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A Union of Professionals

Workplace Checklist for Prevention of Exposure to SARS-CoV-2 Virus in K-12 Education

CONTENTS

Introduction

This checklist is a tool to help employers, unions, and workers in school districts to assess workplace exposure, and identify prevention and control measures for SARS-CoV-2, the virus that causes COVID-19 disease. Key exposure risk factors include working within 6 feet of people who are known to be or are potentially infected with the virus and working with equipment, materials, and/or surfaces that are potentially contaminated with the virus.

This document may be completed collaboratively by employer and worker representatives or individually by each party. The checklist uses a yes/no format. If a question is not applicable, users should place N/A in the box. The "Note" box should be used to provide any details. The tool may be modified by users to make it more site- and industry-specific.

After completing the checklist, be sure to:

1. Review each item.

2. Develop an action plan that lists each item, who is responsible, what needs to be done, and by when.

3. Develop a communication plan to inform employees, customers, and the public of actions taken by the organization to protect workers and the public from exposure to the virus.

Employer/Agency Name/Location:	
Name of person(s) completing this checklist:	
Date of completion:	

Adapted from "Workplace Checklist for Prevention of Exposure to SARS-CoV-2 Virus in Non-Healthcare Industries" from the **NIH**: National Institute of Environmental Health Sciences Worker Training Program.

COVID-19 Exposure Control Plan	YES	NO	N/A
1. Has the employer deployed a safety and health committee or other forum for frontline workers and other key stakeholders, including the union, local/county/state health departments, community partners, etc., to participate in the development of the COVID-19 exposure control plans?	○	○	○
2. Has the employer developed a written COVID-19 Exposure Control Plan that includes an Incident Command System to manage the execution of the plan?	○	○	○
3. Has the employer identified essential employees and other critical inputs (e.g. materials, contractor services/products and logistics, etc.? required to maintain operations?	○	○	○
4. Has the employer conducted a Job Hazard/Safety Analysis for each position in the district (teacher, para, bus driver, custodian, food service, etc.)?	○	○	○
5. Does the pandemic plan include the requirements of students with special needs (e.g., students from low-income families who rely on school food services for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language? If not, when will the plan be revised to include these considerations?	○	○	○
6. Has the employer put the most effective method(s) for minimizing exposure to SARS CoV-2 in place?	○	○	○
7. Are employees encouraged to speak up, without fear of retaliation, if they have safety and health concerns or if they observe violations of employer policies and procedures?	○	○	○
8. Is there a formal and transparent process in place for employees to file complaints and offer suggestions?	○	○	○
9. Has the employer provided communications and training on the following:			
a. Self-reporting expectations?	○	○	○
b. Safety and health protocols and control measures?	○	○	○
c. Information on the virus and how it is transmitted in advance of work?	○	○	○
10. Have platforms been developed (e.g., hotlines, dedicated websites) for communicating pandemic status and actions to employees and parents in a consistent and timely way, including redundancies in the emergency contact system?	○	○	○
11. Is there a plan in place to test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations, etc.) for communicating pandemic status and actions to school staff, students and families?	○	○	○
12. Does the plan incorporate scenarios that address agency functioning based upon having various levels of illness among employees and different types of community containment interventions?	○	○	○

13. Has the employer developed a continuity-of- operations plan for maintaining essential operations, including payroll, and for ongoing communication with employees and parents?	○	○	○
14. Other? _____			

NOTES

Engineering Controls	YES	NO	N/A
1. Has the employer adjusted the heating ventilation and air conditioning (HVAC) system so that it maximizes ventilation (dilution of air – disable demand-controlled ventilation and open outdoor air dampers to 100% as indoor and outdoor conditions permit and keeping systems running longer hours … 24/7 if possible)?	○	○	○
2. Has the employer investigated improving central air and other HVAC filtration to MERV-13 (ASHRAE 2017b) or the highest level achievable?	○	○	○
3. Had the employer considered adding portable room air cleaners with HEPA or high-MERV filters with due consideration to the clean air delivery rate (AHAM 2015)?	○	○	○
4. Has the employer considered add duct or air-handling unit-mounted, upper room, and/or portable UVGI devices in connection to in-room fans in high-density spaces such as waiting rooms, prisons, and shelters?	○	○	○
5. Does the HVAC system maintain temperature and humidity as applicable to the infectious aerosol of concern?	○	○	○
6. Can the system bypass the energy recovery ventilation systems that leak potentially contaminated exhaust air back into the outdoor air supply?	○	○	○
7. Has the employer made plans to operate mechanical ventilation systems in occupied mode for minimum period of one week prior to occupants returning while assuring the outside air dampers are open?	○	○	○
8. Has the employer assessed exhaust ventilation systems in bathrooms?	○	○	○
9. Has the employer taken steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water?	○	○	○
10. Has the employer maximized the use of technology to minimize face to face interactions?	○	○	○
11. Have select doors been bypassed to decrease touching of push bars and handles, consistent with security and fire safety requirements (e.g., automatic doors or separate entrance and exit)?	○	○	○
12. Has the employer developed procedures for early identification and isolation of staff and students who are suspected or known to have COVID-19 in negative air pressure isolation rooms?	○	○	○
a. If negative air pressure isolation rooms are not available, have procedures been established to quickly and safely transport people to healthcare facilities that do have them?	○	○	○
13. Have workers who transport people been trained to do the following:	○	○	○
a. Open windows for maximum air circulation?	○	○	○
b. Set the vehicle to outside air circulation?	○	○	○

c. Use PPE and respiratory protection	◯	◯	◯
14. Do policies include the same considerations for temporary or portable classrooms?	◯	◯	◯
15. Other? _____			

