

JEFFERSON COUNTY PUBLIC SCHOOLS

Plant Operator Handbook

Facilitating the Future



Plant Operator Handbook

Updated: 2014

Preface

The purpose of the *Plant Operator Handbook* is to provide standardized methods and operating procedures for performing housekeeping tasks. Specifically, this manual is intended to inform plant operators, lead custodians, utility workers, principals, and building managers of proper cleaning methods, standards, and expectations required for each school's Housekeeping Program. Clean, safe, and well-maintained facilities and grounds reflect Jefferson County Public Schools (JCPS) standards. The manager of Housekeeping Services is available for consultation by appointment to advise plant operators and principals in the successful implementation of these methods.

Acknowledgments

This manual has been a collaborative effort by the following JCPS departments and individuals:

- Division of Facilities
- Employee Relations
- Health Services
- JCPS Principals
- Many Fine Custodial Staffs and Plant Operators
- Materials Production
- Nutrition Services
- Personnel Services
- Supply Services

Available Online—JCPS Housekeeping Web Site

From the JCPS Web site at www.jcpsky.net, click *Employees*; click *Departments*; and click *Safety, Environmental, and Housekeeping*. Frequently asked questions, the Global Harmonization System (Safety Data Sheets), continuously updated reminders, and all forms and manuals related to Housekeeping Services can be accessed here.

Table of Contents

Chapter I—Housekeeping Responsibilities

What Is a Plant Operator?	1
Duties of a Plant Operator?.....	1
Checklist for Newly Hired Plant Operators	3
Plant Operator Absences	4
Plant Operator Overtime	4
What Is a Lead Custodian?	4
What Is a Custodian?	4
Duties of a Custodian.....	5
How Are Substitute Custodians Requested?.....	6
Payroll Reporting for Substitute Personnel.....	6
JCPS Housekeeping Evaluation Program.....	7
JCPS Housekeeping Evaluation Program Evaluation Sheet.....	8
Evaluation Program Scoring Matrix	9
What Does Housekeeping Services Do?.....	10
Housekeeping Equipment Repair Policy	10
Custodial Cleaning Schedule Preparation Policy	11
How Are Work Schedules Prepared?.....	11
Calculating Time Allotment for Scheduling.....	11
Times Allotted for Cleaning Various Areas in a Building.....	19
Typical Daily Cleaning Schedule.....	20
JCPS Plant Operator Training Program	21

Chapter II—Supervision and Leadership Responsibilities

Human Resources Web Site	24
Job Performance Evaluations.....	24
JCPS Policies and Procedures.....	24
Just Cause and Due Process	24
Due Process Checklist.....	25
Corrective Staff Discipline.....	26
Progressive Discipline	27
Suspension Without Pay	29
Discharge	29
Employee Practices Review Committee.....	30
Grievances/Complaints	30
Extended Medical Leaves of Absence Related to Workers' Compensation	30
Docked Pay May Lead to Termination of Employment	31
Vacation and Overtime Approval.....	32

Chapter III—Proper Cleaning Methods

Proper Cleaning	33
Project Cleaning.....	34
Daily Office Cleaning	34
Office Project Cleaning.....	35
Furniture.....	35
Classroom Cleaning	35

Classroom Project Cleaning.....	37
Whiteboards	38
Daily Restroom Cleaning.....	38
Restroom Project Cleaning	39
Water Fountains	41
Damp-Mopping and Wet-Mopping.....	41
Stripping and Refinishing	42
Spray-Buffering.....	44
Propane Floor Machines	45
Terrazzo and Concrete Floors	45
Light-Scrubbing and Refinishing.....	45
Chemical Dilution Dispensing System	46
Housekeeping Supplies Other Than Dispensing Unit.....	46
Troubleshooting Guide	47
New Vinyl Floors	52
Vinyl Asbestos Floor Care	52
Maintenance of Vinyl Asbestos Tile	52
Carpet Care	52
Stain Removal Tips.....	53
Tips on Measuring Chemicals.....	54
Ground Fault Circuit Interrupters (GFCIs).....	55
Microfiber Dust Mop Systems	55
The Cafeteria Kitchen	55
Planning: School Not in Session	55
Cleaning Responsibilities When School Is Not in Session.....	56
Grounds—Summer Program	57

Chapter IV—Maintenance Responsibilities

Building Alterations, Modifications, and Demolition.....	59
What Maintenance Jobs Should Be Submitted as a Work Order?.....	59
What Maintenance Jobs Are Yours?	60
Plant Operator’s General Maintenance Responsibilities (not all-inclusive).....	60
Plant Operator’s HVAC Maintenance Responsibilities:	60
Ceiling Tiles.....	61
Drinking Fountains	61
Electrical System	61
Elevators	61
Emergency Generator	61
Energy Management and Security Systems.....	61
Fire Alarm System	62
Grounds Maintenance	62
HVAC System.....	65
Light Bulb Replacement	66
Plumbing System	67
Preventive Maintenance.....	67
Preventive Maintenance Program Checklist	68
Smoke Detectors	69
Swimming Pool.....	69

Chapter V—Inclement Weather—Housekeeping Responsibilities

Severe Cold-Weather Checklist	71
Severe Weather Procedures	71

Chapter VI—Safety and Environmental Responsibilities

Procedures for Controlling Fire Egress, Corridors, and Doors.....	73
Guidelines for Boil Water Advisories	73
Material Handling: Move the Load Safely	74
Slipping and Falling Hazards.....	76
Indoor Air Quality	76
Integrated Pest Management.....	77
Bloodborne Pathogens	79
Flooding or Potential Electrical Hazard.....	79
School Safety	79
Safe Work Practices	80
Fire and Emergency Safety	81
Chemical Safety Checklist.....	81
Understanding Safety Data Sheets (SDS).....	82
Ladder Safety	83
Safety Tips for Setting Up and Using Portable Ladders	83
Waste and Recycling.....	84
Waste Collection vs. Single-Stream Recycling	84
Recycling Web Sites	85
Chemical Hygiene, Hazard Communication, and Chemical Disposal	86
Safety Guidelines	87

Chapter VII—Supply Responsibilities

Custodial Supply Warehouse	89
Who Determines What Products Are Purchased?.....	89
Manage and Use Supplies Wisely.....	89
Guidelines for Ordering Housekeeping Supplies	90
Problems With Supplies/Equipment	90

Chapter VIII—Equipment Responsibilities

What Equipment Do I Need?.....	91
How Do I Get Equipment?	91
Who Determines What Equipment Is Purchased?	91
How Do I Get a Scaffold?.....	91
Furniture-Moving Responsibilities	92
How Do I Order Filters and Light Bulbs?	92
How Do I Keep Equipment Maintained and in Good Repair?.....	92

Chapter IX—Custodial Training Program

Initial Employment Training.....	93
Professional-Development Sessions (Summer Institute).....	93
How Does One Become a Custodian?	94
How Does One Become a Lead Custodian?.....	94
How Does One Become a Plant Operator?.....	94

Chapter X—Whom to Call and When

Medical Emergencies—JCPS Procedure 95
Work Order System..... 95
General Descriptions of the Division of Facilities..... 95
General Maintenance/Renovations and Grounds..... 95
Mechanical and Electronic Maintenance 96
Safety, Environmental, and Housekeeping Services Unit 96
Important Telephone Numbers..... 98

Chapter XI—Forms (all JCPS forms available online)

Air Filter Log 99
Attendance Record..... 100
Bid Letter 101
Request for Building Modification 102
Chemical Hazard Communication Program Chemical Inventory List 103
School Chemical Pickup List..... 104
Contractor’s Request Form 105
Floater Custodians Payroll Verification 107
Weekly Emergency Generator Start-Up Checklist 108
Indoor Air Quality (IAQ) Complaint Response Request Form 110
JCPS Product Evaluation Form 111
Project Work Sheet..... 112
Jefferson County Public Schools Substitute Custodian Evaluation..... 113
Surplus Pick-Up Form 114

CHAPTER I

Housekeeping Responsibilities

The primary objective of good housekeeping is to provide a clean, healthy, safe, and attractive environment for the students, employees, and visitors of the Jefferson County Public School (JCPS) District. Good housekeeping requires efficient and effective operation, cleaning, and maintenance of the district's schools and office buildings and their surrounding grounds.

Good housekeeping reflects positively on the overall image of a school. It is a function that is vital to the operation of the school system.

What Is a Plant Operator?

The plant operator is responsible for the total housekeeping and overall operation of the physical plant, which includes preventive maintenance checks, facility equipment operation, and submission of appropriate work orders for the assigned school or building. Plant operators are responsible for organizing and supervising the custodial staff, establishing working hours, and formulating work schedules. Plant operators ensure that each of their staff members fully understands his or her responsibilities and, if necessary, train staff in correct job, safety, and performance procedures.

Plant operators are responsible for seeing that the custodial staff are neat in appearance, are appropriately groomed, wear a JCPS uniform, and are professional at all times.

Plant operators are responsible for having enough custodial supplies available, keeping an inventory of supplies on hand, and anticipating needs so that supplies are ordered in a timely manner. Plant operators are responsible for ensuring supplies and equipment are used appropriately and for their intended use.

Above all, a plant operator is a working supervisor who motivates by leading by example and working alongside his or her staff. To be successful, a plant operator must continuously improve leadership and supervisory skills, communicate effectively with staff, and motivate the staff toward improved job performance and team spirit.

We strive to continually improve our processes and our customer satisfaction levels.

Duties of a Plant Operator

Official JCPS job descriptions are available online. Duties are assigned by the principal/building manager and usually include the following:

- Open school, unlock building and gates, roll down entrance doors, and remove security bars as directed. Turn off the alarm.
- Check boiler and other equipment in mechanical rooms, including the following:
 - Temperature and pressure gauges
 - Engine oil and coolant levels and battery on the emergency generator
 - Air compressor (Drain as directed.)
- Turn on lights, and open offices as instructed by the principal.
- Raise and lower the flag (weather permitting) according to daily Commonwealth of Kentucky flag status (see page 65).
- Inspect building, classrooms, restrooms, etc., for cleanliness and servicing before students arrive.
- Check and service restrooms:
 - Before students arrive in the morning.
 - Before lunch.
 - During lunch.
 - After lunch.
- Wash entrance door(s), hall glass, and other office and door glass as needed.
- Run dust mops over halls after each class as needed.
- Inspect and clean grounds, including playgrounds, daily before student use. Trim hedges, bushes, etc., as needed. Weed within landscaping. Keep sidewalks free of ice and snow in the winter, applying de-icer as necessary.
- Maintain luster of corridors (buff) as needed prior to student arrival. Sweep and mop (with cold water) cafeteria after breakfast (and after lunch when applicable).

- Dust ledges, frames, window recesses, trophy cases, and locker tops in corridors.
- Empty waste cans, clean and disinfect drinking fountains in corridors.
- Have all supplies and equipment ready for night workers. Issue special instructions to night custodians as necessary.
- Assign duties and work areas in writing for substitute custodians.
- Complete preventive and minor maintenance as outlined in this handbook and as assigned (weekly flushing of all common-area water fountains, weekly emergency generator check, etc.). Submit completed preventive maintenance checklists to the appropriate quality control inspector.
- Help custodians clean and damp-mop cafeteria floor.
- Provide needed housekeeping services for emergency situations that arise at the local school.
- Replace whole ceiling tiles as needed. (A work order should be submitted for all tiles requiring cuts.)
- Replace such items as pencil sharpeners, perform minor repairs on desks, etc.
- Perform necessary duties as supervisor of the entire custodial staff. Prepare schedules for all housekeeping staff members, and maintain appropriate payroll records.
- Check building during inclement weather (as outlined in “Severe Weather Procedures”).
- Complete weekly and monthly system and equipment checks as assigned (e.g., emergency generator, fire extinguisher).
- Set up a mail system at your school so that you and your staff receive **all** mail and advisory memos.
- Attend **all** housekeeping professional-development (PD) seminars, and encourage and schedule your custodial staff to attend appropriate JCPS PD offerings.
- Submit work orders as needed.
- Request substitute custodians after ensuring appropriate local school funding is available.
- Maintain appropriate files, which include the Global Harmonization System (Safety Data Sheets), for all housekeeping chemicals, the facility shut-off valve location map, the asbestos file, and custodial schedules.
- Ensure replacement of light bulbs (including exit lights and emergency lighting) and all HVAC filters as needed. Maintain Filter Log.

- Maintain chemical dilution station. Ensure it is appropriately stocked and functioning properly.
- Contribute to total school program.
- Perform other duties as outlined by the principal.

Duties vary among JCPS locations due to:

- Staffing variances (i.e., some locations staff area maintenance personnel while others do not).
- Individual programmatic needs.

Personnel within each school building work under the direction of the building principal.

Checklist for Newly Hired Plant Operators

Each school location has its own particular needs. Because of this, it is impossible to formulate an all-inclusive checklist for newly hired plant operators. The following checklist highlights basic action items that should be performed as soon as possible:

Date Completed	Task
	Submit a work order stating you are a newly hired plant operator. Technicians who serve your school from the following shops will be dispatched to meet with you individually: plumbing, electrical, and HVAC. Your general maintenance quality control inspector will also meet with you.
	Check the previous plant operator's documentation. Ensure that current, up-to-date custodial schedules and maps showing the location of all cut-off valves are posted. Check the HVAC filter log to determine when to schedule the next filter change.
	Review your <i>Plant Operator Handbook</i> , and visit the Safety, Environmental, and Housekeeping Services Web site. You will find critical information and forms needed.
	Read your Local School Safety Plan so that you clearly understand your role in those plans.
	Ensure the red Safety Data Sheet (SDS) binder located in your office is up to date. All SDSs are available from the Safety, Environmental, and Housekeeping Services Web site, but you must maintain this binder with printed copies.
	Obtain your SmartFindExpress personal identification number (PIN) from Housekeeping Services. You will need to be able to access the automated substitute system should the need arise (pending principal approval as a designee).
	Learn your JCPS username and password. You will need this information to access the Work Order Management (WOM) system.
	Conduct a supply and equipment inventory. Begin maintaining a log to ensure you order needed supplies in a timely manner, staying within your budget allocation.
	If you do not already know your dumpster and recycling pickup schedule, call 485-3298 . Following single-stream recycling protocol, recycle as much as possible.
	Locate the last preventative maintenance checklist completed by the previous plant operator (completed once every four months). If you have any questions regarding how to complete the duties outlined, contact your quality control inspector.
	Review custodial schedules and local-school current division of duties.
	Asks questions: e.g., what programs are scheduled after school hours? Meet the lunchroom manager and secretary. As quickly as possible, become familiar with the fire alarm system/normal readings for all building systems/playground equipment, etc. Enjoy your new position. There is a lot to learn, and by putting forth 100 percent effort, you will quickly become a true asset to your school's staff.

Plant Operator Absences

Plant operators *must* leave specific instructions that answer the following questions:

- What interior and exterior doors are to be unlocked prior to the start of school?
- What are the parking lot duties? Are “horses” to be set out? If so, how many? Where?
- Where are light switches located?
- What is your before-school routine?
- What keys are needed?
- What is your daily routine?
- What are your emergency procedures? Where are your system cut-off maps and operational systems info? You never know what situations may arise on any given day.
- Written instructions—including any special instructions—are to be placed on top of plant operator’s desk. Plant operators should submit a copy of these instructions to Housekeeping Services as they are available online as a back-up.

Plant Operator Overtime

Plant operators who supervise more than three people are salaried administrators and are exempt from overtime compensation. Plant operators supervising three or fewer employees are paid at 1 1/2 times the individual’s hourly rate for any hours more than 40 in a work week.

- Plant operators who are exempt from overtime may receive straight-time compensation **only** for regularly scheduled weekend building checks (every Saturday, Sunday, and holiday) that are specifically assigned by the building principal. This time is to be reported via the Extra-Service Payroll.
- Plant operators who are exempt from overtime may be assigned to administrative (plant operator) duty at weekend activities. If the activity is school-sponsored, pay is not approved. If the activity is sponsored by an outside organization that is charged for labor, a plant operator who is exempt from overtime may only be paid at the individual’s straight-time rate. This time is reported via the Extra-Service Payroll.
- Plant operators may be assigned to custodial duty at weekend activities but **only** if the custodians are provided the opportunity for overtime first. If the plant operator performs work as a custodian, he or she is paid at the lead custodian’s regular hourly rate. This is reported via the Extra-Service Payroll **after** consulting with Personnel Department staff to calculate the rate.

- Plant operators may, on occasion, be eligible for additional straight-time compensation if their building is involved in construction or a major renovation project and they are needed for security or clean-up purposes. The additional compensation must be approved in advance, in writing, by the director of Facilities or his or her designee.
- Flex-scheduling may be arranged with plant operators who are exempt from overtime. Flex-scheduling for hourly custodians **is not**, for all practical purposes, possible because of federal and state requirements.

Always contact the District Operations Center at **485-3121** upon entering and exiting the building.

Questions regarding overtime eligibility or guidelines should be addressed to Human Resources/Personnel staff. The JCPS Payroll Department can answer questions or concerns regarding payroll-reporting procedures.

What Is a Lead Custodian?

The lead custodian is the direct representative of the plant operator and is in charge of and oversees the custodial staff in the absence of the plant operator, normally after school hours.

The lead custodian ensures that assigned work schedules are followed and that the staff perform all normal and specially assigned tasks. The lead custodian can expect to have an assigned schedule to complete in addition to supervisory responsibilities. The lead custodian is responsible for ensuring that the building is properly secured.

The lead custodian maintains daily communication with the plant operator to ensure that the plant operator is aware of unusual activities or requirements and to receive any special instructions from the plant operator.

What Is a Custodian?

The custodian is the backbone of the housekeeping program. Custodians provide a clean and healthy facility for student learning and staff support. The word *custodian* is derived from the word *custody* (i.e., of the building).

The really outstanding custodians have several characteristics that set them apart:

- They not only perform job duties well but also understand and think about how these duties affect students, staff, and all activities in the school.
- They work efficiently, knowing the proper techniques to use in accomplishing each task while wisely using cleaning products, equipment, and time.

- They take the initiative to do what needs to be done (even if it isn't on their schedule), and they do it without having to be told.
- They have good attendance and can be counted on to be at work and on time unless they are really sick or an emergency arises. If they are going to be absent, they give notification as early as possible.
- They work safely, properly using chemicals and machines and moving heavy objects correctly.
- They have pride in their work, school, JCPS, and custodial team.
- They promote pride in their school and in JCPS.

It is useful to know and understand some of the desirable traits and characteristics that help all housekeeping personnel perform their job well.

Attitude: On the job, it takes more than getting the right tasks done properly. Showing an attitude of cooperation, willingness, flexibility, and other positive reactions is also part of doing a good job. Attitude also includes showing interest in the job, making suggestions, improving work capabilities, and demonstrating loyalty to your school and the total-school mission.

Responsibility: You must be reliable. This includes being on time for work and performing a full day's work. You are responsible for doing a good job, following district policies and guidelines, and being honest and fair in all actions.

Flexibility: Very few jobs can always be done in the same way or on the same time schedule. In the housekeeping profession, being able to make necessary adjustments in the way a task is done and being able to cope with and respond to unexpected events are the marks of a good worker. A professional attitude of helpfulness, together with good training and knowledge levels, can help you avoid problems.

Initiative: Perform all tasks to the best of your ability. Look for ways to do each job just a bit better, and take full advantage of opportunities to learn from available resources.

Productivity: Many housekeeping tasks have a visible result, such as a shining floor or a safe playground. These tasks must be performed within a reasonable amount of time if we are to remain cost-effective. Productivity must be accompanied by quality work. It is not productive to do poor work, even if doing so takes less time.

Communication: How you listen to and speak to others affects not only how a job is done but also how others view the housekeeping staff.

Appearance: We must be neat, clean, and well groomed—part of being a professional is looking and acting like one. JCPS provides uniforms. Additionally, housekeeping personnel should follow the school's dress-code guidelines unless they are told otherwise by their principal. Remember, you are a role model for the students.

Duties of a Custodian

The official JCPS job description is available online. Always follow JCPS Housekeeping standard operating procedures. Duties are assigned by principal/plant operator and usually include:

Classrooms, Offices, Lounges

- Empty pencil sharpeners and trash containers. Clean area around pencil sharpener.
- Close and lock windows (and adjust shades to top of bottom latch).
- Dust (windowsills, TVs, clocks, univents, bookcases, ledges, etc.).
- Wash sinks and disinfect drinking fountains. Refill towel and soap dispensers.
- Run microfiber dust mop over floor.
- Spot-mop and remove gum as needed (cold water only).
- Clean the toilet and service the tissue dispenser if applicable.
- Vacuum carpet(s).
- Clean glass as needed.
- Secure room upon completion.

Restrooms

- Sweep, pick up paper, and empty trash containers.
- Flush, clean, and disinfect all urinals, commodes, and sinks.
- Refill soap, towel, and tissue dispensers.
- Clean with germicide all fixtures, partitions, chrome, and walls.
- Remove all graffiti from walls, doors, or partitions.
- Wet-mop floors (all-purpose cleaner or germicide).

Corridors

- Sweep and dust stairways.
- Vacuum carpets/walk-off mats.
- Run microfiber dust mop over corridors.
- Sanitize drinking fountain (use germicide).

Project Work

- Complete one classroom or one restroom per custodian each night.
 - Classroom
 - Dust light fixtures.
 - Clean desk tops.
 - Wash windows.
 - Damp-mop and buff classroom floor.
 - Spot-clean walls.
 - Restroom
 - Dust light fixtures.
 - Wash walls and partitions.
 - Wash windows.
 - Clean exhaust vents and univents.
 - Machine-scrub restroom floor.

Additional duties may be assigned.

How Are Substitute Custodians Requested?

Because substitute and floater custodians must be paid from local school funding, custodians may not request their own substitute personnel. Only a principal or a principal's designee (usually the plant operator) may request a substitute custodian.

JCPS reimburses local-school budgets the cost of substitutes and floater custodians for employees on long-term leave. The Financial Planning and Management Office will reimburse substitute/floater costs for all days with the exception of the first five days. The Long-Term Leave Reimbursement Request Form (located in the JCPS "Forms" section online) must be completed **by the school** and submitted to Financial Planning and Management according to specified timeline.

Substitute Custodians can be requested by using the Web-based system (*SmartFindExpress*). This system allows easy access to your location's data. The following Web address should be bookmarked to your favorites: <http://custodial.jefferson.k12.ky.us>.

You can also access this system from the JCPS home page. Click on *Employees*, click on *Employee Groups*, click on *Substitute*, and click on *SmartFindExpress* (Custodians).

All persons who are authorized to request substitute custodians at every location should have an Access ID number and PIN. The Access ID identifies the person submitting the request. Principals should contact Housekeeping Services at **485-6100** for modifications to your authorized personnel list and local-school default information (shift time, special instructions, etc.).

The *SmartFindExpress* Web site displays tabs to create an absence or vacancy or to review absences. Leave classification as is. The remainder of the screen should be self-explanatory.

You may wish to print the screen or record the job number once you have created a job. Having job number information makes it easier to review a particular job. The system also allows you to review substitute usage data for any date range.

Because the use of substitute and floater custodians results in a local-school expenditure, **the only way substitute and floater personnel can be requested is by using this system**. Housekeeping Services will gladly assist you if you encounter problems but can no longer accept substitute requests that are made by calling the Housekeeping Services Office.

SmartFindExpress user guides are available upon request. If you need assistance, call the Housekeeping Services Office at **485-6100**.

Payroll Reporting for Substitute Personnel

Substitute Custodians: Substitute custodians must be reported via the JCPS Substitute Extra Help Payroll Reporting System. Please remember that substitute custodians are **hourly** workers and should be reported for the **numbers of hours worked** (usually eight), not daily (i.e., one day).

Floater Custodians: Floater custodians are permanent, full-time JCPS employees. Their payroll is maintained by the Housekeeping Services Office. Since they work off-site, verification of hours worked must be submitted using the online Floater Custodian Payroll Verification.

Expenditures for floater custodians are charged to your local school substitute custodian budget code allocation. Floaters and substitute custodians are local school expenditures.

JCPS Housekeeping Evaluation Program

An advisory committee composed of principals; plant operators; and Safety, Environmental, and Housekeeping Services staff meets semiannually to review and update the Housekeeping Evaluation Program. (Any administrator or plant operator interested in serving on this committee is welcome and should contact the Housekeeping Services Office.)

Annual Good Housekeeping recognition is based on evaluation scores given to each school each quarter, except the summer quarter.

To maintain objectivity, no one in Housekeeping Services is involved in determining the score or selecting which school is to be evaluated on any given day.

A different cleaning professional from outside the JCPS District is hired as an evaluator each quarter to ensure impartiality. The evaluator establishes his or her own duty schedule within this designated evaluation cycle. Because of the subjective nature of evaluating housekeeping, it is expected that each evaluator will score somewhat differently; however, this variance in scoring is acceptable as long as each evaluator adheres to the scoring matrix and remains consistent in scoring throughout the system. Each school is competing with other schools and not with its own previous scores.

A scoring matrix is used to support scores noted on each school's evaluation. This worksheet further explains scores given in each category. Plant operators or designees must discuss scoring issues with evaluators **before** the evaluation is complete and **before** signing. **Once the evaluator leaves each location, the evaluation for that cycle is complete.** Funding does not exist to allow the evaluator to return, and Housekeeping Services cannot adjust scores once completed with one exception:

(Section 10 of evaluation form)—Filter logs will be accepted and points deducted reinstated in instances of plant operator's absence. This log is to be e-mailed or faxed to 485-3847 on the first day of the plant operator's return.

"Best" recognitions are presented to the highest-scoring facilities in each category as follows:

Elementary—First-, second-, third-, and fourth-highest scoring

Middle—first-, second-, and third-highest scoring

High—first-, second-, and third-highest scoring

Special Schools—first- and second-highest scoring

District Office Facilities—first- and second-highest scoring

Bus Compounds—first- and second-highest scoring

See Housekeeping Evaluation Program forms on the next two pages.

Jefferson County Public Schools JCPS Housekeeping Evaluation Program

School Name: _____ Date: _____ Inspection: 1 2 3 (Circle one.)

All areas are rated on a scale of 0 through 10 points.

Points

1. **Offices:** Cleanliness of floors, furniture, walls, and windows

Comments: _____

2. **Corridors:** Cleanliness of walls, drinking fountains, steps, landings, foyer, baseboards, and lockers; absence of graffiti; luster/no wax buildup on floors

Comments: _____

3. **Restrooms:** Cleanliness of fixtures, floors, walls, and mirrors; stocked paper supplies and hand soap

Comments: _____

4. **Classrooms:** Cleanliness of furniture, floors, walls, windows/dusting

Comments: _____

5. **Cafeteria:** Cleanliness of floors, walls, windows, lights, and HVAC units

Comments: _____

6. **Grounds (Including Playground Area and Equipment):** litter-free grounds; trimmed shrubs; weed-free sidewalk cracks and landscaping; swept pavement areas—free of cigarette butts/litter; safe playground area

Comments: _____

7. **Lights/Vent Covers and Whole Ceiling Tiles:** Cleanliness of light fixtures and vents; replacement of light bulbs/emergency lighting/exit lights and stained ceiling tiles

Comments: _____

8. **Filters, e.g., Unit Ventilators and Air-Handler Units:** Cleanliness of inside of units; preventative maintenance completed, filters properly changed

Comments: _____

9. **Glass:** Cleanliness of all windows in front entrance, doors, corridors, etc.

Comments: _____

10. **Maintenance of Air Filter Log/Custodial Storage Rooms/Housekeeping Equipment:** Neatness and cleanliness

Comments: _____

Recommendations/Comments/Staffing Information: _____

(Leave one copy of evaluation and scoring matrix with plant operator.)

Total Points: _____

Evaluator's Signature

Plant Operator's Signature

JCPS Housekeeping Evaluation Program—Scoring Matrix

Revised 2013

Section 1 Administrative Offices

Point Value

- 1 Cleanliness of walls/doors/baseboards
- 1 High dusting
- 1 Low dusting
- 2 Cleanliness of carpeted area
- 2 Cleanliness of tile/terrazzo floor
- 1 Cleanliness of windowsills/blinds
- 1 Office restroom(s)/stocked
- 1 Cleanliness of trash receptacles

Section 2 Corridors

Point Value

- 2 Cleanliness of walls/Absence of marks and graffiti
- 2 Cleanliness of outer office area/foyer
- 2 Cleanliness/Appearance of floors/baseboards
- 1 Luster (spray buff program)/no wax buildup visible
- 1 Entrance mats vacuumed/cleanliness of trash receptacles
- 1 Cleanliness of drinking fountains
- 1 Cleanliness of steps/landings/handrails

Section 3 Restrooms
(Indicate specific location for all points deducted.)

Point Value

- 2 Cleanliness of walls/mildew-free
- 1 Cleanliness of fixtures (sinks, urinals, toilets, chrome)
- 1 Underneath sinks
- 1 Cleanliness of mirrors and partitions
- 2 Cleanliness of floors (special attention to edges/areas near fixtures/floor drains)
- 2 Properly stocked (soap and paper supplies)
- 1 Intake grates/Operational restroom ventilation system (system checks/work orders submitted)

Section 4 Classrooms, Gym(s), Auditorium, Stage

Note: include areas not specifically itemized (e.g., bleachers/elevators)

Point Value

- 2 Cleanliness of walls (absence of marks)
- 2 Cleanliness/Appearance of floors
- 1 Cleanliness/Appearance of desks/furniture
- 1 Cleanliness of whiteboards/chalkboard rails
- 1 Cleanliness of pencil sharpener areas/trash receptacles
- 1 Cleanliness of restroom/sink (if applicable)—properly stocked
- 2 High and low dusting

Section 5 Cafeteria

Point Value

- 3 Cleanliness of floor
- 3 Cleanliness of walls
- 2 Cleanliness of tables/furniture/windowsills
- 2 Cleanliness of doors/entrance area

Section 6 Grounds

Point Value

- 3 Playground (hazard-free equipment; weeding; no low, overhanging branches; litter-free; mulch raked)
- 2 Litter-free grounds/Bushes trimmed
- 2 Weed-free sidewalk cracks/edges/landscaping
- 1 Dock areas free of litter
- 1 Cleanliness of HVAC equipment area and dumpster/recycling areas
- 1 Cleanliness of exterior trash containers/exterior doors and mats

Section 7 Lights, Vent Covers, Whole Ceiling Tiles

Cleanliness of light fixtures and vent covers—replacement of stained (whole) ceiling tiles in the following areas:

Point Value

- 2 Administrative offices
- 3 Classrooms
- 2 Hallways/Stairways/Restrooms
- 1 Auditorium/All other areas
- 2 Illuminated emergency lights/boiler room lights

Section 8 HVAC Filters

(Note: log documentation scored in Section 10)

Point Value

- 5 Random checks—cleanliness of filters
- 3 Random checks—cleanliness of units
- 1 Appropriate work orders submitted
- 1 Preventive maintenance checks completed and submitted

Section 9 Glass

(Note: restroom mirrors scored in Section 3)

Point Value

- 2 Lobby area
- 2 Administrative offices
- 1 Cafeteria
- 1 Hallways and stairways
- 2 Classrooms
- 1 Auditorium/Gym(s)/Stage areas
- 1 Portables/Out-buildings/Exterior doors

Section 10 Maintenance of Air Filter Log/Custodial Storage Rooms/Housekeeping Equipment

Point Value

- 5 Automatic 5 points if no filter log exists—points incrementally deducted for inaccurate/incomplete data
- 3 Custodial storage areas (1—cleanliness, 1—supply storage/container management, 1—compliance with HAZCOM requirements [secondary labeling, MSDS, chemical dispensing system, personal protective equipment])
- 1 Appropriate/Safe storage of housekeeping equipment
- 1 Cleanliness/Maintenance of housekeeping equipment

What Does Housekeeping Services Do?

The purpose of the Housekeeping Services Office is to provide support to principals, building managers, and plant operators in the areas of personnel, staff development, products and equipment, and consulting services on proper cleaning methods and procedures. These are defined as follows.

Personnel

- Interviews, selects, and provides initial training for substitute custodians and floaters
- Manages, supervises, and assigns a daily average of 55 substitute custodians and 20 floater custodians in accordance with established policies
- System administrator for SmartFindExpress (automated assignment system)
- Provides emergency water-flooding clean-up equipment and assistance in emergency situations
- Provides assistance in conjunction with major renovation and construction projects
- Secures budget-code reimbursement for floater custodians
- Manages district Housekeeping Evaluation Program
- Carpet repair and cleaning

Staff Development

- Provides district staff-development opportunities for all Housekeeping employees and bus compound attendants
- Provides training for all newly promoted Housekeeping employees

Products and Equipment

- Prepares bid specifications and makes recommendations for district Housekeeping supplies and equipment
- Maintains and repairs custodial equipment
- Provides scaffold equipment to replace lights in gyms, cafeterias, stairwells, and high areas
- Provides boiler-cleaning equipment
- Provides district loaner equipment program

Consulting Services

- Provides advice on policies and procedures in dealing with proper cleaning methods, procedures, and schedules
- Thursday site visits

- Serves as Liaison/Housekeeping representative for JCPS cross-functional teams
- Manages the Good Housekeeping Program
- Prepares and updates district Housekeeping Services manuals and training modules
- Provides custodial time and motion studies as requested by principals or the Service Employee International Union (SEIU) (completed in date-requested order)

Regulatory Compliance

- Coordinate, prepare, evaluate, and document standards and procedures for JCPS Housekeeping Services
- Point of contact for housekeeping related issues for State Fire Marshals, OSHA, and other supporting agencies
- Annual hydraulic lift equipment—annual inspection program

Housekeeping Equipment Repair Policy

Housekeeping Services utility workers respond to work order requests for housekeeping equipment (e.g., floor machines, vacuums, pick-up machines). They complete general maintenance items, such as cord, switch, and motor replacements. All general maintenance costs (parts and labor) for housekeeping equipment purchased by the JCPS District are paid for from the Housekeeping Services Unit budget.

If the cost of repairing any piece of equipment exceeds 50 percent of the replacement cost, the Housekeeping Services Office will make a recommendation to the facility to replace that piece of equipment rather than perform the repair service.

For repairs that are not considered general maintenance (tank replacements, etc.) or for repairs that are necessary due to neglect or abuse of equipment, the Housekeeping Services Office will supply the labor for the repair but the facility is responsible for purchasing the replacement parts.

The school is responsible for the maintenance and repair of equipment beyond switch, plug, or cord replacements for the following housekeeping equipment:

- Equipment purchased through funds other than district funds (e.g., Parent Teacher Association/Parent Teacher Student Association [PTA/PTSA] purchases)
- Special equipment purchased by the facility that is beyond the realm of the Housekeeping Services utility unit (e.g., propane floor machines). These repairs must be outsourced.

Custodial Cleaning Schedule Preparation Policy

It is a plant operator's responsibility to prepare and update cleaning schedules for all housekeeping staff members.

Requests for scheduling assistance from the Manager—Housekeeping Services must be submitted in writing, by the principal or SEIU representative. Persons making telephone inquiries or requests will be asked to confer with their principal and submit a written request. You will be sent a copy of the current waiting list and the expected time for which your school will be scheduled.

Priority of schedule preparation will be based on the date of receipt (first in, first out). Only the director of Safety and Environmental Services or director of Facilities has the authority to alter the priority lists. Schedules will be prepared using the standard estimated times for various tasks as given in the *Plant Operator Handbook*.

Plant operators, principals, and building managers should understand that the cleaning schedules prepared by Housekeeping Services are estimated cleaning times. Plant operators have the latitude to adjust the schedules as necessary to meet the peculiarities and programmatic needs of the building.

How Are Work Schedules Prepared?

Scheduling is the process of planning a work schedule or cleaning run for each custodian in the building. The purpose is to give each person an equitable work schedule that follows a logical sequence and to ensure that the building is properly cleaned and maintained. **The plant operator is responsible for scheduling.** Each schedule should provide for a 510-minute (8 1/2-hour) workday. Thirty minutes are allowed for lunch/dinner and 20 minutes for two 10-minute breaks, leaving 460 minutes for actual cleaning activities.

Steps to be followed in preparing a schedule:

Step 1: Obtain a floor plan of the entire building. (A drawing is available online or may be obtained by submitting a request to Housekeeping Services.)

Step 2: Walk through the entire building, room by room, area by area, and write a cleaning-time estimate for each room or area. The cleaning time estimates that follow represent average cleaning times. The building's room layout, usage, obstacles, and special needs may affect cleaning time.

Step 3: Once the floor plan has cleaning-time estimates for all areas, plan a cleaning schedule, in a logical sequence, for each person who requires 460 minutes of work. Some time should be available in each person's schedule to perform extra project work.

Step 4: Once tentative schedules are formulated, it is suggested that you meet with your custodial staff for their input and suggestions. You may want to try several tentative schedules before establishing your final schedules.

Step 5: After the schedules are established and the workload is equitably distributed, color-code each custodian's run on a copy of the building floor plan. Post one copy of this in your area. This will allow the custodians to determine, at a quick glance, the rooms and areas for which they are responsible. Be sure to have copies available to give to substitute personnel.

Review all housekeeping schedules annually. Remember that room usage/operational needs change!

Calculating Time Allotment for Scheduling

How much time will it take? This is the fundamental question for all cleaning tasks. The cleaning operation is the sum of the separate tasks. So time is the crucial factor in the success of Housekeeping Services.

