HEALTHY GREEN SCHOOLS & COLLEGES

A HEALTHY SCHOOLS CAMPAIGN & GREEN SEAL PARTNERSHIP

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

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Introduction

The COVID-19 pandemic has made creating healthy school environments an urgent national priority and brought to light the serious underinvestment in school facilities nationwide. However, even before the pandemic, nearly half of U.S. schools reported indoor air quality problems that put the health of students and staff at risk.

Unhealthy indoor air, inadequate ventilation, and chemical exposure from cleaning and maintenance routines continue to present systemic challenges in school districts. On top of health concerns, these issues are linked to poor concentration and test performance in students, adding preventable barriers to achievement.

School facility management professionals are vital stewards of school environments, making daily decisions that affect the health, safety, and sustainability of places where students spend more than 1,000 hours a year. Although they are experts at managing costs, these professionals often lack proper funding and resources for the essential work of caring for students and staff.

In 2022, Healthy Schools Campaign (HSC) and Green Seal drafted the first national standard for healthy and sustainable school facilities at the district level, prioritizing measures that make a significant difference in indoor air quality without major capital investments. Updates to this standard were published in March 2025. Any institutions certified after March 12, 2025 must be certified under the requirements under v1.1 of the HGSC Standard.

Terms that have meanings specific to this standard are *italicized*; they are defined in Appendix 1, Glossary.

Scope and Eligibility

The Healthy Green Schools & Colleges Standard establishes criteria for K–12 school districts and higher education institutions.

K–12 educational institutions eligible for certification are defined as follows:

- a traditional public K–12 school district in its entirety, including all school buildings and students served by that district under a board of education (or equivalent governing body), or
- charter schools, with all schools under the decision-making and budget authority of the governing body included in the certification process, or
- private schools, with all schools under the decision-making and budget authority of the governing body included in the certification process.

Higher education institutions eligible for certification are defined as follows:

- a college or university in its entirety, including all departments, business units, buildings, and students, or
- a campus of physically contiguous grounds, or
- an independent operating unit within the higher education institution that has budget, planning, and decision-making authority (e.g., dining services, residence services, etc.).

Certification Tiers

This standard has three levels of certification recognition for an institution: Bronze, Silver, and Gold. Institutions must meet all required criteria in the standard and can achieve their target level of certification by pursuing any combination of optional criteria to meet the certification tiers. Required criteria are designated as such in their titles.

Points for Levels of Certification

Level	Points
Bronze	60–74
Silver	75–84
Gold	85+

Section 1: Getting Started

1.1 Define a Performance Period (Required)

Establish a *performance period* for each required and optional criterion pursued in the HGSC standard.

For each criterion, the minimum *performance period* must be no less than three months and the maximum must be no more than 12 months. All *performance periods* must begin and conclude within a 12 month period.

1.2 Determine a Representative Sample (Required)

For K–12 Institutions
Determine an *equity*-based representative sample of schools to document compliance with the criteria in the Healthy Green Schools & Colleges Standard by following the process outlined in Appendix 2, Equity-Based Representative Sample.

Use the table below to detemine the minimum number of *operable buildings* to include in the representative sample. For K-12 institutions, only school buildings count toward the size of the institution.

Total Number of *Operable Buildings* within the Institution	Minimum Representative Sample Size
1 - 10	All buildings
11 - 50	10 buildings
50 - 100	15 buildings
101 - 150	20 buildings
150 or more	25 buildings or 5 percent of buildings, whichever is higher

For Higher Education Institutions
Determine a representative sample of campus buildings within the scope of the institution to document compliance with the criteria in the Healthy Green Schools & Colleges Standard by completing the following steps:

1. List the buildings where students are regular occupants, by type (dormitory, lecture hall, dining hall, gymnasium, etc.) within the scope of the institution.
2. Calculate the percentage of each building type within the institution.

The representative sample must include at least one *operable building* from each building type within the institution, with a distribution similar to the percentage of building types within the institution.

Use the table below to detemine the minimum number of buildings to include in the representative sample.

Total Number of *Operable Buildings* within the Institution	Minimum Representative Sample Size
1 - 10	All buildings
11 - 50	10 buildings
50 - 100	15 buildings
101 - 150	20 buildings
150 or more	25 buildings or 5 percent of buildings, whichever is higher

1.3 Scope of Services (Required)

Create a written, departmental-level Scope of Services document outlines the services provided by the Facitity Operations and Maintenance Department, detailing specific tasks, frequency, quality standards, and full-time equivalent (FTE) personnel required to deliver services at the described level.

Review the Scope of Services at least every 5 years.

1.4 Onboarding Training for Cleaning Personnel (Required)

1.4.1 Training Content

Within one year of hiring, provide cleaning personnel 12 or more hours of training that covers, at minimum, the following topics:

- 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 building and across the institution.

1.4.2 Records Maintenance

Maintain records for each staff member of all onboarding training, including the following:

- 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.

Retain the records for all training for the duration of each staff member's employment, and for one year after departure.

1.4.3 Skills Testing

Within one month of the conclusion of onboarding training, use a simple pass-fail test or hands-on check with equipment to ensure that cleaning personnel understand the training and are implementing the skills taught. Maintain a record of skills testing alongside training records.

1.4.4 Training Materials Review

At least once every two years, conduct an evaluation of materials to check for relevance and appropriateness. Update materials as needed.

1.5 Communications (Required)

1.5.1 Management

Establish an ongoing communications channel for facilities and maintenance staff to make comments regarding, at minimum, the following topics:

- building and system maintenance issues,
- presence of pests,
- interference with cleaning or recycling operations, and
- efficacy and safety issues with cleaning products, maintenance equipment, or policies and procedures.

Provide standard operating procedures for this communications channel to be implemented in all buildings.

