Healthy Green Schools & Colleges™ Standard for K-12 School Districts and Higher Education Institutions

Self-Assessment Questionnaire
August 22, 2022

Healthy Green Schools & Colleges is a partnership between Green Seal ®
and Healthy Schools Campaign.

Healthy Green Schools & Colleges Standard

Section 1: Getting Started

General Information

Name of Person Completing this Form:
Title of Person Completing this Form:
Email of Person Completing this Form:
Phone Number of Person Completing this Form:
Institution Name:
Location of Education Institution:

1.1 Define a Performance Period

Has the institution chosen a performance period for all required and pursued optional criteria in the HGSC standard?

☐ Yes, we have chosen a performance period for all required and pursued optional criteria.
☐ No, we have not yet completed this step.

1.2 Determine a Representative Sample

Has the institution determined a Representative Sample of schools to document compliance with building sampling criteria within the standard??

☐ Yes, we have determined the institution's representative sample.
☐ No, we have not yet completed this step.

1.3 Plan Development

Has the institution created an institution level Facility Operations and Maintenance Plan with the input of stakeholders that includes:
- standard operating procedures related to healthy, safe, sustainable, and equitable operations and maintenance across the institution,
- schedules for routine and periodic cleaning operations, and
- alternative procedures or schedules in specific buildings across the institution?

☐ Yes, an institution level plan has been developed and is implemented.
☐ Yes, an institution level plan has been developed, and is implemented, but it does not cover all topics required by the standard.
☐ Yes, an institution level plan has been developed, but has not been implemented yet, or is not implemented consistently across the institution.
☐ No, an institution level has not been developed.

Have the following stakeholder groups been consulted in the development or review of the Facility Operations and Maintenance Plan
- custodial,
- maintenance,
- grounds,
- handler for contracted services,
- site level administrator,
- instructor or teacher representative,
- at least three students (for K-12, representatives must be selected using an Equity-Based Representative Sample of students or parents)?

☐ Yes, all stakeholder groups have been consulted in the development or review of the plan.

☐ No, the institution has engaged some, but not all of the required stakeholder groups.

☐ No, the institution has not engaged stakeholders in the development or review of the plan.

Has the institution maintained records of the timeframe in which the Facility Operations and Maintenance Plan review was conducted, all comments received during the Facility Operations and Maintenance Plan review, and the action(s) taken to address each comment?

☐ Yes

☐ No

1.4 Onboarding Training for Cleaning Personnel

1.4.1 Training Content

Does the cleaning personnel training cover any of the following topics (select all that apply):

☐ Healthy Green Schools & Colleges Standard,

☐ Safe and effective handling and use of all cleaning products,

☐ Cleaning, sanitizing, and disinfecting procedures to promote health and safety and minimize the spread of infectious disease,

☐ Use and maintenance of cleaning equipment

☐ Safety training (See Appendix 3 - Cleaning Personnel Training Curriculum)

☐ Site specific training (See Appendix 3 - Cleaning Personnel Training Curriculum)

☐ All procedures needed to comply with this standard

☐ Communication with building occupants on the rationale for procedures, and

☐ How their work affects health, safety, sustainability, and equity in their school and the district.

Does the cleaning personnel training cover any of the following safety topics (select all that apply):

☐ reducing and preventing ergonomic injuries,

☐ avoiding exposure to hazardous materials, including in chemistry laboratories,

☐ properly storing and disposing of hazardous materials,

☐ properly using and disposing of PPE,

☐ properly rinsing and disposing of leftover cleaning products and empty containers,

☐ safely using powered equipment,

☐ avoiding exposure to bloodborne pathogens,

☐ preventing slips and falls,

Does the cleaning personnel training cover any of the following site-specific topics (select all that apply):

☐ cleaning procedures for their assigned facilities,

☐ the facility-specific cleaning plan,

☐ measures for protecting vulnerable populations,

☐ communication protocols for hazardous events

1.4.2 Records Maintenance

Does the institution maintain records for each personnel?

☐ Yes

☐ No, not consistently across the institution

☐ No

☐ Unsure

Do the records include the following information (select all that apply):

- ☐ topics addressed in the training,
- ☐ general outline of information covered,
- ☐ name and qualifications of the trainer,
- ☐ dates and duration of the training, and
- ☐ requests for training accommodations (e.g., materials in a non-English language, transcripts from presentations or recordings) and the accommodations provided.

1.4.3 Skills Testing

Does the institution use a simple pass/fail test or hands-on check with equipment to ensure cleaning personnel understand and can successfully implement skills taught during training?

- ☐ Yes
- ☐ No, not consistently across the institution
- ☐ No, skills testing is not used
- ☐ Unsure

Does the institution maintain a record of skills testing alongside training records?

- ☐ Yes
- ☐ No, not consistently across the institution
- ☐ No, skills testing is not used
- ☐ Unsure

1.4.4 Training Materials Review

Does the institution conduct an evaluation of materials to check for relevance, appropriateness, and update materials as needed?

- ☐ Yes
- ☐ No, not consistently across the institution
- ☐ No, training material maintenance has never been conducted
- ☐ Unsure

1.5 Communications

1.5.1 Management

Has the institution established a channel for facilities and maintenance staff to provide comments and suggestions regarding the following topics (select all that apply)?

- ☐ efficacy and safety of cleaning products, maintenance equipment, and policies and procedures,
- ☐ construction and building improvements,
- ☐ building and system maintenance issues,
- ☐ presence of pests,
- ☐ coordination with pest control,
- ☐ interference with cleaning or recycling operations

1.5.2 Faculty, Staff, and Students (Building Occupants)

Is the institution's Facility Maintenance and Operations Plan and any location-specific modifications available on the institution's website and in hard copy in each building?

