

Facilities Servicepersons Guidelines and Procedures Handbook

2021-22 Edition



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Table of Contents

FSP Rules and Responsibilities	1
Guidelines for Professional Development	2
Basic Facilities Serviceperson Program Objectives	4
Facilities Serviceperson Job Description	5
Custodial Duties and Responsibilities	9
Working with All Stakeholders	12
The Public	12
The Administration	13
The Teachers	14
The Support Staff	14
The Facilities Staff	14
The Students	15
Broward County Schools Employee Health & Safety Program	17
Indoor Air Quality (IAQ) Program	18
Reducing IAQ Problems	21
Universal Precautions	22
Emergency Clean-up Kit Instructions	23
Safety in Schools	24
Accidents and Injuries	25
General Safety Guidelines	26
Electrical Safety Guidelines	27
Safety in Cleaning	28
Lifting Safely	29
Lifting Technique	30
Avoiding Slips, Trips, and Falls	31
Ladder Safety	32
First Aid Policy	34
Equipment Guidelines	36
Pressure Cleaning Safety Tips	39
Chemical Disposal Guidelines	40
Chemicals	41
Sanitation and Housekeeping	44
Top Down Cleaning Guidelines / Procedures	45
Daily Responsibilities	48
Weekly Responsibilities	50
Monthly Responsibilities	51
Semi-Annual & Annual Responsibilities	52
Cleaning Checklist	53
Classroom/Corridor/Office/ Cleaning Guidelines	54
Daily Tasks	55
Weekly Tasks	56
Monthly Tasks	57
Restroom/Locker-Shower Room/Clinic Cleaning Procedures	58
Daily Sanitation Procedure for Restroom/Locker-Shower/Clinic	59

Weekly Sanitation Procedure for Restroom/Locker-Shower/Clinic.....	62
Restroom Do's and Don'ts.....	64
Windows	65
Exterior Window Cleaning	66
Interior Window Cleaning	67
Food and Nutrition Services	68
Cafeteria / Dining Room.....	69
Cafeteria Table Folding Instructions	71
Kitchen.....	72
Extractor Room.....	74
Floors	75
Scrubber Procedures	76
Floor Mopping	77
Floor Stripping.....	78
Floor Waxing Refinishing.....	80
The Do's of Floor Waxing Finishing.....	82
The Don'ts of Floor Waxing Finishing.....	83
Buffing – High Speed Burnishing.....	84
Carpet Cleaning	85
Bonnet Method.....	86
Extraction Method	88
Rotary Method	90
Carpet Stain Removal	91
Building Exteriors.....	92
Exterior Care.....	93
Dumpsters	94
Policing Walk.....	95
Pest Control Management.....	96
Pest Management Guidelines.....	97
Pest Control Report Form	98
Facilities Serviceperson Task Schedule.....	99
Facilities Serviceperson Maintenance Work Request.....	100
Broward Schools Helpful Websites	101
Important Phone Numbers	102
Discussion Questions & Case Studies	103
Questions.....	103
Case Studies	104
Glossary	105
Reference Section	109
Career Opportunities.....	118
FISH! Worksheet	119
Basic FSP Program Study Guide	120

FSP PROGRAM RULES AND RESPONSIBILITIES

1. **ATTENDANCE:** Participants will not be allowed to miss any days of any FSP Program. All participants are expected to arrive to class on time and remain for the entire class.

2. **PRE-REQUISITES:** Pre-requisites for all FSP Programs are the Asbestos Awareness and Lockout / Tagout classes. Participants who cannot demonstrate evidence of having taken these classes prior to registering for the FSP Programs (Basic, Professional & Master) will not be allowed to attend. Those individuals who have registered for a program, but have not met the pre-requisites will be withdrawn.

3. **COURSE SEQUENCE:** The programs mentioned below must be taken in sequential order. The order in which the programs need to be taken are:

1. Basic FSP Program
2. Professional FSP Program
3. Master FSP Program

If you register for any of the programs and have not completed the preceding program, you will be withdrawn!

4. **HANDS-ON SESSIONS:** For safety reasons, participants **MUST** wear proper work attire and closed toed shoes that have non-skid or rubber soles, **AT ALL TIMES**. Proper work attire includes a combination of clothing (avoid ragged or loose-fitting garments) and following proper safety practices that will decrease the likelihood of injury or incidents at work. Participants are expected to come wearing proper work attire each day. Failing to follow this expectation may lead to being asked to leave and retake the course due to not being prepared and or failing to follow safety and health procedures.

- Open-toed shoes, sandals, flip-flops and/or clogs are **ABSOLUTELY NOT ACCEPTABLE**. Shoes must be in good condition. Sandals, open-toed shoes, and shoes with woven uppers, do not protect against accidental spillage of corrosive or irritating chemicals or machinery movement.
- **DO NOT** wear loose or torn clothing due to the potential for ignition, absorption of chemicals, and potential entanglement in machinery.
- **DO NOT** wear loose or dangling jewelry and confine long hair to decrease the potential for entanglement in machinery.
- Finger rings or other tight jewelry, which is not easily removed, should be avoided because of the danger of corrosive or irritating liquids getting underneath the piece and producing irritation.

5. **ASSESSMENT:** Cheating will not be allowed or tolerated! If caught cheating during assessment (initial or retake), you will be expected to leave the premises and may be suspended from any FSP Program for up to 6 months. Additionally, this information will be shared with your Principal / Supervisor. Prior to taking the assessment, all materials (notes, books, etc..) must be left in your car or on table next to proctor. Examples of cheating are:

- Using notes, handbooks, dictionaries and /or technology (cell phones, watches, etc..);
- Talking to another individual during the assessment or looking at other's assessment
- Leaving the assessment room, without permission from the trainer prior to completion;

6. **ASSESSMENT RESULTS:** Participants should contact the Program Coordinator for their assessment results. YOU MUST CONTACT THE PROGRAM COORDINATOR OR THEIR OFFICE TO RECEIVE YOUR FINAL ASSESSMENT GRADE(S)...FAILURE TO DO SO WILL RESULT IN YOUR HAVING TO TAKE THE ENTIRE PROGRAM AGAIN IF YOU DID NOT MEET THE 80% MASTERY REQUIREMENT!

7. **RETAKE ASSESSMENT:** Participants who do not achieve a mastery score of 80% or higher on their initial assessment, will be provided one (1) opportunity to retake the assessment within **30 days** after their initial assessment. All arrangements for retaking the assessment must be made through the Program Coordinator or their office, which will provide the date(s) and time(s) for individuals to attend. If you are scheduled to show for a retake assessment and are absent, you will have to redo the entire Program. There will be no third opportunity without re-taking the program.

8. **FEEDBACK SURVEY:** Participants are responsible for completing their course feedback survey in LAB to receive in-service credit for the Program. Failure to complete the course feedback survey for a class or program within the given timeframe will result in the participant having to redo the entire program / class, not receiving in-service credit or receiving program supplement. If you do not complete this requirement, the program / class will not show on your in-service report for the District. Any program or class is not finished until you have completed this requirement!

Please contact your Inservice Facilitator (schools) / Course Organizer (departments) if you have any questions pertaining to Learning Across Broward (LAB). You may also call 754-321-5055 for assistance.

Guidelines for Professional Development Contributors- Professional Development Participants

Title: Expectations of a Professional Development Participant

Definition: A participant attends all scheduled sessions of a course and completes all course requirements *before* the end date of the course, including the course survey via LEARNING ACROSS BROWARD (LAB).

Responsibilities:

1. Determine the need for professional development based on student and individual needs, using the SIP, PGP and other professional growth tools.
2. Search the course catalog for appropriate courses to meet those needs.
3. Register to attend the course or if necessary, cancel registration via LAB.
4. Monitor your email account for messages regarding courses. Verify the email provided is current
5. Verify Inservice Record after completed courses are closed, and at least annually.
6. Stay current with SBBC professional development policies and procedures via Professional Development Standards & Support website (<https://www.browardschools.com/site/Default.aspx?PageID=34537>).

Planning

- Determine professional growth needs.
- Verify a valid email is listed in your LAB account in order to receive email notifications.
- Register for courses in Learning Across Broward (LAB).
 - If you are an external participant, please note you may be charged fees for attending a course.
 - If using credit to renew certification, verify the course start and end date falls within the appropriate time period.
- Read any “Notification of Your Training Provider” emails such as registration confirmation, cancellations, course closing, etc.
 - Retain a copy of all confirmations of booking notification and be prepared to submit at the first session upon trainer request, to verify registration.
- If you are unable to attend a course for any reason, cancel yourself out of the course, at least three business days prior to the start date of the course.
 - If you need to cancel your registration on the day of the event, you *must* contact the Training Provider listed in the “Notification of Your Training Provider” email.
 - The name and number of this contact person is available in LAB and on the course registration notification.
 - If you are cancelled out of a course, or if a course is changed or cancelled, you will automatically be notified via email. You are responsible for providing a current email account and for checking your inbox for professional development messages.

Guidelines for Professional Development Contributors- Professional Development Participants

Learning

- Attend all scheduled sessions
 - Arrive on time
 - Sign in at the beginning of each session (a.m. and p.m.) on the signature line of the District-approved sign in sheet
 - Be prepared to show proof of identification and verification of registration upon request of the trainer.
- Adhere to the norms in the course
- Actively participate in all course activities
- **Participants may be denied admission if:**
 - **Their name is not printed on the District-approved sign-in sheet and they do not have a “Notification of Your Training Provider” confirmation of booking with them.**
 - **They arrive more than 15 minutes after start time and / or return from lunch / dinner break**
 - **The course capacity has been reached and a notification of being on the waitlist was received via email.**
 - **They have not met course prerequisites.**

Implementing

- Work with the trainer, a peer, and / or a coach, as needed, to ensure full implementation of learning
- Attend all sessions as evidenced by your signature on the sign-in sheet(s).
- Demonstrate 80% mastery of specific objectives.
- Successfully complete implementation activities and submit evidence of such to the trainer by the due date established by the trainer.

Evaluating

- Collect data to determine the effectiveness of the implementation on students or job performance
 - Use this data to complete the Course Survey in LAB *prior* to the end date listed in the course schedule and on the registration notification.

BASIC FACILITIES SERVICEPERSON PROGRAM

OBJECTIVES

Upon completion of this course, participants will be able to:

- Implement safety procedures in school/District operations
- Communicate and interact effectively with students, teachers, administrators, parents, and other stakeholders
- Perform the duties and responsibilities described in the job description (Facilities Serviceperson)
- Operate and maintain machinery related to the responsibilities of the position
- Maintain grounds at their facility
- Demonstrate proper use of chemicals
- Recognize the different fire extinguishers and their usage
- Recognize the value facilities servicepersons provide to the District
- Articulate the value of working as a team
- Implement appropriate sanitation and school housekeeping procedures including floor and carpet care into the daily work routine

JOB DESCRIPTION

SBBC: NN-009

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Facilities Serviceperson
CONTRACT YEAR: Twelve Months
PAY GRADE: Facilities Serviceperson Salary Schedule
BARGAINING UNIT: FOPE-Facilities

MINIMUM QUALIFICATIONS:

EDUCATION: Receipt of Special Diploma.

EXPERIENCE: A minimum of two (2) years of successful work experience with the Broward County Public Schools in the position of facilities serviceperson aide. Must have completed the Basic Facilities Service job related training program, offered by Broward County Public Schools Human Resource Development and have received a Basic Facilities Service certification.

**ADDITIONAL
REQUIREMENTS:** Able to perform custodial work. Ability to operate labor saving devices such as shampoo and scrubbing machines, wet and dry vacuums, plus other heavy labor saving devices in the schools. Ability to do heavy lifting, climb ladders to replace light bulbs and filters from air conditioning equipment. Must be able to follow written and oral instructions on cleaning and equipment operation. Able to work well with others.

REQUIRED: Computer skills as required for the position.

OR

**PREFERRED
QUALIFICATIONS:**

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program.

EXPERIENCE: No additional experience required.

ADDITIONAL

REQUIREMENTS: Able to perform custodial work. Ability to operate labor saving devices such as shampoo and scrubbing machines, wet and dry vacuums, plus other heavy labor saving devices in the schools. Ability to do heavy lifting, climb ladders to replace light bulbs and filters from air conditioning equipment. Must be able to follow written and oral instructions on cleaning and equipment operation. Able to work well with others.

Must complete the Basic Facilities Service job related training program, offered by Broward County Public Schools and receive a Basic Facilities Service certification Within the probationary period of employment.

PREFERRED: Bilingual skills are preferred.

REPORTS TO:

Principal/Administrator or designee

SUPERVISION:

This position does not have supervisory responsibilities.

POSITION GOAL:

To perform semi-skilled work in heavy cleaning such as mopping, scrubbing, stripping, refinishing and other assigned duties; to maintain the cleanliness, orderliness, appearance and safe condition of schools and buildings in a responsible and accurate manner.

**ACCOUNTABILITY
PROCEDURES:**

The principal/administrator or designee will assess the effectiveness of the Facilities Serviceperson annually with respect to the performance of specific responsibilities.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Facilities Serviceperson shall carry out the essential performance responsibilities listed below.

1. Clean all areas assigned such as cafeteria, restrooms, offices, gymnasium, halls, outside areas, and others as scheduled and according to custodial standards.
2. Empty containers of trash and debris from offices, classrooms, hallways, repair shops, etc; carry garbage cans and compactor bags to dumpster and dispose of properly.
3. Sweep, mop, brush, vacuum, strip and wax and otherwise clean floors, walls, walkways and other building surfaces.
4. Perform heavy lifting such as removing garbage cans or compactor bags to the dumpster.
5. Wash and sanitize sinks, toilets, showers, plumbing fixtures and other restroom/shower-room facilities and replenish supplies of soap, towels, etc.
6. Climb step and fixed ladders to replace florescent lights and clean fixtures; remove and clean filters.
7. Dust, wipe, wash and wax furniture such as desks, chairs, tables, filing cabinets, chalkboards and trays, etc. and perform minor repair work.
8. Operate heavy equipment in stripping and sealing floors in the gymnasium and on the stage; heavy duty wash and dry vacuums will be used to prepare floors throughout the school/center.
9. Replace light bulbs, fluorescent lamps, fuses, soap and towel receptacles and other worn or depleted items.
10. Move or transport school furniture, such as chairs, file cabinets, desks, television monitors, etc.
11. Change air conditioning filters routinely and clean vents, as necessary.
12. Maintain equipment in a satisfactory condition by lubricating parts properly, replacing rotary brushes, cleaning, as necessary, and storing them safely and securely.
13. Receive and assist with unloading supplies, furniture, etc. and deliver to storage or proper destinations.
14. Inform supervisor of needed supplies. Recognize building equipment, mechanical equipment and structural problems which require servicing or maintenance. Inform immediate supervisor of needs or call in maintenance work orders as directed by facility administrator.
15. Practice safety continuously and ensure that a safe working area exists.
16. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.
17. Complete all projects in a competent manner and ensure proper recording of time and materials.
18. Perform all duties which require extensive physical effort, such as climbing, lifting, pulling, etc., which requires the physical ability to lift, on average, up to fifty-five (55) pounds.
19. Review current developments, literature and technical sources of information related to the job responsibility.
20. Ensure adherence to safety rules and procedures.
21. Perform other duties required by the principal/administrator or designee.

22. Follow federal and state laws, as well as School Board policies.

Facilities Serviceperson (cont'd)

SBBC: NN-009

SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result:

Majority of contact is with employees within the department utilizing communication skills requiring tact and courtesy to give or receive information directly related to performing the job.

PHYSICAL REQUIREMENTS:

Heavy work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:

The job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:

Performance will be evaluated in accordance with Board Policy.

Board Approved: 12/20/84 &

Adopted: 1/8/85

Revised: 11/17/92 &

Adopted: 12/1/92

Revised: 4/20/93 &

Adopted: 5/4/93

Board Approved: 1/21/97 &

Adopted: 2/18/97

Board Adopted: 12/16/03

Revised: 8/7/06

Revised: 2/27/09

Board Approved: 11/3/15

Board Adopted: 12/8/15

CUSTODIAL DUTIES AND RESPONSIBILITIES

“Educating today’s students to succeed in tomorrow’s world.” – Broward County Public Schools Vision Statement

“Broward County Public Schools (BCPS) is committed to educating all students to reach their highest potential.” - Broward County Public Schools Mission Statement

Good custodial care is a necessary part of achieving the main school mission - - that of educating all students. Custodians support this mission in many ways:

- Caring for a large taxpayer investment, in the school plant and equipment.
- Keeping costs of building care down by increasing economy and effectiveness of care.
- Maintaining a safe, healthy learning environment, especially in supporting the regulations contained in the State Requirements for Educational Facilities (SREF).
- Promoting “pride” within the school facility and its surrounding community.
- Increasing the professional reputation of all custodians by being responsible and competent.

Facilities servicepersons play a vital role in the efficient operation of our school facilities. Modern buildings require modern equipment, chemicals and cleaning techniques performed by a well-trained individual to keep the school sanitary and in safe operating condition.

The work of a facilities serviceperson is complex because of the variety of duties and responsibilities they face in today’s educational environment. The facilities serviceperson must be technically proficient, be able to work well within a diverse workforce and meet the demands of an ever-changing educational environment. Schools have gone from the “little red school house” to complex educational facilities, serving the adult population as well as the children of the community.

The guidelines and procedures in this manual were established to assist the facilities serviceperson in providing services at a level that will allow students and staff to learn and work in an environment that will enhance the school’s instructional program. The facilities serviceperson will:

- Provide a safe and sanitary environment
- Provide for the protection of facilities and equipment to ensure maximum utilization of resources
- Provide for the efficient and economical operation of facilities

- Work to produce an appearance which will promote community pride and foster good public relations

Since the job of a facilities serviceperson is affected by many factors, they must be well organized in their approach to their work. Time and materials are often wasted when there is a lack of organization. This implies that a facilities serviceperson should work from a schedule, which is written out in detail.

The schedule should reflect an orderly-working structure with flexibility to meet special situations that cannot be anticipated. Using a schedule has a number of advantages. A schedule allows the facilities serviceperson to work in an orderly and efficient manner. It can be used as an inspection checklist. A schedule can be used as an instruction sheet for substitute facilities servicepersons and help in the orientation of new personnel.

The role of the facilities serviceperson in today's schools has changed from a janitorial position to a more professional role. The facilities serviceperson is charged with the responsibility of providing a sanitary and safe environment for children to learn, while the administrator and staff are responsible for providing the assistance and direction for children to learn. This partnership between facilities servicepersons and the administration is a vital component in today's schools and reflects the changing image and role of the facilities serviceperson.

There are many different titles used for the job of "taking care" of a school site, buildings and furnishings. The professionals in this field may be called facilities servicepersons, building services personnel, caretakers, janitors, or the cleaning staff. The most accepted term, however, is custodian. These professionals have "custody" of the school plant. That is, they are responsible for the upkeep of the school. As is discussed later, these responsibilities cover many areas of the school environment. Custodianship of a school involves:

1. Physical care of school property, such as buildings and grounds.
2. Emotional and mental actions, such as being safety conscious and taking pride in the job.
3. Personal relationships between the custodian and others concerned with the school.
4. Prepare the school for the next day and provide a clean, safe, sanitary learning environment.

The actual duties and tasks of each school custodian fall within these four (4) general areas however, the specific details of the job will be different for each school district and site. The needs of each site, the physical environment (such as the design of the facilities and building materials used), and District policy can all affect the role of the custodian. This makes the job of the custodian an ever-changing challenge.

Most members of the general public, and many individuals in the school setting, have only a hazy idea of what types of tasks are performed by school custodians. In fact, before they gain experience many custodial workers do not anticipate the wide range of duties they may possibly be asked to fulfill.

A partial list of custodial tasks:

Buildings:

Dusting
Restroom care
Cleaning walls, windows, ceilings, furniture
Disease prevention
Food area care

Floors:

Sweeping
Stripping
Finishing
Scrubbing
Sanitizing
Mopping

Miscellaneous:

Lifting
Equipment
Storage
Security
Trash management
Major and minor site emergencies such as flooding, storm damage, spills and much more

Naturally, not every school requires every custodian to do all tasks. But during the course of a career, a custodian may very well encounter most of these...and more. The varieties of tasks that may be required of a custodian make defining the job of the custodian difficult.

