New York State
School
Environmental
Health
Program

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Indoor Air Quality Monitoring Tool Program

Step-by-Step Guide

NEW YORK STATE | Department of Health

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1.0 Purpose & Introduction

SEHP is committed to the health of all school occupants.

The New York State School Environmental Health Program (SEHP) is a technical assistance, non-regulatory program providing low-cost and no-cost resources to schools. The program created this step-by-step guide to assist New York State schools with independently monitoring indoor air quality (IAQ) for temperature (Temp°F), relative humidity (%RH), carbon dioxide (CO_2), and particulate matter ($PM_{2.5}$) using Airthings View Plus low-cost portable sensors. A grade of **A (Excellent), B (Good),** or **C (Needs Improvement)** will be given to each of the four IAQ parameters described above. This document is intended as general guidance for evaluating IAQ in schools, and **is not a regulation, rule, or requirement**. The guidance and recommendations herein provides general insight into the school's air quality and direct focus for improving it. It offers a **comfort-based technical framework** for making indoor air monitoring more accessible in New York State schools.

There are no nationally recognized IAQ heath standards to optimize health. SEHP has used guidance from New York State mechanical codes, the World Health Organization (WHO), the US Environmental Protection Agency (US EPA), the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), the National Institute for Occupational Safety and Health (NIOSH), the New York State Department of Health (NYSDOH) data, and the scientific literature to create **comfort-based guidance** for indoor air parameters. Schools should always discuss heating, ventilation, and air conditioning (HVAC) and building upgrades with a licensed architect or engineer.

SEHP also provides technical assistance from a wide range of experts in environmental health. Please contact us for additional resources on our focus areas: indoor air; climate action; integrated pest management; mold and moisture; chemical management; green cleaning; transportation; construction management; lead in school drinking water; and radon. Learn more at health.ny.gov/schoolenvirohealth.

2.0 Instrument Set Up & Deployment

The following procedure outlines how a new user can create an Airthings account and connect to an Airthings View Plus sensor via a Bluetooth device. For a more comprehensive troubleshooting guide, contact the Airthings - Help Center. See this link for a video recording demonstrating these steps.

2.1 Unboxing

Each Airthings View Plus comes with a monitor with six AA batteries installed, a USB-C cable, and a Quick start manual. See Figure 1 for details about what is included. **If items are missing, please, contact SEHP at School.Environmental.Health@health.ny.gov.**



Figure 1. Airthings Equipment

The Airthings View Plus monitor was extensively tested during an SEHP pilot study. It is very user friendly. It has a customizable e-ink display that can display real-time parameter results, or the local weather. It can run on both battery power and a USB power cord and can be placed on a flat surface or mounted on a wall with a provided bracket.

SEHP evaluated the Airthings View Plus monitor prior to shipping it to you to ensure it is functioning within manufacturer's specifications. It should already be set up when you open the box. If it is not, and you are having difficulty starting it, remove the back panel, and reinstall one of the batteries. This will reset the device. You can also press the reset button. Contact the Airthings - Help Center with additional questions.

The View Plus measures relative humidity, temperature, CO_2 concentration, $PM_{2.5}$ concentration, Radon, and Volatile Organic Compounds (VOC's). Radon and VOC thresholds are not included in the IAQ Monitoring Tool Program. For more information on radon measurements see Airthings - Radon and SEHP's information on Radon in Schools.

SEHP does not recommend using low-cost sensors to obtain accurate readings of VOCs in air in your school. If you have concerns about VOCs in air, contact SEHP directly via email at School.Environmental.Health@health.ny.gov. For more information on finding an Environmental Laboratory Approval Program (ELAP) accredited laboratory that can test VOC's in air in your area, follow the link Search NY Accredited Environmental Labs.

2.2 Create an Airthings Account

Create an account either from a computer, or a mobile device. **A Bluetooth-enabled device (such as a mobile phone or tablet), and a Wi-Fi connection are required to initiate monitor connection.** Directions for creating an Airthings account are listed below, or you can follow instructions on the Airthings website Airthings - Create a New Account.

2.3 Create an Account from a Mobile Device

1. **Download the Airthings application** from your mobile phone's app store.
2. Open the app.
3. Depending on your phone manufacturer, you may be prompted by the following message:
    a. "Allow Airthings to find Bluetooth Devices?"
    b. Select "Allow".
    c. Select "Create Account".

This is required to connect to monitors through the mobile app.

4. You will be directed to a new registration screen where you'll be asked to enter the following:
    a. Name.
    b. Email.
    c. Password.
        i. Your password must be 8 characters or longer, and contain an upper- and lower-case letter, and a number.
    d. You will be prompted to re-enter your password.
    e. You must check "I agree to the Terms of Use and Privacy" to use the app. A detailed description of which can be found here.
5. **Select "Create account".**
    a. A new screen will prompt you to "Please confirm your email".
    b. A confirmation code will be sent to the email you used to set up the account.
    c. Enter the code into the "Confirmation Code*" text box.
    d. Press Confirm.
    e. Troubleshooting: If you do not receive a confirmation code, try re-starting your mobile device and submitting the request again.
        i. If you still do not receive a code, contact Airthings - Help Center.
6. Once you have entered and submitted the confirmation code you will be prompted to enter your email and password a final time, then click the "Login" button.
7. After your first login you will be prompted to "Set your country".
    a. Select "United States".
        i. Once you set your country, you will not be allowed to change it without contacting the Airthings - Help Center.
8. Next you will be prompted to assign your "Data & Privacy".
    a. This screen is asking you to allow Airthings to use your data, like the app and website interactions, email address, location, and unique identifiers to fine-tune their services.
    b. If you do not consent to data, use:
        i. Select "Continue Privately".
    c. If you do consent to data, use:
        i. Select "Personalize my journey".
        ii. You may now allow one or more of the following permissions:
            1. Offers, news, and tips.
            2. Connect with a professional.
            3. Weekly air reports.

The "Data and Privacy" selection is entirely at the school's discretion.

9. Depending on your mobile device, you may also be prompted to allow "Airthings" to send notifications:
    a. Select "Allow" or "Don't Allow", depending on your notification preferences.
10. Congratulations, now you have set up an Airthings account!

2.4 Create an Account from a Computer

1. Click this link, Airthings - Create a New Account, and follow the prompts. See details in Section 2.3, Steps 1-10 for further information.

2.5 Adding Monitors to your Airthings Account

The following steps walk you through **how to connect to the monitor with a Bluetooth-enabled device using Wi-Fi**.

1. You **must enable Bluetooth on your device** to connect with and manage Airthings monitors.
2. You **must have access to Wi-Fi** to collect data on your Airthings monitor.
3. After you've set up an Airthings account (See Steps 2.3, 2.4), you will be prompted to "Add device" when you open the app.
4. Select "Add device".
5. The app will begin scanning for devices. All monitors should be visible under the "Devices Found" heading.
6. Select the serial number of the first devices you'd like to connect by clicking the empty circle to the right of the serial number.
    a. Example: View Plus Serial Number: 2960165097.
    b. A blue check mark will appear once you've selected the monitor.
7. A new screen will appear where you will be prompted to edit the Device Name and Home Name.
8. To edit, select the pencil in the right-hand corner. **Device Name** should be the **last three digits of the serial number**.
    a. Example: "097".
9. You will then be prompted to **enter the View Plus device ID code.**
    a. **This is a 7-digit alpha-character code** found **on the back of your device** beneath the protective cover. See the example highlighted in yellow in Figure 2.



Figure 2. Airthings Serial Id#

10. Select "add device".
11. You will then be prompted to **select a Wi-Fi network.**
    a. The app will automatically scan for local networks.

12. Select your Wi-Fi network and select next.
13. Enter the Wi-Fi password and select “Connect”.
14. If the monitor has been added successfully, the screen will change to one that says, “New device added”.
    a. Example: “097 was successfully added”.
15. The device will now begin collecting its first samples. **It may take up to 10 minutes before you can see any readings appear in the Airthings app.**
16. Setting the school address as the “My Home” address allows the Airthings network to provide you with pollen data relevant to your school’s location, see radon risks for your region, and get weather and outdoor temperature readings on your monitor’s display.
    a. To change the home address go to “Settings”, “My home”, then select the pencil in the right-hand corner.
    b. You can find more details on editing “My home” in section 2.6.
17. Congratulations, you have now set up your Airthings Monitor!
18. Connect to monitors via the mobile app or Airthings online dashboard **at least once during the monitoring period** to ensure that monitors have power and are transmitting data.
19. If a monitor is found to not be transmitting data for any reason, school staff should attempt to perform corrective maintenance via the guidance in the Airthings - Help Center.

Ensure that monitors are working properly by connecting to them at least once during the monitoring period.

2.6 Adding Multiple Schools to an Existing Airthings Account

If you are managing multiple monitors for several different schools within the same district you only need to create one Airthings account. Multiple school profiles can be set up in the app.

1. To add another school to your existing account, select “My Home” in the top left corner of the screen.
2. Select “Add new home”.