☐ Yes
☐ No, not in hard copy in all buildings
☐ No, the materials are not on the website
☐ No, the materials are neither available on the website nor in hard copy in building locations
☐ Unsure

1.5.3 Vulnerable Populations

Does the institution define vulnerable populations?

☐ Yes
☐ No, not consistently across the institution
☐ No
☐ Unsure

Does the institution provide an ongoing opportunity for building occupants to identify themselves as a member of a vulnerable population?

☐ Yes
☐ No, not consistently across the institution
☐ No
☐ Unsure

Does the institution provide relevant communications about maintenance and cleaning operations that may have an adverse impact on vulnerable populations?

☐ Yes
☐ No, not consistently across the institution
☐ No
☐ Unsure

Section 2: Procurement of Facility Operations and Maintenance Products

2.1 Consumable Goods

What percentage (by cost) of the institution's purchases of consumable goods meet at least one of the following environmentally preferable purchasing criteria?

Consumable goods includes the following categories:

Product Category	Approved Certification
General-purpose (all-purpose) cleaners and degreasers	- Green Seal - Safer Choice - UL Ecologo
Bathroom cleaners and deodorizers (includes hard surface, toilet, and urinal)	- Green Seal - Safer Choice - UL Ecologo
Glass, mirror, and window cleaners	- Green Seal - Safer Choice - UL Ecologo
Carpet, rug, and upholstery cleaners (includes routine and spot-cleaning products)	- Green Seal - Safer Choice
Floor care tools and accessories (mop heads, floor pads)	Green Seal
Floor cleaners, strippers, sealers, and finishes	- Green Seal - Safer Choice
Specialty cleaning products, including: - metal polish - furniture polish - graffiti remover - gum remover - lime and scale remover - mildew removers - drain and grease trap additives - odor removal - dish soap	- Green Seal - Safer Choice

Hand soaps and alcohol-based hand sanitizing products	Hand soaps ● Green Seal ● UL Ecologo Alcohol-based hand sanitizing products ● Green Seal
Laundry care products	● Green Seal ● Safer Choice
Sanitary paper products, including: ● toilet tissue ● facial tissue ● paper towels ● napkins	● Green Seal ● UL Ecologo
Printing and writing paper products	● Green Seal ● UL Ecologo
Paints, coatings, stains, and sealers	● Green Seal, GS-11 Edition 4.0
Sanitizers and Disinfectants	Products carry the Design for the Environment (DfE) label and contain only the following active ingredients: ● hydrogen peroxide** ● citric acid ● lactic acid ● ethanol ● isopropyl alcohol ● peroxyacetic acid** ● sodium bisulfate ● additional antimicrobial active ingredients approved by U.S. Environmental Protection Agency (EPA) for the Design for the Environment for Pesticides program. OR Products or product additive contain only the following active ingredients: ● hypochlorous acid (sold off the shelf or device-generate on-site ● aqueous ozone (device-generated on-site)

Please select one:

☐ Less than 25%
☐ 25% and 49%
☐ 50% - 69%
☐ 70%-84%
☐ 85% or more

Do you purchase any disinfecting products that contain any of the following ingredients?
● benzalkonium chloride compounds (commonly called quats) ,
● sodium hypochlorite (commonly called chlorine bleach),
● phenol, o-Benzyl-p-chlorophenol, o-Phenylphenol, chloroxylenol (I.e., all ingredients commonly referred to as phenols), or
● glutaraldehyde.

☐ Yes
☐ No

Question #2

2.2 Durable Goods

What percentage (by cost) of the institution's purchases of durable goods are certified to Green Seal (when available) or meet the criteria listed in the following table?

Product	Approved Certification
Receptacles and dispensers, including ● restroom menstrual product receptacles ● paper product dispensers	Select touch-free systems that comply with Americans with Disabilities Act (ADA)
Water softeners for drinking fountains and water bottle filling stations	Select metered water softeners Select low-energy, touchless bottle filling stations and receptacles
On-site electricity generators	Select U.S. EPA Energy Star–certified products
Hand dryers and paper towel dispensers	Select low-energy, touch-free systems

Floor care tools Floor-cleaning tools and accessories, including: • mops • pads • brushes	Select products certified to Green Seal or other approved program or are made from reusable microfiber
• other accessories and accessories (mop heads)	
Cleaning cloths	Select microfiber cleaning cloths
Tools	Select ergonomic tools
Powered equipment filters	Select highest-efficiency filter that equipment will support, as described in manufacturer's filtration specifications
Stand-alone air filtration units	Select multi-filtration air filtration units that can provide 4 air changes per hour, properly sized for square footage of space where they are used. When possible, select lowest decibel unit that meets air change requirement, or provide written justification for not doing so.

Please select one:

☐ Less than 25%
☐ 25% and 49%
☐ 50% - 69%
☐ 70%-84%
☐ 85% or more

2.3 Powered Equipment

What percentage (by cost) of the institution's purchases of powered equipment meet the criteria listed in the following table?

Product	Approved Certification
Vacuum cleaners	Select equipment certified to Carpet and Rug Institute Seal of Approval/Green Label vacuum program and operate at sound level below 70 decibels (dBA). Document efforts to purchase lightweight, self-propelled, ergonomic equipment.
Carpet extraction equipment	Select equipment certified to Carpet and Rug Institute Bronze Seal of Approval or higher. Document efforts to purchase lightweight,
	self-propelled, ergonomic, and (if appropriate) low-water use equipment.
Electric-powered floor maintenance equipment	Select equipment that operates at sound level below 70 dBA. Document efforts to purchase lightweight, self-propelled, ergonomic, and (if appropriate) low water-use equipment.
Propane-powered floor maintenance equipment	Select equipment certified for low emissions by California Air Resources Board (Small Off-Road Engines or Equipment program) and are equipped with catalytic and exhaust monitoring. Document efforts to purchase lightweight, self-propelled, ergonomic, and (if appropriate) low-water-use equipment.
Outdoor groundskeeping equipment	Document efforts to purchase lightweight, self-propelled, ergonomic, and (if appropriate) low-water use equipment.

