Cleaning Safety Protocols for Custodians for Covid-19 in K-12 Classrooms

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Executive Summary

This document describes an assessment plan for an online learning training program for custodians in K-12 classrooms. The design plan describes how custodial staff will develop the knowledge and skills necessary to safely, effectively, and efficiently disinfect and clean K-12 public school classrooms in the state of Tennessee according to Center for Disease Control (CDC, 2020) and Tennessee Department of Education COVID-19 reopening protocols (TDOE, 2020).

The online training course includes three modules presented in a hybrid format asynchronously in a learning management system with an emphasis on the following content:

- Personal protective equipment (PPE) and correct fitment
- Cleaning schedules in K-12 classrooms
- Cleaning protocols and practices

In this plan, we explain the core competencies, learning outcomes, and learning objectives with an emphasis on performance tasks that involve psychomotor skills. Next, we describe the activities that align with the learning objectives. We outline the two formative assessments and a summative assessment that align with the activities and learning objectives and include rubrics to use in evaluation. Two of the three assessments must be completed in a physical classroom to maintain authenticity and accountability.

Finally, our group statement provides a justification for the design of each component of the plan, including the following considerations:

- Bloom's taxonomy and Robert Mager's direction for preparing instructional objectives
- Merrill's First Principles of Instruction as a guide for designing the activities
- Strategic alignment of assessments with desired outcomes

Online Course Content

The content for this program will be a hybrid model consisting of three learning modules emphasizing PPE, cleaning schedules in classrooms, the selection of cleaning products and the correct cleaning of classrooms (Tables 1, 2, and 3). While janitorial and maintenance staff will complete the training during work hours using asynchronous instruction, learners will be allowed to complete the modules at their own pace. Two formative assessments will be given. One formative assessment will be given asynchronously while the other formative assessment will be a hybrid format. The summative assessment will be given in-person with a supervisor. Each module and formative assessment must be passed before moving on to the in-person summative assessment with a supervisor. All training and assessments must be completed and passed before janitorial and maintenance staff will be allowed to continue with the daily duties of their job.

Table 1

Description of Module One Components

Module 1: Identify PPE	
Module 1 Objective:	Given appropriate PPE (personal protective equipment), the learner will fit themselves with masks/respirator, gloves, and eye protection per CDC (CDC, 20200 and Tennessee Depertment of Education reopening guidelines (TDOE,2020).
Module 1 Activity:	Scenario-based tutorial
Module 1 Assessment:	**Formative Assessment** 2 Part Assessment: - Part A: Online Quiz - Part B: In-person PPE fitting and supervisor inspection
Module 1 Components:	1) Understanding the definition of PPE 2) Identify PPE · Gloves · Eye Protection · Face Coverings · Respirators 3) Proper wear of PPE 4) Understanding cleaning procedures with PPE 5) Understanding cleaning protocols with PPE 6) Module 1 Activity: Scenario-Based Tutorial 7) Module Assessment: Quiz

Table 2

Description of Module Two Components

Module 2: Cleaning Schedules in K-12 Schools	
Module 2 Objective:	Given a chart with a classroom's daily schedule (including in-class time, recess, breaks, lunch, and dismissal), a blank template and computer access, the learner will create a cleaning schedule for the classroom which adheres to CDC (2020) and Tennessee Department of Education reopening guidelines (2020) for frequency of cleaning while presenting minimal disruption to students.
Module 2 Activity:	Drag-and-drop template
Module 2 Assessment:	**Formative Assessment** Create a cleaning schedule · Evaluated using a rubric by supervisor
Module 2 Components:	1) Identifying appropriate cleaning times 2) Avoiding underuse and overuse of products with schedules 3) Video Tutorial: How to create a cleaning checklist 4) Module Activity: Drag-and-Drop to create an appropriate cleaning schedule 5) Module Assessment: Create a cleaning schedule

Table 3

Description of Module Three Components

Module 3: Identifying & Applying Appropriate Cleaning Practices	
Module 3 Objective:	Given a set of assorted cleaning supplies in the chemical storage area of a school, the learner will select those cleaning supplies that are effective, asthma-safe, and appropriate for classroom use according to CDC (2020) and Tennessee Department of Education reopening guidelines (2020). Given a classroom and cleaning supplies, the learner will clean all surfaces in accordance with CDC (2020) and Tennessee Department of Education reopening guidelines (2020).
Module 3 Activity:	Scenario-based tutorial
Module 3 Assessment:	**Summative Assessment** Performance-based assessment (in-person) with a supervisor which will complete all of the activities below:

Module 3 Components:	1) Selecting proper disinfecting products 2) Understanding safety data sheets 3) Potential hazards 4) Protocol for cleaning classrooms 5) Protocol for cleaning cafeterias 6) Protocol for cleaning restrooms 7) Protocol for cleaning locker rooms 8) Protocol for cleaning office work areas 9) Protocol for cleaning break areas 10) Protocol for cleaning common spaces 11) How to clean and disinfect common surfaces · Desks · Doorknobs · Handles · Sinks · Dispensers · Vending Machine touchpads 12) Ensuring proper ventilation

Online Course Context

The asynchronous instructional content and online assessments will be delivered to the janitorial and maintenance staff through a learning management system (LMS) maintained by the county's K-12 school system. Learners will be provided with the accounts they will use to access the LMS, and they will have access to technical support personnel should they need assistance or guidance. Learners who do not have access to a suitable laptop, mobile device, or a stable internet connection will be directed to the Information Technology office to obtain a loaner device which can be connected to the school's wireless network. Learners may also use computer labs in the school to complete the online portion of this program while the labs are not occupied by students.

Description of Learner and Instructional Needs

The target audience for this program consists of janitorial and maintenance staff that are currently employed by a K-12 public school system in Tennessee. The target audience may show a variance of educational achievement and cognitive abilities. Due to the nature of their job, janitorial and maintenance staff must be up to date on the current sanitation and school maintenance guidelines.

Due to the global pandemic caused by the COVID-19 virus, a new set of guidelines has been created by the CDC (Centers for Disease Control and Prevention, 2020) as well as the Tennessee Department of Education reopening guidelines (TDOE, 2020). These guidelines have been put in place to assist schools in the process of opening safely during the pandemic. The instruction and assessments provided in this program will allow janitorial and maintenance staff to gain the knowledge and skills to successfully implement cleaning and disinfecting practices set forth by the CDC (2020) and the state department (TDOE, 2020). The hybrid instruction will be primarily online using scenario-based tutorials with an emphasis on video and practice exercises. However, there are some in-person activities, such as fitting PPE. The assessments of this program will be in a hybrid format consisting of asynchronous assessments as well as in-person assessments. The participants of this program will be required to complete this course and pass the assessments in order to complete the duties of their daily job.

Competencies

Over the course of this program, custodial staff will develop the knowledge and skills necessary to safely, effectively, and efficiently disinfect and clean K-12 public school classrooms in the state of Tennessee according to established Center for Disease Control (CDC, 2020) and state (TDOE, 2020) COVID-19 guidelines and best practices.

Outcomes

1. Learners will identify cleaning supplies and disinfectants that are effective, asthma-safe, and recommended for classroom use per CDC (2020) and Tennessee COVID-19 guidelines (TDOE, 2020) and best practices.
2. Learners will properly fit themselves with personal protective equipment (PPE) according to COVID-19 safety guidelines established by the CDC (2020) and the state of Tennessee (TDOE, 2020).
3. Learners will perform proper surface disinfecting procedures and techniques in a classroom setting according to established CDC (2020) and Tennessee COVID-19 safety guidelines (TDOE, 2020).
4. Learners will create an efficient cleaning schedule for their facility's classrooms that minimizes disruption to students and adheres to CDC (2020) and Tennessee COVID-19 best practices and safety guidelines (TDOE, 2020).

Objectives

1. Given a set of assorted cleaning supplies in the chemical storage area of a school, the learner will select those cleaning supplies that are effective, asthma-safe, and appropriate for classroom use according to CDC (2020) and Tennessee guidelines (TDOE, 2020).
2. Given a classroom and cleaning supplies, the learner will clean all surfaces in accordance with CDC (2020) and Tennessee guidelines (TDOE, 2020).
3. Given appropriate PPE (personal protective equipment), the learner will fit themselves with masks/respirator, gloves, and eye protection per CDC (2020) and Tennessee guidelines (TDOE, 2020).

4. Given a chart with a classroom's daily schedule (including in-class time, recess, breaks, lunch, and dismissal), a blank template and computer access, the learner will create a cleaning schedule for the classroom which adheres to CDC (2020) and Tennessee guidelines (TDOE, 2020) for frequency of cleaning while presenting minimal disruption to students.