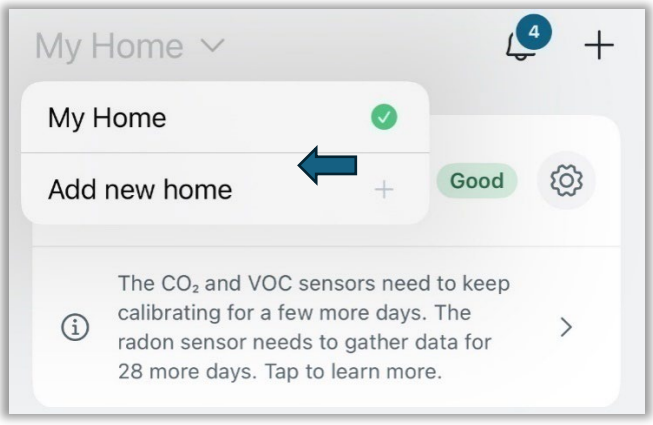


Figure 3. Add New Home

3. Enter the “new home” of your choosing.
    a. Example: Elementary School.

4. Enter the location (street address) of the home/school.
    a. Setting a location address allows the Airthings network to provide you with pollen data relevant to your school's location, see radon risks for your region, and get weather and outdoor temperature readings on your monitor's display.

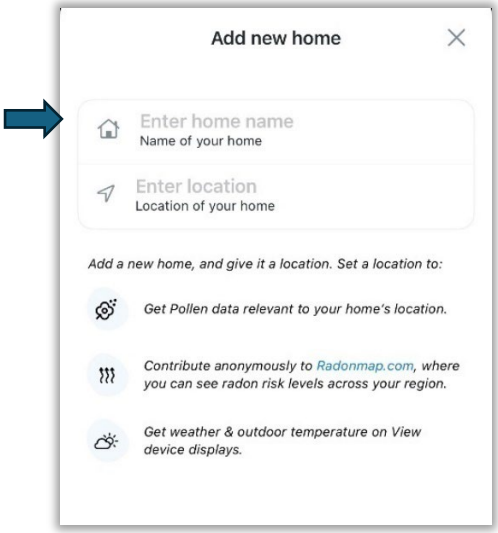


Figure 4. Add New Home Details

2.7 Re-Naming "My Home" to a School District or Building

Facilities directors and **BOCES Health and Safety Professionals** that **manage more than one school or district** may find it beneficial to **re-name the app's "My Home"** feature to correspond with those districts/schools. Follow the steps below to re-name.

1. Select the settings icon on the bottom right of the app screen.
2. Select "My Homes" from the settings menu. See Figure 5 for details.

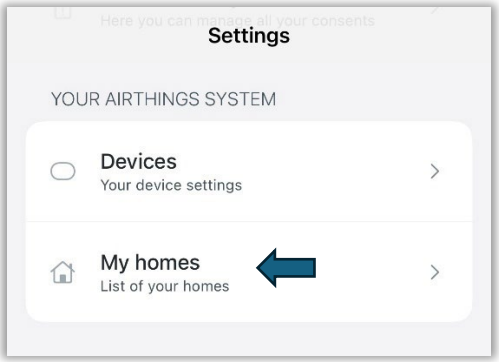


Figure 5. Settings Menu

3. Select the pencil icon and follow the guidelines in Section 2.6, Steps 3 and 4.
    a. Your "My Homes" list will now correspond with the name of your schools or districts. See examples in Figure 6.

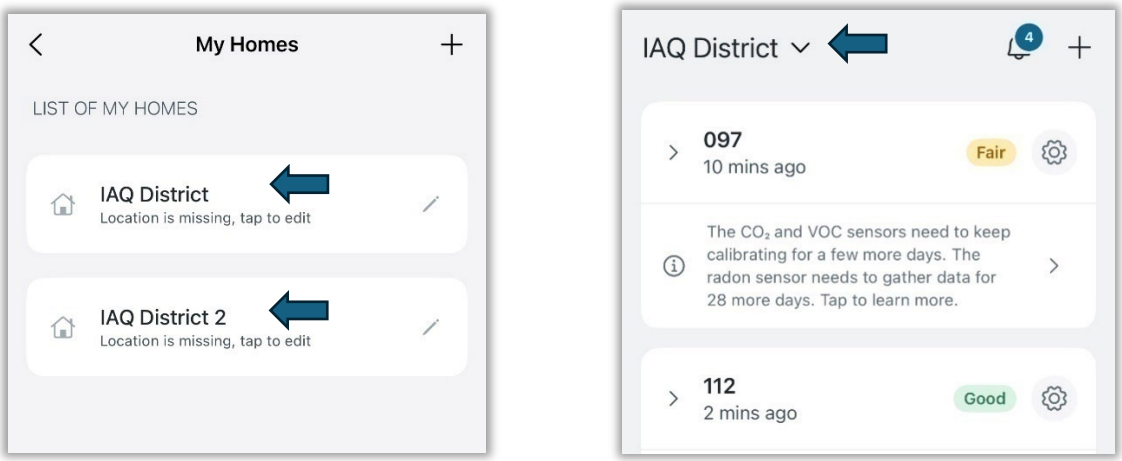


Figure 6. My Home Re-name Examples

2.8 Monitor Placement

IAQ Monitors should be **placed in similar locations inside classrooms** in a school building for **at least 5 consecutive school days** during both the heating and cooling seasons. Monitored classrooms should be representative of the typical ventilation throughout the school building. Data should be evaluated in **at least 10% of the total number of classrooms** to get an accurate representation of seasonal conditions.

Place your monitor according to the guidance below. The monitor will record Temperature, Relative Humidity, CO_2, and $PM_{2.5}$ continuously at minute intervals. Leave the monitors in place for at least a one-week period, ideally Monday through Friday (a typical school week).

Do:

- Place Airthings View Plus monitors in the seating area of the classroom, at approximate breathing zone height (3-6 feet high).
- Select a location with at least 180° free air flow.
- Select a location that is a suitable distance from pollution sinks or sources, such as doors, open windows, vents, air cleaners, or stoves.

Do Not:

- Place Airthings View Plus monitors near open windows, doors, portable air cleaners, portable heaters, or HVAC duct inlets or outlets.
- Place behind furniture, in corners, or in closets.

Record the instrument serial number, classroom number or space identifier, start date and time, and any relevant observations to refer to later. Relevant observations refer to anything that can negatively impact air quality. They can include but are not limited to, items blocking unit ventilators, excessive clutter, inadequate cleaning, signs of overdue maintenance, signs of excessive moisture or water damage, signs of pests or obvious food sources,

improperly cared for house plants, use of scented products like air fresheners, or scented plug-ins, use and/or storage of non-green cleaning products, and proximity to air contaminants like chimneys, stacks, industrial plants, vehicles idling nearby, or exhaust from nearby buildings. etc. SEHP has created a fillable form (Form A – Monitor Set Up & Site Observations), which can be found in Section 10.1 of this document. For additional guidance on what to look for on school walk-throughs and IAQ investigations, see SEHP's IAQ Management Plan.

In addition to placing the monitor in an appropriate location, you may find it beneficial to record the occupancy numbers and activities in the classroom throughout the week. SEHP has created a form (Form B – Occupancy & Activities) you can print out and give to teachers that explains the monitoring and provides a place where this information can be recorded. See Section 10.2 of this document for details. **If teachers and staff require additional information, refer them to SEHP's infographics found here.**

2.9 Monitor Calibration

The Airthings View Plus monitor is a non-regulatory air quality monitor that uses a non-dispersive infrared (NDIR) absorption sensor to measure CO_2, a solid-state sensor to measure temperature and relative humidity, and a laser scattering optical particle counter to measure particulate counts that are then used to estimate $PM_{2.5}$ mass concentrations. Access to specifications and data collection is managed with the Airthings Dashboard. **The CO_2 sensor is self-calibrating, and the other sensors within the monitor do not require additional calibration.** The monitors have up to a 2-year battery life depending on the battery settings and sampling frequency selected. All the monitors are calibrated by the manufacturer using the same setting and reference conditions to ensure consistent readings across devices. The specifications can be found on the Airthings - Help Center.

Airthings View Plus monitors are initially calibrated automatically over a seven-day period by SEHP staff prior to distribution to schools/BOCES. These monitors are evaluated for precision prior to deployment in the field according to the procedures detailed in the Quality Assurance Project Plan for the NEW YORK STATEDOH IAQ Monitoring Tool Program. **Once initial precision criteria have been met, monitors should not require additional manual calibration.**

The CO_2 sensors run an automatic baseline calibration algorithm that updates weekly. The acceptability criteria for this automatic calibration are proprietary and have been set by the manufacturer. **It is recommended that the Airthings monitors be brought into fresh outdoor air for at least ten minutes prior to deployment** in a new classroom to help maintain accuracy, as the CO_2 sensor performs this automatic baseline calibration using the freshest air it detects.

Airthings monitors should be brought into fresh outdoor air for at least ten minutes prior to deployment.

3.0 Indoor Air Quality Criteria

Once monitoring has concluded, the data collected will need to be evaluated against SEHP's comfort standard criteria and categorized as either **A (Excellent), B (Good),** or **C (Needs Improvement).** A grade of A, B, or C is given for each parameter evaluated during occupied conditions. An **A grade means the results exceed the minimum criteria, a B grade means the results meet the minimum criteria, and a C grade means the results are below the minimum criteria.** It is typical for an indoor air environment to experience values that fall into all these categories based on room occupancy and activities. Evaluating all the parameters during occupied times over the course of several days allows you to interpret general IAQ conditions. Parameter criteria for the cooling and heating season are outlined below in Tables 1 and 2, respectively. The **cooling season is defined as April 1st to September 30th**, and the **heating season is defined as October 1st to March 31st**.