WORKING WITH ALL STAKEHOLDERS

There are different types of individuals, involved in a variety of activities, in every school situation. The custodian must be aware of how custodial services affect each group and each person. In addition, it is necessary to realize how the different groups and individuals affect the job of the custodian.

Sometimes other people forget that what they do makes the custodian's job easier or more difficult. Custodians must remember that their work is often done when other people are not around. The old saying about personal relationships, "out of sight, out of mind", also applies to custodial services. When the art teacher leaves paint or clay spilled in the classroom, or students leave wet bits of paper towels all over restroom sinks, many of them think nothing about the custodian cleaning up their mess. Conversely, custodians must also think about the inconvenience caused to others when there is, for example, no soap in the dispenser over the sink. A good custodian not only performs their job duties well, but also thinks about how these duties interact with all other activities in the school.

One of the major contributions the custodian makes to interrelationships in the school is in the physical comfort of all persons in the school facility. If the school building is hot, students and staff might be easily irritated and become impatient. Dirty facilities tend to make those using them unhappy and resentful. Broken fixtures annoy occupants and possibly make them lose respect for the school and those in it. By avoiding these problems, the custodian can contribute to improving the attitudes and morale of other individuals in the school.

It is useful to know and understand some of the desirable custodial traits and characteristics that help one do a job well. These are some factors that are used to hire new personnel, and to evaluate custodial job performance.

The Public

Non-school people, or the "public", include parents, visitors to the school, and the entire community. Sometimes these persons come in direct contact with the custodian. The actions of the custodian, affects the public indirectly.

A custodian encounters many people while performing job duties. A parent may ask for directions; a delivery person may drop off supplies; a public official may come for an award ceremony or take a tour. The appearance of the school facility and the way in which the custodian interacts with these people can create either a good or a bad impression. If the school is attractive and appears to be well cared for, the school's reputation will be enhanced as the facilities staff has demonstrated effectiveness in maintaining an attractive and safe learning environment. The relationship between the custodian and the public is often a case of "do unto others." As in all relations with other people, showing courtesy and helpfulness usually gets courtesy and helpfulness in return. However, rudeness should not be returned. The custodian has a responsibility to act as a public relations agent and a worthy representative of the school. On the other hand, the custodian should also be protected from distractions and awkward encounters with the public as well.

All visitors should be there for a specific purpose. Each site should have a set policy for handling non-school persons, whatever their purpose, on the school grounds. This includes parents, trespassers, law officers, members of the press, and other special groups. The custodial staff should know this policy and what role they are to play in dealing with such visitors. School administrators should know of the presence of such visitors, and will be best able to take appropriate action.

It is often impossible to decide from appearances whether a visitor is on legitimate business. A good “rule of thumb” for the custodian encountering a visitor is to appear friendly, but not to try to engage visitors in conversation. The custodian is in a unique position to spot unauthorized persons on the school grounds. The District/school policies should provide guidance for such encounters, especially when there appears to be some suspicious circumstances. Policy will never take the place of good judgment and flexibility, but it should provide some basis for judgment. It should also be obvious that all employees, custodial or otherwise, are discouraged from allowing their friends, or relatives to come to the workplace for unimportant reasons.

The Administrators

Final responsibility for the care of the school building rests with the school administrators. Usually, they are the ones who must be sure the custodial staff is properly trained, equipped, and supported in all job activities. In most cases, this means that the school principal, director, building supervisor, or a similar position is the one who ultimately controls the work of the custodian.

“Chain of Command”, which includes all supervisory authority, flows from the administrator through foremen or other supervisors to the custodian. Other school personnel, such as teachers, teacher aides, and food service workers, do not have supervisory authority over custodians. The school administrators should support the facilities staff in all work activities, which include:

- Providing proper training, adequate supplies, and necessary equipment for assigned custodial duties
- Assisting the custodian in dealing with others, such as protecting the custodian from unreasonable work demands
- Monitoring the custodial task results, to be sure the school complies with regulations

In turn, the custodian is responsible to the administrator for:

- Performing tasks well, without wasting time or supplies (doing “an honest day’s work”)
- Following all policies and regulations relating to school employees
- Demonstrating proper attitudes in relationships with others in the school

- Informing the administrators of difficulties and needs involved in custodial work

Most school administrators are aware of how valuable a good custodian can be. Good communications and efforts on the part of both the administrators and facilities staff will help fulfill the goals of the school.

The Teachers

Custodians interact with the instructional staff in the school frequently. The teachers often call upon the custodian for unexpected or emergency tasks. They use perhaps the greatest amount of the school's amenities and equipment during the day. The custodian strives to enhance the learning process, by providing a safe and healthy environment. This makes custodial activities very important to the instructional staff.

The two-way interaction between teachers and custodians can make the jobs of each either easier or more difficult. It is important for the custodian to understand the teacher's position and point of view. It is also important for the custodian to help the instructional staff understand the areas of proper custodial responsibility.

Teachers have the right to expect good physical working conditions, in which their main responsibility, *educating students*, is made possible. They should also be able to expect the custodial staff to assist whenever unusual events make it necessary. In turn, they should realize that the custodian has many responsibilities and many other persons demanding custodial support. A professional custodian will make an effort to show willingness and flexibility toward instructional staff needs. At the same time, he or she should (in a pleasant manner) help the teacher understand what the custodian can and cannot do.

For example, a teacher should be able to find the classroom always clean and properly supplied for the beginning of the day. Teachers should be able to call upon a custodian in case of accidental spills that need professional attention. Custodians should respond to emergency needs as promptly as possible. If asked to do something contrary to local policy relating to custodial responsibilities, the custodian should pleasantly point out to teachers this fact and offer to help find an alternative. For instance, if a teacher asks a custodian to supervise the class "while I run out for a minute", the custodian should say something like, "I'm sorry, but I'm not allowed to do that. May I call the office or do the errand for you?" With mutual respect and team effort, accomplishing the same goals can be achieved.

The Support Staff

There are many other school employees that a custodian encounters on the job. In some cases and in some schools, there are other employees that share or overlap some custodial functions, for example maintenance staff or food service workers. There are also many others that receive the benefit of custodial care but may have little direct contact with custodians, such as secretaries or counselors. No matter what position an employee holds, a professional custodian should consider how that employee's actions affect the custodial function *and* how custodial actions affect the others job.

The Facilities Staff – Professional Colleagues

In most school situations, the custodian is part of a group who share the custodial responsibilities. In most cases, this means there are administrators, supervisors, co-workers, and sometimes subordinates. Each custodian should know how his or her actions (and attitudes) affect those above, on the same level, and below. The custodian should also realize how his or her own work is affected in turn.

Supervisors are often seen as “the boss.” Sometimes poor relationships develop in which the boss is seen as the enemy. But a professional relationship is one in which the supervisor sees his or her job as one of helping subordinates to do their own jobs properly. The custodian should realize some difficulties that the supervisor has. In return, the supervisor should realize that supervision means “helping” as much as “managing/working with others.” Respect and appreciation are due from both sides of a work relationship.

Co-workers must remember that they are working together. Each member of this team is equally as important as every other member. (This is true for supervisors and subordinates as well.) Enthusiasm, appreciation of each other’s efforts, and a willingness to share the burdens and/or the praise of how a job is done can make the work situation much more rewarding. Criticizing, complaining, or blaming each other accomplishes nothing. A group effort, aided by the supervisor, if necessary, is the professional way to solve any problems that may arise. Most especially, a professional tries to avoid causing his co-workers to look bad in front of others.

Supervisors should remember what was mentioned above, about “helping” as well as “managing.” In dealing with subordinates, realize that each individual has special needs as a human being. Each custodian should be oriented, trained, and supported during daily work in such a way as to enable personal fulfillment as well as achieving proper care of the site. Personality clashes may exist between employees at any level and must not be allowed to affect the work situation. A professional attitude and approach to such a problem can allow all employees to work together effectively.

Most workers want more out of the job than just a paycheck. All humans are motivated more by such things as feeling that they belong to a group and that they are growing as individuals. A good custodial supervisor will realize there is much more to supervision than making sure the tasks get done. If subordinates are treated well and helped to understand all of the factors that go into both the worker’s and supervisor’s job, a team effort will be more effective and pleasant.

The Students

The relationship between the custodian and the students can be difficult as well as very rewarding. In worst cases, the students can be viewed as “messy” and creating trouble. In best cases, the custodian can be seen as a role model and caring accomplished professional. Students of all ages should be treated with patience, understanding, concern, and respect. The custodian should expect the same in return. By setting a good example and making sure the school facilities are clean and in good repair, the custodian can do a lot to create a good student attitude and avoid vandalism.

Students are the reason for any school's existence. Therefore, the facilities staff should provide services that support the student activities, even though they are not directly involved with the students.

**Per Article 10-RR, in the Facilities / Maintenance Collective Bargaining Agreement,
RR. FACILITIES – STUDENTS: Facilities bargaining unit members shall not be assigned to supervise students.**

BROWARD COUNTY SCHOOLS EMPLOYEE

HEALTH & SAFETY PROGRAMS

Management Commitment and Involvement

A. Mission Statement

“The management of the School Board of Broward County, Florida is committed to providing employees with a safe and healthy workplace.”

Organizational policy requires employees to report unsafe conditions and not to perform work tasks if the work is considered unsafe. Employees must report all accidents, injuries and unsafe conditions to their supervisor without fear of retaliation by a supervisor, penalty or other disincentive.

Employee’s requests to improve safety shall be given the highest priority by management. Management will provide the financial resources for any reasonable request for safety. In a like manner, disciplinary procedures will be followed for willful or repeated violations of workplace safety rules. These procedures may include verbal or written reprimands. Violations involving damage, injury, or death may result in disciplinary action, which ultimately could result in termination of employment.

This mission statement serves to express the District’s commitment and involvement in the protection of employee safety and health. This safety program will be incorporated herein as the standard of practice for this District. Compliance with the workplace safety rules will be required for all employees as a condition of employment.

For additional information, please contact the Safety Department at 754-321-4200.

Indoor Air Quality Program

Background Information

Indoor Air Quality (IAQ) concerns in a school can be subtle and do not always produce easily recognized impacts on health, well-being, or the physical plant. Indoor Air Quality is a concern to all building occupants, and many things contribute to poor Indoor Air Quality.

Most Indoor Air Quality complaints are due to:

1. Deferred maintenance of the building. Leaking windows, doors and roofs allow water intrusion into the building and contribute to mold growth.
2. Improperly operated or maintained Heating Ventilation & Air Conditioning (HVAC) equipment. Rooms that are cooled below 72 degrees can cause condensation and humidity problems with contribute to mold growth.
3. Improper or inadequate cleaning of the room or school. Inadequate ventilation and excessive dust can cause itchy eyes, runny nose, and headaches.
4. Building occupants and their daily activities. Leaving doors and windows open allows unfiltered untreated air into the building which contributes to mold growth.
5. Lastly Microbial Growth (*mold growth*).

Previous assessments conducted in our schools have shown many IAQ concerns raised by occupants can be easily resolved by site based staff without Environmental Health & Safety, Physical Plant Operations or Facilities & Construction involvement.

In an effort to efficiently allocate resources, locations should ensure the issues identified below have been addressed prior to requesting an IAQ Assessment from Environmental Health & Safety.

Response Procedure

The following steps should be taken when someone at your facility has a complaint about Indoor Air Quality.

- ☐ Check the complaint area for visible water damage or staining. If the complaint area has stained ceiling tiles, replace the stained ceiling tiles and initiate a work order to correct the source of the water intrusion. If there is visible water damage to walls, ceilings, or other surfaces (stains or blistered / peeling paint), initiate a work order to correct the water intrusion issues, and to replace water damaged or stained material.

Indoor Air Quality Program (cont.)

- ☐ Check the complaint area for visible dust / dirt / debris on surfaces. Make sure flooring in complaint areas are thoroughly cleaned and free of dust and debris. Remove any build-up of dust within a complaint area, clean and sanitize all environmental surfaces utilizing the district's approved germicidal cleaner (e.g. Wexcide*).
- ☐ Check the HVAC System servicing the complaint area. Make sure HVAC filters are clean and installed properly. Clean and sanitize HVAC supply and return grills within complaint areas utilizing the district's approved germicidal cleaner (e.g. Wexcide*). If the complaint is due to temperature or humidity, initiate a work order for HVAC repairs.
- ☐ Check the complaint area for other items or furnishings that may contribute to poor IAQ. Remove any live plants or animals from complaint areas. Remove all chemicals and room deodorizers/air fresheners from complaint areas. Remove all stuffed animals, cardboard boxes, excess papers, books, and stored items from complaint area.
- ☐ Check the complaint area for visible microbial growth. Any hard, non-porous surfaces with visible microbial growth should be cleaned and sanitized utilizing the district's approved germicidal cleaner (e.g. Wexcide*), providing microbial growth does not cover more than 10 sq. feet of surface area.
- ☐ Ensure Physical Plant Operations completes all work orders in the complaint area and all areas are returned to clean un-damaged condition. In the event, visible microbial growth returns after cleaning, or if the area of growth is greater than 10 sq. feet, or visible growth is located on porous materials (e.g. drywall, paper, ceiling tile, or fabric furnishings), immediately contact the Environmental Health & Safety Department at 754-321-4200.

**When utilizing any district approved chemical it is important to ensure the product is utilized in accordance to manufacturer's labeled directions and appropriate personal protection is worn.*

Most IAQ complaints can be satisfied simply by completing these simple response procedures as outlined above.

Wait 30 days after completing the steps above, if you receive an additional IAQ complaint for the same area after the 30 days has expired, then an IAQ Assessment should be requested from the Environmental Health & Safety Department.

Indoor Air Quality Program (cont.)

Operational Procedures

1. In the event that the corrective measures identified above have not satisfactorily resolved an occupant complaint, the location Administrator shall be notified and the complaint shall be referred to Environmental Health & Safety by completing an IAQ Assessment Request.
2. An IAQ Assessment Team member from the Environmental Health & Safety Department will contact you within 48 hours after receiving the request, to gather information and prioritize the complaint.
3. An IAQ Assessment Team member will then conduct the IAQ assessment of the complaint area in a timely manner.
4. The IAQ Assessment Team is responsible for reviewing the nature of a complaint, identifying sources triggering a complaint and developing a recommended course of action to remedy issues.
5. The written course of action will identify all issues posing an immediate health hazard, identify and ensure appropriate measures are taken to protect the health and safety of all building occupants, specify measures to be taken and individuals responsible for these actions.
6. All parties responsible for corrective actions will be identified as site-based custodial, Physical Plant Operations, or Facilities & Construction, based on the nature and scope of work to be completed. *The Facilities & Construction Management department is responsible for determining the most expedient manner to complete a scope of work requiring services of Facilities & Construction.*
7. Microbial damaged materials will be remediated utilizing the Environmental Protection Agency's "Mold Remediation in Schools and Commercial Buildings" guidelines. These remediation specifications outline various levels of contamination and appropriate procedures to remediate such contaminated materials.
8. The Environmental Health & Safety Department will maintain a database of all complaints pertaining to IAQ issues. Information will be recorded identifying the nature of a complaint and a recommended course of action to resolve these issues.
9. Thirty days after an IAQ Assessment is completed, a representative from the Environmental Health & Safety Department will contact the party requesting an assessment to ensure all recommended corrective actions were completed and the complaint was resolved.

School Based Items to Reduce Indoor Air Quality Problems

The following items and tasks can be done at the school to prevent indoor air quality problems:

1. Ensure that air handler filters are the correct size and are sealed together inside the air handler.
2. Check/replace air filters in accordance with District policy.
3. As soon as observed, remove mold from surfaces.
4. Do not put deodorizers or bleach inside air handler units.
5. Do not store used mops, cleaning equipment, or chemicals in the air handler rooms.
6. Keep air handler rooms clean. These rooms are part of the air conditioning system.
7. Promptly report indoor air quality concerns.

Universal Precautions

CFR 1910, 1030

The Code of Federal Regulation (CFR) requires that all employees working in public buildings be aware of proper clean up techniques for biological and hazardous materials.

Universal Precautions is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other blood borne pathogens.

Work Practice Controls means controls that reduce the likelihood of exposure by altering the manner in which a task is performed.

Emergency Clean-Up Kit Instructions

KIT CONTENTS:

- 1 – Emergency Clean-up Powder (ECP) 1.5 oz. Packet**
- 1 – pair heavy gauge seamless vinyl gloves with rolled cuffs**
- 2 – water-resistant spatulas with formed handles**
- 2 – large disposal bags with twist ties**
- 2 – ECP registered germicidal cloth**
- 1 – antiseptic hand towelette for personal hygiene**

DIRECTIONS FOR USE:

1. Put on the protective gloves.
2. Open the ECP packet. Sprinkle the entire pouch of ECP evenly over the spill. Start from the outer edges and work towards the center.
3. Wait for the spill to gel, approximately one to two minutes.
4. Take out the plastic disposal bags and open them up.
5. Roll down the tops of the bags until a cuff is formed which will hold the bags open.
6. Using the spatulas, scoop up the gel and place it in the first disposal bag.
7. Discard the spatulas in the disposal bag.
8. Close the first bag with the twist tie. Place the first sealed bag into the second bag.
9. Open the germicidal cloth and wipe off any residue. Discard it in the second disposal bag.
10. Open the second germicidal cloth and thoroughly wipe down the contaminated surface area. **NOTE:** Surface will be left moist with visible droplets of germicide.
11. Allow surface to air-dry (approximately 10 minutes).
12. Remove the gloves and place them in the second disposal bag.
13. Close the second disposal bag with the twist tie.
14. Wipe your hands with the antiseptic towelette.
15. Discard the disposal bag according to local regulations.

*** At no time should a mop be used to clean up body fluids!!!**

Safety in Schools

Safety is avoiding accidents that cause human suffering and property loss. Only humans can prevent accidents from happening. There are many reasons why accidents tend to happen...sickness, stress, carelessness, and being tired. Environmental factors also play a role in causing accidents, for example, noise, weather and air quality, along with other distractions can create hazardous conditions.

Human errors tend to cause more accidents than equipment failures or other physical factors. Most accidents can be prevented by learning and following safe working habits. Safe practices are achieved by training (for example, lockout / tagout training) and action (for example, wearing protective goggles). People cause accidents.

The best way to assure safety on the job is for workers to consciously practice safety. When workers are taught to think constantly about maintaining safety, they tend to develop practices and procedures to protect themselves. Recognizing unsafe conditions and correcting or anticipating potential dangers and avoiding them become second nature to individuals who learn to be aware of the need for safety. The goal of safety is to minimize the risk and identify areas at their site that involve high risk of accidents.

There are three (3) main reasons that custodians should be concerned and conscious about safety...they are **(1)** personal, **(2)** professional and **(3)** legal reasons. From a personal standpoint, the custodian should try to avoid accidents because injury means possible loss of life or livelihood. Being physically able to do the job and do it properly enables you to achieve economic independence. The professional reasons, that the custodian should avoid accidents or causing injury to others, is the cost to individuals or the employer. Poor safety practices may cost the employer excessively. This may also cost you or your colleague's job. There are also legal reasons for safety. There are laws and regulations that require certain safety practices, which every worker should be aware of that, both regulate and protect on-the-job activities. There are federal, state and District regulations that relate to many of the safety practices in school districts and community colleges.

Custodians can work safely by knowing general rules for safe work practices and developing safe working habits. All employees should realize that basic safety regulations and practices are for their protection, not to make the job more difficult. Some basic principles of safety that should be followed are:

1. Accidents can be prevented if the cause is eliminated.
2. A good safety program must be supervised and evaluated.
3. Good safety habits and attitudes are learned.
4. It is good business to practice safety.

