HEALTHY GREEN SCHOOLS & COLLEGES

A HEALTHY SCHOOLS CAMPAIGN & GREEN SEAL PARTNERSHIP

GUIDANCE MANUAL: GETTING STARTED

COPYRIGHT GREEN SEAL 2023©

www.HealthyGreenSchools.org

CONTENTS

How to Use This Guidance 3

Section 1: Getting Started 5

1.1 Define a Performance Period 5
- Criteria Type 5
- Points Available 5
- Intent 5
- American Rescue Plan Funding Category 5
- Standard Requirements 5
- Documentation Needed 5
- Streamlined Documentation Options for Programs Certified to Green Seal, GS-42 5
- Submittal Templates Available for Use 5
- Implementation Tips 5
- External Resources 7

1.2 Determine a Representative Sample 8
- Criteria Type 8
- Points Available 8
- Intent 8
- American Rescue Plan Funding Category 8
- Standard Requirements 8
- Documentation Needed 9
- Streamlined Documentation Options for Programs Certified to Green Seal, GS-42 10
- Submittal Templates Available for Use 10
- Implementation Tips 14
- External Resources 16

1.3 Plan Development 17
- Criteria Type 17
- Points Available 17
- Intent 17
- American Rescue Plan Funding Category 17
- Standard Requirements 17
- Documentation Needed 18
- Submittal Templates Available for Use 19
- Implementation Tips 19
- External Resources 20

CONTENTS

1.4 Onboarding Training for Cleaning Personnel 21
- Criteria Type 21
- Points Available 21
- Intent 21
- American Rescue Plan Funding Category 21
- Standard Requirements 21
- Documentation Needed 22
- Streamlined Documentation Options for Programs Certified to Green Seal, GS-42 23
- Submittal Templates Available for Use 23
- Implementation Tips 23
- External Resources 23

1.5 Communication 24
- Criteria Type 24
- Points Available 24
- Intent 24
- American Rescue Plan Funding Category 24
- Standard Requirements 24
- Documentation Needed 25
- Streamlined Documentation Options for Programs Certified to Green Seal, GS-42 25
- Submittal Templates Available for Use 25
- Implementation Tips 25

HOW TO USE THIS GUIDANCE

This guidance manual is designed to help you meet the criteria of the Healthy Green Schools & Colleges Standard for K–12 School Districts and Higher Education Institutions. This manual includes all criteria from Section 1 of the standard. The manual does not replace the standard in defining the requirements for certification and does not guarantee certification.

Each subsection in this manual contains the following parts:

CRITERIA TYPE
A categorization of each criterion as either required or optional, or a combination of both.

POINTS AVAILABLE
For optional criteria, the number of points that can be earned toward a certification tier. All required criteria will show 0 available points.

INTENT
A brief statement of the purpose of the requirement and how it reduces impacts to human health and the environment.

AMERICAN RESCUE PLAN FUNDING CATEGORY
The section of H.R.1319, American Rescue Plan Act of 2021, under which funding for each criterion may be available through state education agencies.

STANDARD REQUIREMENTS
The complete standard requirements for each criterion, as found in the Healthy Green Schools & Colleges Standard for K–12 School Districts and Higher Education Institutions, dated September 22, 2022.

DOCUMENTATION NEEDED
The documentation required to verify compliance with each criterion. In general, documents consist of narrative explanations or descriptions, established policies, copies of purchasing orders or receipts, photographic evidence, or information provided in a template developed by Healthy Schools Campaign and Green Seal. Electronic documents (e.g., PDF, Word, JPEG, Excel, scanned originals) are preferable to paper copies.

STREAMLINED DOCUMENTATION OPTIONS FOR PROGRAMS CERTIFIED TO GREEN SEAL, GS-42
A reduced set of documentation necessary to demonstrate compliance with criteria for programs that meet an eligible scope for the Healthy Green Schools & Colleges Standard and are certified to Green Seal, GS-42, Standard for Commercial and Institutional Cleaning Services.

SUBMITTAL TEMPLATES AVAILABLE FOR USE

Documents developed by Healthy Schools Campaign and Green Seal to assist educational institutions in tracking data, collecting necessary documentation, and ensuring all necessary information is included in an institution's submission.

IMPLEMENTATION TIPS

Suggestions for how institutions can successfully implement the required and optional criteria, including special cases and considerations. This information can help institutions meet criteria within the standard but is not the only path to achievement and is not necessary to meet the required or optional criteria in the standard.

EXTERNAL RESOURCES

Links to referenced standards or resources within each criterion, as well as educational resources that may help participants successfully implement the criteria.

SECTION 1: GETTING STARTED

1.1 Define a Performance Period

Criteria Type
Required for all projects.

Points Available
0

Intent
To establish a consistent timeframe in which the institution demonstrates and documents compliance with required and optional criteria within the standard.

American Rescue Plan Funding Category
Not applicable.

Standard Requirements

> Establish a performance period for each required and optional criteria pursued in the HGSC standard.
>
> For each criteria, the minimum performance period must be no less than 3 months and the maximum shall be no more than 12 months. All performance periods must overlap and conclude within 30 days of each other.

Documentation Needed
Establish a performance period for each required and optional criterion pursued in the Healthy Green Schools & Colleges Standard.