Description of Learning Activities

We chose an instructivist approach in the design and development of training, given the need for high levels of accountability of the learner, the potentially dire consequences, and a short amount of time available as the crisis unfolds (Larson & Lockee, 2019, p.151). Learning activities focus on interactive, online multimedia tutorials to promote engagement and build confidence in the learners. Each learning activity will be introduced by a video of the supervisor emphasizing the importance of mastering the knowledge, skills and attitude related to cleaning and COVID-19. The learning activities will be developed by an instructional designer and the supervisor of custodial services so that school-specific content can be included. The activities will be available to the learners through a learning management system.

Activity 1: Selecting Appropriate Cleaning Materials

In this scenario-based tutorial, learners will become familiar with the various cleaning supplies and their appropriate use in K-12 schools. Learners will view a demonstration of a custodian using an online tool to identify products on List N (EPA approved disinfectants for COVID-19) (United States Environmental Protection Agency, 2020) and then engage in practice activities. Next, custodians will learn about their school-specific chemicals. For example, learners will watch a video of a peer or supervisor as he moves to different locations around the

school, indicating where cleaning products are stored, how to transport them correctly, and where to access data safety sheets (SDSs) for each chemical.To reinforce learning, learners will interact with the content using drop-and-drag exercises, question prompts and knowledge checks where learners will select the appropriate asthma-safe chemical to use in classrooms. Learners will practice calculations on how to prepare a dilute bleach solution. Finally, learners will differentiate chemicals to be used on hard surfaces, soft surfaces, and electronics.

Activity 2: Cleaning Procedures and Protocols

In this scenario-based tutorial, learners will see demonstrations of correct and incorrect cleaning procedures and evaluate examples. Content will focus on the safe use of each chemical, including ventilation and fitting of personal protective equipment (PPE) for the custodians. The specific cleaning tasks include wiping and disinfecting desk surfaces, chairs, computer keyboards, and mopping floors. Frequently touched surfaces, such as door handles, shared computer terminals, laboratory equipment, lunch tables, and bathroom fixtures, will be addressed as they require special consideration. Learners will also be informed of the protocols for communicating with one another and the supervisor regarding the cleaning schedule and any problems encountered.

Activity 3: Creating a Cleaning Checklist and Schedule

After watching an example of how to create a cleaning checklist and schedule, learners will interact with a drop-and drag template to create one for each classroom for which they are responsible. Specific considerations will include when students and staff arrive and depart school grounds, daily on-campus schedule for students, such as recess, cafeteria and classroom time.

Learners will differentiate between daily, routine cleaning and additional cleaning regiments due to potential COVID-19 exposure. For example, the learner may designate a twenty-minute cleaning regiment per classroom prior to the student arrival that would include thorough cleaning. However, during a recess, custodians may focus for a ten-minute period only on desk surfaces and door handles.

Description of Assessments

Our training assesses learners with two formative assessments and one summative assessment.

Formative Assessment #1

In the first formative assessment learners will answer multiple choice questions online about the content covered in activity 2, including identifying PPE and how to correctly wear a mask, eye protection, and correct glove usage and disposal (Appendix A). Most questions include visuals that are similar to the ones in the activity and closely match the equipment that custodians will use on the job. The remaining questions include knowledge checks that stimulate recall of new vocabulary using a multiple choice and multiple select question format. After successfully completing the asynchronous portion, the learner will properly equip themselves with PPE in the presence of a supervisor for inspection.

Formative Assessment #2

For the second assessment, learners will be given an online template of a classroom schedule and will customize it to create a cleaning schedule based on the content from activity 3. Learners will complete this assessment at a computer during work hours using. Custodians will list tasks to complete prior to the start of the school day, during the day and after students have left for the day. Once completing the assessment, learners will have created a unique, digital

schedule for each classroom for which they are responsible that lists the tasks to complete throughout the day. Supervisors will assess the custodians based on a rubric provided (Appendix B).

Summative Assessment

The summative assessment occurs once all training has been completed and is based on the performance, conditions and criteria indicated in objective 2. The summative assessment will occur in a physical classroom where the custodian will choose the appropriate cleaner and tools and clean the classroom based on skills mastered during the training and the formative assessments. The supervisor will evaluate the custodian using the rubric provided (Appendix C).

Group Statement

Need and Knowledge Gap

With the appearance and spread of the COVID-19 virus in the United States in March 2020, an immediate need to develop cleaning protocols and train staff emerged. Early during the pandemic, there were many unknowns regarding the transmission and progression of this new virus. Now, nearly eight months after the appearance of COVID-19 in the US, there are policies and protocols in place to address the regular cleaning of schools with frequent updates. (CDC, 2020). While custodial staff are familiar with a typical “cold and flu season”, a knowledge gap exists in knowing and implementing the new cleaning processes specific to COVID -19.