Response #3

Please select one:

☐ Less than 25%
☐ 25% and 49%
☐ 50% - 69%
☐ 70%-84%
☐ 85% or more

Section 3: Facilities Operations and Maintenance

3.1 Facility Cleaning

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following activities (select all that apply)?

- ☐ cleaning by hand
- ☐ sanitizing
- ☐ disinfecting
- ☐ cleaning with powered equipment

3.1.1 Cleaning by Hand

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Require employees to wear proper PPE when cleaning by hand, unless the cleaning product's safety data sheet states that no PPE is required.
- ☐ Ensure that the cleaning methods avoid damage to surfaces.
- ☐ Follow the label directions when spray bottles are necessary for product application.
- ☐ Determine and describe the scenarios where reusable cleaning cloths must be used.
- ☐ Clean high-touch surfaces at least once per day, or more frequently as needed.
- ☐ Provide requirements for the tracking system used to verify daily cleaning of high-touch surfaces.
- ☐ For the personnel implementing each task, provide instructions in their preferred languages.

3.1.2 Sanitizing

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Require all employees to wear proper PPE when conducting sanitizing tasks.
- ☐ Follow label directions for safe use of sanitizing products that are subject to the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).
- ☐ For the personnel implementing each task, provide instructions in their preferred languages.

3.1.3 Disinfecting

Does the institution include any of the following requirements within its Standard Operating Procedures (select all that apply)?

- ☐ Using guidelines of the U.S. CDC, determine and describe when disinfection is needed and how to disinfect safely.
- ☐ Follow product label directions for preparing and using disinfecting solutions.
- ☐ Require all employees to wear proper PPE and safely dispose of materials and supplies after use.
- ☐ Disinfect high-touch surfaces at least once per day, or more frequently as needed.
- ☐ Provide requirements for the tracking system used to verify daily disinfection of high-touch surfaces.
- ☐ Use only approved disinfectants, in compliance with the institution's procurement policy.
- ☐ In instances where a noncompliant product may be required, document the specific situation and reason for using a noncompliant product.
- ☐ For the personnel implementing each task, provide instructions in their preferred languages.

3.1.4 Cleaning with Powered Equipment

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Ensure that backpack equipment models (e.g., backpack vacuums, blowers, electrostatic sprayers) have ergonomic harnesses and are properly fitted.
- ☐ Follow manufacturer's recommendations for powered equipment battery maintenance, storage, and charging.
- ☐ Require staff to wear appropriate PPE when checking acid batteries.
- ☐ Inspect vacuum bags or canisters after every two hours of use. Replace bags or empty canisters when half full or as indicated by a bag sensor.
- ☐ For the personnel implementing each task, provide instructions in their preferred languages.

3.2 Location Specific Cleaning Requirements

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following building locations (select all that apply)?

- ☐ Food Service, Dining Areas, and Break Rooms
- ☐ Restrooms
- ☐ Laundry
- ☐ Entryways
- ☐ Laboratories
- ☐ ATP Monitoring

3.2.1 Food Service, Dining Areas, and Break Rooms

3.2.1.1 Cleaning and Sanitizing
Does the institution include any of the following requirements in its Standard Operating Procedures (Select all that apply)?

- ☐ Clean and sanitize food preparation and consumption surfaces, areas touched by hands, and food waste containers at least daily.
- ☐ Empty waste containers once per day and when full.

3.2.2 Restrooms

3.2.2.1 Supply Labeling and Cleaning Procedures
Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ List the equipment and cleaning supplies that must be used to comply with this standard and each building's restroom needs.
- ☐ Clearly label the equipment used for restroom cleaning as designated for restroom-only cleaning.
- ☐ Use color coding to ensure that cloths used on toilets and urinals are not used on other surfaces.
- ☐ Store designated restroom-cleaning equipment separately from other cleaning equipment
- ☐ Conduct restroom cleaning from high to low, toward the doorway, with dry cleaning tasks performed before wet cleaning operations.
- ☐ Clean and disinfect surfaces where pathogens can collect and surfaces touched by hands daily, or more frequently in the event of high traffic.
- ☐ Remove standing moisture from floors and restroom surfaces.
- ☐ Pull bathroom trash liners and disinfect trash receptacles, including stall menstrual waste receptacles, at least once per day.

3.2.2.2 Maintaining Drain Traps
Does the institution include requirements in its Standard Operating Procedures to provide adequate water deposits or primer liquids to effectively maintain the drain traps, and a maintenance procedure for any drain that does not receive regular wet cleaning?

- ☐ Yes
- ☐ No
- ☐ Unsure

3.2.3 Laundry

3.2.3.1 Laundry Handling
Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Use the appropriate water temperature setting and dry items completely.
- ☐ Wear gloves and a mask if handling dirty laundry from a person who is sick.
- ☐ Clean clothes hampers and laundry baskets after they have held dirty laundry.
- ☐ Wash hands after handling dirty laundry.
- ☐ NA

3.2.3.2 Detergent Dispensing
Does the institution use automated detergent dispensing systems or pre-measured laundry soap pods in all laundry care areas?