Cooling Season Criteria: April 1st - September 30th

Grade	Temperature (°F)	Relative Humidity (%)	Carbon Dioxide (ppm)	$PM_{2.5}$ (µg/m3)
Excellent	68° to **75**°	45% to 55%	< 800ppm	< 15
Good	65° to < 68° or >**75**° to 80°	30% to < 45% or >55% to 60%	800ppm to 1000ppm	15 - 35
Needs Improvement	< 65° or > 80°	< 30% or > 60%	> 1000ppm	> 35

Table 1 – IAQ Monitoring Tool Pilot Program Cooling Season Criteria

Heating Season Criteria: October 1st - March 31st

Grade	Temperature (°F)	Relative Humidity (%)	Carbon Dioxide (ppm)	$PM_{2.5}$ (µg/m3)
Excellent	68° to **72**°	45% to 55%	< 800ppm	< 15
Good	65° to < 68° or >**72**° to 80°	30% to < 45% or >55% to 60%	800ppm to 1000ppm	15 - 35
Needs Improvement	< 65° or > 80°	< 30% or > 60%	> 1000ppm	> 35

Table 2 – IAQ Monitoring Tool Pilot Program Heating Season Criteria

4.0 Data Collection and Analysis

Since data collection and analysis can be a time consuming and technically challenging process, SEHP has designed an **IAQ Calculator Tool** in Excel that automates the bulk of this process for schools. **Use this Excel spreadsheet to analyze your Airthings View Plus data exported via the Airthings app.**For additional information regarding data viewing and access, see section 9.0 Answers to Common Questions.

4.1 Downloading the Data

The first step in the data analysis process is to **download the data from the Airthings app**. You can do this by following the steps outlined below.

1. Open the Airthings app.
2. Select “Settings” from the icons on the bottom right.
3. Select “Generate.CSV File”..
4. Select “Device”
    a. Choose the monitor you want to download data from
5. Select “Report Period” to select a date range you’d like to access.
    a. Choose the dates by using the “Start date” and “End date” boxes or by using the calendar. See Figure 7 for details.

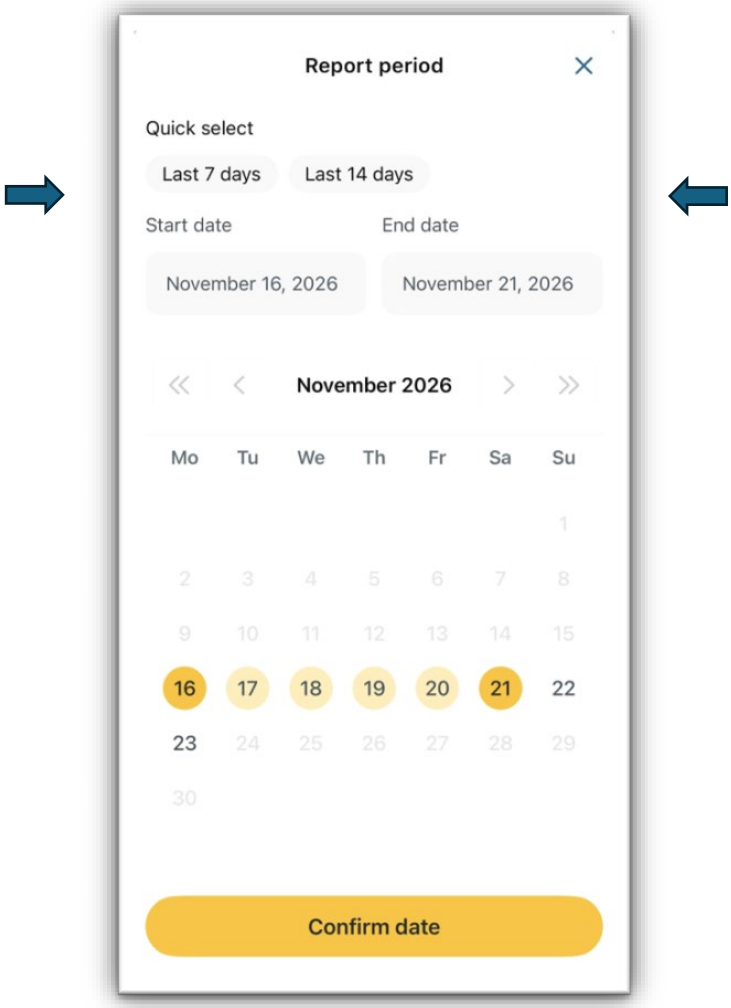


Figure 7. Download CSV Prompt

6. Select the dates you were monitoring from the calendar icons and hit “confirm date”.
7. Select the orange “Generate .CSV file” button to download the file.
8. A confirmation message will appear stating that the export is ready.
9. The data file will be sent to the email you linked to your Airthings account.
    a. It may take a few minutes to arrive, check your spam folder if you do not see it within five minutes.

4.2 Saving Data Files

Once the file has been created you can save it by selecting the data file in your email. We recommend organizing your folders by building, school, or classroom. It is important to save the data files in a way that makes sense to you and is easy to navigate.

1. Select the data file.

a. The file is automatically named by the instrument and will consist of the serial number and date range followed by ".csv". See an example in Figure 8.

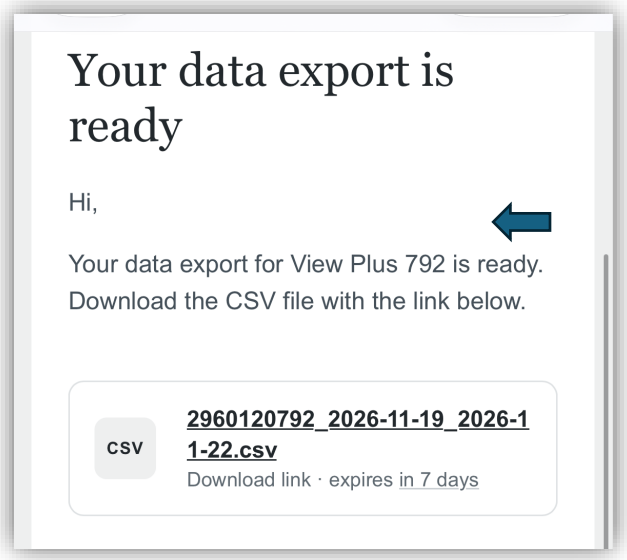


Figure 8. Download Successful

2. The file will automatically be downloaded once selected.
3. Save the data file to a folder on your computer.
    a. Create a folder specifically for IAQ related data.
        i. You may want to create one folder per school monitored.
    b. Save the file as the monitor's serial number and classroom number.
        i. Example: "Monitor#792 - Room101 - IAQ.csv".
        ii. This will help you keep track of where the monitor recorded data and which monitor it was recorded on.

4.3 Using the SEHP IAQ Calculator Tool

Before you begin using this spreadsheet, follow this guidance on data handling and storage.

1. Download and save a main copy of the IAQ Calculator Tool to your computer.
    a. Suggested naming convention: "IAQ Calculator Tool - MAIN".
2. Prior to analyzing a new set of data, make a copy and save it with the date.
    a. Suggested naming convention: "IAQ Calculator Tool_10-20-25".
    b. You can either save the file as the date of monitoring, the date of data analysis, or the school/classroom you are evaluating.

It is good data management practice to create and save a new copy of the spreadsheet from the original file each time you use it. This prevents you from overwriting past data.

4.4 Analyzing Data using the SEHP IAQ Calculator Tool

This tool was designed to evaluate school IAQ data from Airthings View Plus monitors **only**. The tool was designed so that **only the gray cells need to have manual data input**. All the analysis, evaluation, and grading will be completed automatically.

> You will need to follow the steps in Step 4.4 every time you open a new IAQ Calculator Tool spreadsheet. It allows the code to analyze the data.

1. Download and save a copy of the main IAQ Calculator Tool Spreadsheet to your computer following the guidelines in Section 4.2, Steps 1-3.
2. **Before inputting data, you must select "Enable Content" in the Excel spreadsheet.**
    a. If you do not enable content the spreadsheet will not work.
    b. See Figure 9 for details.

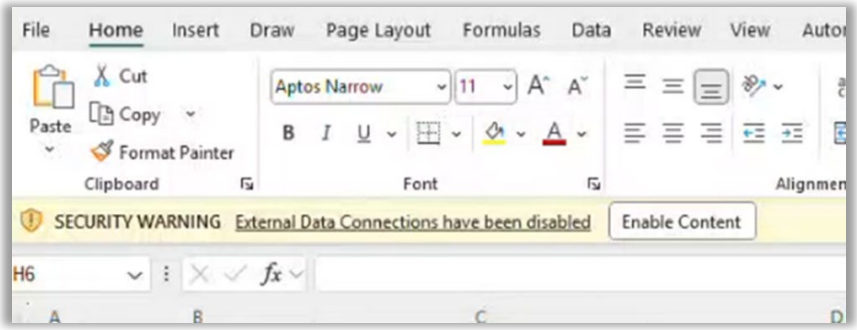


Figure 9. Enable Content

3. Add the school's name to the gray "School Name" box, see location in Figure 10.
    a. SEHP recommends having one spreadsheet saved per school.

