THE ISSA TRAINING STANDARD

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ISSA Training Standards

General Introduction

The men and women who are responsible for the actual cleaning of facilities represent the backbone of the cleaning industry. They are the individuals who are tasked with making sure that building occupants can enjoy a clean, healthy and safe indoor environment. However, for a cleaning service professional to perform a task effectively, they must be trained on the best way to do so.

The ISSA Training Standards are designed to facilitate the development, adoption and performance of effective training programs. In essence, the Standards should be thought of as providing a framework that can be used to ensure that training programs contain best practice elements and are designed to put cleaning service workers in the best position to succeed.

Training Program Best Practice Elements

Compliance with the Standards requires a dedication to the development of training programs that focus on providing cleaning service professionals with the specific information they need to perform cleaning tasks effectively. Further, compliance with the Standards is undeniably achievable by all training program developers, although in some cases, program providers may find that compliance is best achieved by combining multiple programs.

ISSA Cleaning Industry Management Standard (CIMS)

The Standards were developed to serve as complementary to ISSA's Cleaning Industry Management Standard (CIMS) and CIMS-Green Building program. CIMS and CIMS-GB, which sets forth the primary management and green cleaning characteristics of a quality, customer-focused cleaning service organizations, includes a comprehensive Human Resources section, the highlight of which is a series of elements focusing on cleaning service professional training. Training programs that comply with these Standards should assist in meeting the training requirements contained within CIMS and CIMS-GB.

Acknowledgments

The ISSA Training Standards were developed through a committee effort involving industry experts, trade and professional associations and other organizations. In accordance with a committee based process, all views and objections have been considered, every attempt has been made to resolve those objections that have been raised, and, ultimately, the training program best practice elements contained herein have been agreed to by a substantial majority of those interested parties who elected to participate in the development process.

ISSA has guided and administered the process, but these Standards would not be possible if not for the hard work and dedication of the men and women who served on the committees or otherwise participated in the Standards' development. ISSA and its Board of Directors would like to thank those volunteers who agreed to participate in the creation of these Standards, including the members of the Standing Technical Committees, who generously offered their time, effort, and expertise, and the American Institute of Cleaning Sciences, who assisted ISSA in the Standards' development.

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Scope, Purpose and Application

Scope

The ISSA Training Standards describe the key elements, training topics and curriculum to be considered in designing and implementing training programs for cleaning organizations and their cleaning service professional workers. These Standards are designed to be used by all cleaning industry training program developers and providers and apply to training programs delivered to all cleaning service professionals regardless of the size of the organization an individual is employed by or whether the organization self-performs cleaning or is a third-party building service contractor.

Purpose

The purpose of these Standards is to set forth best practices elements, training topics and curriculum that guide training program providers and users in establishing and delivering effective industry training programs.

Because of the unique characteristics of the cleaning industry, it is impractical to prescribe elements, policies and training topics that apply to every situation. In certain circumstances, minor deviation from portions of this Standard may be appropriate.

Application

These Standards were written for use by those directly involved in the cleaning industry, but may also have application for other materially interested parties.

The first Standard details best practice elements that apply to all industry training programs, regardless of task or topic. The subsequent Standards are task or training program category specific; established to define the topics that should be included in a program that is designed to train and educate cleaning service professionals to perform specific cleaning tasks. As such, there are individual Standards for a number of various training categories.

Certain provisions of the Standards may be specific to training programs developed and used by organizations operating within the United States. International organizations seeking to meet the requirements of these Standards shall comply with all parallel provisions that apply in their specific jurisdictions.

Definitions

Throughout this document the terms “shall,” and “may” are used to distinguish between those elements that are mandatory and those that are suggested.

Shall: When the term “shall” is used in this document, the element is a mandatory requirement of the Standards. All elements that contain the term “shall” must be satisfied in order to achieve full compliance with the Standards.

May: When the term “may” is used in this document, it means that the element is advised or suggested but is not a mandatory requirement of the Standards. Not satisfying these elements does not affect compliance with the Standards.

Other Definitions:

ATP Testing: Adenosine triphosphate (ATP) is an enzyme that is present in all living cells and ATP testing can detect the amount of organic matter that is present on a surface, thereby providing a measurement of whether a surface has been cleaned.

