



Fall School-Building Walkthrough Kit

For facilities directors, custodial leads, and building administrators.

Don't let the walkthrough end with the list.

A useful handoff tells the next person what was observed, where and when it happened, who owns the next step, and how the outcome will be checked. Use this kit with your district's work-order system.

BEFORE YOU START

Agree on the authorized route, building contact, timing, and district reporting process. Bring recent work orders and recurring staff reports. Coordinate access around classes, arrival, dismissal, and events.

01 Look for the context

Page 2 offers six fall observation prompts. Record what you can see or what staff report; do not infer a cause.

02 Make the handoff actionable

Page 3 shows a vague report turned into a useful work-order handoff, including an assigned next check.

03 Keep the outcome attached

Page 4 is a reusable field sheet. Page 5 helps review pending actions and document closure or another check.

USE THE DISTRICT RESPONSE PROCESS

For an immediate hazard or emergency, stop the routine walkthrough and follow district procedures immediately. Do not wait to finish this sheet. Technical inspection, testing, servicing, and safety decisions belong to authorized, qualified personnel.



Six fall observation prompts

Use only in areas you are authorized to enter. These prompts are not a complete inspection checklist.

1 Entrances and walkways

Note visible water, leaves, debris, mat movement, or reported wet-weather concerns. Record the exact location and weather context. Route active hazards through district procedures.

2 Water marks and moisture reports

Record the room and surface, when the mark was first noticed, and any change since a prior report. Note visible dampness or dripping without touching or disturbing materials. Do not label the cause.

3 Comfort and ventilation concerns

Record the room, time, occupancy context, and the staff description of a comfort or odor concern. Note visible obstructions from accessible areas. Leave equipment adjustments and assessment to qualified staff.

4 Doors, windows, and seasonal wear

Record reported drafts, visible wear, or a door that staff report does not close as expected. Use the district reporting route; do not alter locks, closers, or fire-rated assemblies.

5 Grounds and drainage observations

From authorized ground-level areas, note visible ponding or debris near drainage paths. Record weather and location. Roofs, ladders, confined spaces, and equipment access are outside this observation activity.

6 Access for planned work

Check classroom and event schedules with building staff. Note a contact and agreed access window for follow-up. Keep keys, codes, security details, and student information in approved systems.

For each item: location + observed/reported condition + time/context + next owner + next check.



Worked example: a clearer handoff

Fictional training example. Locations, dates, people, and work-order references are invented.

VAGUE REPORT

“Ceiling problem again. Maintenance notified.” This leaves the location, change, owner, and next check unclear.

OBSERVATION, NOT DIAGNOSIS

October 19, 9:10 a.m. - Room 104, ceiling tile nearest the interior doorway. Brown mark visible. Teacher reports it appears larger than last week after weekend rain. No dripping observed during this visit. Cause not determined.

Turn the observation into assigned follow-up

Record

Create or link work order DEMO-104. Attach an approved photo reference and earlier report if available. Distinguish the teacher's report from the observer's own observations.

Assign

Facilities lead coordinates qualified assessment. Building administrator confirms access arrangements. The facilities lead applies district response priorities; this example does not assign a safety category.

Check

Agree on a next update with the responsible lead and record it in the work order. If conditions change or an urgent concern arises, follow district response procedures immediately.

Close the loop

Record the assessment/action reference, who completed it, and whether another check is required. “Ticket sent” is a handoff, not evidence the condition is resolved.

A new stain or a changed condition needs assessment. This example does not establish that a space is safe to occupy or prescribe a repair.



Field sheet: observe and assign

One item per sheet. Keep detailed records and restricted building information in district systems.

Building / authorized area: _____ Observer: _____

Date / time: _____ Work-order reference: _____

1. Exact location and factual observation

Describe what you saw. Keep reported information separate; avoid guessing the cause.

2. Conditions and history

Time noticed, weather or occupancy context, change since prior report, approved photo reference.

3. Reporting and next action

Who was notified, when, district priority assigned by authorized staff, and assessment/action requested.

4. Responsible owner and access coordination

Named coordinating owner, building contact, and agreed access window. Do not record access codes.

5. Next update / earlier escalation trigger

Set the next update with the owner. For urgent conditions, use district procedures immediately.



Follow-up: what happened next?

Keep this page with the field sheet or attach it to the same work order.

A FIVE-MINUTE TEAM CHECK

Which items still need an owner? Which promised updates are due? What access or decision is holding up the work? Who needs to hear the outcome? Use district priorities and response times, not a new scoring system.

Action record / work-order reference

Record the action or assessment, completion date, and responsible staff or contractor reference.

Outcome and verification

What was checked, by whom, and when? Record facts; do not treat a closed ticket alone as verification.

Next status and communication

Pending assessment / in progress / awaiting verification / closed per district process. Name the next owner, date, and person to update.

Before closing the item

Confirm the documented outcome with the responsible lead, capture any remaining follow-up, and update the reporting staff member through the approved channel.

Background reading: EPA IAQ Tools for Schools

[Coordinator's Guide, Section 2 | Preventive Maintenance Guidance](#) | Accessed October 14, 2026.

Original Commerce Street Cares coordination tools; not EPA forms or an endorsed inspection program.