1.5.2 Faculty, Staff, and Students (Building Occupants)

Make the Facilities Operations and Maintenance Standard Operating Procedures available to faculty, staff, and students upon request. Document the process for building occupants to be able to request access to these materials.

1.5.3 Vulnerable Populations

Provide an ongoing opportunity for building occupants to identify themselves as members of a *vulnerable population*. For each building in the institution, document situations where maintenance and cleaning operations could adversely affect vulnerable building occupants.

Ensure that communications regarding maintenance and cleaning operations that could have adverse effects on *vulnerable populations* are delivered to all building occupants. Communicate no less than 24 hours in advance about a cleaning operation that could adversely affect a *vulnerable population*. Assess and document trends in *equity* in terms of timeliness and completeness for communications in buildings across the institution, using an *equity*-based representative sample.

Section 2: Procurement of Facility Operations and Maintenance Products

Purchase *environmentally preferable products*, as described in Sections 2.1–2.3. Products must be purchased during the *performance period* to contribute toward meeting the criteria.

Where federal, state, local, or tribal regulations also apply, comply with the most stringent requirement.

2.1 Consumable Goods (8 points)

At the institution level, purchase environmentally preferable consumable goods during the *performance period*. Points are awarded according to the following table.

Points for Green Consumable Goods

Percentage of Purchases (by Cost)	Points
25	Required for all projects
50	2
70	4
85+	8

Consumable goods include the following categories:

- general-purpose cleaning products,
- *sanitizing* and *disinfecting* products,
- specialty cleaning products,
- hand soaps and alcohol-based hand *sanitizers*,
- laundry care products,
- sanitary paper products,
- printing and writing paper,
- disposable menstrual products,
- trash, recycling, and composting can liners,
- paints, coatings, stains, and sealers, and
- ice melt and snow and ice removal products.

For all categories, purchase products that meet the criteria listed in the following table.

Environmentally Preferable Purchasing Criteria for Consumable Goods

Product Category	Criterion
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)	• 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	• Green Seal • UL Ecologo
Alcohol-based hand sanitizing products	• Green Seal • UL Ecologo
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

2.1.1 Sanitizing and Disinfecting Products

Purchase *sanitizers* and *disinfectants*, including antimicrobial mold and mildew cleaners, that meet the following requirements.

2.1.1.1 Certified Disinfectants

Products are certified to Green Seal or 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, and/or
- additional antimicrobial active ingredients approved by U.S. Environmental Protection Agency (EPA) for the Design for the Environment for Pesticides program.

**The combination of hydrogen peroxide and peroxyacetic acid is a designated asthmagen, so avoid products that contain both.

OR

2.1.1.2 Alternative Allowable Active Ingredients

Products or product additives contain only the following active ingredients:

- hypochlorous acid (sold off the shelf or device-generated on-site), or
- aqueous ozone (device-generated on-site).

AND

2.1.1.3 Prohibited Active Ingredients

No products shall contain any of the following active 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.

2.2 Durable Goods (4 points)

At the institution level, purchase *environmentally preferable* durable goods during the *performance period*. Points are awarded according to the following table.

Points for Green Durable Goods

Percentage of Purchases (by Cost)	Points
25	Required for all projects
50	2
70	3
85+	4

Durable goods include the following categories:

- receptacles and dispensers,
- water softeners for drinking fountains,
- on-site electricity generators,
- hand dryers and paper towel dispensers,
- floor cleaning tools and accessories,
- cleaning cloths,
- tools,
- filters, and
- stand-alone air filtration units.

For all categories, purchase products that are certified to Green Seal (when available) or meet the criteria listed in the following table.

Environmentally Preferable Purchasing Criteria for Durable Goods

Product	Criterion
Receptacles and dispensers, including ● restroom menstrual product receptacles ● paper product dispensers	Select touch-free systems that comply with Americans with Disabilities Act (ADA)
Drinking fountain water softerners 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-cleaning tools and accessories, including ● mops ● floor pads ● brushes	Select products certified to Green Seal or other approved program or products made from reusable microfiber
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 multifiltration 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.

2.3 Powered Equipment (4 points)

At the institution level, purchase *environmentally preferable* powered equipment during the *performance period*. Points are awarded according to the following table.

Points for Green Powered Equipment

Percentage of Purchases (by Cost)	Points
25	Required for all projects
50	2
70	3
85+	4

Powered equipment includes the following categories:

- vacuum cleaners,
- carpet extraction equipment,
- electric-powered floor maintenance equipment,
- propane-powered floor maintenance equipment, and
- outdoor groundskeeping equipment.

For all categories, purchase products that meet the criteria listed in the following table.

Environmentally Preferable Purchasing Criteria for Powered Equipment

Product	Criterion
Vacuum cleaners	Select equipment certified to Carpet and Rug Institute Seal of Approval/Green Label vacuum program and that operates 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 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.

Section 3: Facilities Operations and Maintenance

3.1 Facility Cleaning (8 points)

Create standard operating procedures, to be implemented in all space types, that cover the following activities:

- cleaning by hand (Section 3.1.1),
- *sanitizing* (Section 3.1.2),
- *disinfecting* (Section 3.1.3), and
- cleaning with powered equipment (Section 3.1.4).

Where federal, state, local, or tribal regulations also apply, comply with the most stringent requirement.

3.1.1 Cleaning by Hand (2 points)

Include the following requirements in the standard operating procedures for cleaning all space types:

- Require all employees to wear proper personal protective equipment (PPE) when cleaning by hand, unless the cleaning product's safety data sheet (SDS) 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 (2 points)

Include the following requirements in the standard operating procedures:

- 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 (2 points)

Include the following requirements in the standard operating procedures:

- 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, and instances where more frequent disinfection is required.
- Provide instructions for how personnel are required to verify daily *disinfection* of *high-touch surfaces*.
- Use only approved *disinfectants*, in compliance with the district's procurement policy. Provide justification for any use of a noncompliant product.

