Appendix D: Cleaning and Disinfecting by School Department Staff

The authors developed the following document during the SARS-CoV 2 pandemic to address the need to safely expand school staff capacity to conduct infection control activities. During the pandemic, many school departments and staff became involved in these activities that had not done so previously. Some staff and department involvement were official, and some were voluntary. This brought up numerous issues that this document was designed to address:

1. The need for staff guidance on how to break the chain of transmission in their departments and spaces using a set of strategies, including cleaning and disinfecting; and how to safely use, store, and dispose of cleaning and disinfecting products.

   Each department has unique issues to address due to various educational activities using a variety of equipment and/or supplies (e.g., art supplies, musical instruments). Thus, this document provides an overview of the issues faced by all staff complemented with department specific guidance.

2. The need to distribute cleaning and disinfecting products to staff, including monitoring quantities and expiration dates. This challenge was compounded by staff bringing their own unauthorized products that were not accounted for, thus not able to be managed by the school. This document provides guidance for assisting schools to develop policies and provide assistance to either:
   1. allow and support staff to assist with the infection control activities, or
   2. prohibit the use of unauthorized products and assist staff removal of them.

3. The need to regulate the amount and types of products coming into the buildings because many schools were panic buying and stocking up on due to the supply chain issues and the availability of grant funding. This were several challenges that this presented:
   1. Classroom Storage - Staff not having secure locations designed for chemical storage away from student reach.
   2. School Storage - The lack of storage space in the school due to the removal and storage of classroom furniture to make room for social distancing resulted in chemicals being stored in unsafe locations.

In summary, the authors recommend that administrators:

1. review the issues identified in this document and the related recommendations for taking an official position on what practices are approved, and
2. provide support to staff on implementing whatever decisions are made.

This document summarizes some of the information in the information found through the other sections of the Infection Control Handbook for Schools, Edition 2 because it is designed for sections to copied and distributed to relevant departments and staff.

Note that internet addresses (urls) shown may change with time – those shown were accurate on January 5, 2023
# Appendix D: Cleaning and Disinfecting by School Department Staff

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Introduction

The recommendations by the Centers for Disease Control and Prevention (CDC) and the Commonwealth of Massachusetts to increase the frequency of cleaning and infection control tasks during the pandemic to prevent transmission of disease, most often exceeded the capacity of school Facility Departments’ staffing levels. As a result, in addition to reprioritizing custodial tasks, some districts considered having additional (noncustodial) staff conduct certain infection control activities in their departments.

Although it is not required in most non-custodial school employee job descriptions, some school staff bring in their own products and clean and disinfect their spaces. Staff returning to school buildings as part of the re-entry process are bringing in their own products.

Some staff and union representatives have taken the position that cleaning and disinfecting tasks are not part of their job. It is up to each district to determine its employees’ roles in their district’s infection control program. There are issues to be addressed whether 1) the district permits staff participation, or 2) they prohibit staff participation. These issues and related options to solve them are outlined below:

- **If the district does not permit staff other than custodians to participate in the cleaning and disinfecting activities**, they may need to address the following issues:
  - Concerns about the level of infection control in rooms.
    - A procedure should be developed so that a staff person can request additional cleaning and disinfecting services.
    - A system should be established to document the cleaning and disinfecting that was completed in a space. Some districts use a checklist mounted on the entrance to the space. This may be particularly important if a person previously in that space tested positive for COVID-19.
  - Unauthorized products brought in by staff.
    - Staff education about the risks and liability related to the presence and use of unauthorized cleaning and disinfecting products should address:
      - Health - Household cleaners and disinfectants pose health risks (e.g., asthma) to vulnerable adults and students whose immune systems are less developed than adults. Also, children eat, breathe, and drink more relative to their body mass than adults do.\(^1\) Therefore, children have greater exposures to toxic chemicals for their body weight than adults.\(^1\) These differences result in children being disproportionately exposed to toxic chemicals in air, food, and water.\(^2\)
      - Training - Under the OSHA Hazard Communications Standard, districts are required to provide training on hazardous products used in the workplace, maintain a product inventory and safety data sheet on each hazardous
product, assign roles and responsibilities, etc. It is impossible to comply with these requirements when staff bring in random types, amounts and hazard levels of products.