Accidents and Injuries

Important facts about accidents and injuries in school settings:

- ✓ Audio-visual equipment that is not used properly accounts for thousands of injuries in schools. Unsteady or wobbly A-V carts, along with the placement of equipment on surfaces that are not stable, may cause equipment to fall and injure staff and students. Using equipment with frayed wiring may cause serious electrical shock or injury.
- ✓ Boxes and materials that are stacked too high can also pose a risk of accident and injury at school.
- ✓ Food service workers are threatened with slips, falls, cuts and burns.
- ✓ Bus drivers are often injured because of improperly maintained buses.
- ✓ Custodial/maintenance staff risk electrical shock and injury when equipment and tools are not used properly or improperly maintained. Custodial staff also suffer injuries from slips and falls on wet floors and sidewalks.

What You Can Do

Good work practices and common sense are often the best weapons against accidents and injuries. Here's some advice:

- ✓ In the classroom: Avoid stacking boxes and materials; avoid placing heavy objects on high shelves. Report any frayed wiring on electrical equipment and avoid using it until it is repaired. Don't allow children to ride on A-V carts and place all equipment on sturdy surfaces.
- ✓ In food service: Wipe up all grease and spills from floors immediately. Wear non-skid/rubber-soled shoes. Don't remove machine-guards from slicing equipment; keep knives sharp; know where fire extinguishers are kept and how to use them; report any frayed or worn out plugs and faulty equipment immediately to supervisors.
- ✓ In custodial/maintenance areas: Prevent others (as well as yourself) from walking on freshly mopped or waxed floors. Report damaged equipment, frayed wires to your supervisor immediately. Use equipment as instructed by the manufacturer. Avoid stacking equipment, boxes and materials.
- ✓ In buses and the bus yard: Don't rush your daily pre-trip check out; follow the procedure every day. Report any faulty equipment to your supervisor immediately.

General Safety Guidelines

1. Avoid ragged or loose-fitting garments, open toed shoes or turned-up cuffs on overalls.
2. Remove all finger rings before starting to work.
3. Use caution when using stairs.
4. Place materials only in designated places and in such a manner that they will not slide or fall and injure anyone. (Minimum clearance of 24 inches from the ceiling)
5. Do not use unsafe equipment or expose oneself or the public to hazardous conditions. Report any hazardous conditions to the principal or COMPASS.
6. Work according to instructions. Avoid experiments or "short cuts" that might cause injury. Caution is the best safeguard against accidents.
7. When handling furniture, keep hands away from edges.
8. Store flammable materials in approved containers and rooms.
9. If asbestos is suspected, DO NOT HANDLE, and notify the Environmental Section at Facilities. All Facilities Servicepersons are required to attend the Asbestos Awareness Training and Lockout / Tagout course within 60 days of their initial date of hire.
10. Do not purchase any equipment or supplies not authorized by the School Board.
11. Equipment is to be stored safely in storage closets when not in use. Do not use electrical and mechanical rooms for storage.
12. Note that the Safety Data Sheet (SDS) can be found online at the following address:
<http://www.broward.k12.fl.us/rmt/MSDS-PDF.html>
13. Keep the Facilities Servicepersons Guidelines and Procedures Handbook accessible at all times.
14. Always be aware of the safety of others when operating equipment.

Electrical Safety Guidelines

1. Unless authorized, never tamper with, or attempt to fix electrical equipment or fixtures.
2. Be careful when removing or replacing fluorescent tubes. Handle fluorescent tubes carefully. Avoid inhaling the dust from broken tubes.
3. Examine the insulation and plugs on extension cords and equipment. Report defects to the Supervisor immediately. If damaged, discontinue use immediately and place out of service tag on equipment.
4. Use three conductors and grounded extension cords with proper rating for the tool you are connecting.
5. When using an extension cord:
 - never plug more than the specified number of amperes into the cord
 - do not run the cords through doorways, windows, holes in the ceiling, wall or floors
 - never remove, bend or modify any metal prongs or pins
 - do not use cords when you or the cords are wet
 - do not plug one extension cord into another
 - never drag or place objects over cords or walk on them
 - always unplug them when not in use
 - never use as a permanent power source
 - never use defective equipment (such as a tool that overheats), or equipment with a cracked, frayed, spliced or worn electric cord
 - stay indoors during electrical storms and do not use any electrical equipment when lightning is present. Lightning can cause accidents in many ways besides a direct strike

Safety in Cleaning

1. Do not put your bare hands into wastebaskets. Empty wastebaskets by turning them upside down or changing the liner.
2. Use a brush and dustpan to clean up any broken glass.
3. Use doorknobs when closing or opening doors.
4. Keep the vacuum hose and extension cord of the vacuum cleaner or scrubbing machines as near the wall as possible. **Always keep extension cords out of water.** In wet areas, cords should be plugged into GFCI protected electrical outlets where available.
5. If you have any questions about the operation of power equipment, see your Head Facilities Serviceperson.
6. Always wear appropriate non-skid footwear.
7. Never run on slippery floors.
8. Clean up any slippery spot on the floor or sidewalk as soon as possible.
9. Avoid leaving equipment, mops, brushes, or pails in hallways, doorways, or stairs.
10. Don't try to wring mops with your hands, use the wringer that is provided.
11. When washing floors, use the wet floor sign barriers or cones with plastic chains.
12. Cleaning chemical containers are to be labeled properly at all times.
13. Wear rubber gloves and goggles when handling chemicals or other substances harmful to the skin.
14. When handling human waste, use emergency clean-up kits.

Lifting Safely

1. Size up the load. If there is any doubt in your mind as to your ability to lift it, get help. The use of a dolly or cart is recommended for long distance moves of heavy objects.
2. Ask for help when it is necessary to lift any object which, because of its weight, size or shape is difficult to handle or is likely to cause injury.
3. Use proper lifting techniques. (see page 30)
4. Make sure your footing is secure.
5. Place your feet close to the base of the object to be lifted.
6. Get a firm grip and position your feet 6 to 12 inches apart.
7. Bend at the knees, not at the back.
8. Keep your back straight.
9. Lift slowly and evenly with your leg muscles and not with your back muscles.
10. Keep the object as close to your body as possible.
11. Set objects down in the same manner as you picked them up, but in reverse.
12. Avoid twisting your back when lifting. If you must change direction while lifting, pivot with your feet and turn your entire body to change direction.
13. Perform movement smoothly and gradually.
14. When lifting, your hands should be dry and free of grease.
15. Wear protective gear, such as gloves, protective footwear and other clothing, if the load required special handling.

Lifting Techniques

Figure 1. Size up the load.

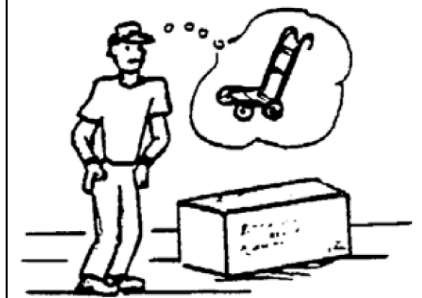


Figure 2. Check the route.



Figure 3. Wear proper protective gear if needed.



Figure 4. Keep the load close to the body.

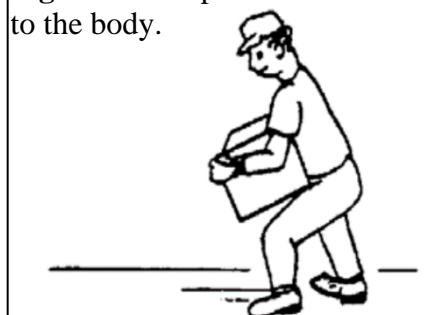


Figure 5. Never twist the



Figure 6. Bend knees to put down the load.

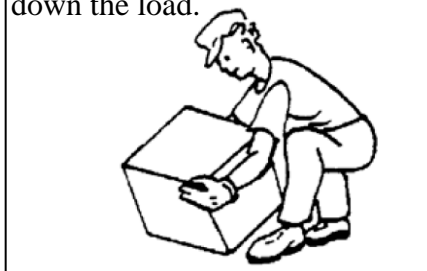


Figure 7. Get a firm footing and take a good grip.



Figure 8. Practice teamwork.



Avoiding Slips, Trips, and Falls

1. Water, oil and other liquids should be immediately cleaned up from the floor using a mop, bucket, oil dry materials, sand, paper towels or cloth materials. Use caution signs and/or cones to warn of slippery areas.

Caution: Schools should not permit students to use mops for clean-up purposes.

2. Lights should be turned on before entering a dark room.
3. To prevent slipping, pick up all foreign objects from all walking surfaces.
4. Be sure that mats on carpets and tile lie flat on the floor.
5. Take short steps. Walk slowly and use handrails when you have to walk on slippery surfaces or in congested areas.
6. Keep drawers and doors closed.
7. Wear closed-toe, non-slip-soled shoes.
8. When using stairs or steps, take one step at a time and use handrails.
9. Do not block your view by carrying or pushing objects so large that you cannot see where you are going.
10. Do not jump from truck beds, platforms, scaffolds or other elevated places.
11. Do not tilt chairs back on two legs.
12. Avoid wet, slick or oily areas by walking around them.
13. Do not extend electrical or other cords across doorways, aisles, landings or pathways.
14. Clean up or report all spills.
15. Keep your hands at your sides, not in your pocket.
16. As you walk, check your path for anything sticking out at floor level (tools, pipes, drawers, etc...)
17. Watch out for uneven floor surface and problem areas such as drains or manholes
18. **WALK – DON'T RUN!! WALK – DON'T RUN!! WALK – DON'T RUN!!**

Ladder Safety

1. Select the right ladder for the job. Check for weight limits or duty rating. Read and follow meeting instruction and safety guidelines.
2. Do not use wood ladders.
3. Do not use desks or chairs in place of ladders.
4. Inspect ladders to be sure the rungs are solid, tight, clean, and that the rails are not cracked.
5. Avoid using any ladder with weak or damaged rails, steps, rungs or braces.
6. Before using any ladder, know how it operates and its design purpose.
7. Open step ladders fully and lock the spreaders. Ensure the ladder extends above roof at least one body length.
8. Place safety cones with chains or yellow caution tape around the climbing area.
9. Never allow more than one person on a ladder.
10. Ensure firm footing for the ladder.
11. Use the 4 to 1 rule in setting up extension ladders. It is easy to figure since the rungs on most ladders are one foot apart. Count the rungs up to where the ladder rests on the wall. If it is 16 feet, set the ladder base 4 feet from the wall.
12. Never use a metal ladder when working around electricity.
13. Face the ladder while climbing up and down. Hold on with both hands. Do not place your hands on the rung to climb. Place your hands on the side rails. Carry tools or supplies in your pockets or haul them up with a line.
14. Move the ladder frequently instead of reaching over too far. Follow the rule of keeping your belt buckle between the side rails.
15. Carry the ladder with the front end high enough to clear anyone ahead of you.
16. Never stand on the top of a stepladder it is dangerous, get a longer ladder or platform when necessary.
17. When working on a ladder in a doorway, ensure that the door is secured in position, either locked or blocked open. Ensure work area is protected by caution tape.

Ladder Safety (cont.)

18. Never rest a ladder against window glass or sash.
19. When carrying a ladder, get someone to go ahead of you and open doors, and to help you maneuver around corners. Keep clear of lighting fixtures.
20. Before leaving or moving a ladder, make sure to remove all tools and materials from it.
21. Unless the need is urgent, avoid using a ladder in strong winds.

FIRST AID POLICY

Reference School Board Policy 5303

5303

FIRST AID

"FIRST AID" IS DEFINED AS THE EMERGENCY CARE OR TREATMENT GIVEN TO AN ILL OR INJURED PERSON BEFORE REGULAR MEDICAL AID CAN BE OBTAINED. THE SCHOOL DISTRICT SHALL ESTABLISH AND MAINTAIN A SYSTEM TO PROVIDE EMERGENCY CARE TO ILL OR INJURED STUDENTS AND/OR PERSONNEL.

Authority: FS 230.22
FS 402.32
FAC 10D-84.17
FS 232.246
FS 235.06
FS 233.067

Policy Adopted: 11/13/69; 1/20/04

Policy Readopted: 9/5/74; 7/19/94

Rules Amended: 9/18/75; 7/19/94; 8/15/95

RULES:

I. TRAINED PERSONNEL AND RESOURCES

- A. Each school and district facility shall have a minimum of two individuals with current certification in First Aid and CPR/AED.
- B. Each school shall annually provide professional development and training to all faculty and staff on Universal Precautions.
- C. Each school shall maintain a copy of the Health Services Manual, available from Health Education Services, and the Emergency Preparedness Manual, available from the Safety Department or on-line at www.broward.k12.fl.us/safetydepartment.
- D. Any school considering the purchase of or accepting a donation of AED equipment should first consult with the Safety Department.

II. FIRST AID SUPPLIES/HEALTH ROOM

- A. Schools shall provide the required first aid supplies. The First Aid Section of the Health Services Manual lists the necessary supplies and designated locations for which First Aid Kits are required.
- B. Each school shall have a designated area to be used solely as a health room/clinic, which shall be located on the ground floor and is accessible according to the American Disabilities Act (ADA).

FIRST AID POLICY (cont.)

III. EMERGENCY INFORMATION/PROCEDURES

- A. Most emergencies happening at school are not life threatening. However, the possibility that one might occur requires that everyone working in a school know what categories of emergencies require immediate treatment. All school personnel should know how to access 9-1-1. At a minimum, Emergency Information Posters need to be displayed in the health room, the main office, the cafeteria and the physical education areas of the school. All information on the poster must be current. Emergency Information and 9-1-1 Posters are available from the Safety Department or online at www.broward.k12.fl.us/safetydept.
- B. Everyone in a school should know the following 9-1-1 procedures:
1. Obtain an outside line and dial 9-1-1.
 2. Begin CPR/AED or administer First Aid; call the parent/guardian or the designee listed on the student's emergency card.
 3. Call the principal/district department head who will notify Senior Management.
 4. Complete a Student Accident Report on the AS 400 screen on-line, and follow the directions for a 9-1-1 call.
 5. If an AED unit is used, notify the Safety Department to request replacement pads.
 6. In the event the parent of a seriously ill or injured student cannot be located within a reasonable time, Emergency Medical Services (EMS) will determine if transporting to a local hospital is indicated.
 7. If it becomes necessary to take the student to the hospital before the parent or guardian has been located, the principal or designated staff member must accompany the student in the ambulance and remain with the student until the parent or guardian arrives. Designee must be a school board employee.
 8. The school representative should bring to the hospital the student's Emergency Information Card and all available information regarding the nature and extent of the injury or illness.
 9. If the parent of a student who has suffered a minor accident or illness cannot be located, and the persons listed on the student's emergency card cannot be located, then the student should remain in school until the regular dismissal.
 10. A death on the school premises must be reported immediately to the Superintendent, the District's Special Investigative Unit, Risk Management and the proper law enforcement agency

EQUIPMENT GUIDELINES

Below are some recommendations for using equipment normally found in schools. The list is not comprehensive, but should help you become aware of the uses and concerns in using the equipment.

Low Speed Electric Scrubber/Polisher (T-Machine)

- make sure the cord is not wrapped around your feet
- make sure that the handle is adjusted to the proper height
- make sure the plug end has the grounding prong
- use the correct size and color pad
- **make sure machine is cleaned after use daily**
- _____

Electric Burnisher

- make sure you don't apply too much pressure and burn the floor
- make sure you are using the correct pad
- remember the burnisher is not a stripper
- use the correct size and color pad
- **make sure machine is cleaned after use daily**
- _____

Carpet Extractor

- make sure the brushes are working
- make certain you use the correct shampoo and defoamer
- make sure the jets are not clogged
- ensure the plug end has a grounding prong
- **make sure machine is cleaned after use daily**
- _____

Wet-n-Dry Vac

- make sure that you are using the correct wand
- make sure that you use the correct filter for the wet/dry system
- ensure the plug end has a grounding plug
- **make sure machine is cleaned after use daily**
- _____

EQUIPMENT GUIDELINES (cont.)

Pressure Cleaner

- make sure that you check for gas and oil
- check that the switch is in the “on” position and that you pull the choke out when the engine is cold
- make sure that the water is turned “on” before starting the engine
- make certain to wear goggles or a face shield
- **make sure machine is cleaned after use daily**
- _____

Vacuums

- make certain that the bag is emptied when half full
- make certain that the cord is not frayed or coiled
- make certain that you use the proper belt and that it is properly attached
- ensure that the beater brush turns freely
- **make sure machine is cleaned after use daily**
- _____

Propane Stripper

- make sure you turn on and off propane properly
- never store propane inside building! Always keep it inside proper flammable cage!
- make sure you turn key on and off when starting and finishing (not doing so could lead to dead battery)
- **make sure machine is cleaned after use daily**
- _____

Propane Burnisher

- make sure you don’t apply too much pressure and burn the floor
- make sure you are using the correct pad
- remember.... the burnisher is not a stripper
- make sure you turn key on and off when starting and finishing (not doing so could lead to dead battery)
- **make sure machine is cleaned after use daily**
- _____

EQUIPMENT GUIDELINES (cont.)

Walk-Behind Floor Scrubber & Riders

- make sure you are using the correct pad
- make sure you turn key on and off when starting and finishing (not doing so could lead to dead battery)
- check screens and filters regularly
- **make sure machine is cleaned after use daily**
- _____

Somat/Compactor

- make sure that the switch is in the “off” position
- make certain that the blades are sharpened regularly
- check that glass products, aluminum cans, etc., are not in the machine
- **make sure machine is cleaned after use daily**
- _____

Lawn Equipment

- check gas and oil, spark plug, and that blades are sharpened
- make certain you wear boots, safety goggles and gloves
- **make sure machine is cleaned after use daily**
- _____

Washer/Dryers

- make certain that on gas models, the pilot light is lit
- make certain that the breakers are on
- make certain that the filter is cleaned before and after each use
- make certain the hose connections are tight
- **make sure machine is cleaned after use daily**
- _____

Pressure Cleaning Safety Tips

Fluids under high pressure can penetrate the skin and cause serious injury.

If any fluid appears to have penetrated the skin, get emergency medical care at once! Do not treat it as a simple cut. Tell the attending physician exactly what fluid was injected. Have your physician contact the National Poison Control Network; (412) 681-6669

ALWAYS...

- wear goggles or a face shield to protect your eyes.
- shut off the unit and open the trigger-gun, to release the pressure before removing the spray tip or before servicing the unit.
- make sure that the water is running before starting the machine.

NEVER...

- point the spray gun at anyone or at any part of the human body.
- put your hand or fingers over the spray tip.
- try to stop or deflect water leaks from the machine with your hands or body.
- exceed the pressure rating of any component in the system. Always use accessory items and system components that will withstand the pressure developed.
- alter or modify this equipment. Your personal safety, plus the proper functioning of the equipment, is at risk.
- attempt to operate the system without water or with an inadequate water supply.
- attempt to operate the water heater, if so equipped, without the water running to the unit.
- allow children or untrained adults to operate the machine. Keep children and all nonessential personnel at a safe distance when using the machine.
- leave a pressurized unit unattended. Always shut off the unit and relieve the pressure before leaving the machine
- clean the machine using its own spray. Damage may occur to components from high pressure spray and increase the potential for electric shock.
- spray flammable liquids. Do not operate the unit where combustible fume or dust may be present.
- spray toxic chemicals such as insecticides or weed killer. Do not use chemicals, which are not compatible with the machine.

CHEMICAL DISPOSAL GUIDELINES

Knowing how to safely and properly dispose of chemicals and other hazardous substances that are used on the job by custodians is very important. The Environmental Protection Agency (EPA) is charged with overseeing many aspects of safety within the workplace. The EPA has established a manifest system, which requires the waste generator to keep detailed records and to report to the agency. Under these guidelines, a chemical and all the wastes generated from it are the responsibility of the purchaser from the cradle to the grave. Even if a disposal company is hired, the ultimate responsibility for the chemical is still the purchaser's.

No one should use any substance, even household products, without understanding what dangers exist and how to use the product safely. Chemical substances should be used only in the manner and for the purpose for which they were intended. Before using any chemical, the employee should learn about possible hazards, disposal and emergency treatment measures, and handling procedures. All of this information can be found on either the label on the product or its Safety Data Sheet (SDS), which should be available at each site using a chemical. Improper disposal of substances such as cleaning chemicals used on the job can cause serious problems. The Materials Safety Data Sheets contain information about safe disposal procedures for the chemical substances used.

