoing, as needed</li> </ul>
<b>Monitor &amp; Evaluate</b>	Work is monitored, best practices and progress is documented, and follow-up action steps are identified	<ul style="list-style-type: none"> <li>• WC updates WAP</li> <li>• BPS Facilities completes follow-up site visits if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Ongoing, as needed</li> </ul>

# HEALTHY SCHOOL ENVIRONMENT ACTION STEPS

Get started in your school by taking these simple steps:

## 1. Principals/ Headmasters

Review their school’s annual Environmental Audit to prioritize the environmental, health and safety building conditions that need to be addressed.

## 2. Principals/ Headmasters (or school building administrators)

Meet with the Wellness Council to initiate environmental health action steps using the audit results and this *Healthy School Environment Toolkit* as a guide.

## 3. Wellness Councils

Communicate action steps and outcomes with school staff, parents and community partners who use the school building.

### Helpful Resources

- [BPS Circulars \(Facilities, Health & Wellness\)](#)
- [BPS Healthy & Sustainable Schools](#)
- [Boston Public Health Commission \(BPHC\)](#)
- [EPA - Environmental Health in Schools](#)

### Helpful Contacts

Each BPS school has a team of Facilities staff liaisons for the following areas. You can contact Facilities for an up-to-date list – Maria Lew-Houston at [mlewhouston@bostonpublicschools.org](mailto:mlewhouston@bostonpublicschools.org) or call 617-635-9162.

- Environmental, Alterations & Repairs, Fire Alarms, Plumbing, HVAC, Electrical, Security, Roofing, Civil Engineering, Custodial Services (617-635-8300)
- Materials Distribution (617-635-8745)
- Energy (617-635-8740)
- Maintenance (617-635-8290)
- Healthy and Sustainable Schools (617-635-9576)

## HEALTHY SCHOOL ENVIRONMENTS BEST PRACTICES BY ENVIRONMENTAL CONDITION

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- Anti-idling and Outdoor Pollution

### **Leaks and Water Stains**

Monitor the number of rooms that have evidence of one or more water leaks. This could include water stains or discoloration on walls, floors, or ceiling tiles as well as active leaks where water is present. Leaks are of concern because persistent moisture can promote mold growth as well as encourage insect or rodent infestations.

#### ***Policies and Procedures***

- If minor plumbing leaks are identified, submit a work order for the issue.
- If emergency leaks are identified, contact your Plumbing Supervisor and/or your Area Manager immediately or call 617-635-9162.

#### ***Tips and Best Practices***

- Monitor areas where leaks were identified.
- Conduct your own walk through/inspection, including less occupied spaces such as closets, mechanical rooms, and basements.
- Assess if work order repairs were completed and if water damaged materials were replaced (within 24-48 hrs).
- Create a system for staff to report leaks and/or environmental building problems (a binder in front office, email, key person).
- Identify if leaks are caused by activities in the school that require a behavioral response (ex. students clogging a sink or toilet) or from other structural reasons (ex. leaky roof, pipes, and windows).
- Review [EPA resources on mold](#).



## Visible Mold Growth

Molds are fungi that can be found both indoors and outdoors. Molds grow best in warm, damp, and humid conditions, and spread and reproduce by making spores. Mold can look like grey-black powder on or near water-damaged areas, spots or patches. Mold remediation is a high priority repair because it can be an asthma trigger and/or cause respiratory problems and allergic sensitization.

### *Policies and Procedures*

- [BPS Asthma Policy: SHS 20](#)
- If mold is noted in the Audit report, BPS Facilities will prioritize it for remediation.
- If you suspect mold in your school, contact your Environmental Supervisor and/or your Area Manager.

### *Tips and Best Practices*

- Moisture problems should be addressed promptly. Wet areas should be dried out within 24 to 48 hours.
- On your walkthrough of the school, take note of the specific places that are stained, seem damp or have active leaks.
- Monitor the work orders for leak repair so they don't become a potential cause of mold and health problems in the future.
- Be aware of hidden mold. Some building materials, such as dry wall may trap moisture underneath their surfaces where mold can grow. You may suspect hidden mold if a building smells moldy, but you cannot see the source, or if you know there has been water damage and building occupants are reporting health problems.
- Teachers should not try to clean mold in their classrooms.
- Review EPA "[Mold Remediation in Schools and Commercial Buildings](#)" to learn about managing mold growth in schools.

## Overt Pest Signs: Integrated Pest Management (IPM)

IPM is required by State Law. IPM is designed to control pests while using little to no chemical pesticides. Pests are a concern for sanitation reasons and because they are asthma and allergy triggers.