- ☐ Yes
- ☐ No, automated detergent dispensing systems are not used consistently in laundry care areas across the institution
- ☐ No, automated detergent dispensing systems are not used
- ☐ Unsure
- ☐ NA

3.2.4 Entryways

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Clean outside entryways daily.
- ☐ Place walk-off matting at all building entryways, with 6–10 feet of scraper or wiper matting, followed by 6–10 feet of wiper matting.
- ☐ Vacuum matting daily, or as needed to prevent contaminants from being tracked into the building.
- ☐ Evaluate matting regularly to ensure that it stays in place during periods of high foot traffic, and inspect it for bunching and curled edges.
- ☐ Replace worn or heavily used matting as needed.

3.2.5 Laboratories

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Before entry, don PPE appropriate to the activities in the lab.
- ☐ Focus cleaning activities on the floors and high-touch surfaces (e.g., door handles); avoid disturbing experiments and chemicals on benchtops.
- ☐ Ask the lab owner or manager to clean and disinfect test surfaces between experiments.
- ☐ NA

3.2.6 ATP Monitoring

Does this institution monitor at least two of the following space types within the scope of the institution at least monthly:

- Breakroom areas
- Classroom surfaces
- Entryway areas
- Food preparation surfaces
- Food service and dining areas
- Restroom surfaces

☐ Yes
☐ No, ATP monitoring is not used in at least two of the space types
☐ No, ATP monitoring is not used
☐ Unsure
☐ NA

3.3 Floor Maintenance

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following activities (select all that apply)?

☐ routine floor maintenance
☐ periodic or restorative floor maintenance

3.3.1 Routine Floor Maintenance

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

☐ Vacuum floors or use mops equipped with reusable microfiber mop heads.
☐ Schedule daily cleaning for heavy-traffic areas (e.g., entrances, corridors, break areas, congested areas, primary work or office areas).
☐ Vacuum or mop as necessary to clean light-traffic areas (e.g., areas or spaces with limited or periodic use).

3.3.2 Periodic or Restorative Floor Maintenance

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Schedule floor stripping and refinishing during periods of minimum occupancy.
- ☐ Provide reasonable notice to building occupants before nonroutine floor maintenance operations.
- ☐ Establish the timing and method of the notice in consultation with building management.
- ☐ Ensure that sufficient floor finish exists on the floor surface, to avoid damage to the flooring.
- ☐ Avoid spraying floor restoration chemicals.
- ☐ Use burnishing or buffing equipment that captures the dust generated by the equipment.
- ☐ Ventilate the area to the outside if possible, both during and after floor stripping, scrubbing, or recoating.

3.4 Carpet Cleaning and Maintenance

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following activities (select all that apply)?

- ☐ routine carpet maintenance
- ☐ interim or restorative carpet cleaning

3.4.1 Routine Carpet Maintenance

Does the institution include any of the following requirements in its Standard Operating Procedures?

- ☐ Schedule daily vacuuming for heavy-traffic areas (e.g., entrances, corridors, break areas, congested areas, primary work or office areas).
- ☐ Schedule periodic vacuuming for light-traffic areas (e.g., areas or spaces with limited or periodic use).

3.4.2 Interim or Restorative Carpet Cleaning

Does the institution include any of the following requirements in its Standard Operating Procedures?

- ☐ Provide reasonable notice to building occupants before interim or restorative carpet cleaning operations.
- ☐ Perform carpet extraction only as needed rather than on a regular schedule.
- ☐ When carpet extraction is necessary, schedule extraction during periods of minimum occupancy.
- ☐ Clean carpets such that they will dry in less than four hours.
- ☐ Limit workers' exposure to dust and particulate matter from vacuum cleaners when cleaning and replacing bags and filters.
- ☐ Do not use propane-powered equipment indoors when the building is occupied.
- ☐ Provide the maximum air circulation and exchange possible when using propane-powered equipment indoors.

3.5 Waste Handling and Recycling

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following activities (select all that apply)?

- ☐ waste and recycling storage
- ☐ waste and recycling collection
- ☐ compost collection

3.5.1 Trash and Recycling Storage

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Dispose of trash outside, in covered containers, away from the immediate exterior of the building.
- ☐ Store all recyclable waste items in separate recycling containers.

3.5.2 Trash, Recycling, and Compost Collection

3.5.2.1 Trash Collection

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Ensure that the trash stations are marked clearly, and use uniform color and signage to distinguish trash bins from recycling containers.
- ☐ Label bins with both text and images to ensure that occupants know what items are allowed.
- ☐ Remove trash and replace liners daily if possible, or when liners are ripped or soiled from wet trash or food.
- ☐ Dispose of all trash before weekends and holidays.
- ☐ Ensure that personnel have tools (e.g., reachers) that allow for safe and ergonomic work.

3.5.2.2 Recycling Collection

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Ensure that the recycling stations are marked clearly, and use uniform color and signage to distinguish recycling bins from trash containers.
- ☐ Label recycle bins with both text and images to ensure that occupants know what materials can be recycled.
- ☐ Use restrictive openings to control what can be placed inside.
- ☐ Inspect recycling areas daily, including collection bins, and clean them if needed.
- ☐ Remove recyclable food and beverage containers from the building before weekends and holidays.
- ☐ Determine, together with facility management, procedures for rinsing and separating recyclables,
- ☐ Determine, together with facility management, locations and procedures for collecting recyclables, and
- ☐ Determine, together with facility management, how to make recycling stations convenient to access.
- ☐ Periodically review the status of the recycling program, including effectiveness and problems with the separation or collection of recyclables.

3.5.2.3 Compost Collection

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Ensure that compost stations are marked clearly, and use uniform color and signage to distinguish composting bins from trash and recycling containers.
- ☐ Label compost bins with both text and images to ensure that occupants know what materials can be composted.
- ☐ Use restrictive openings to control what can be placed inside.
- ☐ Empty food compost containers daily, or as needed.
- ☐ Empty paper towel compost once a week.