The following guidelines are to be followed when disposing of chemicals:

- Diluted water solutions of most chemicals may be poured down the sanitary drain.
- Place excess solid chemicals in a designated container for future disposal.
- Outdated diethyl ether should not be handled. If you have a container of outdated ether, have your administrator call the Chemical Manager in the Risk Management and Safety Department to arrange for removal.
- Dispose of flammable liquids in a separate container.
- All unlabeled, outdated, prohibited, hazardous chemicals must be tagged with red tape for disposal. These tagged chemicals are to be left on the shelf and not transferred to another area.
- The Chemical Disposal Form must be completed and sent to the Chemical Manager in Risk Management and Safety before a removal date will be scheduled.
- Never flush corrosive or volatile materials into the sewage system.
- Always discard unused portions of mixed chemicals unless information on the label specifically states the mixture may be kept for later use. If this is done, label and store the mixed solution properly.
- In case of spills, properly dispose of materials (such as paper towels or cloths) used to clean up the spill.

Chemicals Used In Broward County Schools

Disinfectant Detergent (Wexcide 128)

Description: a strong chemical cleaning product, which kills germs

Used for: cleaning bathrooms, sinks, water fountains, clinics, bodily fluids, blood borne pathogens, locker rooms, etc.

Neutral Floor Cleaner (Nukleen)

Description: a non-acidic, non-alkaline floor cleaner

Used for: only for cleaning vinyl tile.

All Purpose Cleaner (Clean by Peroxy 15)

Description: a chemical for general cleaning use

Used for: cleaning tabletops, counters and furniture

Gloss Restorer (Spit Shine)

Description: a liquid compound, which fills tiny cracks and scratches in waxed floors

Used for: high speed burnishing (It is used between stripping operations to prolong the wax floor life).

Toilet Bowl Cleaner (NABC)

Description: a non-acidic liquid cleaning compound

Used for: cleaning stains from inside toilet bowls- Do not use toilet bowl cleaner for daily cleaning/sanitizing. Use disinfectant detergent for this purpose.

Window Glass Cleaner (Clean by Peroxy 15)

Description: a mild liquid cleaning agent

Used for: cleaning any glass, Plexiglas or mirrored surface

Tile and Grout Cleaner (Clean by Peroxy 15 and Victoria Bay Tile & Grout Cleaner)

Description: a cleaning compound for ceramic tile and grout

Used for: cleaning dirty grout and stains trapped in the grout and tile

Degreaser

Description: a heavy-duty all-purpose cleaner

Used for: removing finger and handprints, crayon and heavy traffic build-up

Green All Purpose Cleaner (Clean by Peroxy 15)

Description: a **peroxide** based product

Used for: light cleaning of table tops, counters, doors, etc...

Chemicals Used In Broward County Schools (cont.)

Wax Stripper (Bare Bones)

Description: an emulsifying agent

Used for: removing floor wax

Wax (NCL ONE)

Description: a sealing agent for vinyl tile, and terrazzo flooring

Used for: protection of vinyl tile flooring and providing a shiny appearance

Graffiti Remover

Description: an acetone-based chemical, which emulsifies ink-based products

Used for: removing graffiti

Chewing Gum and Adhesive Remover

Description: a toluene-based chemical, which breaks down gum and adhesives

Used for: removing gum from carpeting, floors, etc.

Rust Remover (Victoria Bay)

Description: an acid-based compound

Used for: removing rust stains

Odor Eliminator (Consume Eco-lyzer)

Description: an enzyme, which eats odor

Used for: eliminating odors

Carpet Extraction Shampoo (Clean by Peroxy 15 and Spartan Extraction II)

Description: a concentrated liquid

Used for: extraction soil from carpet

Defoamer

Description: a silicone-based product

Used for: to break down foam

How to Use Wex-Cide 128 One-Step Germicidal Detergent



For all disinfection, including classrooms, bathrooms, locker rooms, cafeterias, and offices, use Wex-Cide 128 at a dilution of **1 ounce per gallon of water** (automatically diluted when using the portable dispensing unit).

DO NOT MIX WEX-CIDE 128 WITH OTHER CHEMICALS.

Directions for Use

1. Apply Wex-Cide 128 with spray bottle to surface to be disinfected. Application can be done by spraying solution onto surfaces.
2. Wex-Cide 128 can also be applied from spray bottle to the surface or with a cloth, sponge, brush, or mop to the point of saturation.

Wex-Cide 128 can also be applied by pouring solution onto surfaces or immersion of items may be done only when the solution is intended for all surfaces.

Do not pour solution onto or immerse items or equipment not intended to be saturated.

3. Remove gross soiling, if any, before final application of Wex-Cide 128.
4. After applying Wex-Cide 128, allow to air dry for the contact time of 10 minutes.
5. Wex-Cide 128 can be used in cafeterias and food service areas. Examples of high touch items for disinfection: tables and chairs, door handles, light switches, chilling units, freezer handles, surfaces of appliances and waste bin lids. These surfaces do not need to be rinsed.

6. Food Contact Surfaces

Rinsing with water is necessary only for surfaces that come in direct contact with food such as during preparation or storage. Food contact surfaces must be rinsed with water.

Example of food contact surfaces:

Plates, Utensils, Chopping Boards, Food Storage Bins, Food preparation tables, Slicers, Baking Sheets

Stability of Use-Solution: Wex-Cide 128 has an extended shelf life after dilution. Although stability has been demonstrated for longer periods, Wexford Labs recommends that no user prepared solutions be stored (under normal conditions) for periods greater than **three months**.

* Consult SDS sheet and Precautionary Statements for further information.

SANITATION AND HOUSEKEEPING

In schools, “sanitation” is the type of cleaning designed to provide a safe, healthy learning environment. “Housekeeping” covers tasks done to improve the appearance and usefulness of an area. Sanitation and housekeeping are extremely important in every area where people live, work, or play. This is particularly true in schools, where large groups of people spend a great amount of time. Sanitation and housekeeping:

- Help make a school a healthy, safe place
- Provide an attractive, productive workplace
- Lengthen the useful life of the school facility and its furnishings

Clean, appealing surroundings play a large part in fulfilling the goals of a school. These goals include helping students learn to be useful members of society.

Custodian’s Role in sanitation and housekeeping

School custodians are vital to all sanitation and housekeeping activities in the school. They have the greatest responsibility for tasks in this area. These tasks can have immediate, visible results. They can also have a long-range impact on the health of everyone in the building. The custodian’s main goal in a school is to maintain a clean and sanitary learning facility, one that provides a good educational and work environment. While everyone in a building may or may not be aware of the importance of sanitation, school administrators should understand the effect it has on the school very well. The professional custodian should take pride in doing sanitation and housekeeping duties well. The next section will provide a general working knowledge of many important topics and tasks, such as:

- Sanitizing areas like food service, water fountains and locker rooms
- Cleaning of special types of surfaces, such as glass and carpet
- Proper waste disposal, and
- Control of some building pests

TOP DOWN CLEANING PROCEDURES

BATHROOMS

1. WASH ALL A/C VENTS/RETURNS AND ALL SURROUNDING CEILING TILES AND GRIDS
2. HI AND LOW DUST FROM TOP TO BOTTOM AND ALL CORNERS
3. WASH LIGHT DEFUSERS COVERS INSIDE AND OUT & REPLACE BURNED OUT BULBS AND WIPE OUT ALL COBWEBS
4. WASH AND SANITIZE WALLS/RECEPTACLES COVERS
5. SANITIZE URINALS/TOILETS/TOILETS SEATS
6. CLEAN/POLISH MIRRORS/BRIGHT WORK
7. WASH DOOR/DOORFRAMES & POLISH KICK PLATE
8. EMPTY TRASH CANS AND WASH WITH DISINFECTANT & WATER
9. USE DOODLE BUG ON ALL EDGES/CORNERS AND AT THE BASE OF ALL TOILETS AND URINALS
10. SCRAPE UP ANYTHING STUCK TO FLOOR/GUM ETC.
11. SWEEP FLOOR/PICK UP TRASH
12. USE SCRUBBER ON FLOOR AND MOP UP EXCESS WATER AND CHEMICALS

CLASSROOMS

1. WASH AND SCRAPE GUM/GLUE/ETC ON ALL STUDENT DESKS AND STACK IN HALL
2. WASH ALL STUDENT CHAIRS AND STACK IN HALL
3. WASH AND SCRAPE GUM/GLUE/ETC ON ALL TABLE AND STACK IN HALL
4. WIPE & CLEAN ALL COMPUTER AND COMPUTER TABLES & PLACE IN HALL
5. WIPE & CLEAN TEACHERS DESK/CHAIR & PLACE IN HALL
6. WASH ALL MOVABLE CABINETS/BOOKS SHELVES & PLACE IN HALL
7. WASH ALL A/C & RETURN VENTS/SURROUNDING TILE AND GRIDS
8. REPLACE A/C FILTERS AS NEEDED
9. WASH LIGHT DEFUSERS COVERS INSIDE AND OUT & REPLACE ALL BURNED OUT BULBS AND WIPE OUT ALL COBWEBS
10. HI AND LOW DUST FROM TOP TO BOTTOM AND ALL CORNERS
11. REPLACE ALL STAINED /BROKEN CEILING TILES
12. WIPE & CLEAN ALL MAPS
13. WIPE & CLEAN ALL WHITE BOARDS
14. WASH ALL WINDOWS/WINDOW SCREENS & WINDOW SILLS
15. WASH ALL DOORS/ WINDOWS/DOORFRAMES AND POLISH KICK PLATES
16. WIPE & CLEAN FIRE EXTINGUISHERS
17. WASH ALL WALLS & RECEPTACLES COVERS
18. EMPTY PENCIL SHARPENERS
19. WASH SOAP DISPENSERS/PAPER TOWER HOLDER & WALL ABOVE COUNTER
20. WASH ALL COUNTER TOPS & SINKS

TOP DOWN CLEANING PROCEDURES (cont.)

21. WASH ALL CABINETS INSIDE & OUT INCLUDING DOORS
22. WASH ALL BASEBOARDS
23. EMPTY ALL TRASH CANS AND WASH WITH DISINFECTANT
24. SCRAPE UP ANYTHINGS STUCK TO FLOOR/GUM ECT.
25. SWEEP ALL FLOORS AND PICKUP ALL TRASH
26. REMOVE ALL TRASH TO DUMPSTER
27. STRIP AND WAX ALL FLOORS
28. SHAMPOO ALL CARPETS AND MATS
29. RETURN FURNITURE TO ROOM AND SET UP

CORRIDORS

1. WASH ALL A/C & RETURN VENTS/SURROUNDING TILE AND GRIDS
2. WASH ALL LIGHT DEFUSERS COVERS INSIDE AND OUT & WIPE OUT ALL COBWEBS/REPLACE ALL BURNED OUT BULBS
3. REPLACE ALL STAINED /BROKEN CEILING TILES
4. HI AND LOW DUST FROM TOP TO BOTTOM AND ALL CORNERS
5. WIPE & CLEAN ALL BULLETIN BOARDS
6. WASH ALL WINDOWS/WINDOW SILLS
7. WASH ALL DOORS/DOOR WINDOWS/DOORFRAMES AND POLISH KICK PLATE
8. WIPE & CLEAN FIRE EXTINGUISHERS & CABINETS
9. WASH ALL WALLS & RECEPTACLES COVERS
10. WASH ALL BASEBOARDS
11. SCRAPE UP ANYTHINGS STUCK TO FLOOR/GUM ECT.
12. SWEEP ALL FLOORS AND PICKUP ALL TRASH & REMOVE ALL TRASH TO DUMPSTER
13. MAKE SURE TO DAMP ALL DOORS BEFORE STRIPPING AND WAX ALL FLOORS
14. SHAMPOO ALL CARPET MATS

STAIRWELLS

1. WASH ALL A/C & RETURN VENTS/SURROUNDING TILE AND GRIDS
2. WASH ALL LIGHT DEFUSERS COVERS INSIDE AND OUT & WIPE OUT ALL COBWEBS
3. HI AND LOW DUST FROM TOP TO BOTTOM AND ALL CORNERS
4. WASH ALL WINDOWS/ WINDOW SILLS
5. WASH ALL DOORS/DOOR WINDOWS AND POLISH KICK PLATE
6. WASH ALL WALLS & RECEPTACLES COVERS AND WIPE AND SANITIZE ALL HANDRAILS
7. WASH ALL BASEBOARDS
8. SCRAPE UP ANYTHINGS STUCK TO FLOOR/GUM ECT.
9. SWEEP FLOOR AND PICKUP TRASH

TOP DOWN CLEANING PROCEDURES (cont.)

10. REMOVE ALL TRASH TO DUMPSTER
11. STRIP AND WAX FLOOR
12. SHAMPOO ALL MATS

ELEVATORS

1. WASH AND SANITIZE ELEVATOR WALLS /DOORS POLISH ALL STAINLESS STEEL
2. SCRAPE UP ANYTHING STUCK TO FLOOR/GUM ETC.
3. STRIP AND WAX FLOOR

CAFETERIA/KITCHEN

1. WASH ALL A/C & RETURN VENTS/SURROUNDING TILE AND GRIDS
2. WASH ALL LIGHT DEFUSERS COVERS INSIDE AND OUT& WIPE OUT ALL COBWEBS
3. HI AND LOW DUST FROM TOP TO BOTTOM AND ALL CORNERS
4. WASH ALL WINDOWS/WINDOW SCREENS, WINDOW SILLS
5. WASH ALL DOORS/DOOR WINDOWS/FIRE EXTINGUISHERS/POLISH KICK PLATES
6. WASH ALL WALLS & RECEPTACLES AND COVERS
7. WASH ALL BASEBOARDS
8. SCRAPE UP ANYTHING STUCK TO FLOOR/GUM ETC.
9. CLEAN EXPANSION JOINTS IN FLOORS
10. SWEEP ALL FLOORS/BEHIND FIRE DOORS & PICKUP ALL TRASH
11. TAKE ALL TRASH TO DUMPER
12. STRIP AND WAX ALL FLOORS
13. SANITIZE AND SCRUB KITCHEN FLOOR

With top down cleaning procedures, the most logical place to start is the ceiling. Cleans the wall next, followed by the windows. The furniture and fixtures should then be cleaned, and the last general area to be cleaned would be the floor or the carpet.

Daily Responsibilities: General Building

1. Base molding is cleaned every time the hard surface floor is mopped.
2. Chalk rails are cleaned daily.
3. Wash all countertops and cabinets in assigned area daily.
4. Walls, doors, frames and thresholds are cleaned daily.
5. Elevator floors are cleaned daily. Stainless steel elevator doors and walls are spot cleaned and polished as needed.
6. Obscenities and graffiti are removed as quickly as possible, preferably before students arrive.
7. Vinyl, ceramic, terrazzo and quarry tile are wet mopped daily and are refinished (waxed) at least annually.
8. Carpets are vacuumed daily.

Carpets are maintained in a manner, which will provide for continuing compliance with applicable flammability standards (SREF 5.5 (I) J (5)).

9. All gym floors will be dust mopped daily.
10. Interior waste containers (wastebaskets, garbage cans, etc.) are emptied daily and cleaned when needed. Liners are replaced daily.
11. Slop sinks are cleaned daily and maintained in good operating condition at all times.
12. Outside corridors are cleaned as needed. This includes picking up of all debris and sweeping or blowing off the area.
13. Outside entrances are cleaned and picked up daily. Entrance mats are swept or vacuumed and entrance glass is cleaned on both sides daily. Recessed mats are removed and the recessed area cleaned weekly or more often as necessary.
14. Playgrounds and sidewalks must be kept clean daily to prevent the tracking of sand and dirt into the facility.
- 15. Palm fronds, tree branches, trash and debris must be picked up daily on the entire campus!**

Daily Responsibilities: General Building (cont.)

16. Sink and countertops are cleaned daily.
17. Door hardware is checked daily. Panic hardware is to be kept in working order at all times. If it is not in working order, notify your supervisor to make the repairs.
18. Shop areas are dusted and swept daily. The floors are kept free of waste, grease and obstructions.
19. Stairways are cleaned daily.
20. Windows are inspected for broken glass daily.
21. Water fountains, sinks and surrounding counter tops are sanitized daily.
22. Empty pencil sharpeners daily as needed.
23. Replace all burned out bulbs in assigned area. In the event that the fixture still doesn't operate after replacing new bulbs, insert a post-it notes on the inside of the fixture cover and inform your supervisor immediately.
24. Restock and fill soap, paper towel, and toilet tissue dispensers daily. Inform your supervisor of any broken or missing dispensers in your assigned area immediately.
25. Inform your supervisor of any needed repairs or work orders in your assigned area.
26. **Perform daily sanitation procedure on all restrooms!**

Weekly Responsibilities: General Building

1. Auditorium and stage areas are cleaned at least weekly.
2. Cobwebs and mud dauber nests are removed from hallways, and classroom ceilings are cleaned of cobwebs.

Door hinges, door closer, locksets, and holdback devices are checked weekly for loose or missing screws and adjusted and lubricated as needed. Major repairs are reported to the appropriate department. (SREF. 5.5 (8C)).

3. “Low dust” with a disinfectant detergent dampened or microfiber cloth. Begin to the right of the entrance door and work in a counter-clockwise direction around the room dusting all of the flat dust-collecting surfaces. A left-handed person would reverse this direction.
4. Close and lock windows before dusting the window ledges. Make a note of any broken glass that needs repair. Reporting damage and building security are part of your responsibilities.
5. A/C vents, Returns and Wall Unit Grill Covers are recommended to be serviced monthly or at the first signs of dust build up.
6. Ceiling tiles around A/C vents are to be dusted / wiped down. All light fixtures around A/C vents are recommended to be serviced periodically or at the first signs of dust build up.
7. VCT flooring in hallways are to be high speed burnished at least once a week.
8. Perform weekly sanitation procedure in all restrooms.
9. Roof drains and covered walkways are to be cleaned of leaves, debris, paper, balls, etc..., including mold and mildew.
10. Clean, organize and restock Facilities Serviceperson storage rooms and Facilities Serviceperson service areas.

Monthly Responsibilities: General Building

1. Filters should be checked every month, and changed earlier than recommended intervals, based on site conditions.

Semi-Annual Responsibilities: General Building

The interiors of windows are washed at least semi-annually.
(SREF 5.5 18 (A))

1. Window interiors and exteriors are cleaned periodically.
2. Window operators are checked semi-annually and minor adjustments (including lubrication) are performed to keep equipment in operation.

Annual Responsibilities: General Building

1. Blinds and other window coverings are cleaned at least annually.
2. Ceilings are cleaned annually.
3. All furniture is cleaned at least annually. All loose screws and fastenings are tightened. Worn or missing glides are replaced.
4. Light fixture bulbs or tubes are cleaned at least annually and changed as needed.
5. Window screens are removed and cleaned at least semi-annually. They are also kept in good repair.

Cleaning Checklist

General Building	Daily	Weekly	Monthly	Semi-Annual	Annual	Periodically (as needed)
Auditorium/Stage						X
Base Molding			X			
Blinds					X	
Cafeteria/Dining Area	X					
Ceilings					X	
Chalkboard/Rails	X					
Clinics	X					
Doors, Frames, Thresholds, Vision Panels	X					
Duct Systems (registers)			X			
Elevators	X					
Exterior, Interior Walls	X					
<u>Floor Coverings: Cement, Carpet, Terrazzo, Quarry and VCT</u>	X					
Furniture	X					
<u>Gym Floors</u>				X	X	X
Interior Waste Containers	X					
Light Fixtures					X	
Bulbs or Tubes					X	
Mop Sinks	X					
Outside Corridors	X					
Outside Entrances and Mats	X					
<u>Screening</u>				X		
Shops (wood, automotive)	X					
Stairways	X					
Tackboard			X			
Walkways, Roof Overhang					X	
<u>Windows</u>	X					
<u>Window Operators</u>				X		
<u>Special Areas</u>	<i>Daily</i>	<i>Weekly</i>	<i>Monthly</i>	<i>Semi-Annual</i>	<i>Annual</i>	<i>Periodically (as needed)</i>
Ceramic Tile	X					
Counters	X					
<u>Door/Hardware</u>	X					
Drains and Flush Traps	X					
Drinking Fountains	X					
Fixtures	X					
Laboratories	X					
Showers	X					
Soap/Paper Dispensers	X					
Toilet Rooms	X					
Trash and Waste Removal	X					

CLASSROOM/CORRIDOR/OFFICE

CLEANING PROCEDURES

The general cleaning of a school building is very important. Usually, these areas are the first stop for faculty, staff and students. The cleaning of these areas is a representation of everyone involved with the school. It should be well organized and the proper tools and supplies used. Much time and effort will be saved if adequate cleaning supplies, equipment and methods are followed. Cleaning methods will vary sometimes due to the location of the school and the type of surface being cleaned. This handbook will provide a cleaning checklist that focuses on two main types of cleaning:

- **Routine**, which is daily, twice a week, or weekly, and
- **Periodic**, which is usually done on a monthly, quarterly, semi-annually, or annually basis

The frequency of performing each of the above tasks will depend primarily upon individual school needs and environmental factors, but some tasks must be completed a minimum frequency to times.