When formulating schedules, it is necessary to evaluate how much time it takes to clean a given area. Determining the proper amount of time is difficult. Two custodians with the same tools, instructions, and area will clean at a different pace.

The average cleaning time is the normal time required for a qualified custodian—working at a comfortable, sustainable pace—to complete an operation when following the prescribed methods learned during JCPS-provided housekeeping training.

The average cleaning times listed are provided to assist each plant operator with determining a fair assessment of the total number of hours of labor required for each cleaning procedure. This time data represents industry-accepted average cleaning times for K–12 school facilities.

When calculating cleaning times for schedule formulation, keep in mind many variables that must be considered. These include the age and design of the building, the climate, the season, the placement of custodial closets, the type of floors and walls, the nature and extent of building use during day/night cleaning shifts, the extent

of any vandalism, the building's occupancy level, etc. So remember—these times are approximate. They are intended as benchmarks for a more thorough time and motion determination within the complexities of each facility. All times are based on the following external conditions:

- Each custodian must have enough materials, supplies, and equipment to complete the assigned work.
- Each custodian must be adequately trained to safely perform the task with the materials and supplies available. (Housekeeping Services provides four-day initial training and annual job-specific training for all newly hired custodians.)
- Each custodian must demonstrate the ability to complete each cleaning standard using existing standardized supplies.
- Each custodian must be aware that there is a specific time expectation.
- Each custodian's evaluation should reflect ongoing adherence to cleaning time standards.

Any of the following methods may be used to calculate acceptable cleaning time per task.

Detail Method

This method lists a time for each specific cleaning activity. These times are allocated on a square foot or item basis. Total cleaning times are calculated as the sum of the product of incremental times and number of unit items.

Square Foot Per Shift Method

This method defines the average number of square feet a worker can clean during a given day. Measuring and recording the actual work completed during a given period in your facility can assist in the determination of accurate cleaning times. These numbers must be modified depending on what types of areas (e.g., restrooms, offices, classrooms) are being cleaned.

Area Method

An experienced plant operator bases times calculated by the area method on estimations. Custodians are assigned a certain number of areas to clean each shift.

Fixture Method

This method is frequently used to determine cleaning times in restrooms. The cleaning time is calculated by applying a time factor to each type of fixture (e.g., three minutes per toilet). That number multiplied by the total number of fixtures equals the total cleaning time. A restroom fixture includes toilets, urinals, and sinks. It does not include mirrors, paper dispensers, or trash receptacles.

Combination Method

This method uses the Detail Method's times, and it groups activities typically performed in a particular area into a matrix. Then, an estimated frequency for the activities is assigned. The resulting numbers are expressed in time per square foot.

DETAIL METHOD—GENERAL CLEANING EXAMPLES

		Sq. Ft.	Minutes
CLASSROOM SERVICE			
1	Empty Trash/Dust with Duster/Dust-Mop Floor with 18"–24" Dust Mop	1000	9.4
2	Empty Trash/Dust with Duster/Damp-Mop Floor	1000	16
3	Empty Trash/Dust with Duster/Tank Vacuum Floor.	1000	12.2
4	Empty Trash/Dust with Duster/Upright Vacuum Floor	1000	14
5	Empty Trash/Dust with Treated Cloth/Dust-Mop Floor with 18"–24" Dust Mop	1000	10.4
6	Empty Trash/Dust with Treated Cloth/Damp-Mop Floor	1000	17
7	Empty Trash/Dust with Treated Cloth/Tank Vacuum Floor	1000	14.6
8	Empty Trash/Dust with Treated Cloth/Upright Vacuum Floor	1000	15.4
9	Empty Trash/Dust/Vacuum Floor with Portable-Type Vacuum	1000	10.5
10	Empty Trash/Dust/Vacuum Floor with Backpack Vacuum.	1000	11
CORNERS/CREVICES			
11	Detail Clean with Trigger Sprayer and Cloth	150	4.5
12	Detail Clean with Hand-Held Duster Vacuum	150	3.8
13	Detail Clean with Tank/Canister Vacuum.	150	4.05
14	Detail Clean with Backpack Vacuum	150	3.15
DISINFECTING SURFACES			
15	Damp-Wipe Surfaces with Disinfectant	150	2.88
DUSTING SURFACES			
16	Dust with Duster.	150	0.9
17	Dust with Treated Cloth	150	1.8
18	Damp-Wipe with Trigger Sprayer and Cloth	150	2.88
19	Dust with Hand-Held Duster Vacuum.	150	1.95
20	Dust with Tank/Canister Vacuum	150	2.25
21	Dust with Backpack Vacuum	150	1.62
FURNITURE, UPHOLSTERED			
22	Vacuum with Hand-Held Duster Vacuum	25	2.1
23	Vacuum with Tank/Canister Vacuum	25	2.55
24	Vacuum with Backpack Vacuum.	25	2.1
GLASS DOOR and HARDWARE			
25	Clean using Trigger Sprayer and Cloth (2 sides)	1 each	3
GLASS PANEL/PARTITION			
26	Clean using Trigger Sprayer and Cloth	30	3.42
GLASS DISPLAY CASE			
27	Clean using Trigger Sprayer and Cloth	10	1.14
HANDRAILS/BANISTERS			
28	Dust with Duster.	100	0.29
29	Dust with Treated Cloth	100	0.58
30	Damp-Wipe with Trigger Sprayer and Cloth	100	0.86
MATS, WALK-OFF			
31	Vacuum with Upright Vacuum	36	1.08
32	Vacuum with Tank/Canister Vacuum	36	1.08
33	Vacuum with Backpack Vacuum.	35	0.95
TRASH			
REMOVAL			
34	Empty Trash/Pencil Sharpener and Wipe Clean	2 each	1
35	Empty Trash/Pencil Sharpener, Wipe Clean, and Reline Basket	2 each	1.5
PICKUP			
36	Pick Up Loose Debris with Lobby Pan and Porter Broom/Scrape Up Gum	1000	18

CLEAN AND POLISH SURFACES

	Sq. Ft.	Minutes
ALUMINUM		
37 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	25	3
BRASS		
38 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	25	3
COPPER		
39 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	25	3
FURNITURE, HARD SURFACE		
40 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	100	8.4
HANDRAILS/BANISTERS		
41 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	100	4.46
STAINLESS STEEL		
42 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	10	1.2
WOOD PANELING		
43 Clean/Polish with Trigger Sprayer/Chemical and Cloth.....	100	12
WINDOW BLINDS, MINI-VENETIAN		
44 Damp-Wipe with Trigger Sprayer and Cloth.....	32	0.96
45 Dust with Duster.....	32	0.58
46 Dust with Mini-Blind Brush.....	32	1.54
47 Dust with Treated Cloth.....	32	0.77
48 Vacuum with Tank/Canister Vacuum.....	32	0.86
49 Vacuum with Backpack Vacuum.....	32	0.81
50 Vacuum with Hand-Held Duster Vacuum.....	32	0.81
51 Remove and Clean and Return.....	1 blind	12

RESTROOMS

	Sq. Ft.	Minutes
52 Empty Trash/Replace Supplies/Touch-Up, When Servicing Restrooms.....	9 fixtures	3
53 Empty Trash/Clean Disinfect/Fixtures/Wipe Mirrors/Replace Supplies/Sweep Floor.....	9 fixtures	14.75
54 Empty Trash/Clean Disinfect/Fixtures/Wipe Mirrors/Replace Supplies/Dust-Mop Floor.....	9 fixtures	15.6
55 Empty Trash/Clean Disinfect/Fixtures/Wipe Mirrors/Replace Supplies/Wet-Mop Floor.....	9 fixtures	27

CARPET CARE

	Sq. Ft.	Minutes
56 Protect from Soiling using Pump Sprayer and Soil Protection Chemical.....	1000	10.2
57 Spot-Remove by Testing, Applying Spot Remover and Blotting.....	1 spot	4
58 Bonnet-Clean with Immersion Method using 17" Rotary Floor Machine.....	1000	69.6
59 Bonnet-Clean with Immersion Method using 21" Rotary Floor Machine.....	1000	60
60 Bonnet-Clean with Spray-On Method using 17" Rotary Floor Machine.....	1000	54
61 Bonnet-Clean with Spray-On Method using 21" Rotary Floor Machine.....	1000	44.4
62 Dry-Clean, Pre-Treat Carpet with Pre-Spray Chemical and Pump Tank Sprayer.....	1000	10.2
63 Dry-Clean, Spread Dry-Cleaning Compound.....	1000	13.2
64 Dry-Clean, Agitate Dry-Cleaning Compound with 12" Revolving Brushes Machine.....	1000	34.8
65 Dry-Clean, Agitate Dry-Cleaning Compound with 24" Revolving Brushes Machine.....	1000	25.2
66 Dry-Clean, Vacuum Up Dry-Cleaning Compound with 12" Upright Vacuum.....	1000	34.8
67 Dry-Clean, Vacuum Up Dry-Cleaning Compound with 14" Twin Motor Upright.....	1000	31
68 Dry-Clean, Vacuum Up Dry-Cleaning Compound with 16" Upright Vacuum.....	1000	30
69 Dry-Clean, Vacuum Up Dry-Cleaning Compound with 18" Twin Motor Upright.....	1000	25
70 Dry-Foam-Clean using 12" Machine that Requires Separate Foam Pickup.....	1000	34.8
71 Dry-Foam-Clean using 14" Machine that Requires Separate Foam Pickup.....	1000	30
72 Dry-Foam-Clean using 18" Machine that Requires Separate Foam Pickup.....	1000	25.2
73 Dry-Foam-Clean using 28" Machine that Requires Separate Foam Pickup.....	1000	19.8
74 Dry-Foam-Clean using One-Pass 13" Machine with Simultaneous Foam Pickup.....	1000	33
75 Dry-Foam-Clean using One-Pass 24" Machine with Simultaneous Foam Pickup.....	1000	22.8

76	Extraction-Clean using Portable Machine with Hose and 12" Suction Head	1000	120
77	Extraction-Clean using Portable Machine with Hose and 16" Suction Head	1000	110
78	Extraction-Clean using Portable Machine with Hose and 12" Agitator Power Head	1000	64.8
79	Extraction-Clean using Portable Machine with Hose and 14" Agitator Power Head	1000	60
80	Extraction-Clean using Portable Machine with Hose and 17" Turbo Rotating Power Head	1000	15
81	Extraction-Clean using 11" Self-Contained, Self-Propelled Machine	1000	55
82	Extraction-Clean using 16" Self-Contained, Self-Propelled Machine	1000	29
83	Extraction-Clean using 28" Self-Contained, Self-Propelled Machine: Electric	1000	15
84	Extraction-Clean using 28" Self-Contained, Self-Propelled Machine: Battery	1000	11.6
85	Rotary-Shampoo with 175 rpm 17" Rotary Floor Machine	1000	60
86	Rotary-Shampoo with 175 rpm 21" Rotary Floor Machine	1000	55.2
87	Rotary-Shampoo with 350 rpm 17" Rotary Floor Machine	1000	49.8
88	Rotary-Shampoo with 350 rpm 21" Rotary Floor Machine	1000	45
89	Rinse and Extract Shampoo using Portable Extractor with Hose and 12" Suction Head	1000	60
90	Rinse and Extract Shampoo using Portable Extractor with Hose and 16" Suction Head	1000	55.2
91	Scrub using One-Pass Machine with 12" Twin Cylindrical Brushes and Wet Pickup	1000	27
92	Scrub using One-Pass Machine with 24" Twin Cylindrical Brushes and Wet Pickup	1000	15
93	Sweep with 10" Pick-Up Sweeper	1000	5
94	Vacuum with 12" Upright Vacuum	1000	26.8
95	Vacuum with 12" Upright with Automatic Brush Adjustment and Bag Fill Control	1000	24.6
96	Vacuum with 14" Upright Vacuum	1000	21
97	Vacuum with 14" Twin Motor	1000	18.5
98	Vacuum with 16" Upright Vacuum	1000	14.2
99	Vacuum with 18" Upright Vacuum	1000	17.4
100	Vacuum with 18" Upright with Automatic Brush Adjustment and Bag Fill Control	1000	16.4
101	Vacuum with 18" Upright Twin Motor	1000	15
102	Vacuum with 20" Upright Vacuum	1000	15.6
103	Vacuum with 22" Upright Vacuum	1000	13.8
104	Vacuum with 24" Upright Vacuum	1000	12
105	Vacuum with 26" Large Area Push-Type Vacuum	1000	10.8
106	Vacuum with 28" Large Area Push-Type Vacuum	1000	7.5
107	Vacuum with 30" Large Area Push-Type Vacuum	1000	6
108	Vacuum with 36" Large Area Push-Type Vacuum	1000	4
109	Vacuum with 34" Battery-Powered Vacuum	1000	6.5
110	Vacuum with Backpack Vacuum and 12" Orifice Carpet Tool	1000	8.25
111	Vacuum with Backpack Vacuum and 14" Orifice Carpet Tool	1000	8.1
112	Vacuum with Backpack Vacuum and 16" Orifice Carpet Tool	1000	8
113	Vacuum with Backpack Vacuum and 18" Orifice Carpet Tool	1000	7.75
114	Vacuum with Backpack Vacuum and 20" Orifice Carpet Tool	1000	7.5
115	Vacuum with Backpack Vacuum and 22" Orifice Carpet Tool	1000	6.65
116	Vacuum with Backpack Vacuum and 24" Orifice Carpet Tool	1000	6
117	Vacuum with Scrap-Trap-Type Vacuum with 12" Carpet Tool	1000	9.1
118	Vacuum with Scrap-Trap-Type Vacuum with 16" Carpet Tool	1000	8.5
119	Vacuum with Tank-Type/Canister Vacuum and 12" Orifice Carpet Tool	1000	24
120	Vacuum with Tank-Type/Canister Vacuum and 14" Orifice Carpet Tool	1000	22.2
121	Vacuum with Tank-Type/Canister Vacuum and 16" Orifice Carpet Tool	1000	20.4
122	Vacuum with Tank-Type/Canister Vacuum and 18" Orifice Carpet Tool	1000	18.6
123	Vacuum with Tank-Type/Canister Vacuum and 20" Orifice Carpet Tool	1000	16.8
124	Vacuum with Tank-Type/Canister Vacuum and 22" Orifice Carpet Tool	1000	15
125	Vacuum with Tank-Type/Canister Vacuum and 24" Orifice Carpet Tool	1000	13.2
126	Wet Pickup with Tank-Type Wet Vacuum and 12" Orifice Pick-Up Tool	1000	30
127	Wet Pickup with Tank-Type Wet Vacuum and 14" Orifice Pick-Up Tool	1000	28.2
128	Wet Pickup with Tank-Type Wet Vacuum and 16" Orifice Pick-Up Tool	1000	26.4
129	Wet Pickup with Tank-Type Wet Vacuum and 18" Orifice Pick-Up Tool	1000	24.6
130	Wet Pickup with Tank-Type Wet Vacuum and 20" Orifice Pick-Up Tool	1000	22.8
131	Wet Pickup with Tank Type Wet Vacuum and 22" Orifice Pick-Up Tool	1000	21
132	Wet Pickup with Tank Type Wet Vacuum and 24" Orifice Pick-Up Tool	1000	19.2

HARD-FLOOR CARE

	Sq. Ft.	Minutes
133	Apply Floor Finish using Mop	1000 36
134	Apply Floor Finish using Lambswool Applicator	1000 30
135	Apply Floor Finish using Gravity-Feed Applicator	1000 24
136	Apply Floor Seal using Mop	1000 36
137	Apply Floor Seal using Lambswool Applicator	1000 30
138	Apply Floor Seal using Gravity-Feed Applicator	1000 24
139	Clean Baseboards with Manual Swivel Cleaning Tool and Handle	1000 6.6
140	Clean Baseboards with Automatic Rotary Vertical Brush Machine	1000 3
141	Damp-Mop with 12 oz. Mop Head using Single Bucket and Wringer	1000 16.8
142	Damp-Mop with 12 oz. Mop Head using Double Bucket and Wringer	1000 15.6
143	Damp-Mop with 16 oz. Mop Head using Single Bucket and Wringer	1000 14.4
144	Damp-Mop with 16 oz. Mop Head using Double Bucket and Wringer	1000 13.2
145	Damp-Mop with 24 oz. Mop Head using Single Bucket and Wringer	1000 12
146	Damp-Mop with 24 oz. Mop Head using Double Bucket and Wringer	1000 10.8
147	Damp-Mop with 32 oz. Mop Head using Single Bucket and Wringer	1000 9.6
148	Damp-Mop with 32 oz. Mop Head using Double Bucket and Wringer	1000 8.4
149	Damp-Mop with 18" Flat Mop using Single Bucket and Wringer	1000 2.52
150	Dry-Buff/Polish with 175 rpm 12" Rotary Floor Machine	1000 40.2
151	Dry-Buff/Polish with 175 rpm 14" Rotary Floor Machine	1000 34.8
152	Dry-Buff/Polish with 175 rpm 17" Rotary Floor Machine	1000 30
153	Dry-Buff/Polish with 175 rpm 20" Rotary Floor Machine	1000 25.2
154	Dry-Buff/Polish with 350 rpm 17" Rotary Floor Machine	1000 19.8
155	Dry-Buff/Polish with 350 rpm 20" Rotary Floor Machine	1000 15
156	Dry-Buff/Polish with 1000+ rpm 17" Rotary Floor Machine	1000 7.2
157	Dry-Buff/Polish with 1000+ rpm 20" Rotary Floor Machine	1000 6.6
158	Dry-Buff/Polish with 1000+ rpm 27" Rotary Floor Machine	1000 4.8
159	Dry-Burnish with 2000+ rpm 17" Rotary Floor Machine Electric	1000 6.6
160	Dry-Burnish with 2000+ rpm 20" Rotary Floor Machine	1000 6
161	Dry-Burnish with 2000+ rpm 24" Rotary Floor Machine	1000 4.8
162	Dry-Burnish with 2000+ rpm 27" Rotary Floor Machine	1000 4.2
163	Dry-Burnish with 2000+ rpm 22" Rotary Floor Machine—Battery	1000 3.35
164	Dry-Burnish with 2000+ rpm 17" Rotary Floor Machine—Propane	1000 4.3
165	Dry-Burnish with 2000+ rpm 20" Rotary Floor Machine—Propane	1000 3.65
166	Dry-Burnish with 2000+ rpm 24" Rotary Floor Machine—Propane	1000 3.05
167	Dry-Burnish with 2000+ rpm 27" Rotary Floor Machine—Propane	1000 2.7
168	Dust-Mop with 12" Mop using Dust Treatment Chemical	1000 13.2
169	Dust-Mop with 18" Mop using Dust Treatment Chemical	1000 9
170	Dust-Mop with 24" Mop using Dust Treatment Chemical	1000 7.2
171	Dust-Mop with 30" Mop using Dust Treatment Chemical	1000 6
172	Dust-Mop with 36" Mop using Dust Treatment Chemical	1000 4.8
173	Dust-Mop with 42" Mop using Dust Treatment Chemical	1000 3.6
174	Dust-Mop with 48" Mop using Dust Treatment Chemical	1000 2.4
175	Dust-Mop with 60" Mop using Dust Treatment Chemical	1000 1.8
176	Dust-Mop with 72" Mop using Dust Treatment Chemical	1000 1.2
177	Dust-Mop with 63" Riding Machine Mop	1000 0.3
178	Scrub with 175 rpm 12" Floor Machine that Requires Separate Wet Pickup	1000 48
179	Scrub with 175 rpm 14" Floor Machine that Requires Separate Wet Pickup	1000 40.2
180	Scrub with 175 rpm 17" Floor Machine that Requires Separate Wet Pickup	1000 31.2
181	Scrub with 175 rpm 20" Floor Machine that Requires Separate Wet Pickup	1000 27
182	Scrub with 350 rpm 17" Floor Machine that Requires Separate Wet Pickup	1000 19.8
183	Scrub with 350 rpm 20" Floor Machine that Requires Separate Wet Pickup	1000 16.8
184	Scrub using One Pass Machine with 12" Twin Cylindrical Brushes and Wet Pickup	1000 12
185	Scrub using One Pass Machine with 24" Twin Cylindrical Brushes and Wet Pickup	1000 6
186	Scrub with 17" Automatic Scrubber that Includes Wet Pickup	1000 9

187	Scrub with 21" Automatic Scrubber that Includes Wet Pickup	1000	7.8
188	Scrub with 24" Automatic Scrubber that Includes Wet Pickup	1000	6
189	Scrub with 27" Automatic Scrubber that Includes Wet Pickup	1000	5.4
190	Scrub with 32" Automatic Scrubber that Includes Wet Pickup	1000	4.2
191	Scrub with 36" Automatic Scrubber that Includes Wet Pickup	1000	3
192	Scrub with 22" Automatic Scrubber that Includes Cleaning Solution Dosing, Recycling, Rider Seat, and Wet Pickup	1000	2.72
193	Scrub with 28" Automatic Scrubber that Includes Cleaning Solution Dosing, Recycling, Rider Seat, and Wet Pickup	1000	2.19
194	Scrub with 34" Automatic Scrubber that Includes Cleaning Solution Dosing, Recycling, Rider Seat, and Wet Pickup	1000	1.87
195	Scrub with 33.5" Automatic Scrubber that Includes Cleaning Solution Dosing, Recycling, Rider Seat, Electronic Program Control, and Wet Pickup	1000	1.5
196	Spray-Buffer with 175 rpm 12" Rotary Floor Machine and Finish Restorer	1000	45
197	Spray-Buffer with 175 rpm 14" Rotary Floor Machine and Finish Restorer	1000	40.2
198	Spray-Buffer with 175 rpm 17" Rotary Floor Machine and Finish Restorer	1000	34.8
199	Spray-Buffer with 175 rpm 20" Rotary Floor Machine and Finish Restorer	1000	30
200	Spray-Buffer with 175 rpm 24" Rotary Floor Machine and Finish Restorer	1000	25.2
201	Spray-Buffer with 350 rpm 17" Rotary Floor Machine and Finish Restorer	1000	25.2
202	Spray-Buffer with 350 rpm 20" Rotary Floor Machine and Finish Restorer	1000	19.8
203	Spray-Buffer with 1000+ rpm 17" Rotary Floor Machine and Finish Restorer	1000	8.4
204	Spray-Buffer with 1000+ rpm 20" Rotary Floor Machine and Finish Restorer	1000	7.8
205	Spray-Buffer with 1000+ rpm 27" Rotary Floor Machine and Finish Restorer	1000	6
206	Spray-Buffer with 2000+ rpm 17" Rotary Floor Machine and Finish Restorer	1000	7.8
207	Spray-Buffer with 2000+ rpm 20" Rotary Floor Machine and Finish Restorer	1000	7.2
208	Spray-Buffer with 2000+ rpm 20" Rotary Floor Machine and Finish Restorer—Propane	1000	4.2
209	Spray-Buffer with 2000+ rpm 24" Rotary Floor Machine and Finish Restorer—Propane	1000	3.5
210	Spray-Buffer with 2000+ rpm 27" Rotary Floor Machine and Finish Restorer—Propane	1000	3.1
211	Spray-Buffer with 2000+ rpm 22" Rotary Floor Machine and Finish Restorer—Battery	1000	6.2
212	Strip with 175 rpm 17" Rotary Floor Machine that Requires Separate Wet Pickup	1000	79.8
213	Strip with 175 rpm 20" Rotary Floor Machine that Requires Separate Wet Pickup	1000	75
214	Strip with 350 rpm 17" Rotary Floor Machine that Requires Separate Wet Pickup	1000	52.8
215	Strip with 350 rpm 20" Rotary Floor Machine that Requires Separate Wet Pickup	1000	45
216	Strip with Mop-On Chemical that Requires Separate Wet Pickup	1000	18
217	Sweep with 8" Corn/Synthetic Broom	1000	25.2
218	Sweep with 12" Push Broom	1000	24
219	Sweep with 16" Push Broom	1000	20
220	Sweep with 18" Push Broom	1000	18.8
221	Sweep with 24" Push Broom	1000	15.4
222	Sweep with 30" Push Broom	1000	12
223	Sweep with 36" Push Broom	1000	10.8
224	Sweep with 42" Push Broom	1000	8.6
225	Sweep with 48" Push Broom	1000	7.4
226	Sweep with 26" Push Sweeper Machine	1000	4
227	Sweep with 32" Push Sweeper Machine	1000	3.4
228	Sweep with 36" Rider Power Sweeper Machine	1000	2.5
229	Sweep with 42" Rider Power Sweeper Machine	1000	1.8
230	Sweep with 56" Rider Power Sweeper Machine	1000	1
231	Wet-Pickup with Tank-Type Wet Vacuum and 12" Orifice Pick-Up Tool	1000	27
232	Wet-Pickup with Tank-Type Wet Vacuum and 14" Orifice Pick-Up Tool	1000	25.2
233	Wet-Pickup with Tank-Type Wet Vacuum and 16" Orifice Pick-Up Tool	1000	23.4
234	Wet-Pickup with Tank-Type Wet Vacuum and 18" Orifice Pick-Up Tool	1000	21.6
235	Wet-Pickup with Tank-Type Wet Vacuum and 20" Orifice Pick-Up Tool	1000	19.8
236	Wet-Pickup with Tank-Type Wet Vacuum and 22" Orifice Pick-Up Tool	1000	18
237	Wet-Pickup with Tank-Type Wet Vacuum and 24" Orifice Pick-Up Tool	1000	16.2
238	Wet-Mop and Rinse with 12 oz. Mop using Single Bucket and Wringer	1000	45

239	Wet-Mop and Rinse with 12 oz. Mop using Double Bucket and Wringer	1000	42
240	Wet-Mop and Rinse with 16 oz. Mop using Single Bucket and Wringer	1000	34.8
241	Wet-Mop and Rinse with 16 oz. Mop using Double Bucket and Wringer	1000	31.8
242	Wet-Mop and Rinse with 24 oz. Mop using Single Bucket and Wringer	1000	23.4
243	Wet-Mop and Rinse with 24 oz. Mop using Double Bucket and Wringer	1000	20.4
244	Wet-Mop and Rinse with 32 oz. Mop using Single Bucket and Wringer	1000	18
245	Wet-Mop and Rinse with 32 oz. Mop using Double Bucket and Wringer	1000	15

STAIRWAY AND LANDING

	Sq. Ft.	Minutes
246	Sweep with Push Broom	150 4.5
247	Dust-Mop using Dust Treatment Chemical	150 3.6
248	Damp-Mop with Mop Bucket and Wringer	150 5.4
249	Vacuum with Tank/Canister Vacuum	150 4.5
250	Vacuum with Backpack Vacuum	150 3.15
251	Vacuum with Upright Vacuum	150 5.85

COVERAGE OF VARIOUS SOLUTIONS

	Sq. Ft. Per Gal.
Stripping Solution	100
Wet-Mop Solution	200
Damp-Mop Solution	400
Auto-Scrub with Gravity Feed Tank	500
Auto-Scrub with Solution Dosing	750
Floor Seal (water-based) Application	1500
Floor Finish (water-based) Application	2000

Time to Square Foot Per Hour Conversion Formula

To calculate total square footage measurements per hour, use the formula below.

$$60 \text{ divided by recommended minutes} = \underline{\hspace{2cm}} \times \# \text{ sq. ft.} = \text{per hour}$$

First divide 60 (minutes) by the listed recommended time per 1000 sq. ft. The total of this calculation multiplied by 1000 gives you the number of square feet per hour that may be accomplished by performing this task. Remember that many factors can affect this number in your particular facility.

Example: "Dust mop with a 24" Mop using Dust Treatment Chemical" @ 7.2 minutes per 1000 sq. ft.

Calculation: 60 divided by 7.2 = 8.333 x 1000 = 8333 sq. ft. per hour

Excellent resource to assist with custodial scheduling:
www.issa.com (International Sanitary Supply Association)

Times Allotted for Cleaning Various Areas in a Building

Job	Cleaning Time
Average—Classroom, elementary 800 sq. ft. average (825 sq. ft. for preschool)	15 min.
Average—Classroom, middle } 750 sq. ft. average.	12 min.
Average—Classroom, high }	12 min.
Average—Toilets, small—one sink and one urinal each	5 min.
Average—Faculty restroom—one sink and one toilet.	10 min.
Average—Toilets, medium—two sinks and four urinals each.	15 min.
Average—Toilets, large—four sinks and seven urinals each	20 min.
Average to Large—Student restroom	30 min.
Average—Art/Computer labs/Science labs—22' x 48' each	20 min.
Average—Library/Media Center (Classroom factor 22' x 32') x 12 min. each	
Average*—Assembly areas (Classroom factor 22' x 32') x 18 min. each	
Average—Choral music—22' x 48' each	30 min.
Average—Band—32' x 48' each.	30 min.
Average—Band—40' x 60' each	45 min.
Average*—Gym/PE with bleachers each	30 min.
*Also consider (team) cleaning when activities are scheduled beyond daily usage.	
Average—Teachers' lounge/Stage—10' x 20' each	10 min.
Average—All purpose—40' x 60' each	12 min.
Average—Stairways—floor to floor each	5 min.
Average—Corridor—1,320 sq. ft. section each	7 min.
Average—Custodial room—large each	10 min.
Average—Custodial room—small each	5 min.
Average—Carry out trash—per person.	15 min.
Average—Clean and store equipment—per person.	15 min.
Average—Night project work—daily per person.	20+ min.
Average—Day project work—daily per person.	20+ min.
Average—Cafeteria (40' x 30') sweep/mop	40 min.
Average to Large—Elementary cafeteria	90 min.
Authorized Break—two per person at 10 min. each	20 min.

Typical Daily Cleaning Schedule

(The schedule shown is for one custodian.)

Room Name or Number	Shift Time: 2:30 to 11 p.m.
#369	20 min.
Conference area	10 min.
Outside grounds	40 min.
#368	15 min.
#367	15 min.
Main stairs (one flight and landing)	10 min.
#366	20 min.
#365	15 min.
#364	20 min.
#363	20 min.
#362	20 min.
North stairs (one flight)	5 min.
#361	15 min.
Faculty lounge	20 min.
Half of library/media center	40 min.
Half of third-floor corridor	30 min.
Team-clean gym, locker rooms, offices, bleachers	40 min.
#262	15 min.
Clean custodial equipment, restock cart	15 min.
Remove all trash and recycling	15 min.

Summary

2:30 to 11 p.m.—8.5 hours	510 min.
Lunch (30 min.), breaks (20 min.)	<u>-50</u> min.
Total working time	460 min.
Total schedule time	<u>-410</u> min.
Project time	50 min.

Follow schedule and check in with plant operator or night lead daily for any other specific building needs to be completed and event schedule.

JCPS Plant Operator Training Program

The purpose of the Plant Operator Training Program is to provide formal and on-the-job training designed to prepare personnel for plant operator positions and to provide skill-enhancement opportunities for custodial employees.

The following procedures apply to the training program:

- There is no change in participant's job title or salary until interviewed and selected to a plant operator position.
- This training must be completed in order to apply for the position of JCPS plant operator (job description minimum requirement).
- Participants must have the following minimum qualifications:
 - High school diploma or General Educational Development (GED) certificate
 - Two years of current experience as a custodian in a school environment or comparable experience in business and industry
 - Working knowledge or ability to understand heating, ventilation, and air-conditioning (HVAC) units
 - Ability to perform preventive-maintenance tasks
 - A satisfactory score on the written plant operator assessment
 - A recommendation from a school administrator from current school
 - No disciplinary action in the preceding 12 months
 - Current job performance evaluation: satisfactory or above

CHAPTER II

Supervision and Leadership Responsibilities

Responsibility

The plant operator and night lead must be responsible for the cleanliness and safe operation of their building. They, along with the custodians, are in charge of running the physical plant to get quality results.

Quality Results

The plant operator and night lead must be results-oriented. You will be evaluated on how well you do your job and by how clean and safe the building remains on a daily basis. A clean and safe building reflects a good job done by you and your custodians.

Leadership

The plant operator and night lead are partners in motivating their custodians to do a better job through people management. You and your custodians are the only ones who can make your school look terrific. If you care about your school and care about your custodians, they **will** do a better job. You can only achieve quality results by working **with** your custodians. **You cannot supervise effectively without being a team leader. You must lead by example.**

Participation

A plant operator must **participate** in the workload while leading a team effort to achieve a good-looking school. Clean, safe, appealing schools don't just happen. It takes teamwork by responsible people who care about their work and their school.

Professionalism

You should be proud to be a professionally trained plant operator. You are a trained professional who knows how to make buildings run smoothly, even in severe weather.

Standards

The plant operator and night lead must insist on quality results for a clean building **every** day. You can only reach this goal by setting high standards. Each year, you should strive for your building to be kept cleaner and to look better than the year before.

Training

Only by following the proper professional procedures in which you have been trained and as outlined in this handbook can you succeed year in and year out. Your job and the appearance of your building depend on it.

Problem Solving

When you are not getting the results you need, **something or someone** must change. Problems are **not** solved by ignoring them and pretending they don't exist. Problems do exist, and they **must** be resolved.

Listening

Listen to what your custodians say. They may need advice on how to do something, or they may simply need to know that you understand their on-the-job challenges and that you will help them do their jobs better. **Remember:** Employees must have the proper training, equipment, supplies, directions, and assistance needed to do a quality job.

Resolve Resentment

When problems remain unresolved over long periods of time, people get angry and frustrated and begin to resent being supervised. Plant operators should address issues that arise as promptly and fairly as possible.

Power and Solutions

You have to know when to use your power. You have the power to recommend serious disciplinary actions, such as probation, suspension, or possibly even termination. You must use authority fairly and wisely so that all your custodians have similar expectations and so that they can depend on you to step in and solve a problem when needed.

If there is a continuing problem in getting quality results, the following steps may be of help in solving the problem and getting all employees to cooperate in working toward the solution.

Step 1—Identify the problem.

- Meet with your employees, and tell them what you think about a problem that must be solved to achieve better cleaning.
- Ask your employees for their opinions on how to solve the problem. A solution must be found. Your employees' opinions, thoughts, and input are needed at this point.

Step 2—Find alternative solutions.

- The final solution comes later. Right now, you need all ideas on ways to solve problems and yield quality results.
- Take any suggestions at this point, and evaluate them later. Your employees will appreciate the opportunity to make suggestions.

Step 3—Pick the best solution.

- Use active listening. (Listen to what others say about the suggestions.)
- Use trial and error. Pick what appears to be the best solution, and try it out for a couple of weeks. If it doesn't work, modify the solution until it gets you the results you need.

Step 4—Make a decision.

- When the best solution is tried and it works, adopt that solution and keep doing it that way.
- Inform your employees of your final decision.

Step 5—Implement the solution.

- Set up a schedule to implement your decision by informing your employees **who** will be responsible for **what** and **when** they should act to implement your solution.
- Then follow up and observe if everyone is doing what he or she was asked to do when he or she was scheduled to do it.
- Do not allow the solution to fail. Talk privately with any employee who will not help implement the solution. Make sure the solution is effective. You, as plant operator, can always modify or change it later if conditions change.

Human Resources Web Site

Become familiar with JCPS Human Resources Web site. From the JCPS homepage, click *Employees*, click *Departments*, click *Human Resources*, and click *Classified Staff*. You will find current:

- Salary schedules.
- Job descriptions.
- Benefit summary.
- Employment opportunities.
- Agreements.
- Pay dates and the paid holiday schedule.
- JCPS policies and procedures.
- Labor management and employee relations information.
- Human Resources-related forms.

Job Performance Evaluations

As plant operator, you are responsible for completing job performance evaluations for your custodial staff according to established district timelines and procedures.

Directions, information, job descriptions, and standardized forms can be obtained from the Jefferson County Public Schools (JCPS) Human Resources (Employee Relations) Web site.

JCPS Policies and Procedures

- Do's and Don'ts are discussed and reviewed during initial training.
- It is a good idea to review these with your staff annually (available online).
- One question regarding JCPS policy that seems to arise often within housekeeping: **claiming and taking JCPS property is never allowed. Items cannot be kept even when found in the trash, found on the floor, labeled as "surplus," etc. There are no exceptions to this policy!**

Just Cause and Due Process

Definition of *Just Cause*

Each Jefferson County Board of Education (JCBE) master agreement with employee organizations has a just cause provision that reads as follows:

"No employee shall be disciplined, reprimanded, discharged, demoted, or deprived of any professional advantages without just cause."

A simple method of defining *just cause* is to ask a question such as the following: Did the administrator (or board) have a just and proper reason to cause the action to be taken against the staff member?

The test of just cause simply stated is: You must be able to show harm to the school district.

Definition of *Due Process*

The term *due process* refers to the implementation of a procedure that, when adhered to, guarantees the protection of individual rights. Simply stated, due process guarantees the protection of individual rights.

Questions to Ask

- Was the rule, conduct, procedure, or order **known** to the staff member, and was it one that would be considered reasonable and related to efficient, orderly operation of the school or office? Have I published the rules and posted them on the custodial bulletin board for all to see? Have I ensured that all staff members have received a copy of the rules (e.g., a handbook)? Have I stated procedures and guidelines simply and in a clear, understandable form? Have I made the procedures reasonable and enforceable, and are they directly related to the orderly, efficient, and safe operation of the building?
- Was the staff member **advised** regarding his or her expected behavior in this regard, and was there prior knowledge and indication of **probable disciplinary consequences** for failure to comply on the part of the staff member?
- Was there a **fair and objective investigation** of the circumstances and the facts prior to discipline, and in fact, was there a clear violation or disobedient action? Did I meet with the employee to obtain his or her side of the story? Have I conducted an investigation and clearly determined that a violation has occurred?
- Are there specific **data, documentation**, and other **information** that exist to substantiate and verify the situation? (Failure in the past to require staff members to fully meet their responsibilities or inconsistently enforcing school rules may constitute extenuating circumstances. In such cases, republish, repost, and make known to all staff the requirements and expectations from each in the future.)
- Does the disciplinary action taken reflect a degree that is consistent with the seriousness and nature of the offense? Is it reasonable? (Test of Reasonableness)
- Has the staff member's (1) **previous record** been considered, and has he or she received treatment that is consistent with (2) **others who have been disciplined for similar circumstances**? (Test of Consistency)

You must be able to answer
“Yes”
to each of these questions
in order to afford due process.