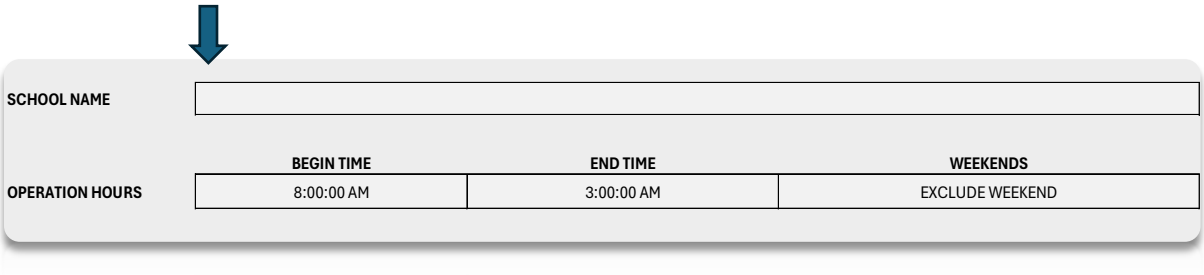


Figure 10. School Name

4. Add the operating hours to the spreadsheet from the drop downs located on the right side of the "begin time" and "end time" boxes.
    a. The drop down will appear to the right of the box when you select the cell, see details in Figure 11.
    b. You can only select the data at the hour mark. If classes run from 7:30AM to 3:30PM, select 7:00AM - 4:00PM. This ensures pre- and post-classroom occupancy is accounted for in the data (after school activities, staff arrivals, etc.).



Figure 11. Occupied Hours Selection Boxes

5. Select “include weekends” or “excluded weekends” from the drop down on the right of the “Weekends” box, see Figure 12.
    a. **SEHP recommends only grading the data during the occupied times.** If this includes weekend occupancy, then include weekends, otherwise exclude them.
    b. Evaluating data when the room is unoccupied will alter the IAQ results. SEHP recommends analyzing the data during the occupied conditions for best results.

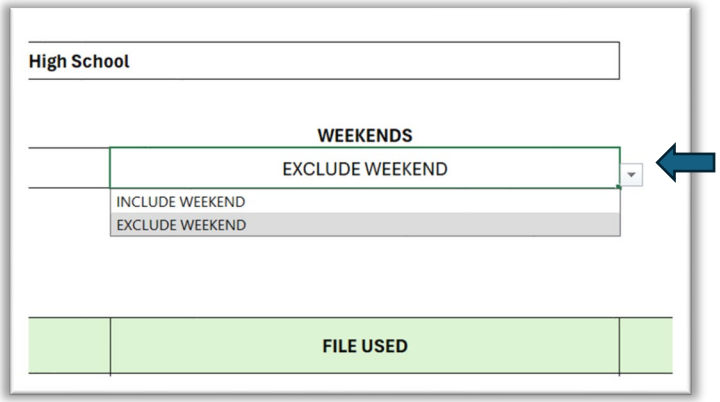


Figure 12. Weekend Selection Box

6. Select the “Import Room Data” button on the spreadsheet, see Figure 13 for details.

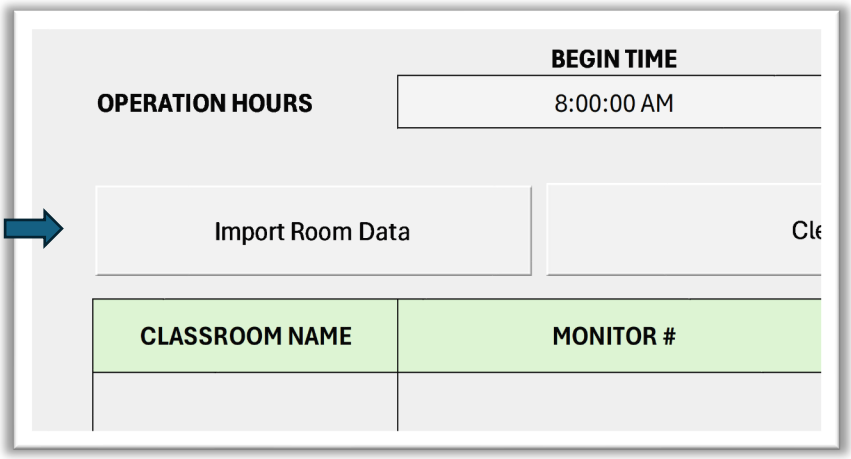


Figure 13. Import Room Data Button

7. A text box will appear prompting you to **"Enter classroom identifier (name or number):"**
    a. Type classroom name or number into the text box, see example in Figure 14.
        i. You can name the classroom either as the number or the location name.
            1. Example: "110" or "Band Room".
        ii. The room name will be listed in the "Classroom Name" column in the spreadsheet.

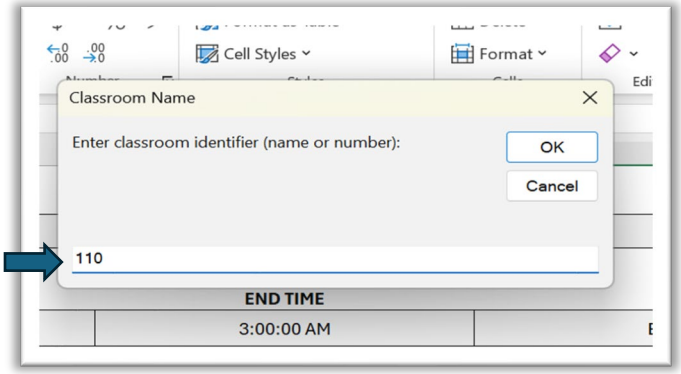


Figure 14. Classroom Name

8. A text box will appear prompting you to "**Enter the last 3 digits of the serial number as the monitor number:**"
    a. Type the three-digit monitor identifier into the text box, see Figure 15 for an example.