Equipment and Supplies

- | | |
|-----------------------------|-------------------------|
| ● Dust mop | ● Vacuum cleaner |
| ● Lobby broom and dust pan | ● Dusting tool |
| ● Wet mop | ● Bucket with wringer |
| ● Small pail | ● Scrub sponge |
| ● Rubber gloves and goggles | ● Microfiber Cloth |
| ● Putty knife | ● Wet floor sign |
| ● Trash can liners | ● Paper towels |
| ● Disinfectant cleaner | ● Neutral floor cleaner |
| ● Gum remover | ● Carpet spotter |
| ● Hand soap | ● Toilet paper |
| ● All-purpose cleaner | ● Graffiti remover |

Classroom/Corridor/Office: Daily Tasks

Daily Tasks

1. Empty pencil sharpener(s).
2. Clean windowsills and chalk rails.
3. Empty trash and change liners in all of section and clean counters as needed.
4. Vacuum/sweep floors/stair treads, landings. Spot clean walls, doors, windows and doorframes.
5. Spot mop all tile floors as needed.
6. Sweep/mop/spot wash walls/doors/windows in cafeteria daily.
7. Sweep/mop assigned areas daily per your schedule.
8. Perform daily restroom sanitation procedure.
9. Sanitize water fountains, surrounding walls, and floor areas.
10. Stock paper products, hand soaps in restroom, and sink area in rooms.
11. Pick up debris and empty trashcans outside in assigned areas and clean containers as needed.
12. Replace all burned out bulbs in assigned areas.
13. Report all needs for work orders to shift supervisor and perform all special assigned tasks as directed.
14. Clean sinks / surrounding counters daily.
15. Wash all countertops and cabinets in assigned area.

Classroom/Corridor/Office: Weekly Tasks

Weekly Tasks to be Scheduled

1. Buff hallways.
2. Complete cleaning of walls, doors/windows and doorframes.
3. Dust entire section and wipe all horizontal surfaces, including a/c vents and returns, ceiling tiles and grids, weekly.
4. Perform weekly sanitation procedure in all restrooms.
5. Clean and organize facilities serviceperson storage rooms.

Classroom/Corridor/Office: Monthly Tasks

Monthly Tasks as Scheduled

1. Change A/C filters in assigned area. A/C filter changing intervals depend on the size of the filters:
 - ❖ 1” filters once a month
 - ❖ 2” filters once every 3 months
 - ❖ 4” filters once every 6 months
2. Filters should be checked every month and changed earlier than recommended intervals based on site conditions.
3. Shampoo spots and traffic lanes in carpeting.

RESTROOM/LOCKER-SHOWER ROOM/CLINIC **CLEANING PROCEDURES**

Restrooms are critical areas in any facility, both in terms of sanitation and public relations. The condition of the restroom is naturally of great concern for the students, teachers, staff and visitors who use them. Their experiences with the cleanliness and sanitation of the room usually develop a lasting impression about the entire facility.

A restroom is a virtual breeding place for bacteria and disease-causing germs of all types. Where public health and welfare are concerned, there can be no short cuts taken, no corners cut, no putting off until tomorrow. And more than any other area in the facility, the restroom reflects the effectiveness of the Facilities Serviceperson.

Restroom/Locker-Shower Room/Clinic Cleaning Procedures

Equipment and Supplies

- | | |
|--------------------------|--------------------------|
| ● Rubber gloves | ● Goggles |
| ● Mop bucket and wringer | ● Mop |
| ● Pressure sprayer | ● Putty knife |
| ● Broom | ● Toilet bowl brush |
| ● Push broom | ● Disinfectant detergent |
| ● Wet floor signs | ● Microfiber cloth |
| ● Hand towels | ● Sanitary napkins |
| ● San-I-Bag envelopes | ● Disposal unit liners |
| ● Toilet bowl cleaner | ● Hand soap |
| ● Neutral floor cleaner | ● Squeegee |
| ● Dust pan | ● Graffiti remover |
| ● Hand soap | ● Toilet paper |
| ● Pump-up sprayer | |

Always wear protective gloves and goggles when working in these areas.

Shower and locker room fixtures, benches, walls and floors are cleaned a minimum of once each day, when in use, with an effective germicidal or bacteriostatic cleaner. Floors are maintained in a non-slip condition. Shower heads and student-operated controls are sanitized daily. (SREF 5.5 (15B-7).

All clinic rooms are cleaned and sanitized at least daily, using a germicidal or bacteriostatic cleaner and maintained in clean and sanitary condition at all times (SREF 5.5 (I) J (5)).

All water closets, urinals, lavatories, faucets, flush valves, dispensers, mirrors, shelves waste receptacles, partitions, lower walls and floors are cleaned a minimum of once a day with an effective germicidal or bacteriostatic cleaner. (SREF 5.5 (15 B-2).

Fixtures are cleaned a minimum of once a day with an effective germicidal or bacteriostatic cleaner and maintained in a clean, sanitary condition at all times. Ensure that toilet seat fasteners are secure at all times (SREF 5.5 15B -2A).

Soap, towel and toilet paper dispensers are in place and contain an adequate supply at all times. Hot air dryers may be substituted for paper towels and dispensers. (SREF 5.5 (15B - 2D).

Flush traps, floor drains and urinal traps are water flushed and sanitized daily (SREF 5.5 (5C).

Restroom/Locker-Shower Room/Clinic:

Daily Tasks

Daily

- Gather tools and supplies necessary. (Spray bottle or 3 gallon pump sprayer filled with appropriate dilution of Wexide, toilet brush, sponge, clean mop, wipes, lobby pan and broom, dusting wand, graffiti remover and clean mop bucket filled with appropriate dilution of Wexide.)
- Remove all debris with lobby pan and boom. Remove all graffiti daily. Check ceiling and clean as needed.
- Beginning with sink and countertop area fully saturate (flood coat) sink, faucets, dispensers, mirrors, counter, touch zones and surrounding wall areas using a 3 gallon pump sprayer or spray bottle filled with the appropriate dilution of Wexide. Do not worry about excess runoff of germicidal solution, it will be absorbed when mopping.
- Continue this flood coat process towards the next station of fixtures including toilets, urinals, flush valves, dispensers, partitions, grab bars and touch areas. Spot clean any wall buildup. (be sure to saturate the entire fixture. Top sides, inside, under seats and beneath toilet and wall hung urinals a common space for odors.) Continue moving throughout restroom with this flood coat process until all fixtures and touch areas in the restroom has been saturated with the germicidal solution. Do not worry about the excess germicidal solution it will be absorbed when mopping.
- Return to sink and countertop area with a sponge and thoroughly agitate the entire area vigorously. Be sure to scrub all faucets, dispensers, touch zones, mirrors and countertop areas. **(Do not use a toilet or urinal brushes or sponge on these areas.)**
- Continue to the next station of fixtures and agitate this entire area vigorously with a sponge, brush or wipe being sure to scrub flush valves, top, sides, behind and underneath unit, touch zones, partitions, grab bars and dispensers until all fixtures, flush valves, dispensers and touch zones have been agitated throughout the entire restroom. Spot clean any wall buildup **(Do not use the toilet/urinal brush or sponge to clean flush valves, dispensers and touch zones)**
- Use a sponge to knockdown excess germicidal solution from all horizontal surfaces such as countertops. Use drying wipes to thoroughly dry all chrome, stainless steel, flush valves, faucets, dispensers, mirrors and bright work to prevent discoloration. Let fixtures air dry. (Dry seat if restroom is to be reopened immediately) Replace any damaged dispensers immediately and report any needed repairs to your supervisor. Refill dispensers as necessary.

Restroom/Locker-Shower Room/Clinic: Daily Tasks (cont.)

- Damp mop the entire floor space beginning at the furthest most wall and working towards center and doorway with Wexide and flush floor drain with the remaining germicidal solution. Wipe entrance door wells and doors with Wexide solution until free of handprints and dirt. (**Note:** Germicidal solution in mop bucket is only usable for an individual group restroom. It is necessary to refill the bucket with fresh germicidal solution to continue to next restroom. **DO NOT** use mop from restrooms on hallway or classroom floors to avoid cross contamination. Utilize a labeled and separate mop for these purposes.)

Restroom/Locker-Shower Room/Clinic: Weekly Tasks

Weekly

- Gather tools and supplies necessary. (3 gallon pump sprayer filled with appropriate dilution of Wexcide, toilet brush, sponge, clean mop, drying wipes, lobby pan, dusting wand and broom, low speed scrubbing machine, doodle bug and/or base board scrubber, clean mop bucket, filled with appropriate dilution of germicidal solution, and wringer.) Our current germicidal solution is diluted 1 ounce per 1 gallon of water. (SREF 5.5 (1) J (5)).
- Begin by dusting vents and grills in restroom and knocking down all debris from walls and ceilings
- Remove all debris with lobby pan and broom. Remove all Graffiti Daily!
- Beginning first inside wall of restroom, Beginning with sink and countertop area, fully saturate (flood coat) 3 gallon pump sprayer filled with appropriate dilution of germicidal solution, entire wall space from floor to ceiling and continue to saturate towards sink, faucets, hand soap dispensers, counter and mirrors. Do not worry about excess runoff of germicidal solution, we will return to this later. Be sure to saturate the drainpipes beneath the sink, a common space for odors.
- Continue this flood coat process moving towards the next station of fixtures and saturate entire wall space, partitions, fixtures and flush valves (be sure to saturate the entire fixture), including top, sides, inside, under seats and beneath toilet or hanging urinals, a common space for odors. (SREF 5.5 15B – 2A) Continue moving throughout restroom with this flood coat process until all wall space, fixtures, partitions in restroom have been saturated with germicidal solution. Do not worry about the excess germicidal solution, we will return to this later. (SREF 5.5 (15B - 2A)) Note: When flood coating urinals and toilets, be sure to saturate all entire wall space and partitions from ceiling to floor to ensure disinfection. (SREF 5.5)15B – 7))
- Return to the first saturated wall and agitate this entire area vigorously with doodlebug paying special attention to corners and edges. Continue towards sink and countertop area and continue scrubbing with a sponge and thoroughly agitate this entire area vigorously, be sure to scrub all faucets, dispensers, wall space, drainpipes, mirrors and countertop areas. **(Do not use toilet or urinal brushes on sinks or counter tops! Do not use sponges on these urinals or toilets!)**

Restroom/Locker-Shower Room/Clinic: Weekly Tasks (cont.)

- Continue to next station of fixtures and agitate this entire area vigorously with sponge or brush, being sure to scrub flush valves, top, sides, behind and underneath unit, entire wall space, partitions, and dispensers, until all fixtures, dispensers, partitions and wall space has been thoroughly agitated.
- Return to first saturated wall and re-saturate thoroughly from ceiling to floor, moving towards sink and countertop area. Then use 3 gallon pump sprayer filled with appropriate dilution of germicidal solution and thoroughly flood coat entire area again to rinse completely.
- Repeat this rinsing process throughout entire restroom ensuring complete saturation of top, bottom, sides, behind and beneath units, wall space, partitions, dispensers, flush valves, etc....
- Use a sponge to knock down standing germicidal solution from all horizontal surfaces, such as countertops. Use drying wipes to thoroughly dry all chrome, stainless steel, flush valves, faucets, drainpipes, dispensers, mirrors, and bright work to prevent discoloration. When necessary, use a stainless steel polish to restore restroom bright work. Clean light diffuser covers when necessary. Replace any damaged dispensers immediately and report any needed repairs to your supervisor.
- Refill all soap, paper towel and toilet paper roll dispensers as necessary. (SREF 5.5 (15B – 2D))
- Saturate entire floor space with appropriate dilution of germicidal solution and scrub all areas accessible with slow speed scrubbing machine and nylon-grit brush. Using a doodlebug or base board scrubbing machine to vigorously scrub remaining areas such as edges, inside stalls, and tight spaces surrounding toilets and urinals. In some cases, it may be necessary to utilize a grout cleaning chemical to restore discolored grout. Repeat this entire process until restroom is odorless and free of discoloration and stains. Flush floor drain with remaining germicidal solution. (SREF 5.5 (5c)). Use wet/dry vacuum to remove solution from heavily soiled floors, otherwise use damp mop to remove excess solution from floor.
- Wipe entrance door wells and doors with appropriate dilution of germicidal solution until free of handprints and dirt. (Note: Germicidal solution in mop bucket is only usable for an individual gang restroom. It is necessary to refill bucket with fresh germicidal solution to continue to next restroom. Do not use mop for the restrooms on hallway or classroom floors to avoid cross contamination. Utilize a labeled and separate mop for these purposes!)

Restrooms Cleaning Do's & Don'ts

DO

- Sanitize all areas with which people or waste comes in contact.
- Wipe dry all chrome to prevent corrosion.
- Measure cleaning chemicals exactly.
- Sanitize floor drain and flush daily. (SREF 5.5(5C))
- Scrub floor with machine periodically.
- Keep all dispensers serviced.

DO NOT

- Use bowl cleaner for any cleaning other than toilet bowls.
- Take a mixed solution from one restroom to another.
- Make solution stronger than directed. Cleaning chemicals are safe when used as directed.
- Use abrasive cleansers (Ajax, Comet, etc.)
- Mix chemicals together in same solution. This can result in personal injury and/or reduced cleaning efficiency.

****** Do not use BD100 as a restroom cleaner! ******

WINDOWS

Windows are the primary source of bringing natural light into buildings. Clean windows that operate properly affect the safety, economy and aesthetics of the building. Clean windows can improve the learning environment for students, and lift the morale of staff members. Cleaning windows and glass in most schools is an enormous but very important job. As much as one-third of the natural light can be lost by dirty windows. Natural light is important for the appearance of the rooms and for avoiding overuse of artificial lighting (which wastes energy).

The frequency of window cleaning is determined by the location and building standards applied. In some areas, daily cleaning or spot cleaning of glass is required. Entry windows, office windows and partition glass are generally cleaned daily. Exterior glass is usually cleaned on a periodic basis. Window washing must be done properly to avoid leaving streaks. It may seem simpler to clean the inside then “hit it with a hose” from the outside, but this is not effective. Even when the windows are difficult to reach, a cloth, sponge, or brush and squeegee should be used. Some general methods for cleaning most windows are as follows:

1. Gather equipment needed
2. Raise blinds (if possible) and remove everything from the window sill
3. Wash glass with sponge and water or cleaning solution
4. Use a squeegee to remove the cleaning solution either side-to-side or top-to-bottom
5. Wipe the blade with the cloth or sponge at the end of each stroke
6. Wipe up extra water on the sill

Exterior Window Cleaning

Equipment and Supplies

- 26 qt. bucket w/wheels
- Garden hose/w nozzle
- Window cleaner solution
- Window brush
- Wipes
- Window squeegee

1. Only clean and rinse a small section at a time to avoid surface drying.
2. All tape and any debris should be removed.
3. Hose surfaces to be cleaned.
4. Mix window-cleaning solution in water according to manufacturer's directions.
5. Brush the solution onto the surfaces using a side-to-side stroke and up and down stroke.
6. Thoroughly rinse with the hose and squeegee dry.
7. Use re-useable wipes to remove remaining spots.
8. Clean and put away all equipment used.

Interior Window Cleaning

Equipment and Supplies

- Plastic spray bottle
- Window cleaner
- Wipes
- Window squeegee

1. Fill the spray bottle with a solution of window cleaner from the Automatic Dispenser Machine, or properly mixed chemical from other sources.
2. Brush or wipe the surface to remove any loose dirt.
3. Spray a small area at a time and use a circular motion to dry the area with the wipes.
4. Re-wipe with a dry wipe to remove any residue.
5. Clean and put away all equipment used.

FOOD AND NUTRITION SERVICES

Keeping food consumption areas clean and free of bacterial growth is a constant challenge for the Facilities Serviceperson. It is essential to follow the recommended sanitation procedures and to use proper cleaners and sanitizers when cleaning food preparation and disposal areas.

The cafeteria area, kitchen area and food disposal areas are ideal environments for bacterial growth and pest control nuisances. Direct human contact with food can create a bacterial outbreak if proper cleaning procedures are not followed.

Areas of Responsibility for Food & Nutrition Services Cleaning

Food & Nutrition Service Staff Areas of Responsibility - Food Prep Equipment, Food Storage Equipment, Food Storage Areas, Daily Kitchen Floor Cleaning, Kitchen Garbage Cans, Drain Cleaning (Facilities serviceperson to assist with drain cover removal), Walls to a Reasonable Height (Up to 6 feet), Somat Room, Somat Machine, Washer & Dryer Area, Compactor, Cafeteria Tables, Chairs and/or Benches.

Facilities Servicepersons Areas of Responsibility - (Refer to facilities serviceperson cleaning procedures on page 67). All Surfaces in the Cafeteria / Dining Area excluding Cafeteria Tables, Walls to a Reasonable Height (6 feet and above), Chairs and/or Benches, Extractor Room including Extractor Machine and Surrounding Area, Cafeteria Trash Cans and Surrounding Area, Dispose of Cafeteria Compactor Trash, Dumpster Maintenance including EMS Communication (Repairs and Dumping Issues), Dumpster Cleaning and Deodorizing, Dumpster Pad and Surrounding Area, Power Scrub Kitchen Floors (Minimum 1x annually & then as needed, to be determined by your site administration), Floor Drains and Cafeteria Office Floors (Minimum 1x annually & then as needed, to be determined by your site administration), Dispose of Cafeteria Cardboard and Bagged Trash Placed Outside of Kitchen Door, Kitchen Ceiling Cleaning, Kitchen Vent Cleaning, Clean all Light Fixtures, Kitchen Fan Cleaning.

Confirm adequate supply of propane for kitchen equipment on a regular basis.
Confirm delivery schedule is followed and emergency orders placed if needed.

Confirm kitchen refrigeration / freezer temperatures are monitored and documented per Food & Nutrition Services procedure during Summer break.

Cafeteria / Dining Room

In many schools, cleaning of food areas is shared between Facilities staff and Food and Nutrition Services staff. The Food and Nutrition Services staff is responsible for the food preparation and serving areas. The facilities serviceperson is responsible for the eating area. Your school's arrangements will affect which of the following tasks you perform. All facilities serviceperson functions are to be completed per facilities servicepersons' cleaning schedule. Refer to Facilities Serviceperson Cleaning Checklist on page 52.

Equipment and Supplies

- | | |
|------------------------------|--------------------------|
| ● (2) 20 gallon garbage cans | ● Mops |
| ● Vacuum | ● Wringers |
| ● Putty knife | ● Lobby broom |
| ● Dust pan | ● Disposable wipes |
| ● Trash cans liners | ● Wet floor signs |
| ● Push brooms | ● Disinfectant detergent |
| ● Chewing gum remover | ● Mop bucket |
| ● Spray bottles | ● Microfiber Cloth |
1. Sweep the cafeteria floor with the push broom to remove debris.
 2. Scrape up anything stuck to the floor/gum etc.
 3. Clean the walls around the Somat chute and other areas daily.
 4. Mop the cafeteria floor with disinfectant concentrate. Move the tables enough to mop under the legs each day.
 5. If the cafeteria has the folding tables, follow the directions on page 70 for folding the tables.
 6. After the floor has dried, or the vacuuming is complete, put the chairs back on the floor, spacing them properly.
 7. Clean entrance glass on both sides daily.
 8. Remove all trash and cardboard from Cafeteria / Dining room and place in designated dumpsters. Food and Nutrition Services Staff will break down boxes (cardboard & paper), tie trash bags from the kitchen, and leave items at the back door for facilities staff to place in dumpsters / garbage cans.