### *Policies and Procedures*

- [BPS Integrated Pest Management \(IPM\) Policy: FMT-10](#)
- [BPS Asthma Policy: SHS 20](#)
- Every school must have an IPM Coordinator identified and maintain an IPM Log to document pest problems.
- Each school is assigned an IPM contactor who conducts regular inspections and reports on IPM actions in the IPM log.
- All pest concerns should be addressed to BPS Environmental Health & Safety Department.

### ***Tips and Best Practices***

- Each school must designate an IPM Coordinator who regularly checks the log to see problem areas. The IPM Coordinator communicates with the pest contractor and faculty for prevention strategies documented in the IPM log (ex. store food properly, clean up/spill plan for classroom eating, if possible keep all eating in cafeteria)
- Control where food is served – ideally limit meals to the cafeteria.
- If food is served in classrooms, ensure the recycling and trash equipment can handle waste from meals and teachers have equipment to clean up after each meal.
- Make sure proactive pest management is taking place all day long by training volunteer groups and before and after-school program staff. Ensure they know proper maintenance of trash and recycling, and food policies (where it can be served, stored, etc.) to reduce pest infestation.
- Do a *pest walkthrough* in problem areas to identify things that attract pests (water, food, clutter, access from outside through cracks and lack of door sweeps).
- Communicate to staff best practices and also when there are issues. Continue to monitor throughout the year.
- Use the **resources found on the [BPS Healthy & Sustainable Schools website](#)**.

## **Clutter, Dust, Recycling**

It is important to manage clutter in the classroom as it contributes to the build-up of dust, hides places where mold may be growing, blocks ventilation units, or provides places for pests to live and hide. Clutter also makes it difficult to clean. Dust can cause allergic reactions and make asthma worse. Recycling helps reduce clutter and dust and rids the classroom of excess paper, books, and equipment that are no longer needed.

### ***Policies and Procedures***

- [BPS Zero Waste Policy: FMT-08](#)
- [BPS Asthma Policy: SHS 20](#)
- Every school should have a single stream recycling program and a Recycling Coordinator in place.
- Recycle E-waste by completing OIIT Form 54 to have computers, monitors, etc., removed from the building.
- Contact the BPS Sustainability & Environmental Resources Manager with questions about recycling (books, metal, large volumes of any item).

### ***Tips and Best Practices***

- Involve the Recycling Coordinator(s) and Custodian on the Wellness Council.
- Educate staff, teachers, students, partners and visitors about recycling best practices using the “[BPS Zero Waste Guide](#)”
- Organize a Recycling Club or Green Team with students to monitor recycling systems so that it remains clean and well used.
- Host an annual kick off assembly or training program at the start of the school year to get everyone on the same page about the recycling program.
- Don't allow materials to pile up as this can foster pests.

- Organize an annual Locker Clean Out or Clutter Clean Out Event (especially if 25% of rooms are documented as cluttered on the Audit report).
- Shadow the Custodians and learn what their workflow process is like, and what regular and special custodial cleaning tasks are (garbage removal times, heavy cleaning, and vacation cleaning, etc.)
- Purchase [Environmentally Preferable Products](#) that use less energy, are healthy and can be recycled.

## Indoor Air Quality

Indoor air quality (IAQ) is a concern in many schools due in part to the age and growing deferred maintenance list. Good IAQ means that building occupants are thermally comfortable, the air is clean, chemicals are reduced, and furniture and equipment brought into the school are made of healthy materials.

### *Policies and Procedures*

- [BPS Asthma Policy: SHS 20](#)
- [BPS Green Cleaners Policy: FMT11](#)
- BPS Energy Memo: radiators, microwaves, toaster ovens, etc., are illegal in schools.
- Contact the BPS Energy Division with temperature and energy issues.

### *Tips and Best Practices*

- Using the Audit results, conduct your own Air Quality walkthrough targeting spaces that had hot (above 75 degrees) or cold (below 68 degree) readings or carbon dioxide levels above 900.
- Consider educating yourself with this EPA "[Virtual Walkthrough Webinar](#)" or working with an expert who has access to diagnostic tools and take measurements during the audit.
- Look closely for blocked, dirty vents that could impede airflow.
- Review work orders and previous complaints to monitor if issues are temporary or chronic and how they are being addressed.
- Review [EPA IAQ tips](#) on maintaining good ventilation and "[Minimum Heating Guidelines](#)"
- Learn about how you can maintain your classroom to be healthy by taking the [Green Classroom Professional Certificate](#) online course.

## Building Repairs

Maintaining schools and proactively addressing repair needs is important for keeping buildings healthy, safe and high-performing. During the Audit, inspectors issue work orders for priority health and safety issues and notify the appropriate BPS Facilities Management to file work orders on other needed repairs.