Streamlined Documentation Options for Programs Certified to Green Seal, GS-42
No streamlined documentation options are available.

Submittal Templates Available for Use
Section 1.1: Performance Period Template

Implementation Tips
The performance period is meant to create a consistent time period when compliance is assessed and documentation is collected for review during the certification process.

For example, if the longest performance period for a criterion pursued is 12 months, all other performance periods selected for compliance must anchor to this time period. If the 12-month period is April 1, 2023–March 31, 2024, all other performance periods must begin within that timeframe and conclude within 30 days following March 31, 2024.

Because the performance periods for all criteria pursued must begin and end within 30 days of one another, it is important to consider the following when determining the overall performance period:

- Complete the Healthy Green Schools & Colleges self-assessment to receive an overview of the required criteria the institution complies with and the optional criteria for which the institution is projected to earn points.

- Convene relevant stakeholders to review the results of the self-assessment and determine the target certification tier to inform the number of points the institution will attempt to earn.

- Review all the required criteria and determine whether the institution is currently in compliance. This will likely involve engaging with other team members or departments.

- Determine the necessary changes for all required criteria that the institution does not currently comply with. What steps would need to be taken? Do existing policies or procedures govern the activities? What is the process to update policies or procedures? Who would need to approve the changes? Would training, communications, or other instructions be necessary to inform those who would implement the new activities?

- For all required criteria, determine a realistic time period for the appropriate stakeholders to implement the new process, policy, procedure, etc.

- Track this information consistently to monitor progress toward making proposed changes to policies, procedures, and practices, and adjust target dates of completion as necessary.

Maintain a list of contact information for all stakeholders who are critical to ensuring compliance with the required criteria and attempted optional criteria.

Communicate in advance the methods used to track performance and the information assigned stakeholders must collect, compile, and manage during the performance period, including available templates and resources. If information is compiled and organized electronically, ensure all stakeholders have access to the shared workspace, and communicate an agreed-upon schedule for submitting documentation throughout the performance period. Consider assigning a stakeholder to review documentation periodically throughout the performance period to identify and resolve issues early in the process.

Regularly check in with assigned stakeholders to ensure that progress toward milestones stays on track and any problems that arise are resolved efficiently.

Ensure that the performance period selected allows for stakeholders to have accessible points of contact to ask questions, troubleshoot and resolve issues, identify challenges, and communicate any problems implementing the requirements across the institution.

For higher education institutions, consider engaging the designated person at the institution who works on academic accreditation standards. This person may have access to records of information necessary for the institution's certification.

External Resources

None.

1.2 Determine a Representative Sample

Criteria Type
Required for all projects.

Points Available
0

Intent
To ensure the equitable implementation of the Facility Operations and Maintenance Plan across the institution.

American Rescue Plan Funding Category
Not applicable.

Standard Requirements

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 (below).

For Higher Education Institutions
Determine a representative sample of campus buildings 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 building from each building type within the institution. For institutions with 35 or more buildings, the representative sample must include at least 10 percent of buildings, with a distribution similar to the percentage of building types within the institution.

Appendix 2
K–12 institutions must determine an Equity-Based Representative Sample using the following steps.

Provide the following:

1. A data set of all schools in the district that includes student population and racial demographics from the current school year.
2. A 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. A list of the schools whose percentage of BIPOC students is +/– 10% of the district average.
5. The 20% of schools with the highest percentage of BIPOC students.
6. 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* (as defined in Appendix 1, Glossary).
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).

For districts with 35 or more schools, the Equity-Based Representative Sample must include at least 10 percent of schools. Add schools to the sample as follows:

Sample Size and Composition, Based on School District Size

Additional School (Total Schools in District)	Assigned Group
School #4 (35-44 schools)	Group 8a
School #5 (45-54 schools)	Group 8b
School #6 (55-64 schools)	Group 8c
School #7 (65-74 schools)	Group 8a
School #8 (75-84 schools)	Group 8b
School #9 (85-94 schools)	Group 8c
School #10 (95-104 schools)	Group 8a
School #11 (105-114 schools)	Group 8b
School #12 (115-124 schools)	Group 8c

Documentation Needed

For K–12 Institutions

Provide the completed equity-based representative sample calculator, ensuring that demographic information is included for all buildings within the scope of the institution. Provide the names of the buildings that will be included in the representative sample for any criteria in this standard requiring documentation for a subset of the institution.

For Higher Education Institutions

Provide the list of buildings, by type, where students are regular occupants; the calculated percentage of each building type within the institution; and the names of the buildings that will be included in the representative sample for any criteria in this standard requiring documentation for a subset of the institution.

Streamlined Documentation Options for Programs Certified to Green Seal, GS-42

No streamlined documentation options are available.

Submittal Templates Available for Use

For K–12 Institutions

Section 1.2: Equity-Based Representative Sample Calculator

EQUITY AND K–12 EDUCATION

According to the Center for Public Education (2016), equality in education is achieved when students are all treated the same and have access to similar resources. In contrast, equity is achieved when all students receive the resources they need so they graduate prepared for success after high school.

The COVID-19 pandemic has brought to light the serious under-investment in K–12 school facilities nationwide and made creating healthy school environments an urgent national priority. 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.

It is impossible to truly grapple with the challenge of creating healthy school environments without acknowledging and exploring the context in which schools in the United States operate. The systemic issues explored in this post demand a need for an equity-based approach to creating healthy school environments. This equity-based approach is one of the pillars of the Healthy Green Schools & Colleges Standard.