For the personnel implementing each task, provide instructions in their preferred languages.

3.1.4 Cleaning with Powered Equipment (2 points)

Include the following requirements in the standard operating procedures:

- 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 (12 points)

Create standard operating procedures, to be implemented in all buildings, that cover the following space types:

- food service, dining areas, and break rooms (Section 3.2.1),
- restrooms (Section 3.2.2),
- laundry (Section 3.2.3),
- entryways (Section 3.2.4),
- laboratories (Section 3.2.5), and
- ATP monitoring (Section 3.2.6).

3.2.1 Food Service, Dining Areas, and Breakrooms (1 point)

Include the following requirements in the standard operating procedures:

- Clean and *sanitize* surfaces in food preparation and consumption areas, areas touched by hands, and containers used for food waste at least daily, and more frequently as needed.
- Empty waste containers once per day and when full.

3.2.2 Restrooms (2 points)

3.2.2.1 Supply Labeling and Cleaning Procedures (1 point)

Include the following requirements in the standard operating procedures:

- List the equipment and cleaning supplies that must be used to comply with this standard and each building's restroom needs.
- Clearly label the cleaning cloths and tools used for restroom cleaning (e.g., with a permanent marker or by color) 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. Note: *A separate shelf within a storage closet is sufficient for the purposes of "separately." Provide photos of one storage closet per building from a representative sample of schools to demonstrate compliance.*
- 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 or high occupancy.
- 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 (1 point)
Provide the Standard Operating Procedures that descibe the process to maintain drain traps in restrooms across the institution, including specific instructions for regular use and less used drain traps. During the performance period, provide a log of which drain traps received regular use maintenance, and which received less used maintenance.

3.2.3 Laundry (2 points)
Points may be earned by pursuing Sections 3.2.3.1 and/or 3.2.3.2, or by pursuing Section 3.2.3.3.

3.2.3.1 Laundry Handling (1 point)
Include the following requirements in the standard operating procedures:
- 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.

3.2.3.2 Detergent Dispensing (1 point)
Comply with the following detergent-dispensing strategies for all laundry care areas within the scope of the institution:
- Use an automated detergent-dispensing system.

AND/OR
- Use premeasured laundry soap pods.

3.2.3.3 Certified Laundry Care Service
Use contracted Laundry Care Services that have received Hohenstein Hygenicially Clean Certification. Provide a contract or other such document indicating the servicer location where laundry is sent for servicing and the most recent Certificate of Hygeine Control Management for the location where laundry is serviced, with validity dates that cover the entirety of the

performance period.

3.2.4 Entryways (2 points)

Use walk-off matting matting at all building entryways that do not have another system in place (e.g., built-ins).

Include the following requirements in the standard operating procedures:

- Clean outside entryways daily.

For entryways using matting:

- Include instructions to maintain matting daily, or as needed to prevent contaminants from being tracked into the building.
- Include instructions for how to evaluate matting regularly to ensure that it stays in place during periods of high foot traffic (e.g., bunching).
- Include instructions for how to rotate matting to extend its useful life (e.g., matting with minor wear and tear can be rotated to less frequently used entryways).
- Include instructions to visually inspect matting to identify worn areas or replacement needs (e.g., wear and tear, curls, etc.).
- Include instructions for who to contact and what to do if personnel identifies matting in need of replacement

For entryway systems such as built-ins:

- Describe the daily maintenance process consistent with the manufacturers instructions.
- Describe the instructions for how to visually inspect and evaluate the system regularly to ensure that the system is functioning appropriately.
- Include instructions for who to contact and what to do if personnel identifies an issue with the system that needs attention.

3.2.5 Laboratories (1 point)

Include the following requirements in the standard operating procedures:

- 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.

3.2.6 ATP Monitoring (2 points)

At least monthly and during the *performance period,* implement adenosine triphosphate (ATP) monitoring for surfaces in at least two of the following space types within the scope of the institution:

- breakrooms
- classrooms
- entryways
- food preparation areas
- food service and dining areas
- restrooms

Prioritize for testing *high-touch surfaces* in the selected space types. Record results and corrective actions that result from monitoring.

3.3 Floor Maintenance (2 points)

In the Facility Operations and Maintenance Plan, create standard operating procedures, to be implemented in all buildings, that cover the following activities:

- routine floor maintenance (Section 3.3.1), and
- periodic or restorative floor maintenance (Section 3.3.2).

3.3.1 Routine Floor Maintenance (1 point)

Include the following requirements in the standard operating procedures:

- Vacuum floors or use mops with reusable microfiber mop heads or mop heads that are certified to Green Seal or other approved program.
- Schedule daily cleaning for heavy-traffic areas (e.g., entrances, corridors, break areas, congested areas, main passageways, primary work or office areas).
- Vacuum or mop as necessary to clean light-traffic areas (e.g., conference rooms, administrative offices, auditoriums, media centers, limited-access areas, other areas or spaces with limited or periodic use).

3.3.2 Periodic or Restorative Floor Maintenance (1 point)

Include the following requirements in the standard operating procedures:

- 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 (2 points)

In the Facility Operations and Maintenance Plan, create standard operating procedures, to be implemented in all buildings, that cover the following activities:

- routine carpet maintenance (Section 3.4.1), and
- interim or *restorative carpet cleaning* (Section 3.4.2).

3.4.1 Routine Carpet Maintenance (1 point)

Include the following requirements in the standard operating procedures:

- Schedule daily vacuuming for heavy-traffic areas (e.g., entrances, corridors, break areas, congested areas, main passageways, primary work or office areas).

- Schedule periodic vacuuming for light-traffic areas (e.g., conference rooms, administrative offices, auditoriums, media centers, limited-access areas, other areas or spaces with limited or periodic use).