### *Policies and Procedures*

- All repair and maintenance needs identified by school personnel should be submitted through the work order system.

### ***Tips and Best Practices***

- Principal/Headmaster and Wellness Councils should review the school’s Audit Repair report and ensure work orders are submitted for each issue identified.
- Identify a point person in the school who can monitor work orders.
- Bring work order reports to Wellness Council meetings to track progress.
- Work orders that are considered health and safety hazards should be elevated immediately and prioritized by BPS Facilities Management.

## **Chemicals and Chemical Storage**

There are many chemicals in the school environment. Some of them are known health hazards, such as lead and asbestos, which are monitored to make sure that they don’t chip or become airborne. BPS has a number of policies on chemical use and storage in order to comply with state and federal regulations. Others are policies BPS developed as a best practice for safe and healthy environments, such as the Green Cleaners Policy.

### ***Policies and Procedures***

- [BPS Asthma Policy: SHS 20](#)
- [BPS Green Cleaners Policy: FMT11](#)
- [Chemical Inventory Right to Know: FMT 07](#)
- [M.G.L Chapter 21H – Mercury Management](#)
- Contact BPS Environmental Division if chemicals, chipped paint, or toxic materials are found improperly stored.

### ***Tips and Best Practices***

- Educate building occupants about the Green Cleaners policy and monitor to make sure people DO NOT bring their own cleaning products into the schools.
- Ask your Custodian to provide each classroom with all-purpose cleaner (in labeled spray bottles) and a supply of paper towels. The custodian should fill the bottles upon request.
- Do not bring in “plug-ins” or fragrance sprays. They can be respiratory irritants and make asthma worse.
- If there is evidence of chipped paint, determine if it is a hazardous material.
- Purchase [Environmentally Preferable Products](#) that are low emitting and environmentally safer.
- Review [information from MA DEP about improving school health](#).

## Construction/ Renovation Projects and Volunteer Projects

### *Policies and Procedures*

- [BPS Renovations to School Buildings and Yards – FMT 03](#)
- [Facilities Volunteer Projects: FMT-17](#)
- Facilities Management conducts air testing after the completion of projects, especially those that involve painting, sealants and other chemical applications.

### *Tips and Practices*

- Be aware of how school construction projects may affect environmental health – dust, fumes, debris, noise, etc. No construction should be completed during school hours that will create major disruptions, and painting projects must be done with adequate time for ventilating.
- Contractors completing work on school property must have Safety Data Sheets available that have health and safety information on the materials used.
- Plan with school staff on how to safely move, store or pack classroom furniture, equipment and materials so they do not become covered in construction dust.
- Make sure your school volunteers are familiar with the environmental guidelines outlined in FMT-17.
- Read EPA’s “[An Overview of Renovations for a Healthier School Environment](#)”

## Tobacco

The use and promotion of tobacco products on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors.

### *Policies and Procedures*

- [BPS Tobacco Free Environmental Policy: HWD 06](#)
- [MA Smoke-Free Workplace Law - M.G.L Chapter 270 Sec. 22 & Chapter 71 Sec. 2A](#)

### *Tips and Best Practices*

- Identify point person(s) to implement, monitor and enforce Tobacco Free policy.
- Hang “Tobacco Free” signs in accordance to BPHC on school sites.
- Educate students, staff and families about the policy and about [smoke free living](#); include policy in student, staff and parent handbooks; have staff sign that they are aware of the policy.
- Include smoking cessation programming as part of school Wellness programming.
- Review Tobacco Prevention Resource Guide.

## Anti-idling and Outdoor Pollution

Cars and buses that idle outside a school emit particulates that cause air pollution and are respiratory irritants for students, staff and visitors. Vehicle exhaust close to the school building is likely to be pulled into the school through open doors or exterior ventilation systems. In addition to direct health impacts onsite, emissions from idling contribute to climate change.

Pollen and other outdoor pollutants that make their way into the school can trigger allergic reactions and asthma attacks.