Cafeteria / Dining Room (cont.)

9. Wash all A/C and Return Vents / Surrounding tile and grids.
10. Wash all light diffuser covers inside and out, & wipe out all cobwebs.
11. High and low dust from top to bottom and all corners.
12. Wash all windows / window screens / windowsills.
13. Wash all doors / door windows / fire extinguishers / polish kick plates.
14. Wash all walls, receptacles and covers.
15. Wash all baseboards.
16. Clean expansion joints in floors.
17. Strip and wax all floors.

NOTES:

- *Brooms must be clean and in good condition. Long handle dustpans must be clean and in good condition.*
- *Mop Bucket / Mop Heads must be clean and in good condition. Mop bucket must contain frequently changed cleaning solution.*
- *Dumpsters / Garbage cans must be clean (interior & exterior) and free of any odor or food debris.*

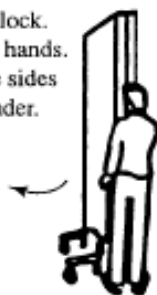
Cafeteria Table Folding Instructions

CAUTION: UNITS TO BE SET UP AND FOLDED BY AUTHORIZED ADULT PERSONNEL ONLY

FOR SAFETY, THE TABLE MUST BE LOCKED AT ALL TIMES EXCEPT DURING FOLDING AND UNFOLDING

TO OPEN

1. Release lock. Use two hands. Separate sides LOW under.



2. Guide table down gradually to open position.



3. Flip lock bar in horizontal plane to locked position.



TO CLOSE

1. Flip bar to "unlock". Raise table in center grasping bottom of center leg and lifting vertically.



2. Pull the two halves of the tables together in a vertical position.



3. When table is in vertical position (closed), rotate bar so it's pointing straight up. Then flip handle straight down to locked position.



RIGHT WRONG

CAUTION:
PUSH FROM NARROW
SIDE FOR STORAGE

Kitchen

1. Wash wall mounted and ceiling fans per facilities serviceperson cleaning procedure and established facilities serviceperson cleaning schedule.
2. Wash all A/C, and return vents / surrounding tile and grids per facilities serviceperson cleaning procedures and established facilities serviceperson cleaning schedule.
3. Power scrub kitchen floors and clean floor drains per facilities serviceperson cleaning procedures and established cleaning schedule. Minimum 1x annually & then as needed, to be determined by your site administration.
4. Strip and wax floor in kitchen office. Minimum 1x annually & then as needed, to be determined by your site administration.
5. Clean restroom ceiling vent per facilities serviceperson cleaning procedures and established facilities serviceperson cleaning schedule.
6. Clean ceilings and walls per facilities serviceperson cleaning procedures and established facilities serviceperson cleaning schedule, above 6'.
7. Interior / Exterior mop sinks must be clean and free of debris daily.
8. All exterior dumpsters / garbage cans (trash, recycle and Somat) shall be cleaned with concentrated disinfectant detergent. This detergent can be sprayed both inside and outside of the containers before emptying of garbage or refuse. All water / waste used shall be drained into a sewer or sanitary disposal system.
9. Confirm that system is in place to dump Somat dumpster during cafeteria service. Waste management must ring cafeteria bell so that cafeteria staff can shut Somat off or a garbage can must be placed under Somat chute while Somat dumpster is being dumped. Follow up with EMS Helpdesk (emshelpdesk@browardschools.com) if dumpster company is not following established procedure.
10. Clean all light fixtures (Kitchen, Office, Somat, Extractor, Kitchen Entrance / Exit, Restrooms). Replace all bulbs as needed, including exhaust hood.

NOTES:

- *If the dumpsters/garbage cans (garbage, Somat, recycle) are extremely dirty, they can be cleaned with concentrated disinfectant detergent. This detergent can be sprayed both inside and on the outside of the containers. The sides and bottoms should be scrubbed with an old broom until thoroughly cleaned. The dumpster should then be emptied, dried and returned to its proper location. If Somat dumpster is beyond cleaning, contact EMS Helpdesk to have dumpster replaced.*

Kitchen (cont.)

- *All surrounding dumpster / garbage can areas (Recycle, Trash, Somat) must remain free of any type of debris, including but not limited to Somat waste, trash, furniture and pallets.*
- *If the waste management company dump truck is leaving refuse on the ground due to improper dumping practices, EMS Helpdesk must be notified immediately by the head facilities serviceperson or designee.*
- *The head facilities serviceperson or designee must contact EMS Helpdesk in the event a dumpster /garbage can is in need of a repair, including but not limited to drain plugs, lids, holes & broken wheels.*

Extractor Room

1. Remove Extractor chute cover. Spray inside of Extractor with cleaning / sanitize solution, allow to stand 5-10 minutes, brush, rinse & flush (Daily)
2. Spray exterior of Extractor and surrounding area in its entirety with cleaning/sanitize solution, allow to stand 5-10 minutes, brush & rinse. (Daily)
3. Clean ceilings, walls and light fixtures per facilities serviceperson cleaning procedures and established facilities serviceperson cleaning schedule. Clean walls & ceiling to a reasonable height (6 feet and above) (Daily)
4. Clean mop sink per facilities serviceperson cleaning procedures. (Daily)
5. **Do not** store mops, mop buckets, brooms, hoses or cleaning supplies per facilities serviceperson cleaning / storage procedures.

NOTES:

- *Extractor room and extractor machine must be sanitary and organized at all times. The Extractor room must not be used as storage room.*
- *Work orders (machine failure, painting, electrical, etc.) for Extractor room are to be called in per facilities serviceperson work order procedure.*
- *Monitor Extractor deodorizer. If deodorizer is needed contact Food & Nutrition Services Manager.*

FLOORS

The condition of the floors in a building is one of the most visible signs of proper cleaning and maintenance procedures. Floors are the largest surface area that Facilities Servicepersons clean and they directly impact the health and safety of students and staff. The floor is a vital part of the overall impression the building creates.

No matter how clean a floor looks, if proper cleaning is not done an unpleasant odor can form. This is particularly true in carpets. The use of a strong deodorant cannot correct this problem. If proper cleaning procedures and schedules are used, plain deodorants are never necessary. Odor-causing bacteria can be controlled by use of germicide added to the appropriate cleaning solution. Mold and mildew can similarly be eliminated. Proper cleaning and drying of floors can reduce or eliminate odor. If odor becomes a problem, from neglect or some major problem such as flooding, try these steps:

1. Remove as much moisture as possible from the floor. Pay special attention to corners and along baseboards.
2. Clean the floor as appropriate, using neutral cleaner, shampoo, or dry foam. A disinfectant/deodorant solution is recommended. This is meant to neutralize odors and kill the source, not just cover or mask the odor.
3. Again, remove as much moisture as possible.
4. In drastic cases, where odor has soaked into pads under carpet, sometimes replacement may be the only answer.

To a large extent, the condition of a floor reflects the efficiency of the Facilities Serviceperson's operation throughout the entire building. Therefore, proper floor maintenance is an important function of all Facilities Servicepersons. This section will provide guidelines and procedures for proper floor care.

Scrubber Procedures

Pre-Operation:

- Pre-dust or pre-sweep area prior to operating scrubber
- Pick up any large debris, cans, paper or food on cafeteria floors, etc...
- Check battery level on machine and water level in batteries. It should just be covering the inside plates. Use distilled water only
- Check condition of pads on machine. Red or white pads are recommended for daily scrubbing

Operation:

- Fill tank with water no more than the max line indicates on sight tube
- Lower the scrub deck and squeegee...Note: make sure to set pad pressure to a level that will not damage the floor or machine
- Always begin scrubbing from right to left, overlapping your path by two inches to ensure complete coverage
- When you have completed your cleaning, always raise the scrub deck and run the squeegee the length of the machine to pick up remaining water.
- Then raise the squeegee and return to your station

Post-Operation:

- Empty recovery tank and then clean water tank. Rinse machine and let water run through the machine with the hoses open to flush out any dirty water
- Rinse the filter in the recovery tank or the filter above the vacuum motor...also remove and rinse the solution flow filter
- Wipe the machine down and leave the machine and all ports open to ensure the tanks air dry
- Charge the machine if needed, leaving the machine open to ventilate batteries while charging
- Weekly check of water levels & batteries prior to charging. It should just be covering the inside plates. Use distilled water only!

Floor Mopping

Equipment and Supplies

- Mop
- Dust mop
- Putty knife
- Wet floor signs
- Dust pan
- Bucket with wringer
- Broom
- Pre-mixed cleaning solution (Neutral Clean Only)

PROCESS

1. Remove furniture from area to be mopped.
2. Display “Wet Floor” signs appropriately.
3. Dust-mop the floor and remove any foreign items stuck to floor with putty knife.
4. Pick up dirt in dustpan.
5. Prepare mop mixture according to manufacturer’s directions.
6. Saturate the wet mop in the mixture and squeeze most of the excess water out.
7. Draw mop parallel to the wall to avoid splashing the baseboard.
8. Using side-to-side strokes, mop an area approximately 9’ X 9’, turning the mop over after 4 or 5 strokes to prevent the dirt from being spread back over the floor.
9. Rinse the mop often so that the dirt is not redistributed over the floor. Change the mop water as needed.

When automatic floor scrubbing machines are available, follow the steps below:

- Make sure that the machine is properly charged.
- Fill with Neutral floor cleaner.
- Put on the proper brush or pad.
- Proceed to clean the floor.

Tip: A tennis ball attached to a broom handle can be used to remove black streaks from floors.

Floor Stripping

Stripping is complete removal of the old finish and soil on the floor. It requires a lot of effort, and should only be done when existing finish is worn out, discolored, marked in a way that cannot be removed by scrubbing and buffing, or this a lot of finish buildup in corners and edges.

Old finish is removed by stripping in two ways. The finish is dissolved by the stripping solution, and loosened by the action of the machine. The old finish and solution then must be completely removed from the floor through rinsing and pickup.

****Safety Note: Many stripping solutions are hazardous. Wear rubber gloves and avoid splashing solution on the skin. Do Not mix strippers with other chemicals, or mix different strippers!****

VINYL TILE / TERRAZZO

Equipment and Supplies

-
- | | |
|---|------------------------|
| ● (2) 32 gallon garbage cans – preferably metal | |
| ● (2) Garbage can dollies | ● Wringers |
| ● Can liners | ● Wet mops |
| ● Putty knife | ● Wet floor signs |
| ● Broom | ● Wet/dry vacuum |
| ● Pre-mixed stripping solution | ● Doodle bug |
| ● Gum remover | ● Dustpan |
| ● Dust mop | ● Protective foot wear |
| ● Floor machine (appropriate pads/brushes) | ● Gloves and goggles |
| ● Squeegee | ● Wipes |
| ● Scraper | |
-
1. Sweep the floor with the broom to remove as much dirt and litter as possible. Use a putty knife or scraper to remove gum or tape.
 2. Dispense the stripping solution per manufacturer directions on the container.
 3. Apply the stripping solution to a small area of the floor at a time, approximately 9 ft. by 9 ft. Let it stand on the floor as specified in the manufacturer's specifications. Avoid excessive flooding.

Floor Stripping (cont.)

4. Machine scrub the floor with the appropriate brush (nylo-grit) or abrasive pad (black color), scrubbing only the wet area. Move slowly but continuously. Use an overlapping pattern. “Carry” solution on the floor with the machine.
5. Make a second pattern, at a right angle from the first one, so as to ensure complete coverage.
6. Scrub along the baseboards and corners. Use a doodle bug and putty knife to clean these areas as you approach them. Avoid splattering.
7. If splattering occurs, wipe the baseboards, walls and stationary equipment immediately. Do not let it dry.
8. **Important!** Pick up dirty stripping solution using the wet/dry vacuum. Be sure that the floor machine operator does not get too far ahead of you. Ask the operator to stop or slow down if this occurs. The operator can always wet the area again.
9. **Important!** Rinse the stripped area thoroughly using first and second rinse water. Leave the floor as dry as possible.
10. **Important!** Continue the entire routine until the total area has been finished. Change the rinse water often.
11. Check the floor for residue by wiping your hand across the floor. A clean floor will feel smooth. Dirty floors will feel rough and have a chalky residue.
12. Clean and dry equipment, then return the equipment to storage.

Floor Waxing Refinishing

HARD FLOORS

Equipment and Supplies

- Applicator pan and block
- Bucket with wringer
- Wet floor signs
- Wet mops
- Floor finish

IMPORTANT POINTS

- Wash all new mop heads and let them dry overnight before using.
- An applicator with pad may be substituted for a mop with equally satisfactory results.
- Refinishing is done following a thorough and careful stripping of the floor to remove all of the old finish.
- Dust mop and dry mop the floor.
- Apply the finish in smooth, even coats using either a mop or an applicator. Apply either the first or last coat from wall to wall, thereafter moving in from the wall so as to prevent accumulation on the edges.
- Only fill the bucket with about 2.5 gallons of wax. The process of waxing will often pick up items from the floor and contaminate the wax in the bucket. It is better to refill the wax bucket more often, than to throw out gallons of contaminated wax.
- Apply the number of coats of floor finish per manufacturer direction.

Applying the Finish

1. Submerge the mop into the finish then carefully place the dripping mop into the wringer, slowly closing the press one-third to halfway. When bringing the mop out of the press, it should be neither wrung out too dry nor so saturated as to be dripping.
2. Apply the floor finish along the edges of the area and around any unmoved furniture or equipment. This will form a border the width of the mop, up to, but not touching the baseboard.

Floor Waxing Refinishing (cont.)

3. **Don't** lift the mop off of the floor while laying floor finish until you are ready to return it to the bucket to get more solution. Lifting a wet mop full of finish will cause the finish to drip and may result in bubbles on the floor.
4. The center of the floor can now be waxed by applying the finish in a side-to-side, overlapping pattern.
5. Immerse the mop and wring it out as often as necessary to maintain an even appearance. This is usually determined by noting the amount of wetness and "feel" on the mop handle caused by the amount of mop drag.
6. Be sure to mop up any drips as you go along. Don't track back over the new wax.
7. Allow the floor to dry thoroughly.
8. **Apply a second coat** to the floor. The second application should be kept approximately six (6) inches away from the walls and/or any permanent furniture in the room.
9. **Apply additional coats** in the same manner as the first two coats. However, the next application should be kept approximately one foot (12 inches) away from the walls or permanent furniture. This is to prevent a build-up or accumulation along the edge of the baseboards and around the furniture.
10. For best appearance, the final coat of finish should always be high speed burnished the next day.
11. Replace the furniture the next day, when the floor is completely dry. Be careful not to damage the furniture or walls and make certain that everything is returned to its proper place.
12. Clean and dry all equipment and return to storage.

The Do's of Floor Waxing Finishing

1. Keep your equipment clean and in good working condition (buckets with good casters, laundered mops, wringers with good springs, etc.).
2. Rinse the bucket, wringer and mop handle to remove any wax.
3. Always use clean, laundered dust mops.
4. Read and follow all manufacturers' directions.
5. Organization is a key factor. Allow enough time to complete the job. Keep the area, which you are to refinish clean and uncluttered.
6. Use walk-off mats whenever possible in order to keep from tracking up other areas.
7. Wear appropriate clothing, gloves, shoes and goggles.
8. Use a **“WET FLOOR,”** sign every time you strip and refinish floors to avoid any type of injury or lawsuit.
9. Let the stripper work on the old finish. Follow the manufacturer's directions for wait time. Use applicable personal protective equipment.
10. Put a thin coat of floor finish down. Thin coats will dry much faster than heavy coats.
11. Wait until the floor is dry before applying additional coats of finish.
12. Use at least two heavy rinses after stripping the floor to insure that the floor is free of stripper and old finish. Wet-Vac usage is recommended at all times.

The Don'ts of Floor Waxing Finishing

1. **Don't** try to strip more than you can handle at one time. Always keep the floor wet while in the process of stripping the old finish off of the floor.
2. **Don't** ever mix chemicals to make the stripper more powerful. It could be harmful to your health.
3. **Don't** start the stripping procedure until the stripper you have laid on the floor has had a chance to emulsify the old finish. Stripper will become very slippery under your feet when the old finish has been loosened.
4. **Don't** forget to use non-slip footwear.
5. **Don't** ever use a "treated" dust mop on a stripped floor before laying the new finish. If you have used a treated dust mop, an oil film will be left on the floor and the new finish will not be able to adhere to the oily surface. Anything on the floor between the new finish and the floor will prevent it from bonding to the floor.
6. **Don't** return unused floor finish to the bottle or the drum. It could spoil the whole drum.
7. **Don't** lay too thick a coat of floor finish at one time. Thick coats have a tendency not to dry and become sticky and tacky. When this type of application is walked on, the finish "moves" under foot and the appearance is ruined.
8. **Don't** try to lay a second or third coat of finish too soon because this will cause the finish to streak and ruin the appearance of the floor.
9. **Don't** try to pick up stripping solution with a mop after the floor has been scrubbed with a rotary machine. Always use a Wet-Vac to pick up the old solution.
10. **Don't** mix water and wax to damp mop your floors. This gives it a good appearance only for a very short period of time. If this process is repeated too many times the floors will become very dingy and dirty looking and require stripping more often.
11. **Don't** put a flammable substance on your floor to remove the finish. A spark from your rotary machine could cause a flash fire.
12. **Don't** use a fan while laying floor finish. This will tend to cause the finish to ridge or streak. Use the fan only when the coat is completely down.
13. **Don't** ever put finish on the baseboards.

Buffing – High Speed Burnishing

Equipment and Supplies

- | | |
|-------------------------------|--------------------------|
| ● Floor machine 1000-2000 RPM | ● Drive block |
| ● High speed pad | ● Mop bucket and wringer |
| ● Wet mop | ● Dust mop |
| ● Gloss restorer | ● Dustpan |
| ● Push broom | |

1. Clear the area to be burnished.
2. Dust mop the floor to remove any loose dirt.
3. Damp mop the floor if it is heavily soiled or lightly scrub the floor if needed.
4. Follow the label directions on the gloss restorer.
5. Use a clean mop or auto scrubber to apply a thin coat of the restorer on the floor.
6. If mopped, the restorer solution must be dried. Burnish with a high-speed floor machine and applicable pad.
7. After the entire floor has been burnished, dust mop the floor.
8. Replace any furniture that was moved.
9. Clean and dry all equipment and return them to storage.

CARPET CLEANING

Carpeting is a common floor covering in schools. It has many advantages over non-carpeted floors, such as softness, noise reduction, insulation, and attractiveness. It has disadvantages as well, such as stain removal, shrinking, and stretching. Different care techniques than for non-carpeted floors are used with carpeting. Cleaning and maintenance techniques will vary according to the type of carpet. The extraction method is a recommended method of deep-cleaning carpet.

Static electricity can also be a problem on both carpeted and non-carpeted floors, though carpets usually cause more problems. Some flooring materials come already “grounded”, which means static electricity leaks off harmlessly into building structures or underfloor. Static can be partly controlled by choosing carpet that has a built-in grounding feature; by using an anti-static spray, which increases moisture in the carpet and reduces friction; or by increasing the humidity in the air of the building.

The type of carpet depends on several factors:

- ❖ the fiber,
- ❖ the backing,
- ❖ the construction (way fiber is put into the backing), and
- ❖ the finish applied to the fiber.

Carpet Cleaning

BONNET METHOD - (periodically)

The District does not endorse the bonnet method...it does not deep clean the carpet.

Equipment and Supplies

- | | |
|-----------------------------|-------------------------------|
| ● Rotary floor machine | ● Dust pan |
| ● Rotary carpet shampoo | ● Vacuum |
| ● Gum remover & putty knife | ● Hand brush |
| ● Lobby broom | ● Carpet spotter |
| ● Drive block | ● Bonnets (2 or more) |
| ● Bucket/w wringer | ● Pressure sprayer 2–3 gallon |

Preparing the floor

1. Vacuum the carpet.
2. Use chewing gum remover and putty knife to remove any chewing gum found on the carpet.
3. Pre-spot all stains using the mixture according to manufacturer's directions.