3.4.2 Interim or Restorative Carpet Cleaning (1 point)

Include the following requirements in the 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, Recycling, and Composting Handling (5 points)

In the Facility Operations and Maintenance Plan, create standard operating procedures, to be implemented in all buildings, that cover the following activities:

- trash and recycling storage (Section 3.5.1),
- trash, recycling, and compost collection (Section 3.5.2), and
- communication (Section 3.5.3).

3.5.1 Trash and Recycling Storage (1 point)

Include the following requirements in the standard operating procedures:

- 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 points)

3.5.2.1 Trash Collection (1 point)

Include the following requirements in the standard operating procedures:

- Ensure that the trash stations are marked clearly, using a strategy such as the following:
    - 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.
    - Another strategy that clearly marks trash stations.
- 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 (1 point)
Include the following requirements in the standard operating procedures:

- Ensure that the recycling stations are marked clearly, using a strategy such as the following:
    - 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.
    - Another strategy that clearly marks recycling stations.
- 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, the following:
    - procedures for rinsing and separating recyclables,
    - locations and procedures for collecting recyclables, and
    - making recycling stations convenient to access.
- Periodically review the status of the recycling program, including effectiveness and any problems with the separation or collection of recyclable materials.

3.5.2.3 Compost Collection (1 point)
Include the following requirements in the standard operating procedures:

- Ensure that the composting stations are marked clearly, using a strategy such as the following:
    - 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.
    - Another strategy that clearly marks composting stations.
- Empty food compost containers daily, or as needed.
- Empty paper towel compost once a week.

3.5.3 Communication (1 point)

Include the following requirements in the standard operating procedures:

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

3.6 Material Handling and Storage (5 points)

In the Facility Operations and Maintenance Plan, create standard operating procedures, to be implemented in all buildings, that cover the following activities:

- proper material handling and storage practices (Section 3.6.1),
- chemical use policy (Section 3.6.2),
- spill kits (Section 3.6.3),

- *dilution control* (Section 3.6.4), and
- closed *dilution control* system (Section 3.6.5).

3.6.1 Proper Material Handling and Storage Practices (1 point)

Include the following requirements in the standard operating procedures:

- 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 of chemicals available for use in the storage area,
- easily understood directions, in the preferred languages of cleaning staff, for dilution of cleaning products, proper rinsing of containers, and appropriate disposal of leftover products and containers, and
- location of product SDSs.

3.6.2 Chemical Use Policy (1 point)

Include a first-in, first-out chemical usage policy in the standard operating procedures. The policy should cover, at minimum, the following:

- 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, and
- disposal procedures for expired chemicals and damaged product containers.

3.6.3 Spill Kits (1 point)

Maintain a spill kit for all rooms where *hazardous materials* are stored. The kit must contain the following items to address spills:

- 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, and
- written chemical spill kit procedures and instructions, in the preferred languages of the staff.

3.6.4 Concentrates and Dilution Control (1 point)

Include the following in the standard operating procedures:

- list of cleaning functions that use product *concentrates* that require dilution by the end user,
- process for diluting cleaning product *concentrates*,
- where dilution control systems are used, the process and frequency for periodic checks of the *dilution control* system to ensure that the proper chemical ratio is produced, via test strips, calibration of the dilution system, or other quantitative check,

- where product dilution is performed manually by the end user, the process and frequency for periodic checks of dilution by personnel to ensure that the proper chemical ratio is produced, via test strips or other quantitative check.

3.6.5 Closed Dilution Control System (1 point)

For products with *high toxicity when concentrated*, include the following in the standard operating procedures:

- list of products with a *high toxicity when concentrated*,
- process for safely using *closed dilution control systems*, and
- locations of *closed dilution control systems* (if used in select spaces across the institution).

3.7 Powered Equipment Maintenance (3 points)

In the Facility Operations and Maintenance Plan, create standard operating procedures, to be implemented in all buildings, that cover the following activities:

- custodial powered equipment maintenance (Section 3.7.1), and
- vacuum cleaner maintenance (Section 3.7.2).

3.7.1 Custodial Powered Equipment Maintenance (2 points)

3.7.1.1 Standard Operating Procedures (1 point)

Include the following requirements in the standard operating procedures:

- 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 (1 point)

Establish and implement during the *performance period* a battery maintenance schedule.

3.7.2 Vacuum Cleaner Maintenance (1 point)

Include the following requirements in the standard operating procedures:

- 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 (5 points)

At the institution level, create a policy that establishes the use of integrated pest management (IPM) across the institution. Establish goals and objectives for the IPM program, designate an authority charged with overseeing the program, develop process guidelines, and determine emergency notification procedures for when a pesticide must be used.

Establish IPM measures for all common pests in the institution's locality, using the following categories:

- design and maintenance tactics,
- physical and mechanical tactics,
- biological tactics,
- low-risk chemical applications, and
- higher-risk chemical applications

Determine action thresholds for shifting from preventive pest management measures to active eradication of pests through low- and higher-risk chemical application.

Create a communications strategy as part of the IPM program. Include the following:

- process for how facility maintenance personnel and building occupants can report pest problems in each building, and
- the personnel responsible for responding to sanitation and building repair problems identified by inspections and occupants' reports.

Create and implement a monitoring schedule to look for pests and identify areas where pests may appear (e.g., wall cracks, leaky areas, poorly cleaned spaces).

Maintain records of non-pesticide actions taken and evaluate results to determine any additional actions.

In instances where the action threshold for pesticide application is reached, follow the institution's process for pesticide application. Include the following requirements in the standard operating procedures for pesticide application:

- Provide adequate notification (including warning signs) to building occupants and parents of K–12 students consistent with state and local ordinances, or at least 48 hours prior to application (whichever is more stringent),
- For instances where stinging insects are identified and need to be remediated, or pests are identified in dining and kitchen areas and dormitories, 48 hours prior notice is not required unless designated by state or local ordinance
- Do not remove warning signs for at least 48 hours after application.
- Use pesticides in accordance with their EPA-approved label directions and ensure that the product is labeled for the intended site.
- Applicators must don personal protective equipment during use.
- All labels and SDSs 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.

