

Facilities Servicepersons Guidelines and Procedures Handbook 2024-25 Edition



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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 Those individuals who have registered for a program but have not met the pre-requisites will be withdrawn.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If you register for any of the programs and have not completed the preceding program, you will be withdrawn!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. **HANDS-ON RESULT:** Participants should receive their results from the hands-on facilitators. YOU MUST CONTACT THE CUSTODIAL SUPERVISORS OR THEIR OFFICE TO RECEIVE YOUR HANDS-ON RESULT...FAILURE TO DO SO WILL RESULT IN YOUR HAVING TO TAKE THE ENTIRE PROGRAM AGAIN IF YOU DID NOT MEET THE RESULTS AS DEFINED BY THE FACILITATORS (CUSTODIAL SUPERVISORS)!

6. **HANDS-ON RETAKE:** Participants who do not achieve a **PASSING** result during the hands-on sessions, will be provided one (1) opportunity to retake their **NON-PASSING** component within **20 days** after the final day of the program. All arrangements for retaking the assessment must be made through the Custodial Supervisors and / or TAONI office, which will provide the date(s) and time(s) for individuals to attend. If you are scheduled to show for a retake opportunity and are absent, you will have to redo the entire Program. There will be no third opportunity without re-taking the program.

7. **FEEDBACK SURVEY:** Participants are responsible for completing their course feedback survey in **LEARNING ACROSS BROWARD (LAB)** within 20 days, after the final day of the program to receive program credit completion. 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



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Facilities Serviceperson
JOB CODE: NN-009
CLASSIFICATION: NON-EXEMPT
PAY GRADE: Facilities Serviceperson Salary Schedule
BARGAINING UNIT: FOPE
REPORTS TO: Principal/Administrator or Designee
CONTRACT YEAR: Twelve Months

POSITION GOAL:

To perform semi-skilled work involving 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.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

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

- Clean all areas assigned such as cafeteria, restrooms, offices, gymnasium, halls, outside areas, and others as scheduled and according to custodial standards.
- 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.
- Sweep, mop, brush, vacuum, strip and wax floors, including walls, walkways and other building surfaces.
- Perform heavy lifting such as removing garbage cans or compactor bags to the dumpster.
- Wash and sanitize sinks, toilets, showers, plumbing fixtures and other restroom/shower-room facilities and replenish supplies of soap, towels, etc.
- Replace light bulbs or florescent lights and clean fixtures; remove and clean filters.
- Dust, wipe, wash and wax furniture such as desks, chairs, tables, filing cabinets, chalkboards and trays, etc. and perform minor repair work, as needed.
- Operate heavy equipment in stripping and sealing floors in the gymnasium and on the stage; heavy duty wash and dry vacuums to prepare floors throughout the school/center.
- Replace light bulbs, fluorescent lamps, fuses, soap and towel receptacles and other worn or depleted items.
- Move or transport school furniture, such as chairs, file cabinets, desks, and television monitors.
- Change air conditioning filters routinely and clean vents, as necessary.
- Maintain equipment in a satisfactory condition by lubricating parts properly, replacing rotary brushes, cleaning, as necessary, and storing them safely and securely.

- Receive and assist with unloading supplies, furniture, etc. and store properly.
 - Inform supervisor of needed supplies. Identify building equipment, mechanical equipment and structural problems which require servicing or maintenance. Inform immediate supervisor of needs and call-in maintenance work orders as directed by facility administrator.
 - Practice safety continuously and ensure that a safe working area exists.
 - Complete all projects in a competent manner by ensuring proper recording of time and materials used.
 - Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.
-
- Participate, in training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
 - Review current developments, literature and technical sources of information related to job responsibilities.
 - Ensure adherence to safety rules and procedures.
 - Follow federal and state laws, as well as School Board policies.
 - Perform other duties as assigned by the immediate supervisor, or designee.

MINIMUM QUALIFICATIONS & EXPERIENCE:

- Ability to 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.
- Ability 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.
- Ability to follow written and oral instructions in English on cleaning and equipment operation.
- Ability to work well with others.
- Computer skills as required for the position.

PREFERRED QUALIFICATIONS & EXPERIENCE:

- Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program or receipt of Special Diploma.
- A minimum of two (2) years of successful work experience with the Broward County Public Schools in the position of facilities serviceperson aide.
- Bilingual skills.

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.

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.

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 &
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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.
- Be proactive in addressing corrections to broken/unsafe conditions and requesting work orders when the correction cannot be achieved by onsite staff.
- Support from management and employees is critical for a safer workplace.

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 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
Cleaning and caring for restrooms 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

Playgrounds:

Visually inspect regularly
Blow rubber surfaces and concrete surfaces (remove sand/debris)
Rake regularly
Report broken equipment
Remove user modifications (chairs, ropes, toys, etc.)

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.

WORKING WITH ALL STAKEHOLDERS (cont.)

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.
- Encouraging employees to report hazardous conditions, take corrective actions and be sure to follow up.
- Providing each employee with the personal protective equipment (PPE) necessary to complete their job duties.
- Monitoring the custodial task results, to be sure the school complies with regulations.

WORKING WITH ALL STAKEHOLDERS (cont.)

- 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.
- Looking carefully at the work environment to identify problems and potential risks.
- Reporting dangerous conditions to administrators.

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. Receiving support from top management and employees is critical for creating a safer workplace.

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.

Teachers, staff and volunteers, when preparing their classrooms for the opening of school should not stand on chairs, counters, bookcases (shelves), desks or tables while setting up classrooms and the hallways. They should use safe appropriate methods for classroom preparation and to ask for assistance whenever necessary.

WORKING WITH ALL STAKEHOLDERS (cont.)

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.

Likewise, teachers should maintain clutter free environments and should properly store cleaning supplies or other hazardous chemicals away from student access by storing them in a locked cabinet or storage room. All facilities personnel need to communicate to their administrators any assistance needed for maintaining a safe environment.

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

WORKING WITH ALL STAKEHOLDERS (cont.)

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 everyone 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. Supervision also means Head and Assistant Head Facilities Servicepersons are responsible for training subordinates in safe practices and procedures.

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 Environmental Health & Safety Department at 754-321-4200.

Anonymous safety concerns can be made / reported on the Environmental Health and Safety website. (<https://www.browardschools.com/Page/40678>)

Indoor Air Quality (IAQ) Program

Indoor air quality (IAQ) refers to the quality of the air in non-industrial environments, such as offices, schools, and other such workplaces, and how it affects occupant health and comfort.

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. Poor IAQ can be caused by inadequate and improperly operated and maintained heating, ventilation and air-conditioning (HVAC) systems and a range of biological, chemical and particulate pollutants.