The desired scenario is for every school to have well-trained, informed custodial staff to clean classrooms, rest rooms, lunchrooms, etc.… according to the latest guidelines and recommendations outlined by both national and state-level administrators. Therefore, we have

identified a need for initial and on-going training of custodial staff in an effort to protect the health of students, teachers, staff, and society at large.

Design of Learning Objectives

In developing the learning objectives for the training, we were careful to follow Mager's direction that they indicate "what a successful learner will be able to do" (Mager, 1997b, p.44). For example, rather than use ambiguous terms like "understand" or "know", the learning objectives contain action verbs, the performances, that are clear about what the learner will do. Additionally, each learning objective contains a condition describing the location or other characteristics of the environment under which the performance occurs (Mager, 1997b). For example, in our second objective we specify that the cleaning will take place in a classroom. Finally, each learning objective contains at least one criterion that indicates the degree to which the learner must perform (Mager, 1997b). For example, all objectives indicate that the performance should match the state and national guidelines.

Many objectives are considered "lower level" according to the revised Bloom's taxonomy (Anderson et al., 2001), especially at the "apply" level where students are carrying out or demonstrating a psychomotor skill. However, two of the objectives contain higher order thinking skills. For objective one, learners must "select" the correct cleaning supplies. Inherent in this task is the ability to examine and differentiate, both at the "analyze" level in Bloom's taxonomy. For objective four, using a template, learners will "create" a classroom cleaning schedule, which is a more complex task than those identified in the other objectives.

Design of Activities

In designing the learning activities, we followed Merrill's First Principles of Instruction (Merrill, 2002). First, to inform learners of the real-world significance of the training, each of the

three activities begins with a video introduction from the custodial supervisor and the school principal to emphasize the magnitude and importance of the cleaning tasks. The video also aims to influence the affective domain (Gagne, 1985) by eliciting emotional involvement from the custodians, which can lead to an attitudinal change (Mueller et al., 2017). Next, the tutorial will highlight what the custodial staff already knows about cleaning, thereby activating their current base of knowledge (Merrill, 2002). The third step of the First Principles of Instruction (Merrill, 2002) is demonstration, where a role model performs the desired behavior as part of the training module. Ideally, this would be a well-respected peer custodian to increase credibility (Simonson & Maushak, 2001). Since the desired behavior is a psychomotor skill, it is important that the demonstration is accompanied by clear verbal instructions and organized in a step-by-step manner (Larson & Lockee, 2019, p.222). The fourth step of the First Principles of Instruction (Merrill, 2002) is application, where custodians will apply what they have learned. During the tutorial, learners will complete practice exercises to reinforce the concepts they have learned. Finally, the new knowledge will be incorporated into the daily cleaning schedule as the final step of Merrill's principles is achieved (2002).

Design of Assessments

We designed two formative and one summative that align with the performance tasks, conditions and criteria indicated in the learning objectives (Mager, 1997a). As we crafted the assessments, we emphasized authenticity by including activities that emphasized application of knowledge (Palloff & Pratt, 2009, p.76). Most of the learning objectives require a psychomotor skill to be performed in a "real-world" setting in conditions that are nearly identical to the actual work task (Mager, 1997a). Therefore, the assessments described are considered authentic (Mager, 1997a; Palloff & Pratt, 2009; Larson & Lockee, 2019).

Both of the formative assessments are examples of "assessment-for-learning" (Black & Wiliam, 1998) because they provide comprehensive feedback for the learner to correct their thinking and change behavior when required. For example, in the second formative assessment, the supervisor will evaluate the classroom cleaning schedule using a rubric. In reviewing this rubric with the learner, the supervisor will seek to engage in collaborative dialogue to not only offer feedback for improvement but also to elicit feedback from the custodian on his ideas for modifications still within the mandated guidelines. In this discussion, gaps in knowledge and skills can be identified and addressed (Larson & Lockee, 2019). Furthermore, the formative assessments can inform changes in process and procedures in future trainers (Vonderwell & Boboc, 2013).

Following all online training and two formative assessments, custodians will complete a summative assessment to ensure their competency in selecting the appropriate cleaner/disinfectant and performing cleaning tasks. The assessment will be nearly identical to the stated objective performance since the assessment will be conducted in a classroom as the supervisor observes (Mager, 1997a). This assessment serves as an "assessment-of-learning" (William & Black, 1996), where supervisors will evaluate the custodian's performance to ensure consistency among all employees and as evidence of mastery (Larson & Lockee, 2019).