- **Storage** - Teachers do not have safe storage areas as evidenced by inspection findings, particularly in elementary school classrooms. Hazardous products are found stored unsecured under the classroom sink in incompatible groupings of chemicals which can cause a chemical reaction (e.g., mixing bleach and ammonia can cause toxic gases). Also, these products are often accessible to children in the classroom.

- **Products** - Staff may not understand disease transmission and the correct products and processes to reduce transmission. Thus, they may have a false sense of security thinking that they have disinfected, when they may have not, or may have actually caused cross contamination due to poor practices. It is also important for teachers to understand that students should not use disinfectants for any purpose. By law, you must keep disinfectants out of students’ reach.

- **Removal of staffs’ personal cleaning and disinfecting products.** The district has two options to address this issue:
  - Provide an amnesty collection of any prohibited products, or
  - Provide a timeframe and guidance for staff on safely packaging and transporting products home. Please see the Memo Template - Staff Guidelines to Remove Unauthorized Cleaning Products at the end of this appendix for guidance.

- **If the district does involve staff other than custodians in cleaning and disinfecting activities,** there are several regulatory and safety issues to address, in addition to the issues outlined in the previous section. This document provides criteria when considering potential procedural, supply and training provisions that may need to be put into place for each department. Please consult Chapter 3. Development of Protocols for complete guidance on developing these program components.

The district’s COVID-19 designated point person should meet with each department to go over the following to customize content for each department. The district may also want to:

- **Consult with relevant stakeholders** - Consult the school unions, parents’ groups, local health department, etc.

- **Consider district-wide purchasing** - The district would streamline efforts across the district though coordinated purchasing and provision of supplies through the district and department levels.
If you are a public school, consider procuring supplies through the Commonwealth’s Operational Services Divisions (OSD) statewide contract (SWC) FAC118: Environmentally Preferable Cleaning Products, Programs, Equipment and Supplies (use the link to view FAC118’s contract user guide). COMMBUYS, also operated by OSD, is an online procurement platform that links public purchasers of products and services with vendors. Schools may also purchase directly from the FAC118 vendors but must reference the contract. For more assistance on purchasing from the SWC or using COMMBUYS, contact the OSD Help Desk at OSDHELPDESK@MASS.GOV or reach them by phone at 1-888-627-8283 or 617-720-3197.

OSD hosts Environmentally Preferable Products Procurement Program that has the technical expertise to screen products for hazard level to procure the safest products for many of the contracts. All contracted goods and services are evaluated for price and performance. The state can negotiate competitive prices and services through their enormous buying power. OSD has also negotiated with vendors for ancillary services (e.g., assistance with program set-up, training, delivery parameters, etc.).

Due to the pandemic, many environmentally preferable products, supplies and equipment were hard to procure and were on backorder for months. Use of this SWC contract helped expedite the procurement process.

One very important service provided is the technical assistance available from the FAC118 Contract Manager and Contract Team. Due to the limited availability of some products and equipment, schools relied on vendors to find needed products. This can be a problem as salespeople do not always have the expertise at providing the least toxic products and safest product application equipment.

The following categories available in the contract for the majority of supplies and equipment include:

- **Category 1**: Cleaning, Facility, Maintenance chemicals, Disinfectants and Sanitizers
- **Category 2**: Janitorial Supplies, Equipment and Services
- **Category 3**: Disposable Janitorial Paper Products
- **Category 4**: Powered Janitorial Equipment, Supplies and Services

**Guidance on how to use this information to implement a program** – please read this section before reading the department specific information.

- **Product References in the Matrix**
  - Cleaning Products - All references to cleaning products refer to third-party certified all-purpose cleaning products.
  - Disinfectants - All references to disinfectants are for a subset of the safest products listed on EPA’s List N for Emerging Pathogens. This information is provided in Appendix J: Choosing Safer Disinfectants Active Against the
Covid-19 Virus, Poster.

- **High-Touch Points**
  - Please provide each department with a list of high-touch points for their area. These are available in the companion document, *Appendix E: Common High-Touch Points by Location*, which is in addition to information provided in the second column (Items/Areas to be Disinfected) of the matrix below.

- **Criteria to Consider When Developing Procedures**
  - Each school department has specific issues to address depending on the population they serve, the activities conducted in that department, and types of items and surfaces touched. This section provides criteria to consider when developing a work practice or procedure in that department.