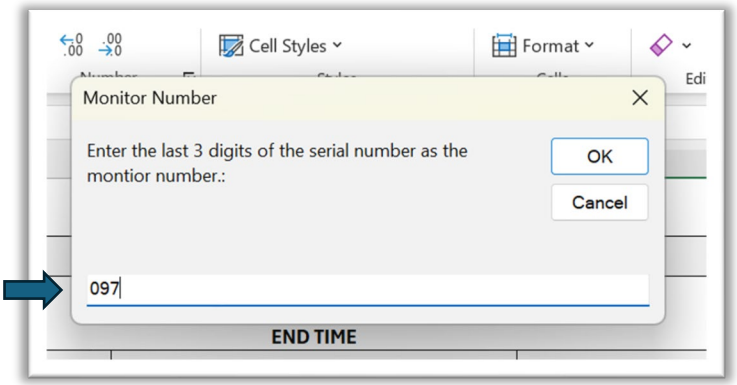


Figure 15. Monitor Number

9. Select the data from the folder you've created to store school IAQ data, see Figure 16 for an example.

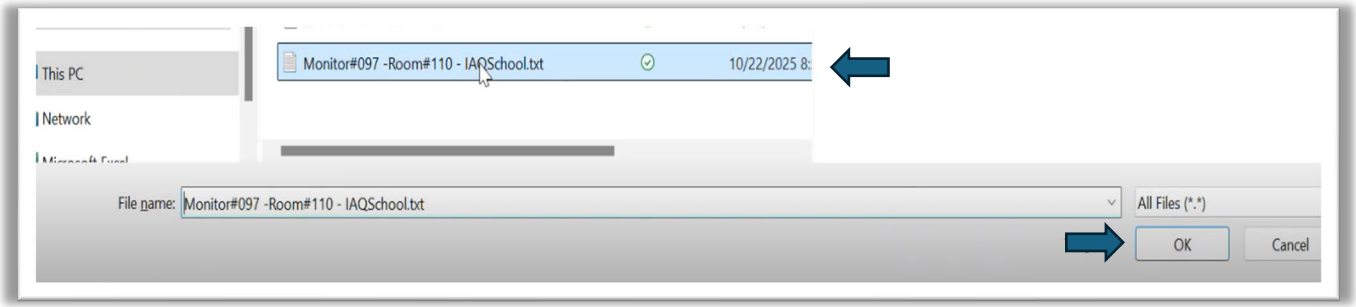


Figure 16. File Selection

10. A text box will appear while the code is running, see Figure 17.

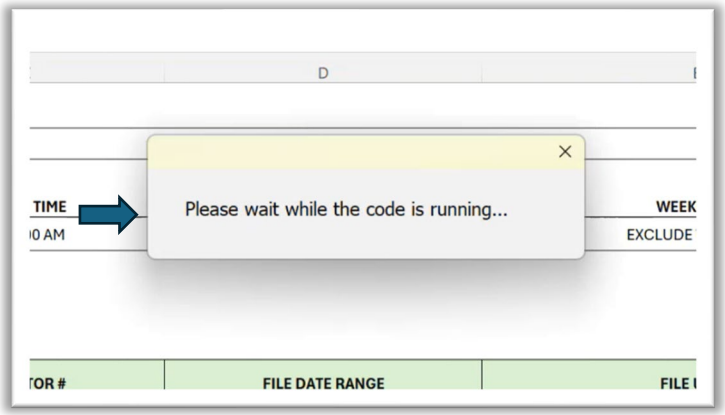


Figure 17. Code Running Message

11. When the code has run successfully and the data validation is complete, a text box will appear, see Figure 18.

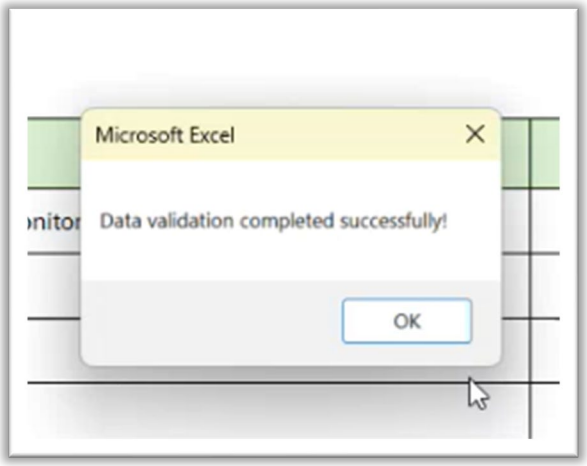


Figure 18. Data Validation Text Box

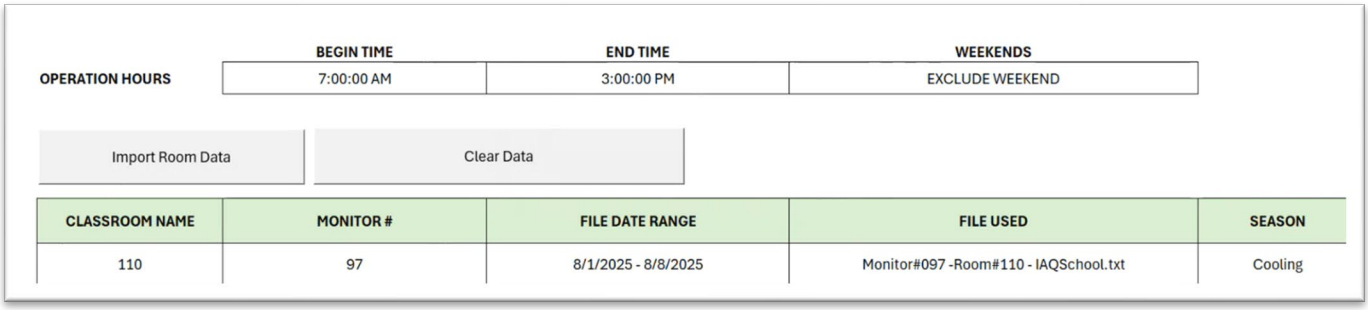
12. Select “OK” to continue.
13. The data in the parameter fields should now populate with percentage totals. **The grade for each parameter is indicated by a highlighted cell and bold text**, see Figure 19 for details. Details on grading are discussed in Section 5.0 Grading Rubric.
    a. **A – Excellent** grades are highlighted in **Purple.**
    b. **B – Good** grades are highlighted in **Blue.**
    c. **C – Needs Improvement** grades are highlighted in **Gold.**

Temperature (°C)			Relative Humidity (%)			Carbon Dioxide (ppm)			PM 2.5 (ug/m^3)		
Excellent	Good	Needs Improvement	Excellent	Good	Needs Improvement	Excellent	Good	Needs Improvement	Excellent	Good	Needs Improvement
50%	5%	20%	17%	52%	31%	24%	60%	16%	95%	3%	2%

Figure 19. Parameter Category Details

14. The spreadsheet will automatically record the following information:
    a. Classroom name.
    b. Monitor number.
    c. File date range (the date range that the monitoring occurred).
    d. File used (the data file that was uploaded).
    e. Season (the season in which the data was collected ie: Heating or Cooling Season).

    An example is provided in Figure 20.



	BEGIN TIME	END TIME	WEEKENDS
OPERATION HOURS	7:00:00 AM	3:00:00 PM	EXCLUDE WEEKEND

Import Room Data | Clear Data

CLASSROOM NAME	MONITOR #	FILE DATE RANGE	FILE USED	SEASON
110	97	8/1/2025 - 8/8/2025	Monitor#097 -Room#110 - IAQSchool.txt	Cooling

Figure 20. Spreadsheet Details

5.0 Grading Rubric

The IAQ Calculator Tool automatically generates a grade for each monitored IAQ parameter based on the distribution of readings across grade categories. The grading rubric includes two key rules:

1. **Majority Rule (greater than 50% threshold):** If more than 50% of the total results fall within a specific grade category, that grade becomes the overall grade for that IAQ parameter. This rule emphasizes the dominant trend seen in that IAQ parameter.

2. **Notable Improvement Suggested Rule (25% Needs Improvement threshold):** If 25% or more of the total results fall into the "Needs Improvement" category for an IAQ parameter, regardless of other grade results, the overall grade is automatically deemed "Needs Improvement." This rule highlights shortcomings and prioritizes improvements.

6.0 Recommendations for Improving C – Needs Improvement

The following recommendations are suggestions and low-cost strategies for improving IAQ parameters that had 25% or more of results falling into the C (Needs Improvement) category. **The implementation of these recommendations is entirely at the school's discretion**. These recommendations are by no means exhaustive or the blueprint for a comprehensive environmental health improvement plan. **Schools should always discuss HVAC**

Results

6.1 Low Temperature – Results Below 65°F

Recommendations: Classroom temperature plays a significant role in students' focus, health, and academic performance. Environments that are too cold trigger physical distractions and reduce classroom engagement. Schools should set HVAC systems with minimum or base temperatures at 68 degrees or higher during the heating season. **The Property Maintenance Code of New York State** section 602.4 for occupiable workspaces **requires that indoor occupiable workspaces be supplied with heat during the period from September 15th to May 31st to maintain a temperature above 65ºF (18ºC) when spaces are occupied. A 1-3°F increase in temperature during the early morning hours when temperatures are lowest**

may go a long way to maintaining temperature control throughout the day. Teachers should consider allowing flexible seating during the heating season, allowing students with a lower cold tolerance to move away from drafty vents or windows. Teachers should also support layer-friendly clothing policies, allowing students to keep sweatshirts or blankets at their desks during the colder months. For additional information on temperature in classrooms, see the linked information in Section 8.2.7 Temperature Infographic (SEHP).

6.2 High Temperature – Results Above 80°F

Recommendations: Classroom temperature plays a significant role in students' focus, health, and academic performance. **Effective September 1st, 2025, Education Law section 409-n was amended to set a maximum temperature in education and support service spaces**. All public schools and BOCES in NEW YORK STATE are **required to take action to relieve heat-related discomfort when indoor temperatures reach 82°F**. For more information, see linked information in Section 8.9 Additional Information. **At 88°F, schools should have a plan to remove students and staff from occupied education and support spaces, where practicable**. For more information on remote instruction in emergency conditions, see guidance linked in Section 8.5 Additional Information. Some additional recommendations for reducing temperature in a classroom **include turning off overhead lights, turning on fans, pulling down shades, turning off unused electronics, providing water breaks, and opening classroom doors and windows.** These recommendations (for example, propping doors open or decreasing light levels during instructional times) should not conflict with the requirements of the New York State Uniform Fire Prevention and Building Codes and should only be used when safe to do so. Before selecting a classroom fan, check the manufacturer's label to see if it is properly sized for the space you intend to cool. Choose a quiet model that won't interfere with daily classroom activities. **The most effective way to increase airflow is to use two fans to create a cross breeze that will draw cool air into the room and hot air out.** If the classroom only has access to **ceiling fans, alter the fan rotation to counterclockwise**, as this will direct air downwards, generating more airflow throughout the space. Communicate with students, parents, and guardians at least 24 hours in advance of high-heat days and recommend precautions, such as dressing children in lightweight, sun protective, school-appropriate clothing and having children bring water bottles to school to encourage them to stay hydrated. Encourage hydrating before, during, and after outdoor activity. School staff, teachers, and especially coaches should recognize the signs of heat illnesses and know the actions to treat them. For additional information on temperature in classrooms, see the linked information in Sections 8.1.3 Extreme Heat in Schools (SEHP), 8.2.7 Temperature Infographic (SEHP), 8.3.2 Extreme Heat Advice (NYSED), 8.5.2 Remote Instruction in Emergency Conditions FAQ (NYSED), 8.8.1 Heat Safety in Schools (NYSUT), and 8.10.1 Education Law Section 409-N (NYSPL).

6.3 Low Relative Humidity – Results Below 30%

Recommendations: Low relative humidity is common in most buildings during the winter months in New York State and is not necessarily indicative of an IAQ problem, but it can cause occupant discomfort. Low humidity in buildings in winter occurs as HVAC systems bring in fresh (dry) air, diluting the existing moisture in the air. Additionally, forced hot air evaporates moisture

in the air faster than radiant heat, which can further dry out room air. Low humidity can cause negative health effects in sensitive populations, including dry eyes and skin, sore throat, irritated airways, sinuses, and nose bleeds. **Teachers, school staff, and students who are sensitive to dry air conditions may want to consider using a hydrating nasal spray, staying well hydrated, and moisturizing lips and skin frequently throughout the day to reduce discomfort.** Always discuss health concerns with a doctor or health care provider. For additional information on relative humidity, see the linked information in Section 8.2.8 Relative Humidity Infographic (SEHP).