NOTES

Work Practices	YES	NO	N/A
1. Has the employer established a policy enabling employees perform their jobs remotely (i.e., telework) or by flexible work hours (e.g. staggered shifts)?	◯	◯	◯
2. Have work shifts and break times been staggered to reduce choke points (bottleneck) and congestion?	◯	◯	◯
3. Have classrooms front offices and lunch area furnishings (tables, chairs, desks) been adjusted to maintain physical distancing?	◯	◯	◯
4. Have self-service tasks previously performed by staff and students been discontinued, such as allowing them to handle lids for cups, food-bars (buffet), and self-checkout?	◯	◯	◯
5. Have contactless payment systems been established, or, if not feasible, procedures established for sanitizing payment equipment between each use?	◯	◯	◯
6. Has the employer suspended allowing staff and students to bring their own bags, mugs, or other reusable items? Has the employer suspended all buffet food type service and catering?	◯	◯	◯
7. Has the employer erected physical barriers such as Plexiglas or windows, or employed other means to separate students and employees?	◯	◯	◯
8. Has the employer banned the sharing of headsets, computers, books and other objects?	◯	◯	◯
9. Are students, visitors and employees required to wear face covering to reduce spread of the SARS-CoV-2 virus?	◯	◯	◯
10. Has the employer implemented an exercise/drill to test the pandemic plan and to discover gaps in its implementation so the plan can be regularly improved?	◯	◯	◯
11. Has the employer developed a recovery plan to deal with consequences of the pandemic (e.g., loss of staff, financial and operational disruption, etc.)?	◯	◯	◯
12. Has the employer established teacher/student interaction guidelines? For example, how will the teaching strategies be adjusted? Will there be more whole class lectures and lessons? Will group work be banned?	◯	◯	◯
13. Have rules been established for items that students bring to school, teachers bring to school?	◯	◯	◯
14. Have policies been established for the use of the restrooms by staff and students?	◯	◯	◯
15. Other? _____			

NOTES

Enhanced Cleaning and Disinfection	YES	NO	N/A
1. Are handwashing facilities available to all employees with soap and running water?	○	○	○
2. Is there a schedule to actually have students wash their hands frequently throughout the day?	○	○	○
3. Has the employer considered installing electronic no-touch fixtures and soap dispensers?	○	○	○
4. Have air dryers been disabled and paper towels supplied in bathrooms?	○	○	○
5. Are alcohol-based hand sanitizers available to all employees, students and visitors, at entrances and exits, and field locations and regularly maintained?	○	○	○
6. Has the employer developed a cleaning and disinfection schedule that includes the following:			
a. A routine enhanced cleaning/disinfection schedule.	○	○	○
b. Employees trained and assigned to perform cleaning/disinfection tasks, including information on product contact time and, hazard communication training requirements?	○	○	○
c. Use of PPE and safe work practices to prevent chemical exposures.	○	○	○
d. Availability of cleaning supplies and EPA-registered disinfectants effective against the SARS CoV-2 virus.	○	○	○
e. Will Safety Data Sheets be available for any disinfectant applied in any facility?	○	○	○
f. Consideration of less toxic disinfectants that minimize health risks (e.g., green cleaning alternatives).	○	○	○
g. Identified "high touch" surfaces such as tables, chairs, doorknobs, light switches, handles, desks, toilets for frequent surface cleaning and disinfection.	○	○	○
h. Identified shared equipment such as phones, pens, keyboards, touch screens, and remote controls and processes for cleaning and disinfection.	○	○	○
i. Enhanced cleaning and disinfection procedures when there is a suspected or known exposure to a person with COVID-19.	○	○	○
j. Disinfectants available for customers/visitors near items they touch, such as pre-moistened wipes.	○	○	○
k. Employee(s) assigned to regularly disinfect items touched by customers.	○	○	○

7. Has the employer secured sufficient and accessible infection-prevention supplies, such as soap, alcohol-based/ waterless hand hygiene products containing at least 60 percent alcohol, tissues and receptacles for their disposal?	◯	◯	◯
8. Are there procedures to make cleaning products readily available and yet keep them in a secure place and away from young children?	◯	◯	◯
9. Is there special cleaning equipment or supplies needed for some of the more specialized learning tools? E.g. 3-D printers?	◯	◯	◯
10. Other? _____			