- **Training** – all departments should have training on the following topics:
  - **Work Practices** - How to store and use the product, including the use of personal protective equipment.
  - **Infection Control** – Topics should include disease transmission; preventing transmission through implementing personal hygiene and social distancing; cleaning for health; and targeted cleaning and disinfecting for common high-touch points.
  - **Hazard Communication** - If employees have had the basic Hazard Communication training, they will just need an overview of the SDS for any new products they will be using. Departments that typically receive the Hazard Communication training are CTE, custodial, food service, etc.

- **Supplies and Guidance** – districts need to provide all staff conducting cleaning and disinfecting activities with the following:
  - **Safety Data Sheets (SDS) and Written Work Practices** – under the OSHA Hazard Communication Standard, the school district is required to provide SDSs for all products used. In addition, the district should provide written work practices on how to use, store and dispose of products, and how to get supplies refilled.
  - **Product Spray Bottles and Labels** – work with your product supplier to obtain spray bottles and premade labels for the spray bottles.
  - **Microfiber** – Microfiber is an ideal cloth for cleaning and infection control. Its split fibers remove dirt and germs more efficiently than other cloths, and it harbors less germs due to its quick drying time.
    - Districts will need to organize a microfiber collection, laundering and distribution system. The lack of a collection and laundering system can seriously hinder efforts to use microfiber for infection control.
      - Consider a microfiber laundering system or service. Note that SWC
FAC118 described above has a listing under Category 12 for Microfiber Cleaning Services. Please also see the document in Chapter 6. Equipment for Infection Control, section C. Using Microfiber Cloths and Mops for Infection Control for more information on the benefits and considerations for using microfiber.

- **Disinfectant Wipes** – Either prohibit the use of, or, if use is authorized, provide the authorized brands of disinfectant wipes, and specify how, when and where they can be used. Please see Appendix I: Using Disinfectant Wipes at School, Poster to learn about their proper usage. There are many types of wipes, including disinfecting, sanitizing, cleaning, and hand wipes. It is important to use the correct product for the job to prevent exposures to disinfectants, which are antimicrobial pesticides, and to ensure that surfaces are adequately disinfected. There is extensive misuse of these products.

- **Disinfectants in Aerosol Containers** – Prohibit the use of disinfectant products in aerosol containers. They produce a fine mist that can stay suspended in the air for long periods of time, depending on the amount of air flow and air exchange in the space. As a result, they can pose more of a respiratory exposure than use of a spray bottle, which produces larger droplets that fall out of the air much faster. Note that disinfects in aerosol containers are often used incorrectly as an air freshener/deodorizer, where they can cause an unnecessary exposure.