3.5.3 Communication

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ Display easy-to-understand instructional signage at all waste collection stations.
- ☐ Provide education and outreach to the community to engage people in waste diversion action.

3.6 Material Handling and Storage

3.6.1 Proper Material Handling and Storage Practices

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

- ☐ appropriate ventilation, security, safety, and management of each storage area for cleaning products,
- ☐ labeling of hand-held spray bottles and stored chemicals,
- ☐ protocols for wearing proper PPE, per product SDS, when handling chemicals,
- ☐ the inventory in the storage area,
- ☐ easily understood directions, in the preferred languages of cleaning staff, for dilution of cleaning products, proper rinsing of containers,
- ☐ easily understood directions, in the preferred languages of cleaning staff, for appropriate disposal of leftover products and containers
- ☐ location of product Safety Data Sheets.

3.6.2 Chemical Use Policy

Does the institution implement a first-in, first-out chemical usage policy in all buildings across the institution?

- ☐ Yes
- ☐ No, not consistently in all buildings within the institution
- ☐ No, the institution does not use a first-in, first-out chemical usage policy
- ☐ Unsure

If there is a first-in, first-out chemical usage policy, which of the following areas are covered (select all that apply)?

- ☐ chemicals approved for purchase
- ☐ procedures for labeling, dating, and inspecting materials when they are received
- ☐ recordkeeping for date of receipt
- ☐ use of old stock of chemicals first
- ☐ labeling of chemicals with a "date opened" sticker to track first use
- ☐ inventorying of materials
- ☐ disposal procedures for expired chemicals and damaged product containers

3.6.3 Spill Kits

Does the institution have a spill kit for any enclosed room where chemicals are stored?

- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No, spill kits are not used
- ☐ Unsure

Do spill kits contain any of the following materials? (select all that apply)
- ☐ rags to wipe up small spills
- ☐ container to hold spill debris
- ☐ granular absorbent, absorbent pads, and broom
- ☐ plastic dustpan and broom for sweeping up granular absorbent (for flammable materials, choose a spark-free dustpan)
- ☐ labels (e.g., hazardous waste stickers) to mark containers of spill debris
- ☐ forceps, tongs, or other tools to pick up contaminated debris or broken glass
- ☐ written chemical spill kit procedures and instructions, in the preferred languages of the staff
- ☐ basic first-aid kit
- ☐ calcium gluconate gel (2.5%) for skin contact with hydrofluoric acid
- ☐ isopropanol, polyethylene glycol 300, or polyethylene glycol 400 for skin contact with chloroform or phenol

3.6.4 Dilution Control

Does the institution have standard operating procedures for dilution control?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No, the institution does not use dilution control systems
- ☐ Unsure

Are any of the following requirements included within the Standard Operating Procedures for dilution control (select all that apply)?
- ☐ process for diluting cleaning product concentrates using a dilution control system that limits workers' exposure, and
- ☐ process and frequency for periodic checks of the system, via test strips, calibration of the dilution system, or other quantitative check.

3.6.5 Closed Dilution Control System

Does the institution have standard operating procedures for using closed dilution control for products with high toxicity when concentrated?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No, the institution does not used closed dilution control systems
- ☐ Unsure

Are any of the following requirements included within the Standard Operating Procedures for closed dilution control (select all that apply)?
- ☐ list of products with a high concentrated toxicity,
- ☐ process for safely using closed dilution control systems, and
- ☐ locations of closed dilution control systems.

3.7 Powered Equipment Maintenance

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following activities (select all that apply)?

☐ general powered equipment maintenance
☐ vacuum cleaner maintenance

3.7.1 General Powered Equipment Maintenance

3.7.1.1 Standard Operating Procedures.
Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

☐ Ensure that the equipment functions properly or is tagged out of service.
☐ Use equipment for its full service life.
☐ Use a maintenance log to record cleaning and repairs.
☐ Ensure that the equipment is cleaned of used products (e.g., oil).
☐ Store and maintain equipment properly, per manufacturer's recommendations.
☐
☐ Maintain a list of recommended service life for powered equipment and develop a plan for the phase-out of equipment.

3.7.1.2 Battery Maintenance Schedule
Has the institution established a battery maintenance schedule?

☐ Yes, the institution implements a powered equipment battery maintenance schedule consistently across the institution
☐ No, the institution does not consistently implement a powered equipment battery maintenance schedule across the institution
☐ No, the institution does not have a powered equipment battery maintenance schedule
☐ Unsure

3.7.2 Vacuum Cleaner Maintenance

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

☐ Equip vacuum cleaners with the proper filter or bag, and change or clean filters per manufacturer's recommendations.
☐ Limit workers' exposure to dust and particulate matter when cleaning and replacing bags and filters, as applicable.

3.8 Integrated Pest Management

Has the institution created and implemented an Integrated Pest Management Plan?

☐ Yes, an Integrated Pest Management Plan is implemented consistently across the institution

☐ No, an Integrated Pest Management Plan is not implemented consistently across the institution

☐ No, the institution has not created or implemented an Integrated Pest Management Plan

☐ Unsure

Does the IPM Plan establish IPM tactics, (e.g., design and maintenance tactics, physical and mechanical tactics, biological tactics, lower risk chemical applications, and most risky chemical applications), for all common pests in the institution's locality?

☐ Yes
☐ No
☐ Unsure

Has the institution determined action thresholds for shifting from preventative pest management measures to active eradication of pests through low- and higher-risk chemical application? ?

☐ Yes
☐ No
☐ Unsure

Has the institution created a communications strategy that maps information flows implemented as part of the IPM program. Include the following:

● Process for how pest problems specific to each building will be reported.
● How various building occupants can report the presence of a pest.
● The personnel responsible for responding to sanitation and building repair problems reported through inspections and occupant reporting?