- Follow reentry period guidelines on product labels before cleaning and maintenance personnel, students, and staff return to the building.
- All pesticide applicators must be properly licensed.

At least every 3 years, evaluate the IPM plan and process, engaging with students (and parents of K–12 students), staff, and other building personnel across the institution to determine whether revisions are necessary.

During the *performance period*, implement the IPM program.

Section 4: Building Systems Operations and Maintenance

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

4.1.1 HVAC System Maintenance (2 points)

4.1.1.1 Standard Operating Procedures (1 point)
Create written HVAC system maintenance Standard Operating Procedures that include, at minimum, the following requirements:

At least annually, inspect all HVAC systems across the institution, covering, at minimum:

- outdoor air intakes, including obstructions, pollutant sources, and airflow,
- system cleanliness, including air filters, drain pans, coils, air handling units, unit ventilators, and mechanical rooms,
- outdoor air supplies, including controls, clocks, timers, switches, control components, outdoor air dampers, freeze stats, mixed-air thermostats, economizers, and fans,
- air distribution, including supply and return air pathways and pressurization in buildings, and
- exhaust systems, including exhaust fan operation, exhaust airflow, and exhaust ductwork.

Establish an HVAC issue response plan that prioritizes addressing corrective issues based on their scope, urgency, and consequences for the safety, health, and wellness of building occupants. Implement the response plan during the *performance period*.

During the *performance period*, provide evidence of implementing the Standard Operating Procedures, including the buildings assessed during the *performance period*, corrective actions identified and their schedule for resolution, and the maintenance schedule demonstrating when all buildings receive HVAC system maintenance per the requirements annually.

4.1.1.2 HVAC Equipment Replacement Plan (1 point)
Create an equipment replacement plan based on the expected lifetime and operational status of the equipment, and funding mechanisms available to the institution to conduct this work. Implement the replacement plan during the *performance period*.

4.1.2 Ventilation (3 points)

4.1.2.1 Outdoor Air Measurement (1 point)
At least annually, in all buildings across the institution, conduct outdoor air measurements using the following steps:

- Measure the quantity of outdoor air supplied to each ventilation unit
- Calculate the number of occupants served by the ventilation unit under consideration

- Divide outdoor air supply by the number of occupants to determine the existing quantity of outdoor air supply per person

In all occupied spaces across the institution, provide at least 10 cubic feet per minute of outdoor air per person. Correct systems providing inadequate ventilation. For systems tht cannot reach 10 cubic feet per minue of outdoor air per person, comply with Section 4.1.3.2.

During the *performance period*, provide evidence of implementing outdoor air measurement protocol, including the buildings assessed during the *performance period*, corrective actions identified and their schedule for resolution, and the schedule demonstrating when all HVAC system receive annual outdoor air measurements per the requirements.

4.1.2.2 HVAC System Modification Planning (2 points)
Develop and implement a plan to assess the following:

- the extent to which existing mechanical systems can operate without recirculating air,
- the highest supply rate of outdoor air the system can provide, and
- potential modifications to system controls to increase the supply of outdoor air (e.g., ventilating for longer hours, changing the setpoint for demand-controlled ventilation systems).

The plan must include all buildings across the institution, a timetable for completing the assessments (up to 4 years is allowable), the process for considering and implementing recommended actions, and funding mechanisms available to the institution to conduct this work.

During the *performance period*, implement the plan, documenting and justifying any deviations from the plan.

4.1.3 Air Filtration (3 points)

4.1.3.1 HVAC System Filtration (2 points)
Use air filters labeled for minimum MERV-13 in all HVAC systems that can support it. Demonstrate which systems cannot support MERV-13 and confirm that they are using the highest MERV-rated filters supported by the system.

4.1.3.2 Supplemental Air Filtration (1 point)
In all occupied spaces across the institution, provide at least 10 cubic feet per minute of outdoor air per person. If necessary to achieve adequate air exchange for the occupancy level, provide supplemental air-cleaning systems, such as stand-alone HEPA filtration units.

4.2 Water and Plumbing Systems

In the Facility Operations and Maintenance Plan, create standard operating procedures, to be implemented in all buildings, that cover the following activities:

- new plumbing installations (Section 4.2.1),
- potable water testing (Section 4.2.2),
- water quality emergencies (Section 4.2.3),

- backflow and drainage maintenance (Section 4.2.4),
- cooling towers (Section 4.2.5), and
- dormant buildings (Section 4.2.6).

4.2.1 New Plumbing Installations (Required)

Establish a written maintenance plan that includes, at minimum, the following requirements:

- 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 that provides drinking water is of 95/5 composition.

Implement the maintenance plan during the *performance period*.

4.2.2 Potable Water Testing (1 point)

Establish a potable water testing protocol that uses as a guideline the U.S. EPA 3Ts for Reducing Lead in Drinking Water Toolkit. Implement the water testing protocol in all buildings during the performance period. Provide justification for any deviations from the water testing protocol.

4.2.3 Water Quality Emergencies (1 point)

Create a written action plan for emergency water quality problems. Implement the action plan as necessary during the *performance period*. Provide justification for any deviations from the written action plan.

4.2.4 Backflow and Drainage Maintenance (1 point)

Establish a maintenance protocol for backflow preventers, floor drains, and air gaps. Implement the maintenance protocol during the *performance period*.

4.2.5 Cooling Towers (2 points)

Establish a water treatment protocol for all cooling towers. During the *performance period*, conduct a one-time water analysis of all cooling towers governed by the institution. Measure at least the following control parameters, and implement corrective actionsto address instances of exceeding the maximum allowable concentrations.