- **Personal Protection Equipment (PPE)** - The Massachusetts Department of Elementary and Secondary Education (DESE) has developed a statewide purchasing system for PPE, called K-12 Health Supply/PPE Acquisition Support. DESE provides a spreadsheet with recommendations for the amount of PPE needed, as well as a way to calculate the needs across the district. For more information, contact LEAestimates@mass.gov.
<table>
<thead>
<tr>
<th>Department</th>
<th>Items/Areas to be Disinfected</th>
<th>Product and Equipment Criteria</th>
<th>Criteria to Consider When Developing Procedures</th>
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<tbody>
<tr>
<td><strong>Facilities</strong></td>
<td>These activities are an extension of normal custodial tasks.</td>
<td>Use microfiber (whenever possible) and consider using color coded microfiber to help prevent cross contamination.</td>
<td>Frequency of high touch point cleaning and disinfecting. &lt;br&gt;Managing microfiber and custodial equipment and supplies to prevent cross contamination. &lt;br&gt;Use of additional PPE if there has been a confirmed case of COVID-19, &lt;br&gt;When to air out, clean and disinfect a space where there has been a confirmed case (if the district is doing this in house).</td>
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<td></td>
<td>Routine areas (e.g., bathrooms, locker rooms/showers). &lt;br&gt;Add a list of high touch points throughout building.</td>
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<tr>
<td><strong>Food Service</strong></td>
<td>Cafeteria - touch pad for student lunch accounting, counters where students select food items, tray return areas, etc.&lt;br&gt;Transport to Classroom – totes and carts used to transport breakfast to classrooms, etc.&lt;br&gt;Food Service staff breakroom.</td>
<td>Must be approved for food contact surfaces if these surfaces are included.&lt;br&gt;Ideally has a short dwell time.&lt;br&gt;Sanitizers are used for food contact surfaces, not disinfectants.&lt;br&gt;Sanitizers are not approved to kill viruses. There are some products registered as both a sanitizer and a disinfectant (typically at different concentrations and dwell times).</td>
<td>Must determine where non-food service staff touch surfaces in cafeteria.&lt;br&gt;Kitchen staff wear PPE for various tasks and the Food Service department should determine additional places they may need to wear them.</td>
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<td>Transportation</td>
<td>Many districts contract out this service. If so, they should review the state guidance on re-entry to determine if there are new guidelines the vendor should implement. If so, the vendor contract may need to be updated. Bus interior and exterior high-touch points. Bus depot (where workers wait between routes), and buses are stored and/or maintained. This includes the eating areas and facilities, bathrooms and break rooms.</td>
<td>Product must reach inaccessible areas. Do not recommend use of mister/fogger in the enclosed space of a bus due to exposure risks. The electrostatic sprayer used with an approved product has been tested by TURI to be safe to use in buses and is able to reach inaccessible areas.</td>
<td>Increase frequency to in-between each trip (more than just at the end of the day). Do not disinfect while the bus is occupied, even if there is an accident during transport. Consider the time needed before the bus can be reoccupied. Buses carrying special education (SPED) students may require additional management due to occupants’ potential limited control over body functions. Work practices should include disinfecting from the back of the bus to the front, to minimize exposure to products. Also, open windows while cleaning and disinfecting. This is particularly important if using any type of spray applicator equipment and hazardous products.</td>
</tr>
<tr>
<td>Athletics</td>
<td>This department has had to deal with disinfecting for MRSA, a resistant bacterium transmitted from infected skin. Foam mats and shared athletic equipment (weights and weight machines), and shared items (e.g. balls, frisbees).</td>
<td>Ideally disinfectant requires no rinse and has a short dwell time. Needs to have kill claims for MRSA as well. Consider an electrostatic sprayer to do mats and equipment touch points quickly.</td>
<td>No student use of cleaning and disinfecting products. Items and surfaces cleaned and disinfected between every use. All students clean their hands before and after equipment use and/or playing with a common item (e.g., ball, frisbee).</td>
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<tr>
<td>Nursing</td>
<td>Treatment rooms – beds/cots, counters, drinking water fixtures, and handwashing facilities. Nurses may also have refrigerators and other types of appliances.</td>
<td>Must be suitable to use with vulnerable populations. Need to determine if the disinfectant currently being used is effective for COVID-19.</td>
<td>How to disinfect between patients in small nurses’ offices where there may be limited space to segregate patients from the area being treated.</td>
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<tr>
<td>Academics</td>
<td>Desks, counters, sinks, sink counters, water fountains, pencil sharpeners, and touch points.</td>
<td>Ideally disinfectant requires no rinse and has a short dwell time.</td>
<td>Students do not use chemicals. Safe, secured storage. How to get refills on cleaning and disinfecting products and supplies. How to get microfiber collected, cleaned and returned (if used).</td>
</tr>
<tr>
<td>Offices/Main Office/Copy Room/Security Desk</td>
<td>Shared equipment – copier, fax, phone, laminating machine, etc. Counters where services are provided in main office, and binder and pens used for visitors and students to sign in.</td>
<td>Ideally disinfectant requires no rinse and has a short dwell time.</td>
<td>Clean hands before and after use of shared equipment. Consider having a pen jar for signing into binders in main office and security desk. These pens can then be cleaned and disinfected after use.</td>
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<tr>
<td>Vocational/CTE</td>
<td>This department does not typically do disinfecting unless related to the Career and Technical Education programs in health and animal care.</td>
<td>Need to determine if what is currently being used in the health care and animal care programs is effective for COVID-19.</td>
<td>Handwashing before and after use of each piece of shared equipment. Cleaning and disinfecting after use of each piece of shared equipment.</td>
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<td>There are required surfaces and items to be managed as part of the program that should already be accounted for.</td>
<td>Ideally no rinse, short dwell time.</td>
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<td>There are also shared equipment, tools and supplies in these hands-on practicums. They range from hand tools to stationary equipment to working on a shared project, such as a car.</td>
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<tr>
<td>IT</td>
<td>Laptop keyboards have been tested and found to have high levels of infectious disease. In addition to disinfecting for viruses, the laptops used by students and staff in school buildings and off-site in homes may need to address issues of bedbugs and cockroaches inside laptops, rodent feces in keyboards, and other pathogens.</td>
<td>Always check manufacturer’s instructions as disinfectants can damage surfaces on electronics. Must be able to clean and disinfect electronics without getting them soaked, while also keeping the surface wet long enough for the required dwell time. Although CDC recommends 70% alcohol for some part of electronics, it evaporates very quickly and may need to be reapplied to keep the surface wet for the required dwell time of 5 minutes. Ideally disinfectant requires no rinse and has a short dwell time. Use lint free, non-abrasive cloths for screens and covers. Consider use of microfiber, a brush and/or use of compressed air for keyboards. Consider using keyboard covers.</td>
<td>Prior to cleaning and disinfecting, unplug computer and remove battery. In addition to blowing particles from keyboards, you can also turn the unit upside down and shake it gently. If there are any signs of rodents, take precautions to do this outside or under a ventilation hood to prevent getting any dust and particles in the indoor air where they can be inhaled. Spray solutions on cloth, not electronics. All moisture you put on the computer must come off. Consider isolating returned equipment that has been returned when possible for a week in a sealed plastic bag. This will help with cockroaches, but not bedbugs who can survive without feeding for 20 to 400 days, depending on temperature and humidity.</td>
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<td>Special Education</td>
<td>Food contact surfaces (e.g., sinks, counters, tables where students eat) and items (e.g., highchairs). Possibly the floor if activities are conducted on the floor. High-touch points (e.g., wheelchair handles).</td>
<td>Evaluate any products they may currently be using for bloodborne spills or toileting tasks to determine suitability for COVID-19 virus. Product should be food contact approved for at least some of the surfaces, and safe for vulnerable populations. Ideally disinfectant requires no rinse and has a short dwell time.</td>
<td>Due to possible communication challenges with students, implementing protocols for student personal hygiene, cough etiquette, etc., may have limited effectiveness. As a result, SPED surfaces and items may require a more frequent schedule of cleaning and disinfecting.</td>
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<td>Preschool</td>
<td>Follow DESE requirements on what and how to disinfectant and sanitizer use. DESE's 2014 guidance provides specifics: <a href="https://www.mass.gov/doc/cleaning-sanitizing-and-disinfecting/download">https://www.mass.gov/doc/cleaning-sanitizing-and-disinfecting/download</a>. DESE updated these guidelines for COVID-19 in MA Child and Youth Serving Programs Reopen Approach, Minimum Requirements for Health and Safety, Updated June 12, 2020, <a href="https://eeclead.force.com/resource/1591036172000/Min_Reg">https://eeclead.force.com/resource/1591036172000/Min_Reg</a>. It is worth reviewing both documents.</td>
<td>This department already uses sanitizers per DESE regulations for food contact surfaces and disinfectants for toileting and other areas. Should be food contact safe and safe for vulnerable populations. Short dwell time, no rinse.</td>
<td>This department has a vulnerable population. Consider how to disinfect when students are not in space.</td>
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<td><a href="https://www.informedgr.org/toolkit">https://www.informedgr.org/toolkit</a></td>
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<td><strong>Art</strong></td>
<td>Resource to address the COVID-19 virus are available at the National Endowment for the Arts. Many of the resources currently available are focused on teaching remotely. New guidance is constantly being generated as information is forthcoming and circumstances change.</td>
<td>Equipment in this department ranges from shared stationary equipment such as kilns and pottery wheels to handheld tools such as X-ACTO knives, paintbrushes, etc. Also, the handling of easels, rolls of paper and supplies, bags of items, etc., will require extra management.</td>
<td>Students should clean their hands before and after tool and equipment use. Tools and equipment should be cleaned and disinfected after every use. Some equipment may be sharp and require careful cleaning. Consider creating a “clean supplies” section or cart in the classroom, and a “used supplies” section to ensure supplies will not be used again until they can be disinfected. Students will then know what items are safe to use. Monitor any supplies or tools taken and returned to the classroom to ensure they are disinfected before use.</td>
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<td>This department has experience cleaning tools and supplies after projects. The level of infection control needed may require additional pre-class prep and post-class cleanup. Consider purchasing consumable supplies or assigning supplies to students for the year whenever possible.</td>
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## Appendix D: Cleaning and Disinfecting by School Department Staff