☐ Yes
☐ No
☐ Unsure

Has the institution created and implemented a monitoring schedule to look for pests and identify areas where pests may be prone to appear (e.g., wall cracks, leaky areas, poorly cleaned spaces)?

☐ Yes
☐ No
☐ Unsure

Does the institution maintain records of non-pesticide actions taken in buildings and evaluate results to determine additional modifications to facility operations that support limiting the presence of pests?

☐ Yes
☐ No
☐ Unsure

When pesticide application is necessary, does the institution implement all of the following requirements in the Standard Operating Procedures for pesticide application:

- Use pesticides in accordance with their EPA-approved label directions, including that it is labeled for the intended site.
- Applicators must don personal protective equipment during applications.
- All labels and Safety Data Sheets (SDS) for the pesticide products authorized for use in the IPM program must be maintained on file and made available to building occupants or other stakeholders upon request.
- All pesticide applicators must be properly licensed.
- Provide adequate notification to building occupants and parents of K-12 students consistent with state and local ordinances, or at least 72 hours prior to application (whichever is more stringent).
- Post warning signs at least 72 hours prior to application and do not remove them for at least 48 hours after application.
- Follow reentry period guidelines on product labels before cleaning and maintenance personnel, students, and staff return to the building?

☐ Yes
☐ No
☐ Unsure

Section 4: Building Systems Operations and Maintenance

4.1 Heating, Ventilation, and Air Conditioning (HVAC) Systems

4.1.1 Standard Operating Procedures

Does the institution include any of the following requirements in its Standard Operating Procedures (select all that apply)?

☐ Establish and implement an HVAC issue response plan that addresses issues based on scope, urgency, and consequences for the safety and health of occupants

☐ Create and implement an equipment replacement plan based on the expected lifetime of the equipment

At least quarterly, inspect HVAC systems' outdoor air intakes, including obstructions, pollutant sources, and airflow?

☐ Yes

☐ No, not consistently across the institution

☐ No

☐ Unsure

At least quarterly, inspect HVAC systems' cleanliness, including air filters, drain pans, coils, air handling units, unit ventilators, and mechanical rooms?

☐ Yes

☐ No, not consistently across the institution

☐ No

☐ Unsure

At least quarterly, inspect HVAC systems' outdoor air supplies, including controls information, clocks, timers, and switches, control components, and outdoor air dampers, freeze stats, mixed-air thermostats, economizers, and fans?

☐ Yes

☐ No, not consistently across the institution

☐ No

☐ Unsure

At least quarterly, inspect HVAC systems' air distribution, including supply and return air pathways and pressurization in buildings?

☐ Yes
☐ No, not consistently across the institution
☐ No
☐ Unsure

At least quarterly, inspect HVAC systems' exhaust systems, and including exhaust fan operation, exhaust airflow, and exhaust ductwork?

☐ Yes
☐ No, not consistently across the institution
☐ No
☐ Unsure

At least quarterly, inspect HVAC systems' quantity of outdoor air, including outdoor air measurements and calculations, and acceptable levels of outdoor air quantities?

☐ Yes
☐ No, not consistently across the institution
☐ No
☐ Unsure

4.1.2 Assessing Ventilation

4.1.2.1 Document Current HVAC System Performance

For all buildings within the scope of the institution, has the institution assessed each system and determined whether the existing performance of the system meets the outdoor air intake flow rates and minimum requirements of ANSI/ASHRAE Standard 62.1-2019 Ventilation for Acceptable Indoor Air Quality (or the version applicable to the institution's location), for all relevant occupancy categories addressed within ASHRAE 62.1?

☐ Yes
☐ No, not for all buildings / systems within the scope of the institution
☐ No
☐ Unsure

4.1.2.2 Explore HVAC System Modifications

Has the institution had a qualified engineer provide the institution with an assessment of the following for all HVAC systems within the scope of the institution:

- The extent to which the current mechanical system in each building can operate without recirculating air
- How and if any of the potential HVAC system modifications would affect the following:
    - Energy consumption.
    - The ability to manage thermal comfort conditions (e.g., higher ventilation leading to draft, recirculation elimination straining conditioning capacity).
    - Maintenance processes.
- The highest supply rate of outdoor air the current mechanical system can provide.
- Potential modifications to system controls to increase supply of outdoor air (e.g., ventilating for longer hours, changing the setpoint for demand-controlled ventilation systems).

☐ Yes
☐ No, not for all buildings / systems within the scope of the institution
☐ No
☐ Unsure

4.1.2.3 Implement HVAC System Modifications

Does the institution modify or maintain each outdoor air intake, supply air fan, and ventilation distribution system to meet the outdoor air intake flow rates and minimum requirements of ASHRAE Standard 62.1 applicable to the institution's location?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No, the institution does not refer to ASHRAE Standard 62.1 for its outdoor air intake flow rates
☐ Unsure

Where the existing HVAC system alone cannot achieve adequate ventilation and air exchange for the occupancy level because of physical constraints of the existing ventilation system, does the institution provide the highest supply rate of outdoor air the current mechanical system can provide to supply the minimum setpoint, and not less than 10 cubic feet per minute of outdoor air per person?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

If necessary to achieve adequate ventilation and air exchange for the occupancy level, does the institution provide supplemental air-cleaning systems (e.g., standalone HEPA filtration units) for all classrooms and other areas of assembly?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

4.1.3 Air Filters

Does the institution use air filters labeled for minimum MERV-13 in all HVAC systems across the institution?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

4.1.4 Computerized Maintenance Management Systems

Does the institution use a computerized maintenance management system (CMMS) for maintenance operations across the institution?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No, the institution does not use any computerized maintenance management systems
☐ Unsure

4.2 Water and Plumbing Systems

Has the institution created standard operating procedures, to be implemented in all buildings, that cover the following activities (select all that apply)?