Maximum Allowable Concentrations for Cooling Tower Control Parameters

Parameter	**Maximum Concentration**
Ca (as $CaCO_3$)	1,000 ppm
Total alkalinity	1,000 ppm
SiO_2	100 ppm
Cl	250 ppm

Conductivity	2000 µS/cm

4.2.6 Temporarily Vacated Buildings (1 point)

Establish and implement a plan for short-term (weeks) and long-term (months) shutdowns of buildings. Include processes for reduced HVAC system use, periodic monitoring, and maintenance of appropriate humidity levels.

Establish processes to assess for at least the following hazards when preparing to reopen a building:

- *Legionella* (the cause of Legionnaires' disease),
- mold, and
- lead and copper contamination.

Implement the plan as necessary during the *performance period*. Provide justification for any deviations from the shutdown and reopening protocol.

4.3 Sidewalk, Pavement, and Grounds Maintenance (4 points)

4.3.1 Site Management Plan (2 points)

At the institution level, create and implement a site management plan which covers the following:

- standard operating procedures for
    - maintaining 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 ,
    - irrigation using automatic controlled systems,
    - irrigation management, and
    - storage of materials and equipment.
- frequency of services,
- roles and responsibilities, and
- quality assurance and quality control processes.

Provide documentation that all site management workers and contractors are licensed.

4.3.2 Hardscape and Pavement Maintenance (2 points)

Include the following requirements in the site management plan:

- 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 (17 points)

5.1.1 Action Planning to Address Indoor Air Quality (IAQ) Issues (5 points)

Implement any of the following strategies.

5.1.1.1 Mold, Moisture, and Humidity Control (1 point)
Create and implement an action plan for addressing mold and mildew consistent with U.S. EPA Tools for Schools, Appendix H, Mold and Moisture.

Monitor relative humidity at least quarterly to maintain industry-accepted standards, as described in U.S. EPA Tools for Schools.

5.1.1.2 Contaminant Reduction (2 points)
Create and implement an action plan for reducing radon, volatile organic compounds (VOCs), formaldehyde, particulate matter ($PM_{2.5}$ and/or PM_{10}), ozone, and other elements that affect IAQ, such as bus diesel exhaust, sewer gas, and natural gas venting. Document the achieved reductions in contaminants during the *performance period*.

5.1.1.3 Asbestos Management (1 point)
Develop an Asbestos Hazard Emergency Response Act (AHERA) management plan for asbestos remediation. Implement the management plan as necessary during the *performance period*.

5.1.1.4 Emergency IAQ Issues (1 point)
Create a written action plan for emergency air quality problems. Implement the action plan as needed during the *performance period*. Provide justification for any deviations from the written action plan.

5.1.2 Indoor Air Quality Monitoring (9 points)

Implement any of the following strategies.

5.1.2.1 Carbon Dioxide (CO_2) Monitoring (4 points)
K–12 School Districts
Monitor CO_2 levels during times of peak occupancy, at least once per calendar quarter while school is in session and during the *performance period*, in the following building locations:

- cafeteria,
- gymnasium,
- library, and
- two classrooms.

In buildings without a space designated in the requirements, select a comparable alternative when possible (e.g., a media or computer room if there is no library). Otherwise, use additional classrooms to account for spaces designated in the requirements that are not in the building.

Document instances where alternatives to the requirements were implemented.

Higher Education Institutions
Establish and implement a plan to monitor CO_2 and specify the building spaces to be tested. Conduct testing at least once per quarter, including periods of peak occupancy, during the *performance period* across a sample of buildings.

Both K-12 School Districts and Higher Education Institutions
Points are awarded according to the following table.

Points for Buildings Included in CO_2 Monitoring

Buildings Monitored	**Points**
3 buildings, as part of an institutional pilot program	1
25 percent of all buildings	2
50 percent of all buildings	3
100 percent of all buildings	4

The buildings selected for monitoring must be a representative sample (see Section 1.2) and approved by HGSC.

At the institution level, create a written action plan for situations when CO_2 levels exceed 900 ppm. Document all instances of CO_2 levels in excess of 900 ppm during occupancy throughout the *performance period* identified through monitoring, and provide a summary of the remediation action implemented.

For institutions pursuing one point by conducting CO_2 monitoring in three buildings, the testing must be part of an overall effort to expand testing across the institution. Provide monitoring results, a summary of trends identified, ongoing remediation actions implemented to address issues identified through monitoring, and a narrative description of how the monitoring results will inform upcoming budget requests and resource spending to expand CO_2 monitoring.

5.1.2.2 Ongoing Monitoring for Contaminants (3 points)
In all *operable buildings* across the institution, establish and implement a plan to monitor IAQ, including monitoring frequency, contaminants to be monitored, acceptable levels, and building spaces tested.

Conduct air quality testing in each building at least once during the performance period, during times of peak occupancy. Document the results and remediation actions.

The following contaminants are eligible for monitoring under this criterion:

- carbon monoxide (CO),

- mold,
- mildew,
- total VOCs
- formaldehyde,
- radon,
- PM2.5,
- PM10,
- ozone, and
- other elements that affect IAQ, such as bus diesel exhaust, sewer gas, and natural gas venting.

Points are awarded according to the following table.

Points for Contaminants Monitored in all Institution Buildings

Contaminants Monitored	**Points**
2 contaminants	1
4 contaminants	2
5+ contaminants	3

5.1.2.3 Building Occupant Engagement (2 points)

Option 1: Building Occupant Interviews
At least quarterly and during the *performance period*, interview building occupants in schools with frequent IAQ issues to help identify problem areas. Include the school nurse and other staff members who regularly engage with students and staff to identify any trends in health complaints.

OR

Option 2: Ongoing Feedback Solicitation
Establish an ongoing communications channel for all building occupants across the institution to identify IAQ issues, problem areas, and health complaints that may be related to indoor air quality. At least annually and during the *performance period,* remind building occupants of the communications channel and the submission process. During the *performance period,* track the messages received, follow up actions, and the status of each issue identified.