Due Process Checklist

- Consult the discipline article of the negotiated agreement.
- Review district policies and procedures.
- Consult with your principal for approval and guidance prior to any formal disciplinary action.
- Consult with JCPS Employee Relations for advice and guidance.
- Schedule a conference with the employee. Notify the employee that he or she has a right to union representation.
- Conference with the employee, state the allegations, and allow the employee the opportunity to present his or her case.
- Determine the appropriate level of discipline (see Progressive Discipline checklist), and prepare the document. Summarize the conference in writing, if no disciplinary action is taken.
- Review the disciplinary documentation with Employee Relations. Include a signature line for the employee to acknowledge receipt and show a copy to Personnel. **Note: All discipline above a reprimand requires a meeting with the Employment Practices Review Committee and the superintendent's approval.**
- Meet with the employee to deliver the written disciplinary action. **The employee must be advised prior to the disciplinary meeting that he or she has the right to union representation.**
- Submit a copy of the disciplinary documentation and conference summary to Employee Relations.
- Submit a copy of the disciplinary documentation to Employee Relations for inclusion in the Personnel File.

Documentation

- Good, objective, and well-written documentation is essential to the corrective discipline/assistance process.
- A good administrative practice following a meeting with an individual staff member is to write a conference summary. (Use the district form available on the Employee Relations Web site.)
- This document should state your impressions of the context and results.

- Everyone involved in the conference should receive a copy, along with the opportunity to react to the document. A copy should be forwarded to Employee Relations. A conference summary is not placed in the Personnel File.
- If you suspect a negative outcome as a result of this conference, you should automatically document it.
- **Anecdotal records** are brief and factual notations of incidents you have observed personally.
- The basic purpose of **anecdotal records** is to serve as memory-joggers. They also reinforce your application of due process and serve as reference points.
- **Anecdotal records** are admissible evidence, provided that (1) staff are aware that you are keeping them as a matter of administrative practice and (2) staff are provided a copy.
- In any case, there cannot be any secret files or notes.

Investigation

- Fair and objective
- Right to representation
- Right to face accuser
- Opportunity to present his or her side

Common Investigation Errors

- Don't make a charge and then investigate to determine if it is true.
- Don't substitute hearsay information for documented facts.
- Don't make a charge just because you assume it is true.
- Don't express an opinion outside your realm of expertise

Strategies for Dealing With Incompetent Employees

- Respond early when you suspect incompetence.
- Bring in resources immediately.
- Allow time for correction of deficiencies.
- Resources brought in late in the process do not allow adequate time for progress/remediation to occur.
- Contact Employee Relations early and frequently.
- Follow timelines outlined in contracts/agreements.
- Be prepared to follow through to the end of the process

The Minimum Standard of Behavior

Your most marginal employee sets the minimum standard of behavior in your unit. It doesn't matter how many "stars" you have on your staff. In terms of discipline and arbitration, the employee who is doing the worst in the area of concern automatically sets the minimum standard and becomes the measuring stick to be used. It will continue to be the minimum standard unless you correct the situation.

Corrective Staff Discipline

One of the more difficult responsibilities that any supervisor faces is corrective staff discipline. Many supervisors attempt to change poor employee performance through positive leadership and helpful motivational techniques. Despite these efforts, some employees may continue to have a negative effect upon the total efficiency of the particular program to which they are assigned. Therefore, some form of staff discipline may have to be used in a continuing effort to improve the quality of staff performance. The steps may include warnings and reprimands, probation, probationary reassignment, suspension, and discharge. Temporary relief from duty and/or temporary reassignment may occur pending completion of an investigation and reaching final disciplinary/assistance decisions.

The effective supervisor remembers that the purpose of discipline is to correct and improve performance or conduct—not to provide punishment—and that it is important to document action taken. The director of Employee Relations should be consulted for assistance.

General Areas for Corrective Discipline/Progressive Assistance

In general, the areas of behavior/conduct that warrant corrective discipline/progressive assistance are as follows:

- **Neglect of Duty**—Every employee is expected to be on duty during regular work hours and to fulfill the responsibilities of the employee's position. If not, the employee is not doing the job.
- **Insubordination**—Although insubordination can take many different forms, it basically is defined as the refusal to follow a clear and reasonable order, request, or directive.
- **Incompetence**—An employee does not have the innate ability to successfully complete an assigned task.
- **Failure to Perform Duties Properly**—An employee may have the ability and experience to do the job, but for some reason, the employee is not getting the job done.
- **Improper Conduct**—Written and unwritten expectations of conduct on the part of all employees exist. These expectations may be included in a professional code of ethics, master agreements, policies, or other forms. When an employee violates these conduct expectations, there is need for corrective discipline.

Normal Progression of Corrective Discipline/Progressive Assistance

Before proceeding with disciplinary action, the effective leader will once again mentally check whether due process and just cause have been fulfilled. Keep in mind that

disciplinary action, although punitive in nature, should be **corrective** and **assisting**. The action must serve to encourage the wrongdoers to correct their behavior and lead them to **self-discipline**. Employees must know what is expected of them. If they have not been made aware of the building rules or district regulations, there is no way they can be held responsible for violating such rules.

When practicable, depending on the nature and degree of the employee's failure to meet standards and expectations and considering his or her work history, corrective discipline/assistance is to be progressive.

Progressive Discipline

- Oral warning
- Written warning and reprimand
- Suspension without pay
- Disciplinary probation
- Discharge

Progressive Discipline

Checklist

Due process must be followed before progressive discipline is implemented. Appropriate forms are to be used. Forms are available online. From the JCPS Web site, click *Employees*, click *Departments*, click *Human Resources*, click *Labor Management and Employee Relations*, and click *Classified Discipline Forms*.

Oral Warning

- Is issued by immediate supervisor or other appropriate supervisor
- Is delivered in private
- Is delivered in a serious but nonthreatening manner
- Is confirmed on Form CS, Conference Summary, and:
 - Is addressed to the employee
 - Cites the rule or regulation violated
 - Describes the employee's violation
 - Specifies the expected performance adjustments
 - States that additional disciplinary action will be taken if performance adjustments are not satisfactory
 - Is signed by the supervisor issuing the oral warning as well as by employee
 - Is approved by the principal
 - Is copied to Employee Relations (not the Personnel File)

Oral Warning

Oral warnings are issued by the immediate supervisor and **confirmed in writing**. For convenience and enhanced communication, supervisors need to use JCPS

Disciplinary Form CS, Conference Summary—Support Personnel, for this purpose. Written confirmation provides the necessary documented proof of the action taken in the event a grievance is filed. The supervisor and the employee, in addition to any other administrator, are to sign the document as required. The form is provided to the employee, and a copy is maintained by the supervisor(s) as documented evidence of progressive discipline/assistance in the event further action is needed. A copy must be forwarded to Employee Relations.

Written Warnings and Written Reprimands

- Are issued by immediate supervisor or other appropriate supervisor
- Are delivered in private
- Are delivered in a serious but nonthreatening manner
- Are confirmed in letter form or on Form CD, Notification of Disciplinary Action, and:
 - Are addressed to the employee
 - Cite the rule or regulation violated
 - Describe the employee's violation
 - Specify the expected performance adjustments
 - Cite previous disciplinary action taken for comparable or related offenses
 - State that additional disciplinary action will be taken if performance adjustments are not satisfactory
 - Are signed by the supervisor issuing the written warning or written reprimand as well as by employee
 - Are approved by the principal
 - Are copied to Employee Relations and to the Personnel File

Discipline Letter

- States the level of discipline
- Summarizes violation
- States expectations
- Describes action if expectations are not met
- Has receipt-acknowledged signature line

Written Warning

Written warnings are issued by the immediate supervisor in a conference. The conference is held in a private place away from other employees. The warning is **confirmed in writing**, and the original is provided to the employee. For convenience and enhanced communication, supervisors need to use the approved Employee Relations Form available online. This will serve as documented proof if further corrective action is needed and is to be forwarded for inclusion in the district's Personnel File on the employee with other copies distributed as indicated on the form. Upon request, the employee may have a

representative of the recognized employee organization present during the meeting. No other representatives of the employee are authorized. A copy must be forwarded to Employee Relations.

Requirements of an Official Written Warning

- Use form provided by JCPS Employee Relations.
- State that you are issuing a **warning**.
- Review the **request, rule, order, or regulation** that is the basis for disciplinary action.
- State the **inaction or failure** of the employee to **comply** with the request.
- Emphasize once again the expectation—what is expected of the employee.
- Always ask, “Is there anything I can do to **help**?”
- Conclude with the indication that **failure to comply** will warrant **further disciplinary action**.
- Confirm the conference in the form of a written summary. A copy recording the **date, time, violation, expectation, and action** taken is to be sent to the director of Employee Relations.

Written Reprimand

A reprimand is always **issued in writing** and presented directly and personally to the employee by the supervisor. For convenience and enhanced communication, supervisors need to use JCPS Disciplinary Form (available online). The written reprimand provides the necessary documented proof of the action if further discipline becomes necessary. The reprimand must state specific material facts, such as date, time, place, witnesses to, and actions of the individual(s) involved; should include a quotation of the regulation, rule, conduct procedure, or order violated or breached; should outline all previous oral warnings or written warnings; should be explicit and to the point (prove the misconduct or offense charged by using sensory facts and **avoid** making assumptions or relying upon hearsay information); should state how the employee is expected to improve his or her performance; and should state that if the staff member does not improve, he or she will be subject to further disciplinary action. The reprimand provides the necessary documented proof of the action if further discipline/assistance becomes necessary. Copies of conference summaries confirming prior warnings should be attached as documentary evidence of progressive discipline. Reprimands are to be approved when required (prior to issuance), signed by the immediate supervisor, and provided to the employee. A copy must be submitted for inclusion in the district’s Personnel File on the employee.

The Requirements of an Official Written Reprimand

- Use form provided by JCPS Employee Relations.
- The reprimand must be individually written; must be addressed to the employee; and must state specific material facts, such as **date, time, place, witnesses to, and actions** of the individual(s) involved.
- The reprimand should include a quotation of the **regulation, rule, conduct, procedure, or order** violated or breached.
- The reprimand should outline all previous **warnings** and/or **written reprimands**, if any.
- It must be explicit and to the point. Prove the misconduct or offense charged by using sensory facts; avoid making **assumptions** or relying upon **hearsay** information; and specify what was **seen, heard, touched, tasted, or smelled**—let the concrete sensory facts tell the story to prove the case. Any case is weakened from the beginning when disciplinary action is not based on sensory facts.
- It should state that the letter constitutes a **written reprimand**.
- It should state that the staff member is being given another opportunity to **improve** in performance, and it should express the hope that the staff member does so.
- It should state that if there is no improvement, the staff member is subject to **further disciplinary action**. This is a critical point. The administrator must remain flexible, not stating what the further action will be.
- The staff member must be given a copy of the letter. Do not mail it unless it is absolutely necessary, in which case you should send it by **certified mail**.
- Forward a copy of the letter to Personnel Services for inclusion in the employee’s **official Personnel File**. A copy is also to be sent to the director of Employee Relations.

Probationary Status

Before an employee can be placed on disciplinary probation, the supervisor must contact Employee Relations.

When the supervisor believes that disciplinary action should take the form of disciplinary probation, a meeting is scheduled with the employee to discuss the conditions of the probation. The employee may have a representative of the recognized employee organization present during the conference. The conference and the decisions reached are to be **summarized in writing**, and copies are to be distributed as needed. For convenience and enhanced communication, use the form available online. The summary document should include the **reason** for the action, should list the **conditions** of the probation, and should indicate

the measurements of compliance expected. Probation is for 90 days with written evaluations at approximately 30, 60, and 90 days. Written **weekly** or **daily** checks are strongly suggested.

Temporary Relief From Duty

Temporary relief from duty is only used if it is necessary to separate the employee immediately from the work setting. Temporary relief from duty is not discipline, and the employee **is paid** until action is taken to reach conclusions regarding proper discipline, if any.

Suspension Without Pay

- Before an employee can be suspended without pay, the supervisor must contact Employee Relations. **No employee can be suspended without pay until the action is approved by the superintendent.**
- Is issued by immediate supervisor or other appropriate supervisor
- Is delivered in private
- Is delivered in a serious, but nonthreatening, manner

When the supervisor believes that disciplinary action should take the form of suspension without pay, a meeting is scheduled with the designated supervisor and other staff to reach a decision on the pending action. If it is agreed that suspension without pay is appropriate, the designated supervisor meets with the employee to discuss the decision. **Only designated supervisors are authorized to suspend without pay, after obtaining approval from the superintendent/designee.**

The employee should have a representative of the recognized employee organization present during the conference, and the designated supervisor should so inform the employee. The designated supervisor will summarize the conference and the decision reached **in writing**, and copies will be distributed as needed. For convenience and enhanced communication, the form Notification of Suspension Without Pay—Support Personnel, is available online. Employee Relations will complete a Notification of Change Form after the action is approved by the superintendent. Suspension without pay is for five days or for the length of time it takes to complete an investigation and to reach further decisions regarding employment status.

Discharge

When the supervisor believes that the disciplinary action should take the form of discharge, a meeting is to be scheduled with appropriate supervisor(s) and other staff to reach a decision on the pending action. The director of Employee Relations should be contacted immedi-

ately. If it is determined that discharge is appropriate, a meeting with the employee is then scheduled by the designated supervisor(s) for the purpose of informing the employee of the charges and of the decision to recommend discharge. **Only designated administrators are authorized to discharge employees.** The employee should be informed that he or she has the right to have a representative of the recognized employee organization present during the conference. The conference and the decision reached are summarized **in writing** for inclusion in the district's Personnel File on the employee. For convenience and enhanced communication, the JCPS Notification of Discharge Recommendation—Support Personnel Form is available online. Employee Relations will complete a Notification of Change Form after the action has been approved by the superintendent.

After due process, the following causes and others comparable in seriousness may result in **discharge** without prior disciplinary action:

- Previous discipline for the same or similar actions
- Dishonesty (theft and/or receiving property stolen from the employer)
- Conviction of or pleading guilty to (including first-offender placement in the Commonwealth's Attorney's Diversion Program) charges of sexual misconduct included in KRS Chapter 17
- Possession or use of firearms or other deadly weapons on district property
- Conviction of or pleading guilty to (including first-offender placement in the Commonwealth's Attorney's Diversion Program) drug-related charges included in the Kentucky Controlled Substances Act, KRS Chapter 218A and Titles 901 and 902 of the Kentucky Administrative Regulations (KARs)
- Possession or use of or being under influence of narcotics, alcohol, or hallucinatory drugs on district property
- Insubordination or willfully disrespectful conduct
- Neglect of duty
- Willful or negligent damage of district property
- Conviction on charges of child abuse related to employment
- Failure to maintain valid credentials and certificates or licenses that are required qualifications for the job
- Immoral conduct

At each step of the process, the director of Employee Relations is to be consulted to ensure districtwide consistency and compliance with provisions of nego-

tiated agreements. The director of Employee Relations, who chairs the Employment Practices Review Committee, is to be consulted prior to any decision to suspend or discharge.

Employment Practices Review Committee

When the supervisor(s) determines that suspension without pay or discharge is appropriate action, the director of Employee Relations, who chairs the Employment Practices Review Committee, is to be **consulted** prior to any decision to suspend or discharge in order to ensure districtwide consistency and compliance with provisions of negotiated agreements. The director of Employee Relations will schedule a presentation before the Employment Practices Review Committee. The purpose of the committee-review process is to help the supervisor make informed decisions. The employee should not be told of the meeting, shall not attend the meeting, nor be apprised of the deliberations. The committee reviews all documentation supporting the recommendation with the supervisors involved and provides opinions and suggestions with regard to the legal, contractual, regulatory, and policy aspects of the pending action. **The committee does not make decisions.** The decision to proceed or not with the pending action rests with the supervisor(s) involved.

Grievances/Complaints

Inevitably, even the best supervisor will have a grievance filed against him or her when he or she administers discipline. According to JCBE policy, each employee has the right to take issue with a supervisor's disciplinary action and, if represented by an employee organization, the right to process a grievance with the assistance of that organization.

Employees are expected to bring complaints and allegations to the supervisor's attention informally before getting an employee organization involved. If an employee fails to do so, do not overreact. Let the employee know that he or she, too, has requirements to meet in the agreement; then proceed to handle the complaint.

Before meeting with an employee and/or the representative, you should recheck the questions with regard to due process and just cause and revisit the checkpoints that led to your decision to discipline. After meeting with the employee and/or the representative, the supervisor should carefully and honestly investigate the alleged violation of rights to determine if, in fact, some error was made.

Do not make any decisive statements until you have had a chance to review the alleged violation. If you determine that an error was, in fact, made, it should be corrected immediately. It is not wise to request that the matter be settled at a higher level. Such actions only serve to undermine your authority and credibility as a supervisor. Remember that if the grievance is referred to a higher level for review, you have relinquished all control over the process and the decision.

If you are reasonably sure that the allegation has no basis, the Employee Relations Office needs to be contacted immediately for assistance with the response.

Objectivity should be maintained throughout, and the process should be viewed in terms of what is best for the district or school, not as a personal loss or triumph.

Extended Medical Leaves of Absence Related to Workers' Compensation

These procedures apply specifically to leaves for Workers' Compensation purposes but may be applied to other situations in extenuating circumstances.

- Applicable provisions and procedures related to medical leaves of absence are outlined in *JCPS Policy and Procedures Manual*.
- Each case will be individually reviewed with regard to provisions and procedures for the automatic termination of employment and for the filling of positions when an employee experiences extended absence from duty. These automatic provisions may be waived and a position reserved, based upon medical evaluation and the expected length of absence.
- When automatic provisions are waived and it is not reasonable to staff a reserved position with a substitute, temporary, or reassigned employee, an employee may be temporarily assigned to the position for the duration of the reserved status. The employee will be a temporary appointee who will be treated as an initial probationary employee with regard to benefits during the period of temporary assignment but without obligation for continued employment.
- When an employee is released to return to work, decisions regarding employment will be based upon a current medical evaluation. The employee may be able to return to the same duties without restrictions, may be able to return to the same duties with reasonable accommodation for any restrictions, may be able to return to a job classification position that reasonably accommodates permanent restrictions and paid accordingly, or may not be able to return to work.

- The employee may be required to obtain at his or her own expense some personal equipment or devices as required in order to perform the duties of the job.

Docked Pay May Lead to Termination of Employment

Employees are expected to be at work and to provide the services for which they are employed. The district does not approve unpaid leaves for trips out of state, cruises, etc.

The types of leave available for employee use are included in the specific union/association agreement and the *Fringe Benefits Manual*. Some of the leaves are approved with pay, while others are unpaid. **Any employee who is not on an approved leave is in violation of Board Policy GCBD, which states, “An absence from duty not associated with an approved leave shall be treated as job abandonment regardless of intent to return to work and may result in termination.”**

The classified support staff agreements provide for unpaid leave when an employee becomes ill on the job and must leave work. These employees may choose to use paid sick leave, if available, or they may legitimately be docked in accordance with the negotiated agreement for the time not worked, provided that they follow your location’s notification procedures and that they have been approved for a leave of absence.

An employee who falsifies his or her leave application is subject to having leave denied, placing him or her in a docked-pay status. This could result in disciplinary action, including the possibility of discharge. Employees who falsely use sick leave for trips, etc., would be subject to this penalty.

An employee who is not on any form of approved leave and is docked for an absence is subject to the discipline procedures outlined in each employee union/association agreement. If you need additional information or guidance, please contact Human Resources.

Vacation and Overtime Approval

Principals or building managers approve requests for vacations and overtime. Vacation forms are available from the school office.

The following is a reasonable approach to use in scheduling vacation leave for the custodial staff:

- Employees must adhere to JCPS-approved policies regarding vacation scheduling and to guidelines as approved in the negotiated contractual agreement (SEIU/JCPS agreement).
- There are days, weeks, parts of weeks, and events for which vacation is generally not approved, such as the following:
 - Week before and/or week after the beginning and/or end of school
 - When testing is scheduled
 - School days close to holidays, such as Halloween, Valentine's Day, Thanksgiving, Christmas, etc., for schools with small staffs
 - Special events, such as festivals and open houses
 - Tournaments and other such events
 - Scheduled housekeeping duties following the completion of major construction/renovation projects
- Principals and/or plant operators may wish to meet with the entire custodial staff during April for the purpose of advance planning for summer vacations.

Note: It is important that you, as plant operator, relay pertinent information to your custodial staff so that they fully understand plans, timelines, etc., relating to the total school program. A good understanding of plans that affect each person's job responsibilities is an essential component of functioning as a team.

- Allow a few days for custodians to gather information, talk with spouses, etc., before beginning to schedule.
- Beginning with the most senior custodian, provide the staff an opportunity to schedule their vacation leaves.
- Cancel approved, scheduled vacation leaves only in the event of serious hardship.

The following factors should be considered when approving requested vacation leaves:

- Special needs of the school program (e.g., beginning of school, end of school, athletic events, testing, scheduled major construction/renovation projects)
- Effect on remaining staff

- Type of work to be completed (e.g., moving furniture)
- Safety
- Ability of the remaining staff to cover absences
 - Adjusting schedules and arrival and departure times
 - Doubling up
 - Availability and funding of a substitute when necessary to get the basic housekeeping services provided
- Adequate supervision for remaining permanent and temporary staff
- Vacations already approved for other members of the custodial staff
- Length of the requested vacation; it is normally expected that no more than two consecutive weeks of vacation would be requested and approved.
- Individual circumstances of the employee
 - Individual preference
 - Spouse's vacation time
 - Extenuating circumstances
- Seniority when two or more custodians have preference for the same available time

JCPS Policies and Procedures and the negotiated contractual agreement are available on the JCPS Web site. You should always check district policies when dealing with personnel issues.

CHAPTER III

Proper Cleaning Methods

The standard operating procedures within this chapter have been approved by Housekeeping Services. Following approved cleaning procedures is a critical component of infectious control within our schools. JCPS Housekeeping Services standard operating procedures (SOPs) are in place to support previously provided housekeeping training. This SOP is not a substitute for common sense or any other safety rules specific to cleaning activities. Particular attention should always be given to daily housekeeping practices, proper use of cleaning supplies, and use of provided personal protective equipment. **We clean for health first, then appearance.**

JCPS follows the recommendations outlined for schools by the EPA Tools for Schools Green Cleaning Program. Procedures are in place that emphasize cleaning to protect health without harming the environment. Our systemic approach to measuring and monitoring building cleanliness does not solely evaluate on appearance. Equal emphasis is placed on the environmental sustainability of cleaning operations and overall building health and the health and safety of building occupants.

Our green, sustainable cleaning program is all encompassing. First priority is given to capturing and removing soil where it enters our schools before it gets spread around and is more difficult and expensive to find and remove. Examples include such things as 12 to 15 feet of interior and exterior matting at entrances, more regular and frequent vacuuming and dust mopping of the first 30 to 50 feet inside of entrances, and focusing on microareas of a building that have a greater need for cleaning than other, lesser used areas.

Proper Cleaning

Proper cleaning techniques can greatly reduce the risk of cross-contamination and the spreading of germs and bacteria. Follow these basic guidelines at all times:

Good Handwashing

Handwashing is the single most effective means of controlling the spread of communicable diseases. During an outbreak, employees should wash their hands frequently, in accordance with 902 KAR 20:300 (6), and strict handwashing policies should be reinforced among staff. In addition, handwashing in these circumstances should also always be done:

- After using the restroom.
- After eating or drinking.
- After handling garbage or touching any soiled surface.
- After cleaning, sweeping, or mopping.
- Before putting on plastic gloves.
- After removing plastic gloves.
- After handling soiled linens.
- Whenever hands are visibly soiled.

Note: Alcohol sanitizers do not replace good handwashing and may not be effective against norovirus.

- Always wear appropriate personal protective equipment, which JCPS provides for you.
- Scrubbing is the best way to remove dirt, debris, and microorganisms.
- Cleaning is required before any disinfection process because dirt, waste, and other materials can lessen the efficacy of disinfectant/germicidal cleaner.
- Clean from the cleanest to the dirtiest areas.
- Clean from the highest to the lowest areas.
- Clean from the back or the farthest point from the door to the front of the room.
- Both daily and project cleaning is needed to maintain an acceptable standard of cleanliness.
- Do not leave your assigned area before the cleaning is complete unless gloves are removed and hands are washed first.
- Use chemical dispensing stations. The manufacturer's mixing (dilution) instructions must be followed when using any chemical.
- Never store diluted products on the shelf for longer than the manufacturer's instructions.
- Never mix a chemical with other chemicals.
- Follow the manufacturer's instructions for the contact time for disinfectants/germicidal cleaner. (*Contact-time* is sometimes referred to as *kill-time*).
- Dry sweeping, mopping, and dusting should be done carefully to prevent dust, debris, and microorganisms from getting into the air and landing on clean surfaces.
- Products are to be used for their intended purpose only.

- Buckets that contain cleaning solutions or rinse water should be changed every three rooms, or before the bottom of the bucket cannot be seen, and immediately after cleaning blood or other body fluids.

Cleaning efficacy is verified quarterly at all JCPS locations by our Housekeeping Evaluation Program.

Project Cleaning

Even though we do a professional cleaning job daily, a school facility is like our home. It sometimes needs a little extra touch—not as much as we do during summer cleaning but a little more detail than we can possibly do each day. This is what we refer to as project cleaning. Project cleaning means checking an area (office, classroom, etc.) from ceiling to floor and performing the necessary cleaning tasks. The tasks usually consist of cleaning the lights, spot-cleaning walls and windows, washing or polishing furniture, and reconditioning the floor. Tile floors may need only spray-buffing to restore their shine. If the floor is carpeted, it may only need to have the spots removed or the high-traffic area cleaned.

By performing project cleaning in one room or area per night, each area on a custodian’s regular schedule gets the extra touch it needs several times between summer cleanings. Rooms that are project-cleaned regularly always look great and make summer cleaning much easier.

It is recommended a written record be maintained of all project work completed and/or scheduled (see “Forms” section). A written record is essential for planning and accountability.

Daily Office Cleaning

Offices are one of those areas that create first impressions. They should be properly cleaned daily.

Equipment	
<ul style="list-style-type: none"> • Microfiber duster • Wiping cloths • Plastic trash liners • Furniture polish • Dust mop • Dustpan • Broom • All-purpose cleaner 	<ul style="list-style-type: none"> • Glass cleaner • Sponge • Vacuum • Putty knife • Wet mop • Bucket and wringer • Nonlatex disposable gloves/Personal protective equipment

Glass and Windows

Doors and partition glass in the office area should be spot-cleaned or cleaned several times a day. Dust windowsills, and clean all glass.

Restrooms

If there are restrooms in the office area, refer to restroom cleaning procedures.

High-Dusting

Use the microfiber duster with extension to dust ceiling vents, lights, wall hangings, and any other articles that are too high for the low duster.

Low-Dusting

Use the microfiber duster for wall vents, baseboards, chair rails, bookcases, etc.

Furniture

Dust top and sides of desks, being careful not to disturb paperwork that is left on the desktops. Lift such articles as telephones, staplers, and picture frames, and dust underneath them.

Use furniture polish to remove fingerprints if necessary for older-type furniture. Most Formica on desktops will streak if furniture polish is used. If streaking occurs, try a microfiber cloth; this usually works better.

Dust all file cabinets and bookcases, and polish as necessary.

It is helpful to notify office staff members ahead of time for scheduled project work. By doing this, it may be possible for staff members to clear the top of their desks, file cabinets, and areas more than usual for a more complete cleaning.

Trash Receptacles

Wash the inside and the outside of trash receptacles. Replace plastic liners.

Electronic Equipment

Dust all electronic equipment with microfiber duster.

Be careful not to unplug or change any settings on any equipment. Clean all glass with glass cleaner.

Floor

If the floor is carpeted, vacuum thoroughly, removing spots if necessary. Move all chairs, and vacuum underneath. If the floor is resilient tile, dust-mop, spot-mop, and spray-buff if needed.

Walls

Check walls and doors for spots.

Office Project Cleaning

Offices should also be project-cleaned frequently in order to keep them looking their best.

Remember, regular project work makes summer cleaning much easier.

Equipment	
<ul style="list-style-type: none"> • Microfiber duster • Sponge • Wiping cloths • Vacuum • Plastic liners • Furniture polish • Dust mop • Dustpan • All-purpose cleaner • Glass cleaner • Putty knife or razor blade scraper 	<ul style="list-style-type: none"> • Carpet cleaner • Carpet bonnet or carpet extractor • Mop bucket and wringer • Plastic pail • Red or blue floor pad • Spray-buff solution • Floor finish • Floor machine • Wet mop • Nonlatex disposable gloves/Personal protective equipment • GFCI (ground fault circuit interrupter)

High- and Low-Dusting

Perform all high- and low-dusting as described in the daily cleaning brochures.

Windows and Walls

Wash windows and spot-clean walls.

Furniture

Polish all furniture tops and sides.

Floor

Spot-clean and shampoo carpet as described in “Carpet Cleaning Procedures.”

Perform the necessary procedures for resilient tile flooring as described in the floor-care procedures—spray-buff, light-scrub, and refinish, or strip and refinish.

Furniture

Routine furniture cleaning is a custodial duty within JCPS, but specialized furniture and/or equipment is to be cleaned and maintained according to manufacturer’s recommendations by personnel with direct usage expertise.

Ventilation

Move furniture outside if possible. If completing task indoors, ensure proper ventilation as appropriate (open windows if possible, ensure HVAC system is working properly with correct humidity levels, use fans, etc.). All paths to exits must be kept clear and unobstructed.

Personal Protective Equipment (JCPS provided)

- Nonlatex gloves (required)
- Goggles/Respiratory mask (advisable when disinfecting)

Cleaning

- Sweep/Dust/Remove all particles prior to cleaning and/or disinfecting.
- Remove gum with scraper from underneath furniture.
- Anything that is removable and washing machine-safe should go in the washer.
- Rags—These are available from JCPS maintenance warehouse (485-3417) are preferable for cleaning. The scrub-side of scrub sponges (warehouse) may be needed for cleaning aggression. Disposable wipes available from JCPS warehouse are preferable for disinfecting.
- Obtain all-purpose cleaner (into bucket) or germicidal cleaner (into spray bottle to avoid cross-contamination from dilution station (no hand-mixing, ensuring proper dilution levels and water temperature).
- Secondary labeling must be used so that all chemical containers are easily identifiable for all.
- When disinfecting—remember, you never rinse and allow to air dry.
- To greatest extent possible, ensure dehumidification takes place. Leave doors and windows open and lights on (if your facility system allows).
- Remove all refuse.
- Leave flooring clean and debris-free.
- Wash hands after removing gloves.
- Visually check furniture periodically after cleaning to ensure proper drying occurred.

Note: Soft furnishings that cannot be washed must be steam cleaned by Housekeeping Services. If you do not have needed equipment, submit appropriate work order via the WOM system.

Classroom Cleaning

Classrooms are probably the easiest areas to be cleaned if kept in good condition. In order to keep these areas up to par at all times, follow a proper daily cleaning schedule and project-clean at regular intervals. The amount of daily cleaning performed will play a large part in determining your project-cleaning requirements. Remember, what you miss tonight will usually double by tomorrow night and take twice as long to clean.

First, assemble all your supplies and equipment and make sure everything is in good working order.

Equipment	
<ul style="list-style-type: none"> • Cleaning cart • Mop tank and wringer • Wet mop • Plastic pail • Glass cleaner • Putty knife or razor blade scraper • Scrub sponge • Wipes 	<ul style="list-style-type: none"> • Microfiber duster • 18" swivel dust mop • Corn broom • Trash can liners • All-purpose cleaner • Vacuum, if required • Nonlatex disposable gloves/Personal protective equipment

When all equipment has been assembled and cart has been stocked, move to designated area. Place cart outside the classroom next to the wall. Equipment left in the corridor should always be placed flush with the wall.

Trash

First, empty pencil sharpener and remove large pieces of litter from floor. Empty trash and recycling.

High-Dusting

Next, perform high-dusting: tops of whiteboards, maps, light fixtures, top of TV, and any other areas that cannot be reached with the duster without extension.

Low-Dusting

Low-dust such items as bookcases, window ledges (adjust shades to the top of lowest window pane at this time, and check window locks), and teacher's desk (do not disturb any paperwork), and remember to dust vertical surfaces as well as horizontal surfaces of furniture and fixtures.

Rotate—high-dust one day, low-dust the next. This continual rotation will make project work much easier.

Desk

Next, wash desktops using all-purpose cleaner or germicidal detergent solution. Use a scrub sponge since the abrasive side will help remove marks and other debris.

All dirty desktops should be washed daily. This will make project time easier, and desktops will stay in good condition daily. If only one night a week is designated to washing desktops, it is a very time-consuming task and the desks are unsightly for students who use them daily.

There are times—such as cold and flu season—when it is advisable to use disinfectant cleaner dispensed by spray bottle to avoid cross-contamination when wiping desktops, doorknobs, etc.

Carpeted Floors

Pick up all debris that is too large for the vacuum.

Remove any spots on the carpet by spraying with a shampoo solution from a spray bottle. Let solution soak into spot for two to five minutes, and then attempt to remove by blotting with a damp cloth. Always blot from outside of the spot toward the center to prevent spreading. If spot remains, repeat procedure. Follow with cold water blotting to rinse. (Don't leave residue.)

Don't attempt to remove ink spots since this requires the attention of a trained carpet specialist. Certain ink spots will spread very rapidly when you attempt to remove them. Submit a work order for the Carpet Cleaning and Repair Shop (Housekeeping Services).

Once spots have been removed, vacuum the carpet, moving desks and other furniture if necessary. Make sure all desks in the classroom are left in the same order in which you found them.

Hard Surface Flooring

Dust-mop all resilient floors, using putty knife or razor blade scraper to remove gum, etc. As you dust, tilt desk with one hand while pulling the dust mop underneath the desk with your other hand. Proceed by pushing the mop back through the aisle between desks, and repeat same procedure with the next row of desks.

Be sure to keep the same side of the dust mop in the forward position at all times with microfiber mop strands out in front to trap the dust. Try not to lift the mop unless it is necessary to remove collected dust. Sweep trash outside the classroom door for pickup. (Dust mops should be brushed or vacuumed and taken outside daily for a good brushing. A dust mop can be used repeatedly and can be very effective if vacuumed and brushed daily.)

The floor should be spot-mopped or damp-mopped where necessary. It is most important to spot-mop floors daily in order to keep them in good condition and looking good. Floors that are not spot-mopped daily will not hold up because the spots get tracked onto the rest of the floor and the surface soil cuts the finish. This very quickly results in a very dull and unsightly floor. When this happens, it will take a lot of time and work to get it into shape again.

Restrooms

If there are restrooms inside the classroom, paper supplies, hand soap, etc., will have to be replenished. Check "Restroom Procedures" for proper cleaning and disinfecting instructions.

Walls and Glass

The last cleaning procedure now is to spot-clean walls and clean the door glass. Spot-clean the wall around light switch, pencil sharpener, and other areas as necessary. Remember that the door glass has two sides, and remember to spot-clean the door while you are cleaning the glass.

Remove all cleaning equipment from the room, and take a last good look around to make sure nothing has been forgotten. Turn out the light (if not auto), and close and lock the door.

Time duration: 17 minute average for each classroom.

A professionally cleaned classroom is a welcome and pleasant sight for students and teachers in the mornings.

Classroom Project Cleaning

In addition to daily cleaning, it is necessary to project-clean classrooms. A regular schedule should be followed for project cleaning classrooms. For instance, if a custodian is responsible for 20 classrooms on a run and project-cleans 1 each night, then approximately every 20 days, each classroom gets a thorough cleaning. This is especially necessary because of the constant use and wear and tear on the floors. Although the floors are dust-mopped and damp-mopped daily, after a while they need to be spray-buffed or lightly scrubbed and refinished in order to remove scuffs and black marks and to restore the floors to their original shine. Neglected classroom floors can become very unsightly in a very short time. With a good spray-buff program and daily spot-mopping, floors can look great every day. It will not take long for the unkempt floor to need a major stripping, which involves a lot of hard work and is very time-consuming.

The first thing to do is assemble all equipment and supplies necessary for the job.

Equipment	
<ul style="list-style-type: none">• Microfiber duster with extension• Scrub sponge• Microfiber cloth• Putty knife• Plastic pail• Microfiber dust mop• Wet mop• Trash-can liners• Doodlebug with scrub pad	<ul style="list-style-type: none">• Floor machine• Spray-buff solution• Corn broom/Dustpan• Furniture polish• All-purpose detergent• Glass cleaner• Nonlatex disposable gloves/Personal protective equipment• GFCI• Mop tank and wringer

If floor is carpeted, you will need a carpet bonnet or carpet extractor. Follow carpet-cleaning procedures.

