



2011 *Indoor Air Quality Tools for Schools*

NATIONAL SYMPOSIUM

JANUARY 13-15, 2011
WASHINGTON, DC

Design and Action Planning Guide

Name: _____

School District/Organization: _____

9:30 – 10:00 - Healthy Communities Start with Healthy Schools

What did you hear in the speaker’s presentation that will help you take action on your district’s IAQ management priorities?

10:00 – 11:30 - The IAQ Tools for Schools Approach: Providing a Framework for Success and The Framework for Effective School IAQ Management: Putting in Place the Pieces that Work

Refer to the Framework Document.

Use the chart below to capture strategies and insights.

<i>Key Drivers for Success</i>	IAQ Design Challenge School District Strategies	Faculty Insights
Organize Communicate Assess Plan Act Evaluate		

Use the chart below to write down any insights you hear in this session and then rate your school district’s stage of development for each of the Key Drivers.

<i>Key Drivers for Success</i>	Faculty Insights	Rate (Circle one)
Organize		1. No Action 2. Planning 3. Forming 4. Well-developed
Communicate		1. No Action 2. Planning 3. Forming 4. Well-developed
Assess		1. No Action 2. Planning 3. Forming 4. Well-developed

Plan		1. No Action 2. Planning 3. Forming 4. Well-developed
Act		1. No Action 2. Planning 3. Forming 4. Well-developed
Evaluate		1. No Action 2. Planning 3. Forming 4. Well-developed

11:45 – 12:45 - Concurrent Sessions (Round A)

Session Title: _____

Use the chart below to write down any overall insights you hear in the concurrent sessions for your school district. Indicate which Key Driver each applies to.

<i>Insights, Messages, Ideas</i>	Key Drivers for Success
	<input type="checkbox"/> Organize <input type="checkbox"/> Plan <input type="checkbox"/> Communicate <input type="checkbox"/> Act <input type="checkbox"/> Assess <input type="checkbox"/> Evaluate
	<input type="checkbox"/> Organize <input type="checkbox"/> Plan <input type="checkbox"/> Communicate <input type="checkbox"/> Act <input type="checkbox"/> Assess <input type="checkbox"/> Evaluate
	<input type="checkbox"/> Organize <input type="checkbox"/> Plan <input type="checkbox"/> Communicate <input type="checkbox"/> Act <input type="checkbox"/> Assess <input type="checkbox"/> Evaluate
	<input type="checkbox"/> Organize <input type="checkbox"/> Plan <input type="checkbox"/> Communicate <input type="checkbox"/> Act <input type="checkbox"/> Assess <input type="checkbox"/> Evaluate
	<input type="checkbox"/> Organize <input type="checkbox"/> Plan <input type="checkbox"/> Communicate <input type="checkbox"/> Act <input type="checkbox"/> Assess <input type="checkbox"/> Evaluate
	<input type="checkbox"/> Organize <input type="checkbox"/> Plan <input type="checkbox"/> Communicate <input type="checkbox"/> Act <input type="checkbox"/> Assess <input type="checkbox"/> Evaluate

2:00 – 3:30 - Applying the Framework: Implementing Technical Solutions

Refer to the Framework Document.

Use the chart below to write down any strategies you hear in this session, any questions that arise, and then rate your school district’s development for each of the Technical Solutions.

<i>Install the Best Technical Solutions</i>	Strategies I Hear	My Questions	Rate (Circle One)
Quality HVAC			1. No Action 2. Planning 3. Forming 4. Well-developed
Control of Moisture/ Mold			1. No Action 2. Planning 3. Forming 4. Well-developed
Strong IPM			1. No Action 2. Planning 3. Forming 4. Well-developed
Effective Cleaning and Maintenance			1. No Action 2. Planning 3. Forming 4. Well-developed
Smart Materials Selection			1. No Action 2. Planning 3. Forming 4. Well-developed
Aggressive Source Control			1. No Action 2. Planning 3. Forming 4. Well-developed

3:45 – 4:45 - Concurrent Sessions (Round B)

Refer to the Framework Document.

Use the chart below to write down the insights you hear in the concurrent sessions for your school district. Indicate which Technical Solution each applies to.