5.1.3 Reporting on IAQ Issues (3 points)

5.1.3.1 Public Disclosure of Test Data (1 point)
At least annually and during the *performance period*, make publicly available the results of air testing completed within Section 5.1.2, including at minimum, the following information:

- all IAQ issues found in the building through contaminant testing or reported by building occupants, and
- remediation activities planned, under way, or completed.

5.1.3.2 Test Data Analysis (1 point)
Conduct the following analysis and provide the findings to HGSC:
- a list of all IAQ issues found throughout all buildings across the institution,
- for K-12 only, the distribution of IAQ issues by school building demographics,
- school buildings with disproportionate IAQ effect, and
- any other relevant trends indicated by the data.

5.1.3.3 School Community Outreach (1 point)
At least annually and during the *performance period*, report to members of each building community (i.e., in K-12 buildings including to school building staff and student families by way of building principals; in higher education, including to building staff and students), at minimum, the following information:
- all IAQ issues found in the building through contaminant testing or reported by building occupants, and
- remediation activities planned, under way, or completed.

5.2 Performance Measurement, Metrics, and Data Tracking (4 points)

5.2.1 Building Information (2 points)

- Document the size and age of all buildings.
- Track the number of work orders written against the building inventory.
- Monitor work orders to ensure that all schools receive timely and equitable attention to maintenance and operations matters.
- Review, identify, and plan for improvements using data and trends identified through the IAQ and building system monitoring.

5.2.2 Computerized Maintenance Management Systems (2 points)

Use a computerized maintenance management system (CMMS) for all maintenance operations.

5.3 Staffing Formulas (1 point)

- Develop staffing formulas that take into consideration building size, occupant load, space usage, and any unique needs of student populations.
- Use staffing formulas when making staffing decisions.

5.4 Ongoing Training (4 points)

5.4.1. Annual Training for Cleaning Personnel (2 points)

For all cleaning personnel who have been on staff at least one year, provide 24 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. Points are awarded according to the following table.

Points for Hours of Annual Training for Cleaning Personnel

Hours	Points
12	1
24	2

Document requests for training accommodations (e.g., materials in a non-English language, transcripts or recordings of presentations) and the accommodations provided.

Maintain records for each staff member of all training required by this standard.
Records must include the following:

- topics addressed in the training,
- general outline of information covered,
- name and qualifications of the trainer, and
- dates and duration of the training.

Retain the records for all training for the duration of each staff member's employment, and for one year after departure.

Within one month of annual training, use a pass-fail test or hands-on check with equipment to ensure that personnel understand and can successfully implement skills taught during ongoing training. Maintain a record of skills testing alongside other training records.

During the *performance period* and at least once every two years, conduct an evaluation of training and testing materials to check for relevance and appropriateness. Update materials as needed.

5.4.2 Cross-Departmental Training (1 point)

During the *performance period* and at least once per year, provide teachers, nurses, food service staff, maintenance and grounds staff, transportation personnel, and other relevant school personnel information on how their roles and responsibilities can support healthy and sustainable facility operations, promote health and safety, and minimize the spread of infectious disease.

5.4.3 Procurement Training (1 point)

CASE 1: For Institutions with an Institution-Wide Environmentally Preferable Procurement Policy or Contracted Procurement Services Consistent with the HGSC Standard

During the performance period and at least once per year, provide relevant procurement and contracting staff with list of preferred and substitute products compliant with the Institution's

Environmentally Preferable Procurement Policy and the appropriate Custodial or Facility Operations point of contact for product selection if both preferred and substitute products are unavailable.

CASE 2: For All Other Institutions

During the performance period and at least once per year, 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.

Document requests for training accommodations (e.g., materials in a non-English language, transcripts or recordings of presentations) and the accommodations provided.

Maintain records for each staff member of all training required by this standard. Records must include the following:

- topics addressed in the training,
- general outline of information covered,
- name and qualifications of the trainer, and
- dates and duration of the training.

Retain the records for all training for the duration of each staff member's employment, and for one year after departure.

Appendix 1: Glossary

acute toxicity those adverse effects occurring following oral or dermal administration of a single dose of a substance, or multiple doses given within 24 hours, or an inhalation exposure of 4 hours.

closed dilution-control system a system that controls the dilution of a concentrate product so that the undiluted product cannot be *practically accessed* by users.

closed dilution-control system concentrate a product designed to be used in closed dilution-control systems that are contained in *spill-resistant packaging* and cannot be *practically accessed* by users

concentrate a product that must be substantially diluted with water before use. To comply with the requirements of Green Seal GS-37, glass, restroom, and carpet cleaners must be concentrated to at least 1:16; general-purpose cleaners must be concentrated to at least 1:32.

dilution control a procedure or formulation that achieves the proper mix of a concentrated product while limiting workers' exposure. Examples include tablets, dissolvable film pods, closed dilution systems, and premeasured pouches.

disinfect to destroy infectious microorganisms (bacteria, viruses, mold, mildew) present on hard surfaces.

dormant building a building that is permanently closed with no intention of being reopened to service students (e.g., a school that has been permanently closed)

economic disadvantage an unfavorable status of wealth or resources. For the purposes of this standard, the percentage of students in a school who are eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program (NSLP) is the most appropriate proxy measure for economic disadvantage.

environmentally preferable product a product certified as "green" based on the consequences for human health and safety, ecological toxicity, other environmental effects, and resource conservation, as appropriate, of the product and its packaging, on a life-cycle basis. The designation may come from a Type 1 (i.e., third-party) environmental label developed in accordance with the ISO 14024 Environmental Labeling Standard, or from an established, legitimate, nationally recognized program that has no financial interest or stake in sales of the product, or other conflict of interest. The designation must distinguish market leadership for the product category, and the criteria must be publicly available and transparent.