Trash

First, empty pencil sharpener and remove trash.

High-Dusting

Using the duster with extension, dust overhead lights, vents, all ledges, and any overhead objects.

This is a good time to check windows, shades, and other articles in the room to make sure everything is in good working order. If anything needs to be repaired and preventive maintenance will not correct it, report to the night lead or plant operator.

Low-Dusting

Next, low-dust window ledges, bookcases, student desks, file cabinets, and teacher's desk. Be sure to check windows and adjust shades to the top of lowest pane.

Furniture

Clean teacher's desk and other furniture with furniture polish. Do not use furniture polish on Formica. A microfiber cloth will work better. Be careful not to disturb any paperwork.

If the whiteboard has no writing on it, you may wipe it with a dry wipe. Do not erase anything that has been left on the board.

Wash desktops and window ledges, and wipe the TV screen with microfiber cloth.

Walls and Glass

Spot-clean walls and doors; clean door glass and windows.

Restrooms

If the classroom has a restroom, refer to "Restroom Cleaning Procedures."

Tile Floor

The purpose of dust mopping is to remove dust, litter, and soil from floors or in preparation for wet-cleaning. Do not lift dust mop off of the floor when dust mopping. Dust-mop the floor using the corn broom to get into the corners, behind univents, or in other areas where the dust mop will not reach.

Experience will tell you whether the floor can be restored by spray-buffing or by light-scrubbing and refinishing. If it has been kept up to par, all that will be necessary is a damp-mopping and spray-buffing with a spray-buff solution.

Using all-purpose detergent in cold water, damp-mop entire floor to remove surface soil and grit. When completing damp-mopping, change mopping solution after damp-mopping 1,000 square feet of floor space.

Mount the drive block and spray-buff pad on floor machine, mist a small amount of spray-buff solution on a small section to the side of the floor machine, and buff back and forth until the floor is dry and a luster is visible. After floor is buffed, dust-mop to remove dust and grit.

Use a GFCI when you are operating electrical equipment where water/liquid is present.

If scuffs and black marks cannot be removed by spray-buffing, it will be necessary to light-scrub (blue or red pad) and refinish.

Mix all-purpose detergent in cold water and wet mop floor, one section at a time. Mount the blue or red scrub pad on the floor machine and scrub in one direction, overlapping each pass. Crisscross scrub in the same manner. Remember, you only want to remove scuffs and black marks. Pick up solution with wet vacuum, and mop with clean, cold rinse water. Pick this water up with the wet vacuum. Dip mop in rinse water, and damp-mop. When floor is dry, apply one coat of finish, staying at least 12 inches from the wall to prevent buildup.

When floor is dry, put all furniture back in place and clean and store all equipment. The job is complete.

Remember to take one last look around to make sure nothing has been forgotten.

Whiteboards

Daily cleaning consists only of dusting the top edge. Never erase anything from the board unless you are asked by a teacher or supervisor to clean it. Special cleaners are available for all types of boards, such as whiteboards, and for the few chalkboards still in use.

Whiteboard cleaner is an odorless liquid recommend for use on melamine or porcelain. This cleaner is nonflammable and safe for use in classrooms and offices.

Daily Restroom Cleaning

Restrooms are the number one source of complaints—keep them clean and stocked!

The old saying “An ounce of prevention is worth a pound of cure” certainly holds true with restroom cleaning. There are no shortcuts in cleaning a restroom. Plenty of

water, germicidal disinfectant detergent, and proper daily cleaning are the only solution for clean and odor-free restrooms. Odors are caused by germs and bacteria that are breeding. Areas around pipes, underneath sinks, the outside of a toilet bowl or urinal, and the floor drain are favorite breeding places for germs and bacteria. **If you kill the germs and bacteria, you kill the odors.** Using deodorizing blocks in toilets and urinals for a repetitive fragrance is not recommended. Getting to the source of the odor is the best way to alleviate problems.

The first step, as in any cleaning job, is to assemble all equipment and supplies on your cart.

Equipment	
<ul style="list-style-type: none"> • Germicidal disinfectant • Scrub sponge • Plunger • Putty knife • Mop tank and wringer • Wet mop • Doodlebug • Duster • Push broom and corn broom • Wet floor sign 	<ul style="list-style-type: none"> • Dustpan • Paper supplies • Hand soap • Wiping cloths • Commode brush or mop • Trash can liners • Plastic pail • Gong brush • Nonlatex disposable gloves/Personal protective equipment

Germicidal Disinfectant Detergent

Dilution of the germicidal disinfectant is controlled by the chemical dilution system. Remember, more is not better. Using too much will only cause problems, such as too many suds or streaking, and it may cause the floor to be sticky. Most important, it may be harmful to skin. **Since we never rinse germicidal disinfectant, it is vitally important that we do not add to the manufacturer’s controlled dilution ratio.** Cold water should always be used with a germicide since hot water weakens its ability to kill germs. **Be sure to wear nonlatex disposable gloves/personal protective equipment.**

High-Dusting

First, take the duster and corn broom, and remove dust from vents, sills, and ledges. From time to time, you will need the corn broom to remove toilet tissue from the ceiling.

Trash

Empty the trash, and replace the trash can liner.

Sweeping

Using the push broom, sweep the floor. Use the corn broom for corners and in areas that are too small for the push broom.

Paper Supplies

Replace towels, toilet tissue, and soap cartridges.

Mirrors

Using the scrub sponge and pail of germicidal disinfectant, wash the mirrors. Start in one corner, and work from right to left using circular cleaning motions. Dry the mirrors with a dry wiping cloth.

Sinks and Fixtures

Wipe the towel cabinets, the soap dispensers, and the wall around the sink. Dip the sponge into the solution several times (do not wring it out); scrub the sink bowl, around the faucets, and underneath the sink bowls. Be sure to clean the pipes and the wall around them.

Glass and chrome are the only items you dry. Allow the rest to air-dry. This will help kill the germs and bacteria.

Urinals

Using the scrub sponge and plenty of solution, clean the urinals inside and outside. Clean the pipes and wall around the urinal. Wipe the chrome dry.

Partitions

Clean the partitions with the sponge or Doodlebug and plenty of germicide. Start at the bottom, and wash upward to prevent streaking. Remember to clean the bottom and top of the partition.

Ventilation

Check daily to ensure the ventilation system within restrooms is working properly. Replace belts and submit appropriate work orders as needed.

Commodes

Take the plunger, and lower the water level in the toilet.

It may be necessary to use toilet-bowl cleaner at certain intervals but not daily. If bowl cleaner is used, hold bowl mop over the toilet bowl, pour the cleaner on the mop, and then clean the inside of the toilet bowl.

Using the scrub sponge and plenty of germicide, clean the pipes, the wall around the commode, and the outside of the toilet bowl and base. When all fixtures are cleaned, check the walls and partitions for graffiti and spots. Clean the top and bottom of the seat. Use the gong brush to clean the wall behind the commode and a little of the floor around the base of the commode.

Dry the chrome and the top of the toilet seat if the seat is to be used very soon.

Floors

The final step is wet-mopping the floor. Using the germicidal solution in the mop tank, saturate the floor. (Do not wring out the mop; simply lift it up, and let some of the excess solution run off.) Starting at the farthest corner from the door, lay the solution on the floor. Always work toward the door so you don't get boxed in and have to step over and contaminate freshly cleaned surfaces. Be careful not to splash the baseboards. Go back to the bucket as necessary for more solution. When the entire floor is covered, wring out the mop and pick up the excess solution.

This is wet-mopping. Never damp-mop a restroom floor. You need liberal solution on the floor long enough to kill the germs and bacteria and to leave the restroom odor-free.

Pour the remainder of the germicidal disinfectant solution down the floor drain, a favorite breeding place for bacteria and a source of odors. In addition, if liquid is not occasionally poured down the floor drain, the water in the drain trap will evaporate, allowing sewer gas to come back up the drain.

Be sure to wear gloves/personal protective equipment and to wash hands after cleaning each restroom. This will help prevent spreading germs from one restroom to another.

Clean and store your supplies and equipment.

A restroom with an operating ventilation system and properly cleaned every day will never have offensive odors. Remember, no shortcuts! Restroom cleaning is a top priority.

Restroom Project Cleaning

With proper daily cleaning, we can be assured our restrooms will always have a pleasing smell and attractive appearance. From time to time, however, it will be necessary to project-clean the restrooms in order to give them an extra-thorough cleaning and to keep them odor-free.

Almost every area in a restroom is a breeding ground for bacteria, which causes unpleasant odors. In order to eliminate these odors, we must apply a germicidal detergent solution to all surfaces. How often will you need to project-clean a restroom? Let's say as needed. Your professional experience will tell you when project work needs to be done, or you can set it up on a regular schedule.

Equipment	
<ul style="list-style-type: none"> • Germicidal detergent • Scrub sponge • Commode plunger • Putty knife • Mop tank and wringer • Wet mop • Duster • Doodlebug • Doodlebug pads • Dustpan and brush • Floor machine with brush block 	<ul style="list-style-type: none"> • Scrub brush or stripping pad • Wet vacuum • Hand soap • Paper supplies • Wiping cloths • Ladder or scaffold • Wet floor sign • Nonlatex disposable gloves/Personal protective equipment • GFCI • Push broom

Getting Ready

Assemble all cleaning supplies on the cleaning cart, and take them to the restroom. Leave all supplies and equipment just outside the door and close to the wall.

Empty and clean the trash container, replace the liner, and place the container outside the restroom. Remove toilet tissue and paper towels from the holders and cabinets.

Dilution of the germicidal disinfectant is controlled by the chemical dilution system. More is not better; it will cause problems with sudsing and streaking, or it can be harmful to skin. **Be sure to wear nonlatex disposable gloves/personal protective equipment.**

High-Dusting

Using the duster with extension (and ladder, if needed), dust vents and clean the light fixtures. If the light fixtures need washing instead of just dry-dusting, **make sure to turn off the electricity and follow lock-out/tag-out procedures.**

Dust all ledges and windowsills.

It may be necessary to use the broom to remove toilet paper that sometimes gets stuck on the ceiling.

When high-dusting is finished, sweep the floor.

Walls

When washing a wall, always start at the bottom and wash up. The wet solution will cause the dry wall to streak as it runs down.

The germicidal solution can be applied directly to the wall with the Doodlebug. This method saves time and reduces the amount of water used for this procedure.

Scrub the wall with the Doodlebug and pad. Dip the Doodlebug into the mop bucket containing the cleaning solution, and wash the wall from the bottom to the top. Dip the Doodlebug again, and rinse from the top to the bottom. A gong brush works well to scrub around the baseboard.

Rinse the wall with the same solution, starting at the top and rinsing down.

If the restroom is not equipped with a water hose hook-up, simply use a 44-quart mop bucket for wall-washing.

This method is very effective and does not require excessive equipment. It also is a much safer method for applying the germicide than spraying.

Partitions

Clean with a scrub sponge or Doodlebug, and rinse the same way the walls were done. Don't forget to clean the bottom and top of partitions.

Windows

Wash windows with solution, and dry them.

Fixtures

Clean all the fixtures, sinks, commodes, urinals, etc., and use the scrub sponge to clean the inside and outside. Clean the chrome on the fixtures, and don't forget to clean underneath the sinks.

Rinse the fixtures with the germicide, and allow them to air-dry. Use a wiping cloth to dry only the mirrors and chrome.

Restroom Floors

Ceramic and quarry tile floors can be project-cleaned with any of three types of machines: a conventional, low-speed floor machine; an automatic scrubber; or a cylindrical brush/rotary wash machine. No matter what type of equipment you use, a brush attachment—**not a pad**—should be used with restroom floors. Brush bristles reach below the tile level to the surface of the grout.

Use a GFCI (ground fault circuit interrupter) when you are operating electrical equipment where water/liquid is present.

In this procedure, one custodian applies the solution and operates the floor machine. The other custodian rinses the floor and changes the rinse water as necessary. If a ceramic or quarry tile floor has floor drains, you can rinse the floor with a hose, squeegee excess water to the drain, and mop dry.

1. Select the correct brush for the machine you are using and the floor surface. Too coarse a brush can damage tile grout.
2. Sweep and dust-mop the floor.
3. Remove gum and other sticky substances.
4. Set up a “Wet Floor” sign to warn of slippery conditions.
5. Apply solution with a mop to a 10' x 10' area or through machine operation. Avoid splashing the solution on walls or baseboards. With an automatic scrubber, wet-vacuum removal of the solution will take place on the same machine pass as the application and scrub-in of the cleaning solution.
6. Machine-scrub the solution (in straight lines in a slow, steady motion with the cylindrical brush machine; in the usual back-and-forth motion with a conventional floor machine; and in the usual straight path with an automatic scrubber). Overlap each just-scrubbed area. After you have finished scrubbing one area, back away toward the next area.
7. Wet-vacuum the surface to pick up remaining solution (may not be necessary with automatic scrubber).
8. Rinse twice. If you use a mop rinse, mop in the shape of a figure 8 or “S.” Stroke in one direction for the first rinse, and then for the second rinse, mop at right angles to the direction of the first rinse.
9. Hand-clean all edges and corners.

Finish

When the floor is dry, replace soap cartridges, toilet tissue, and paper towels. Place the trash can in the proper place, and you should be finished.

Water Fountains

Clean and sanitize nightly and as needed.

The plant operator must flush all common-area water fountains by running water for 30 seconds upon arrival (prior to arrival of first student) every Monday morning (or first school day of each week).

Damp-Mopping and Wet-Mopping

Like dust-mopping, frequent damp-mopping and wet-mopping are key factors in floor care. In order to keep resilient tile floors clean and shiny, it is necessary to keep the surface dust and soil removed. If dust and dirt are allowed to remain on the floors, they act like tiny cutting particles, which destroy the finish, causing it to powder and walk off.

When performing floor maintenance, always use proper signage and prohibit traffic until the floor is completely dry.

Damp-Mopping

Always use wet floor signs when mopping floors. Damp-mop daily or as often as possible in classrooms, corridors, and offices.

Use all-purpose detergent for mopping.

Don't use your damp mop for any other purpose, especially restrooms. Using a mop in more than one type of cleaning agent can cause a chemical reaction that can ruin your floor finish.

Mark your mop with “daily mopping” and “all-purpose detergent” so you won't get them confused.

Dilution of all-purpose cleaner is controlled by the chemical dilution system. Dip the mop into the solution until it is well-saturated, and wring it out to get it as dry as possible. Using a figure-8 motion, start at the farthest corner from the door and mop yourself back out of the door. (This keeps you from walking on the damp floor, which may leave ugly footprints on the floor.)

Dip the mop in the solution, and wring it out as often as possible. Change water when it gets dirty, usually after mopping 1,000 square feet of floor space. Don't ever mop a floor with a dirty mop or dirty mop water—this would only defeat the purpose. When mopping, always “cut in” first (“cutting in” is mopping edges and corners, keeping mop parallel to the wall). Be sure to overlap each pass of the mop.

Wet-Mopping

Wet-mopping is a different procedure from damp-mopping. Wet-mopping allows you to soak off heavy soil and is normally done daily in the cafeteria.

Dip the mop into the tank until it is well saturated. Don't wring it out—hold it over the bucket, and let the excess solution run out. **Never flood the floor with water; it could damage a tile floor.**

Starting at the farthest corner from the door, using the figure-8 motion, lay the solution on the floor. Dip the mop back into the tank as necessary for more solution.

When you have wet-mopped a limited area, dip the mop back into the solution and wring it out to get it as dry as possible. Do not allow water to stand on tile floor for very long or to pool to any appreciable depth.

Pick up the solution, and rinse and wring the mop as needed.

This should loosen and lift the soil, leaving the floor clean and odor-free.

Stripping and Refinishing

Maintaining resilient tile floors can be one of the easiest cleaning tasks we perform if the floors are properly maintained **on a daily basis**. If, however, they are not maintained daily, keeping them up becomes one of the most time-consuming housekeeping tasks.

Proper care of your floors will allow you to go a long time without having to do the time-consuming tasks of stripping and refinishing.

When it is necessary to strip and refinish, **never** take shortcuts, no matter how tough, messy, and time-consuming the job may be. If the job is not done right, the finish will not last. It will mean that a lot of time and hard work will have been done in vain. It is impossible to cover up or mend a poorly stripped floor. It will just have to be redone.

Equipment

As in any task, the first thing to do is get all your equipment and supplies together and make sure everything is in good working order.

- | | |
|--|--|
| <ul style="list-style-type: none">• Floor machine and pad holder (or walk-behind scrubber, if available)• Five wet mops• Stripping pads (red, or blue if your floor is asbestos) or stripping brushes• Wet-pickup machine• Four mop tanks• Three wringers• Dust mop• GFCI• Wet floor signs | <ul style="list-style-type: none">• Doodlebug and pad• Dustpan• Broom• Putty knife/Razor blade scraper• Pail• Wiping cloths• Stripper• Floor finish• Nonlatex disposable gloves/Personal protective equipment• “Gripper Stripper” shoe covers |
|--|--|

Preparation

Mark your mop handles so they are used in one particular solution and task. Label one for stripping, two for rinsing, one for damp-mopping, and one for applying the finish.

Move all of your equipment and supplies to the job site. Move as much furniture out of the area as possible to make the area easier in which to work.

After all the furniture and objects are moved, dust-mop the area thoroughly and pick up the dirt.

Use only approved dilution controlled dispenser for floor stripper.

Stuff towels or rags under doors to prevent stripping solution from running onto floors that connect to the one you are stripping.

Use a GFCI when you are operating electrical equipment where water/liquid is present.

Stripping Procedure

Place the mop in the stripping solution, lifting in and out. Do not wring the mop, but allow some solution to run back into the mop tank. Starting well away from the door wall, apply the solution to about a 10' x 10' area. Remember, use the minimum amount of solution that it takes to scrub this area. Too much water and stripping solution can cause damage. Generally, cold water is preferred since it evaporates more slowly, allowing the solution to stay wetter longer. Never flood the floor with excessive stripping solution. After applying the solution to the 10' x 10' area, apply it carefully next to the baseboards. This will keep the mop from splattering the walls since it will not be so full of solution.

Place the stripping pad in the bucket, and saturate it with the solution. This will help it do a better job when you start scrubbing. Remember, never scrub an area larger than 10' x 10' since the solution should be scrubbed and picked up as rapidly as possible to avoid damage to floor tiles, and you must easily be able to “walk off” slippery area. Place the stripping pad on the floor, and center the floor machine on the pad. Begin scrubbing, moving the machine from side to side, overlapping each pass about half the width of the machine. After you have scrubbed the area in one direction, change direction and go over the area in a crisscross pattern. Scrub as close to the baseboards as possible, moving the machine from left to right to eliminate splattering. Keep the baseboards wiped free of stripper as you work.

Use the Doodlebug around the baseboards and other areas where the floor machine will not reach. Some handwork will have to be done in the corners. A putty knife will be needed for this. Do not quit stripping edges and corners of floors until it has the same appearance as the center floor tiles (no dark areas).

As soon as a portion of the floor has been thoroughly scrubbed, immediately pick up the solution with a wet vacuum. If the area begins to dry out before you get the solution picked up, swirl the mop in the area to keep it wet.

When the stripping procedure is finished, you can begin stripping another 10' x 10' area while the first one is being rinsed.

After a stripped area has been vacuumed, check it carefully. If any finish remains, repeat the stripping procedures. Floors that have been poorly maintained for a long time may require several stripping operations to remove buildup of old finish.

Never use straight stripper to remove old finish. It will very likely damage the floor tile. It is much safer to repeat the stripping operation.

Remember: Strip only about a 10' x 10' area at a time when stripping with a standard side-by-side floor scrubber so that the solution does not stay on the tile any longer than necessary and you always have a dry walk-off area.

Walk-Behind Scrubbers

Basically, the same procedures are followed for stripping floors when a facility has a large industrial scrubber for use in lieu of a side-by-side floor scrubber. Naturally, larger areas can be completed in a shorter amount of time by using an industrial scrubber. Follow the same stripping procedures as outlined in this document in conjunction with the equipment manufacturer's instructions for usage.

Rinsing Procedure

After all the finish is removed, the floor must be rinsed well. This is done with two rinses and one damp-mopping. Use clean, clear water. Using a rinse mop, lay a thin solution on the floor, and immediately pick it up with the wet vacuum. Repeat this procedure.

Using the second rinse mop, damp-mop the entire floor, wringing out the mop each time. Be sure all the corners are clean, and rinse the baseboards while you are at it.

When the rinsing is complete, take a damp cloth or sponge and wipe any splashes off walls, woodwork, and baseboards.

When the floor is completely dry, run your hand across it to see if any residue is left. If there is, the floor will have to be rinsed again. This residue consists of stripper and the finish that was not removed during a previous stripping. If no residue appears on your hand and there is no visible evidence of unstripped finish, the floor is now ready for new finish.

Cleanup After Stripping Floor Tile

It is important to clean up **all** the equipment used in the stripping operation before the stripper and old finish have been allowed to dry and accumulate.

Rinse the mops until the water runs clear. Wring them out, and hang them head down to dry. Never leave wet mops in a tank of water. Clean them immediately after use.

Wearing nonlatex disposable gloves/personal protective equipment, dispense some stripping solution from your chemical dispensing system. Scrub and rinse the wringers and the mop tanks, and store them in the proper place. Scrub the floor machine head, handle, and cord. If stripper is left on the cord, it can damage the floor at a later date if it comes in contact with water on the floor.

Empty and wipe the vacuum, wash the outside, and wipe the cord.

Finish Procedure

After all equipment is cleaned and stored and the floor is dry, you are ready to apply the floor finish. Floor must be sealed or finished before traffic is allowed to enter. Pour the finish into a mop tank. (Tip: Line your mop tank with a large, plastic trash bag, and throw it away when you are finished. Then you will have no finish dried on your mop tank.) Pour only the amount of finish that you will use in the mop tank. You can always pour more finish into the tank. Unused finish cannot be saved; **never** pour unused finish back into the container because it will contaminate the good finish.

Dip your finish mop into the tank. Work the finish into the mop well, wringing finish through the mop several times to be sure it is completely saturated. Remember, if you are using a new mop, soak it in water overnight prior to using it to apply floor finish, to remove the spinning oils and sizing.

Lift the mop from the tank, and place it in the wringer—do not wring it out. Just apply enough pressure to the mop handle to squeeze out excess finish. The first coat should be a medium, uniform coat to act as a base. Apply the finish to the floor. Stay away from the walls, corners, and edges. Frame in the sides of the area to which you are applying finish with straight strokes, staying about 16 inches away from the walls and edges. Then, use figure-8 mop strokes to the rest of the area you have framed. Return to the finish tank for more finish as needed.

Drying time between coats should be a minimum of 30 to 45 minutes. However, if the humidity is high it could take longer. Do not recoat too soon. Just because it feels dry to the touch in a short time does not mean it is ready to recoat. The recommended drying time allows the finish to bond to the floor. If the finish is recoated too soon, it will soften the previous coat and cause the completed job to streak, powder, and walk off.

The longer you allow finish to dry between coats, the better the final results will be. Some, when possible, will allow overnight drying time or at least several hours between coats.

Repeat the recoating procedures for the second coat, wringing out the mop a little more. The second and final coats can be lighter. Again, stay away from walls and edges until the final coat. Change direction when applying the second coat, crisscrossing the previous coat. Change direction each time you recoat. Experience will tell you how many coats the floor needs; usually three to six coats are considered a minimum, depending on the procedures used for daily maintenance of the floor. Remember, each time you buff you will be taking a very thin layer of finish off. This is the way the scratches and scuffs are buffed out.

On your last coat, apply the finish all the way to the wall and edges.

Finish Cleanup

Clean and store all equipment. Make sure to get all the finish rinsed off the wringer. The tank should require little cleaning since you have it lined with a plastic bag. Remove the plastic bag from the mop tank, and throw it away. If it is not removed, the finish will dry and build up on equipment and make it unusable over a period of time.

As you can see, stripping and refinishing floors is a time-consuming and difficult task. With a properly stripped and finished floor and good daily maintenance, stripping and refinishing rarely should be necessary.

Spray-Buffering

The best assurance for keeping a well-maintained and attractive floor is to have a regular spray-buff program. Spray buffering will allow you to keep an attractive floor with minimal effort while prolonging the life of the floor finish and reducing the need for stripping and refinishing.

Note: Buffering is to be scheduled when students are not in the building (before or after school hours).

Equipment	
<ul style="list-style-type: none"> • Dust mop • Dustpan • Pickup brush • Spray-buff solution • Floor machine and pad holder • All-purpose detergent • GFCI 	<ul style="list-style-type: none"> • Buffing pad • Spray bottle (properly labeled) • Putty knife • Mop tank and wringer • Wet mop • Nonlatex disposable gloves/Personal protective equipment

Preparation

Before spray-buffering, the floor must first be dust-mopped and damp-mopped to remove all of the surface soil. Use the putty knife to remove gum and other deposits from the floor. Pick up walk-off mats, and take them outside. Shake them vigorously to remove the grit and soil. If possible, wash them with a hose and water.

Dispense all-propose solution, mixed with cool water, into a mop tank. Using a clean mop, damp-mop the area to be buffed. Follow the procedures given in the section on damp-mopping.

Prepare your spray-buff solution in a properly labeled spray bottle. Although there are ready-to-use spray-buff solutions, a mixture of half water and half floor finish will work.

Use a GFCI when you are operating electrical equipment where water/liquid is present.

Procedure

Holding the spray bottle in your free hand, turn on the floor machine. Spray a small amount of buff solution on the floor to one side of the machine, and begin to buff. Continue to buff until a shine is obtained.

Continue this procedure, moving the machine from side to side and overlapping each pass of the machine with the previous pass. To prevent buildup around the edges, do not spray the solution close to the walls.

When a heel mark or other hard-to-remove mark is encountered, spray the area and rub lightly with the center piece from a buffing pad. Use your foot to apply slight pressure. Do not rub too hard, and do not “heel” the machine on such spots; this removes the finish and leaves a dull spot, which will soil rapidly and detract from the floor’s overall appearance.

From time to time, it is necessary to clean the buffing pad. Lay the machine down, remove the pad, and brush it briskly with a stiff-bristled brush over a waste container. If this is inconvenient, brush the pad in place on the pad holder and then clean up the debris from the floor.

When one side of the pad becomes too loaded with soil and finish to do a good job, turn it over and use the other side. It is possible to go a long way on one pad.

If you have a high-speed floor machine, follow the same procedure, but do not buff side to side. Buff in a straight line up and down. The best procedure is to spray the area to your side as you are making your pass. Then you buff

this strip on your return pass. In other words, you are always spraying one strip ahead of yourself.

When spray-buffing is complete, go over the entire floor thoroughly with a dust mop again. Pick up any dust or debris you have created.

Note: Check furniture and/or such items as lockertops. You may need to dust surfaces nearby after buffing.

Finish

One very, very important thing to remember is to always dust-mop and damp-mop before spray-buffing. If you don't, the surface soil is ground into the floor, causing browning and powdering of the finish.

The big plus regarding spray-buffing is that the more you buff, the harder the finish becomes, making it less likely to scratch, scuff, and mark.

Guide to Frequency of Spray-Buffing to Maintain a High Appearance Level

Traffic Level	Recommended Spray-Buffing Frequency
Very heavy	Daily
Heavy	Daily—every second day
Moderate	Twice per week
Light.....	Weekly

Use walk-off mats at every entrance.

Furniture Chair-Glide Concerns

The practice of using tennis balls on chair legs to prevent floor marks has caused a twofold concern both in terms of using a product for a purpose other than for that which it is intended and in terms of the cutting and installation of the tennis balls creating a safety concern. While existing conditions may remain, future installation of tennis balls is prohibited.

Approved chair-glide covers are now available from the JCPS warehouse. Evaluation of replacement chair-glide covers is ongoing.

Propane Floor Machines

It is important to remember that local fire marshall regulations require all propane tanks be stored **outside** the school buildings.

Propane tanks may not be stored inside any room or area of a school building. Storage of tanks **must** be in a separate building away from your school facility.

Propane equipment may only be used when no students are in the building.

If you have propane equipment at your school, you must maintain a product Safety Data Sheet (SDS) on propane just as you do for all cleaning chemicals.

Terrazzo and Concrete Floors

Installation warranty and floor maintenance guidelines differ. In some instances, terrazzo floors are installed with a sealer that negates the need for waxing. Concrete floors often require only dust mopping or damp mopping and maintaining a shine by using specially formulated floor pads. If you are unsure of the manufacturer's/installer's directions for proper floor care for your particular school, contact the School Planning Unit at **485-3315**.

Light-Scrubbing and Refinishing

Light-scrubbing is often referred to as "top-scrubbing."

Light-scrubbing and refinishing are very effective and simple floor-care procedures used to restore or recondition a floor when total stripping isn't really necessary but the finish is so scuffed or marred that spray-buffing doesn't do the job.

Light-scrubbing means you just remove the top layer of finish in order to remove the scuffs and marks, and then you put a coat of fresh finish on it. Since you are not completely taking off all the finish, you must be careful not to damage the base coat you are leaving.

Since there are two things that very quickly harm floor finish, it is common sense not to use them. These two things are hot water and too much detergent. Remember, **never use stripper when light-scrubbing**. Although you may think you can use a small amount, there are chemicals in the stripper that are made just to break down the finish, and these chemicals make it unbond the finish from the surface.

The proper scrubbing solution for light-scrubbing is the same solution used for general mopping: dispense all-purpose solution using cold water through your dilution-control dispensing station.

Equipment	
Assemble the equipment you will need, and move it to the job site.	
<ul style="list-style-type: none"> • Dust mop • Broom • Dustpan • Wet-vacuum pickup • Putty knife • Floor machine (or walk-behind scrubbers if available) • GFCI 	<ul style="list-style-type: none"> • Blue or red scrub pads • Two mop tanks and wringers • All-purpose solution • Three mops • Wet floor signs • Nonlatex disposable gloves/Personal protective equipment

Mark your mops for solution, rinse, and finish.

Scrubbing

Use a GFCI when you are operating electrical equipment where water/liquid is present.

Apply the solution to about a 10' x 10' area, and immediately begin to scrub the floor. It is not necessary to scrub completely up to the baseboards or other stationary objects. The finish in these areas probably will still be in good shape. Make one pass with the floor machine, overlapping half the width of the pad on each pass. Crisscross-scrub using the same pattern. You can light-scrub very quickly since you are only removing the surface scuffs.

For medium soiled floors, use a red scrubbing pad. For heavily soiled floors, place a blue or green scrub pad on your floor machine.

Rinsing

After the scrubbing process is finished, pick up the dirty solution with a wet-vacuum pickup. Immediately wet-mop the floor with cold water, and again pick up with a wet vacuum. One wet-mop rinse is usually sufficient when you light-scrub.

Using the same rinse, wring the mop as dry as possible and damp-mop the entire floor. When the floor is dry, rub your hand over the surface to see if it is free of grit and dirt. If there is a powdery film on your hand, it will be necessary to rinse again.

Finishing

Pour the amount of floor finish you think you will need into a clean, lined mop tank. You are only going to apply one light coat of finish to the floor, so don't pour more than you think you will need.

Apply finish using the procedure given in the section on stripping and refinishing tile floors. Don't apply all the way to the baseboards or areas where you did not scrub. You want to avoid buildup around the edges.

Now that you are finished, clean and store your equipment. Follow up your efforts with good, daily dust-mopping and damp-mopping and with good spray-buffing programs. You can go for a long, long time before another restoration is needed.

Chemical Dilution Dispensing System

- First, make sure all water connections are tight and not leaking.
- Divert water flow to the dilution-control unit by turning the lever at the faucet so that no water is flowing into the sink.
- Choose the type of container you wish to place the desired product into.
- Secondary containers, such as spray bottles, **must** be properly labeled.
- **Always remember to turn off the water supply when you are finished dispensing products.** This is a matter of safety. If you leave water pressure on, this can cause undo stress on the supply hose and, over a period of time, the hose could leak.
- This dispensing unit can also provide just water. This is done by following instructions above and simply pointing the arrow on the dial knob at the words *rinse water*.
- Proper product dilution not only improves but ensures consistent performance, maximizes product efficiency, and minimizes waste.
- Dispenser unit is color-coded.
- Contact distributor immediately if unit is not working properly. (Contact information is labeled on unit, or contact Housekeeping Services if additional information is needed.)

Housekeeping Supplies Other Than Dispensing Unit

- JCPS follows environmentally friendly cleaning practices.
- Hand-held dispensing unit is to be used for stripper.
- Cleaning products are standardized to the greatest extent possible. In those rare occasions in which a specialty product is required, follow JCPS purchasing procedures and guidelines.
- The use of aerosol products is discouraged.
- Contact Housekeeping Services before ordering if the SDS for the product rates the product stronger than an **irritant!**

Troubleshooting Guide

The following troubleshooting guide is intended to highlight the most common causes of floor problems. The most likely causes shown for each problem are listed in rank order of likely occurrence. The information can provide a useful tool in identifying problems and implementing a remedy.

Problem—Poor Gloss (Gloss level below normal)

Most Likely Cause	Solution
<ul style="list-style-type: none"> Insufficient coats applied (recoat schedule off or area not properly identified as main vs. secondary traffic) 	<ul style="list-style-type: none"> Scrub, rinse, and apply additional coats (maintain four to six coats).
<ul style="list-style-type: none"> Thin coats of finish 	<ul style="list-style-type: none"> Apply in medium coats, not with a wrung-out mop.
<ul style="list-style-type: none"> Wrong scrubbing or buffing pads/brushes used (usually too aggressive) 	<ul style="list-style-type: none"> Use approved pads or brushes, and follow recoat procedures.
<ul style="list-style-type: none"> Excessive amount of sand and grit is on floor 	<ul style="list-style-type: none"> Use approved walk-off mats and runners of sufficient length and width.
<ul style="list-style-type: none"> Floor not properly rinsed before recoat 	<ul style="list-style-type: none"> Thoroughly dust mop before cleaning. Remove grit, etc., outside doors. Strip, properly rinse, and apply new finish.
<ul style="list-style-type: none"> Ammonia, bleach, or stripping solution used in scrubber or mop bucket for routine cleaning 	<ul style="list-style-type: none"> Use approved cleaners only. JCPS Housekeeping never purchases bleach.
<ul style="list-style-type: none"> Dirty equipment used to apply finish (stripper mop used, etc.) 	<ul style="list-style-type: none"> Strip, properly rinse, and apply new finish using clean equipment.
<ul style="list-style-type: none"> Tile becoming old or very porous 	<ul style="list-style-type: none"> Apply additional coats of finish. Use sealer before finishing floor.
<ul style="list-style-type: none"> Additional coats applied before previous coat dry (will likely experience mop drag and look hazy) 	<ul style="list-style-type: none"> Allow next coat to dry sufficiently. If the problem is not solved, strip, rinse, and reapply.

Troubleshooting Guide

Problem—Scuffing and Scratching of Finish

Most Likely Cause	Solution
<ul style="list-style-type: none"> • Wrong scrubbing or buffing pads/brushes used 	<ul style="list-style-type: none"> • Use approved pads and brushes.
<ul style="list-style-type: none"> • Excessive dirt and grit on floor 	<ul style="list-style-type: none"> • Use approved mats and runners. • Thoroughly dust-mop before cleaning.
<ul style="list-style-type: none"> • Not scrubbing or buffing often enough 	<ul style="list-style-type: none"> • Verify that areas are correctly classified as main or secondary traffic areas. • Follow recommended procedures.
<ul style="list-style-type: none"> • Some unauthorized floor finishes do not resist scuffs and scratches very well. 	<ul style="list-style-type: none"> • Use only JCPS approved floor finishes.
<ul style="list-style-type: none"> • Unequal pad pressures on twin pad scrubber/buffers 	<ul style="list-style-type: none"> • Adjust pad pressures. • Submit equipment repair work order if needed.
<ul style="list-style-type: none"> • Stones and/or grit not picked up by autoscrubber or mop (grit buffed into floor or dragged by squeegee) 	<ul style="list-style-type: none"> • Check work area to avoid this problem (may need to dust mop again prior to buffing in problem areas: doorways, etc.).

Problem—Floor Finish Discolored (Yellow or Brown)

Most Likely Cause	Solution
<ul style="list-style-type: none"> • New cotton mops used to apply finish before soaked and cleaned (Sizing can release and yellow floor.) 	<ul style="list-style-type: none"> • Deep-scrub to remove dirt and color; clean mops thoroughly.
<ul style="list-style-type: none"> • Not using automatic scrubber for daily cleaning, particularly when on ultra-high program prior to any buffing (grinding dirt into finish) 	<ul style="list-style-type: none"> • Must use autoscrubber and proper pads/cleaner on daily basis; damp mopping is not sufficient.
<ul style="list-style-type: none"> • Damp-mopping with dirty water (spreading dirt) 	<ul style="list-style-type: none"> • When using a mop, always change water frequently and use two-pail system.
<ul style="list-style-type: none"> • Excessive dirt, sand, and grit allowed to enter facility and being ground into finish 	<ul style="list-style-type: none"> • Use approved mats and runners.
<ul style="list-style-type: none"> • Water trails left by scrubber 	<ul style="list-style-type: none"> • Minimize trails with equipment maintenance and operator training. Submit equipment repair work order.
<ul style="list-style-type: none"> • Dirty mops used to pick up water trails from scrubber leaves dirt that can be buffed into finish. 	<ul style="list-style-type: none"> • Train scrubber operator, use clean mop, and change rinse water frequently.
<ul style="list-style-type: none"> • Buffing pads contain dirt and finish accumulations. 	<ul style="list-style-type: none"> • Always use clean pads; rotate or replace as needed.