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. Poor building ventilation or new building materials are usually the cause of IAQ problems. To avoid IAQ problems, properly maintaining ventilation systems is key.
3. Improperly operated or maintained Heating Ventilation & Air Conditioning (HVAC) equipment. Rooms that are cooled below 72 degrees can cause condensation and humidity problems which contribute to mold growth.
4. Improper or inadequate cleaning of the room or school. Inadequate ventilation and excessive dust can cause itchy eyes, runny nose, and headaches.
5. Building occupants and their daily activities. Leaving doors and windows open allows unfiltered untreated air into the building which contributes to mold growth.
6. Clutter and excessive storage of boxes and paper materials.
7. The use of non-School Board approved chemicals brought to the facility from outside sources.
8. Lastly Microbial Growth (*mold growth*).

Previous assessments conducted in our schools have shown many IAQ concerns raised by occupants can easily be resolved by site-based staff without Environmental Health & Safety, Physical Plant Operations (PPO) or the Office of Capital Programs involvement

Indoor Air Quality (IAQ) Program (cont.)

Response Procedure/Onsite Roles and Responsibilities

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

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 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.

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 PPO completes all work orders in the complaint area and all areas are returned to clean undamaged 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 the 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.

Indoor Air Quality (IAQ) Program (cont.)

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.

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 or, Physical Plant Operations (PPO), based on the nature and scope of work to be completed. *PPO is responsible for determining the means and methods to complete a scope of work that is outside of custodial responsibility*
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 (30) 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.

Refer to "*The comprehensive Tools for Schools – Indoor Air Quality (IAQ) Program Resource Guide*" at www.broward.k12.fl.us/EHS/IAQGuide.pdf

School Based Items to Reduce Indoor Air Quality (IAQ) 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

29 CFR 1910, 1030

Bloodborne pathogens are infectious microorganisms present in blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV), the virus that causes AIDS. Workers exposed to bloodborne pathogens are at risk for serious or life-threatening illnesses.

The standard protects workers who can reasonably be anticipated to come into contact with blood or other potentially infectious materials (OPIM) as a result of doing their job duties (treating all human blood and OPIM as if known to be infectious for bloodborne pathogen).

OSHA's Bloodborne Pathogens standard requires employers to make immediate confidential medical evaluation and follow-up available for workers who have an exposure incident, such as a needlestick. An exposure incident is a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or, as defined in the standard that results from the performance of a worker's duties.

Universal Precautions is an approach to infection control to protect workers from HIV, HBV, and other bloodborne pathogens in human blood and certain other body fluids, regardless of a persons' infection status.² Universal Precautions is an approach to infection control in which all human blood and certain human body fluids are treated as if they are known to be infectious.

Engineering and Work Practice Controls are the primary means of eliminating or minimizing employee exposure. If there is an exposure, immediately report the incident to the Workers' Compensation Triage Line at (800) 374-4810. Also, refer to the instructions on "Employee Injury\Illness Reporting."

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 plastic 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

Employers are responsible for providing a safe and healthful workplace. They must follow laws governing job safety and health. The type of tasks performed by employees and the hazards they may face while on the job determine which regulations to implement.

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).

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 their 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 could possibly cause an injury. Improper use may include unsteady, damaged or wobbly A-V carts, along with the placement of equipment on surfaces that are not stable. This may cause equipment to fall and injure employees and/or students.
- ✓ Using equipment with frayed wiring may cause serious electrical shock, burn or injury.
- ✓ Boxes and materials that are stacked too high can also pose a risk of accident and injury at school.
- ✓ Placement of equipment with power cords across walking paths cause tripping hazards.
- ✓ Liquid on floors, boxes, or other materials within walking or working areas, etc. have the potential to be slip, trip, and fall hazards.
- ✓ 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. Shelving units should be secured to the wall and shelves should not slide out. Request work orders to secure units to the wall. Place cord covers where power cords/surge protectors cross walking paths.
 - 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.
 - DO NOT bring unauthorized equipment, machinery, ladders or chemicals from home.
 - Maintain a clutter-free environment such as excess clothing/fabric, stacks of paper/books, small toys, pillows, rugs, blankets, etc.
 - Use cord covers as necessary to prevent tripping hazard.
 - Remove damaged equipment or wiring from service immediately to prevent a possible injury.

Accidents and Injuries (cont.)

✓ In Cafeterias:

- Wipe up all grease and spills from floors immediately.
- Wear non-skid/rubber-soled shoes (stock item) when mopping, waxing or stripping.
- DO NOT remove equipment, machine -guards or any guards used to protect employees from possible injury.
- Have a working knowledge of where fire extinguishers are placed throughout the cafeteria.
- Place a wet floor sign immediately on greasy or wet surfaces.
- Follow proper procedures for folding cafeteria tables, take broken tables out of service immediately, and request a work order.

✓ In custodial/maintenance areas:

- Prevent others (as well as yourself) from walking on freshly mopped, stripped or waxed floors.
- Wear BCPS stock shoe covers when mopping, stripping and waxing floors.
- Report damaged equipment, frayed wires, uneven flooring and other unsafe conditions to your supervisor immediately.
- Use equipment and machinery as instructed by the manufacturer.
- Avoid stacking equipment, boxes and materials.
- Avoid clutter.
- Store flammable chemicals in a flammable storage cabinet or flammable storage room. Corrosives should be separated from flammables.
- DO NOT store corrosive on metal shelves.
- Label all secondary containers with the name of the contents.
- Ensure you know where to find the Safety Data Sheets (SDS) for all chemicals and products used at your facility.
- DO NOT store items in Electrical, Mechanical, Elevator Machine, Kiln, Generator and Boiler rooms.
- Know your body; do not exert force; do not work in awkward postures; do not remain in the same position for a long time with little or no movement; do not work in extreme heat or hot temperatures; and avoid holding equipment that vibrates for a long period.

General Safety Guidelines

1. DO NOT wear ragged or loose-fitting garments. DO NOT wear open toe or heel shoes or turned-up cuffs on overalls.
2. Remove all jewelry, such as finger rings, necklaces, or bracelets 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 corresponding PPO Zone Call Center.
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 your hands away from edges which can cause your fingers to get pinched between the furniture and another hard surface. Ask for assistance when moving large heavy units. Do not move stacked chairs or tables. Ensure there are no unsecured shelves or components prior to moving units.
8. Store flammable materials in approved containers, flammable storage cabinets, and rooms.
9. If asbestos is suspected, DO NOT DISTURB OR HANDLE, and notify Environmental Health & Safety Environmental Compliance Section at (754) 321-4200. the Environmental Section at Facilities.
10. All Facilities Servicepersons are required to attend the Asbestos Awareness and Lockout / Tagout courses within 60 days of their initial date of hire.
11. Do not purchase any equipment or supplies not authorized by the School Board.
12. Equipment is to be stored safely in storage closets when not in use. Do not use electrical and mechanical rooms for storage.
13. Safety Data Sheet (SDS) should be placed in an easily accessible or common area. There should be a safety data sheet for each cleaning product and chemical that is used by your department. SDS is a detailed document prepared by the manufacturer which includes information such as the properties of each chemical, the physical health, and environmental health hazards, protective measures, and safety precautions for handling, storing, and transporting the chemical or product.