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| **Music Department and Band Room** | Contact transmission on shared instruments:  
  - hand contact (e.g., drums, piano, strings),  
  - mouth contact (e.g., flutes, trumpets, tubas, clarinets), and near mouth contact (e.g., chin rest on violin and viola)  
  - items, surfaces and touch points in the room itself  
  Respiratory transmission from the following activities has been identified as a concern for transmission\(^{10,11}\):  
  - singing, acting, wind instruments                                                                                                                                                                                                 | Products used to clean and disinfect musical equipment will require consideration of the materials the instrument is constructed from.                                                                                                                                                       | COVID-19 Instrument Cleaning Guidelines: [https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/](https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/)  
  Related downloadable resources: [https://drive.google.com/drive/folders/1PZ8RF3EvtyzUGwkJNpu4fsyXc4E_u2Yi](https://drive.google.com/drive/folders/1PZ8RF3EvtyzUGwkJNpu4fsyXc4E_u2Yi)  
  Guidelines for cleaning classroom ukuleles and guitars: [https://www.facebook.com/86441965717/posts/10156874767740718/](https://www.facebook.com/86441965717/posts/10156874767740718/) |
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| Performing Arts and Theater | Chairs – used as part of set, in auditorium, etc.  
Set pieces, props, rails, technical hardware, etc.  
Dressing rooms – hair dryers, makeup mirrors, lockers, costume racks, restrooms/showers/ sinks, etc.  
Fly system used to move set pieces, lights, mikes.  
Lobby – ticket counters, concessions, and coat check areas. Shop areas to build sets.  
Equipment in the control booth. | If the items such as props have not been handled for more than a week, they do not require disinfecting.                                                                                                                                 | All students should wash hands before and after class, rehearsal and performances, as well as after handling equipment, props, surfaces, etc.                                                                                                                                 |