Troubleshooting Guide

Problem—Floor Finish Discolored (Yellow or Brown) (continued)

Most Likely Cause	Solution
<ul style="list-style-type: none"> • Incorrect concentration of cleaner; too much cleaner can soften finish and/or leave residue, which can hold dirt deposits. Too little cleaner will not permit adequate dirt removal. 	<ul style="list-style-type: none"> • Never alter controlled dilution ratios as dispensed from system.
<ul style="list-style-type: none"> • Applying floor finish before floor has been properly scrubbed and rinsed (dirt coated into floor finish) 	<ul style="list-style-type: none"> • Strip, rinse, and reapply finish.
<ul style="list-style-type: none"> • Getting buildup by applying finish to edges every time floor is coated (edges turning color) 	<ul style="list-style-type: none"> • Do not recoat outer four to six inches every time floor is finished—one thin coat total is all that is needed for this edge.
<ul style="list-style-type: none"> • Fans used to force-dry floor finish, resulting in dirt-catching bubbles and pockets (Dirt can then be buffed into finish.) 	<ul style="list-style-type: none"> • Never direct fans at floor finishes. If fans are used, aim upward for air circulation in area.
<ul style="list-style-type: none"> • Dirty mops 	<ul style="list-style-type: none"> • Always use clean mops. If dirty mops or equipment are used, strip rinse and reapply finish.
<ul style="list-style-type: none"> • Contaminated floor finish (Unused finish should never be returned to original container.) 	<ul style="list-style-type: none"> • Dispose of unused finish.
<ul style="list-style-type: none"> • Using incorrect buffing pads allows a color transfer to high spots in the floor. 	<ul style="list-style-type: none"> • Use approved pads.

Problem—Powdering of Floor Finish

Most Likely Cause	Solution
<ul style="list-style-type: none"> • Applying coats too thin 	<ul style="list-style-type: none"> • Use medium coats.
<ul style="list-style-type: none"> • Wrong buffing pads or brushes used (too aggressive) 	<ul style="list-style-type: none"> • Use recommended pads and brushes.
<ul style="list-style-type: none"> • Floor not rinsed before floor finish applied; cleaner residues can prevent good adhesion.* 	<ul style="list-style-type: none"> • Floor must be thoroughly rinsed before applying floor finish.
<ul style="list-style-type: none"> • Dirty buffing pads being used 	<ul style="list-style-type: none"> • Change or rotate pads during buffing, and clean pads after each use.

*To test finish adhesion to floor, apply one medium coat to small area and let dry (30 to 40 min.). Apply good masking tape or Scotch tape to finish, and pull up with a quick jerk. If finish comes off with tape, you do not have good adhesion.

Troubleshooting Guide

Problem—Powdering of Floor Finish (continued)

Most Likely Cause	Solution
<ul style="list-style-type: none"> Fans used to force-dry floor finish; surface may dry too quickly and not allow finish to form a good bond (good adhesion) (also occurs with coats that are applied too thin). 	<ul style="list-style-type: none"> Never direct fans at floor finish! If fans are used, aim them upward for air circulation in area.
<ul style="list-style-type: none"> Hardeners surfacing from floor (Composition floors, such as terrazzo, prevent adhesion.) 	<ul style="list-style-type: none"> If finish does not adhere, apply sealer before applying floor finish.
<ul style="list-style-type: none"> Finish designed for low-speed buffing in being burnished 	<ul style="list-style-type: none"> Always match the finish to the buffing rpm.
<ul style="list-style-type: none"> Finish applied before floor or previous coat dry (finish not sticking to floor) 	<ul style="list-style-type: none"> Strip, rinse, and allow floor to dry before applying finish.
<ul style="list-style-type: none"> Stripper residue left on floor due to poor rinsing (finish not sticking to floor) 	<ul style="list-style-type: none"> Strip, rinse thoroughly, and reapply finish.
<ul style="list-style-type: none"> Old floor finish not completely removed (incompatibility of coatings) 	<ul style="list-style-type: none"> Use only JCPS-approved finish. Do not apply soft, buffable finishes over harder finishes.
<ul style="list-style-type: none"> Factory finish not stripped off of new tile before finishing 	<ul style="list-style-type: none"> Strip, rinse thoroughly and reapply finish.
<ul style="list-style-type: none"> Frozen floor finish (may bead up on floor during application) 	<ul style="list-style-type: none"> Do not proceed with finish; replace with good product. Change supply storage procedures.

Problem—Streaks in Floor Finish and/or Floor Finish Exhibiting an Alligator Effect

Most Likely Cause	Solution
<ul style="list-style-type: none"> Floor finish or seal not thoroughly dry before applying additional coats 	<ul style="list-style-type: none"> Strip, rinse, and reapply. Do not recoat if mop drags.
<ul style="list-style-type: none"> Contaminated mops or pails used to apply finish (i.e., dirty strip mop used) 	<ul style="list-style-type: none"> Strip, rinse, and reapply floor finish using clean equipment.
<ul style="list-style-type: none"> Floor finish frozen or stored in extreme heat 	<ul style="list-style-type: none"> Replace damaged product. Strip, rinse, and reapply new finish. Change supply storage procedures.
<ul style="list-style-type: none"> Floor finish applied over factory finish on new tile 	<ul style="list-style-type: none"> Strip, rinse, and reapply finish. (Check warranty directions!)

Troubleshooting Guide

Problem—Streaks in Floor Finish and/or Floor Finish Exhibiting an Alligator Effect (continued)

Most Likely Cause	Solution
<ul style="list-style-type: none"> Contaminated finish put back in container 	<ul style="list-style-type: none"> Do not use leftover finish. Dispose of contaminated finish. Strip, rinse, and reapply finish.
<ul style="list-style-type: none"> Floor improperly rinsed floor before coating 	<ul style="list-style-type: none"> After scrubbing or stripping, rinse floor before floor finish is applied.
<ul style="list-style-type: none"> Dirty mop or equipment used when applying finish 	<ul style="list-style-type: none"> Ensure that equipment is clean before applying finish.
<ul style="list-style-type: none"> Floor not thoroughly scrubbed and rinsed before applying finish 	<ul style="list-style-type: none"> Scrub and rinse floor thoroughly before applying finish.

Problem—Floors Seem Slippery

Most Likely Cause	Solution
<ul style="list-style-type: none"> Silicone-base products (furniture polishes, glass cleaners) getting on floor due to overspray or accidental spills 	<ul style="list-style-type: none"> If silicone-base products are used, apply to rag prior to use to reduce the chance of overspray hitting floor. Scrub floor thoroughly to remove. If floor is still slippery after cleaning, apply a medium coat of finish over affected area.
<ul style="list-style-type: none"> Ice melting compounds on floor 	<ul style="list-style-type: none"> Clean contaminated floor (normally near entrances and at end of runners) thoroughly with clean water to remove. Do not use detergents or vinegar when spot-cleaning. Control amount of ice-melting chemicals used. Use approved mats and runners. Clean mats and runners occasionally with a wet-dry vac or wet-extraction cleaner, using plain water.
<ul style="list-style-type: none"> Powder residue left on floor after burnishing, etc. 	<ul style="list-style-type: none"> Dust-mop floor after burnishing.
<ul style="list-style-type: none"> Dirt and grit on floor 	<ul style="list-style-type: none"> Use approved mats and runners. Dust-mop thoroughly.
<ul style="list-style-type: none"> Unapproved floor finish on floor 	<ul style="list-style-type: none"> Use only JCPS-approved finishes.
<ul style="list-style-type: none"> Use of acids (vinegar) in cleaning water; acids will destroy the cleaning ability of detergents. 	<ul style="list-style-type: none"> Always use chemical dispensing system which controls dilution. Do not add vinegar.

New Vinyl Floors

Newly installed vinyl floors require special care until they are cured and ready to finish. If not properly cared for, the mastic (the cement used to glue down the tile) may begin to bleed up around the edges of the tile and cause a **never-ending** problem with the finish and the appearance of floors.

First and foremost, follow instructions given by floor-tile manufacturer and/or installer. Not doing so will have an impact on any warranty that may exist.

If you are unsure of the warranty guidelines, contact the School Planning Unit or the manager of Housekeeping Services. The following are general guidelines that may be used with most new vinyl floors five days after installation:

- **Lightly** scrub the floor using the normal scrubbing procedures. The floor must be scrubbed or the finish will not bond. The tile comes from the manufacturer with a protective coating that must be removed before applying the finish. Most new vinyl tile that is now being manufactured requires only light top-scrubbing—using all-purpose detergent to remove the initial protective coating before rinsing and applying finish. Use the least amount of water as possible when scrubbing and rinsing. Again, follow instructions given by the floor tile manufacturer and/or installer.
- After light scrubbing, lightly rinse—then apply finish to the floor, following the normal finishing procedures.
- You must wait until the floor has completely cured before stripping and refinishing. The manufacturer/installer will advise you regarding recommended timelines for these procedures. After this, you will be able to fully appreciate the true beauty of the new floor.
- Do not use floor stripper on floors less than two years old because it may affect the adhesive bond.

Vinyl Asbestos Floor Care

All remaining vinyl asbestos floor tile (VAT) in JCPS facilities is being progressively removed as needed and as funding is available. The Occupational Safety and Health Administration (OSHA) has established federal regulations governing the maintenance of VAT.

If scrubbing is absolutely necessary, only a red or blue pad will be used and the floor should be wet at all times. Do not use brown or black floor pads or equivalent brushes.

The standard 175 rpm floor machine will be used. High-speed or propane machines will not be used in stripping.

Maintenance of Vinyl Asbestos Tile

Make sure floor is clean and damp-mopped prior to buffing.

Vinyl asbestos tile floors can be buffed or burnished with a standard-speed or high-speed floor machine **as long as a minimum of four coats of floor finish remain on the floor.**

Spray-buffing will be performed with the standard floor machine and red or blue pad. Burnishing will be performed only with the ultra high-speed (white) pad and high-speed floor machine. The red pad should not be used with the high-speed floor machine.

Since each buffing or burnishing cycle removes a small amount of floor finish, an additional coat of finish should be applied after each sixth repetition of buffing or burnishing.

Training

All custodial employees receive two hours of Asbestos-Awareness Training during their initial employment training with JCPS and annual refresher training.

Carpet Care

As with any other type of floor, a carpeted floor requires a regular maintenance program to look good and to ensure maximum wear.

First, daily vacuuming and spot-cleaning are necessary. If daily vacuuming is not done, the soil goes deeper and deeper into the carpet fiber, becomes more difficult to get out, and acts as sharp cutting edges, causing the carpet to wear. So, vacuum daily.

The purchase of vacuum cleaners that are HEPA-rated (currently on JCPS bid) is encouraged when replacements for current vacuum cleaners are needed.

An effective way to clean the carpet between major cleaning is to use a carpet pad (bonnet) and your floor machine. This provides good surface cleaning and is fast and simple to perform.

Carpets must be left as dry as possible to help avoid mold, mildew, and odors. Fans should be used for speed-drying. The door to the areas should remain open, and lights should be left on until the carpet is completely dry.

Equipment	
<ul style="list-style-type: none"> • Floor machine and pad holder • Carpet pads • Mop bucket and wringer • Vacuum cleaner • Pressure sprayer • GFCI 	<ul style="list-style-type: none"> • Carpet detergent • Putty knife • Wiping cloths • Measuring cup • Nonlatex disposable gloves/ Personal protective equipment

Procedure

Mix the cleaning solution according to the manufacturer's directions. Pour solution into the pressure sprayer, and fill your mop tank about two-thirds full of water.

Move all your equipment to the work site.

First, vacuum the carpet thoroughly and remove any gum, etc.

Next, spray an area about 10' x 10' using a side-to-side motion, overlapping the previously sprayed area. If you spray too large an area, the chemical will evaporate before you can clean it.

Wait about five minutes before starting to scrub to allow the chemical to work.

Saturate the pad in the mop bucket of water, and wring out as dry as possible. Never use the bonnet too wet because this could damage carpet/flooring.

Use ground fault circuit interrupters (GFCI) when you are operating electrical equipment where water/liquid is present. Mount the floor machine on the pad, and begin cleaning. Work in a straight path from side to side. Each time you change direction, overlap the previous pass about half the width of the pad.

Turn the pad, and crisscross-clean the same area. This will prevent missing areas, which could result in a striped effect.

Spray another area, rinse the pad, and repeat this procedure until the entire carpeted area has been cleaned.

Use this method of cleaning on soiled traffic areas as needed.

A good, daily maintenance program and this cleaning procedure will extend the life of your carpet and will keep it looking better a long time.

Carpet Extraction Method of Cleaning

When a carpet extractor is available, this method of carpet cleaning may be used in lieu of bonnet cleaning. Follow the equipment manufacturer's directions for equipment usage.

Which method to use is most often an individual preference or based upon equipment availability. Both methods are effective.

Soap and carpet-cleaning chemicals attract dirt, so do not overmix chemicals. As always, follow the manufacturer's directions for dilution ratio, and **rinse**.

With either method, it is extremely important that once you clean the carpet, you extract as much moisture as possible, leaving the newly cleaned carpet as dry as possible.

Stain Removal Tips

The following is a list of some common stains found in a school and how to remove them. The list was developed primarily for carpet.

General

Basically, there are three types of stains: unknown, greasy, or water-based. On carpet, never use a circular motion, but use a blotting motion with a white cloth or several layers of paper towels. Try an inconspicuous area first to be sure that the color won't be affected. Common stain-removal chemicals and supplies are as follows:

- Paper towels or white terry cloths
- Hand dishwashing detergent soap (no bleach or lanolin content) (1/4 tsp. per quart)
- Properly labeled spray bottle(s)
- Household ammonia (1 tbsp. per 1/2 cup of water)
- Isopropyl rubbing alcohol
- Hydrogen peroxide solution—3 percent
- White vinegar solution (1/3 cup per 2/3 cup water)
- A spoon and a dull knife

Procedure for Unknown and Grease Removal

Remove as much foreign material as possible by blotting or by using a dull knife. Blot with isopropyl alcohol. (Do not allow saturation of carpet backing with alcohol.) Try blotting with detergent, and if it works, continue using it. Rinse lightly with water in spray bottle and blot. If not completely removed, blot with hydrogen peroxide, let stand for one hour, rinse, and blot as before. Dry with pad of paper towels weighted down.

Procedure for Water-Based Spot Removal

Blot up as much as possible. Use wet vacuum if a large spill is involved. If spot has dried, wet lightly with spray bottle of water, let stand one minute, and blot. Continue this procedure, and blot until dry. If needed, use the detergent method described above.

Stains That Cannot Be Removed From Carpet

Submit a work order.

The following can cause permanent stains in carpet:

- Acids, such as toilet bowl cleaner
- Acne medication
- Alkaline drain cleaners
- Bleach
- Hair dyes
- Iodine
- Fertilizers
- Mustard
- Oil used for band instruments

Specific Stain Removal Tips

(following the above procedures)

- **Asphalt**—Scrape with knife, blot with alcohol, blot with detergent, spray-rinse, blot, use hydrogen peroxide, and pad-dry.
- **Blood**—Blot with ammonia solution, use cool solutions, blot with detergent, spray-rinse, pad-dry, blot with hydrogen peroxide, and pad-dry.
- **Candy**—Scrape with knife, blot with detergent, spray-rinse, pad-dry, blot with hydrogen peroxide, and pad-dry.
- **Chewing Gum**—Freeze gum with ice cube, shatter gum, and vacuum.
- **Coffee**—Blot up all liquid, blot with detergent, spray-rinse, blot-dry, blot with hydrogen peroxide, and pad-dry.
- **Cola**—Blot up, blot with detergent, spray-rinse, pad-dry, blot with hydrogen peroxide, and pad-dry.
- **Crayon**—Scrape with knife, blot with alcohol solution, blot with detergent, spray-rinse, blot with hydrogen peroxide, and pad-dry.
- **Excrement**—Remove wearing nonlatex gloves, neutralize with germicidal solution to remove protein matter, blot, apply small amount of detergent, blot, spray-rinse, blot with hydrogen peroxide, and pad-dry.
- **Grease**—Follow procedure listed under Excrement.

- **Ink**—Blot with alcohol, blot with detergent, spray-rinse, blot with hydrogen peroxide, and pad-dry.
- **Milk**—Blot up, blot with alcohol, blot with detergent, spray-rinse, blot with hydrogen peroxide, and pad dry.
- **Oil Paint**—Blot up, scrape with knife, blot with alcohol, blot with detergent, spray-rinse, blot with hydrogen peroxide, and pad-dry.
- **Oil**—Follow procedures listed under Grease.
- **Tar**—Blot up, scrape with knife, blot with alcohol, blot with detergent, spray-rinse, blot with hydrogen peroxide, and pad-dry.
- **Urine**—Using nonlatex gloves, blot up, neutralize with germicidal solution, blot, spray-rinse, blot with hydrogen peroxide, pad-dry, blot with detergent, spray-rinse, and pad-dry.
- **White Glue**—Scrape with knife, blot with detergent, spray-rinse, blot with hydrogen peroxide, and pad-dry.

Remember, always blot-clean all stains on fabric or carpets so stain does not spread outward. Housekeeping Services maintains a database and can be called for suggestions if your best efforts are not successful, or submit a work order for Housekeeping Services.

Tips on Measuring Chemicals

The various chemicals and cleaning products available from the custodial warehouse are heavy-duty, commercial-grade products and, in many cases, highly concentrated.

Chemical-dilution dispensing systems are currently being used to the greatest extent possible. Read all labels carefully for proper dilution.

It is very important that chemicals be mixed properly. **More is not better.** Sometimes, improperly mixed chemicals can give just the reverse effect from that desired: streaking floor or fixtures, leaving a film on surfaces being cleaned, or a sticky floor. In some cases, improper mixing can be physically harmful to the skin or the respiratory system.

The following chart shows the commonly used dilutions.

Units of Measure

1 to 256	=	1/2 oz. per gallon of water
1 to 128	=	1 oz. per gallon of water
1 to 64	=	2 oz. per gallon of water
1 to 32	=	4 oz. per gallon of water
1 to 16	=	8 oz. per gallon of water
1 to 8	=	16 oz. per gallon of water
1 to 4	=	32 oz. per gallon of water

Always use a measuring cup or some measuring device for both chemical and water!

Always follow the manufacturer's directions for dilution ratio. Spray bottles, pails, and mop buckets ordered from the custodial warehouse are marked for ease in measuring. Make sure that you measure both the chemical and the water for proper dilution. All spray bottles (secondary containers) must be properly labeled.

Never mix chemicals. Always use products for their intended purpose only.

Always use the appropriate personal protective equipment as recommended and provided by the JCPS District (e.g., gloves, goggles, shoe covers).

JCPS does not stock bleach in the custodial warehouse because some products contain ammonia. If bleach and ammonia are mixed, they form a poisonous gas!

Ground Fault Circuit Interrupters (GFCIs)

20-volt GFCIs are provided and should be used whenever you are operating electrical equipment where water/liquid is present.

Microfiber Dust Mop Systems

Taking care of microfiber products is easy; there are just a few things that you should remember to keep products effective and long lasting. You can wash and dry microfiber products in the washer and dryer with warm water and low heat. To keep your microfiber like new:

- Do not use bleach.
- Do not use fabric softener.
- Do not wash with other cotton products.

JCPS does not allow the usage of bleach, and microfiber products do not like bleach. Bleach breaks down the polyester and polyamide microfilaments, rendering them less effective.

Fabric softeners provide a layer of softness that is nice for clothing, but this coating clogs the microfibers, rendering them less effective.

It is not that microfiber products do not like cotton products or other fabrics; it is that when you wash your cotton products with microfiber the microfiber products grab and hold onto the lint that the cotton produces. So, if you do not want your microfiber towels to lint, then you should not wash them with cotton products.

The Cafeteria Kitchen

The custodial staff responsibilities in these areas have been jointly agreed to by the Safety, Environmental, and Housekeeping Services Unit and the School and Community Nutrition Services Department. The job responsibilities have been established as daily/weekly responsibilities and summer cleaning responsibilities. They are as follows:

Daily/Weekly

- Sweep and damp-mop cafeteria floor daily.
- Dust and spot-clean cafeteria windows.
- Wash cafeteria windows as necessary.
- Spot-clean cafeteria walls.
- Wet-mop as necessary.

Summer Cleaning

- Washable ceiling tiles—Spot clean.
- Lights—Clean and replace burned-out lamps.
- Walls—Clean.
- Windows—Clean inside/outside.
- Range hood/filter—Clean and wash.
- Floors—Clean and refinish if applicable.
- Refrigerators/Freezers—Check for operation first thing each morning. If off, try reset button. If it does not operate, submit a work order and then call the appropriate administrator responsible for your building during the summer.
- Tables and chairs—Wash.

Planning: School Not in Session

Your summer cleaning schedule must be scheduled around the following:

- Scheduled summer programs involving students and community. Your principal usually can provide you with beginning and ending dates/times of scheduled programs and activities.
- Planned construction/renovation projects. The School Planning Unit and Housekeeping Services will provide you with all needed information (e.g., scope of work, scheduled beginning and ending dates).

Plant Operator End-of-School Year Checklist

- Schedule of work assignments for summer work including weekly benchmarks (Turn in to principal.)
- Vacation schedules (approved by principal)
- Cleaning supplies inventoried and ordered for summer work

- ❑ Evaluations submitted to principal for custodial staff
- ❑ An outlined procedure submitted per instructions for checking refrigeration equipment
- ❑ SDS binder reviewed and updated
- ❑ Plant operator's summer address and phone number submitted to principal
- ❑ Schedule Housekeeping Summer Institute (training) for both plant operator and custodians
- ❑ Meet with the principal. Know scheduled dates, such as Orientation, so summer cleaning and setup of appropriate areas are ready as needed.

Suggestions for Planning a Successful Summer Schedule

- Clean areas in logical sequence, starting at the top and working your way down, as much as possible.
- **It takes teamwork**—You and your staff should function well as you work together to achieve quality results. Keep in mind coworkers' scheduled vacations.
- Don't allow yourself to become frustrated when your tentative schedule must be altered. **JCPS students and our community are the reasons we are here. Everything we do is for them!**
- Be proactive. Do everything possible ahead of time and at the beginning of summer to avoid "crunch time" immediately before school starts.
- Rolls of plastic are available from the maintenance warehouse if equipment/furniture needs to be covered.
- If classrooms must be moved or switched, meet with your principal ahead of time. Teachers' boxing contents of cabinets and bookcases is helpful. Make sure all boxes are clearly labeled and not overpacked. Tag all furniture and equipment **before** you start moving to avoid mix-ups.
- Do not unplug or disconnect computers.

Cleaning Responsibilities When School Is Not in Session

Scheduled breaks are when you need 1) to catch up on the tasks that usually cannot be accomplished during the school year because of building usage and time limitations and 2) to get your school in tiptop shape for the opening of school. However, if some kind of cleaning program or schedule is not well planned, the break will be gone and many tasks will be left to be done at the last minute.

The following is a list of the tasks to be done to help you in preparing your schedule. Don't consider this list all-inclusive; add to the list tasks that you know are needed.

The most important thing to remember: **Have some kind of summer cleaning plan and schedule.** Plan to "project clean" every area of your building. **You need weekly benchmarks in order to plan efficiently.**

- **Trash/Debris**—Remove from entire building, including all outside buildings and grounds.
- **Boiler Rooms**—Boiler rooms must be cleaned first.
 - Boilers—Clean and leave open for inspection. (Half of all JCPS facilities are inspected each year. Your quality control inspector will notify you when your boiler is scheduled for state inspection.)
 - Ceilings—Clean.
 - Lights—Clean and replace burned-out lamps.
 - Walls—Clean.
 - Pumps/Motors—Wipe off/Service according to schedule.
 - Floors—Clean and refinish.
 - Windows—Clean inside/outside using a squeegee when possible.
 - Floor Drains—Clean out and run small amount of water through drains.
 - Replace any filters located in your boiler room.
 - Remember, boiler rooms cannot be used as a storage area.
- **Office Areas**
 - Furniture—Clean and polish.
 - Ceilings—Clean.
 - Lights—Clean and replace burned-out lamps.
 - Walls—Clean.
 - HVAC Unit—Clean, service, and replace all filters.
 - Floors—Clean and refinish.
- **Classroom(s)**—Start on top floor; then work down.
 - Furniture—Clean and polish.
 - Ceilings—Clean.
 - Lights—Clean and replace burned-out lamps.
 - Walls—Clean.
 - HVAC Unit—Clean, service, and replace all filters.
 - Floors—Clean and service.
- Computers cannot be disconnected. They can only be moved the length of their power and network connections without unplugging.
- **Hallways/Stairways**—Start on the top floor; then work down.
 - Ceilings—Clean.
 - Lights—Clean and replace burned-out lamps.
 - Exit lights—Clean and replace burned-out lamps

- Walls—Clean.
- HVAC Units—Clean and service.
- Floors—Clean and refinish.

- **Gym/Physical Education**

- Ceilings—Clean.
- Lights—Clean and replace burned-out lamps.
- Walls—Clean.
- HVAC Units—Clean, service, and replace all filters.
- Bleachers—Clean and inspect for damage.
- Floors—Clean and refinish.

- **Auditorium**

- Ceilings—Clean.
- Lights—Clean and replace burned-out lamps.
- Walls—Clean.
- HVAC Units—Clean and service and replace all filters.
- Seating—Clean and inspect for damage.
- Floors—Clean and refinish.

- **Lunchroom/Kitchen**

- Washable ceiling tiles—Clean.
- Lights—Clean and replace burned-out lamps.
- Walls—Clean.
- Windows—Clean inside/outside.
- Range hood/filter—Clean and wash.
- Floors—Clean.
- Refrigerators/Freezers—Check for operation first thing each morning after arriving.
 - If off, try the reset button.
 - If it does not operate, submit a work order and notify appropriate school administrator or staff.

- **Waste Dumpster**—Wash by removing and placing drain plug.

- **Duty/Progress Chart**—Develop and follow. See simple example on next page.

- **Freezers/Refrigerators**—Check for operation first thing each morning after arriving.

- If off, try the reset button.
- If unit will not operate, submit a work order and notify cafeteria manager and appropriate school administrator.

- **Toilets/Urinals**—Flush all units once each week.

- **Inside faucets**—Run a small amount of water from each; then shut off. Do this once a week.

- **Filters**—Replace all filters. Service as you clean unit.

- **Storms, etc.**—Check entire building for damage. Call Ext. **3565** or **3121** after hours to report any emergency problems.

- **Payroll**—Your building principal will give you instructions regarding reporting absences and payroll for yourself and your staff.

Usually, you will be instructed to report payroll at your closest high school.

Note: We have a consistent problem with substitute custodians' payroll reports not being appropriately submitted when office personnel are not scheduled to work. **Remember, requesting a substitute does not get him or her paid.** Submit online verification for floater custodians to Housekeeping Services. Provide complete and accurate information when submitting your payroll report for substitute custodians.

- **Cleaning concerns (chemicals, supplies, equipment)**—Call Housekeeping Services if problems arise.

- **Complete Facility**

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> Extended School Services (ESS) summer programs Workshops Painting Rentals Renovation/Construction projects | } | <p>Adjust your cleaning schedule accordingly.</p> |
|---|---|---|

All cleaning must be completed one week before the teachers report to work.

If events occur that prohibit completion of the cleaning schedule, always discuss it with your principal in a timely manner.

Grounds

Summer Program for Plant Operators

- Police grounds every day.
- Check all grounds, including playgrounds, regularly.
- Check blacktop, fence, and anything that needs repair, and submit work orders for repair.
- Check grounds after storms for trees down or damage; report damage.
- During dry weather, check grounds/landscaping and water, if necessary.
- Weed and trim landscaping often. (Do not wait until the end of summer to try to do all at once.)
- Report to Grounds Unit or Security all damage or theft to school property.
- Sweep walkways and sidewalks. Remember, most of the general public forms their impression of our schools' upkeep from their outside appearance.
- Check manhole covers to determine if they are on properly.
- Check storm drains for stoppage.
- Touch up paint, if necessary.

Activity	Starting Date	Estimated Completion Date	Actual Completion Date
1. Boiler Room	_____	_____	_____
2. Top Floor	_____	_____	_____
a. Classrooms	_____	_____	_____
b. Hallways	_____	_____	_____
3. Next Lower Floor	_____	_____	_____
a. Classrooms	_____	_____	_____
b. Hallways	_____	_____	_____
4. Main Floor	_____	_____	_____
a. Classrooms	_____	_____	_____
b. Hallways	_____	_____	_____
5. Basement Floor	_____	_____	_____
a. Classrooms	_____	_____	_____
b. Hallways	_____	_____	_____
6. Office Areas	_____	_____	_____
7. Gym/PE	_____	_____	_____
8. Auditorium	_____	_____	_____
9. Lunchroom/Kitchen	_____	_____	_____
10. Trash/Debris/Dumpster	_____	_____	_____
11. Windows*	_____	_____	_____
12. Building Completed	_____	_____	_____
13. Grounds Completed	_____	_____	_____

Maintain Filter Log the same way as during school year.

*Wash windows inside and outside. Windows are usually done last.

CHAPTER IV

Maintenance Responsibilities

Every facility has an assigned maintenance quality control inspector. This is your “point of contact” for all maintenance-related issues. The plant operator should know the location of all safety controls, the main gas valves, main electric switch, emergency switches, all water cutoff valves (including those for air handlers and unit ventilators), all reset controls, and the location of any special tools required to be used in an emergency. Again, submit a work order, and a qualified technician will come to your facility and provide you with necessary data and information if needed. A color-coded map indicating all cut-offs (electrical, plumbing, etc.) **must** be posted in a highly visible spot in the plant operator’s office **at all times**. (Emergencies tend to occur at inopportune times!)

Building Alterations, Modifications, and Demolition

Alterations may **not** be made to the building structure, by the school or contractors, without the approval of the Building Modification Committee or the director of Facilities. Building modification requests must be submitted by the principal and approved by the Building Modification Committee. Modifications and alterations include the removal or addition of building components, such as walls, ceilings, floors, doorways, windows, walkways, supporting structures, building control systems, sheds, and exterior structures.

What Maintenance Jobs Should Be Submitted as a Work Order?

Any repair that is beyond your scope should be entered online in the Work Order Module (WOM) Web site. **Emergency work orders are to be called in to 485-3565**. The final decision as to responsibility for the repair will remain with the director of General Maintenance/Renovations/Grounds and the director of HVAC/Electronics.

Logging On to WOM

- Enter the Jefferson County Public Schools (JCPS) Web address (www.jcpsky.net) from any networked computer.
- Go to *Employees* section, click on down arrow next to *Quick Clicks*, and select *For Employees*.

- Click on *Work Order Module (WOM)*.
- Entering a New Work Order
- Enter user login and password (same as e-mail login), and click *Login*.
- At the top of the toolbar, select *New-WO*.
- If user has access to multiple facilities, use drop-down arrow at School/Location field to select the correct one.
- Enter Problem, Location, and Description.
- Update Urgency only for true emergencies (which have been previously called in).
- Fields at right are optional, including school’s internal tracking numbers.
- Click *Submit* when ready. (Be patient, and do not repeat submit step. If unsure, check WO-List in toolbar at top of page to see if work order was accepted.)
- Requestor will receive an e-mail within minutes to confirm that work order was properly entered into system.
- E-mails will be sent to requestor **and building principal** as Maintenance Scheduling Unit changes status.
- E-mails will include a direct link to WOM so that particulars of work order can be viewed.

Checking Work Order Status

- Click *WO-List* in toolbar to see a list of all work orders for your schools or facilities.
- Use drop-down boxes at top of page to sort by status and other fields; then click Refresh button.
- Click on *View* to the right of a particular work order to see details of that work order.

Extra Notes

- Always call safety emergencies (power outages, gas leaks, floods, etc.) into the District Operations Center at **485-3121** and the Maintenance Scheduling Unit at **485-3565** for immediate attention.
- Call **485-3565** for help or concerns with WOM.

What Maintenance Jobs Are Yours?

These are general guidelines since some locations have area maintenance personnel, etc.

Plant Operator's General Maintenance Responsibilities (not all-inclusive)

- Ceiling tiles (Replace whole lay-in tiles—submit work order for tiles requiring cut.)
- Clocks (Reset standard wall clocks—submit work order for master clock systems.)
- Drains (Unstop using plumber's helper and/or com-mode augers—submit a work order if this is not successful—ensure against “dry traps.”)
- Drinking Fountains (Disinfect and flush as described.)
- Drywall (Hang pictures, secure shelves, etc.—submit work orders for masonry walls.)
- Electrical breakers (Reset as needed.)
- Electrical panel box (Ensure they are locked and secure at all times.)
- Electrical receptacle plates (Replace.)
- Electrical system (duties as listed)
- Elevators (Ensure postings and drawings are properly located.)
- Emergency generator (Check weekly—duties as listed.)
- Emergency lighting (Check monthly.)
- Fire extinguishers (Check monthly.)
- Fire-alarm system (duties as listed)
- Grounds, flag, vehicular control gates, playground (duties as listed)
- Gutters/Downspouts (Clean.)
- HVAC (duties as listed in this section)
- Inclement weather building checks (duties as described in Section V)
- Light bulbs (Replace as needed, including emergency lighting, exits lights, etc.)
- Light fixtures (Replace lenses.)
- Lockers (Replace screws, bolts, and nuts.)
- Pencil sharpeners (Replace and install as needed.)
- Plumbing system (duties as listed)
- Preventive Maintenance Checklist (Complete assigned duties and submit documentation quarterly.)

- Restrooms (Replace and install as needed: soap dispensers, paper towel holders, toilet seats, toilet paper holders, etc.)
- Smoke detectors (Do **not** clean or service—submit appropriate work orders)
- Swimming pool (duties as listed)
- Water valves (Turn off in event of leaks or broken pipes.)
- Window shades (Remove and replace.)
- Windows (Secure broken windows by boarding up or plastic—submit work order for repair.)

Plant Operator's HVAC Maintenance Responsibilities

(Note: Report any failures by submitting a work order on WOM Web site.)

- Exhaust fans—Check periodically.
- Motors and belts—Replace and lubricate bearings and motors on unit ventilators and small air handlers (up to 5 hp).
- Self-contained univents—Check/Clean periodically.
- Air compressors—Check weekly.
- Air dryers—Check periodically.
- Freezer units—Check periodically.
- Thermostats—Check periodically.
- Boilers—Check periodically and reset.
- HVAC Unit—Check periodically and log.
- Pumps (in-line circulator)—Check periodically.
- Pumps (base-mounted)—Check periodically.
- Water heaters—Check periodically.
- Cooling towers—Check floats periodically, lubricate fans, and replace belts.

Your assistance is requested by service personnel in removal and replacement of any equipment requiring more than one person. Examples are as follows:

- Replacement of motors on air-handling units
- Replacement of motors on air compressors
- Replacement of air-conditioning compressors
- Replacement of motors and gear boxes on cooling towers
- Replacement of motors and bearing assemblies on pumps
- Opening and closing of boilers and water heaters for cleaning and state inspection

Ceiling Tiles

All ceiling tiles that have become wet due to leaks, etc., shall be changed immediately. Submit a work order regarding leak if appropriate.

If you need additional ceiling tiles, please call your Quality Control Inspector at **485-3413**, and ceiling tiles will be provided at no charge to the local school budget.

It is of the utmost importance to remove and replace damp ceiling tiles promptly to alleviate any potential for mold growth. This should be ongoing standard-operating procedure for nonasbestos, lay-in ceiling tiles. Ceiling tiles should be removed when the area is unoccupied, and general wet-wiping cleanup should be performed. A damp/wet ceiling tile shall be removed whole with minimal disturbance.

Fire codes prohibit missing ceiling tiles because smoke quickly migrates above ceiling versus triggering the fire alarm/sprinkler systems.

If asbestos tiles, cut tiles, and/or glued-on ceiling tiles are affected, then a work order shall be submitted.

Drinking Fountains

Both the Louisville Water Company and the Environmental Protection Agency recommend drinking water sources be flushed weekly before students and staff arrive and hot water **not** to be used for cooking, preparing food, and drinking purposes. The task of flushing drinking fountains can be accomplished by simply running the water for 30 seconds prior to student and staff arrival every Monday morning. This recommendation is related to water that lays dormant in the water line for an extended period of time and is not related to water fountain cleanliness.

After seeking recommendations regarding the weekly completion of flushing water fountains, it has been determined that plant operators can complete this task upon arrival for all common-area drinking fountains. For schools in which additional drinking fountains are located in classrooms, a local-school plan will need to be formulated to ensure every water fountain is appropriately flushed once at the beginning of each week before students are allowed to drink from them.

Electrical System

The following items are areas of your electrical system with which you should become familiar:

- Main electrical cutoff
- Distribution system
- Electrical panel locations
- Breaker designation—Which breaker feeds what equipment
- How to reset breakers—Turn off, then back on. If breaker trips again, do not attempt to reset until problem is solved.

Appropriate diagram(s) information should be maintained in plant operator's office.

Note: Do not reset main switch gear. Submit a work order.

Elevators

In order to expedite repairs, plant operators need to ensure elevator electrical drawings or an operations manual is located in the elevator equipment room.