General Safety Guidelines (cont.)

Most of the SDS for the School Board approved chemicals can be found online at the following address: <https://chemmanagement.ehs.com/9/6f4ede10-2bda-4b83-91d4-c35a266c338f/3ebinder/?nas=True>

14. Always keep the Facilities Servicepersons Guidelines and Procedures Handbook accessible.
15. Operate equipment and machinery according to the manufacturer's instructions; and always be aware of your surrounding and the safety of others.
16. Make sure that broken or malfunctioning equipment is tagged, removed from service, and repaired as soon as possible to maintain and prevent worker injury.

Preventing Heat Related Illness

Staff should exercise caution while working outdoors at specific heat index levels. Hot weather does not mean physical activities should stop, but certain measures should be taken to avoid heat-related illnesses.

Extreme heat can cause numerous health effects and the most common is dehydration. Our bodies' response to heat can escalate quickly which may lead to heat exhaustion, heat cramps, or heat stroke.

The following heat index thresholds shall be followed during outdoor physical activities. All staff should have an opportunity to drink plenty of water across the heat index thresholds. Heat index alerts require each person to continuously hydrate during outdoor activities. Fluids must be readily available to all staff.

- When the heat index is 85°, use discretion as to the type of physical activity (aerobic vs non- aerobic).
- When the heat index is 92°, physical activity should be conducted in shaded areas. If no shade is available, stay indoors. Exposure to direct sunlight can increase the heat index by up to 15°. Sunstroke, heat cramps and heat exhaustion are possible with physical activity at this level.
- When the heat index is 105°, stay indoors. Sunstroke, heat cramps, heat exhaustion and heat stroke are all possibilities at this level.

PREVENTION

- ***Drink Cool Water***
 - Drink at least 1 cup every 20 minutes
- ***Take Breaks***
 - Take enough time to recover from the heat given the temperature, humidity, and conditions.
- ***Find Shade***
 - Take breaks in shaded areas.
- ***Dress for the Heat***
 - Wear a hat, light-colored, loose-fitting, breathable clothing.
- ***Keep an Eye Out***
 - Monitor yourself and others for signs of heat-related illness.

Preventing Heat Related Illness (cont.)

WARNING SIGNS & SYMPTOMS OF HEAT-RELATED ILLNESS

Heat Rash
Heat Cramps

Fainting

Heat Exhaustion

Heat Stroke

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Heat Rash	Red clusters of small blisters on the skin
Heat Cramps	Heavy sweating during intense exercise Muscle pain or spasms
Heat Exhaustion	Heavy sweating Cold, pale, and clammy skin Fast, weak pulse Nausea or Vomiting Muscle cramps, Tiredness, or weakness Dizziness, Headache, Fainting (passing out)
Heat Stroke	High body temperature (103F or higher) Hot, red, dry, or damp skin Fast, strong pulse Headache, Dizziness, Nausea, Confusion Losing consciousness (passing out)

Electrical Safety Guidelines

1. DO NOT ever tamper with or attempt to repair electrical equipment, wires or fixtures. Only authorized personnel (Electrician) are permitted to maintain or repair electrical equipment.
2. Be careful when removing or replacing fluorescent tubes. Handle fluorescent tubes carefully. Avoid inhaling the dust from broken tubes. Refer to the memo on “Fluorescent Bulb Safety.”
3. Examine the insulation and plugs on extension cords, machinery, tools and equipment. Report defects to your Supervisor immediately. If damaged, discontinue use immediately and remove from service, and place “Out of Service” tag on equipment.
4. Use a cord with a three-prong plug (third prong ground) and plug into a grounded receptacle. Ground fault circuit interrupter outlet should be used in areas near water source.
5. When using an extension cord:
 - Uncoil cord/extension cord fully before use.
 - Be sure the amperage of the cord is appropriate for the task you are doing.
 - Do not run the cords through doorways, windows, holes in the ceiling, electrical equipment/panel, wall or floors. Use cover cords over cables or cords that cross walkways.
 - Never remove, bend or modify any metal prongs or pins.
 - DO NOT use cords when you are wet (wet clothing/shoes) or in wet/damp area.
 - DO NOT plug one extension cord into another extension cord or power surge.
 - DO NOT drag, pull, walk, stand or place objects over cords.
 - Always unplug cord when not in use.
 - DO NOT use an extension cord as a permanent power source or as permanent wiring. Use single plug extension cord. Never “piggyback or daisy chain” one into another. Plug the extension cord directly into a wall outlet.

Electrical Safety Guidelines (cont.)

- DO NOT use damaged or defective equipment (such as a tool that overheats), or equipment with a cracked, frayed, spliced or worn electric cord.
- DO NOT use equipment that delivers mild electrical shocks, gives off unusual heat, or smells odd.
- Always have a qualified electrician check the equipment, tool or machine for electrical problems after it has tripped a circuit breaker.
- 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. Only use extension cords and equipment approved for outdoor use, when using outdoors.
5. If you have any questions about the operation of power equipment, see your Head Facilities Serviceperson or contact the custodial supervisor assigned to your site.
6. Always wear appropriate non-skid footwear (stock item shoe cover) in wet, oily or damp areas.
7. Never walk or run on wet floors.
8. Clean up all liquid spills on floor immediately, mop/sweep slippery spot on the floor or sidewalk as soon as possible. Place a wet floor sign in location until dry.
9. Avoid leaving equipment, mops, brushes, or pails in hallways, doorways, or stairs. Do not store equipment, furniture, materials, machinery or tools in stairways, electrical/mechanical, broiler, elevator mechanical, or kiln rooms.
10. Don't try to wring mops with your hands, use the wringer that is provided.
11. Remove obstacles from walkways, corridors and hallways and always keep them free of clutter.
12. Keep working areas and walkways well lit. Replace burned-out light bulbs and faulty switches.
13. Secure mats, rugs, and carpets that do not lay flat by tacking or taping them down.
14. When mopping, stripping, and waxing floors, use the warning sign "wet floor sign", barricades or cones with plastic chains.
15. Cleaning chemical containers are to always be labeled properly. Never leave them unattended in student-occupied areas.

Safety in Cleaning (cont.)

16. Always wear the appropriate personal protective equipment (PPE) when handling or using a chemical or cleaning product to perform various tasks. Gloves appropriate for the task and/or chemicals being used, and eyewear (i.e., safety goggles, glasses, or face shield) should be utilized when handling chemicals or other substances harmful to the skin. Contact your school's custodial supervisor for a personal protective equipment (PPE) assessment if you are unsure of the appropriate PPE.
17. When handling human waste, use emergency clean-up kits and follow Universal Precautions Procedures.

Lifting Safely

1. Always 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)
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, without touching or rubbing. Don't rub the bags across your body as the bags could contain sharp objects.
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 requires special handling.