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Sample Memo - Staff Guidelines to Remove Unauthorized Cleaning Products

******************************************************************
************************
TO: Teachers and Staff
FROM: 
DATE: 
RE: Staff Guidelines to Remove Cleaning Products from Home
******************************************************************

Know:
Removing unauthorized products is one of the first steps to implement the ___’s “Green Housekeeping” Program. The program is designed to provide the safest products and building conditions as possible.

Understand - which products are included and how to transport them safely:
Although you can purchase cleaning and disinfectant products at the grocery store, they may contact hazardous ingredients, and can cause serious reactions if they spill or leak. Thus, it is important pack them correctly for transport home. It is also why they must be disposed of correctly (not in the trash or down the drain). If you are not sure how to handle or dispose of a product, call ________________.

Products include all cleaning or disinfecting products such as; disinfectant wipes, disinfectants, air fresheners, all-purpose cleaners, window cleaner, bleach, ammonia, degreasers, oven cleaners, etc.

Do - Help us REMOVE unauthorized cleaning products:
• Bring home any cleaning products you have brought into the school.
• Make a list of any cleaning products in your space that you are not removing, or that possibly pose a safety risk by __date. If you are concerned about a safety hazard, inform your principal immediately.

Guidelines for Packaging and Transporting Products Home:
• Remove ONLY those cleaning products that you have brought in, are sure of what the contents are, and have intact containers and sealable lids.
• If the products are not yours, or you have any questions about the identity or condition of a product, please leave the product exactly as is, and contact your ________________.
• Separate chemicals into the four compatible categories (acid, base, flammable, reactive) for packaging and transportation listed in the chart on page 2 of this memo. (This is best practice for home storage as well to prevent contact between incompatible products.)
• Seal lids, and pack products so that they will remain upright and secured during transport.
• Put the products into another container to keep them separated into compatible categories (so they do not react with each other). You can use large, sealable plastic bags, or small plastic tubs (e.g. dish tubs or plastic shoe boxes), or buckets.
• Products remaining in the school after ___(date) will be removed by the school district.
### Compatibility Chart for Cleaning Product Packaging and Transportation

**Note:** Since there are numerous products brought in from home, and it is impractical to list them all here, we have provided a list of the most common products typically found in school. Please note that product types listed below may fall into more than one category (e.g., disinfectants can be either alcohol based (flammable), or quaternary compound based (corrosive base) depending on the ingredients. Please check the label.