Demographic Patterns

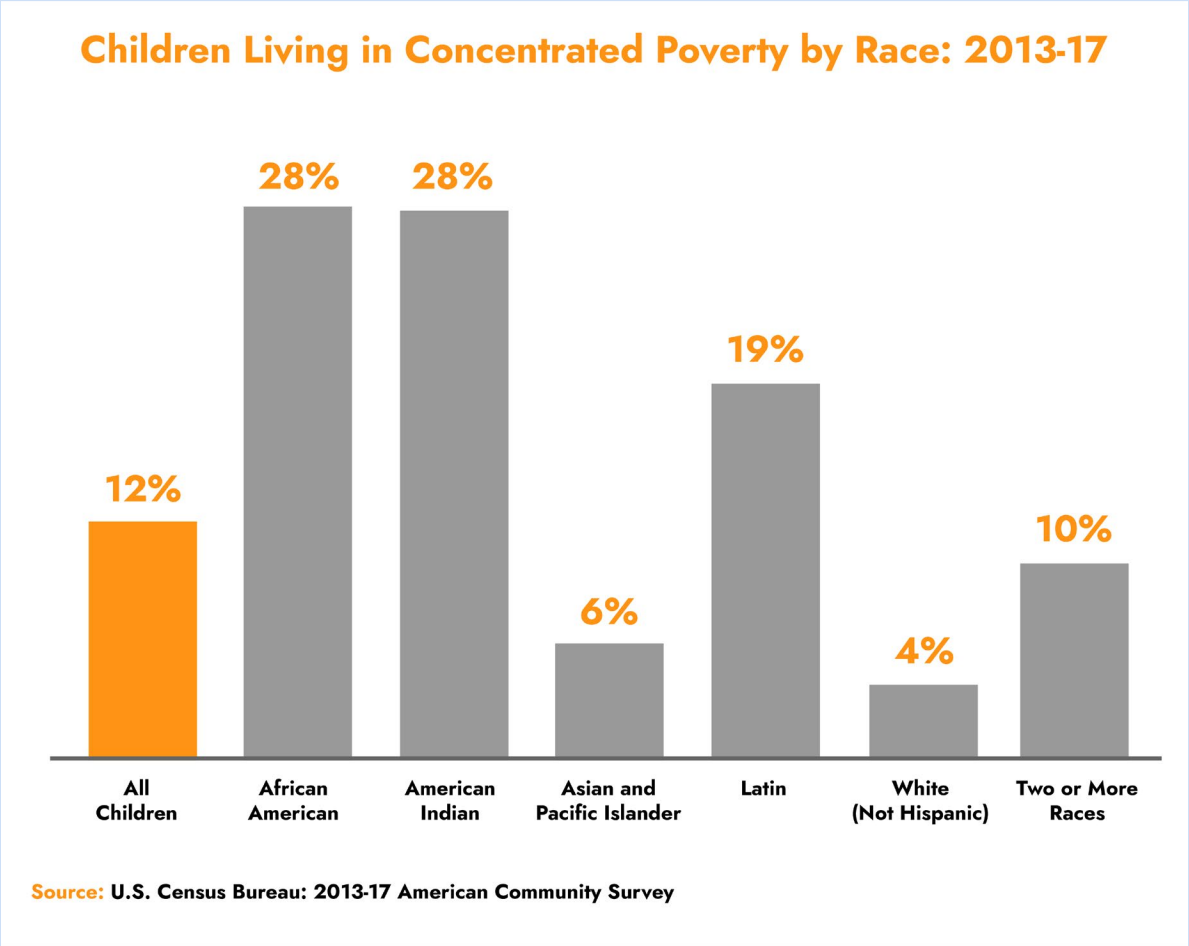
In the United States, K–12 schools operate amid deep and persistent residential segregation, where housing patterns have resulted in greater school segregation in the last 10 years than during the late 1960s. At that time, most African-American, Latino, and Native American students were educated in wholly segregated schools funded at rates many times lower than those serving whites and were excluded from many higher education institutions entirely. While Brown v. Board of Education determined "separate but equal" schools to be unconstitutional, K–12 schools remain heavily segregated by race and ethnicity today.

This pattern persists in urban, suburban, and rural contexts. Data from suburban schools within the nation's largest metropolitan areas show "both African American and Latino students typically attended schools that were about three-fourths nonwhite. White students in these same large suburbs attended schools where two-thirds of the enrollment was white students, on average. Even rural schools…[where the population was] 70% white had stark differences in segregation. The typical white student went to a rural school in which 80% of students were white, while the typical black or Latino student went to a rural school with 57% nonwhite enrollment."

Systemic disparity exists for children of color—and in particular, Black children—at all income levels, However, "double segregation" persists when systemic disadvantages by race and poverty overlap. According to the U.S. Government Accountability Office, racial and economic segregation frequently overlap in K–12 public schools. Black children are more than twice as likely to attend high-poverty schools as white children—72.4 compared to 31.3 percent, respectively.

According to The Annie E. Casey Foundation, growing up in a community of concentrated poverty—a neighborhood where 30 percent or more of the population is living in poverty—is one of the greatest risks to child development. Children in these areas experience lower quality medical care, poor access to healthy food, greater exposure to environmental hazards, financial hardship, fear of violence, and chronic stress.