Lifting Garbage from a Trash Container

1. Always wear gloves when handling garbage bags.
2. Do not overfill or compact trash in the barrel.
3. Prevent overfilled barrels. Empty the barrels when they become half-full.
4. Look for sharp or protruding objects.
5. Check the load and get help if it is too heavy or awkward.
6. Tie the bag.
7. Remember to bend at your knees and keep the load close to your body. Keep your back straight and do not twist.
8. Use a barrel with lift vents on the sides. This design reduces suction.

Emptying Office Trash Bags

1. Look over the contents of trash cans.
2. Always wear gloves when emptying trash cans.
3. Check the weight of the trash can by tilting or tapping it.
4. Use proper lifting techniques. Bend your knees and keep your back straight as you pick up or lower trash cans.
5. Firmly grasp the lip around the rim of the can. Use two hands if your can is heavy. Avoid bending your wrists.
6. Position the trash can on the barrel rim after emptying the contents and replacing the lining. This position allows for good body posture. Keep fingers away from falling objects.
7. Whenever possible, alternate hands to pick up and lower trash cans.
8. Be sure not to place your hand at the bottom of the liner bag since there might be sharp points.
9. Empty trash can frequently to avoid accumulating heavy loads.
10. Dispose of glass in a separate container to avoid the risks of cuts or lacerations.

Dumping Trash Bags

1. Wear gloves at all times.
2. Roll barrels and other equipment containing trash bags as close as possible to the dumpster.
3. If the bag is too heavy, get help.
4. With feet and body facing the dumpster, step closer and toss the bag forward into the dumpster.
5. Avoid twisting. Do not toss sideways.
6. Use a step-up platform next to the dumpster to empty trash bags. It will reduce lifting above shoulder height.
7. Place the dumpster next to the loading dock if one is available.
8. Use a mechanized trash dumpster, if available. It saves time and effort and increases efficiency.

Lifting and Moving Furniture and Heavy Objects

1. Use equipment and devices to help move furniture.
2. Use rolling coarts and dollies to move stacks of chairs and tables.
3. Use devices for reducing friction to easily move heavy furniture over vinyl, tile, and carpet.
4. Use handles, handle holds, or cutouts, if available.
5. Use carts with large wheels. A larger wheel rolls easily and requires less force over door thresholds, elevator gaps, etc. Small wheels get caught in holes and other floor irregularities.
6. Use lift assist equipment or devices whenever possible. Use pallet jack to lift loads on a pallet.

Lifting Techniques

Figure 1. Size up the load.

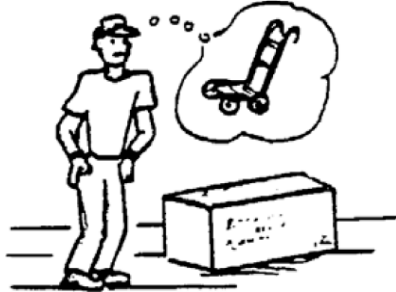


Figure 3. Wear proper protective gear if needed.



Figure 5. Never twist the



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



Figure 2. Check the route.



Figure 4. Keep the load close to the body.

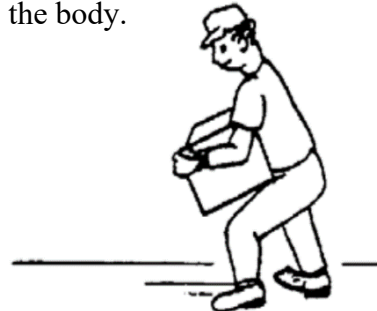


Figure 6. Bend knees to put down the load.

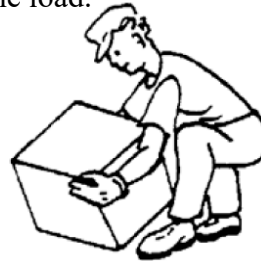


Figure 8. Practice teamwork.



Preventing Slips, Trips, and Falls

1. Good housekeeping is the first and most important step in preventing falls. 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. Keep working areas well lit. Replace burned-out light bulbs and call-in work orders for faulty switches.
3. Remove obstacles from walkways and always keep them free from clutter.
4. Be sure that mats on carpets and tile lie flat on the floor. Mats from home are not permitted.
5. Take short steps, walk slowly and use handrails when you must walk on a slippery surface or a congested area.
6. Keep drawers and doors closed.
7. Wear closed-toe, non-slip footwear.
8. When using stairs or steps, take one step at a time and use handrails.
9. Do not block your view by carrying, pulling or pushing objects so large to prevent you from seeing any obstructions, spills or tripping hazards.
10. Do not jump from truck beds, platforms, scaffolds, stairs, or other elevated places. Never turn your back to the open-end of the truck bed.
11. Do not tilt chairs back on two legs.
12. Avoid wet, slick or oily areas by walking around them. Clean all spills immediately. Mop or sweep debris from floors. Spread grease-absorbent compound on oily surfaces.
13. Do not extend electrical or other cords across doorways, aisles, landings, or pathways. Cover cords or cables using cord covers.
14. Clean up and report all spills immediately. Mark spills with wet floor signs and barricades.
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, et)

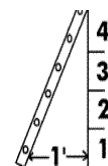
Preventing Slips, Trips, and Falls (cont.)

17. Watch out for uneven floor surface and problem areas such as drains or manholes. Request a work order where tripping hazards are observed in building, sidewalks, field/grass areas.

18. WALK – DON'T RUN!! WALK – DON'T RUN!! WALK – DON'T RUN!!

Ladder Safety

1. Select the right style of ladder and height for the job. Check the duty rating (label on the side of the ladder) or weight limits. Read and follow meeting instructions and safety guidelines.
2. Do not use wooden or metal ladders. Fiberglass is the preferred ladder for the District.
3. Do not use desks, chairs or any furniture in place of ladders.
4. Inspect ladders prior to each use or daily to ensure there is no physical damage to the ladder (the rungs are solid, tight, clean, and that the rails are not cracked). to be sure the rungs are solid, tight, clean, and that the rails are not cracked.
5. DO NOT USE a ladder that is damaged, immediately remove from service and tag with "DAMAGE DO NOT USE" to avoid any possible injuries.
6. Before using any ladder, inspect and know how it operates.
7. Step ladders are self-supporting, portable, and nonadjustable in length, having a flat step and a hinged back. Use only on a firm level surface. Step ladders must have a spreader. Open step ladders fully and lock the spreaders.
8. Place safety cones/barricades with yellow caution tape around the work area to keep traffic away from the ladder. DO NOT place/leave equipment, tools, or materials on top of step ladder.
9. Only one person may use a ladder at one time. Never allow more than one person on a ladder.
10. An extension ladder is a non-self-supporting ladder. Adjustable in length (2 or more sections). Ensure firm footing for the ladder. Rungs/steps must be corrugated and coated with ski-resistant material to minimize slipping. Use only on stable and level surfaces unless they are secured or stabilized to prevent accidental displacement. Always secure ladders. Unsecured ladders can slip or shift because of the weight load or lack of friction.
11. When determining the ladder angle, a non-self-supporting ladder should have an angle of 75 degrees (the 4 to 1 ratio) of the ladder's working length to set back the distance. Stand at the base of the ladder with your toes touching the rails. Extend your arms straight out in front of you. If the tips of your fingers must touch the rung nearest your shoulder level, the angle of your ladder has a 4:1 ratio.