If you have products that are not on this list, you can check the labels to see if they list the hazard category, check the Safety Data Sheet (SDS) that you can find on-line for most products, and/or you can call the company for more information.

<table>
<thead>
<tr>
<th>Hazard Category</th>
<th>Product</th>
<th>“Acute” Health Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reactive</td>
<td>Bleach</td>
<td>Oxidizers are also corrosive, and can irritate and burn skin, eyes, and the respiratory system. Can trigger asthma.</td>
</tr>
<tr>
<td>“Oxidizer”</td>
<td>Scouring Powder with bleach</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hydrogen peroxide-based products</td>
<td></td>
</tr>
<tr>
<td>Base/Alkaline</td>
<td>Disinfectants</td>
<td>Can irritate, burn, and damage the eyes and skin. Can trigger asthma.</td>
</tr>
<tr>
<td>“Corrosive”</td>
<td>Ammonia, and ammonia-based window cleaner and all-purpose cleaners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oven, drain cleaner and degreasers</td>
<td></td>
</tr>
<tr>
<td>Acid</td>
<td>Acid-based toilet bowl cleaner</td>
<td>Can irritate, burn, and damage the eyes and skin. Can trigger asthma.</td>
</tr>
<tr>
<td>“Corrosive”</td>
<td>Vinegar based window cleaner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mineral scale removers</td>
<td></td>
</tr>
<tr>
<td>Flammable/Ignitable</td>
<td>Degreaser</td>
<td>Breathing in vapors can affect the nervous system and can irritate the respiratory system and trigger asthma.</td>
</tr>
<tr>
<td>Can give off flammable</td>
<td>Alcohol based window cleaner</td>
<td></td>
</tr>
<tr>
<td>vapors at room temperature.</td>
<td>Alcohol based disinfectants</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Metal polish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All-purpose cleaners</td>
<td></td>
</tr>
</tbody>
</table>
References

1 EPA, Children are Not Just Little Adults, [https://www.epa.gov/children/children-are-not-little-adults](https://www.epa.gov/children/children-are-not-little-adults)


4 Normal school nurse functions require very limited use of disinfectants. Health Centers located in schools provide more extensive services and use more hazardous products. This document will not address health center product infection control practices.

5 Which, Press office, Gadgets Grubbier Than Toilet Seats, September, 2013, [https://press.which.co.uk/whichpressreleases/gadgets-grubbier-than-toilet-seats/](https://press.which.co.uk/whichpressreleases/gadgets-grubbier-than-toilet-seats/)


7 This issue is being explored by a national Integrated Pest Management Working Group of universities, state agencies and EPA. More information and guidance will become available in late summer 2020.

8 University California, IPM, Agriculture and Natural Resources, Pests of Homes, Structures, People, and Pets, Bed Bug Management Guidelines--[Bed Bug Management Guidelines--UC IPM](https://nrckids.org/files/appendix/AppendixK.pdf)

9 The Caring for Our Children Appendix K is the standard most states base their regulations on. [https://nrckids.org/files/appendix/AppendixK.pdf](https://nrckids.org/files/appendix/AppendixK.pdf)

10 CDC, MMWR, Lea Hamner, MPH; Polly Dubbel, MPH; Ian Capron; Andy Ross, MPH; Amber Jordan, MPH; Jaxon Lee, MPH; Joanne Lynn; Amelia Ball; Simranjit Narwal, MSc; Sam Russell; Dale Patrick; Howard Leibrand, MD, High SARS-CoV-2 Attack Rate Following Exposure at a Choir Practice — Skagit County, Washington, March 2020, *Weekly / May 15, 2020 / 69(19):606–610, CDC, May 12, 2020*, [https://www.cdc.gov/mmwr/volumes/69/wr/mm6919e6.htm](https://www.cdc.gov/mmwr/volumes/69/wr/mm6919e6.htm)

11 There is a new international coalition of performing arts organizations that commissioned a study on the effects of COVID-19 to understand risks in performing arts classrooms and venues. It will examine aerosol rates produced by wind instrumentalists, vocalists, and actors. The article, [https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/](https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/), 6/30/20, For more information, Mark Spede (CBDNA), [mspede@clemson.edu](mailto:mspede@clemson.edu), or James Weaver (NFHS), [jweaver@nfhs.org](mailto:jweaver@nfhs.org)