Figure 1: Children Living in Concentrated Poverty by Race, 2013-2017; The Annie E. Casey Foundation



Concentrated poverty disproportionately impacts Black, Indigenous, and Latino children, which further exacerbates inequality. School system funding relies on community wealth, creating deep funding disparities for communities of color. Lack of equal and adequate resources creates drastic inequities, and nonwhite school districts receive $23 billion less than white districts despite serving the same number of students. These disparities at scale create schools and school districts that are separate and unequal, with outcomes largely dependent and predictable on one's zip code.

According to The Brookings Institution, "even within urban school districts, schools with high concentrations of low-income and minority students receive fewer instructional resources than others. Studies consistently show that, within districts, schools with high concentrations of low-income and non-white students receive fewer instructional resources than others in the same district."

These disparities extend into school facility conditions that have greatly impacted students during the COVID-19 pandemic. Between 1995 and 2004, school districts spent nearly $600 billion in capital expenditures. According to the data, "non-white, non-affluent districts were more likely to spend on basic repairs such as to roofs and windows that failed from years of deferred maintenance, while affluent white districts were more likely to invest in educational enhancements such as science labs or performance arts spaces."

A similar pattern has emerged during the COVID-19 pandemic, where facilities serving less-affluent, non-white students have faced enormous difficulty implementing COVID-19 mitigation recommendations given the higher prevalence of antiquated HVAC systems and windowless classrooms, among other mechanical and operational issues.

Indeed, providing comparable access to resources as white children receive creates significant educational benefits for children of color. According to the Economic Policy Institute, when black children have the opportunity to attend the same schools that white children routinely attend, black children perform better on standardized math tests, a typical measure of education performance.

Creating incentives and driving policies that require baseline equitable policies and practices within educational institutions can result in meaningful improvement to children's lives and take steps to rectify harms that existing policies and practices create.

Disproportionate Exposure to Toxic Air Pollution

Across the globe, indoor and outdoor air pollution account for over 10 million deaths annually. Over time, across populations, air pollution creates devastating long-term effects.

In the United States, the negative health impacts of air pollution collide with racial segregation and concentrated poverty to create life-altering and negative impacts to communities of color. Decades of research show air pollution and exposure to environmental hazards is indeed segregated.

- Census tracts where the majority of residents are people of color experience about 40% more cancer-causing industrial air pollution on average than tracts where the residents are mostly white.
- Predominantly Black census tracts have an estimated cancer risk from toxic air pollution that is more than double that of majority-white tracts.
- Three out of every five Black and Hispanic Americans and approximately half of all Asian/Pacific Islanders and American Indians live in communities with uncontrolled toxic waste sites.
- According to the U.S. EPA, "Native American and tribal populations bear an excessive burden of poor indoor air quality (IAQ) and asthma. The rate of asthma in the Native American and tribal populations is almost double the national average. Native American reservations have been targeted as places to dump industrial waste, and to mine both uranium and coal, leading to polluted rivers, lakes and tribal lands across the country."
- Research from the U.S EPA's 2019 particulate matter assessment shows that people of color are more likely to be exposed to air pollution and more likely to suffer harm to their health from air pollution than white people.
- Ambient fine particulate matter air pollution (PM2.5) is responsible for 85,000 to 200,000 excess deaths per year in the United States, and PM2.5 polluters disproportionately and systemically affect people of color in the United States. According to the study,

Whites are exposed to lower-than-average concentrations from emission source types […], with an overall relative exposure disparity of −8% compared with the population average. Conversely, [people of color] POC experience greater-than-average exposures from source types […] their overall exposure disparity is 14%.

Blacks are exposed to greater-than-average concentrations from source types […], with an overall exposure disparity of 21%. Hispanics and Asians are disparately exposed to PM2.5 […] and experience 11% and 18% overall exposure disparities, respectively.

Air pollution has been found to negatively impact children's educational outcomes, can increase absenteeism, and lead to long-term, chronic health issues. The World Health Organization reports that indoor air pollutants alone can lead to a wide range of adverse health outcomes in both children and adults, from respiratory illnesses to cancer to eye problems. In addition, children face special risks from air pollution because their lungs are growing, they tend to be very active, and breathe in more air than adults. A study exploring the impact of chronic exposure to highway pollution showed students downwind of highway pollution had lower performance on standardized tests, had more absences from school, and had a four percent higher likelihood of demonstrating behavioral issues.

The American Society of Heating, Refrigerating and Air-Conditioning recommends a minimum ventilation rate of 7.1 l/s per person in classrooms. A University of Tulsa study found ventilation rates below the recommended level in 96 percent of the classrooms measured. Studies consistently show that improving air quality—both indoor and outdoor—can create significant, positive health and learning outcomes for students.

- A review of 20 years of collected data provides strong evidence of the potential to improve children's health by improving the quality of the air we breathe by reducing concentrations of harmful pollutants.
- In Los Angeles, after $700 air purifiers were installed in schools, student performance improved almost as much as it would if class sizes were reduced by a third.
- Researchers at the University of Tulsa Indoor Air Program found that fifth-grade students' math scores (average 2,286 points) increased along with increasing ventilation. The estimated score increase was 74 points from the lowest observed ventilation value (0.9 liters per second/person) to the recommended minimum ventilation rate (7.1 l/s per second/person).
- A study from Global Action Plan, the Philips Foundation, and the University of Manchester suggests that maintaining lower air pollution levels by 20% (as seen in the initial months of the COVID-19 pandemic) could improve the development of a child's working memory by 6.1%, the equivalent of four weeks extra learning time per year.