Insights, Messages, Ideas	Install the Best Technical Solutions
	<input type="checkbox"/> HVAC <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Materials Selection <input type="checkbox"/> IPM <input type="checkbox"/> Source Control
	<input type="checkbox"/> HVAC <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Materials Selection <input type="checkbox"/> IPM <input type="checkbox"/> Source Control
	<input type="checkbox"/> HVAC <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Materials Selection <input type="checkbox"/> IPM <input type="checkbox"/> Source Control
	<input type="checkbox"/> HVAC <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Materials Selection <input type="checkbox"/> IPM <input type="checkbox"/> Source Control
	<input type="checkbox"/> HVAC <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Materials Selection <input type="checkbox"/> IPM <input type="checkbox"/> Source Control
	<input type="checkbox"/> HVAC <input type="checkbox"/> Cleaning and Maintenance <input type="checkbox"/> Moisture/Mold <input type="checkbox"/> Materials Selection <input type="checkbox"/> IPM <input type="checkbox"/> Source Control

8:00 – 8:30 – Welcome - Preparing to Put Your Knowledge into Action

IAQ Collaborative Design Team Roles

Team Facilitator _____

Keeps the team focused on the work (i.e., having a solution to present to the IAQ Design Challenge School District on Saturday). Leads the team through work session exercises. Helps identify how best to deploy the team’s assets and makes sure everyone is heard and is able to contribute to the discussion and final product. Team facilitators will keep IAQ Design Managers informed of progress and issues needing assistance.

Team Recorder _____

Takes notes of the team’s discussion and keeps the team organized. Makes sure that all ideas are captured and that the final script is ready for Saturday’s presentation.

Team Time Keeper _____

Makes sure the team is using the design time efficiently and keeps the group on schedule. The time keeper should pay particular attention to schedule changes announced from the podium.

Team Presenter _____

Works with the team to narrow in on the elements of the design approaches that will be captured in the final script. Presents the team’s final design to the IAQ Design Challenge School District. Represents the team during reporting out of work sessions and Saturday’s Open Gallery session.

Team Librarian _____

Familiarizes themselves with the contents of the Design Kit and background information on the IAQ Design Challenge School District. Serves as the information resource during team discussions. Works with the team leader and IAQ Design Managers to identify when additional information or access to a Symposium asset is needed to move forward.

Team Graphic Artist(s) _____

Works with the components of the Design Kit to create a visual representation of the team’s discussions. Visual displays will be presented to the IAQ Design Challenge School District and will be featured in Saturday’s Open Gallery.

Team Instructions:

1. Read Backgrounder-Part 1, found in the Design Kit. (All team members.)
2. Complete the following statements. (All team members.)

What I have in common with this story is...

The experience I bring to help with this challenge is...

3. Discuss answers to the above questions with full team. (**Facilitator** leads.)

8:30 – 10:00 - Schools with Real IAQ Challenges: Finding Solutions Together Through Problem-Based Learning

As you listen to your IAQ Design Challenge School District’s story, finish the sentence below. Discuss your responses with your Design Team after the presentations.

After what I learned yesterday, what resonates with me when I hear my IAQ Design Challenge School District’s story is...

Key Drivers

Refer to the Backgrounder and Framework Document, as well as notes from the previous day.

Team Instructions:

1. Individually, read through Backgrounder-Part 2: Key Drivers Assessment. Under “Strengths” and “Challenges,” write down 5 to 10 words that best characterize each Key Driver for your IAQ Design Challenge School District. (10 min.)
2. **Facilitator** calls on each person to share their words for each Key Driver. **Recorder** writes the words on the flipchart. **Time Keeper** keeps each speaker to 1 minute. (8 min.)
3. After everyone has spoken, **Facilitator** asks for additional words not yet mentioned for each Key Driver. **Recorder** adds them to the flipchart. (Team members can also add these words to their Guidebook chart.) (2 min.)
4. When finished, **Facilitator** has team members reflect on what has been said and then instructs team members to use the discussion along with their Key Driver notes from Thursday to find at least one recommendation to make for any one of the Key Drivers. Team members write the name of the Key Driver and their recommendations on a sticky note and post it on the chart. (5 min.)
5. **Facilitator** to remind the group that this chart is “open” for more postings throughout the day. **Recorder** to use all of this for the working Script.