Using the machine

1. Install the drive block.
- 2.
3. Fill the bucket with solution of carpet shampoo.
4. Fill the pump up sprayer 1/2 full using a solution of rotary carpet shampoo.
5. Check the cord and plug end for grounding prong before inserting it into the outlet.
6. Using the pump up sprayer, mist spray a 15 ft. x 15 ft. area.
7. Soak the bonnet in the bucket and ring it out thoroughly.
8. Install the bonnet on the drive block.
9. Start working away from the receptacle to scrub the floor.
10. Continue to mist spray and scrub the carpet until the area is complete.
11. Watch for soiling of the bonnet. Dirty bonnets only redistribute the dirt over the carpet. If one side of at the bonnet gets dirty, it may be turned over once to use the clean side prior to laundering.

Carpet Cleaning (cont.)

BONNET METHOD - (periodically)

12. Normally, carpet may be vacuumed and used almost immediately.
13. Clean and dry all equipment and return them to storage.

Carpet Cleaning

EXTRACTION METHOD - (semi-annually)

This is the most effective method of carpet cleaning and is the recommended method preferred by the Broward County School Board.

Equipment and Supplies

- | | |
|-----------------------------|------------------|
| ● Carpet extractor | ● Dustpan |
| ● Extractor shampoo | ● Vacuum |
| ● Gum remover & putty knife | ● Hand brush |
| ● Lobby broom | ● Carpet spotter |

Preparing the floor

1. Vacuum the carpet.
2. Use chewing gum remover and putty knife to remove any chewing gum found on the carpet.
3. Pre-spot all stains using the mixture according to manufacturer's directions.

Using the machine

1. Dispense the appropriate amount of shampoo from the Automatic Dispensing Machine, or properly mixed chemical into the solution tank.
2. Add recommended amount of defoamer to the recovery tank.
3. Check the cord and plug end to ensure it has a grounding prong before inserting it into the outlet.
4. Make sure that the selector is set to carpet.
5. Be sure that all switches are on.
6. Start in the far corner of the area to be cleaned.
7. Be sure that the front of the machine rests on the carpet. Slowly, pull the machine toward you while pressing the carpet spray switch. Release the carpet spray switch 6" before ending the stroke.
8. Roll the machine forward to start the next stroke. Be sure to overlap areas so that you will prevent streaking.
9. If foam appears in the view window, turn off all switches and add more defoamer to tank.

Carpet Cleaning (cont.)

EXTRACTION METHOD - (semi-annually)

10. To speed up the drying time, you can go back over the carpet using only the vacuum, (extractor).
11. When the carpet is dry, re-vacuum to insure the complete removal of any solution residue.
12. Place paper or cardboard under the metal legs of chairs and tables while the carpet is still wet.
13. Clean the equipment, wipe it dry and place in the storage area.

Note: If the machine abruptly turns off, turn the switch off and wait a few minutes. Check the overload switch.

Carpet Cleaning

ROTARY METHOD - (annually)

Equipment and Supplies

- | | |
|-----------------------------|------------------|
| ● Rotary floor machine | ● Shampoo brush |
| ● Rotary carpet shampoo | ● Vacuum |
| ● Gum remover & putty knife | ● Carpet spotter |

Preparing the floor

1. Vacuum the carpet.
2. Use chewing gum remover and a putty knife to remove any chewing gum found on the carpet.
3. Pre-spot all stains using the mixture according to manufacturer's directions.

Using the machine

1. Fill the rotary floor machine tank from the Automatic Dispenser, or properly mixed chemical to determine the recommended amount of cleaning solution in the tank.
2. Divide the floor area into 6 ft. x 6 ft. sections.
3. Check the cord and plug end before inserting it into the outlet.
4. Start in the far right corner of the area to be cleaned.
5. Apply the solution while moving from right to left.
6. Move the machine 1/2 of its diameter toward you and move from left to right.
7. Make sure the carpet is dry before you re-vacuum it to ensure the complete removal of any solution residue.
8. Clean, wipe dry and return all of the equipment to storage.

Carpet Stain Removal

Carpet stains are an acute problem. Carpet fibers tend to trap staining liquids, making removal of the stain difficult. The custodian can keep most carpet problems to a minimum by using proper cleaning procedures. This increases the useful life of the carpet and can be a considerable cost saving. Advances in fibers and fiber finishes promise to make this job much easier as old carpets are replaced in schools and new schools are built.

Stain removal is usually not difficult if you follow these helpful hints!

- First, **act fast**. Don't let a stain set.
- Second, start from the outside and work toward the center of the stain.
- Third, always use a blotting action. Rubbing can cause pile distortion.
- Fourth, never excessively wet a carpet. This can cause staining from the jute on the back of some carpets.

Process for Removing Stains from Carpet

1. Remove all excess material.
2. Apply spot remover.
3. Blot the stained area with tissues or a clean dry cloth.
4. Apply all removers as recommended by the manufacturer.
5. Repeat Steps 2 and 3 for each spot.
6. Use a fan to dry the carpet and brush the carpet to restore its pile.
7. If the stain remains, repeat the entire process.

BUILDING EXTERIORS

The exterior of each building on a school campus is another important area that comes under the responsibility of all Facilities Servicepersons. The exterior of the building is one of the first things students, teachers, and visitors see when they come to your school. It is their first impression of the school and usually becomes a lasting impression.

A well maintained exterior shell is not only important from the standpoint of a first impression but it is also crucial in reducing problems with insects and rodents. The exterior is also the first line of defense in reducing pest and vermin infestation. This section will cover important topics related to maintaining the appearance of the outside of buildings.

Exterior Care

At the beginning of your shift, the exterior of the facility should be checked for:

1. Graffiti/Obscenities - If any are found, they should be removed.
2. Broken windows
3. Vandalism
4. Damaged, unsecured fences
5. Cracks in walls
6. Holes in walls
7. Garbage or trash in the area
8. Walkway and playground debris and trash- If present, it should be blown off or cleared daily.
9. Vegetation growth, trash and debris on covered walkways and roofs (including drains and gutters)- If present, it should be blown off or cleared daily.
10. Areas that drain from the parking lot to the storms drains must be kept clean of sod, dirt and weeds to allow for the flow of water. It is the facilities servicepersons responsibility to keep the grounds free of palm fronds, tree branches, paper, trash and debris.

NOTE: If you cannot complete the proper repairs, refer the item to your supervisor so that they can complete the repair or call in a work order. In addition, repairs needed as a result of vandalism will also require a police report.

Dumpsters

Dumpster and pad areas are covered by **Broward County Code 14-66**.

The regulations are:

1. All dumpsters shall be cleaned, sanitized and flushed with water after each emptying of garbage or refuse. All water used shall be drained into a sewer or sanitary disposal system.
2. All garbage placed in a dumpster shall be enclosed in waterproof (plastic) bags, which are safely and securely tied. All boxes should be broken down before going into the dumpster. Cardboard and clean papers should be placed in the Recycle Dumpster.
3. Dumpsters shall be covered (lid closed) at all times, except when it is necessary to lift the cover to deposit or empty garbage or refuse, or for cleaning.
4. A dumpster shall be considered in good condition when it:
 - a. has a good fitting lid designed to protect the contents from easy access by flies, insects, rats or other animals
 - b. is free of jagged or sharp edges that could prevent the free discharge of contents
 - c. has drains with securely fitted caps, which can be removed to clean the receptacle

If the dumpster (garbage can) is extremely dirty, first flush with cold water. Then fill about one-third full with hot water. The sides and bottoms should be scrubbed with an old broom until thoroughly cleaned. The dumpster should then be emptied, drained, flushed, sanitized, dried and returned to its proper location.

Policing Walk

To help us better understand the vital role that observation and awareness play in our jobs, we are going to take a walk. You will take a 15-30-minute walk around the facility. During this walk you are to observe the exterior condition of the building and grounds. Please take notes... these notes will be shared with your classmates upon returning to class.

<u>ITEM</u>	<u>RECOMMENDED ACTION</u>

PEST CONTROL MANAGEMENT

The foundation of an effective pest control system is good sanitation, sound structural maintenance and a qualified pest control specialist. Facilities servicepersons are encouraged to find the food sources attracting pests and eliminate them. Finding where the pests are hiding, and eliminating their nests is the most important step to resolve pest and rodent problems. As a last resort, insecticides may have to be applied to the area infected. However, discretion should always be used when deciding whether or not to use insecticides.

The pest control specialist contracted by the Maintenance Department can be of great assistance to you in identifying problem areas and making recommendation on how to eliminate or prevent pest problems from re-occurring. These specialists visit each school twice a month to inspect and place monitors throughout the food areas such as the kitchen, cafeteria, lounge and home economic labs. Get to know these specialists and talk to them about problem areas in the school.

Pest Citing Logs are located in the kitchen of each school. Record all pest sightings in these logs. This is an excellent way for you to keep track of pest problems that have occurred between regular service dates.

Pest Management Guidelines

The following things can be done at the school level to prevent pest problems:

1. Clean up spills immediately.
2. Store all food items in tightly sealed containers.
3. Wrap or bag food waste before disposal.
4. Do not store food products in non-food areas.
5. Ensure all exterior doors seal properly. Replace damaged doors
6. Screens and windows should be in good working order.
7. Prevent excessive debris in closets and storage areas.
8. Fix or report leaking water fixtures.
9. Seal cracks and crevices around walls, pipes and windows with caulking.
10. Report observed pest problems on Pest Sighting Log.
11. Treat small wasp nests with wasp spray. Report larger nests.
12. Look for pest entry points and have them sealed.
13. Look for conditions attracting pests, such as food, debris and garbage.
14. Do not spray any pesticides in schools that have not been approved by our Safety department.

If a pest problem is deemed an emergency, fill out the Pest Control Request Form and fax or scan & email it to the District Maintenance Certified Pest Control Operator.

Pest Control Request Form

To report a problem at your facility, fax this form to:
William Swartz, Certified Pest Control Operator (754-321-4162)

School / Department Name: _____

Circle Pest Type: Rats Mice Roaches Ants Other:

To facilitate service please identify the room numbers in the appropriate areas:

Office	___	Windows	___	Serving line	___
Dry goods	___	Doors	___	Lounge	___
Sink	___	Dining room	___	Classroom	___
Cooking area	___	Walls	___	Portable	___
Refrigerator	___	Somat room	___	Equipment	___
Café tables	___	Prep table	___	Exterior	___

Other areas: _____

Fax sent by: _____

Title: _____

School / Department Phone : _____

Fax: _____

Facilities Servicepersons Task Schedule

SCHOOL NAME: Facilities Service Staff Schedule & Evaluation Form ***SCHEDULE MAY CHANGE DUE TO CIRCUMSTANCES*** THIS SAMPLE SCHEDULE REFLECTS A FULLY ALLOCATED FACILITIES STAFF AND WITHOUT ANY SPECIAL EVENTS ASSIGNED FOR THE EVENING	+	= Excls
	✓	= Satisfactory
SAMPLE: FACILITES SERVICEPERSON SCHEDULE HRS:	•	= Needs Improvement
	-	= Unsatisfactory
	NA	= Not Applicable

BREAK_____ **LUNCH**_____ **BREAK**_____

- ✓ ALL FACILITIES MUST HAVE (2) TWO MOPS LABELED; ONE FOR RESTROOMS AND ONE FOR CLASSROOMS AND HALLWAYS
- ✓ ALL CUSTODIAL ROOMS MUST BE KEPT NEAT AND ORGANIZED
- ✓ ALL CHEMICALS INCLUDING SPRAY BOTTLES AND SPRAY PUMPS MUST BE LABELED

Daily Tasks

- Empty trash and change liners as needed
- Vacuum/sweep floors. Spot clean walls, doors, windows and empty pencil sharpener(s) and spot mop all tile floors as needed.
- Sweep/ use walk-behind in all assigned hallways nightly (if in you section)
- Vacuum or sweep entrance mats nightly
- Remove all graffiti daily
- Sweep/mop/sanitize all hand rails in all assigned stairwells nightly (if in your section)
- Sweep/use walk-behind scrubber/spot wash walls/doors/window in cafeteria daily with Head's help
- Perform Daily rest room sanitation procedure. (See attachment)
- Sanitize water fountains
- Stock paper products and hand soaps in rest room and sink area in rooms and replace all burned out bulbs in assigned areas.
- Replace all burned out bulbs in assigned areas.
- Pick-up all debris on all outside walkway in your section
- Perform all special assigned tasks as directed by Supervisor and Administration
- Lock all assigned doors and gates
- Clean chalkboard/rails.

Weekly Tasks

- Mop all hard flooring in classrooms and offices (Monday)
- Burnish all hallways floors on (Tuesday)
- Perform weekly sanitation procedure in all Rest rooms (See Attachment). (Friday)

Monthly Tasks

- Wash all countertops and cabinets in assigned area. (First/Second week)
- Clean windowsills and blinds (Third/Fourth week)
- Dust entire section & Hi & low dust including AC vents and returns and surrounding ceiling tiles and grids and wipe all horizontal surfaces

Review work schedule to ensure compliance; Clean and Put away supplies, turn off lights & lock all assigned doors and gates!

*****SCHEDULE MAY CHANGE DUE TO CIRCUMSTANCES*****

PERIODIC TASKS

- PRESSURE CLEAN ALL WALKWAYS AND BUILDINGS
- SHAMPOO ALL CARPETS
- STRIP & WAX ALL TILE FLOORS AND WIPE AND CLEAN ALL BASEBOARDS
- SCRUB KITCHEN FLOOR

Facilities Serviceperson Maintenance Work Request

Person making the request: _____

Priority (check one):

_____ I. Urgent (Safety/Health Hazard)

_____ II. As Soon As Possible

_____ III. Can Wait

Work Requested (specify what and where): _____

To be completed by the Head Facilities Serviceperson

Priority Assigned: _____

Date Completed: _____

Work Order # Assigned: _____

Date Called In: _____

Please give this document to the supervisor of your shift (Head or Assistant Head Facilities Serviceperson). The Head Facilities Serviceperson will then determine if a work order needs to be called in based on the information that you provide.

***Facilities Servicepersons, Aides, or Substitutes should not call in work orders ***

Broward Schools Helpful Websites

Broward Schools (all sites below can be located via Browardschools.com)

<https://www.browardschools.com/broward>

Benefits

<https://www.browardschools.com/Page/32016>

Employee & Labor Relations

<https://www.browardschools.com/Page/34223>

Employee and External Self-Service (ESS)

<https://www.browardschools.com/Domain/13472>

Equal Educational Opportunities (EEO)

<https://www.browardschools.com/Page/36568>

Facilities Servicepersons

<https://www.browardschools.com/Page/39932>

Human Resources

<https://www.browardschools.com/Page/31910>

Personnel Records (Employment Services)

<https://www.browardschools.com/Page/33506>

Physical Plant Operations (PPO)

<https://www.browardschools.com/Page/31069>

Professional Development Standards & Support (PDSS)

<https://www.browardschools.com/site/Default.aspx?PageID=34537>

Risk Management

<https://www.browardschools.com/Domain/13521>

Safety Department

<https://www.browardschools.com/Page/34819>

Special Investigative Unit (School Police)

<https://www.browardschools.com/Domain/13533>

Talent Acquisition & Operations (Non-Instructional)

<https://www.browardschools.com/Page/32153>

Important Phone Numbers

Phone Number	Person/Department	Name
911	<u>Police/Fire Department</u>	
	<u>Special Investigative Unit /</u> <u>Hot line</u>	
	<u>Principal</u>	
	<u>Assistant Principal</u>	
	<u>Head Facilities Serviceperson</u>	
	<u>Food Service Manager</u>	
	<u>District Maintenance</u>	
	<u>Certified Pest Control Operator</u>	
	<u>Office Manager</u>	
	Procurement / Warehouse	

- Please find out the number of the person or department listed on the right and post it in the left column. Add additional names and numbers that are important to you while at work.
- Always have telephone number for school security, the local police and other important emergency numbers posted next to every phone.

DISCUSSION QUESTIONS & CASE STUDIES

This section of the manual may be used as the starting point for discussions of various professional responsibilities and job functions during training. It may also be used as the basis for an individual's development of enhanced awareness about the various aspects of the profession. There is no right or wrong answer to any of the questions; each individual's experience and school situation will affect the many responses.

Questions (Discussion should be based on local policies)

What might happen and/or should be done when a custodian releases information to a newspaper reporter without the knowledge of the administration? For example: vandalism, student accident or fraud.

What types of health and physical qualifications are appropriate for custodial employees? What about personal or ethical standards?

Who bears the responsibility for keys that are lost, stolen, or duplicated?

What is the custodian's role when trespassers come onto school grounds? What about in the case of stray animals?

How far should a custodian go in reporting accidents or giving first aid treatment?

Should the custodian intervene when students fight? What about when the custodian observes illegal activities, such as drug purchases?

How can the custodian handle socially awkward assignments, such as a female working in the male locker room or a male cleaning the woman's restroom?

How should the custodian react when harassed or verbally abused by a teacher or another employee? How about a student?

What should the custodian do if petty theft of supplies or *borrowing* of equipment is noticed?

What is the custodian's role during emergency preparedness measures, such as bomb evacuations or fire drills?

Is it the custodian's responsibility for traffic control on the school grounds, such as parking or speeding?

Should teachers and students be encouraged to help care for their areas by wiping desks or picking up trash?

What liability does the custodial staff hold in case of accident or overlooked safety precautions?

DISCUSSION QUESTIONS & CASE STUDIES (cont.)

Case Studies

Johnny, a second grade student, is on the school grounds after regular school hours. While swinging on the playground equipment, he falls and is injured. The custodian cleaning the grounds witnesses the accident. The child is unconscious. What should the custodian do?

A custodian is working near the parking lot when a visitor comes up and asks, “Where is Ms. Maxwell’s classroom?” What other information does the custodian need in order to take the proper action?

A supervisor tells a new trainee to, “Take care of this machine.” The new employee takes it and attempts to fix it, causing further damage. What should the supervisor have done? What should the employee do?

GLOSSARY

ABRASIVE - a substance that wears away or scratches another material.

ABSORB - to soak up, such as a sponge absorbs water.

ACIDITY- a measure of the acid strength of a chemical, which has a pH of less than 7.

ADHESIVE - a substance that causes materials to stick together, such as glue.

ALGAE - are very small plants that cause green or brown "scum" on water or damp surfaces.

ALGAECIDE - any substance that will kill algae.

ANTISEPTIC - a substance that destroys germs. An antiseptic is used to kill germs in a wound.

ALKALINITY - a measure of the caustic or basic strength of a chemical, which has a pH of more than 7.

BACTERIA – tiny, living organisms that can only be seen under a microscope. Bacteria often cause disease. They live and multiply in stale water, filth, dirt, and rotting materials.

BACTERICIDE - any substance that will kill bacteria.

BACTERIOSTAT - any substance that will prevent the further growth of bacteria but not kill them.

BIODEGRADABLE - the nature of a product that is easily broken down into a harmless product.

BLACK MARKING - marks on a floor surface, usually caused by the impact of the soles and heels of shoes.

BLEACH - a chemical which gives off an active form of oxygen that will unite with a dye to form a colorless compound. Never use chlorine bleach on wool or natural fiber carpets.

BLEEDING, COLOR - the transfer of fiber dyes by water or solvent.

BROWNING, CARPET - the change of color caused by over wetting during cleaning, or flooding, followed by a slow dry.

BUFFABLE - the ability of improvement in gloss or general appearance or both, of a polish film by a mechanical action.

BUFFING-TYPE OF FLOOR FINISH - a floor coating that requires buffing to maintain or enhance appearance or both.

CELLULOSE - the substance that is the main ingredient in most plant fibers. It is made into such things as paper and sponges.

CLEANING - the removal of marks, dust, and other unwanted materials from surfaces. It includes controlling the sources of disease and eliminating odors.

CONCENTRATE - an undiluted substance.