Charting a Path Forward

It has been nearly 30 years since then President George H.W. Bush issued Executive Order 12898, which outlined Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations. E.O. 12898 directs federal agencies to:

- identify and address the disproportionately high and adverse human health or environmental effects of their actions on minority and low-income populations, to the greatest extent practicable and permitted by law.
- develop a strategy for implementing environmental justice.
- promote nondiscrimination in federal programs that affect human health and the environment, as well as provide minority and low-income communities access to public information and public participation.

There is much work to be done to appropriately apply an environmental justice lens to meaningfully address the disproportionate harms experienced by communities of color and the poor. School operations are no exception. With the historic infusion of federal money in to local school districts through the American Rescue Plan, districts have the potential to rectify decades of harm caused by persistent inequities experienced along racial and socioeconomic lines.

It is for these reasons that this standard prioritizes requiring an institution-level, equitable approach to healthy and sustainable facilities management, procurement and practices. This standard addresses equity across an institution through the following activities:

- Environmentally preferable products and other resources are distributed proportionately to the student population.
- Budgets and training to implement the requirements in this standard are adequate across the institution.
- Building system maintenance, repairs, and upgrades are conducted with consistency and timeliness to rectify issues across the institution.
- Communications regarding compliance with this standard are disseminated consistently across the institution.
- All stakeholders can communicate with management, and the channels of communication are reviewed consistently across the institution.
- The institution publicly addresses equity issues in facility maintenance and operations activities and communicates about actions taken to rectify problems.

Implementation Tips

Obtaining Data within K–12 Institutions

Successful completion of the equity-based representative sample calculator will require access to student demographic data provided through the application and enrollment processes, which may reside in the central administration office. This process may require approvals or participation from administrative offices and may involve questions as to why this data is necessary. Following is a summary of how the data will be used:

- Student demographic data is being collected in support of the institution pursuing certification under the Healthy Green Schools & Colleges Standard for K–12 School Districts and Higher Education Institutions.
- Demographic data is required to ensure the equitable implementation of the Facility Operations and Maintenance Plan across the institution and an equitable approach to healthy and sustainable facilities management, procurement, and practices. This approach includes activities such as the following:
  - distributing environmentally preferable products and other resources proportionately to the student population,
  - ensuring that budgets and training to implement the requirements in this standard are adequate across the institution,
  - conducting building system maintenance, repairs, and upgrades with consistency and timeliness to rectify issues across the institution,
  - disseminating communications regarding compliance with this standard consistently across the institution,

- ensuring that all stakeholders can communicate with management and reviewing the channels of communication consistently across the institution, and

- publicly addressing equity issues in facility maintenance and operations activities and communicating about actions taken to rectify problems.

- The data will be used in aggregate to identify a sample of buildings for which documentation demonstrating compliance with the standard criteria will be submitted.

Demographic Definitions for K–12 Institutions

This standard refers to Black, Indigenous, and People of Color (BIPOC) students for the basis of determining the racial demographic component of the equity-based representative sample and relies on the following definitions from the U.S. Office of Management and Budget:

- **American Indian or Alaska Native:** a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment

- **Asian:** a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam

- **Black or African American:** a person having origins in any of the Black racial groups of Africa

- **Hispanic or Latino:** a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race

- **Native Hawaiian or Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

- **Two or More Races:** a person who identifies with more than one race

- **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa

For the purposes of determining the institution's equity-based representative sample, a BIPOC student is defined as identifying with any of the following categories: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino (regardless of race), Native Hawaiian or Other Pacific Islander, or Two or More Races.

The equity-based representative sample uses the number of students who are eligible for free or reduced-price lunch under the National School Lunch Program as a proxy for students living in poverty, though it is important to note the shortcomings of this approach. According to a post titled "Free or Reduced Price Lunch: A Proxy for Poverty?" on the Institute of Education Sciences' National Center for Education Statistics Blog, this approach can result in assuming higher levels of poverty in a school or across an institution than actually exist.

The percentage of students receiving free or reduced price lunch includes all students at or below 185 percent of the poverty thresh old, plus some additional non-poor children who meet other eligibility criteria, plus other students in schools and districts that have exercised the Community Eligibility option, which results in a percentage that is more than double the official poverty rate.

In reports such as the Condition of Education, NCES has characterized a school as a high poverty school when more than 75 percent of its students are eligible for a free/reduced price lunch. In 2012-13, about 24 percent of students attended public schools that were classified as high poverty. Using this high poverty definition enables us to identify important differences among students: 45 percent of Black and Hispanic students attended such high poverty schools compared to 8 percent of White students.

Special Considerations for Determining the Representative Sample for K–12 Institutions

If a performance period incorporates two separate school years (e.g., runs from February through November 2023, including the 2022–23 and 2023–24 school years), it is sufficient to use student demographic data from the first school year.