Emergency Generator

- What is operated by the emergency generator
- How to turn it off and on
- How to check water level in cooling system
- How to check oil level
- How to check water level in battery
- How to document weekly start-up and operation

All JCPS emergency generators are tested every Monday at 10 a.m. Plant operators must ensure generator starts and resets (maintain written documentation of tests).

Energy Management and Security Systems

JCPS has an automatic Energy Management and Security System. As plant operator, you will be responsible for knowing how to turn the security system on and off. The Energy Management and Security System will, in general, control energy consumption in the facility. It is your responsibility to make sure the heating and air-conditioning systems are on and operating. The Energy Management and Security System cannot start any equipment that is turned off at the school. If your heating system and/or component parts do not start, check all on/off switches and reset controls. After this check, if equipment does not run, check temperature in the area and submit a work order.

Security System

- The plant operator should know how to turn the system on and off.
- If system does not function properly, call the District Command Center at **485-3121**.
- Upon entering the building, turn the security system off.
- Make one person on your staff responsible for turning the alarm system on at the end of the workday.
- **Do not give out alarm system code numbers to anyone unless authorized to do so by your principal.** It is recommended that this information not be given to substitute personnel.

Fire Alarm System

The fire alarm system should be reset only by the fire department or General Maintenance after the cause of the alarm has been identified.

Grounds Maintenance

- Vehicular Control Gates—All vehicular control gates located at school driveways, entrances, and various other locations on pavement must be **locked** in the **open** or **closed** position at all times.
- Inspect the outside grounds, including the playground, daily for litter; pick up trash, paper, and other litter. (Set nondumpster items next to dumpster, and submit a work order for pickup.)
- Exterior Lighting
 - Lights on wooden poles generally are LG&E lights. For service on these lights, such as lights not coming on or lights burning during daylight hours, call LG&E Service at **589-1444**.
 - Lights on metal poles generally are JCPS lights. For service, submit a work order.
- Keep sidewalks, steps, and other public areas clean and swept.
- Keep shrubs, hedges, and other plants properly trimmed, and trim water sprouts from trees. Crime Prevention Through Environmental Design (CPTED) guidelines call for pruning shrubs no taller than 3 feet, and tree limbs are to be trimmed at least 7 feet above the ground where possible.
- Yard-waste items, such as leaves, limbs, and weeds, cannot be placed in dumpsters. If you do not have a local school compost pile, please bag them and submit a work order for pickup. (Landfills no longer accept yard waste.)

- Inspect the playground **every day** before student use. Keep playground areas free of graffiti, trash and litter. Be especially alert for broken glass or other objects that might be a danger to children. Ensure proper depth of mulch is maintained. (This needs to be raked around often.)

Playground Safety Checklist

- Check play areas daily for such hazards as broken glass, sharp objects, animal feces, and trash.
 - Check play-area gates and fences for damage or sharp edges.
 - Check the mulch levels near play equipment, and rake/fluff to maintain proper coverage a depth (minimum of 12 inches higher in wear areas, such as under swings and sliding boards).
 - Submit a work order for additional mulch before the mulch level becomes thin.
 - Weed area.
 - Check play equipment for sharp edges, exposed screws and/or broken bolts, worn or missing hardware, rust, chipping paint, splinters, excessive wear, etc.
 - Inspect all structures to ensure that they have not bent or shifted.
 - Inspect all swing and chain climbers for any kinks, twists, open “S” hooks, or broken links.
 - Inspect platforms and stairway guardrails to determine if they are secure.
 - Inspect landscaping in and around the playground environment, such as low-hanging branches (less than 7 feet), signs, or bushes or trees that may cause eye injuries or limit the vision of supervisors and/or users.
 - Inspect borders and physical barriers, such as fencing, for damage.
 - Submit a work order when graffiti removal or equipment repair is necessary.
 - Remove or barricade broken or dangerous equipment. (Install caution tape.)
 - Notify the principal immediately of potential safety problems.
- Have custodians pick up litter for one half-hour to one hour every day (weather permitting), depending on the severity of the litter problem. This is the only method of keeping litter under control. Litter should be picked up prior to mowing grass.
 - Keep area around dumpster and HVAC equipment clean and free of trash, weeds, and leaves. This will help cut down on odors and insects.

- Do not pile trash in dumpsters higher than the top edge. If you have more trash than will fit into the dumpster, call Safety and Environmental Services at **485-3298** to arrange an extra pick-up.
- Water new plantings, sodding, and seeding to help them get started, and water existing plantings during drought periods. Soak ground around plants for one half-hour two to three times a week. Your school can also consider purchasing watering sleeves for newly planted trees.
- Submit a work order for grounds work beyond your responsibility, such as potholes in asphalt.

Guidelines for Using Roundup

- Kentucky has adopted new regulations on the use of pesticides in schools. Discussions have been held with state officials regarding the use of **Roundup** weed killer at schools. **The result is that, at this time, custodians can use Roundup Ready to Use Weed and Grass Killer without a license, as long as it is used in accordance with the guidelines listed below, the label instructions, and the Safety Data Sheets (SDS).** The warehouse stocks this item.
- Storage, handling, and usage shall be in strict accordance with the product label and SDS.
- This product can be used around the outside edge of the school building, in pavement cracks, and for pavement edging. Other weed killers or herbicides shall not be used on school lawns or play areas.
- Cleaning out fence rows is the responsibility of the Grounds Department.
- Personal protection during handling and application shall include goggles, gloves, long sleeves, long pants, shoes, and socks.
- Spray applications shall **not** take place on windy days or if the wind causes the spray to drift away from its intended direction or target.
- Consider painting on Roundup with a paint brush for weeds near plantings.
- Only protected users may be in the area during application. **Do not use this product when students are at school.** Do not allow spray to contact other persons.
- Shut off ventilation units in the area to be sprayed, and shield ventilator intakes from spray or liquid with cardboard.
- **This is current policy, unless otherwise specified.**

Grounds Sweeper (“Billy Goat”) Operating and Storage Instructions

Operating Instructions

1. Use appropriate personal protective equipment and procedures.
2. Check oil and gas.
3. Locate and turn choke on.
4. Adjust throttle.
5. Pull start cord.
6. Turn choke off.
7. Readjust throttle to desired speed.
8. During use, never allow bag to get more than half-full.
9. After use, allow engine to cool before storing.

Storage Instructions

Do not store sweeper inside building until fuel tank is empty!

- Outside storage area must be used if available.
- If no outside storage is available:
 - Drain gas from tank into an approved gas container.
 - Store gas container in fire cabinet or other areas approved by Kentucky Fire Prevention Code.
 - Store sweeper away from heat and flame.

Flagpole Maintenance

The plant operator is responsible for seeing that the flag is properly displayed and secure and that the cables are in working condition. If the cables, cleats, or pole are in need of repair, or if the flag is stuck on top of the flagpole, submit a work order.

Displaying Our Flag

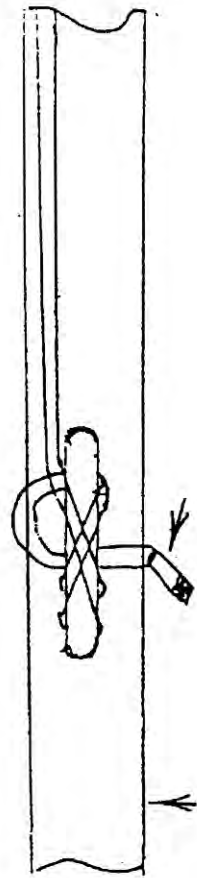
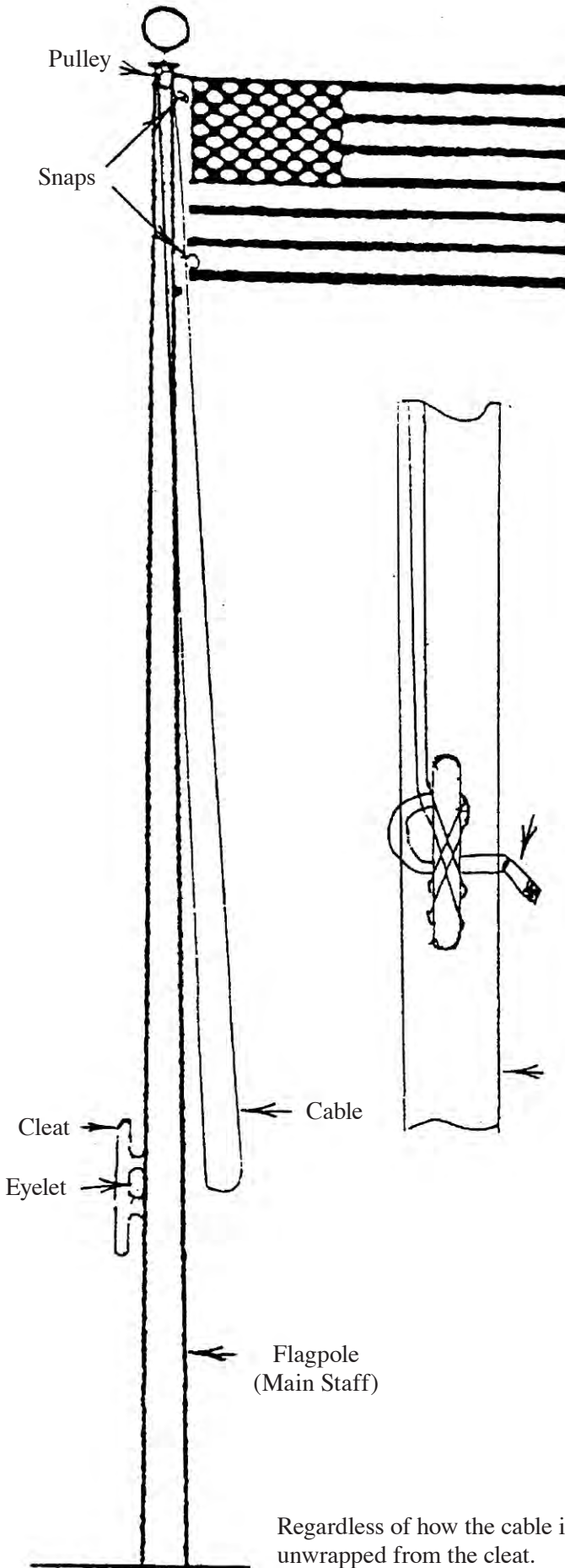
It is customary to fly the flag from buildings or staffs in open areas from “dawn to dusk.” The U.S. Flag Code allows the flag to be displayed outdoors 24 hours a day provided that the flag is properly lit at night.

Suggested Methods

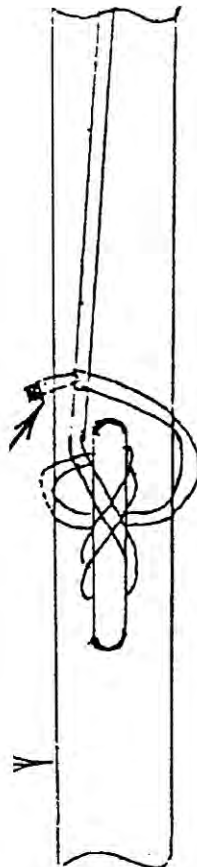
The flag should be displayed at the peak of the flagpole unless the flag is at half-staff. When the flag is flown at half-staff, the flag should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should again be raised to the peak before it is lowered for the day.

For specific instructions for raising, lowering, and caring for the flag, consult the U.S. Flag Code.

Sign up for daily flag status at <http://governor.ky.gov/pages/flagstatusupdates>.



Lock through end of cable



Lock through loop in end of cable and locked back to cable coming down the flag pole; lock must be big enough so that it cannot be pulled through the eyelet.

Flagpole (Main Staff)

Size of flag in relation to pole height

Recommended Flag Sizes

Pole	Flag Size	Pole	Flag Size
15'	3' x 5'	50'	8' x 12'
20'	4' x 6'	60'	8' x 12'
25'	4' x 6'	65'	9' x 15'
30'	5' x 8'	70'	9' x 15'
35'	5' x 8'	80'	10' x 15'
40'	6' x 10'	90'	10' x 15'
45'	6' x 10'	100'	12' x 18'

For windy weather, smaller flags than these are generally used.

Regardless of how the cable is secured, it should be tight enough so that it cannot be unwrapped from the cleat.

HVAC System

The JCPS District has a variety of heating systems, such as forced-air furnaces; gas-fired, rooftop units; heat pumps; geothermal; and hot water boilers.

The air-conditioning systems are, in general, chilled water using package chillers, split-system chillers, centrifugal chillers with cooling towers, and self-contained units.

The terminal units supplying heat to the classroom may be unit ventilators or air-handling units.

The plant operator should know which system is in the facility and how to operate the system safely and efficiently. If you are unsure of exactly what type of equipment you have, or of your responsibilities concerning your equipment, submit a work order and the appropriate service technician(s) will provide you with the necessary information. The boilers used for supplying heat and hot water to the facility should be operated with the utmost care and with safety foremost in mind. A boiler or water heater operated under unsafe conditions can be an extremely dangerous piece of equipment that can cause loss of life and property damage.

Listed below are safety features and operating procedures:

- Know the location of the main gas valves and gas valve on each piece of equipment.
- Know the appropriate operating pressure and temperature of the boiler and water heater.
- Know where to turn off water to each unit ventilator and air handler.
- Know how to start the boiler and water heater.
- Know the location of all special tools that may be needed to turn off gas.
- Be familiar with all safety controls on your boiler, water heater, or heating appliance.
- Know the location of the emergency switches.
- Before firing the boiler, be sure it has been closed properly and test-fired by an HVAC mechanic.
- If boiler is off on flame failure, reset one time. If boiler fails to start, submit a work order.
- In the event of a gas leak, notify principal and follow the *Safety Procedures Manual* guidelines. Do not turn on any electrical switches.
- In the event of a power failure, turn off all equipment and restart when power is restored.
- Never bypass any safety controls on the boiler, water heater, or heating appliance.
- Do not block combustion air inlets to the boiler room.

- **Do not use your boiler room as a storage area.** Follow the safety guidelines as outlined in training. Call Safety, Environmental, and Housekeeping Services with any questions or concerns.
- At the end of the heating season, the plant operator will open and clean all boilers and dispose of waste properly. After cleaning boilers, close them unless a state inspection is required.
- Rooftop Equipment—Check all reset controls when unit is off. Clean and replace belts as needed for motors up to 2.5 hp following lock-out/tag-out procedures.
- The boilers must be ready to fire no later than **September 1** of each year.
- Boilers requiring state inspection will remain open until inspection is complete. The state of Kentucky requires boilers to be inspected every two years. If your school is located east of I-65, state inspection will be conducted in even-numbered years. If your school is located west of I-65, state inspection will be conducted in odd-numbered years.

In general, it is the plant operator's responsibility to start the heating system at the beginning of the heating season. Normally, the heating season begins about **October 15**; however, boilers should be ready to fire by **September 1** in the event heat is needed. The Kentucky Department of Education requires that a 70°F temperature be maintained in the heating season and 75°F during the air-conditioning season for students.

The component parts of the heating system—pumps, air compressors, exhaust fans, belt replacement, motor lubrication, filter changes, cleaning unit ventilators, and air handlers—are covered in other sections of this book.

Before submitting a work order, check all on/off switches, reset controls, and auxiliary equipment, such as pumps and air compressors.

The plant operator should be familiar with the type of air-conditioning system and how to turn the system on and off.

If the system fails to start, submit a work order on the WOM Web site.

Heating/Air Conditioning Seasonal Changeovers

The transition from summer to winter: HVAC technicians will perform the necessary safety and preventive maintenance checks in order to prepare the equipment for startup. This will be accomplished by **October 15** of each year. A written request can be submitted to turn your heating system on prior to this date. (The **principal** must submit this request).

The transition from winter to summer: HVAC technicians will perform the necessary safety and preventive maintenance checks in order to prepare the equipment for startup by **April 15** of each year. A request on school letterhead may be submitted to the HVAC Department to turn your air-conditioning on prior to this date. (The principal must submit this request). Based upon weather predictions, turn your heating boiler off once you are comfortable it is no longer needed. In some cases, if the boiler is left on, HVAC cannot make the transition from heating to cooling because the water temperature is too hot to allow the changeover.

Contact HVAC at **485-3418** or submit a work order if you have questions or need further instructions.

How Do I Maintain the Boiler?

Note: Anytime a plant operator is newly hired at any school, a qualified HVAC technician meets with the new plant operator to provide specific instructions regarding the type of equipment and specific duties that must be completed in order for the equipment to be appropriately maintained.

- Check operation of boiler daily, and report any malfunction.
- Record temperature and pressure daily.
- If possible, check stack temperature.
- Check boiler pipes, valves, and expansion tanks for leaks.
- Check lights in boiler room, and replace burned-out bulbs immediately.
- Boilers need to breathe—**do not block** combustion air inlets.
- Open and clean boiler annually; boilers may be opened and cleaned anytime after the heating season but must be completed before September 1. The Housekeeping Services staff will deliver equipment needed for boiler cleaning. This is scheduled by submitting a work order. Disposable safety face masks should be worn during cleaning operation (available from JCPS warehouse).
- Keep the boiler room clean and free of furniture, custodial supplies, and litter. (You receive annual training relating to Fire Codes—the boiler room is not a storage area!)
- The boiler is a potential bomb and may need immediate and quick access. **Do not block** passageways or doors in the boiler room.

HVAC Unit Ventilator cleaning

The following procedures are meant to protect against potential electrical shock:

1. Identify and shut off the electrical power source to the unit ventilator. (Implement lock-out/tag-out and apply lock-out device.) Test to verify that the energized conductors/terminals inside the unit ventilator are deenergized and it's safe to reach inside the case to remove debris.
2. Remove unit ventilator front panel cover. Visually inspect to make sure the electrical covers are in place so there is no way to make contact with exposed energized terminals before reaching inside the unit ventilator case to clean out debris and materials.
3. Submit work orders **before** cleaning if any electrical covers are missing.
4. Never remove covers on electrical boxes or control wire boxes inside unit ventilators.

When Do I Change Filters?

It is the responsibility of the plant operator to order HVAC filters and ensure they are checked, changed, or vacuumed as needed.

- Filters should be checked every 30 days and changed when dirty. Complete your Air Filter Log accordingly. It is critical that a log be maintained (example located in the "Forms" section of this manual).
- JCPS adheres to the EPA Tools for Schools Program. Filters should be changed once every three months. (Filters can usually be vacuumed off every other time.)
- Filters should be changed monthly in rooms in which occupants have continuing allergy or asthma problems.
- Specially sized filters can be ordered by calling a buyer in the JCPS Purchasing Unit.

Note: After removing a dirty filter, immediately place it inside a plastic garbage bag and secure the bag before leaving that area. This will prevent the dust from being in the air.

Light Bulb Replacement

- Replace bulbs when flickering or burned out.
- If new bulb does not work, replace ballast by submitting a work order.
- If many bulbs are burning out at the same time, it might be appropriate to retube the rest. (Get advice from General Maintenance.)
- Use lowest wattage most energy efficient bulb feasible for the purpose.

Plumbing System

The following items are areas of your plumbing system with which you should become familiar:

- Where main water cutoffs are located
- Where sectional water cutoffs are located
- Where water cutoffs are located for each piece of equipment
- Where the valves that cut off the fire sprinkler system are located
- Keep water in all drains to prevent sewer gas from backing up.
- **Appropriate diagram(s) information should be maintained and posted in Plant Operator's Office.**

Preventive Maintenance

The plant operator is responsible for preventive maintenance in the school. Listed below are some items to assist in the development of a good preventive maintenance program. This is not an all-inclusive list.

- **Boilers**
 - Clean and punch boiler tubes at the end of the heating season. Close and have boilers ready to fire by September 1.
- **Air Compressors**
 - Once a week, check air compressor oil level and add 20-weight nondetergent oil if oil level is low.
 - Plant operator will drain water from air compressor if it is not equipped with an automatic bleeder.
 - Check belts on the compressors once a week.
 - Once a year, blow dust and dirt out of coils on air compressors.

If there is a malfunction of equipment, submit a work order.

- **Circulating Pumps**
 - The plant operator will check oil levels once a week and add 20-weight nondetergent oil, if needed.
- **Smoke Detectors**
 - Housekeeping staff does not clean and/or service smoke detectors. This is the responsibility of fire technicians that regularly service them (Maintenance Department technician). Submit appropriate work orders if issues arise.

- **Unit Ventilators and Fan Coil Units**
 - Filters must be checked monthly for cleanliness and changed, if necessary. Check filter once every three months (more often if needed).
 - Record all information on the Filter Log
 - Motors must be oiled at least twice a year, and shaft bearings must be oiled monthly.
 - Belts must be checked every time the filters are checked and replaced, if necessary, with a matching belt.
 - After shutting off the unit, check fan blades of unit ventilators and fan coil units and remove dirt buildup, if any.
 - During summer cleaning, unit ventilators must be opened up and all interior areas vacuumed, including blower wheels.
 - Check drain pans/Clean and remove debris.
 - Check to ensure proper draining (critical to room's indoor air quality).

- **Air-Handling Units**
 - All filters must be checked monthly.
 - Belts must be checked every time filters are checked.
 - Bearings and motors must be oiled and/or greased when filters are changed.

- **Exhaust Fans on Roof**
 - Exhaust fans must be serviced by the plant operator.
 - Check belts and replace if needed before calling in a work order for service.

- **Emergency Generators**
 - If there is an emergency generator, the oil level must be checked weekly. The specific oil for your particular unit will have to be prescribed because if it is a diesel, diesel oil must be used.
 - The water level in the battery, the water level in the radiator, and the oil level in the crank case must be checked once a week.
 - A visual inspection shall be made weekly by the plant operator. All JCPS emergency generators are tested weekly—every Monday at 10 a.m.
 - Document (see "Forms" section).

- **(Remaining) Fire Extinguishers**
 - Check gauge monthly.
 - Document "check" on attached tag.
 - Submit appropriate work orders.

Note: Submit a work order if there are any problems with the generator or it will not start manually.

- Tighten bolts and nuts on wall lockers monthly.
- Ensure operation of all sump pumps daily.
- Check for proper operation of food freezers by monitoring any change in normal temperature.

Preventive Maintenance Program Checklist

Daily:

Know the proper operating pressure and temperature for your equipment. (Meet with technicians who serve your school when new to building.) Know the location of all special tools that may be needed to turn off gas. Know the location of the main gas valves and water shut-off valves. Post a site plan map with these clearly marked.

- Check boiler room (boiler temperature, water pressures, pump operation, air compressor, water heaters, etc.). Record temperature and pressure daily.
- Check freezer and refrigerator temperatures.
- Plant operators must inspect playground equipment prior to student arrival and report any problems by submitting a work order.
- Inspect all corridor, stairway, and exit doors for proper operation. Submit work orders if repairs are needed.
- Boilers need to breathe—ensure combustion air inlets are not blocked.

Weekly:

- Check oil level of air compressor, and drain moisture from the bottom of tank.
- Check lights in boiler room, and replace burned out bulbs immediately.
- Check emergency generators for fluids (oil and water—add as needed) and battery.

Monthly:

- Check exit lights for proper operation. Replace bulbs as needed.
- Check emergency lights for proper operation. Replace bulbs as needed.
- Relamp light fixtures, and report defective ballasts by submitting a work order.
- Check eye wash stations.
- Check sump pumps for proper operation.
- Check belts and exhaust fans. Replace belts as necessary for motors up to 2.5 hp, and lubricate bearings.
- Blow down water heater.

- Remove the strainers and baskets from floor drains and mop sinks. Clean out debris.
- Clear gutter and downspouts of any debris—such as leaves, pine needles, bottles, cans, and balls—that can obstruct the flow of water. Keeping the gutters clear of debris prevents them from overflowing and prevents water from running into the soffit (overhang) and building.
- Keep roof drain strainers clear of debris to prevent water from ponding. Many roof drains are enclosed by parapet walls. If a strainer is covered with debris, water may back up over the counter flashing and infiltrate the roofing system. This not only damages the roof but also could be dangerous due to the excessive weight of the standing water.
- Leaves and paper accumulate in corners of buildings with parapet walls. If left alone, this debris rots and the base flashing begins to deteriorate.
- Check the counterflashing (this is the metal that is attached to or through the wall, usually copper) that may have come loose. If you see this, submit a work order.
- Avoid stepping on blisters while inspecting your roof. If you **break one open** or notice one that is open, mark it with spray paint or a distinguishable object and submit a work order.
- Check the sump pumps and pits. Make sure that **the pumps are cycling and operating** properly. Remove any debris from the pits that could clog up the sump pumps.
- If your school has outside fresh air intake vents at ground level, clear leaves and trash. If water is accumulating in this area, submit a work order.
- Replace whole (lay-in) ceiling tiles. Note: this is a fire code violation when ceiling tiles are missing.

Quarterly:

- Apply WD40 to door closers and hinge pins.
- Check and/or replace filters, lubricate, and check drip pan drainage for all HVAC equipment as needed.

Annually:

- Open boilers, and punch and clean tubes. (Request a Soot-A-Matic from Housekeeping Services by submitting a work order.)
- Vacuum out the condensing unit on water coolers to prevent buildup of dust and lint. Such buildup causes water cooler to run hot and shortens the life of the cooler.

Smoke Detectors

Housekeeping staff does not clean and/or service smoke detectors. This is the responsibility of fire technicians who regularly service them (Maintenance Department technicians). Submit appropriate work orders if issues arise.

Swimming Pool

All instructions for pool operation are posted on the board near the pool mechanical equipment. If additional information is needed, contact General Maintenance or your quality control inspector.

CHAPTER V

Inclement Weather—Housekeeping Responsibilities

Severe Cold-Weather Checklist

This checklist includes the major items you need to remember when implementing Severe Weather Procedures:

- Temperature 15°F to 0°F—Check between 8 a.m. and 12 noon each day.
- Temperature below 0°F—Check building at 8 a.m., 4 p.m., and 12 midnight.
- Call the Security Office at 485-3121 after you first enter the building and turn off the alarm.**
- Open cabinet doors (those with water pipes).
- Cover broken windows.
- Check for adequate heat.
- Close window shades and drapes.
- Prop open restroom doors and classroom doors.
- Check sump pumps, generator, and mechanicals.

Severe Weather Procedures

- At any time the outdoor air temperature is below 15°F, before the plant operator leaves the building, he or she must be certain:
 - That all classroom and restroom doors are open, with the exception of security alarm doors, audiovisual room doors, computer room doors, and storage room doors in the science classrooms.
 - That all closet and cabinet doors where plumbing is located are open.
 - That any broken windows are covered.
 - That all window shades are pulled to the windowsill and all drapes are closed.
 - That all schools operating with sewer plants keep a steady flow of water in at least three locations in the building with approximately one-half flow from one faucet at each location. A trickle of water should be left running in each restroom and in the kitchen area.

- **For Saturdays, Sundays, holidays, and when school is closed and the outdoor air temperature is below 15°F, the plant operator will perform the following checks:**
 - Check the building to ensure that the boiler room equipment (boiler and system pumps) are operational.
 - Ensure that there are no cold areas in the building that may be in danger of freezing water lines, sprinkler systems, or HVAC equipment.
 - The building will be checked between 8 a.m. and 12 noon each day the temperature has been below 15°F and not below zero.
 - When the outdoor temperature has been below zero, the plant operator must check the building three times a day (8 a.m., 4 p.m., and 12 midnight).
- In the event there is a problem in a school that has an area maintenance person, the plant operator should call the area maintenance person immediately for assistance.
- Any time there is a boiler failure or a plumbing problem, notify the Security Office at **485-3121** and Security will notify the proper maintenance personnel.
- A storm team has been established to check the condition of parking lots, driveways, and sidewalks. Someone may be calling you to advise you of the condition of your sidewalks and building entrances.
- If there is no plant operator, someone must be designated to perform these functions. His or her name and phone number should be listed with Security, the director of General Maintenance, and the director of Mechanical and Electronic Maintenance.
- **At all times when entering a building after hours, school personnel, as well as maintenance personnel, will follow normal entry procedures as required by the Security Office. (Call Security at 485-3121 when entering or leaving the building.) This procedure is most critical during severe weather and is required during all building checks.**

- Payroll reporting for hourly-salary plant operators:
Employer-authorized and approved work performed in excess of 40 hours credited to a designated employee per workweek for weekend and holiday building checks shall be considered as overtime and shall be compensated at the rate of 1 1/2 times that employee's scheduled straight time hourly wage rate in accordance with the following facility sizes:

1 Hour	99,999 or less square feet
1 1/2 Hours	100,000 or more square feet
2 Hours	250,000 or more square feet

Snow Removal

Plant operators or lead custodians are responsible for requesting de-icer from the JCPS warehouse (calcium chloride) for frozen sidewalks, shovels, and necessary equipment for snow removal. The plant operator/lead custodian or his or her designee should be present, if possible, when the parking lots are plowed to help prevent damage to the parking lot and to help avoid snow from being piled in front of handicap ramps and delivery entrances. Salt stored at the Tractor Shop is not for use on sidewalks because it is a grade of salt that could damage them. Plant operators and lead custodians may want to consider for having at least one barrel of sand in the boiler room throughout the winter months as a last resort in case your salt inventory is depleted.

It is the responsibility of the plant operator to see that all snow removal from sidewalks, etc., has been completed.

CHAPTER VI

Safety and Environmental Responsibilities

Procedures for Controlling Fire Egress, Corridors, and Doors

The Commonwealth of Kentucky has a moral obligation to ensure that its citizens are afforded a reasonable degree of safety and has adopted laws to achieve this. Persons who are in control of property occupied by others have the obligation, in addition to the legal responsibility, to provide for safety.

It shall be the duty of the principal, designee, and plant operator to inspect all exit facilities daily in order to make sure that all stairways, doors, and other exit facilities are in proper condition.

Particular attention should be given to keeping all exit doors available for immediate use. This serves to protect the paths of egress (e.g., the doors on stair enclosures, which should not be blocked). Outside stairs and fire escapes should be kept free from obstructions and clear of snow and ice. No accumulation of snow or ice or material of any kind, which may prevent the opening of a door or any other interference with rapid escape from the building, should be allowed.

Any condition likely to interfere with a safe exit should be immediately corrected; otherwise, report it at once as an emergency work order and notify your principal immediately.

Locks on Exit Doors

“No lock, padlock, chain, or other device, or combination thereof, shall be installed or maintained on any door on which panic hardware is installed.”

“Every required exit . . . shall be continuously maintained free of all obstructions for immediate use in the case of fire or other emergency.”

—Life Safety Code

Inspection of Means of Egress

“It shall be the duty of principals to inspect all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition.”

—Life Safety Code

To comply with safety regulations, each principal shall ensure that the following are completed:

- No later than 15 minutes prior to the arrival of students, the principal or appropriate designee shall physically examine each exit door to ensure that the door is in proper condition. This inspection may not be performed by the person who unlocks the exit doors.
- If any door is found to be locked, the principal or designee shall notify the plant operator, who shall immediately unlock the door.
- Any door that is found to have any defect that prevents its instant use shall be reported as an **emergency** work order by calling **485-3565** in accordance with previously established practices.

Enforcement

Any person who fails to comply shall be subject to disciplinary action for endangering the safety of school occupants. This is in addition to whatever action may be taken by the appropriate fire officials for violation of the Kentucky Fire Prevention Code.

We will take whatever action is necessary to ensure that all Jefferson County public schools are as safe from fire as they can reasonably be. Everyone must cooperate to achieve this goal.

Guidelines for Boil Water Advisories

When water main work is scheduled in your area or when water service is temporarily interrupted, or your school experiences a temporary reduction of water pressure, a boil water advisory may be issued.

- In case of a boil water advisory at a school facility, the Louisville Water Company will supply as soon as possible and deliver bottled water to your facility for usage:

1 pallet (216 gallons)—elementary
2 pallets (532 gallons)—middle and high

- If it appears that this is not a sufficient amount of water, call Safety, Environmental, and Housekeeping Services at Ext. **3298** and the Louisville Water Company will be notified to bring additional water as soon as possible. It is recommended to use bottled water in lieu of boiling.
- If required, disinfect all water used for human consumption by boiling at a rolling boil for a minimum of three minutes or use safe alternative supplies (e.g., bottled water). This would include all water used for drinks, food, and ice.
- Upon notification of boil water advisory, immediately turn off water, cover, and tag out all drinking water fountains and unplug all ice makers and immediately dump any ice.
- Discard all food and drinks prepared with tap water that has not been disinfected. Food Service manager shall immediately call Nutrition Services central office, which will notify the Health Department to determine what food can be saved or discarded. Nutrition Services central office can be notified for additional information on food usage. It is not always required to dispose of food, but unless there is verification from Health Department representative, discard all food products that are associated with water in preparation.
- **Safe Water Uses**
 - For the few remaining Jefferson County Public Schools (JCPS) dishwashers: automatic dishwashers operating normally and rinse water above 180 degrees can be used.
 - Tap water may be used in a three-compartment sink for washing utensils and pans only if it is followed by rinsing and sanitizing with kitchen-approved sanitizer.
 - Aggressive hand-washing with JCPS hand soap is recommended.
 - Continue to use sanitary facilities, such as toilets and urinals, as long as water supply has not been turned off. In instances where water is off totally, minimize bathroom usage until further information is available from the Louisville Water Company.
 - Use of water for showering or bathing is not recommended.
 - Do not use soda fountains, as this uses water. Shut off and tag.

Louisville Water Company will take a sample of water at school location, analyze it, and notify JCPS Radio Room at 3121 of an **all clear**. A representative of the JCPS Safety, Environmental, and Housekeeping Services Office will notify school personnel by e-mail or phone that the boil water advisory has been lifted.

When an **all clear** has been given:

- On all ice machines, flush supply line or run one full bin of ice and discard. Sanitize ice bin with a kitchen-approved sanitizer.
- Turn on, remove cover, and tag and flush all drinking fixtures for a minimum of three minutes. As walking building, flush all toilets and urinals.
- Flush soda fountains for a minimum of three minutes, and sanitize nozzle with a kitchen-approved sanitizer.
- All kitchen areas shall be flushed and sanitized per Food Service recommendations, minimum three minutes.
- JCPS General Maintenance shall be notified by JCPS Safety, Environmental, and Housekeeping Services immediately upon notification of **all clear** to flush strainers on main water supply line and ensure back-flow is operating properly.
- Bottled water is dated and should not be used for consumption after expiration date. School shall advise JCPS Safety and Environmental Services at Ext. **3298** when the extra water supply may be picked up.

Extended Loss of Hot Water

Waterless hand soap will be immediately delivered to the school location by Housekeeping Services staff.

Material Handling: Move the Load Safely

Safe Lifting

Safe lifting means keeping your back aligned and balanced when lifting. Most standard loads under 25 pounds can be lifted and carried safely by following these steps. You begin by bending from the knees (not the waist), tucking in your pelvis, and tightening your stomach muscles. You then hug the load close to you and gradually lift yourself up, using the strong muscles in your legs. Center the weight over your feet. Get firm footing and a good grip. When carrying the object, be sure not to twist or bend. Then, bend at the knees and slowly slide the load down your body until you can comfortably put the load down.

Mechanical Aids

Not all loads can (or should) be lifted by you or your coworkers. Carts, bins, and dollies are all mechanical aids that can help transport a load without putting undue strain on your back. Pushcarts and bins can be useful for light, awkward loads, while dollies can help move heavier, stackable material. When using mechanical aids, be sure that the load is secured in place before moving and be sure to push, rather than pull, the device.

Tips to Remember

Whenever you lift or transport materials, keep these tips in mind. You'll place less stress on your back and will get the job done safely.

- Always wear shoes or boots with firm, slip-resistant soles.
- Make sure your path is clear and well-lighted before lifting or moving the load.
- Know where to put the load down before you lift it.
- Never hurry when carrying a load.
- Delaying the job a few moments to get assistance is better than risking an injury. When teamwork is required, **one** person should call the signals.
- Wear proper protective hand gear, such as gloves, protective foot gear, and other clothing if the load requires special handling.
- Organize your work area to reduce unnecessary lifting or moving.
- Check the condition of mechanical aids before loading—are nuts, bolts, or moving parts properly adjusted? Are wheels stable and in good condition?

You have received training in proper lifting procedures, and you have been provided the equipment needed to do the job safely. However, safe, correct lifting is not always easily identified or executed. Please remember the following:

First, look at the path you'll be walking before you carry a load. Are the floors clear of hazards? Is there a place to rest? Is there room to set the load down? Make sure there is good foot traction.

Next, look at the object. Is it so big that it blocks your vision while you are carrying it? Decide where and how to hold it. Check for sharp edges or slippery, greasy spots. Make sure you can firmly grip the object with both hands (not your fingertips).

Now, you should be ready to lift the load. Bring your body in as close as possible to the object. Start with your feet parted, one foot slightly ahead of the other for balance and leverage. Squat down, bending at the knees, not with your back. The idea is to keep your back straight. Keeping your chin tucked in helps. Keep your elbows and arms close to your body. The more extended your arms, the less strength you have. Use both hands, and keep the object in front of your chest. Lift the load between your knees slowly and smoothly.

You are now lifting with your legs, not your back. Try not to twist or jerk while lifting, which would put more pressure on your back. Avoid arching your back because this motion can pinch a nerve. Don't lift a load alongside

your body. Asymmetric or uneven lifting puts uneven pressure on your spine and muscles. Keep the load as close to your body as possible. If you must turn while carrying the load, pivot with your feet. Do not twist at the waist.

When lowering the load, just remember all of the previously mentioned rules. Use slow, well-controlled motions, not jerky ones. Bend with your knees, not with your back. Again, keep the load close to your body.