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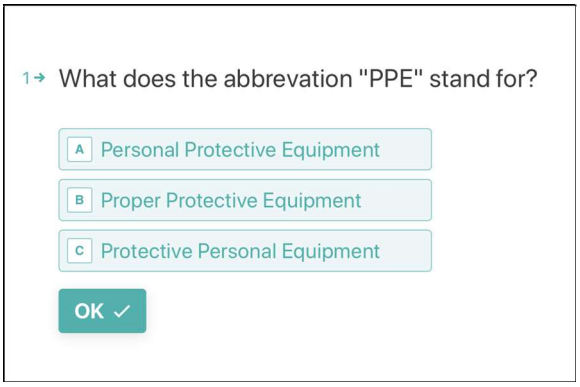
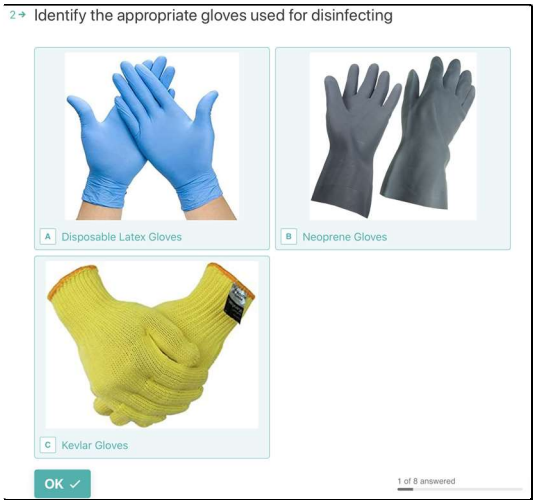
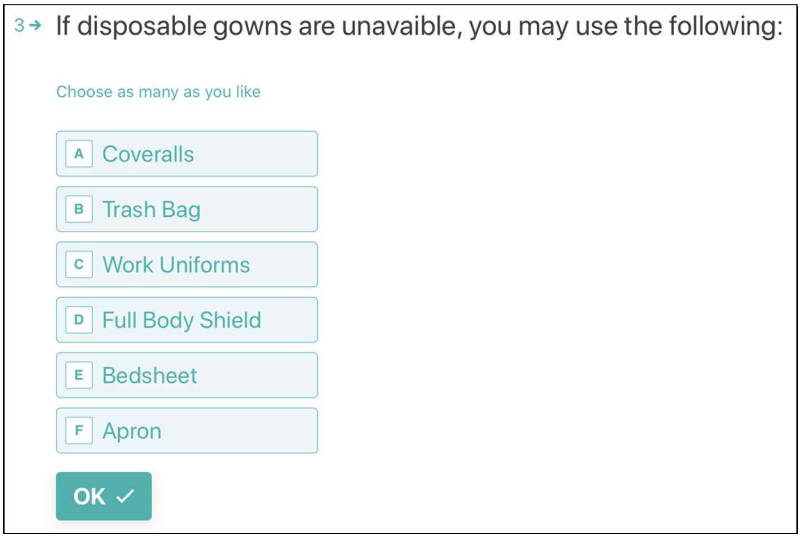
Appendix A

Sample Questions from Formative Assessment #1.







Appendix B

Module 2: Cleaning Schedules in K-12 Schools						
Staff Member:_____						
	Exceptional (5 Points)	**Adequate (3 Points)**	**Needs Improvement (1 Points)**	**Unacceptable (0 Points)**	**Score**	**Comments & Feedback**
Locate template, save template as a new document with unique classroom information	Located template, completed all information unique to the classroom, saved the updated document correctly. Listed all equipment, tools, and chemicals required to complete the tasks	Located template, most classroom information is included by missing some information. Listed most equipment, tools, and chemicals required to complete the tasks	Located template, some classroom information is included by missing some information. Listed some equipment, tools, and chemicals required to complete the tasks	Could not locate the template, nor complete the document with correct information. Did not list any equipment, tools, and chemicals required to complete the tasks		
	Exceptional (5 Points)	**Adequate (3 Points)**	**Needs Improvement (1 Points)**	**Unacceptable (0 Points)**	**Score**	**Comments & Feedback**
Lists which tasks are to be completed when classroom is empty: prior to school starting	Listed all tasks to be completed in order and at the correct time.	Listed most tasks to complete prior to the school day starting. Missing only one task to complete.	Listed some tasks to complete prior to the school day starting. Missing key tasks to complete.	Did not list any tasks to complete prior to the school day starting.		