If the performance period covers two separate school years (e.g., runs from February through November 2023, including the 2022–23 and 2023–24 school years), the sample should include only those buildings that were open and operational during both school years. If one or more buildings need to be excluded, provide a note in the documentation for certification review.

External Resources

- U.S. Census Bureau and U.S. Office of Management and Budget, "About the Topic of Race," https://www.census.gov/topics/population/race/about.html
- U.S. Census Bureau, U.S. Office of Management and Budget Guidance, "About the Hispanic Population and Its Origin," https://www.census.gov/topics/population/hispanic-origin/about.html
- USDA National School Lunch Program, https://www.fns.usda.gov/nslp
- Institute of Education Sciences, National Center for Education Statistics, "Concentration of Public School Students Eligible for Free and Reduced Price Lunch," http://nces.ed.gov/programs/coe/indicator_clb.asp
- Institute of Education Sciences, National Center for Education Statistics, "Free or Reduced Price Lunch: A Proxy for Poverty?," https://nces.ed.gov/blogs/nces/post/free-or-reduced-price-lunch-a-proxy-for-poverty
- Educational Equity and Quality in K–12 Schools: Meeting the Needs of All Students, https://files.eric.ed.gov/fulltext/EJ1209450.pdf

1.3 Plan Development

Criteria Type
Required for all projects.

Points Available
0

Intent
To assist institutions in developing and implementing procedures and systems to improve their preparedness efforts, and to ensure the implementation of facility management practices that are healthy, safe, sustainable, and equitable.

American Rescue Plan Funding Category
HR 1319-17 (G)

Standard Requirements

Create a written, institution-level Facility Operations and Maintenance Plan, soliciting input from representatives of, at minimum, the following stakeholder groups:

- custodial,
- maintenance,
- grounds,
- handler for contracted services,
- site-level administrator,
- instructor or teacher representative, and
- at least three students (for K–12, representatives must be selected using an equity-based representative sample of students or parents).

The Facility Operations and Maintenance Plan must include the following:

- 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.

Convene stakeholders to review the Facility Operations and Maintenance Plan at least annually and during the performance period. Document attempts to include representatives from, at minimum, the following stakeholder groups:

- custodial,
- maintenance,
- grounds,
- handler for contracted services,
- site-level administrator,
- instructor or teacher representative, and
- at least three students (for K–12, representatives must be selected using an equity-based representative sample of students or parents).

Maintain 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.

Documentation Needed

Provide an institution-level Facility Operations and Maintenance Plan that covers the following:

- Standard operating procedures for healthy, safe, sustainable, and equitable operations across the institution. Include any of the following procedures addressed in standard criteria with which the institution seeks to comply:
  - facility and maintenance staff communications with Management (Section 1.5.1),
  - cleaning by hand (Section 3.1.1),
  - sanitizing (Section 3.1.2),
  - disinfecting (Section 3.1.3),
  - cleaning with powered equipment (Section 3.1.4),
  - cleaning procedures for food service, dining areas, and break rooms (Section 3.2.1),
  - cleaning procedures for restrooms (Section 3.2.2),
  - cleaning procedures for laundry handling and detergent dispensing(Section 3.2.3),
  - cleaning procedures for entryways (Section 3.2.4),
  - cleaning procedures for laboratories (Section 3.2.5),
  - cleaning procedures for routine floor maintenance (Section 3.3.1),
  - cleaning procedures for periodic or restorative floor maintenance (Section 3.3.2),
  - cleaning procedures for routine carpet maintenance (Section 3.4.1),
  - cleaning procedures for interim or restorative carpet cleaning (Section 3.4.2),
  - trash and recycling storage (Section 3.5.1),
  - trash, recycling, and compost collection (Section 3.5.2),
  - communication regarding trash, recycling, and compost (Section 3.5.3),
  - proper material handling and storage practices (Section 3.6.1),
  - proper chemical use (Section 3.6.2),
  - spill kits (Section 3.6.3),
  - concentrates and dilution control (Section 3.6.4),
  - closed dilution control system (Section 3.6.5),
  - powered equipment maintenance (Section 3.7),
  - heating, ventilation, and air conditioning (HVAC) system maintenance (Section 4.1.1),
  - 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).
- Schedules for the following routine and periodic cleaning operations:
  - cleaning by hand (Section 3.1.1),
  - sanitizing (Section 3.1.2),
  - disinfecting (Section 3.1.3),
  - cleaning with powered equipment (Section 3.1.4),
  - cleaning procedures for food service, dining areas, and break rooms (Section 3.2.1),
  - cleaning procedures for restrooms (Section 3.2.2),
  - cleaning procedures for laundry handling and detergent dispensing(Section 3.2.3),
  - cleaning procedures for entryways (Section 3.2.4),
  - cleaning procedures for laboratories (Section 3.2.5),

  - cleaning procedures for laboratories (Section 3.2.5),
  - cleaning procedures for routine floor maintenance (Section 3.3.1),
  - cleaning procedures for periodic or restorative floor maintenance (Section 3.3.2),
  - cleaning procedures for routine carpet maintenance (Section 3.4.1), and
  - cleaning procedures for interim or restorative carpet cleaning (Section 3.4.2),
- Alternative procedures or schedules under particular circumstances or in specific buildings across the institution.

Provide the compliance status of each school or building with regard to each section of the plan, including areas of noncompliance and a timeline for achieving compliance.