☐ new plumbing installations
☐ potable water testing
☐ water quality emergencies
☐ backflow and drainage maintenance
☐ cooling towers
☐ dormant buildings

4.2.1 New Plumbing Installations

Has the institution established a written maintenance plan that includes any of the following requirements (select all that apply)?

☐ Ensure that any new plumbing is compliant with the Safe Drinking Water Act (NSF/ANSI 61 Annex G).
☐ Ensure that any solder used for plumbing providing drinking water is of 95/5 composition.

4.2.2 Potable Water Testing

Has the institution established a potable water testing protocol that follows the U.S. EPA's 3Ts for Reducing Lead in Drinking Water Toolkit?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

4.2.3 Water Quality Emergencies

Has the institution created and documented an action plan for emergency water quality problems?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

4.2.4 Backflow and Drainage Maintenance

Has the institution established a maintenance protocol for backflow preventers, floor drains and air gaps?

☐ Yes
☐ No, not consistently for all buildings within the institution
☐ No
☐ Unsure

4.2.5 Cooling Towers

Has the institution established a water treatment protocol for cooling towers?

☐ Yes
☐ No, not consistently in all areas across the institution
☐ No
☐ Unsure

4.2.6 Dormant Buildings

Has the institution established a plan for short-term (weeks) and long-term (months) shutdowns of buildings, including processes for reduced HVAC system use, periodic monitoring, and maintaining appropriate humidity levels??

☐ Yes
☐ No
☐ Unsure

Has the institution established processes compliant with guidelines from the Center for Disease Control and Prevention's "Reopening Buildings After Prolonged Shutdown or Reduced Operation" that covers assessing for Legionella (the cause of Legionnaires Disease), Mold, and Lead and copper contamination?

☐ Yes
☐ No
☐ Unsure

4.3 Sidewalk, Pavement, and Grounds Maintenance

4.3.1 Site Management Plan

Has the district created and implemented a Site Management Plan?
☐ Yes
☐ No, not consistently for all buildings and sites across the institution
☐ No
☐ Unsure

Which of the following areas does the Site Management Plan cover (select all that apply)?
☐ Goals/Performance Measurement
☐ Roles and Responsibilities
☐ Maintenance Equipment
☐ Snow and Ice Removal
☐ Erosion and Sedimentation Control
☐ Addition of Organic Matter Mulch to Planting Areas
☐ Invasive and Toxic Species Management
☐ Fertilizer Usage
☐ Herbicide, Pesticide, And Fungicide Usage And Integrated Pest Management Plan
☐ Irrigation Using Automatic Controlled Systems
☐ Irrigation Management
☐ Storage of Materials and Equipment
☐ Performance Measurement and Schedule for Reassessment
☐ Quality Assurance/Quality Control Processes

Do all site management workers adhere to relevant personnel licensing requirements?
☐ Yes
☐ No
☐ Unsure

4.3.2 Hardscape and Pavement Maintenance

Does the institution include any of the following requirements in the Site Management Plan (select all that apply)?
☐ At least monthly, monitor the condition of entryways, sidewalks, parking areas, and roadways and inspect for damage and disrepair.
☐ As needed, replace cracked and sunken surfaces and fill potholes to reduce the potential for injuries.

Section 5: Ongoing Monitoring, Evaluation, and Training

5.1 Indoor Air Quality Planning, Monitoring, and Reporting

5.1.1 Action Planning to Address IAQ Issues

5.1.1.1 Mold, Moisture, and Humidity Control
Has the institution created and implemented an action plan for addressing mold and mildew consistent with the U.S. EPA's Tools for Schools Appendix H, Mold and Moisture?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

Does the institution monitor relative humidity to maintain industry-accepted standards as described in the U.S. EPA Tools for Schools Program?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

5.1.1.2 Contaminant Reduction
Has the institution created and implemented an action plan for reducing radon, VOCs, formaldehyde, $PM_{2.5}$ and/or PM_{10}, ozone, and other elements that affect IAQ, such as bus diesel exhaust, sewer gas, and natural gas venting?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

5.1.1.3 Asbestos Management
Has the institution developed and implemented an Asbestos Hazard Emergency Response Act (AHERA) management plan for asbestos remediation?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

5.1.3.4 Emergency IAQ Issues
Has the institution created a written action plan for emergency air quality problems?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

5.1.2 Indoor Air Quality Monitoring

5.1.2.1 Carbon Dioxide Monitoring

K-12 School Districts
Has the district monitored levels of CO_2 during times of regular occupancy, by conducting testing at least once per calendar quarter while school is in session in the following building locations:
- Cafeteria,
- Gym,
- Library, and
- Two classrooms?

- ☐ Yes, in at least 3 buildings
- ☐ Yes, in at least 25 percent of buildings
- ☐ Yes, in at least 50 percent of buildings
- ☐ Yes, in 100 percent of buildings
- ☐ No
- ☐ Unsure

Higher Education Institutions
Has the institution monitored CO_2 for specified building spaces during times of regular occupancy, by conducting testing at least once per quarter?
- ☐ Yes, in at least 3 buildings
- ☐ Yes, in at least 25 percent of buildings
- ☐ Yes, in at least 50 percent of buildings
- ☐ Yes, in 100 percent of buildings
- ☐ No
- ☐ Unsure

Has the institution created and implemented an action plan for when CO_2 levels exceed 900 ppm?
- ☐ Yes
- ☐ No
- ☐ Unsure

Does the institution document all instances of CO_2 levels in excess of 900 ppm during occupancy identified through monitoring?
- ☐ Yes
- ☐ No
- ☐ Unsure

Does the institution provide a summary of the remediation activities taken to relevant district stakeholders?