NOTES

Personal Protective Equipment (PPE) and Respiratory Protection

	YES	NO	N/A
1. Has the employer conducted a hazard assessment to determine the type of PPE that should be used, and for which job tasks?	○	○	○
2. Does the employer have a sufficient inventory of PPE, provided at no cost to employees, such as gloves, eye protection, protective clothing, and respirators?	○	○	○
3. Has the employer conducted a respiratory hazard assessment to determine the nature of and magnitude of respiratory hazards in the workplace?	○	○	○
4. Has the employer developed a written respiratory protection program that complies with OSHA requirements, including medical clearance, respirator selection, and fit testing?	○	○	○
5. Has the employer trained workers on the proper use, donning, doffing, disposal and/or decontamination of PPE and respirators?	○	○	○
6. Others? _____			

NOTES

Sick Leave, Symptom Screening, and Employee Health	YES	NO	N/A
1. Has the employer worked with the local health department to implement infection-prevention policies and procedures that help limit the spread of infectious disease at schools (e.g., promotion of hand hygiene, cough/sneeze etiquette, etc.)?	○	○	○
2. If a student or staff gets sick while in school, is there a designated area for them to safely wait, while not infecting others?	○	○	○
3. Are there systems, policies, or procedures in place for early identification and isolation of suspected or confirmed COVID-19 cases? This might include the identification of areas in the facility that can be used as an isolation area and infirmary.	○	○	○
4. Has the organization clearly communicated that employees, students and visitors are not to come to the facility if sick?	○	○	○
5. Have all employees been notified to report if they have symptoms of COVID-19 including fever, coughing, shortness of break, loss of smell, taste or gastrointestinal symptoms (diarrhea and nausea)?	○	○	○
6. Has the employer directed that infected/sick employees should home isolate for 14 days and not return to work until they are symptom free and have had a normal temperature for 3 consecutive days without the use of fever-reducing medication?	○	○	○
7. Does the employer have a process in place to assess employees that have an ill person in their household?	○	○	○
8. Are all employees, students and visitors screened for symptoms before entering the workplace?	○	○	○
9. Has the organization established a paid sick leave policy for all employees as recommended by CDC?	○	○	○
10. Does the sick leave policy allow employees to stay away from work to provide care to family members?	○	○	○
11. Has the employer established a policy to protect high-risk employees, including those over 65 years old and with pre-existing/underlying chronic medical conditions?	○	○	○
12. What are the district's policies and procedures for student sick leave unique to a pandemic (e.g., non-punitive, liberal leave, etc.)?	○	○	○
13. Has the employer adjusted sick leave policies to ensure employees who are out for a prolonged period of time do not see a reduction in salary or benefits (e.g. pensions)?	○	○	○
14. Other? _____			

NOTES

Exposures and Case Reporting	YES	NO	N/A
1. Has the employer established a procedure for employees to report exposures occurring at work or in the community?	○	○	○
2. Does the exposure procedure include home isolation for 14 days?	○	○	○
3. Does the exposure procedure include cleaning and disinfection of potentially contaminated areas?	○	○	○
4. Has the organization developed a return-to-work policy for employees that have tested positive and/or recovered from COVID-19 like illness?	○	○	○
5. Has the employer suspended the requirement for employees who are in home isolation to provide medical documentation to return to work, as recommended by CDC? Note: This is so that people in home isolation that do not have symptoms or who have low level symptoms DO NOT go to the emergency room or their primary provider.	○	○	○
6. Has the employer developed a process for contact tracing when an employee tests positive or becomes symptomatic with COVID-19?	○	○	○
7. Has the employer established a relationship with the local, county, and state health department to coordinate case reporting and contact tracing?	○	○	○
8. Has the employer developed a process for informing employees when they have been exposed to a person suspected or confirmed to have COVID-19?	○	○	○
9. Has a policy been established that protects the privacy of both the employee and the others at the workplace?	○	○	○
10. Other? _____			

NOTES

Measures to Protect Employee Mental Health and Physical Well-Being	YES	NO	N/A
1. Has the employer developed a program to address the psychological well-being of employees?	◯	◯	◯
2. Does the employer provide access to an employee assistance program?	◯	◯	◯
3. Does the employer provide adequate mental health benefits?	◯	◯	◯
4. Does the employer have a process where employees can confidentiality report when they are experiencing job and life stress without fear of retaliation?	◯	◯	◯
5. Are there work factors that contribute to employee stress and fatigue that should be addressed?	◯	◯	◯
6. Does the organization help employees to maintain their psychological and physical health?	◯	◯	◯
7. Has the employer worked with the local health department to address provisions for psychological support services for staff, students, and their families during and after a pandemic?	◯	◯	◯
8. Other? _____	◯	◯	◯

NOTES

Important considerations for K – 12 public schools

By their nature, schools have a much higher number of people in a small area. This means the policies and procedures must be clear, reasonable, and practiced with young children. This will require extensive professional learning for the teachers so there is no question about the policies

Teachers and paraprofessionals who work with special populations will need extra support due the high level of personal interaction required to do their work. These employees and where they work must have a much higher level of protection for both teachers, paraprofessionals and students.

Teachers are experts in instruction and learning, not medicine. They should never be asked or assigned work that requires a trained medical expert.