	Exceptional (5 Points)	Adequate (3 Points)	Needs Improvement (1 Points)	Unacceptable (0 Points)	Score	Comments & Feedback
Lists which tasks are to be completed when classroom is empty: during lunch	Listed all tasks to be completed in order and at the correct time. Listed all equipment, tools, and chemicals required to complete the tasks.	Listed most tasks to complete during lunch for students. Missing only one task to complete.	Listed some tasks to complete during lunch for students. Missing key tasks to complete.	Did not list any tasks to complete during lunch for students.		
	Exceptional (5 Points)	**Adequate (3 Points)**	**Needs Improvement (1 Points)**	**Unacceptable (0 Points)**	**Score**	**Comments & Feedback**
Lists which tasks are to be completed when classroom is empty: during recess	Listed all tasks to be completed in order and at the correct time. Listed all equipment, tools, and chemicals required to complete the tasks.	Listed most tasks to complete during recess. Missing only one task to complete.	Listed some tasks to complete during recess. Missing key tasks to complete.	Did not list any tasks to complete during recess.		
	Exceptional (5 Points)	**Adequate (3 Points)**	**Needs Improvement (1 Points)**	**Unacceptable (0 Points)**	**Score**	**Comments & Feedback**
Lists which tasks are to be completed when classroom is empty: after students have left for the day	Listed all tasks to be completed in order and at the correct time.	Listed most tasks to complete students have left for the day Missing only one task to complete.	Listed some tasks to complete students have left for the day Missing key tasks to complete.	Did not list any tasks to complete after students have left for the day		

Final Supervisor Comments & Feedback	**Total Score**	

Appendix C

Module 3: Identifying & Applying Appropriate Cleaning Practices						
Staff Member:_____ _____						
	Exceptional (5 Points)	**Adequate (3 Points)**	**Needs Improvement (1 Points)**	**Unacceptable (0 Points)**	**Score**	**Comments & Feedback**
Proper PPE Selection & Fitment	Staff member selects and properly equips disposable gloves, eye protection, respiratory protection.	Staff member selects and equips disposable gloves, eye protection, respiratory protection with one fitment mistake (e.g. mask worn under nose, loose fitting eye protection, gloves not pulled tight).	Staff member selects and equips disposable gloves, eye protection, respiratory protection with more than one fitment mistake (e.g. mask worn under nose, loose fitting eye protection, gloves not pulled tight).	Staff member does not equip one or more pieces of PPE (disposable gloves, eye protection, respiratory protection).		
Selection of Effective & Asthma-Safe Cleaning Supplies per EPA List N (epa.gov/listn)	**Exceptional (5 Points)**	**Adequate (3 Points)**	**Needs Improvement (1 Points)**	**Unacceptable (0 Points)**	**Score**	**Comments & Feedback**
	Staff member selects effective and asthma-safe cleaning materials per EPA List N without needing to consult with supervisor or checking EPA List N.	Staff member selects effective and asthma-safe cleaning materials per EPA List N but needs to consult with supervisor or checking EPA List N.	Staff member selects effective and asthma-safe materials only after consulting with supervisor or checking EPA List N.	Staff member does not check labels, consult with supervisor, or check EPA List N.		

	Exceptional (5 Points)	Adequate (3 Points)	Needs Improvement (1 Points)	Unacceptable (0 Points)	Score	Comments & Feedback
Proper Cleaning of Frequently Touched or Shared Surfaces	High-touch surfaces (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards) are cleaned with soap and water prior to disinfecting. Disinfectant is allowed proper contact time per the label. Gloves are disposed of following cleaning.	High-touch surfaces (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards) are cleaned with soap and water prior to disinfecting. Disinfectant is applied, but label is not checked to allow proper contact time. Gloves are disposed of following cleaning.	High-touch surfaces (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards) are NOT cleaned with soap and water prior to disinfecting. Disinfectant is applied, but label is not checked to allow proper contact time. Gloves are disposed of following cleaning.	High-touch surfaces (tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards) are NOT cleaned with soap and water prior to disinfecting. Disinfectant is applied, but label is not checked to allow proper contact time per the label. Gloves are NOT disposed of following cleaning.		
Final Supervisor Comments & Feedback:				**Total Score**		