Ladder Safety (cont.)

12. For extension ladders, the side rails must extend three (3) feet above the upper landing surface. Keep the body inside the side rails. If it is sixteen (16) feet, set the ladder base four (4) feet from the wall.
13. Never use a metal ladder when working around electricity. Never use a metal ladder near overhead electrical lines or electrical work.
14. Face the ladder while climbing or descending. Maintain 3-point contact (two hands and a foot or two feet and a hand). Place your hands on the side rails, keep your body inside the rails. Carry tools or supplies in your pockets or haul them up with a line. Never carry tools in your hands while climbing or descending a ladder.
15. Avoid tipping the ladder over sideways or causing the ladder base to slide out. Move the ladder instead of reaching. Follow the rule of keeping your belt buckled between the side rails.
16. Carry the ladder with the front end high enough to clear anyone or anything in front of you.
17. Never stand on the top of a step ladder. It is dangerous. Get a longer ladder or platform when necessary. Never use the top step/cap of the step ladder, nor the first step of the step ladder to stand. Also, DO NOT stand on the top three (3) rungs of the extension ladder.
18. When working on a ladder in a doorway, ensure that the door is secured in position, either locked or blocked open. Use safety cones or barricades with yellow caution tape around the work area to keep traffic away from the work area.
19. Never rest a ladder against window glass or sash.
20. 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.
21. Before leaving or moving a ladder, make sure to remove all tools and materials from it.

Ladder Safety (cont.)

- 22. Never use a ladder in strong winds.
- 23. Keep your body near the middle of the step.
- 24. Do not use a step ladder as a single ladder or in a partially closed position.
- 25. Do not place a ladder on boxes, barrels or other unstable bases to obtain additional height.
- 26. An extension or straight ladder used to access an elevated surface must extend at three (3) feet above the point of support.
- 27. Do not overload the ladder or carry loads on ladder.
- 28. Do not overreach or attempt to move the ladder while standing on it.

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

EMERGENCY PLANNING & PREPAREDNESS

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 it may spread fire or hinder firefighting 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 and Emergency Preparedness Department.

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
- inspect cord on equipment, make sure the plug has the ground prong, make sure cord is not frayed, broken, or damaged
- never use equipment with a damaged electrical cord or plug
- use the correct size and color pad
- **make sure machine is cleaned after use daily**
- **unplug and carry the cord with you if there is a need to put your hands in or under the machine**
- **wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc**
- **use the equipment only if trained on the proper use and operation**
- _____

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**
- **unplug and carry the cord with you if there is a need to put your hands in or under the machine**
- **wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc**
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug.
- **use the equipment only if trained on the proper use and operation**
- _____

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**

EQUIPMENT GUIDELINES (cont.)

- unplug and carry the cord with you if there is a need to put your hands in or under the machine
 - wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc
 - wear appropriate shoes to prevent slipping when stepping off the wet carpet onto the floor
 - inspect equipment prior to each use
 - never use equipment with a damaged electrical cord or plug
- use the equipment only if trained on the proper use and operation**

•

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**
- wear appropriate shoes to prevent slipping when stepping off the wet carpet onto the floor
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug

•

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**
- wear appropriate boots to protect the feet and ankles
- NEVER lock the safety lever in the operable position in lieu of using your finger
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug
- **Use the equipment only if trained on the proper use and operation**

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EQUIPMENT GUIDELINES (cont.)

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**
- unplug and carry the cord with you if there is a need to put your hands in or under the machine
- inspect equipment prior to each use.
- never use equipment with a damaged electrical cord or plug
- _____

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**
- wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug
- **use the equipment only if trained on the proper use and operation**
- _____

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 the key on and off when starting and finishing (not doing so could lead to dead battery)
- **make sure machine is cleaned after use daily**
- wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug
- **use the equipment only if trained on the proper use and operation**

• _____

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**
- wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug
- **use the equipment only if trained on the proper use and operation**
- ---

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**
- wear appropriate PPE for the task, including but not limited to slip resistant shoe covers, goggles, gloves, etc
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug
- **use the equipment only if trained on the proper use and operation**
- ---

Lawn Equipment

- check gas and oil, spark plug, and that blades are sharpened
- make certain you wear boots, safety goggles, gloves, and hearing protection (for machinery producing high decibels of sound greater than 85 dBA)
- **make sure machine is cleaned after use daily**
- **keep students and non-essential personnel at a distance, as objects may be projected during operation**
- inspect equipment prior to each use
- never use equipment with a damaged electrical cord or plug
- **use the equipment only if trained on the proper use and operation**
- ---

EQUIPMENT GUIDELINES (cont.)

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**
- **inspect equipment prior to each use**
- **never use equipment with a damaged electrical cord or plug**
- **use the equipment only if trained on the proper use and operation**
- ---

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.
- Wear rubber-soled shoes (shoe covering) which will provide some insulation when using the pressure washer.

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 fumes 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.
- Lock the safety lever in the operable position in lieu of using your finger!
- Never attempt to push or move objects with spray from the washer.
- Never use a gasoline powered washer in an enclosed space.
- Always test the ground fault circuit interrupter (circuit breaker or outlet) before using a pressure washer.
- Always plug a properly grounded pressure washer into a properly grounded receptacle.

Pressure Cleaning Safety Tips (cont.)

- If an extension cord must be used, keep the pressure washer's power cord connection out of any standing water, and use a heavy-duty extension cord with components rated for use in wet locations. Keep both the power cord and extension cord connections as far away as possible from the item being washed and away from any water runoff.
- Never cut or splice the pressure washer's power cord or extension cords.
- Never remove the grounding prong from the pressure washer's power cord plug or the extension cord.

CHEMICAL HANDLING/STORAGE DISPOSAL

GUIDELINES

Janitorial closets and supply cabinets accumulate various chemicals and cleaning supplies. The two (2) main safety concerns with janitorial chemicals are proper storage and disposal and maintaining compliance with the Hazard Communication standard.

Knowing how to safely and properly store and 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 purchasers or generators.

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 indicated by the manufacturer for proper use 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. The information can be found on either the label on the product or its Safety Data Sheet (SDS). SDS are available for each employee by visiting the District's online management database.