equity fairness and impartiality, such that one's identity has no influence on how one fares in society. In education, equity is a measure of achievement, fairness, and opportunity made possible by the educational institution's structure, policies, and practices.

ergonomic designed for human comfort, safety, and injury prevention during use. The word may apply to a product, tool, piece of equipment, furniture, or other accessory.

hazardous materials are defined by the Occupational Safety and Health Administration (OSHA) defines hazardous materials as "any substance or chemical which is hazardous to people's health or is physically hazardous." This includes chemicals such as carcinogens, irritants, corrosives, toxic agents, sensitizers, agents that damage the lungs, skin, eyes, or mucous membranes; chemicals that can combust, explode, are flammable, oxidizers, pyrophorics, unstable-reactive or water-reactive. Lastly, they include chemicals that produce or release dusts, gases, fumes, vapors, mists or smoke during normal handling, use, or storage.

high-touch surface a surface that may be handled frequently. Examples include counters, tables, doorknobs, light switches, handles, stair rails, elevator buttons, desks, keyboards, phones, toilets, faucets, and sinks.

high toxicity when concentrated a concentrated product that, when in its concentrated form, has an acute toxicity hazard category of 3 or higher, causes skin corrosion, or causes serious eye damage.

operable buildings are buildings within the scope of the institution that are part of the institution's active building stock throughout the course of the certification process. Operable buildings include *temporarily vacated buildings* but do not include *dormant buildings* or buildings that have been taken offline with no plan to populate them (e.g., a school that has been closed permanently).

performance period the most recent period of operations preceding the certification application. It must be at least three months but no more than 12 months, unless noted otherwise in the standard requirements. All performance periods must overlap and conclude within 30 days of each other.

practically accessed packaging that allows for access/exposure of the product during routine handling of the package, such as while transferring from shipping cartons, after opening a cap or lid, or when connecting to the dispensing system.

restorative carpet cleaning a procedure used when accumulated soils and cleaning residues need to be extracted to return the carpet to a relatively clean (free of unwanted matter) condition or when interim cleaning systems are not achieving desired results.

sanitize to reduce bacteria to levels specified by public health codes or regulations. *Note: Sanitizing uses chemicals to kill bacteria on surfaces; it is not intended to kill viruses.*

serious eye damage the production of tissue damage in the eye, or serious physical decay of vision, following application of a test substance to the anterior surface of the eye, which is not fully reversible within 21 days of application. Substances identified under Category 1 for Serious

Eye Damage/Eye Irritation (H318) under the GHS are also considered to cause serious eye damage.

skin corrosion the production of irreversible damage to the skin, namely visible necrosis through the epidermis and into the dermis, following the application of a test substance for up to 4 hours. Corrosive reactions are typified by ulcers, bleeding, bloody scabs, and, by the end of observation at 14 days, by discoloration due to blanching of the skin, complete areas of alopecia, and scars. Substances designated as Category 1A, 1B or 1C for Skin Corrosion/Irritation (H314) under the GHS are also considered to cause skin corrosion.

spill-resistant packaging packaging that requires coupling to a specially designed device in order to dispense product.

temporarily vacated buildings are buildings that are shutdown/closed for the short-term (weeks) or long-term (months) shutdown but have the intention of reopening when the issue causing the temporary shutdown of the building has been resolved.

tagged out of service refers to a physical tagging of defective equipment to allow instant recognition by any user that the device is out of service. Note: a central database/central location does not fulfill that instant recognition and does not take into account lag time between when a piece of equipment may be identified as out of service and when it is picked up and removed from its location and taken for assessment and repair.

vulnerable population building occupants who are more susceptible than the general population to health risks that cleaning operations may pose.

Appendix 2: Equity-Based Representative Sample

Determine an *equity*-based representative sample through the steps that follow.

K–12 School Districts

Provide the following:

1. A data set of all schools in the district using the HGSC-developed Representative Sample Calculator with the following information:
    a. Name of School
    b. Grades Served
    c. Total Student Population
    d. Demographic information of student population
    e. Number of Students who are eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program (NSLP)
2. The list of all schools organized in descending order by the percentage of Black, Indigenous, and People of Color (BIPOC) students (combined) in each school.
3. The average percentage of BIPOC students in the district.
4. The list of the schools whose percentage of BIPOC students is +/– 10% of the district average.
5. The list of the 20% of schools with the highest percentage of BIPOC students.
6. The list of the 20% of schools with the lowest percentage of BIPOC students.
7. Repeat Steps 1–6, calculating the percentage of students who are *economically disadvantaged*.
8. A list of schools in each of the following three groups:
    a. The 20% of schools with the highest percentage of BIPOC students AND the highest percentage of *economically disadvantaged* students.
    b. Schools within +/– 10% of the district average percentage of BIPOC students AND within +/– 10% of the district average percentage of *economically disadvantaged* students.
    c. The 20% of schools with the lowest percentage of BIPOC students AND the lowest percentage of *economically disadvantaged* students.
9. The total number and percentage of students in each of the three groups (Step 8).

The *equity*-based representative sample must include, at minimum, one school from each group (Steps 8a, 8b, and 8c). In general, 40 percent of the sample should be from Group 8A, 20 percent of the sample should be from Group 8B, and 40 percent of the sample should be from Group 8C.

HGSC must approve the sample of schools selected.

Appendix 3: Cleaning Personnel Training Curriculum

Safety Training

Provide cleaning personnel with safety training that covers, at minimum, the following topics:

- 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, and
- preventing slips and falls.

Site-Specific Training

Provide cleaning personnel with site-specific training that covers, at minimum, the following topics:

- cleaning procedures for their assigned facilities,
- the facility-specific cleaning plan,
- measures for protecting *vulnerable population*s, and
- communication protocols for hazardous events.