In reality, objects are often too bulky to pass easily between people's knees. That's why the size of the load should always be reduced when possible. You should take the time needed to break down loads or ask for help from other workers.

If you must carry something that is too big to lift between your knees, start with your feet as close to the object as possible, with your legs slightly flexed. You will have to lift with a stooped back, but doing it slowly and smoothly, without jerky motions, is the safest way possible. Learning to lift this way uses the strength in your legs, not your back. Therefore, your leg muscles must be strong and flexible enough to lift heavy loads. If you do not have strength in your legs, when you lift you tend to lean forward at the waist, thus putting all the pressure on your back. Exercise to develop these muscles is recommended.

As far as pushing and pulling goes, pushing is better for your back than pulling. Two hands should always be used for pulling to lessen the chance of twisting.

Remember:

Push, don't pull.
Move, don't reach.
Squat, don't bend.
Turn, don't twist.

Back supports sometimes help:

- Support lower back and abdominal muscles.
- Reduce fatigue.
- Improve lifting posture.
- Act as a reminder.

Back supports do *not* make you stronger.

A Tip on Twisting

Twisting during a lift is one of the most common causes of back injury. By simply turning your forward foot out and pointing it in the direction in which you intend to move, you can avoid twisting.

Fun Fact—Water weighs 8.34 lbs. a gallon!

Slipping and Falling Hazards

Plant operators must be aware of many factors that cause slipping and falling—factors that are either the responsibility of the plant operator or of others in the school.

- Clothing that is inappropriate for specific jobs can cause a person to fall. Clothing should not be too long or loose. (JCPS provides uniforms.) Shoes should be slip-resistant, preferably with rubber or other grip-type soles. Sandals, clogs, or flip-flops are **not** allowed on the job.
- Be alert. Watch for things that can trip people, such as wires, cords, litter, or equipment in aisles and walkways both inside buildings and on surrounding grounds. When possible, remove or rearrange such objects so they are not in the way.
- Wet floors can cause a particular hazard. When cleaning floors, place a “Caution, Wet Floors” sign to warn people using the area. Added protection is gained by roping off the area whenever possible. Floors should be cleaned when traffic is lightest and should be dried as soon as possible. If the task calls for walking on a wet surface, the custodian should place his or her feet carefully and move slowly.
- Spills and leakage from trash barrels or bags can create another problem. Empty a leaking trash container and clean up the spill as soon as possible.

Falls are commonly caused by tripping over objects in walkways. A custodian can thoughtlessly create this type of hazard for others on school grounds. All equipment and supplies should be stored properly, away from walkways. Never leave tools or equipment lying around if they are not actually being used.

Indoor Air Quality

One reason indoor air quality (IAQ) has become a concern is because more people spend more time indoors than in previous generations. In addition, metro Louisville, which lies in the Ohio River Valley, has a climate in which allergies tend to flourish. This is primarily due to higher humidity levels. Attention needs to be paid to IAQ, because allergies and asthma are increasing worldwide, even in children prior to entering school. Nationwide, about three students in every classroom have asthma. There are many causes for asthma, and not all causes are building-related. Causes include substances found in homes, food additives, outdoor environments,

exposure to some chemicals, and each person’s own health sensitivity. However, to promote good learning and working environments, it is important to resolve the causes of IAQ concerns when a complaint is received or before, if possible. Plant operators, teachers, and school staffs need to work together to resolve IAQ concerns.

Assistance

The Safety and Environmental Office is available to assist in resolving problems that cannot be resolved at the school level. When assistance is needed, the plant operator should give the occupant on IAQ Complaint/Request Form to fill out. To keep the lines of communication open, the plant operator and principal should also sign the form prior to faxing it in for action. The staff with Safety and Environmental Services assists various maintenance departments and others to properly investigate IAQ problems, determine probable solutions, and take remedial actions.

Mildew/Mold and Moisture

The cause of mildew and mold is moisture. To eliminate mildew and mold, the cause of the moisture must be identified and eliminated. Stained ceiling tiles, a leaking pipe, a roof leak, or a leak from the floor above can indicate the presence of moisture. Submit a work order to repair the cause. Sweating cold water pipes can cause mildew and mold above a ceiling. Other causes are leaking roofs, wet or damp carpets, and use of too much water when cleaning walls. Closing up a room in which a thermostat is set at a low temperature during the summer months causes moisture to condense on room surfaces. Submit an IAQ Complaint/Request Form for assistance and follow-up.

EPA Tools for Schools

JCPS has received an Excellence Award from the U.S. Environmental Protection Agency (EPA) for developing an exemplary program for addressing and resolving IAQ concerns. The JCPS program is based on the EPA Tools for Schools Program, which promotes a team effort in understanding, identifying, analyzing, and resolving IAQ complaints. EPA Tools for Schools kits and the booklet *Managing Asthma in the School Environment* are available from the Safety, Environmental, and Housekeeping Services Office.

Filters/Filter Logs

Refer to the earlier section called “When Do I Change Filters?,” which explains the frequency of filter changes. Basically, they should be checked every three months and changed when they are dirty. Using the Air Filter Log allows the plant operator to complete or assign one floor, one hallway, or a portion of a hallway at a time

by recording the date on the log and then coming back to it three months later. In previous years, custodians would change filters during the summer break and then wait until the Winter Break to change them again. This meant that four or five months would go by between filter changes. However, allergies and asthma can be aggravated within three months, as is evidenced by complaints concerning watery eyes and scratchy throats from dirty filters in classrooms. Timely changing of filters not only promotes a healthy learning environment but also reduces complaints dramatically.

Ventilator Units

The inside of ventilator units should be checked and vacuumed after they are shut off. Dirt buildup on fan blades needs to be removed and drain pans cleaned and disinfected. Dirt buildup on fan blades reduces air flow and eventually flakes off and flies through the air. Dirty drain pans eventually clog up, and the drain hole becomes stopped up. This causes water to build up in the unit, which in turn causes a rise in room humidity and possible mold growth in the unit.

Ventilation Blockage/Concerns

Ventilation in a classroom can be reduced or plugged as a result of careless actions. One is the placement of books or boxes on top of unit-ventilator air grates. Such objects block air from entering the classroom. Another is the placing of solid bookcases, desks, or stuffed furniture, such as couches, against ventilators. Since the filters are located near the bottom of the unit, the classroom air is blocked from being filtered. Such furniture should be placed a minimum of two to three feet away. Grass-mowing crews should be reminded that it is unacceptable to blow grass and dirt into outside air intakes. These should be cleaned out if there is build-up. Similarly, flower beds and mulch should not be installed around intake grilles.

Other causes of IAQ problems, in addition to those discussed above, include the following:

- **Floor/Sink Drains**—Unused floor or sink drains can have dry traps that allow sewer gas to enter a room. Water should be placed in these drains during the dry winter months to keep water in traps.
- **Odors/Gases**—Odors and gases are different. Odors are a nuisance, and gases can be a health problem. Safety and Environmental Services has gas monitors to identify gases. If there is a natural gas leak outside, stay inside and shut off ventilation. If a natural gas leak is inside, evacuate to the outside and call the emergency numbers.
- **Animals/Pets**—Fur and dander from animals and pets can aggravate allergies and trigger asthma. They may need to be removed in order to resolve an IAQ concern.
- **Potted Plants**—When plants are watered, soil gives off a mold bloom of spores. Plants should not be located over ventilators. They can be asthma triggers and may need to be removed to resolve IAQ concerns.
- **Chemicals**—Cleaning materials should be stored away from air returns and where students cannot access them. JCPS uses “green” cleaning products.
- **Carpet**—Dust mites are considered an IAQ concern, because they cause allergies and sneezing. Dust mites are microscopic and live on stuffed furniture, home bedding, and carpet. A school with a considerable amount of carpet should consider replacing vacuums with HEPA vacuums that catch 99.97 percent of dust particles. (Follow the JCPS bid.) Also, when carpets are cleaned, they need to be dry to the touch within 24 hours to prevent mildew and mold from forming. Cross-ventilation, along with fans and floor fans, should be used to achieve this goal.

Integrated Pest Management

Pest control at JCPS has been accomplished for many years by using Integrated Pest Management (IPM) principles. The purpose of an IPM program is to control insects, rodents, and other pests by relying on methods other than the use of pesticides in the school environment. Pesticides can be asthma triggers and must be avoided, if possible. Only licensed pest control employees are allowed to apply insecticides in school buildings. Foggers should never be used in schools. JCPS pest control has three certified pest control operators with Structural and IPM certifications. Other JCPS employees are prohibited from using insecticides by state regulation.

IPM Pest Control Techniques

The following are typical pest control techniques used at JCPS:

- Studying the habits and habitats of the pest is done in order to learn how to remove its food source, remove its habitat, and block its entrance from the school.
- Sanitation and proper storage of food in closed plastic containers will prevent ants, roaches, and mice.
- Prior notification—Spray insecticides are rarely used in occupied areas and are subject to 24-hour **prior** notification of staff, students, and parents when used during the school week. This course of action is the absolute last resort and almost never done in JCPS.

- Gel baits are used for roaches and ants. They are scientifically formulated as “attractants” and as such, are of low risk to humans due to their chemical makeup and their placement away from students.
- Hanging, insecticide-free “Gold Sticks” are placed to catch flies and gnats on the glue surface that has been treated with a nontoxic attractant.
- Glue boards are used extensively to track roaches and capture mice.
- Large snap traps are used to trap rats.
- Live traps are used to capture small nuisance animals, such as opossums, raccoons, squirrels, and skunks. They are released in protected woods. No one else should approach a caged animal.
- Portable HEPA vacuums are used to remove troublesome spiders.
- Steamers are used to kill bed bugs on contact.
- Special nets are used to capture and release bats and birds.

Special Pest Control Concerns

- **Bats** eat thousands of mosquitoes in one night. They leave their roost around sundown and return in the morning around 3 or 4 a.m. If seen during the day, they are interested in escaping a building, if at all possible. If one or more are seen in a school building, submit a work order for Pest Control. Also, vampire bats do **not** live in the United States.
- **Bed Bugs**—Housekeeping’s priority is to address the problem as quickly as possible with minimal disruption to the learning environment and to avoid bringing undue attention to any individuals directly involved.
 - Submit a work order.
 - Collect as many suspected bed bug specimens from objects or room as possible for identification confirmation by Pest Control personnel using transparent tape. Note: Housekeeping personnel does not inspect students or student property.
 - Bag identified items, to the greatest extent possible, that can be returned to student(s) to take home at the end of the school day.
 - Removable, washable items should be laundered in very hot water. If a dryer is available, use the highest heat setting and dry items for 30 minutes.
 - Vacuuming should be done where applicable, being sure to empty vacuum bag or canister immediately outside into a plastic garbage bag and placed in dumpster (use a HEPA vacuum, if available).

- Vinyl or other nonfabric items, such as floor mats, desks, and chairs, should be wiped down with JCPS germicidal cleaner. Allow surfaces to air dry thoroughly.
- Reduce clutter that may impede further inspection and/or planned treatment.
- The JCPS Pest Control Unit will determine if steam treatment is warranted for any areas or surfaces
- JCPS does **not** recommend pesticide usage.
- Initiate a policy of keeping all Lost and Found clothing, backpacks, etc., in a closeable, plastic storage bin (rather than in a cardboard box).
- Identification—An adult bed bug is under 1/4" long and looks flat. It is as wide as long and oval in shape compared to most other insects. It can range in size from a poppy seed to a tick, depending on the life cycle stage. The color of a bedbug is brown to reddish brown.

- **Canadian Geese** are protected and are becoming more and more common. They are attracted by water features, such as ponds, swamps, drainage ways, and fields with standing water. Their large droppings can become a health hazard on school grounds, as it is tracked inside on shoes. They will return year after year with increasing numbers of offspring unless they are discouraged from landing on the site. If individuals feed the geese at a school, they may encourage a permanent resident flock of geese. Once they make the area as their home, they are much more difficult to chase away. The situation may require the hiring of federal government wildlife personnel to catch and transport them to protected location elsewhere in the state.
- **Lice**—Human lice on students do not live for very long off their host. The room’s environment, such as carpet or flooring, should be vacuumed and the bag discarded. There is no need to spray floors, etc., with chemicals. Lice should be reported to a school or district nurse for instructions.
- **Mosquitoes** need water to multiply. If water stands for seven days after a rain, there is enough time for eggs to hatch, mature into larvae, and create a mosquito swarm. The best prevention is not to allow water to stand in empty flower pots, tires, small pools, and tubs. Ditches and ponding areas can be treated with anti-larval tablets, etc., or the yard areas can be drained. Mosquitoes can breed in roof gutters if they are not kept clean or if the downspouts are plugged.
- **Skunks** are usually handled by a private capture company. A live trap will be set to capture the skunk. Since it may take hours before the cage with the skunk is picked up by the contractor, no one else should approach a cage containing a live skunk or offer the

animal food or water. Skunks are capable of spraying anyone close by with a putrid odor in addition to the possibility of being rabid. The skunks will be released in another geographic area, so they won't wander back.

- **Spiders**—There are two types of spiders that are considered a hazard, the brown recluse and the black widow. The black widow is usually found outdoors in out-of-the-way places and is recognized by being black in color with a red hourglass on its underbelly. Their bite can cause severe headaches. The brown recluse is usually found in storage areas and other out-of-the-way places. They can be recognized by a distinct fiddle or violin shape on their back. Their bite is localized and can damage the skin in the bite area. Try to save the spiders, if possible, for identification purposes and seek medical attention. Both the black widow and the brown recluse can be controlled by the pest control operator (PCO) using HEPA vacuums and possible spraying of control agents on weekends.
- **Termites** eat wood fibers, including wood in walls, paper backing on drywall, cardboard, etc. Termites enter structures from the soil below. Their nests can be located under the school or off the property. In the early spring (March and April), termites swarm for a couple of days to mate lose their wings, and return to their hole. At that time, they should be vacuumed up. A work order should be placed so that a PCO can come out and record the termite location. This allows a treatment to be scheduled with a contractor when school is out for the summer.

Bloodborne Pathogens

The intention of this section is to provide a brief summary regarding proper response to situations that involve potential bloodborne pathogens.

The complete bloodborne pathogen plan and all related forms are located in Section 3 of the *Facility Compliance Manual* and on the *Safety, Environmental, and Housekeeping Services Web site*.

Universal precautions should be used in any dealings with blood or other body fluids. In case of possible exposure to blood or other potentially infectious materials, an employee must:

1. Thoroughly wash exposed area with soap and water.
2. Complete the **Exposure Incident Report** found in the JCPS Bloodborne Pathogens Exposure Control Plan and forward a copy of the **Exposure Incident Report** to the Workers' Compensation Office and the Safety and Environmental Services Office.
3. Immediately take completed form and visit one of the Occupational Physician Services offices for treatment.

Flooding or Potential Electrical Hazard

Anytime wet conditions occur in a room or area of the building, including the basement, boiler room, and out-buildings, or flooding conditions, the risk of electrical shock is increased tremendously. Therefore, when wet conditions occur, the following procedures shall be followed:

1. The area shall be secured and no admittance allowed until an **all-clear** is given by JCPS General Maintenance Electric Shop or when directed to do so by local or state government agencies, including the fire or police departments.
2. Notify the Security Radio Room at **485-3121**, give a description of the incident, and request the notification of the Electrical Shop Foreman or designee.
3. The Electrical Shop Foreman or designee shall go to the site and, if required, de-energize all electrical devices, equipment, and fixtures in the wet and/or flooded area.
4. The area shall be cleared of water, devices, and equipment dried off as required by maintenance and/or school personnel.
5. The Electrical Foreman or designee shall inspect all areas, especially electrical devices and equipment, and restore power when dry.

This procedure shall be followed in all circumstances involving the potential for electrical shock.

School Safety

Safety, Environmental, and Housekeeping Services

is a resource for promoting a safe working and learning environment. We work closely with various regulatory agencies, such as the Occupational Safety and Health Administration (OSHA), the EPA, and the Kentucky State Fire Marshal to reduce potential hazards and maintain compliance. We also work closely with various JCPS departments and staff to identify, coordinate, and remedy various concerns. We provide consultation and training to JCPS employees in such areas as AED/CPR/first aid, bloodborne pathogens, indoor air quality, personal protective equipment, hand tool safety, chemical hygiene, proper lifting techniques, integrated pest management, hazard recognition, and so on. Please feel free to contact us with any safety, environmental, or housekeeping concerns you may have. Our telephone number is **485-3298**. Our fax number is 485-3847.

Housekeeping means more than maintaining the cleanliness of your facility. Good housekeeping provides a safe working and learning environment by recognizing and reducing the potential hazards associated with accidents. Good housekeeping includes, but is not limited to, general school safety, safe work practices, fire and emergency safety, playground safety, and chemical safety. The following checklist provides some of the responsibilities of a plant operator in regard to general school safety.

- ❑ Keep electrical panel boxes closed and locked in corridors and areas to which students may gain access.
- ❑ Keep restricted areas secure (e.g., boiler rooms, plant operator rooms, storage rooms, and access points to the roof or basement). These areas contain hazards for students and unauthorized people.
- ❑ Maintain paper copies of SDS for housekeeping chemicals used at your school.
- ❑ Check electrical switches and outlets to ensure that they are not damaged and have cover plates.
- ❑ Check electrical outlets for plastic safety inserts in areas to which children age five years and under have access.
- ❑ Electrical cords should be repaired or replaced when needed. Never tape with electrical tape and continue use.
- ❑ Extension cords may be used on a **temporary** basis only.
- ❑ Keep walking surfaces—especially in restrooms and near water fountains—clean and free from water and other liquids and materials that can create slippery conditions.
- ❑ Read and follow the *Safety Procedures Manual* to be prepared in the event of an emergency.
- ❑ Know and tag the locations of critical emergency shutoffs, such as water, gas, and electrical services.
- ❑ Maintain a floor plan with the location of emergency shutoffs noted. Post a color-coded plan that also indicates location of any special tools needed in plant operator office.
- ❑ Repair or submit a work order on building safety hazards that may cause an accident or injury, as soon as such hazards are found.
- ❑ Make regular inspections of your school to maintain clean, orderly conditions, free of debris and other hazards.
- ❑ Use approved labels whenever chemicals are not in their original containers (e.g., spray bottles). These are available from the Safety and Environmental Services Office at **485-3698**. All vendors JCPS

purchases supplies from provide preprinted secondary labels for all supplies purchased.

- ❑ Attend annual training—usually scheduled the third week of June.

Safe Work Practices

Safe work practices focus on the way you work and on potential risks to others. Safe work practices reduce the chance of injury to you and your staff. Remember, your actions can affect the safety of others. Here are a few things to remember when performing your various job duties:

- Plan the project before starting. Think about the tools, equipment, and supplies that you need to complete your work.
- Think about the hazards you may encounter and the possible hazards you may create for others.
- Plan work so that you do not put others at risk of injury.
- 20-amp Ground Fault Circuit Interrupters (GFCIs) are provided. These should be used whenever you are operating electrical equipment where water/liquid is present.
- Notify people who may come into contact with a hazard created by the work you are doing. Barricade or install caution tape, wet floor signs, etc., to notify and restrict access.
- Make sure your tools and equipment are in good working order. Never use broken tools or equipment. Inspect hand tools, ladders, etc., before starting the work. Replace ladders (never attempt to repair).
- Wear appropriate personal protective equipment for the job you are doing. This may include such items as dust masks, safety glasses, chemical-resistant gloves, Trac-Mate shoe covers, and nonlatex gloves.
- Follow safety procedures and instructions associated with the equipment, tools, and products used.
- Follow all chemical-hygiene safe work practices as outlined in the chemical-hygiene plan.
- Clean up any waste, debris, or residue that may cause an accident.
- Tools and equipment should be stored in cabinets, on racks, or in other suitable places.
- All containers used to store materials, particularly mixed chemicals, should be properly labeled and stored in an approved manner.
- Do not use an electrical plug with a missing ground prong, especially when working in or around wet areas.

The final safety precaution that needs to be mentioned is using caution to avoid electrical hazards. Since custodians are frequently working around wet areas with electrical machines, the machines need to be grounded. This is why

the three-prong plug on your wet/dry pick-up machine and floor machine is so important. Don't break that third prong off. To be properly grounded in a two-hole receptacle, an adapter must be used and the adapter must be screwed into the receptacle plate. GFCI adapters are provided.

In flood situations, wait for a JCPS electrician to de-energize electrical circuits before beginning clean-up.

Fire and Emergency Safety

The plant operator plays an important role in the fire/emergency safety of the school. There is probably no one at your facility who better understands the mechanical operations of your facility. In an emergency, the school relies on the skill and knowledge of the plant operator and housekeeping staff. Here are a few things that you should know about fire/emergency safety.

- Know your role in local-school safety plans.
- Keep stored items and other materials out of emergency exits and corridors.
- Post and maintain emergency procedures in each occupied room.
- Check fire/smoke doors for proper operation.
- Test emergency lights monthly and emergency generator operation weekly.
- Test exit signs monthly, and replace bulbs as needed.
- Do not allow storage within 3 feet of electrical service panel boxes.
- Store flammable liquids in an approved container, inside an approved storage cabinet for flammable materials.
- Do not allow storage of flammable materials near or on boiler, HVAC, or electrical equipment.
- Replace missing and/or wet ceiling tiles.
- Know the location of electrical, gas, and water shutoffs.
- Remove storage from the tops of univents, and keep intake clear.
- Read and follow the *Safety Procedures Manual* to be prepared for an emergency.
- Notify the principal regarding concerns.
- Check fire extinguisher gauges monthly, and record on tag. Replace discharged extinguishers as needed.
- Do not allow doors to hazardous areas, e.g., boiler rooms, electrical rooms, maintenance rooms, and storage rooms, to be propped open.
- Maintain an 18-inch storage clearance from sprinkler heads.

- Store combustible materials in approved metal containers.
- Store oily, painted, or stained rags in approved, self-closing containers.
- Cleaning supplies are to be stored in a locked area to which students do not have access.

Chemical Safety Checklist

Most housekeeping chemicals are dispensed from the dilution station that automatically controls mixing and dilution ratio. All other chemicals should be mixed according to the manufacturer's instructions on the label. Safety Data Sheets (SDSs) are provided for all chemicals that JCPS orders, and all are available from the Safety, Environmental, and Housekeeping Services Web site. You must keep printed copies in your red SDS binder and ensure that all housekeeping staff members have access to them and know their location. There are some special do's and don'ts that should be followed:

- Do** always mix chemicals according to label instructions. More is not better and, in some cases, defeats the purpose of the chemical and can be dangerous to you.
- Do** always wear nonlatex disposable gloves and safety glasses when working with or mixing chemicals.
- Do** use the proper chemical for the job. For example, stripper is not made to kill bacteria in restrooms.
- Do** place a secondary manufacturer's label on all chemical containers and spray bottles or use a yellow and black secondary label and completely fill out.
- Do** follow the proper procedures under the "Chemical Safety" and disposal section.
- Do** refer to SDSs for safety procedures.
- Don't** mix different chemicals. Special concoctions can be dangerous. For example, ammonia and bleach in strong concentrations create a lethal gas.
- Don't** put diluted chemicals in an unmarked bottle. The next person using the bottle won't know what is in the bottle and might use the contents in the wrong way.
- Paper supplies should always be stored on shelves above liquid supplies.

Understanding Safety Data Sheets

The Hazard Communication Standard (HCS) requires chemical manufacturers, distributors, or importers to provide Safety Data Sheets (SDSs) (formerly known as Material Safety Data Sheets or MSDSs) to communicate the hazards of hazardous chemical products. As of June 1, 2015, the HCS will require new SDSs to be in a uniform format, and include the section numbers, the headings, and associated information under the headings below:

Section 1, Identification includes product identifier; manufacturer or distributor name, address, phone number; emergency phone number; recommended use; restrictions on use.

Section 2, Hazard(s) identification includes all hazards regarding the chemical; required label elements.

Section 3, Composition/information on ingredients includes information on chemical ingredients; trade secret claims.

Section 4, First-aid measures includes important symptoms/ effects, acute, delayed; required treatment.

Section 5, Fire-fighting measures lists suitable extinguishing techniques, equipment; chemical hazards from fire.

Section 6, Accidental release measures lists emergency procedures; protective equipment; proper methods of containment and cleanup.

Section 7, Handling and storage lists precautions for safe handling and storage, including incompatibilities.

Section 8, Exposure controls/personal protection lists OSHA's Permissible Exposure Limits (PELs); Threshold Limit Values (TLVs); appropriate engineering controls; personal protective equipment (PPE).

Section 9, Physical and chemical properties lists the chemical's characteristics.

Section 10, Stability and reactivity lists chemical stability and possibility of hazardous reactions.

Section 11, Toxicological information includes routes of exposure; related symptoms, acute and chronic effects; numerical measures of toxicity.

Section 12, Ecological information*

Section 13, Disposal considerations*

Section 14, Transport information*

Section 15, Regulatory information*

Section 16, Other information, includes the date of preparation or last revision.

*Note: Since other Agencies regulate this information, OSHA will not be enforcing Sections 12 through 15(29 CFR 1910.1200(g)(2)).

Employers must ensure that SDSs are readily accessible to employees.

See Appendix D of 1910.1200 for a detailed description of SDS contents.

For more information: www.osha.gov

OSHA
(800) 321-OSHA (6742)

U.S. Department of Labor

Ladder Safety

Working at a distance above the ground also creates a potential falling hazard. There are many custodial tasks that require the use of a ladder, scaffold, or other type of support. Routine use of ladders can lead to carelessness. Most accidents can be avoided with proper maintenance, selection, and use of climbing equipment. Most custodial staffs have six-, eight-, ten-, or twelve-foot step ladders and an extension ladder to assist them with many tasks.

Safety First!

Never use a support that was not specifically designed for the use to which you intend to put it. For example, do not substitute a chair for a stepladder.

Safety Tips for Setting Up and Using Portable Ladders

- Make sure the ladder will be standing on a firm, level surface.
- Try not to set up a ladder in a passageway. If you must use a ladder in a passageway, set out cones or barricades to warn passersby.
- Never place a ladder on an unstable base for more height.
- Use both hands for climbing.
- Hoist your tools if carrying them would keep you from using both hands.
- Don't stretch in order to reach something. Climb down, and move your ladder.
- Only one person should be on a ladder at any time. Whenever possible, have an extra person hold the ladder steady.
- Do not use a ladder for any purpose other than as a ladder.

Choose the right ladder for each job, follow the basic rules for using it safely, and perform regular inspections and maintenance.

One common portable ladder is the stepladder.

Stepladders:

- Stand by themselves.
- Are not adjustable in length.
- Have a hinged back.
- Have flat steps that are 6 to 12 inches apart.
- Open at least one inch for each foot of the ladder's length.

Rules for using stepladders safely:

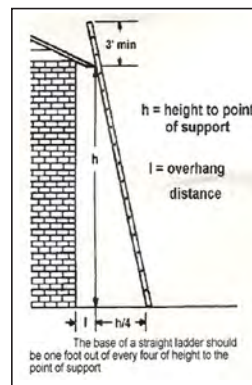
- Make sure ladder is fully open and the spreaders are locked.
- Do not climb, stand, or sit on the top two rungs.

Another common portable ladder is the extension ladder. Extension ladders are:

- Lightweight and durable.
- Adjustable in length.
- Made up of two or more sections that travel in glides or brackets.
- At least 12 inches wide.
- Not longer than 24 feet per section.

Rules for Using Extension Ladders Safely:

- Have a co-worker help you raise and lower the ladder.
- Never raise or lower the ladder with the fly section extended.
- Be sure to secure or foot the ladder firmly before extending it.
- Set up the ladder with about three feet extending above the work surface.



When using an extension ladder, figure out and use the right set-up angle or pitch. The distance from the foot of your ladder to the base of what it is leaning against should be about one-fourth of the distance from the ladder's top support to its bottom support.

Inspection and Maintenance of Portable Ladders

Ladders must be kept in good condition at all times. They need care and cleaning, especially when used in oily or greasy areas. Regular inspections will help ensure that ladders are safe. **We do not repair ladders—we replace them.**

Check each ladder in these ways:

- Look for broken or missing steps or rungs.
- Check for rust or weakness in the rungs and side rails of metal ladders.
- Check fallen or missed ladders for excessive dents or damage.
- Remove defective ladders from service immediately to prevent accidents, and replace.

Waste and Recycling

Introduction

It is important to our future to conserve resources and recycle waste as much as possible. We play a critical role in educating the next generation by being role models with our sustainable recycling program. A waste dumpster is provided primarily for cafeteria food waste. A recycling dumpster is provided primarily for just about everything else—all waste paper and cardboard, including classroom waste paper, school phonebooks, plastic beverage bottles, and aluminum cans. Depending on the current bid, these services may be provided by the same or different companies. JCPS will still manage waste and recycling services through the Safety and Housekeeping Office.

Waste Collection vs. Single-Stream Recycling

Two Types of Dumpsters

There are two kinds of dumpsters at each school. One dumpster is for collecting **waste** that goes to the landfill. The waste placed in this dumpster should include food and biodegradable trays from the cafeteria and other items, such as Styrofoam, glass, wrinkly wrappers, plastic shopping bags, and restroom papers. JCPS strives to send the least amount to landfill as possible! The other dumpster is for **recycling** purposes. Its contents go to a recycling plant for sorting and then are shipped to a processor. The recycling dumpster is bright green and is



equipped with a lockable bar with a lock provided by the school. No longer are schools recycling just paper and cardboard; they are now recycling many

types of items and placing them in the same recycling dumpster. The term for this type of recycling is **single-stream recycling** and includes all types and colors of paper, phone books, flattened cardboard, empty plastic bottles, aluminum cans, tin cans, empty pizza boxes, and many others.

Collecting Recyclables

There are a couple of ways to collect recyclables at each school. For instance, each classroom should have a **blue recycle bin**. At the beginning of the recycling program in the year 2000, all schools were given blue recycling bins for each classroom. The purpose of the blue bins is to collect most of the materials that used to go into the waste basket. **Waste baskets** are only for disposing of sanitary items, such as tissues, food items, and wrappers.

Many schools at least once a week have environmental clubs or other student groups participate in recycling by emptying the blue bins into larger wheeled toters so the recyclables can be taken to the recycling dumpster.

Schools have been given recycling containers with clear plastic bags for the purpose of collecting plastic bottles and aluminum cans.



Blue recycling bins and clear bags are available from the Custodial Warehouse. Blue wheeled toters and plastic bottle and aluminum can recycling containers are available through special order.

Recycling Goals and Impact

The goal of the districtwide recycling program is to have most of the waste items from a school going into the recycling dumpster. As the amount of recycled material **increases** at a school, the number of days the waste



dumpster is emptied in a week should **decrease**. The amount of items recycled at JCPS is quite large. In the past ten years, JCPS schools have recycled more than 100 tons of paper and cardboard every month, which equals more than 2 million pounds a school year. Every ton of recycled paper and cardboard saves 17 trees, equaling more than 1,700 trees a month or more than 17,000 trees a school year. For every ton of recycled paper and cardboard, about 24,000 gallons of water that would have been used to manufacture paper is saved, equaling more than 2.4 million gallons of water saved each school year. It is estimated that 5 tons of plastic bottles are being recycled by JCPS schools every month, or about 50 tons recycled per year.

Recycling Fluorescent Tubes and Projector Bulbs

If the tubes have black or silver tips or writing on them, or if the tubes have black or silver end caps, they are recyclable as follows:

- Put the recyclable tubes back into the box they came in.
- When the box is full of recyclable tubes, place a work order for Pest Control to come to the school and pick them up.
- After collection, the tubes are stockpiled at the C. B. Young Jr. Service Center until there is a sufficient quantity to have them picked up by a recycling vendor.

- Tubes should **not** be placed in the recycling dumpster, as they will cause the load to be dumped as garbage and not recycled.
- Green tubes and bulbs can be disposed of in the dumpster.

Recycling Toner or Ink Jet Cartridges

The office of the 15th District Parent Teacher Association (PTA) accepts toner cartridges and ink jet cartridges and recycles them as a revenue producer for PTA activities. They can be mailed by Pony to the PTA office located at 319 South 15th Street. If a school wishes to collect these instead, please check first with the PTA office to get an OK before proceeding by calling **485-3535**.

Disposal of Paint and Chemicals

Paint cans that contain liquid paint must be picked up for chemical disposal. Cans of water-based latex paints can be put in the waste dumpster, **if the paint is dried out**. If housekeeping and science chemicals, such as paint, are hazardous, they should be listed on a form called the **School Chemical Pickup List** and faxed to 485-3847. These chemicals will be scheduled for pickup by a licensed environmental contractor. Refer to the Chemical Hygiene Plan for high schools and middle schools for more information on science chemicals.

More About Waste and Recycling

The following is additional information on the school dumpsters:

- Pickup Schedules—Pickups follow a schedule that is based on the size, location, and number of students and staff in your school.
- Destination for Waste and Recycling Materials—The contents of the waste dumpsters are taken to a landfill. The contents of the recycling dumpsters are taken to a recycling center where the recyclables are sorted, baled, and sent on to processing companies to be made into new products. The recycling vendor contract **prohibits** recyclable materials collected from JCPS from being taken to a landfill.
- Drain Holes in Dumpsters—Drain holes in dumpsters must have plugs to prevent mice from getting into the dumpster, per Board of Health requirements. Please call the Safety and Environmental Office to report a missing plug.
- Neighborhood Usage—The recycling dumpsters must be locked when not in use, such as on weekends, school vacation days, and at the end of custodial shifts, to prevent neighbors or others from using the school recycling dumpster. If you find furniture, such as desks, couches, or refrigerators, in a dumpster, please contact the Safety and Environmental Office so that a work order can be sent in for the Grounds Department to remove the furniture and take it to the landfill.

- Waste Reduction—The goal of recycling is to **reduce** the number of waste dumpster pickups while **increasing** the amount of materials going into the recycling dumpster. If a school requests an increase in waste dumpster service, the school's waste stream should be audited. This will help ensure that most recyclables go into the recycle dumpster so that an increase in the recycling dumpster service can be scheduled as needed, instead.

Recycling Web Sites

Recycle City

<http://www.epa.gov/recyclecity/>

JCPS Center for Environmental Education

www.jcpsky.net/Departments/EnvironmentalEd/index.shtml

Kentucky Environmental and Public Protection Cabinet

www.environment.ky.gov/NR/rdonlyres/EAE7A781-FC41-4786-97A4-AC3BE630173E/0/SchoolRecycling.pdf

Waste Collection Service

The waste dumpster should **not** contain paper, cardboard, plastic, aluminum, or steel. There is a schedule of pickups for each school based on school population.

A Handy Guide to What's Recyclable

The great thing about this single-stream program is that all these items can be put in the same blue recycling bin and recycling dumpster. Special clear recycling containers for bottles and cans make it easy to remove these from the waste stream and collect them for recycling.

- Telephone books and catalogues
- Cardboard boxes (flattened)
- Magazines, newspapers, and inserts
- All types of white, colored, and coated papers
- Brochures and pamphlets
- Letters and memos
- Mail and advertising
- Envelopes (even those with plastic windows)
- Folders (manila, coated, or colored)
- Paper from legal, steno, memo, or note pads
- Manuals or notebooks with glued bindings
- Manuals with plastic or spiral bindings removed

- Plastic sheeting or stretch film (in bags)
- Cards, posters, and handouts
- Empty pizza boxes
- Empty milk cartons
- Self-adhesive notes
- Soft-covered books
- Paperback books (no hard-bound books)
- Empty cereal and food boxes
- Frozen food boxes (no biodegradable trays)
- Plastic beverage bottles
- Plastic containers #1 through #7 (no Styrofoam)
- Aluminum cans
- Metal food and beverage containers

Exceptions are few but noteworthy: No glass containers, Styrofoam, or paper products contaminated with food.

Neighborhood Use

Schools should be the only users of school dumpsters. Use of dumpsters by staff and neighbors for private or nonschool purposes is prohibited. If evidence, such as a letter or magazine containing a name and address unrelated to the school, can be provided by the school's plant operator, the Safety and Environmental Services will send a letter to the party using the dumpster asking him or her not to do so and take further appropriate actions until problem is resolved.

Miscellaneous

All vehicles are prohibited from blocking dumpsters. Yard waste is not acceptable in dumpsters. Hazardous materials, boards, pipes, furniture, etc., cannot be placed in dumpsters. With paints, only dry water-based latex paint and dry water-based art paint can be placed in dumpsters.

Cleaning

The waste dumpster should be washed out during summer project cleaning by removing the drain plug, rinsing out the dumpster with a hose, and replacing the plug.

Mercury Thermometers

Mercury thermometers have silver liquid mercury inside. These are strictly prohibited from JCPS. If any are found, call Safety and Environmental Services at Ext. **3698** for immediate pickup. Use extreme caution not to drop or break thermometers.

Chemical Hygiene, Hazard Communication, and Chemical Disposal

The safe handling of chemicals and chemical products in the workplace is regulated by OSHA. This includes all chemicals in a school, such as those in art, photography, science, housekeeping, shops, and elsewhere. When handling chemicals and chemical products, safety should be the paramount concern. There is an OSHA Laboratory Standard that requires each science laboratory to have a **Chemical Hygiene Plan**. There is also an OSHA Hazard Communication Standard (HAZCOM) that all schools and facilities must follow to ensure that employees have adequate knowledge and training to handle chemicals.