The following is a guideline on how to properly store and manage chemicals:

- Employees should be trained in the proper storage, handling and use of various chemicals and cleaning products. Direct training from the supplier or manufacturer is beneficial.
- Always store products upright on shelves or in a chemical cabinet. Always separate chemicals according to their hazard class.
- Do not mix chemicals, do not store flammable products with corrosive products.
- Oxidizers, flammable chemicals, and combustible chemicals should be stored away from ignition sources such as flames, heat, sunlight, work operations that might cause a spark, and in some cases, even static electricity.
- Flammable products should be stored in an approved, dedicated flammable materials storage cabinet or storage room (if the volume exceeds ten gallons). Store chemicals separately from one another.
- Make sure labels (product identified) are on product containers prior to storing. Clearly label all chemicals\cleaning containers.
- Use and store products as directed by manufacturer.

CHEMICAL HANDLING/STORAGE DISPOSAL

GUIDELINES (cont.)

- Store products in a clean, cool and dry space. Some cleaning chemicals can have hazardous reactions when they experience extreme temperature fluctuations or high levels of humidity.
- Store in a well-ventilated area, away from HVAC intake vents.
- Store no higher than eye level, and never on the top shelf of a storage area.
- Do not overcrowd shelves and include anti-roll lips to avoid falling containers.
- Never store cleaning chemicals on the floor, even temporarily.
- Organize chemical\cleaning for optimal safety.
- All containers should be properly sealed and kept in either their original container or an appropriate container for their hazard class.

The Safety Data Sheets contain information about safe disposal procedures for each chemical substance. Improper disposal of substances such as cleaning chemicals used on the job can cause serious problems. All out of date or unused products/chemicals should be disposed of properly. Initiate the disposal request by completing the Hazardous Materials Disposal Request Form available on the Environmental Health & Safety Website.
<https://www.browardschools.com/Page/35373>

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. Use PPE. 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. Clean 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 always maintained in good operating condition.
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. Blow sand off poured-in-place and rubber tiles on a regular basis to prevent premature aging, slip/trips/fall, and to maintain the impact resistance properties.
15. Palm fronds, tree branches, trash and debris must be picked up daily on the entire campus!

Daily Responsibilities: General Building (cont.)

16. Sinks and countertops are cleaned daily.
17. Door hardware is checked daily. Panic hardware is to always be kept in working order. . If it is not in working order, notify your supervisor to make the necessary repairs. Doors must not slam, close too fast or too slow.
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 your assigned area. In the event that the fixture still doesn't operate after replacing new bulbs, insert a post-it note 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. Restrooms should be cleaned, mopped, and sanitized daily, as well as prior to extended holidays and school closings.
27. **Perform daily sanitation procedures 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 procedures 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 to be cleaned at least annually. All loose screws and fastenings should be tightened and worn, or missing glides should be 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		
Special Areas	Daily	Weekly	Monthly	Semi-Annual	Annual	Periodically (as needed)
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 provides 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 at a minimum frequency at times.

Equipment and Supplies

✂ Dust mop	● Vacuum cleaner
✂ Lobby broom and dustpan	● 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. Refer to page 36 for instructions on emptying trash cans.
4. Vacuum/sweep floors/stair treads, landings. Spot clean walls, doors, windows, and doorframes.
5. Spot mop all tile floors as needed. Refer to page 94 for instructions on mopping.
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 your 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 procedures 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 of 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
✂ Dustpan	● 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 always maintained in clean and sanitary condition(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 necessary supplies (spray bottle or 3-gallon pump sprayer filled with appropriate dilution of Wexcide, toilet brush, sponge, clean mop, wipes, lobby pan and broom, dusting wand, graffiti remover and clean mop bucket filled with appropriate dilution of Wexcide).
- Remove all debris with lobby pan and broom. Remove all graffiti daily. Check the 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 Wexcide. 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. Spots clean any wall buildup and be sure to saturate the entire fixture (on the top sides, inside, under toilet seats, and beneath the toilet and wall-hung urinals are a common space for odors). Continue moving throughout restroom with this flood coat process until all fixtures and touch areas in the restroom have 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. Spots 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 knock down 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 Wexcide and flush floor drain with the remaining germicidal solution. Wipe entrance door wells and doors with Wexcide 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 necessary supplies (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!
- First, begin on inside wall of restroom, Next, move to sink and countertop area, and fully saturate (flood coat) using a 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, as it is 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 the first saturated wall and re-saturate thoroughly from ceiling to floor, moving towards the sink and countertop area. Then use a 3-gallon pump sprayer filled with appropriate dilution of germicidal solution and thoroughly flood coat the entire area again to rinse completely.
- Repeat this rinsing process throughout the 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 the solution stronger than directed. Cleaning chemicals are safe when used as directed.
- Use abrasive cleansers (Ajax, Comet, etc.).
- Mix chemicals together in the 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 windowsill.
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. Adjust the length of the handle to minimize awkward bending and overreaching.
5. Wipe the blade with the cloth or sponge at the end of each stroke.
6. Wipe up extra water on the sill.

Safety Tips:

1. Stand upright and use a lightweight long-handled mop or squeegee.
2. If a ladder is needed, refer to page [42](#) for instructions on how to safely use a ladder.
3. Switch from the right and the left hand to reduce muscle strain.
4. Use your legs, not just your arms, to generate force.
5. Limit time spent on over-the-shoulder work activities.
6. Be sure to allow for more frequent breaks.

Exterior Window Cleaning

Equipment and Supplies

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

Safety Tips:

1. Stand upright and use a lightweight long -handled mop or squeegee.
2. If a ladder is needed, refer to page for instructions on how to safely use a ladder.
3. Switch from the right and the left hand to reduce muscle strain.
4. Use your legs, not just your arms, to generate force.
5. Limit the time spent on over-the-shoulder work activities.
6. Be sure to allow for more frequent breaks.
7. Refer to page 28 for instructions on preventing heat related illness.

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.

Safety Tips:

1. Stand upright and use a lightweight long-handled mop or squeegee.
2. If a ladder is needed, refer to page for instructions on how to safely use a ladder.
3. Switch from the right and the left hand to reduce muscle strain.
4. Use your legs, not just your arms, to generate force.
5. Limit time spent on over -the-shoulder work activities.
6. Be sure to allow for more frequent breaks.

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 64). 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 70.

Equipment and Supplies

- | | |
|------------------------------|--------------------------|
| ✂ (2) 20-gallon garbage cans | ● Mops |
| ✂ Vacuum | ● Wringers |
| ✂ Putty knife | ● Lobby broom |
| ✂ Dustpan | ● 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. Do not bend your back. Use lightweight brooms and standup dustpans. They allow you to remain upright. If needed, bend your knees and not your back.
 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. Refer to page 94 for floor mopping instructions. Move the tables enough to mop under the legs each day.
 5. If the cafeteria has folding tables, refer to the Table Folding Instructions on page 88.
 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. Refer to page 83-84 for window cleaning instructions.
 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. Refer to page 35 for instructions on how to lift garbage from a container and page to review how to dump trash bags.

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. Refer to page 96-99 for instructions on stripping and waxing 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.