6.4 High Relative Humidity – Results Above 60%

Recommendations: High indoor humidity is common in most buildings during times of high outdoor humidity, especially in the summer months in New York State when air temperature is also high. High indoor humidity in the cooling season occurs as the HVAC systems bring in fresh (humid) air and then is unable to remove excess moisture. Most HVAC systems dehumidify air as it is cooled, but they are not as effective as a dedicated dehumidifier. **Persistent high relative humidity indoors can increase the potential for moisture to accumulate.** Uncontrolled moisture can damage a building's structure, materials, HVAC systems, and encourage mold and bacterial growth. In addition, humid air more readily traps allergens like pollen, dust, mold, and smoke that can be triggers for asthma and allergies, especially in sensitive people. **Humid air also inhibits the body's natural cooling mechanism.** When the body gets too hot, it begins to perspire to cool itself off; when sweat evaporates, it reduces body temperature. If sweat is not able to evaporate due to high humidity, the body cannot cool itself down as effectively and feels hotter. An effort should be made to optimize HVAC performance in areas of high humidity. This can be accomplished by **making modifications or repairs to the unit ventilators in those rooms to decrease the amount of humid air entering the room.** If HVAC repairs and modifications are not possible, the school should consider **deploying portable dehumidifiers during periods of high humidity**. For additional information on optimizing HVAC performance, see the linked information in Sections 8.1.2 Indoor Air Quality in Schools (SEHP), 8.2.8 Relative Humidity Infographic (SEHP), 8.3.1 Indoor Air Cleaners at Home, School, and Commercial Settings (NYSDOH), 8.4.1 Ventilation in Schools (CDC), and 8.7.1 Take Action to Improve IAQ in School (EPA).

6.5 High Carbon Dioxide – Results Above 1000ppm

Recommendations: Exposure to high levels of CO_2 can cause drowsiness, headaches, reduce our ability to focus, and make us more aware of odors. Consistently high CO_2 in a classroom is a sign that not enough fresh air is being supplied to the space or that the space configuration is inhibiting proper airflow. An effort should be made to **optimize HVAC performance in one of the following ways: 1) by making modifications or repairs to the unit ventilators and/or air supply vents to increase the amount of fresh air entering the room; or 2) by clearing the unit ventilators and air returns of dust, debris, classroom materials, and furniture that may be inhibiting air flow.** If HVAC repairs and modifications are not possible, the school should consider opening windows for 10-15 minutes (weather permitting) to reduce CO_2 concentrations in the space. For additional information on carbon dioxide, see the linked information in Section 8.2.9 Carbon Dioxide Infographic (SEHP).

6.6 High Particulate Matter – Results Above 35µg/m^3

Recommendations: Particulate matter or PM refers to tiny particles of solids or liquids in air that come from common sources such as cooking, cleaning, burning candles, tobacco smoke, and operating fireplaces. PM can also include dust, pollen, mold, animal dander, and other common allergens. The term fine particles or ($PM_{2.5}$), refers to tiny particles or droplets in the air that are 2 ½ microns or less in width. The largest $PM_{2.5}$ particles are about 30times smaller than a human hair. $PM_{2.5}$ are so small that they can travel deeply into the respiratory tract, reaching the lungs, causing short-term health effects like eye, nose, throat, and lung irritation, coughing, sneezing, runny nose, and shortness of breath. Scientific studies have linked increases in daily $PM_{2.5}$ exposure with higher cardiovascular and respiratory hospital admissions, emergency department visits, and deaths. Studies also suggest that long-term exposure to fine particles cause increased mortality from heart disease, increased rates of chronic bronchitis, reduced lung function, and lung cancer. People with heart and breathing problems, pregnant people, children, and older adults may be particularly sensitive to particle pollution. The SEHP/DOH, EPA Tools for Schools program, and Harvard T.H. Chan School of Public Health all currently **recommend MERV 13 or higher filters in HVAC systems to reduce PM concentrations and infectious aerosols like bacteria, viruses, and fungi**. As with any filter, **regular maintenance and changing of filters is important for optimal functioning.** Gaps around the air filters should be sealed to minimize air moving around them instead of through them. A study by ASHRAE found that small air gaps (on the order of 10 millimeters) can significantly lower the removal efficiency of air filters. If the building's HVAC system and/or unit ventilators are unable to accommodate MERV 13 filters, schools should consider using **portable HEPA air cleaners. Air cleaners should be appropriately sized for the space; rated for at least two thirds of the square footage of the room.** Schools should choose air cleaners that utilize subtractive technology, like high-efficiency particulate air filtration (HEPA) or adsorption media like activated carbon. **Check the product information on the manufacturer's label to ensure that your portable air cleaner does not have additive technology or produce ozone or ions**. HEPA filters remove particles, like wildfire smoke, dust, and pollen, from indoor air. Air cleaners that utilize activated carbon remove gases like ozone, nitrogen oxides, and volatile organic compounds (VOCs). Air cleaners are rated according to their clean air delivery rate (CADR). CADR is the volume of air that an air cleaner can filter in one minute. CADR rating is based on three different-sized particles: pollen, dust, and tobacco smoke. Pollen is the largest particle that can be removed from the air and tobacco smoke is the smallest. During times of high outdoor particulate matter like a wildfire smoke event, select a CADR rated for tobacco smoke, the smallest sized particle. For more information on selecting the right indoor air cleaners for your space, see the linked information in Section 8.1.4 Clean Air Centers (NYSDOH), Section 8.2.10 Particulate Matter Infographic (SEHP), Section 8.3.1 Indoor Air Cleaners at Home, School, and Commercial Settings (NYSDOH), and Section 8.5.1 Statement Regarding Ionization Air Cleaners (NYSED).

7.0 Common Environmental Health Concerns and Recommendations

Improving IAQ in schools is an important step in promoting a healthy learning environment, reducing absenteeism, improving test scores, and enhancing student and staff comfort and productivity. The recommendations listed below are the result of common concerns and/or best practices for good IAQ**. Implementation of these recommendations is at the discretion of the school.** Most of the suggestions are simple, cost-effective, administrative controls that can have a significant impact on IAQ, but this is by no means an exhaustive list. We recommend speaking with a licensed engineer or architect to suggest additional indoor air improvements. **SEHP is committed to the health of all school occupants and is available to answer questions related to environmental health concerns.**

Low-Cost Administrative and Cleanliness Controls to Improve IAQ:

- Keep unit ventilators clear of classroom materials and clutter
- Routinely dust surfaces, including HVAC vents and ceiling diffusers, with a damp cloth
- Routinely wet mop and/or auto-scrub floors
- Regularly vacuum using machines with a HEPA filter or HEPA vacuum bag installed
- Store food items inside pest-proof containers
- Use green cleaning products
- Adopt a school-wide fragrance-free policy
- Maintain frequent communication with stakeholders regarding environmental health concerns
- Use properly sized portable air purifiers with HEPA filters in classrooms. These air purifiers should not employ ionizing or UV technology and should not produce ozone or other by-products.
- Regularly inspect and maintain HVAC and portable air purifier filters according to manufacturer's instructions
- Consider utilizing portable dehumidifiers during periods of high outdoor humidity
- Test facilities at least every five years for radon, and if test results are greater than or equal to 4 picoCuries per liter of air (pCi/L), install a radon mitigation system

7.1 Concern: Classroom Materials Blocking Unit Ventilators

Recommendation: Good IAQ requires proper ventilation and filtration of particles from the air, as well as effective administrative controls and space configuration. **Keeping classroom spaces clean and free of dust and clutter is a simple and cost-effective measure that greatly improves IAQ.** For additional information on classroom ventilation, see Section 8.1.2 Indoor Air Quality in Schools and Section 8.4.1 Ventilation in Schools (CDC).

7.2 Concern: Inadequate Cleaning

Recommendation: Maintaining a robust custodial routine is essential to help schools achieve excellent air quality. **Implementing an integrated pest management program can also contribute to improved IAQ as dander and droppings from pests can be a trigger for asthma and allergies** especially in sensitive people. Using green cleaning products is a great way to reduce air quality issues as the chemicals in non-green cleaning products can be triggers for children who suffer from asthma or have sensory issues. For additional information on green cleaning products, see Section 8.2.1 Green Cleaning Infographic (SEHP).

7.3 Concern: Fragrances

Recommendation: Establishing a school-wide fragrance-free policy is a great way to reduce air quality issues as fragranced products (incense, air fresheners, essential oils, candles, wax melts, scented plug-ins, etc.) can be triggers for children who suffer from asthma or have sensory issues. For additional information on asthma triggers, see the linked information in Section 8.6.1 Practical Guidance for Schools and School Districts (ALA).