The JCPS *Facility Compliance Manual* and the Safety, Environmental, and Housekeeping Services Web site have a copy of a **Model Hazard Communication Plan** to be filled out, modified if necessary, kept on file, and followed by each school and facility. Help in compliance is available by contacting the Safety and Environmental Services at **485-3698**.

SDSs can now be accessed with a desktop computer. Click on School SDS logo on the Safety, Environmental, and Housekeeping Web site. It has a very large database of chemicals in memory and can also help manage inventory lists. **However, hard copies of SDSs and inventories must be downloaded and maintained.** These paper records, including the written plan and training records, must be kept in the red SDS binder in each work area, and a master copy must be kept in the office. (The red SDS binders, preprinted secondary labels, and yellow and black secondary labels are available from Safety, Environmental, and Housekeeping Services.)

Compliance with the HAZCOM model plan and regulations referred to above includes the following:

- **Written Plan**—Fill out the model plan and work area assignments, and keep them on file.
- **Chemical Inventory Lists**—Keep lists of the chemical or chemical product names and the manufacturers' names.
- **Secondary Labels**—All secondary chemical containers (e.g., spray bottles) must have either a manufacturer's label or a completely filled out secondary yellow and black label. JCPS suppliers are required to have original labels available to affix to containers.
- **SDS**—Each school and facility is responsible for obtaining an SDS for each chemical present.
- **Training**—It is necessary to train employees in the proper use of and in the precautions shown on the SDS of the chemical products they use.

The legal method of **chemical disposal** is to have Safety and Environmental, and Housekeeping Services pick the chemicals up for disposal in accordance with local, state, and federal laws and regulations. The school is responsible for turning in a list of chemicals to be picked up using the form provided (located in “Forms” section) and then for keeping them in a safe and secure location until they are picked up.

Safety Guidelines

First and foremost, every school has a local School Safety Plan. Know the plan, and know your role in the plan. See your principal if you have any questions.

Responsibilities During and After Emergencies

Housekeeping staff shall be responsible for the use of emergency equipment, for the handling of school supplies, and for the safe use of available utilities.

- Survey and report damage to the principal.
- Assist rescue operations as directed.
- Control main shutoff valves for gas, water, and electricity, and ensure that no hazard results from broken or downed lines.
- Assist in the disbursement of supplies and equipment.
- Conserve usable water and other supplies.
- Assist as directed by the principal and/or as outlined in the School Safety Plan.

Refer to the *Safety Procedures Manual*.

CHAPTER VII

Supply Responsibilities

Custodial Supply Warehouse

The Supply Services Unit located at the C. B. Young Jr. Service Center maintains a custodial supply warehouse that stocks the approved supplies and chemicals used throughout the school district.

A listing of all available housekeeping supplies is available online. Items are ordered through the MUNIS system by the designated person at your site (usually the bookkeeper, secretary, or ordering and receiving clerk).

The maintenance warehouse stocks most supplies and materials that you would commonly find in a hardware store (e.g., hand tools, rolls of plastic, flashlights). A catalog is not posted online because of the warehouse's extensive inventory. For order information (JCPS No. and price), call **485-3147**.

When ordering supplies, you must follow Model Procurement guidelines. If items are bid, you must order bid materials. "Economies of Scale" helps with cost containment.

Who Determines What Products Are Purchased?

The Housekeeping Services Office has an ongoing program of evaluating new products and equipment. Bid specifications are prepared for products that are considered necessary for stocking in the custodial warehouse for issue to the entire school district.

Once the bids and product samples are received, they are evaluated and the product that meets all the specifications at the best price is selected. This product is then stocked in the custodial warehouse and becomes the standard product for use throughout the school district.

Standardization of the products and equipment used in all facilities keeps vendors from calling on individual schools and pressuring people into buying numerous products and controls costs.

Housekeeping Services is always anxious to have suggestions from plant operators and custodians on new products and equipment. Telephone calls and e-mails to the Housekeeping Services Office are welcome.

Manage and Use Supplies Wisely

Adequate and proper supplies and equipment must be kept on hand and made available for the custodians who need them. Remember: liquids on bottom, paper products on top.

A storage area for supplies, chemicals, and equipment should be set up, organized, and kept neat. An accurate inventory of all items in storage needs to be kept. As items are issued for use or received from the Custodial Supply Warehouse, the inventory should be updated.

By keeping this inventory up to date and keeping your storage area organized, you can quickly tell when you need to order something from the warehouse. It will also keep you from ordering too much and from having excess supplies on hand. In addition, as you check your inventory and order supplies, give yourself plenty of time to receive what you need. It does take time to process the order and deliver the supplies.

Using supplies wisely is also important. Misuse, waste, and loss of supplies cost money.

Probably the greatest misuse of supplies comes from two areas. One is not following usage instructions correctly. Some chemicals used require dilution, some as little as one-half ounce of chemical per gallon of water. This requires careful measurement for those items not using the chemical dilution system. Using the glug-glug method of tipping the container and guessing how much you are pouring usually wastes chemicals. More is not always better and **may be harmful to the user**.

The second area of frequent misuse comes from pilferage. This is where an accurate inventory of usage comes in handy. You may find it necessary to provide security for your storage area.

Guidelines for Ordering Housekeeping Supplies

First: Check to see if a needed item is warehoused.

If so, order it from the supply or maintenance warehouse.

Second: If a needed item is not warehoused, check existing district-approved bid proposals and/or state contracts.

Third: If a needed item is **not** available from either warehouse, bid, or contract, you must obtain price quotes for the needed item. Purchase the item from the lowest-priced vendor.

Note: For detailed model procurement procedures, or for questions regarding purchasing procedures, contact the JCPS Purchasing Unit.

Problems With Supplies/ Equipment

Naturally, in a school district as large as JCPS, problems with purchased supplies and equipment sometimes arise. If any items received prove to be substandard or do not meet your needs, please submit the JCPS Product Evaluation Form to Supply Services. (See the “Forms” section.)

CHAPTER VIII

Equipment Responsibilities

What Equipment Do I Need?

Normally, each facility needs a basic number of major items of equipment. These items include (at a minimum) a wet/dry pickup vacuum, a standard floor machine (scrubber/buffer), a high-speed floor machine, and an upright vacuum.

Each facility is responsible for purchasing its own equipment from allocated funds.

The plant operator also will find the need for some basic hand tools to use in preventive maintenance. You will need several sizes of screwdrivers, a hammer, a crescent wrench, perhaps an electric drill and bits, and a saw. Experience will tell you what hand tools you will need.

Appropriate tools needed for grounds maintenance are available from the Maintenance Warehouse. Grounds Services can provide advice, if needed, for appropriate tools to maintain your particular landscaping and acreage.

There is also a need for a stepladder, a two-wheeled dolly, an appropriate number of cleaning carts, a rolling scaffold, and usually an extension ladder.

How Do I Get Equipment?

Equipment that is stocked in the warehouse and listed in the catalog and online is ordered through the online computer warehouse requisition system.

Hand tools are ordered directly from the Purchasing Unit by using the online requisition to purchase procedure. Information on available hand tools may be obtained from the Purchasing Unit or Maintenance Warehouse.

Major items of equipment, such as buffers, upright vacuums, and wet/dry vacuums, are bid items to be purchased by your school or facility.

Who Determines What Equipment Is Purchased?

The plant operator is responsible for managing his or her annual custodial budget and purchasing supplies, equipment, and tools within that budget.

Items that are ordered out of the online purchasing system and the maintenance warehouse will be charged against each school's custodial budget.

District purchasing procedures must be followed. Under normal circumstances, every item that you will need to complete your housekeeping responsibilities is available from the district bid list, warehouse, or state contracts. Contact the Purchasing Unit or Housekeeping Services if you have purchasing questions.

It is important to monitor the status of your budget and to make sure you order the supplies and equipment that you will need while, at the same time, staying within your budget.

How Do I Get a Scaffold?

From time to time, it will be necessary to borrow a hydraulic scaffold to reach light fixtures, etc., in gymnasiums, cafeterias, and other high areas. Hydraulic scaffolds are available from Housekeeping Services and may be requested by submitting a work order. Housekeeping Services maintains and delivers 15 hydraulic scaffolds to serve all JCPS schools and facilities, so anticipate need—and submit a work order—in a timely manner. Emergency needs have costs and should be avoided as much as possible. **Be careful. Do not move a scaffold while a person is on it. Only properly trained JCPS employees may use scaffolds.** Housekeeping Services staff members will complete a safety check and review/verification of training upon delivery of a hydraulic scaffold. Your signature is required.

Furniture-Moving Responsibilities

Responsibilities for moving furniture or heavy equipment are divided as follows:

- Grounds Services moves equipment as requested by work order for unusually large items.
- Grounds Services and/or Supply Services moves pianos requested by work order.
- All other moving of furniture into or out of a school, or between schools, is done by Supply Services.
- In-house moving of furniture is done by the school's own housekeeping staff.
- When you have surplus furniture or equipment, please call supply services at **485-3157** to schedule a pickup.

How Do I Order Filters and Light Bulbs?

- **Light Bulbs**—All common-type light bulbs and fluorescent tubes should be ordered from the custodial warehouse. Replace only those that burn out. Keep a small supply on hand. Contact appropriate buyer (Purchasing Department) regarding special-order bulbs.
- **Filters**—Most filters are on a bid list that is supplied to each location by the Bids and Specifications Unit. To order filters, submit an online requisition. Minimum quantities may be set in the bidder's contract, so the requisition must be for the minimum quantity. If a filter size does not appear on the online bid list, call one of the buyers in Supply Services at **485-3543**.
- All bid and warehoused housekeeping supplies, equipment, and uniform items are listed on the Purchasing Web site.

How Do I Keep Equipment Maintained and in Good Repair?

Supplies and equipment are expensive, so it is important that they are controlled and maintained properly.

Major pieces of equipment should be kept track of by serial number. This will allow you to keep track of the items, and a record of the serial numbers is necessary for insurance purposes should items be lost or stolen. Contact Supply Services to have all newly purchased equipment engraved with a JCPS number and entered into your school's inventory.

Keep your equipment clean, and check that it is in safe working order each time you use it. Electrical cords should be in good shape, and the ground prong on the plug should not be broken off.

It is important in maintenance care to keep machines and equipment free of floor finish, spray-buff solution, and stripper. This requires that machines and equipment be cleaned and cared for immediately after each use.

For items of equipment that need repair that is beyond your ability, the appliance repair shop in Housekeeping Services performs repairs. A work order for repair should be submitted.

Housekeeping Services reserves the right to request the purchase of a new machine if the repair costs are excessive. (See "Housekeeping Equipment Repair Policy" in Chapter I.)

CHAPTER IX

Custodial Training Program

Initial Employment Training

Jefferson County Public Schools (JCPS) has developed a Custodial Training Program. Sessions begin on Monday at 8 a.m. in the Housekeeping Services Training area. Training modules prepared by the JCPS Housekeeping Department are used throughout these sessions. The library of training presentations includes the following:

- Introduction to JCPS Housekeeping Services
- Custodial Safety; Proper Lifting Techniques
- Total (Project) Restroom Cleaning
- Daily Restroom Cleaning
- Project and Daily Classroom Cleaning
- Stripping and Refinishing Resilient Floors
- Light-Scrubbing and Spray-Buffering
- Fundamentals of Carpet Care
- HAZCOM (Cleaning Chemicals)/SDS
- Asbestos Awareness for Maintenance/Housekeeping Employees
- Bloodborne Pathogens Training for Housekeeping Employees
- Substitute Employee Management System Usage
- Safe Use of Electrical Equipment
- Ladder and Scaffold Safety
- Fire Protection/Schools
- Housekeeping Standard Operating Procedures
- Job Expectations
- JCPS Personnel Procedures

The training sessions consist of discussion, direction, practical work, and “hands-on” on-the-job training.

Days one and two consist of a complete new-employee orientation on housekeeping standard operating procedures, job responsibilities and attitudes, the role of professional custodians within JCPS, exemption leave policies, salary information, district promotional opportunities, proper supply and equipment usage, uniform policies, usage of the automated assignment system, employee benefits, and other in-house processing.

Days three and four are scheduled for on-the-job training and begin at 1 p.m. and end at 9:30 p.m. at a JCPS school

location. Each day, a training module is discussed and is followed by a question-and-answer instructional session. Supplies and equipment needed for each procedure are then assembled for complete on-the-job training. Classes are conducted by Housekeeping Services. The newly hired custodians receive individual and professional instruction.

After completing these training classes, personnel are ready to assume their duties as substitute custodians. They have full knowledge of all cleaning procedures, of safe and proper use of products and equipment, and of job expectations.

Newly hired custodians are notified at a later date with date/time information for JCPS orientation (day five). This becomes the assignment for that particular day. JCPS orientation is scheduled once monthly by Human Resources.

Refresher Training

Refresher training is available for full-time custodial employees. Principals desiring to schedule custodians for the refresher training may do so by contacting the Manager–Housekeeping Services.

Professional-Development Sessions (Summer Institute)

The Housekeeping Services Office, in conjunction with JCPS Human Resources, facilitates annual professional-development opportunities for all district plant operators, lead custodians, utility workers, and custodians. **Attendance at these sessions is mandatory.** Essential job-specific training is provided at these sessions. Annual updates regarding on-the-job safety, security information, procedural changes, etc., as well as technology training, are provided at this time. If you have suggestions for training—or if you experience difficulties in any area in which additional training may be beneficial—contact the Manager–Housekeeping Services. To date, Housekeeping Services has been able to formulate a training session to address every topic/issue submitted. So, if you are experiencing challenges or if your Housekeeping evaluations don’t reflect exemplary results and we can target areas needing improvement, keep in touch with the Housekeeping Services manager. Annual training is often job-specific and directly correlates with standard

operating procedures/current products being used. We also formulate training sessions in such related areas as team building, time management, and housekeeping's role within the total school program. Agendas and session information are sent in early spring to all principals and plant operators and are advertised online.

How Does One Become a Custodian?

In order to become a custodian for Jefferson County Public Schools (JCPS), one must first become a substitute custodian or a floater custodian. Applications for custodial jobs on file at the Application Center in the Personnel Office are screened to ensure they fulfill all requirements and state guidelines for the position.

When a permanent vacancy for a regular custodian becomes available, transfer requests from full-time employees are first considered for these positions per negotiated contractual agreement. Should there be no transfer requests for a particular school or facility, the Personnel Office contacts the Housekeeping Services Office and directs that office to schedule substitute custodians to interview with the school/building principal or building manager. The final selection decision is made by the principal/building manager/interview committee, following JCPS policies and negotiated agreement.

How Does One Become a Lead Custodian?

Lead custodian positions, when available, are advertised online through JCPS Employment Opportunities. Any full-time, permanent custodian who has the qualifications for this job as listed on the JCPS job description may apply for these positions. Interviews are conducted by the principal or building manager and an interview committee at the principal's or building manager's location. Should no current custodian apply for a particular lead custodian position, Personnel Services instructs the Housekeeping Services Office to schedule substitute custodians to interview for the position.

How Does One Become a Plant Operator?

When a plant operator's position becomes available in a school or facility, it is advertised online through JCPS Employment Opportunities.

Plant operators from other schools and facilities may apply for these positions as well as custodians pursuing promotion.

In order to be eligible for consideration for promotion to a plant operator position custodians must meet all requirements of the position as outlined on the JCPS job description. This includes successful completion of JCPS plant operator assessment and 5-day training program facilitated by Housekeeping Services. Once successfully completed, both test scores and training remain current and valid for 5 years.

The five-day training includes the following topics:

- Position expectations and responsibilities
- Work Order System (WOM)
- JCPS legal responsibilities relating to facilities in which housekeeping staff is an integral part
- Building a team—management tips
- SmartFind*Express* (automated assignment system)
- Recycling/Waste collection/Fluorescent tube program
- Integrated pest management
- Indoor air quality
- Safety Data Sheet (SDS) information
- Fire safety codes and building inspections
- Facility safety/Housekeeping role in school safety plans
- Security alarm systems
- Security issues
- HVAC systems
- Inclement weather responsibilities and procedures
- Grounds/Landscaping/Playground inspection techniques
- Asbestos responsibilities/precautions/guidelines
- Personal protective equipment
- Safe equipment usage
- Chemical dilution system
- Custodial scheduling
- Evaluating employees/Measuring job performance
- JCPS progressive disciplinary process
- Keys/Lock system/Securing buildings
- Planning and organization
- Housekeeping standard operating procedures
- Leadership/Delegation techniques/Communication for supervisors/Problem solving
- Housekeeping within the total school program

Training emphasizes a plant operator's role as each school's housekeeping coordinator.

Letters of interest are sent to the Personnel Services Department. Applicants then are contacted and informed of their interview date and location. Interviews are conducted by the building principal or building manager and local-school staff and faculty serving on the selection committee who makes the recommendation for the position.

CHAPTER X

Whom to Call and When

Medical Emergencies—JCPS Procedure

In case of an emergency, check the scene for safety. Remove yourself and others out of harm's way.

- **Initiate prompt first aid.** Call local school first-aid responders to the scene.
- **Activate Emergency Medical Services (EMS). Call 9-911 first, followed by a call to the District Operations Center (DOC) at 3121.**
- With the exception of severe bleeding, loss of consciousness, obvious fracture, or any other obvious emergency, an employee should not be referred to a hospital emergency room, nor should EMS be called.
- **If an injury is not an emergency, follow instructions for reporting workers' compensation injuries.** The appropriate school designee should submit an injury report to Risk Management and Benefits Offices (**485-3168**). Timely reporting and specific documentation are essential.

Work Order System

The automated Work Order System records work orders and distributes them to the proper maintenance shop. Maintenance Scheduling is the central location for receiving work orders. If you have an emergency during the hours when the office is closed, please report the emergency to the DOC at **485-3121**.

The plant operator is the **primary** person authorized to enter work orders related to the maintenance of each facility. Please be specific about the details of the work order you are entering. Always give the location of the work to be done (e.g., girls' restroom on the first floor, faucet leaking in second sink on left), and describe the problem.

The work order system maintains all historical (completed) work orders. This system should be used to check the status of all active work orders.

A Preventive Maintenance Checklist is a form that is submitted quarterly to all plant operators. Please follow the directions on the form. This system enables General Maintenance to assist you in better maintaining the facility.

General Descriptions of the Division of Facilities

The division of Facilities is responsible for the administration of the units of General Maintenance/Renovations and Grounds; Mechanical and Electronic Maintenance; Maintenance Scheduling and Quality Control; Facility Planning; Safety, Environmental, and Housekeeping Services.

Responsibilities also include development of a long-range facilities plan, administering the Special Voted Building Fund, assisting with interdepartmental planning for long-range facility needs, building modifications, and supervising construction/renovation projects.

General Maintenance/Renovations and Grounds

The Jefferson County Public Schools (JCPS) General Maintenance/Renovations and Grounds Unit is responsible for preventive and corrective maintenance of all district buildings. This includes maintaining all electric, gas, and water lines; all stand-by emergency power and light systems; and the servicing and repair of all fire-extinguisher systems. The shops in the unit schedule and perform repairs on roofs, windows, doors, ceilings, plumbing, locks, hardware, window shades, painting, glazing, bulletin boards, whiteboards, and furniture. The shops also coordinate renovation projects.

The General Maintenance Unit is responsible for the coordination and supervision of all asbestos-abatement projects and for the implementation of all federal, state, and local regulations. Each building has an Asbestos Management Plan located in the main office and available to employees for review. Each building is inspected on a semiannual schedule, and all building employees are notified, in print, of the availability of the Management Plan on a yearly basis.

The Grounds Shop is responsible for providing grounds services to all district school and office sites. The Grounds Shop provides and maintains more than 12,000 acres of grass and turf-maintenance assistance for more than 100 athletic fields; provides fencing and pavement maintenance for approximately 150 miles of sidewalks and 160 miles of fences; provides emergency snow and ice removal; provides asphalt-pavement maintenance

for more than 260 acres of asphalt; moves heavy equipment and pianos; plows gardens in support of Kentucky Harvest/school projects; assists in the development of outdoor classrooms; maintains a Legacy Tree Program throughout the district; and provides construction, maintenance, and renovation drawings and updated site plans for the district.

This unit completes approximately 30,000 work orders a year for schools and Central Office sites in the district.

Maintenance Scheduling and Quality Control is responsible for establishing and managing central control of districtwide work requests, assigning priorities and scheduling work orders for all Maintenance and Operations units, maintaining work order database and costing, measuring quality of work done by Maintenance and Operations, and maintaining information from previous work orders to help establish costs for operating projections and budgeting purposes.

This unit is also responsible for the preparation of reports to help provide cohesion between all units in the Maintenance and Operations Department. Please call the Maintenance Scheduling staff at **485-3413**, if you would like to speak with your Quality Control inspector.

Mechanical and Electronic Maintenance

Mechanical and Electronic Maintenance is divided into three sections. The Mechanical section is responsible for maintaining and repairing the district's heating, ventilation, air conditioning, and refrigeration systems; for designing and installing HVAC systems in renovation work; and for reviewing and checking new installations by contractors.

The Electronic section is responsible for the installation, service, and repair of all office machines (such as copiers) as well as electronic equipment (televisions, security alarms, audiovisual equipment, and intercommunications equipment) for the school district.

The Energy Management section is responsible for the operation of the fully automatic Energy Management System, for procuring federal funding for energy projects, and for forecasting energy needs and usage.

Safety, Environmental, and Housekeeping Services Unit

The Safety, Environmental, and Housekeeping Services Unit is responsible for assisting with the regulations established by Kentucky Occupational Safety and Health Administration (OSHA), the Kentucky Fire Prevention Code, and the Environmental Protection Agency (EPA). According to the Occupational Safety and Health Law, each employer shall furnish all employees a place of employment that is free from recognized hazards that cause death or serious physical harm. In return, each employee shall comply with occupational safety and health standards. The Safety, Environmental, and Housekeeping Services Unit works closely with all departments and facilities to ensure a safe working and learning environment and also provides the following:

Accident Investigation

Certain employee and student accidents are reviewed to determine the cause of the accidents and to reduce the possibility of recurrence. Student Accident Forms should be completed for each occurrence and should be sent to the The Safety, Environmental, and Housekeeping Services Office in a timely fashion.

Alcohol and Controlled Substance Testing Program

JCPS is committed to maintaining a drug-free workplace. All district personnel who drive a JCPS vehicle or who are required to have a commercial driver's license are included in the Alcohol and Controlled-Substance Testing Program. Full compliance with this policy is a condition of employment.

Bloodborne Pathogens Plan

All facilities have a Bloodborne Pathogens Plan on file in the administrative office. This plan explains categorization of employees, safe work practices, the Exposure Control Incident Reporting Form, and other specific information of procedures. The Bloodborne Pathogens Standard protects employees from potential workplace hazards by explaining the procedures to reduce occupational exposure to hepatitis B, Human Immunodeficiency Virus (HIV), or other bloodborne diseases in the workplace.

Cardiopulmonary Resuscitation (CPR) and First-Aid Training

All facilities must have a first-aid kit. A minimum of two employees certified in basic first aid must be present during working hours. In addition, each school is required to have adult, child, and infant CPR training. The Safety, Environmental, and Housekeeping Services Unit offers first-aid and CPR training.

Disaster and Emergency Planning

Fire and disaster plans are required for employees' protection. We can assist your school in implementing these procedures.

Environmental Management

There are many environmental concerns that are addressed in this department and many laws with which to comply. Chemical safety is addressed through the Hazard Communication Program, laboratory standards, spill response, chemical recommendations, legal pickup and disposal of waste chemicals, recycling, waste reduction, and response coordination with community agencies and environmental contractors. Concerns over indoor air quality are reviewed for possible causes and to coordinate resolution. A professional, integrated pest-control service is provided to all schools by four licensed pest control operators (PCOs). Radon testing and remediation have been completed in all schools. Lead testing and underground storage tank upgrades are just a few of the regulatory compliance issues requiring testing and analysis. Recycling issues are reviewed in coordination with schools and other departments.

Background checks issuance of badges for all contractors performing work for JCPS.

Housekeeping Management

Housekeeping Services provides custodial, utility worker, and plant operator training for all newly hired or promoted housekeeping employees; prepares and evaluates cleaning standards and procedures for district housekeeping services; manages the housekeeping evaluation and awards program; plans and facilitates annual professional-staff development for custodians and plant operators; prepares and updates district housekeeping manuals; prepares purchasing specifications for housekeeping supplies and approved equipment; provides custodian time and motion studies as requested by principals; schedules, and manages, custodian substitutes; provides maintenance and repair of all housekeeping equipment; manages, maintains, trains, and delivers 15 hydraulic scaffolds for maintenance and bulb replacement in high areas and Soot-A-Matics for boiler cleaning; and coordinates and provides housekeeping services during such emergency situations as floods or fires and in conjunction with major construction projects.

- Housekeeping Equipment Repair and Loaner Shop (four technicians)
- Carpet Cleaning and Repair Shop (three technicians)

Training

The Safety and Environmental Services Unit provides training for school district employees in the various safety, environmental, and housekeeping areas described in this handbook. Mandatory training, as required by OSHA and the EPA, is offered as a service to help maintain regulatory compliance.

- Safety Training
- OSHA Recordkeeping
- Fire Marshal Inspections
- Confined-Space Program
- Respiratory-Protection Program
- Traffic-Flow Assessments
- Safety Walk-Throughs
- Donation-Acceptance Plan
- Fall Protection
- OSHA Inspections
- Hepatitis B Vaccinations
- Personal Protective Equipment
- Regulatory Compliance

Important Telephone Numbers

District Operations Center (After hours and emergencies—24 hours)	(485)-3121
Security Office	(485)-3111
EMS, Fire, and Police	9-911
Environmental Hazards (reporting)	9-911
Louisville Metro—Call.	9-311
Louisville Metro Health Department	574-6520
Louisville Gas & Electric (LG&E)	
Electric	589-3500
Gas	589-5511
Lights	589-1444
Louisville Water Company	583-6610
Metropolitan Sewer District (MSD)	540-6000
Occupational Physicians Services of Louisville, PSC	
Broadway Office	584-2257
High-Rise Drive (off Fern Valley Road)	964-3688
Newburg Road Office	451-1100
Poison Control Center	589-8222
Emergency Work Orders	485-3565
Facilities and Operations	
General Maintenance and Renovations/Quality Control.	485-3413
Ground Services	485-3101
Housekeeping Services	485-6100
Maintenance Warehouse	485-3417
Mechanical and Electronic Maintenance	485-3418
Safety and Environmental Services	485-3298
Benefits	485-3436
(To answer questions regarding insurance, retirement, etc.)	
Employee Relations.	485-3151
Farmington Warehouse	637-1685
Personnel Services	485-3339
Supply Services.	485-3157

BID LETTER

Date _____

Mrs. Toni Kelman
P.O. Box 34020
Louisville, KY 40232-4020

Phone: 502-485-3339
Fax: 502-485-6454

I would like to bid on the **Pick One** opening at: _____ **School/Location Name**

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ Cell Number: _____

Social Security Number: _____
(You may just put the last four digits of social if you choose to do so)

I am presently employed as:

Pick One

Signature

Please Note that Bids are only accepted for a Custodian or Nutrition Services Assistant position. Lead positions require a letter of interest and resume

BM#

[]

Email the completed form to:
Judy.Moutardier@jefferson.kyschools.us

REQUEST FOR BUILDING MODIFICATION

Principals are the only ones authorized to submit this form.

DATE _____

SCHOOL FUNDED? YES NO

SCHOOL NAME _____

IF NO, Please indicate funding source:

LOC # _____ PHONE # _____ FAX# _____

(Funding source must be identified.
Account code is not needed at this time.)

PROJECT LOCATION (i.e., room number, office name)

DESCRIBE THE PROJECT IN DETAIL: (i.e., room size, etc.)

SIGNATURE OF PRINCIPAL

DATE

Email: Judy.Moutardier@jefferson.kyschools.us

RETURN TO:

Investigate? Yes No

Judy Moutardier, Data Technician
Maintenance Scheduling/Quality Control
Building 9, C.B. Young, Jr. Service Center
Phone 485-6350 Fax 485-6045

Approved Denied

ESTIMATE (FOR MAINTENANCE USE ONLY)

PROVIDED BY: _____

DATE: _____

ESTIMATED TOTAL COST \$ _____

APPROX START DATE: _____

APPROX COMPLETION DATE: _____

PRIORITY ASSIGNED _____

APPROVAL (FOR SCHOOL USE ONLY)

ACCOUNT CODE# _____

SIGNATURE OF PRINCIPAL

DATE

BM-1 (rev. 1/241/07)

Principals are the only ones authorized to submit this form.

***IF THE PROJECT REQUIRES ASBESTOS ABATEMENT, THE SCHOOL MAY BE REQUIRED TO ASSUME THE COST OF THE ABATEMENT**

School Name _____

Work Area _____

**CHEMICAL HAZARD COMMUNICATION PROGRAM
CHEMICAL INVENTORY LIST**

The following is a complete and accurate list of products and chemicals used or stored in this work area at this time.

ADD or DELET (+ or -)	PRODUCT BRAND NAME Example: Lysol (Usually on front of bottle.) (Area should use chemical name)	MANUFACTURER'S NAME Example: L & F Products (Usually on back of package or bottle.)	PURPOSE OF Chemical/Chemical Product Example: Disinfectant
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Approved signature of person responsible for work area _____
Note: Send photocopy to Safety & Environmental Office to update lists.

**PROCESS FOR COMPLETING
CONTRACTOR REQUEST FOR JCPS OVERTIME**

1. Contractor to request time and date to have school/facility open from principal. If approved, both parties are to complete the time and date that overtime is needed and sign and date the blue form.
2. The next work day after overtime is performed by JCPS school personnel the school is to complete the blue form with the following:
 - a. School account code to be reimbursed
 - b. Name of employee performing overtime
 - c. Date worked performed
 - d. Number of hours worked
 - e. Overtime rate of employee
 - f. Total cost of overtime
3. School is to maintain a copy of the blue form for their records and then mail the original to the address listed on the blue form.
4. School is to then compensate the JCPS school personnel for their overtime at the next pay period from the school cost account code.
5. JCPS Facility Fiscal Services will forward a copy of the blue form to the contractor for payment of the total cost indicated on this form.
6. Once payment is received from the contractor JCPS Facility Fiscal Services will place this payment in the school cost account code.

CONTRACTOR REQUEST FOR JCPS OVERTIME
BLUE FORM

This form is for the purpose of assessing the cost of overtime pay that is charged to the contractor for a JCPS employee to supervise the facility at times when the building is normally closed in order for the contractor to perform construction activities.

The contractor and school principal or their authorized representatives must sign this document to validate the request.

Please review the attached memo for correct procedures on filling out this form.

Please submit the **completed form** to **Tommy Knoy**, C. B. Young Service Center, Building 1, Room 169; Phone 485-3626 Fax 485-3100

Date & Time Overtime Needed

School Cost Account Code

Requestor (Signature Required)

Principal Approval

Company Name &
Authorized Signature

School Name

Date

Date

NAME OF JCPS EMPLOYEE	DATE WORK PERFORMED	NUMBER OF HOURS	OVERTIME RATE	TOTAL COST

**FLOATER CUSTODIANS
PAYROLL VERIFICATION**

An online Floater Payroll Verification must be received by housekeeping Services in order for payroll reports for Floater Custodians to be submitted.

We need all reports of absenteeism, tardiness, and/or leaving early.

SCHOOL/FACILITY NAME _____

FLOATER CUSTODIAN'S NAME _____

DATE(S) _____

REPORTED ON TIME? YES _____ NO _____

IF NO, WHAT TIME DID HE/SHE REPORT? _____

WORKED FULL SCHEDULED TIME? YES _____ NO _____

IF NO, WHAT TIME DID HE/SHE LEAVE AND WHY? _____

Any positive or negative information should be reported to Housekeeping Services immediately at 6100. Job Performance Feedback section must be completed in order to submit form.

COMMENTS:

Online Signature

NOTE: At the end of each month, all expenditures for floater custodians are charged to your local school substitute custodian budget code allocation. This is a local school expenditure.

WEEKLY EMERGENCY GENERATOR START-UP CHECKLIST

SCHOOL _____

Note: This document shall remain available for review at the school posted in a conspicuous location at the emergency generator.

	DATE	Start-Up Viewed By
WEEK 1		
WEEK 2		
WEEK 3		
WEEK 4		
WEEK 5		
WEEK 6		
WEEK 7		
WEEK 8		
WEEK 9		
WEEK 10		
WEEK 11		
WEEK 12		
WEEK 13		
WEEK 14		
WEEK 15		
WEEK 16		
WEEK 17		
WEEK 18		
WEEK 19		
WEEK 20		
WEEK 21		
WEEK 22		
WEEK 23		
WEEK 24		
WEEK 25		
WEEK 26		
WEEK 27		
WEEK 28		
WEEK 29		
WEEK 30		

	DATE	Start-Up Viewed By
WEEK 31		
WEEK 32		
WEEK 33		
WEEK 34		
WEEK 35		
WEEK 36		
WEEK 37		
WEEK 38		
WEEK 39		
WEEK 40		
WEEK 41		
WEEK 42		
WEEK 43		
WEEK 44		
WEEK 45		
WEEK 46		
WEEK 47		
WEEK 48		
WEEK 49		
WEEK 50		
WEEK 51		
WEEK 52		

JEFFERSON COUNTY PUBLIC SCHOOLS

INDOOR AIR QUALITY (IAQ) COMPLAINT
RESPONSE REQUEST FORM

This Indoor Air Quality Form can be completed by an occupant of a JCPS school/facility, other member of the school district, and/or guest.

Name _____
Print Name *Signature*

School/Facility Name _____ Room # _____

This form should be used if your complaint or concern is related to indoor air quality and it could not be resolved at the school level. This form is to be used to help improve indoor air quality for the benefit of students and employees. Please use the space below to describe the nature of the complaint or concern and any known or potential causes.

REVIEWED AND SUBMITTED BY:

Principal/Building Manager _____ Date _____
Phone _____ Fax _____
Plant Operator _____
Signature

PLEASE RETURN THIS FORM TO:

Indoor Air Quality Coordinator
Safety and Environmental Services
C. B. Young Service Center, Building 4
3001 Crittenden Drive
Louisville, KY 40209
Phone 485-3698 Fax 485-3847

Date Received

ACTIONS TAKEN

- Initial Interview/Walk-Thru
- Follow-Up Conference
- Concluding Conference

RESPONSE INFORMATION

- Notification and Response Sheet
- Response Sheet/Work Orders
- Response Summary

Name _____ Title _____ Date _____

c School Safety Committee

JCPS PRODUCT EVALUATION FORM

This form has been developed to help identify problems with material, supplies, and equipment purchased for the schools and offices of the Jefferson County Public Schools. If you have received items that you feel are unacceptable, please complete and return this form.

Your input is necessary and will help us to identify and resolve these problems. Please identify only items ordered from the JCPS bid lists or warehouse.

THE FOLLOWING INFORMATION IS REQUIRED IN ORDER TO CORRECTLY IDENTIFY THE ITEMS OR VENDORS IN QUESTION.

DESCRIPTION OF ITEM:

BID NUMBER _____ ITEM NUMBER _____

JCPS NUMBER _____

PURCHASE ORDER OR WAREHOUSE REQUISITION NUMBER _____

DATE OF PURCHASE _____

NAME OF VENDOR _____

BRAND NAME AND/OR MODEL# _____

PLEASE STATE YOUR CONCERN AND SUGGESTED SOLUTION:

(COST CENTER NAME)

(COST CENTER HEAD'S SIGNATURE)

Please return to: **SUPPLY SERVICES**

JEFFERSON COUNTY PUBLIC SCHOOLS
SUBSTITUTE CUSTODIAN EVALUATION

An evaluation of substitutes is vital to the District's staffing needs. Please fill in this form for each substitute who works three or more days in your school or who is unsatisfactory.

Substitute's Name _____ SS# _____

School Name _____ Location # _____

Date(s) of Absence _____ Position _____

Did the substitute arrive on time, was there a valid reason and what time did he/she show _____

All work should be performed in accordance with established standards, methods and practices.

PERFORMANCE EVALUATION	Excellent	Good	Needs Improvement	Unsatisfactory
Follows instructions	4	3	2	1
Assumes responsibility	4	3	2	1
Professional attitude	4	3	2	1
Work habits/work ethic	4	3	2	1

Suggestions for Improvement _____



Any substitute who receives two unsatisfactory evaluations during a school year may not be re-appointed.

The substitute's overall performance was satisfactory ___ or unsatisfactory ___

I would like this substitute to return _____

Do not send this substitute again _____

Plant Operator's Signature _____ Date _____

Fax to Housekeeping Services—C. B. Young at 3847.

Utility Location Map

The plant operator should maintain a floor plan drawing of the school. The purpose of your Utility Location Map is to:

- Provide a location of valves and switches for an emergency. This map must be kept in the Plant Manager's office, and a copy must be posted in plain sight near the plant operator's desk. You are to locate major water, gas, sprinkler, fire, security, HVAC, and electric panels; main switches; and valves. The map should also show exits and utility rooms.
- Provide access to a map for principal, night lead, custodian, or maintenance worker in case the plant operator is unavailable at the time.

To prepare the map, each type of switch/valve must be drawn on the map as a square or circle and given a letter identification. The plant operator may need to submit a work order for the appropriate maintenance unit to get input on how to locate these valves/switches, etc. The completed sheet will be checked by the evaluators when the Housekeeping inspections are made.

**SDS binders must be updated each time you receive housekeeping supplies.
(Download SDS from Safety, Environmental, and Housekeeping Services Web site.)**