CAUTION:
PUSH FROM NARROW
SIDE FOR STORAGE



RIGHT WRONG

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. Refer to page 96-99 for instructions on stripping and waxing floors.
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:

- *The 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 a deodorizer is needed, contact Food & Nutrition Services (FN&S) 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 on 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 the condition of the 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!
- Wear PPE when engaging in any battery related task, including:
 - Watering batteries
 - Washing battery cases
 - Charging or changing out batteries

Floor Mopping

Equipment and Supplies

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

PROCESS

1. Remove furniture from area to be mopped.
2. Display “Wet Floor” signs appropriately. Refer to page 40 for instructions on preventing slips, trips, and falls.
3. Dust-mop the floor and remove any foreign items stuck to floor with a 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.
10. Monitor wet floors for fifteen (15) minutes after mopping to ensure the floors are dry.
11. Remove the wet floor sign.

Floor Mopping (cont.)

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.

Safety Tips:

1. Adjust the mop handle to reduce bending.
2. Avoid extreme reaches to the right and left and twisting.
3. Avoid excessive bending of the wrists.
4. Alternate mopping styles. Swing mop in a horizontal figure eight (8) direction.
5. When wringing mops, bend at your knees and keep your back straight as you push the mop wringer down.
6. While squeezing the mop, place your foot in front of the wheel to prevent the bucket from moving.
7. When emptying the mop bucket, bend your knees and keep the bucket close to your body. Keep your back straight and do not twist.
8. Rest the bucket on the edge of the sink while dumping water.

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!**** Stripping solutions also pose a significant slip and fall hazard. Wear slip resistant stripping shoe covers when stripping wax from a floor.**

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	● Gloves and goggles
✂ Floor machine (appropriate pads/brushes)	● Wipes
✂ Squeegee	
✂ Scraper	
✂ Slip resistant shoe covers and pads	

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 (nylon-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.

Safety Tips:

1. Refer to page 40 for instructions on how to prevent slips, trips, and falls.

Floor Waxing Refinishing

HARD FLOORS

Equipment and Supplies

- | | |
|--|----------------|
| ✦ Applicators pan and block | ● Wet mops |
| ✦ Bucket with wringer | ● Floor finish |
| ✦ Wet floor signs | |
| ✦ PPE (slip resistant shoe covers and pads, goggles, gloves) | |

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 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 burnished at high speed 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.

Safety Tips:

1. Refer to page 40 for instructions on how to prevent slips, trips, and falls.

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 slip and fall related injuries of students and staff.
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 ensure that the floor is free of strippers and old finish. Wet-Vac usage is always recommended.

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 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. The stripper will become very slippery under your feet when the old finish has been loosened.
4. **Don't** forget to use non-slip footwear/shoe covers!
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	
✂ Wet floor sign	

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. Refer to page 94 for mopping instructions.
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.

Safety Tips:

1. When scrubbing the floor, use a long-handled scrub brush. Avoid extreme bending of the wrists and hands. Alternate tasks between the right and left hands.

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	● Dustpan
✂ 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
✂ PPE – gloves and goggles	

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. Wear appropriate PPE listed above.
2. Install the drive block.
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 the 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.

Carpet Cleaning (cont.)

BONNET METHOD – (periodically)

11. Watch for soiling of the bonnet. Dirty bonnets only redistribute the dirt over the carpet. If one side of the bonnet gets dirty, it may be turned over once to use the clean side prior to laundering.
12. Normally, carpet can be vacuumed and used almost immediately.
13. Clean and dry all equipment and return them to storage.

Safety Tip: Utilize, store, and maintain equipment in accordance with the manufacturer's instructions.

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
✂ Gloves and goggles	

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. Wear appropriate PPE listed above.
2. Dispense the appropriate amount of shampoo from Automatic Dispensing Machine, or properly mixed chemical into the solution tank.
3. Add recommended amount of defoamer to the recovery tank.
4. Check the cord and plug end to ensure it has a grounding prong before inserting it into the outlet.
5. Make sure that the selector is set to carpet.
6. Be sure that all switches are on.
7. Start in the far corner of the area to be cleaned.
8. 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.
9. Roll the machine forward to start the next stroke. Be sure to overlap areas so that you will prevent streaking.

Carpet Cleaning (cont.)

EXTRACTION METHOD - (semi-annually)

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

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

Safety Tip: Utilize, store, and maintain equipment in accordance with the manufacturer's instructions.

Carpet Cleaning

ROTARY METHOD - (annually)

Equipment and Supplies

✂ Rotary floor machine	● Shampoo brush
✂ Rotary carpet shampoo	● Vacuum
✂ Gum remover & putty knife	● Carpet spotter
✂ Gloves and goggles	

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. Wear appropriate PPE listed above.
2. 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.
3. Divide the floor area into 6 ft. x 6 ft. sections.
4. Check the cord and plug end before inserting it into the outlet.
5. Start in the far-right corner of the area to be cleaned.
6. Apply the solution while moving from right to left.
7. Move the machine 1/2 of its diameter toward you and move from left to right.
8. Make sure the carpet is dry before you re-vacuum it to ensure the complete removal of any solution residue.
9. Clean, wipe dry and return all 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/spotting from the jute on the back of some carpets and mildew.

Process for Removing Stains from Carpet

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

Safety Tip: Utilize, store, and maintain equipment in accordance with the manufacturer's instructions.

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 storm drains must be kept clean of sod, dirt, and weeds to allow for the flow of water. It is the facilities serviceperson's responsibility to keep the grounds free of palm fronds, tree branches, paper, trash and debris.

Safety Tip: Refer to page 40 for instructions on Preventing Heat Related Illnesses.

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 paper 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 it with cold water. Then fill about one-third full of 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.

Safety Tip: Refer to page 37 for instructions on dumping trash bags into a dumpster.

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 recommendations 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 Physical Plant Operations (PPO) or Risk Management departments.

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:
Pete Pacheco, 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	+	= Excels
	✓	= Satisfactory
SAMPLE: FACILITES SERVICEPERSON SCHEDULE HRS:	•	= Needs Improvement
	-	= Unsatisfactory
	NA	= Not Applicable

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

- ✓ ALL FACILITIES MUST HAVE (2) TWO MOPS LABLED; 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 your section)
- Vacuum or sweep entrance mats nightly
- Remove all graffiti daily
- Sweep/mop/sanitize all handrails 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 your 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

Guidelines for Requesting a PPO Work Order

The PPO Zone Call Center is the starting point for all locations requesting Work Orders for maintenance of their facility grounds or equipment. The PPO Call Center staff then sends the Work Orders to the appropriate Maintenance personnel for scheduling and completion.

Hundreds of phone calls can be received by the Call Center every day. Please be assured that your call will be taken, in the order received, as soon as possible. If you are put "on hold" by our phone system, it is because all of the Operators are with other customers, and they will answer your call as soon as possible. We make every effort to make sure your call is answered in a timely manner.

Please make sure that you have visibly inspected the area and equipment that needs to be repaired. That way an accurate description of the problem can be given to the Call Center Operator, entered on the Work Order, then sent to the appropriate maintenance crew.