☐ Yes
☐ No
☐ Unsure

5.1.2.2 Ongoing Monitoring for Contaminants

Has the institution established and implemented a plan to monitor indoor air quality, including monitoring frequency, contaminants to be monitored, acceptable levels, and building spaces tested?

☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

Which of the following contaminants are monitored?

☐ carbon dioxide (CO_2)
☐ mold
☐ mildew
☐ total volatile organic compounds (vocs) and formaldehyde
☐ radon
☐ particulate matter ($pm_{2.5}$ and/or pm_{10}),
☐ ozone
☐ other elements that affect indoor air quality, such as bus diesel exhaust, sewer gas, and natural gas venting.

Has the institution conducted air quality testing within each building across the institution at least once?

☐ Yes
☐ No
☐ Unsure

5.1.2.3 Building Occupant Engagement

Does the institution interview building occupants in schools with frequent IAQ issues to help identify problem areas, including the school nurse and other staff members who regularly engage with students and staff to identify any trends in health complaints;

OR

have an ongoing communications channel for all building occupants across the institution to identify indoor air quality issues, problem areas, and health complaints that may be related to indoor air quality?

☐ Yes
☐ No, not utilized by all buildings across the institution
☐ No
☐ Unsure

5.1.3 Reporting on IAQ Issues

For Higher Education institutions
At least annually, does the institution report to building communities on any of the following topics (select all that apply)?

☐ all IAQ issues found in each building through contaminant testing or reported by a
building occupant,

☐ the scope and scale of the issues,

☐ remediation activities planned, underway, or completed?

For K-12 Institutions
At least annually, does the institution report to building communities on any of the following topics (select all that apply)?

☐ all IAQ issues found in each building through contaminant testing or reported by a
building occupant,

☐ the scope and scale of the issues,

☐ remediation activities planned, underway, or completed

☐ the distribution of IAQ issues by school demographics,

☐ areas of disproportionate IAQ effect by school demographics, and

☐ any other relevant trends indicated by the data.

5.2 Performance Measurement, Metrics and Data Tracking

Have the size and age of facilities been documented across the institution?
☐ Yes
☐ Partially
☐ No
☐ Unsure

Does the institution track the number of work orders written against building inventory?
☐ Yes
☐ No, not consistently in all buildings across the institution
☐ No
☐ Unsure

Does the district monitor work orders to ensure that all schools receive timely and equitable attention to maintenance and operations matters?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

Does the institution review, identify, and plan for improvements using data and trends identified through the IAQ and building system monitoring?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

5.3 Staffing Formulas

Does the institution use staffing formulas when making staffing decisions?
- ☐ Yes
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

Do the formulas should consider any of the following criteria for staffing?
- ☐ building size
- ☐ occupant load
- ☐ space usage
- ☐ unique needs of student populations

5.4 Ongoing Training

5.4.1. Annual Training

Does the institution provide cleaning personnel who have been on staff at least one year 12 or more hours of annual training, delivered through in-service, continuing education, or professional development, to maintain knowledge of correct procedures for safety, cleaning products, equipment, techniques, and relevant environmental standards?
- ☐ Yes, 12 hours or more
- ☐ Yes, 24 hours or more
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

Does the institution maintain records for each personnel?
- ☐ Yes
- ☐ No, not consistently across the institution
- ☐ No
- ☐ Unsure

Do the records include the following information (select all that apply):
- ☐ topics addressed in the training,
- ☐ general outline of information covered,
- ☐ name and qualifications of the trainer,
- ☐ dates and duration of the training, and
- ☐ requests for training accommodations (e.g., materials in a non-English language, transcripts from presentations or recordings) and the accommodations provided.
- ☐ unsure

5.4.2 Cross-Departmental Training

Does the institution provide instructors, nurses, food service staff, maintenance and ground staff, transportation personnel, and other relevant school personnel training on their roles and responsibilities in supporting the plan, promoting health and safety, and minimizing the spread of infectious disease?
- ☐ Yes
- ☐ No, not for all the stakeholder groups listed
- ☐ No, not consistently in all buildings across the institution
- ☐ No
- ☐ Unsure

Does the institution maintain records for each personnel?
- ☐ Yes
- ☐ No, not consistently across the institution
- ☐ No
- ☐ Unsure

Do the records include the following information (select all that apply):
- ☐ topics addressed in the training,
- ☐ general outline of information covered,
- ☐ name and qualifications of the trainer,
- ☐ dates and duration of the training, and
- ☐ requests for training accommodations (e.g., materials in a non-English language, transcripts from presentations or recordings) and the accommodations provided.
- ☐ unsure

5.4.3 Procurement Training

Does the institution provide procurement staff training on selecting environmentally preferable cleaning products, materials, and equipment; understanding third-party product certifications; and soliciting cleaning personnel's assessment of the cleaning products?

- ☐ Yes
- ☐ No, not for all the topics listed
- ☐ No, not consistently for all procurement staff
- ☐ No
- ☐ Unsure

Does the institution maintain records for each personnel?

- ☐ Yes
- ☐ No, not consistently across the institution
- ☐ No
- ☐ Unsure

Do the records include the following information (select all that apply):

- ☐ topics addressed in the training,
- ☐ general outline of information covered,
- ☐ name and qualifications of the trainer,
- ☐ dates and duration of the training, and
- ☐ requests for training accommodations (e.g., materials in a non-English language, transcripts from presentations or recordings) and the accommodations provided.
- ☐ unsure