Provide a narrative description of the Facility Operations and Maintenance Plan development and review processes, including the names, titles, and contact information of the relevant stakeholders involved.

Provide documentation demonstrating the timeframe of the plan development and/or review process=, a summary of the engagement methods, the compilation of all comments received during the process, and the actions taken as a result of the feedback received.

Streamlined Documentation Options for Programs Certified to Green Seal, GS-42

No streamlined documentation options are available.

Submittal Templates Available for Use

Section 1.3: Stakeholder Engagement Template

Implementation Tips

Expect to regularly engage with building facility managers and other relevant building stakeholders across the institution to develop tailored policies that supplement the standard operating procedures to effectively meet the needs of each building.

Assess the extent to which current policies are implemented as written, achieve their intended purpose, or cause unintended issues.

When introducing new standard operating procedures for particular tasks or building locations, discuss the substance of the procedures with personnel who will implement the procedures in the building to receive their feedback and ensure that any special considerations are addressed.

Provide a sufficient level of detail in the Facility Operations and Maintenance Plan to consider the ability to onboard personnel efficiently, adjust for short-term staffing issues, and easily allow for personnel to successfully implement procedures and building-specific modifications across the institution.

Before formally approving or adopting a new or revised version of the institution's Facility Operations and Maintenance Plan, solicit feedback from a variety of stakeholders who will be impacted by the plan. Consider different ways to share the content of the plan and collect feedback, including the following:

- disseminating the text of the plan to all stakeholders in written form,
- hosting demonstrations of the standard operating procedures within the plan in various buildings, and
- conducting web-based and in-person information sessions to present the plan, host a discussion, and collect verbal feedback.

Provide opportunities for stakeholders to learn how their feedback influenced the evolution of the Facilities Operations and Maintenance Plan, specific changes that were made, requested changes that were not implemented, and justifications for decisions. This approach builds trust and investment with the stakeholder community and helps ensure long-term participation.

External Resources

None.

1.4 Onboarding Training for Cleaning Personnel

Criteria Type
Required for all projects.

Points Available
0

Intent
To ensure that cleaning and maintenance personnel work in the safest, most effective manner possible and receive appropriate training to promote health, safety, sustainability, and sanitation and minimize the spread of infectious disease through their work.

American Rescue Plan Funding Category
HR 1319-17 (H)

Standard Requirements

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, below)
- site specific training (See Appendix 3 - Cleaning Personnel Training Curriculum, below)
- 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
During the performance period and at least once every two years, conduct an evaluation of materials to check for relevance and appropriateness. Update materials as needed.

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 populations, and
- communication protocols for hazardous events.

Documentation Needed

1.4.1 Training Content
Provide evidence of the training curriculum used for cleaning personnel.

1.4.2 Records Maintenance
Provide the name, role, employee type, and date of hire for each employee hired during the performance period, including contracted employees, managers, and supervisors. Complete and upload all individual new employee training records for each training course completed. The template requires the following information:

- employee name,
- course title,
- course duration (hours),
- 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
Provide records for all skills testing conducted for new employees during the performance period.

1.4.4 Training Materials Review
Provide a narrative summary of (1) the findings from the materials review, (2) changes implemented as a result of the review, and (3) the timeline for implementing issues identified but not yet incorporated.

Streamlined Documentation Options for Programs Certified to Green Seal, GS-42

Programs that demonstrate an eligible scope for the Healthy Green Schools & Colleges Standard and are certified to Green Seal, GS-42, Standard for Commercial and Institutional Cleaning Services meet the required criteria and earn all points available in Sections 1.4.1 and 1.4.2.

Submittal Templates Available for Use

Section 1.4.2: Training Records Template
Section 1.4.3: Skills Testing Template

Implementation Tips

Training is an integral part of a successful Facility Operations and Maintenance Program. New personnel should receive training as soon as possible upon hiring from those best qualified to address the topic.

Qualified trainers may include other staff who have demonstrated expertise in operating equipment or performing particular tasks, managers who supervise and evaluate work quality, designated in-house or contracted trainers with expertise in facility operations and maintenance, equipment manufacturers, or other product vendors. In addition, a number of product vendors provide free web-based instructional videos on how to use their cleaning products in a classroom setting, which can be a useful supplement to in-person training provided during onboarding.

Maintain a list of all cleaning supplies and equipment used within the buildings that can be easily referenced to ensure new cleaning personnel receive training on all relevant topics and how to operate all necessary equipment.

Ensure cleaning personnel across the institution receive consistent training in terms of quality of instructors, time spent with instructors, access to accommodations as requested, and follow-up as appropriate.

Provide accessible training resources that address requests for accommodations, such as training in the preferred language of the personnel, using written or visual materials, walking through tasks together, or making other accommodations that adequately meet the needs of the learner.

When appropriate, communicate performance standards for tasks assigned to cleaning personnel, using tools such as checklists or good-better-best charts to provide clear detail on how to successfully complete their tasks. Write process steps simply, and illustrate step-by-step processes whenever possible so all cleaning personnel have the same information.