Operators have been given guidelines to make sure that the Work Orders are entered correctly and will ask various questions about your work request to determine what Maintenance crew to send out and what priority that a Work order is given. If you request an "1" priority, you must give a reason and it must meet the guidelines established. If your problem is a danger to Staff and/or Students, then please notify the Operator.

In order to streamline the process, so that we can serve all of our customers in an efficient and timely manner, we ask that you are prepared with certain information (Location, Bldg. #, FISH # ...) prior to making a work order request so that your call can be completed as quickly and accurately as possible. In order to provide effective and equitable service, please limit the number of work orders per phone call. The zones only have two primary Call Center Operators.

Required information is listed below.

Who may request a Work Order?

Work Orders may be requested by SBBC onsite staff, PPO staff (Supervisors, Managers or Directors) and/or SBBC Departments. Project Managers will follow the "FM" E-Builder process to generate work orders. Please note that contractors should contact their project management team for construction related work orders.

What type of Work Order are you requesting?

Does your request involve a Fire incident; gas leak; This information is needed first because each of these jobs requires a different Work Order Category than routine Work Orders. If the operator is not advised at the start of the call, then the procedure will have to start over once the information is provided.

Guidelines for Requesting a PPO Work Order

(cont.)

What is the problem?

State what needs to be repaired. Please give a detailed but concise description of the work request. What is it? What is wrong with it? Where is it located?

Example: Toilet leaking in boy's bathroom - Slow leak at bottom of toilet around floor. May be a broken seal. No visible cracks or damages to bowl. Leak is contained.

What is the FISH number?

A FISH number refers to the Florida Inventory School Houses and is the number the state assigns every room in all schools and SBBC owned facilities. This number should appear on a plate on upper left corner of each door in the school or site. Building numbers are assigned and posted on the building and documented on the FISH map. For portable repairs, it is important to give the FISH number, not the number the school has assigned. Sometimes a FISH number is given to a portable trailer hitch.

Who can the mechanic see when he comes to your site?

This would be the contact person at the location that knows about the problem needing repair or it could be the caller. Please include the name, job title and phone number of contact.

When the Work Order is completely entered, the operator will give a Work Order number. The Work Order Number is provided to the caller for their records. The Work Order is then printed to the correct Zone for assignment to repair personnel. The requestor will also receive an e-mail. If you need to Cancel or change the priority of a work order, please call your appropriate PPO Office. The Call Center staff does not schedule the repair. If you have questions about the scheduling of the repair, please call the appropriate PPO office.

There are exceptions to the required information.

Indoor Air Quality (Mold and Mildew) Issues.

Contact Risk Management 754-321-3200. If the issue requires a work order, Risk Management will contact the PPO Indoor Air Quality Representative.

Fire Incident and Gas Leak work orders must be called in to the Fire Department for an incident number.

Fire Incident-This means smoke, sparks, burning smell or something has actually caught on fire, etc. The fire department must be called immediately for any fire incident. They will give you an incident number.

Gas Leak - The fire department must be called immediately for any gas leak. They will give you an incident number.

Call your Zone Call Center to generate a work order to include any repairs. Advise the operator at the PPO Call Center that the problem was a gas leak (GL) or fire related (F) incident. Once an incident number is received; call or email the Call Center with the number.

Guidelines for Requesting a PPO Work Order

(cont.)

Safety & FDOH Work Orders should not be called in if they appear on your Safety or FDOH Inspection Report.

The Environmental, Health & Safety and Chief Fire Official submit deficiencies that need to be corrected on Inspection report. The PPO enters the Work Orders from that inspection. If you call in a work order for a repair that is already on the inspection report, then the deficiency will be duplicated and there will be 2 Work Orders in the system for the same repair.

Please remember, the PPO Call Center has the important job of turning your repair request into Work Orders that are sent to the various work locations to schedule your repairs. The more communication and information that is shared allows us to serve you, our customer, in a more efficient and speedy manner. If you have any questions, please feel free to call your locations Office Manager.

PPO Call Center Phone Numbers:

Zone 1 Call Center	(754) 321-2870
Zone 2 Call Center	(754) 321-1470
Zone 3 Call Center	(754) 321-2970

After 2:00 pm, please only request emergency work orders. As time allows, the operator may have time to enter non-emergency work orders.

PPO Phone Numbers:

Zone 1 Call Center	(754) 321-2800
Zone 2 Call Center	(754) 321-1450
Zone 3 Call Center	(754) 321-2900
District Office	(754) 321-4600
Custodial/Grounds	(754) 321-4300

Last Revised Date 5/18/2022

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.

THE SCHOOL BOARD OF BROWARD COUNTY FLORIDA ENVIRONMENTAL
HEALTH & SAFETY DEPARTMENT ENVIRONMENTAL CONSERVATION/
UTILITY MANAGEMENT

AFTER HOURS A/C REQUEST

ALL FIELDS MUST BE COMPLETED

Email request to: emshelpdesk@browardschools.com

NAME & TITLE _____

DATE _____

OFFICE PHONE _____

CELL PHONE _____

SCHOOL/DEPT NAME _____

DATE(S) OF EVENT(S) _____

AREAS BEING USED _____

EVENT PURPOSE _____

TIMES A/C NEEDED _____

ALL FIELDS MUST BE COMPLETED

Email request to: emshelpdesk@browardschools.com

All requests must be received **NO LATER THAN 1 PM** on the day before the request is needed. For weekend requests **NO LATER THAN 1 PM** on the Friday (Thursday during the summer 4 days' work week program) before the weekend service is needed.

This document was produced by the Environmental Conservation/Utility Management

Phone: 754-321-4220

Website: browardschools.com/conserve

Form 3099, revised 12/09/2021

Broward Schools Helpful Websites

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

<https://www.browardschools.com>

Benefits

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

Broward County Public Schools Police (BCPS Police)

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

Employee and External Self-Service (ESS)

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

Environmental Health & Safety

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

Equal Educational Opportunities (EEO)

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

Facilities Servicepersons

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

HR Operations

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

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 Learning Standards and Support (PLSS)

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

Professional Standards / Labor Relations

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

Risk Management

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

Important Phone Numbers

Phone Number	Person/Department	Name
911	<u>Police/Fire Department</u>	
	<u>BCPS Police / 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 numbers 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 Awareness 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.

"Under the Lockout/Tagout general awareness level course, Facilities Servicepersons are considered an *affected employee*, whose job requires him/her to operate or use a machine or equipment on which servicing, or maintenance is being performed under lockout or tagout, or whose job requires him/her to work in an area in which such servicing or maintenance is being performed. A Facilities Serviceperson is not authorized to lockout or tagout machines or equipment. Through awareness level training, Facilities Servicepersons will be instructed in the purpose and use of energy control procedure."

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 Awareness 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	

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” “right to know”** - Employers must provide material safety data sheets (SDS) 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.)

The 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.
Pete Pacheco, 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



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