CORROSION - the eating or wearing away, slowly, by chemical action; for example, rusting.

DEFOAMER - a chemical that prevents foam from forming.

DETERGENT - a cleaning agent that aids wetting, soil loosening, and suspending of soils.

DETERGENT RESISTANCE - the degree to which a polish film exhibits no apparent deterioration when spotted or cleaned with a solution of a non-abrasive, non-ammonia detergent.

DILUTE - to make thin or more liquid by adding something, usually water. It is done to reduce the strength of a concentrate.

DISINFECTANT – any substance that kills bacteria. Usually the word "disinfectant" means the same thing as "germicide" or "bactericide".

DISPERSION - the breaking up of dirt into very small particles and spreading them around.

DISTINCTNESS OF IMAGE - the clarity with which a surface forms mirror images of objects by reflection.

DRAG - the physical resistance to spreading of a polish.

EASE OF USE - the amount of time required to achieve the desired finish.

EMULSION - tiny drops of grease, fat, or oil, evenly mixed and suspended in water.

EXTRACTION - the act of removing a substance, such as water from a carpet.

FIBER - a slender thread-like object.

FINISH BUILD-UP - the condition resulting from the improper removal of previous finishes.

FLOOR FINISH - a temporary coating that enhances the appearance and may protect the surface to which it is applied.

FUNGI - plant-like organisms such as mushrooms that are not green. They generally grow on moist surfaces.

FUNGICIDE - a substance for killing mold, athlete's foot, mildew, and toadstools.

GERM - a tiny, living organism that can cause disease. Some types of germs are bacteria, molds, fungi, and viruses.

GERMICIDE - any substance that will kill germs.

GLOSS RETENTION - the ability of applied polish to retain a gloss under normal wear conditions excluding exposure to water.

GRAIN - the pattern or direction of fibers in material, such as wood or carpet.

HAZE - unclear or foggy images reflected by a film.

HEELING - the tilting of a floor machine and applying pressure to a given area.

HOUSEKEEPING - tasks done to improve the appearance and usefulness of an area.

HUMIDITY - moisture contained in the air.

INERT INGREDIENTS - those ingredients in a product, which do not play an active part in the product's main job. They are either a "carrier" for the active ingredients or are added for bulk.

MICROBE AND MICROORGANISM - small, living organisms that can only be seen under a microscope. Bacteria are microbes.

MILDEW AND MOLD - types of fungi that grow on wet surfaces. They are unsightly and can cause odor.

pH - a number describing the acidity or alkalinity of water. The scale ranges from 1 to 14, with 7 as the neutral point. pH 1 to 4 is strongly acidic, pH 4 to 6 is weakly acidic, pH 6 to 8 is almost neutral, pH 8 to 10 is weakly alkaline, and pH 11 to 14 is highly alkaline.

POWDERING - partial or total disintegration of the polish film resulting in a fine, light-colored material.

RECOATABILITY - application characteristic of a finish and the appearance of the film after successive coatings to a surface.

SANITATION - a type of cleaning designed to provide a safe, healthy learning environment.

SCUFF - the disfigurement of polish film resulting from the abrading or scraping action. It is repairable without recoating the surface.

SERVICE LIFE - period of time required under normal conditions to change the appearance of a surface treated with a floor finish before requiring retreatment.

SLIP RESISTANCE - frictional force opposing movement of an object across a surface, usually with reference to the sole or heel of a shoe on a floor.

SOAP - a cleaning substance made from animal or vegetable fats or oils, and an alkali, such as lye. It can be liquid, solid, powder, jelly, granule, or flake in form.

SOIL - any solid, foreign matter embedded in or adhered to the surface.

SOIL RETENTION - the property of holding foreign matter in or on the surface after a cleaning process.

SOLUBLE - the ability to be dissolved. Salt is soluble in water.

SOLVENTS - strong chemicals that clean by dissolving action. They are good for some uses. However, they require expert handling and are often a fire and health hazard. Even small amounts will completely destroy painted walls, floor tile, and many plastics.

SPREADING - the action of leveling out over a surface during application.

STAIN - the discoloration caused by foreign matter.

STREAKING - dulling of appearance in various areas.

STERILIZE - a process that kills bacteria and germs. Complete sterilization is very difficult to achieve.

SUSPENSION - the holding of dirt particles up in a cleaning solution and not allowing them to settle back in.

SYNTHETIC DETERGENTS - chemicals derived from petroleum products and man-created materials. Synthetic detergents are replacing many of the soaps for cleaning jobs.

TRAFFIC MARKING - the marring or discoloration, or both, of a floor surface caused by traffic.

WEAR - the dulling of the floor finish film resulting from normal use.

WATER BEADING - the surface property that causes the formation of discrete water droplets on a finished surface.

WATER SPOTTING - changes in the appearance of the surface of a material, resulting from improper spill removal.

REFERENCE SECTION

Lockout / Tagout

The School Board's primary tool for providing protection under the Occupational Safety & Health Administration (OSHA) Standards is the energy-isolating device, which is the mechanism that prevents the transmission or release of energy and to which all locks or tags are attached. The School Board of Broward County and the Office of Talent Development (OTD), in compliance with OSHA, requires that all new Facilities Servicepersons and District Maintenance personnel complete a general awareness course on the perils of unexpected energization or startup of machinery and equipment, or the release of hazardous energy during service or maintenance activities. **All employees must complete the lock-out/tag-out and asbestos courses within sixty (60) days of their initial date of hire.**

The OSHA standard for The Control of Hazardous Energy (Lockout/Tagout), Title 29 Code of Federal Regulations (CFR) Part 1910.147, addresses the practices and procedures necessary to disable machinery or equipment, thereby preventing the release of hazardous energy while employees perform servicing and maintenance activities. The standard outlines measures for controlling hazardous energies—electrical, mechanical, hydraulic, pneumatic, chemical, thermal, and other energy sources.

In addition, 29 CFR 1910.333 sets forth requirements to protect employees working on electric circuits and equipment. This section requires workers to use safe work practices, including lockout and tagging procedures. These provisions apply when employees are exposed to electrical hazards while working on, near, or with conductors or systems that use electric energy

Asbestos Awareness

The School Board of Broward County in compliance with the Asbestos Hazard Emergency Response Act (AHERA) requires that all new Facilities Servicepersons and District Maintenance personnel complete a general awareness course on the perils of working with asbestos containing materials. **All employees must complete the lock-out/tag-out and asbestos courses within sixty (60) days of their initial date of hire.**

In response to the AHERA Act of 1987, school districts across the nation have spent millions of dollars removing asbestos. AHERA also ordered school districts to inspect for asbestos and develop a management plan. Most have followed the law. However, many school buildings still contain asbestos, often in heating and cooling systems, tile floors and insulation. Custodial and maintenance staffs face the greatest risk when they clean up asbestos-containing material or disturb existing asbestos when they do small repair jobs.

Suspect Asbestos-Containing Materials

• Cement pipes	• HVAC duct insulation
• Cement wallboard	• Boiler insulation
• Asphalt floor tile	• Breeching insulation
• Vinyl floor tile	• Ductwork flexible fabric connections
• Vinyl sheet flooring	• Cooling towers
• Acoustical plaster	• Electrical panel partitions
• Decorative plaster	• Electrical cloth
• Flooring backing	• Pipe insulation (corrugated air-cell, block, etc.)
• Textured paints/coatings	• Electrical wiring insulation
• Ceiling tiles and lay-in tiles	• Chalkboards
• Spray-applied insulation	• Roofing shingles
• Blown-in insulation	• Roofing felts
• Fireproofing materials	• Base flashing
• Taping compounds (thermal)	• Thermal paper products
• Packing materials (for wall/floor)	• Fire doors
• High temperature gaskets	• Caulking/putties
• Laboratory hoods/tabletops	• Adhesives
• Laboratory gloves	• Wallboard
• Fire blankets	• Joint compounds
• Fire curtains	• Vinyl wall coverings
• Elevator equipment panels	• Spackling compounds
• Elevator brake shoes	

EMERGENCY PLANNING

In case of an emergency such as fire, bomb threat, or chemical hazard, all occupants of a school should know evacuation procedures. Under State Board of Education Rules (SBER) 6A-2.086, every school building up through 12th grade is required to have an emergency evacuation plan. This regulation also specifies emergency drills that must be conducted, and some of the responsibilities for various school personnel. One of the best ways to gain knowledge and confidence in one's ability to cope with emergencies is through instruction and practice. The custodian's role for both practice and reality should be clearly defined, as specified in SBER 6A-2.086. All custodial staff should receive training in emergency preparedness and procedures as practiced at each work site.

The basic concern in cases of emergency evacuation is to get all occupants out of the facility as quickly and in as orderly a manner as possible. In general, the custodian's main responsibility is to be sure all exit routes are kept clear at all times. The custodian is also required to turn off such equipment as may spread fire or hinder fire fighting operations. The custodian may also be the only staff person immediately available as a source of emergency information. To these ends, the custodian should have available:

- Telephone numbers for fire department, sheriff or police, utility companies, ambulance service and physicians, residence of principal or other administrator(s). And, of course, know about the general emergency number 911.
- Chart of plan showing locations of cut-off valves for water, gas, oil; location of fire hydrants and extinguishers; location of main electric switches and emergency system controls; ventilation shafts and openings; all building exits; fire escapes if any; and all major hazard areas, such as flammable storage
- Special equipment for emergencies, such as flashlights, portable extinguishers and first aid kits.

Custodial responsibilities for emergency planning and events should be known. These may include monitoring the status of fire extinguisher readiness; notifying the fire department and sounding the alarm; attempting to extinguish small fires; cutting off main valves or switches; and assisting emergency personnel with locations at the site. Custodians who may be asked for emergency information should take responsibility for gaining the necessary knowledge as described above. If the school does not have location charts or lists of emergency equipment, custodians may help develop such vital tools.

Emergencies

- **FIRE EMERGENCY**

A fire emergency exists whenever the school fire alarm is activated from the main panel or from a remote pull station. This emergency requires the immediate evacuation of the building according to the established evacuation procedures posted.

- **MEDICAL EMERGENCY**

This is any condition that could result in a life threatening injury; a life threatening injury is an injury that, left untreated will result in serious loss of blood, or the patient going into shock. Medical emergencies can be the result of an injury or an existing medical condition (i.e. seizures, heart problems, diabetic shock, etc.)

- **WEATHER EMERGENCY**

A weather emergency exists whenever there is a sighting of a tornado in the area of the school. This condition also exists whenever the local police department informs the administration there is a strong possibility a severe storm will occur or if severe storm warnings are posted.

- **BOMB THREAT**

What is a bomb? Bombs can be made to look like almost anything. They can be sophisticated or made from common materials. Construction of a bomb is only limited to the ingenuity and resources of the bomb maker. Bombs can be delivered, thrown, or placed in numerous ways. The only thing certain about bombs is that they can explode. Remember, when searching for a bomb beware of any item appearing suspicious or out of place. Above all, never touch or move a suspected item.

- **EVACUATION/SEARCH**

If a building evacuation is ordered it should be done quickly and orderly. Teachers and staff members should examine their own classroom and work areas for items that are suspicious or out of place. Every employee should know where to report suspicious or out of place items. NEVER TOUCH, JAR OR MOVE a suspicious item. Leave the area immediately.

- **OTHER BUILDING EVACUATIONS**

There are a variety of other reasons (gas leaks, chemical spills etc.) a school building would need to be evacuated. Each school should develop a plan to accommodate whatever unique needs they may have. Remember: Evacuate quickly, supervise students, and keep everyone away from the problem area. Consult your Emergency Preparedness Manual prepared by the Safety Department.

Summary of Important Safety Standards for the School Setting

- **Access to medical and monitoring data**– Every employee has the right to any of his or her medical records (pre-employment, workers' compensation, drug testing) and also the right to see results of any monitoring, such as asbestos air monitoring and radon monitoring.
- **Housekeeping, walking/working surfaces** - Employers must provide work areas that are free from hazardous clutter (i.e., stacked-up boxes, debris) and that have unblocked fire exits. In addition, all floors must be kept safe and free of slipping hazards (i.e., wet and greasy floors).
- **Hazard communication or "right to know"** – Employers must provide material safety data sheets (MSDS) for all toxic products that staff come in contact with including cleaning products, pesticides, paints, etc. MSDS have information on the health hazards of products as well as the proper use of products to avoid health effects. Workers who use the products must be provided training and the proper protective equipment to prevent dangerous exposure.
- **Blood-borne pathogen standard** – Employers are obliged to develop a written exposure control plan, provide training, free hepatitis B vaccination and protective equipment for any employee who "reasonably anticipates exposure to blood or other potentially infectious materials."

LAWN CARE

“An ounce of prevention is worth a pound of cure”

Weeds compete constantly with grass for space, water nutrients, and light. These unwanted plants increase maintenance costs, and may act as alternate hosts for insects and diseases. Weeds are often the source of allergy-causing pollens, skin irritants and toxic substances. They also cause the appearance of sharp spines and burs. The most obvious impact of weeds in turf grass is the effect on the lawn's appearance.

Weeds usually invade turf areas when the grass is thin. Improper watering, fertilization, mowing and excessive traffic are typical causes of thin, unhealthy grass. Inadequate control of insects, nematodes and diseases can also quickly reduce the stand or density of grass. Turf grass may not be well suited to a particular area because of unfavorable soil or climatic conditions. Any of these factors can lead to unhealthy grass and result in the invasion of weeds. Although herbicides are available as a supplemental tool, they are not a substitute for good operational practices in turf grass production. A dense, vigorously growing lawn is the most effective approach to weed control.

LAWN CARE (cont.)

Following are a few simple DOS' and DON'TS that can help you keep your schools' grounds looking professionally maintained.

Do.....

- Use care with the weed eater around the trees and shrubs.
- Mow often enough, so as not to remove more than 1/3 of the leaf blade at one time. Generally, once a week in summer and twice a month in winter will be enough.
- Water only when 1/3 of the lawn shows signs of drought.
- Properly fertilize lawns, plants and trees a minimum of twice per year.
- Monitor suspicious areas (dead or dying) and call for help.

Don't.....

- Mow too short. Keep lawns mowed to 3 inches and above. Your turf grass cannot survive and weeds will result if it is too short.
- Skip mowing. It stresses the grass when scalped.
- Over or underwater. Be aware of excessive rain and drought conditions and monitor your sprinkler system.
- Forget to feed your plants, trees and grass. They get very hungry and need food to grow properly
- Overlook dead or dying areas in the lawn. Don't forget your plants and trees either. Get help when you are not sure.

**Always call for help if you have a problem and need assistance.
William Swartz, Certified Pest Control Operator @ 754-321-4342**

Operational Building Checklist

Item	Daily	Weekly	Monthly	Semi-Annually
<i>I. Air Conditioning</i>	X			
A. Air Cooled Chiller				
B. Air to Air (Fan Room)	X	X		
1. Condensate drain		X	X	
2. Change filters				
C. Compressed Air	X			
1. Oil level		X		
2. Belts		X		
3. Drain		X		
D. Pumps		X		
E. Towers				
F. Boilers	X			
1. Fuel	X			
2. Heaters	X			
3. Leaks	X			
4. Operations				
<i>II. General Building</i>				
A. Drainage				X
B. Electrical				
1. Circuit			X	
2. Emergency generator				
a. Fuel		X		
b. Lubrication		X		
c. Operation		X		
3. Emergency lights				
a. Corrosion		X		
b. Test		X		
4. Exterior lights				
C. Fans	X			
1. Exhaust		X		
2. Ventilating		X		
D. Fences	X			
E. Fertilization				X

Operational Building Checklist (cont.)

Item	Daily	Weekly	Monthly	Semi-Annually
F. Fire				
1. Automatic system			X	
2. Fire doors			X	
3. Extinguishers			X	
4. Kitchen hood			X	
5. Standpipe hose			X	
G. Building				
1. Controls/Safety devices				X
2. Faucets/valves		X		
3. Partitions/movable	X			
4. Security	X			
5. Storage				
a. Custodial		X		
b. Flammable		X		
6. All lockers	X			
7. Exterior vents		X		
H. Grounds				
1. Bleachers		X		
2. Edging		X		
3. Equipment			X	
4. Flag pole	X			
5. Plants, trees		X		
6. Irrigation		X		
7. Landscaping		X		
8. Mowing		X		
9. Playgrounds		X		
10. Policing	X			
I. Roofs				
1. General condition		X		
2. Gutters/downspouts		X		
3. Roof mounted equipment		X		
4. Structure		X		

CAREER OPPORTUNITIES

Facilities Serviceperson Program Information

The Facilities Servicepersons Programs are programs designed to provide the knowledge and skills needed to perform in the schools and departments of Broward County Schools. The programs require participants to know how to use equipment, properly clean and maintain a sanitary facility and supervise a staff. These programs, along with other professional development opportunities, afford the participants the opportunity to learn how to apply best practices and implement this new knowledge at their site. For those individuals who are ambitious and looking to be an Assistant Head or Head FSP, Talent Development offers the Professional and Master Programs. **You must complete the Professional and Master Supervisor programs prior to becoming an Assistant Head or Head facilities serviceperson.**

Professional FSP Program - Supervisor

This program includes a series of courses that provide participants with core skills, both hard and soft, necessary to become facilities supervisors and lead teams at their site. These skills will be the foundation for developing participants to successfully deal with the day-to-day operations and responsibilities required of a facilities supervisor. Successful completion of this program is required for all Building Operation Supervisors, Head & Assistant Head Facilities Servicepersons personnel prior to being appointed to supervisory positions. This activity will award Participation Hours, and this credit will not count toward Instructional Recertification or Inservice Points

Master FSP Program - Supervisor

This program includes a series of courses that provide participants with core skills, both hard and soft, necessary to become facilities supervisors and lead teams at their site. These skills will be the foundation for developing participants to successfully deal with the day-to-day operations and responsibilities required of a facilities supervisor. Successful completion of this program is required for all Building Operation Supervisors, Head & Assistant Head Facilities Servicepersons personnel prior to being appointed to supervisory positions. This activity will award Participation Hours, and this credit will not count toward Instructional Recertification or Inservice Points.

FISH

Play

**Make Their
Day**

**Be
There**

Choose Your Attitude

BASIC FSP PROGRAM STUDY GUIDE

I. General Safety Guidelines

II. Know Lifting Safety Guidelines and Techniques

III. Ladder Safety

- ☐ How to set up ladders
- ☐ Ladders & electricity

IV. What is Universal Precautions and CFR?

V. Equipment Guidelines

- ☐ What are the pieces of equipment

VI. Pressure Cleaning Tips

- ☐ What to always do and never to do

VII. Chemical Definitions

- ☐ Know chemical disposal guidelines

VIII. Restroom/Locker-Shower Room/Clinic

- ☐ What the guidelines are
- ☐ Dos and don'ts
- ☐ Definitions

IX. What is Floor Waxing Finishing

- ☐ Dos and Don'ts

X. What is the importance of building exteriors?

- ☐ Which areas of the exterior should be checked

XI. Know Dumpsters Regulations

Please Note: This study guide does not substitute for reading the manual(s) and knowing / understanding the material. You must still put in the necessary time and effort that it will take to pass the assessment. Not all information included in this study guide will be on the assessment.

BASIC FSP PROGRAM STUDY GUIDE (cont.)

XII. Window Cleaning

☐ Know exterior

☐ Know interior

XIII. Pest Control Management and Guidelines

XIV. Procedures for Mold and Mildew Reporting

XV. Glossary Definitions

XVI. Fire Safety

☐ Use & Type of fire extinguishers

☐ Fuel classifications

XVII. How to clean carpets

XVIII. Facilities Servicepersons Responsibilities

XIX. Disinfectant

☐ When to disinfect

☐ How to disinfect

XX. Cleaning Guidelines

☐ Daily, weekly, monthly and annually

XXI. Classroom/Corridor/Office/ Cleaning Guidelines

XXII. Fish & Universal Precautions Videos

☐ Understand the concepts

XXIII. Operational Building Guidelines

Please Note: This study guide does not substitute for reading the manual(s) and knowing / understanding the material. You must still put in the necessary time and effort that it will take to pass the assessment. Not all information included in this study guide will be on the assessment.



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