<i>Key Drivers for Success</i>	Strengths	Challenges	Recommended Strategies
Organize			
Communicate			
Assess			
Plan			
Act			
Evaluate			

Technical Solutions

Team Instructions:

1. Individually, read through Backgrounder-Part 3: Technical Solutions Summary. Use the chart below to rate your IAQ Design Challenge School District for each Technical Solution and write down key insights to support the rating. (8 min.)
2. Facilitator leads the group in discussing the major issues, strengths or weaknesses in order to determine a group rating for each Technical Solution. Recorder can write on flip chart. (5 min.)
3. When finished, **Facilitator** has team members reflect on what has been said and then instructs team members to use the discussion along with their Technical Solution notes from Thursday to find at least one recommendation to make for any one of the Technical Solutions. Team members write the name of the Technical Solution and their recommendations on a sticky note and post it on the chart. (5 min.)
4. Team members choose Breakout Sessions to attend making sure to consider the group thinking from the flip chart. (2 min.)
5. **Recorder** to use all of this for the working Script.

<i>Install the Best Technical Solutions</i>	Key Insights	Rate (Circle One)
HVAC		1. No Action 2. Planning 3. Forming 4. Well-developed
Control of Moisture/ Mold		1. No Action 2. Planning 3. Forming 4. Well-developed
Strong IPM		1. No Action 2. Planning 3. Forming 4. Well-developed
Effective Cleaning and Maintenance		1. No Action 2. Planning 3. Forming 4. Well-developed
Smart Materials Selection		1. No Action 2. Planning 3. Forming 4. Well-developed
Aggressive Source Control		1. No Action 2. Planning 3. Forming 4. Well-developed

10:15 – 11:15 & 1:15 – 2:15 - Technical Solution Breakout Sessions

Use the charts below to write down any notes on key strategies to install the Six Technical Solutions. In addition to using these notes for your own action planning, you will also use them to report back to your team about recommendations you heard for your IAQ Design Challenge School District.

Fresh Air: Optimal HVAC Management for Improved Health

	#1 – Team Member(s)	#2 – Team Member(s)
Participant Attending		

Key Strategies for Installing the Best Technical Solution	Recommendations for My IAQ Design Challenge School District	Actions and Strategies to Apply to My Own Work

Moisture and Mold: Double Trouble for Schools

	#1 – Team Member(s)	#2 – Team Member(s)
Participant Attending		

Key Strategies for Installing the Best Technical Solution	Recommendations for My IAQ Design Challenge School District	Actions and Strategies to Apply to My Own Work

Pest Prevention: Integrated Pest Management in Schools

	#1 – Team Member(s)	#2 – Team Member(s)
Participant Attending		
Key Strategies for Installing the Best Technical Solution	Recommendations for My IAQ Design Challenge School District	Actions and Strategies to Apply to My Own Work

Cleaning and Maintenance: Green Cleaning

	#1 – Team Member(s)	#2 – Team Member(s)
Participant Attending		
Key Strategies for Installing the Best Technical Solution	Recommendations for My IAQ Design Challenge School District	Actions and Strategies to Apply to My Own Work

Smart Materials Selection: Improving the Indoor Environment

	#1 – Team Member(s)	#2 – Team Member(s)
Participant Attending		
Key Strategies for Installing the Best Technical Solution	Recommendations for My IAQ Design Challenge School District	Actions and Strategies to Apply to My Own Work

Aggressive Source Control: Eliminating Contaminants at the Source

	#1 – Team Member(s)	#2 – Team Member(s)
Participant Attending		
Key Strategies for Installing the Best Technical Solution	Recommendations for My IAQ Design Challenge School District	Actions and Strategies to Apply to My Own Work

3:30 – 5:00 - Design Time and Work

Team Instructions:

1. **Facilitator** leads team through an exercise to develop the event.
2. Review Key Driver and Technical Solution notes from Thursday and earlier today. Use them to feed into the solutions the team develops for your IAQ Design Challenge School District.
3. Determine which Technical Solutions the team will focus on designing. **Individuals** use the Technical Solution chart on page 8 to write one sentence and make recommendations. **Facilitator** leads a discussion to identify the 1-3 recommendations your team wants to advance for each Technical Solution.
4. Determine which Key Drivers the team will focus on designing. **Individuals** use the Key Driver chart on page 7 to identify recommendations that can support addressing the Technical Solutions. **Facilitator** leads a discussion to identify the Key Drivers and recommendations the team will use for the design.
5. **Facilitator** leads team through designing the Framing for the event that can best advance your Intent.
 - Review Technical Solutions and Key Driver recommendations to develop a “Statement of Intent” – this is the IAQ outcome you intend to spread throughout the IAQ Design Challenge School District.
 - Identify the type of event or series of events (training, board meeting, staff meeting, public event, conversation with superintendent) and NAME it.
 - Identify stakeholders and participants.
 - State a specific Call to Action.
6. Use the Event Primer to decide the other methods you will employ to communicate recommendations and realize Intent. These can include Effective Questions, Requests and Offers, Declarations and Assertions, etc.
7. **Team Recorder** uses the Script and Graphic Primer to capture collective ideas. **Graphic Artist** is listening, using the Graphic Primer and coordinating the elements of the design kit. **Team Presenter** is also capturing notes for the Script.
8. **Timekeeper**: 50 minutes for discussion and 30 minutes for design.

Breadth of Challenge on Technical Issues

Check the immediate Technical Challenge your IAQ Design Challenge School District faces and describe its nature in one sentence.

	Check	One Sentence	Recommendations for Action
Total Action Kit Required (everything in crisis)			
Quality HVAC			
Control of Moisture/Mold			
Strong IPM			
Effective Cleaning and Maintenance			
Smart Materials Selection			
Aggressive Source Control			

Creating Recommendations for Action with the Key Drivers

Indicate the Key Drivers you recommend your IAQ Design Challenge School District deploy to overcome the Technical Challenges noted above. Briefly note your Recommendations for Action.

<i>Key Drivers for Success</i>	Check	Recommendations for Action
Organize		
Communicate		
Assess		
Plan		
Act		
Evaluate		

Statement of Intent

Review your team’s Technical Solutions and primary Key Driver recommendations to develop a “Statement of Intent” – this is the IAQ outcome you intend your pacing event to “spread” to your participants. Intentional Outcomes can include: “Wow...Urgency”, “The Plan”, “Leave in Action”, “Educate...Learn”, “Enroll...Endorse,” and “Acknowledge...Celebrate.”

Statement of Intent

Name Your Event

Identify the type of event (e.g., training, board meeting, staff meeting, public event, conversation with superintendent) and NAME it.

Event Name

Primary Participants

Check the primary participants in your event. Indicate how you want them to be (their role).

Hint: Use the diversity in your own Design Team to assist you in determining how best to use your participants.

Who is in the Room?	Presentation Role	Participant Role
Administrators		
Principals		
Maintenance staff		
Teachers		
Students		
Parents		
School nurses		
Elected officials		
Parent organizations		
Community organizations		
IAQ experts		
Media		

Call to Action

Using the Technical Solution and Key Driver recommendations, make a specific Call to Action which states the actions you request stakeholders take based on your recommendations. Please also state the offers that you are prepared to provide to support these actions.

Hint: Refer to the strengths your team identified for the Design Challenge District and use them to make offers that are authentic and attractive to your participants and stakeholders.

Call to Action
In order to achieve the collective goals set forth to improve indoor air quality (IAQ), I request the following actions:
To support these actions, I am prepared to offer:

Generating Action

Use the Event Primer to decide the other methods you will employ to communicate recommendations and realize Intent.

Generating Action

Choose the other powerful Pacing Event Elements you will use to ensure a spectacular meeting which achieves the Intent.

The Effective Questions to engage participants:

Hint: You don't need to know all the answers! Consider how you want the participants and stakeholders to be in action, ask them questions which allow them to surface their own answers.

The Declarations to motivate participants:

Hint: Be BOLD! Use what you have learned this district is capable of doing to make statements about the future of IAQ management.

The Assertions to affirm commitments:

Hint: Feel free to use powerful data-driven facts from any of the speakers, school districts or participants you encountered during the Symposium which support your intended outcomes.

9:50 – 11:00 - IAQ Tools for Schools Connector in Action – Action Planning

IAQ Design Challenge School District	Record ideas, insights and strategies to include in your action plan
<p>Louisiana Recovery School District <i>New Orleans, LA</i></p>	
<p>Ponca City Public Schools <i>Ponca City, OK</i></p>	
<p>Richmond County School System <i>Augusta, GA</i></p>	
<p>The School District of Philadelphia <i>Philadelphia, PA</i></p>	
<p>West Chester Area School District <i>West Chester, PA</i></p>	