External Resources

- AIHA Indoor Environmental Quality Committee, "Workplace Cleaning for COVID-19," https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Guidance-Documents/Workplace-Cleaning-for-COVID-19-Guidance-Document_FINAL.pdf

- American Cleaning Institute, "How to Read a Product Label," https://www.cleaninginstitute.org/understanding-products/ingredients/how-read-product-label

- Dartmouth Center for Advanced Learning, "Creating Accessible Training Materials," https://dcal.dartmouth.edu/resources/teaching-methods/creating-accessible-materials

1.5 Communication

Criteria Type
Required for all projects.

Points Available
0

Intent
To encourage clear, effective, and equitable communication among cleaning staff, management, and school building administrators, staff, and students that will help all parties develop trust and lead to the continual improvement of the Facility Operations and Maintenance Plan.

American Rescue Plan Funding Category
HR 1319-17 (G)

Standard Requirements

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

- 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, and
- interference with cleaning or recycling operations.

In the Facility Operations and Maintenance Plan, 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 Facility Operations and Maintenance Plan, including building-specific standard operating procedures, available online and in hard copy in each building.

1.5.3 Vulnerable Populations
Provide an ongoing opportunity for building occupants to identify themselves as a member 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 present adverse impacts to 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.

Documentation Needed

1.5.1 Management

Provide a narrative explaining:

1. the variety of channels for communications available and operational during the performance period,
2. the number of communications received, organized by school, during the performance period, and
3. an indication of whether the issues communicated have been resolved, are in process, planned for resolution, or no progress has been made.

Using the institution's representative sample, assess the feedback received and report on trends regarding status of the issues or time necessary to resolve the issues.

1.5.2 Faculty, Staff, and Students (Building Occupants)

Provide a web link to the Facility Operations and Maintenance Plan on the institution's website and photo evidence of the plan's physical presence in a representative sample of buildings.

1.5.3 Vulnerable Populations

Provide a list of each occupant who has been identified as a member of a vulnerable population across the institution.

Provide a log of situations that occurred at the institution within the performance period where cleaning operations had the potential to adversely affect a member of a vulnerable population, organized by building. Provide the text and timing of the communications sent regarding the operational events.

Using the institution's representative sample, provide an assessment of the timeliness of communications regarding operational events with potentially adverse impacts on vulnerable populations.

Streamlined Documentation Options for Programs Certified to Green Seal, GS-42

None.

Submittal Templates Available for Use

Section 1.5.3: Vulnerable Populations Logging Template

Implementation Tips

1.5.1 Management

Employees may have some of the best ideas on how to improve processes and maximize the effectiveness of existing policies, procedures, and practices. It is critical that they are able to confidently provide feedback to management regarding cleaning and maintenance issues and can trust that their information will be taken seriously and lead to necessary changes or improvements, when appropriate.

When establishing communications channels, consider the following:

- Using a variety of communications channels, including a physically accessible option in a place that all facilities and maintenance staff frequent as part of their day-to-day job (e.g., a break room or employee time clock). Here the communications channel could be a message box that is checked regularly.

- Incorporating an online option. An online feedback collection form that allows employees to remain anonymous can be useful for those who do not want their comments attributed to them and may encourage more personnel to provide feedback.

- Supplementing ongoing, consistently available communications channels with periodic team meetings to solicit feedback, as well as management walkthroughs with the express purpose of engaging with (not evaluating) facilities and maintenance personnel to solicit feedback.

Assign someone the task of collecting and reviewing feedback, prioritizing issues to address, communicating responses, and providing status updates as appropriate.

1.5.3 Vulnerable Populations

In the context of facility operations and maintenance, vulnerable populations refer to those building occupants who are more susceptible than the general population to health risks that facility operations and maintenance activities may pose.

Building occupants should be provided with an ongoing opportunity, such as an online or paper form, to identify themselves to the institution as members of a vulnerable population.

It is important to assist building occupants in understanding whether they may be considered part of a vulnerable population (e.g., if they have chemical sensitivities or certain medical conditions). Regardless of whether building occupants identify themselves as members of a vulnerable population, institutions are encouraged to consider all building occupants as vulnerable when it comes to communications about facility operations and maintenance. Using this approach, any communication about an operation that could adversely affect a vulnerable population would be sent to everyone within a building.

This approach reduces administrative burden (i.e., there is no need for special contact lists for operations and maintenance activities) and provides for the greatest possible information flow with regard to operational activities that could cause adverse effects for vulnerable populations. Finally, considering all building occupants vulnerable makes it unnecessary to maintain personal or medical information about individual building occupants, thus avoiding data privacy concerns.

When disseminating communications, provide as much advance notice as possible, and communicate via a variety of channels (e.g., posted signage, email or other direct web-based communication, or phone calls).

External Resources

- Somers Public Schools Communications Plan, https://cdn5-ss19.sharpschool.com/UserFiles/Servers/Server_61294/File/District%20Info/CommunicationsPlan/Communications%20Plan.pdf

- Fellow.ap, "The 14 Best Anonymous Feedback Tools for Your Team," https://fellow.app/blog/feedback/the-best-anonymous-feedback-tools-for-your-team/

- IPM Institute, "Sample Pesticide Application Notice," https://ipminstitute.org/wp-content/uploads/2016/06/NOTICE_OF_PESTICIDE_APPLICATION_3.23.07-version1.doc

- Penn State Extension, IPM for Pennsylvania Schools and Childcares: A How-To Manual (sample notifications on pp. 25–29), http://pages.extension.psu.edu/IPM-for-pa-schools-and-childcares