7.4 Concern: Mold and/or Mildew Observed During a Visual Inspection

Recommendation: Some indoor areas that are more susceptible to mold growth include potted plants, window moldings and caulking, bathrooms, the seals on refrigerator doors, and in and around air conditioners. These areas should be cleaned frequently (with soap and water) to reduce the potential for mold growth. Furthermore, **a crucial step in preventing mold growth is to identify and control moisture and water problems.** Molds, like most fungi, break down plant and animal matter in the environment**. Mold spores are everywhere, and they can grow anywhere where there are moisture and organic material.** Most molds produce a musty odor that is the first indication of a problem. The best way to find mold is to look for signs of mold growth, water staining, warping, or to locate the source of the odor. **If mold is present, the first step of any mold cleanup is controlling the moisture problem.** The source of the water or dampness must be identified and corrected. Any porous materials with extensive mold growth should be discarded (e.g., drywall, carpeting, paper, and ceiling tiles). All wet materials that can't be cleaned and dried thoroughly should be discarded. Hard surfaces that are not decayed (rotten) can be cleaned. Small areas can be cleaned with soap and water. A licensed contractor should do the work if it is an area greater than 10 square feet, or if you are highly sensitive to mold. Rubber gloves and an N95 mask are recommended for jobs other than routine cleaning. In areas where it is impractical to eliminate the moisture source, diluted chlorine bleach (one cup of bleach in five gallons of water) can be used to keep mold growth under control. In areas that can be kept dry, bleach may not be necessary, as mold cannot grow in the absence of moisture. When using bleach or any cleaner, ensure that enough fresh air is available to prevent eye, nose, or throat irritation. After cleaning, the area should be inspected regularly for any signs of moisture or new mold growth, which may indicate the need for further repairs or material removal. High moisture areas may need extra attention to prevent excessive moisture and water problems from causing mold growth. **There are no state or federal standards for mold in buildings. Mold testing is often more expensive than simply cleaning and/or repairing the water problems or moist material that allowed mold to grow.** Mold levels vary widely

New York State Department of Health does not recommend mold testing, nor is it required by any regulatory agency in New York.

depending on location, weather, and time of day. **Knowing the types of mold present does not alter the guidance for cleaning it.** New York State Department of Health does not recommend mold testing, nor is it required by any regulatory agency in New York. For additional information on mold and moisture, see the linked information in Section 8.2.5 Mold & Moisture Prevention/Remediation Infographic (SEHP).

7.5 Concern: School Has Not Tested for Radon

Recommendation: Radon is a naturally occurring, radioactive gas found in soil and rock that gets into the air. It can get into any type of building, including schools. Radon enters buildings through cracks and pores in/between concrete slabs and blocks, slab-footing joints, exposed soil, loose fitting pipes, and through water. **Schools should test for radon every five years, or every two years if a mitigation system is already in place.** NYSDOH recommends radon remediation for testing results at or above 4 picocuries per liter of air (pCi/L). **It is the school district's responsibility to be aware of the geological potential for high levels of radon and to test and mitigate as appropriate.** For additional information on radon potential, testing, and mitigation, see linked information in Section 8.1.5 Radon in Schools (SEHP) and Section 8.2.6 Radon Infographic (SEHP).

7.6 Concern: Teachers, Staff, Students, Parents, and/or Community Stakeholders Have Voiced Concerns Over Environmental Conditions at the School

Recommendation: The recommendation for any school experiencing environmental health concerns is to have a solid communication plan. Major renovations should be scheduled for times when students are not present. If renovations must take place while students are present, the occupied portion of the school must comply with the minimum requirements necessary to maintain a certificate of occupancy. These areas must be monitored during construction or maintenance activities for safety violations by school district personnel. **Before a major renovation is scheduled to begin, school boards should establish a plan for communication of relevant information to all stakeholders who may be affected, including staff, parents, and students.** This plan should provide notice at least two months prior to beginning construction, and include any relevant information related to pre-construction testing and planning, general safety and security standards, separation of construction areas from occupied spaces, proper exiting and ventilation, fire and hazard prevention, noise abatement, asbestos abatement protocols, and control of chemical fumes, gases, and other contaminants like lead paint and radon. Provisions should be made for the emergency evacuation, relocation, and/or release of students and staff in the event of a construction incident. Fire drills shall be held to familiarize students and staff with temporary exits and revised emergency procedures whenever such temporary exits and revised emergency procedures are required. **Proactive communication builds trust and gives stakeholders agency during uncertain situations.** Providing a system for submitting complaints and addressing concerns promptly will create a community of trust at the school. **Administrators should utilize their Health and Safety Committees to accomplish this. Under the Rebuild Schools to Uphold Education (RESCUE) Law of 1998, Health and Safety Committees are**

required in all districts. The Board of Education should establish procedures for involvement of the health and safety committee to monitor safety during school construction projects. Such committee should meet periodically to review issues and address complaints related to health and safety resulting from the construction project. The district emergency management plan shall be updated to reflect any changes necessary to accommodate the construction, including an updated emergency exit plan indicating any temporary exits. For more information on the roles and responsibilities of a Health and Safety Committee, and how to utilize them effectively, see Section 8.5.3 Guidelines for Health and Safety Committees (NYSED).

7.7 Concern: Dark Staining Around Ceiling HVAC Supply Diffusers/Air Outlets

Recommendation: In the HVAC industry, **this effect is called "smudging" and, despite its appearance, is not an indication of dirty supply air.** Smudging is an interaction between the high velocity supply air from the ceiling mounted diffusers and the particles of dust that normally accumulate in a room. **The dust particles are statically attracted to the metal diffusers**, creating dark areas (smudges) around the diffusers. This effect tends to be worse in high traffic areas of a building, like hallways, entrances, and lobbies where more dust is generated. Textured ceiling tiles exacerbate this effect as they hold more dust than smooth tiles. Smudge around ceiling diffusers can be cleaned with soap and water. Dust buildup on ceiling diffusers can be significantly reduced by controlling the sources of dust in the room. Installing six-foot (or longer) walk off mats at building entrances can reduce the potential for outdoor contaminants (dust, pollen, and other allergens) to enter the building. Maintaining a robust custodial routine, especially in problem areas, is essential. For additional information on how IAQ affects health and wellbeing, see the linked information in Section 8.1.2 Indoor Air Quality in Schools (SEHP), 8.4.1 Ventilation in Schools (CDC), 8.6.1 Practical Guidance for Schools & School Districts (ALA), 8.7.1 Take Action to Improve Indoor Air Quality in Schools (EPA), and 8.9.1 Healthy Buildings: Schools (HSPH).

8.0 Additional Information

8.1. New York State Department of Health, School Environmental Health Program (SEHP) Infographics

8.1.1 New York State School Environmental Health Program
8.1.2 Indoor Air Quality in Schools
8.1.3 Extreme Heat in Schools: Rationale and Response to Maximum Temperature Law
8.1.4 Clean Air Centers
8.1.5 Radon in Schools
8.1.6 IAQ Management Plan Development Guide & Customizable Template

8.2. New York State Department of Health, School Environmental Health Program (SEHP) Infographics

8.2.1. Green Cleaning Infographic
8.2.2. Indoor Air Quality Infographic
8.2.3. Lead Testing in School Drinking Water Infographic
8.2.4. Managing Chemicals in Schools Infographic
8.2.5. Mold & Moisture Prevention/Remediation Infographic
8.2.6. Radon Infographic
8.2.7. Temperature Infographic
8.2.8. Relative Humidity Infographic
8.2.9. Carbon Dioxide Infographic
8.2.10. Particulate Matter Infographic
8.2.11. Carbon Monoxide Infographic

8.3. New York State Department of Health (NYSDOH)

8.3.1. Indoor Air Cleaners at Home, School, and Commercial Settings
8.3.2. Extreme Heat Advice

8.4. Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health (CDC)

8.4.1. Ventilation in Schools and Childcare Programs | Ventilation | CDC

8.5. State Education Department (NYSED)

8.5.1. Statement Regarding Ionization Air Cleaners
8.5.2. Remote Instruction in Emergency Conditions FAQ
8.5.3. Guidelines for the Health and Safety Committee
8.5.4. Uniform Safety Standards for School Construction and Maintenance Projects | NYSED

8.6. The American Lung Association (ALA)

8.6.1. Practical Guidance for Schools & School Districts: Enhancing School Wellness Policies to Protect Student Lung Health

8.7. United States Environmental Protection Agency (EPA)

8.7.1. Take Action to Improve Indoor Air Quality in Schools | US EPA
8.7.2. Renovation and Repair, Part of Indoor Air Quality Design Tools for Schools | US EPA
8.7.3. Wildfires and Indoor Air Quality in Schools and Commercial Buildings | US EPA

8.8. New York State United Teachers (NYSUT)

8.8.1. Heat Safety in Schools ─ What You Need to Know

8.9. Harvard T.H. Chan School of Public Health (HSPH)

8.9.1. Healthy Buildings: Schools

8.10. New York State Public Laws

8.10.1. Education Law Section 409-N – Maximum temperatures in school buildings and facilities (2026)

9.0 Answers to Common Questions

SEHP has provided a list of common questions and problem-solving suggestions for managing Airthings View Plus Sensors. If you do not see your question in this list, visit Airthings Help Center - Common Questions, or contact our program at School.Environmental.Health@health.ny.gov.