### ***Policies and Procedures***

- [MGL Chapter 90, Section 16A](#) prohibits idling of vehicles beyond 5 minutes

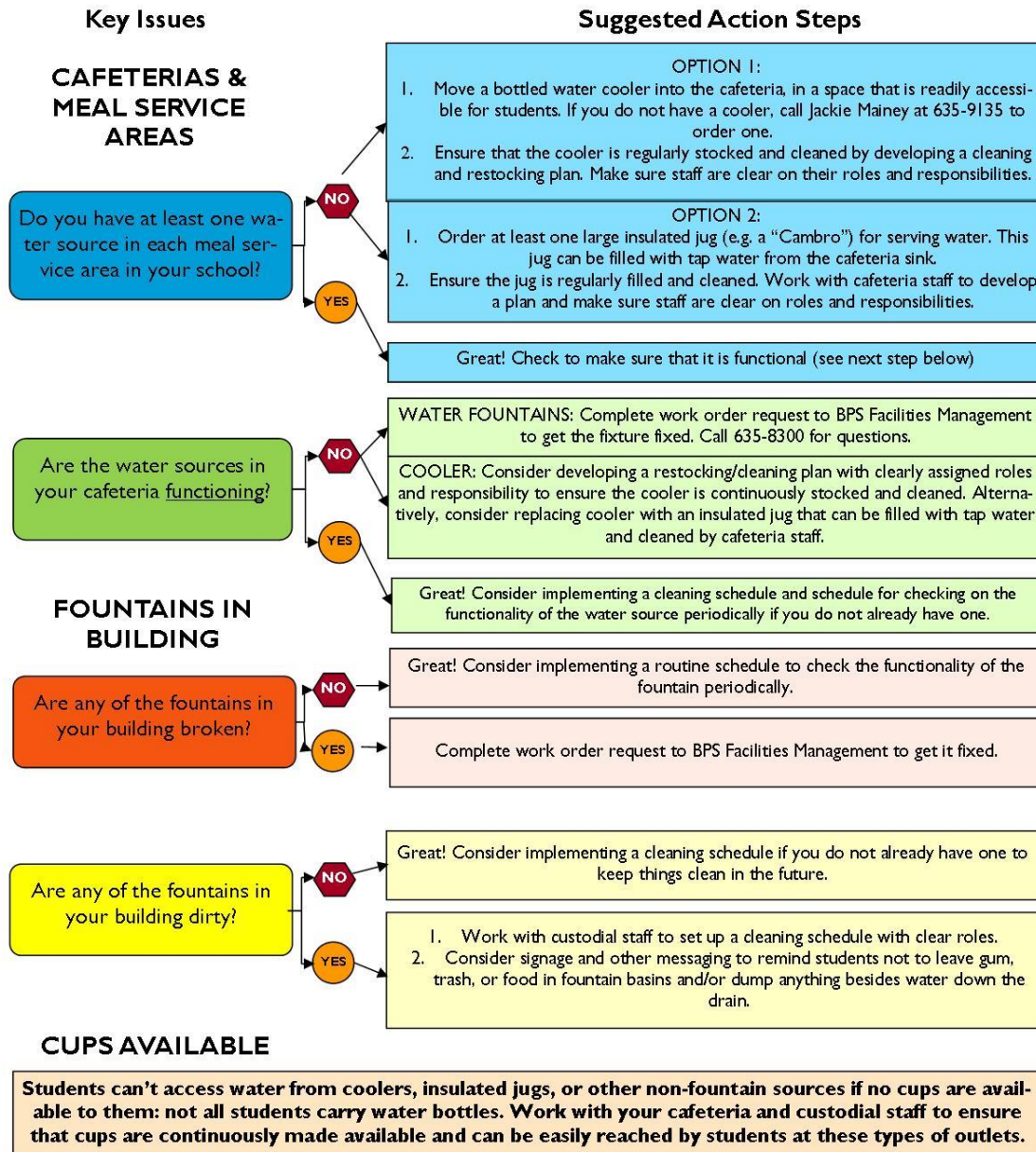
### ***Tips and Best Practices***

- Limit school bus idling time and direct drivers to turn off buses and cars when they arrive at the school.
- Provide a safe space for drivers to wait inside the school if they arrive early, especially in the winter.
- Post “idling limit” signs (available from BPS Transportation Department) wherever buses and vehicles linger.
- Consult with the BPS Transportation Department to design vehicle drop off and pick up patterns to reduce idling time and exhaust exposure for students and staff.
- Learn about and educate others about [managing student’s exposure to outdoor pollen or pollution](#).
- Establish school policies to manage exposure on high pollution days.
- Fly a colored air quality flag each day to notify the school community of high pollution days.

## Decision Tree for Schools Currently Using Tap Water

# Action Steps for Improving Water Access at Your School: Schools with Tap Water Access

Refer to your school's individual Water Access Report. The chart listing water access points will note which points may need actions for improvement, and identifies the steps on the flow chart below that may help.



## Decision Tree for Schools Currently Using Bottled Water

# Action Steps for Improving Water Access at Your School: Schools with No Tap Water Access

Refer to your school's individual Water Access Report. The chart listing water access points will note which points may need actions for improvement, and identifies the steps on the flow chart below that may help.