9.1. How often does the Airthings monitor take measurement samples?

The Airthings View Plus monitors contain up to 7 sensors and they each have their own sampling rates. The sensors take physical samples every 2.5 minutes for temperature and humidity, and every 5 minutes for CO_2, Particulate Matter, VOCs, and air pressure. Radon is always sampled hourly, as part of the 24-hour average.

9.2. When do the sensors update?

The sensor data will always be up to date on the monitor display and in the app.

9.3. Why won't my monitor connect to the internet?

The app will automatically scan local Wi-Fi networks. If you are not prompted to connect to the internet, you can remove the batteries from the back, reinstall, and then reconnect the monitor to the local Wi-Fi.

9.4. How can I view the data?

Sensor data can be viewed in three ways: 1) on the Airthings mobile app; 2) on the Airthings dashboard via a mobile device; or 3) on the Airthings dashboard via a computer.

9.5. Can I change the sensor display?

The sensor display can be changed through the app. You can select up to four sensor readings to display at once or remove all readings from the display and just show the local weather. Please note, local weather will be sourced from the address imputed into the "My Home" setting on your device. See the instructions below to display change details.

1. In the app, select devices
2. Select settings (the gear icon) on the right of the device whose display you wish to change, see figure 20 for details.

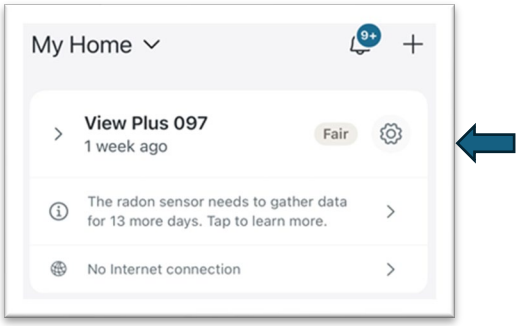


Figure 20. Settings

3. Under “Device Settings” select “Display”, see figure 21 for details.

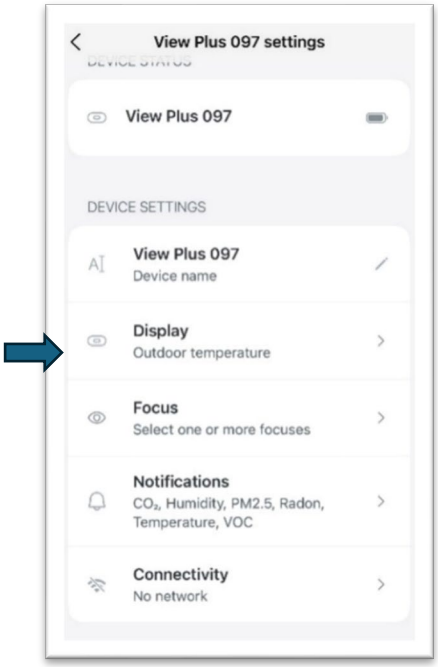


Figure 21. Display

4. You may now select 1 - 4 sensors to display on the main screen. A sensor has been selected when a blue checkmark appears next to the name, see figure 22 for examples.

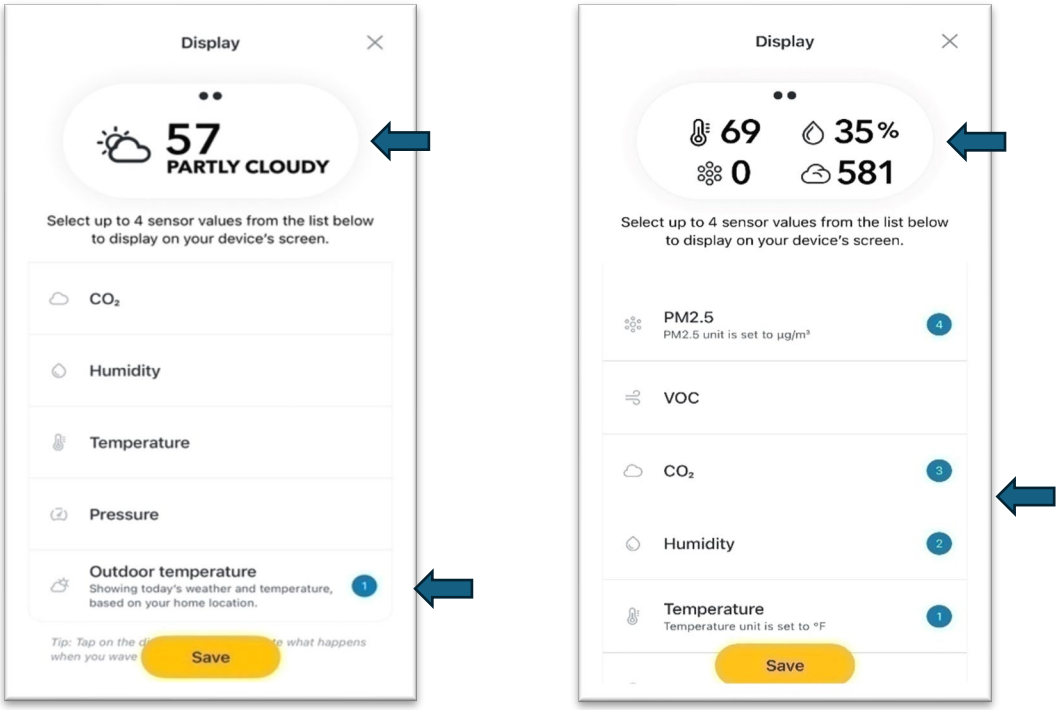


Figure 22. Display Setting Options

9.6. Does the Airthings View Plus need to be connected to power via USB the entire time it is sampling?

The Airthings View Plus can be battery-operated; it does not need to be plugged into the USB for the entire sampling duration. If the USB becomes unplugged or if the power goes out, the View Plus will automatically switch to battery-operated mode. Some sensors may sample less frequently while in battery-operated mode. You can configure these settings by following the directions on the dashboard.

9.7. Can you adjust the sampling intervals or cloud uploads when connected to a USB?

It is not possible to adjust the sampling intervals or cloud uploads when connected to a USB. While connected to the USB, the PM sensor will automatically take samples, and cloud uploads will occur every 2.5 minutes. The temperature, humidity, and CO_2 sensors will continue to take samples every 2.5/5 minutes, and radon will be sampled hourly while connected.

9.8. Will placing the monitors near indoor potted plants impact on the results?

No, potted plants, while aesthetically pleasing, do not clean the air thoroughly enough to impact the results of IAQ monitoring. A plant's air cleaning capacity is impacted by a variety of factors like temperature, humidity, ventilation, and exposure to sunlight. The average 1000 square foot

classroom would need approximately 450 plants to have a measurable impact on air quality. SEHP does not recommend this number of plants in a classroom. If plants are in a classroom, they should be adequately maintained to avoid mold and mildew growth. Mold only needs water and organic material to grow, and plants provide a supply of both.

10.0 Additional Forms

10.1 Form A – Monitor Set Up and Site Observations

NOTE: Place monitors in similar locations in each classroom, ideally in the breathing zone, which is approximately 3-6 feet in height. Monitors should be placed a suitable distance from pollution sinks or sources, such as doors, windows, vents, air cleaners or stoves, and with at least 180° of free air flow around them. Monitors should not be placed behind furniture, in corners or closets, or near windows, doors, portable heaters, HVAC duct inlets or outlets.

Airthings Serial #	Classroom # or Space Identifier	Start Date & Time	End Date & Time	Additional Observations

10.2 Form B – Occupancy and Activities

Attention Teachers
Your classroom is undergoing Indoor Air Quality (IAQ) monitoring. For the next week, a small hand-held monitor will be collecting data on temperature, relative humidity, carbon dioxide, and particulate matter in your classroom. These monitors collect data independently, and do not require any upkeep from school staff. In addition to gathering IAQ data, we would like to know about your classroom's occupancy throughout the day. Thus, we request that you please use this sheet to record the number of teachers and students present during the intervals noted on the sheet. Please contact _____ with any questions. Please leave the complete sheet next to the monitors at the end of the week.

Record how many teachers/staff and students are in your classroom throughout the day. *T/S stands for teachers/students.

Time Slot	Monday (T/S)*	Tuesday (T/S)*	Wednesday (T/S)*	Thursday (T/S)*	Friday (T/S)*
7:30 – 8:00 AM	/	/	/	/	/
8:00 – 8:30 AM	/	/	/	/	/
8:30 – 9:00 AM	/	/	/	/	/
9:00 – 9:30 AM	/	/	/	/	/
9:30 – 10:00 AM	/	/	/	/	/
10:00 – 10:30 AM	/	/	/	/	/
10:30 – 11:00 AM	/	/	/	/	/
11:00 – 11:30 AM	/	/	/	/	/
11:30 AM – 12:00 PM	/	/	/	/	/
12:00 – 12:30 PM	/	/	/	/	/
12:30 – 1:00 PM	/	/	/	/	/
1:00 – 1:30 PM	/	/	/	/	/
1:30 – 2:00 PM	/	/	/	/	/
2:00 – 2:30 PM	/	/	/	/	/
2:30 – 3:00 PM	/	/	/	/	/
3:00 – 3:30 PM	/	/	/	/	/
3:30 – 4:00 PM	/	/	/	/	/
Additional Notes					