Cleaning: Identifying, removing, and properly disposing of undesirable substances from surfaces or materials

Cleaning Service Professional: *Employees* who deliver *cleaning* services. They may often be referred to as janitors, custodians, cleaners, production staff, or housekeepers

Customer: The person(s) or group that is the direct beneficiary of the cleaning services being rendered. As used within the Standards, customer refers to the individual or entity that contracts to have a service provided and/or to the receipt of services provided by an in-house operation

Element: An individual part of the standards.

GHS: GHS is an acronym for The Globally Harmonized System of Classification and Labelling of Chemicals. The GHS is a system for standardizing and harmonizing the classification and labelling of chemicals.

Management: Individuals who make decisions about how the *organization* is operated

Materially Interested Parties: an individual or entity substantially and directly affected by the services provided

Organization: A group of people that develops or uses training programs or an entity that provides cleaning services. It includes in-house cleaning organizations, not-for-profit companies, and for profit cleaning businesses such as building service contractors.

Other Potentially Infectious Material (OPIM): Includes the following human body fluids: blood, semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids

Personal Protective Equipment (PPE): Specialized clothing or equipment worn by a cleaning service professional for protection against health and safety hazards. PPE is designed to protect many different parts of the body, including the eyes, head, face, hands and feet.

Reasonable: In accordance with sound thinking, within the bounds of common sense: prudent. It applies to that which is *appropriate* for a particular situation.

Standard: One of the individual sets of training program best practices. Each Standard applies to a specific cleaning task or a unique training category. Each Standard is comprised of numerous individual *elements*.

Technical Training: Cleaning task and skill training

WHMIS: WHMIS is an acronym for Canada's Workplace Hazardous Materials Information System. It is a comprehensive plan for providing information on the safe use of hazardous materials.

Cleaning Industry Training Programs – General Requirements

1. **General Requirements:** This section sets forth training program best practice elements that form the foundation for an effective program. The elements outlined in this section are those that all cleaning industry training programs should strive to contain. Elements include:

1.1 **General Program Curriculum**: There shall be a cohesive curriculum in an organized structure with measurable objectives for each task.

1.2 **Course Specific:** In general, a program shall:

- 1.2.1 Contain a specific course title.
- 1.2.2 Include a recommended time frame for completion.
- 1.2.3 List the specific objectives to be achieved.
- 1.2.4 Be available in English.

1.3 **Specific Tasks to be Covered:** With regards to the specific tasks being covered, a program shall:

- 1.3.1.1 Provide a comprehensive outline of the proper steps from start to finish.
- 1.3.1.2 Define the expected results from the successful performance of tasks.
- 1.3.1.3 List the specific tools/equipment/products needed to perform tasks.
- 1.3.1.4 Specify the personal protective equipment (PPE) necessary for the tasks.
- 1.3.1.5 Describe the surface types being addressed.
- 1.3.1.6 Include easily understood graphic elements, including pictures, diagrams, and/or video.
- 1.3.1.7 Include information on all safety considerations associated with performing the task, including how to use chemicals, tools and equipment in a safe manner.

1.4 **Knowledge Checks:** A program shall have a written Knowledge Check to assess the trainees understanding of the information provided. A Knowledge Check shall contain a minimum of 15 questions.

- 1.4.1.1.1 A minimum of 10 questions shall be multiple choice.
- 1.4.1.1.2 True/false questions may be used.
  - 1.4.1.1.2.1 Negatives and double negatives shall not be permitted for true/false questions.
- 1.4.1.1.3 If a program covers more than one cleaning specialty, the Knowledge Check shall contain a minimum of 15 questions per specialty.
- 1.4.1.2 A Knowledge Check shall successfully assess understanding of the training as defined in the program learning objectives.
- 1.4.1.3 A Knowledge Check shall cover a representative sample of key topics covered in the course.
- 1.4.1.4 A Knowledge Check should incorporate diagrams and/or pictures.
- 1.4.1.5 Students shall be given no more than 60 minutes from the time the proctor instructs them to begin to complete a Knowledge Check.
- 1.4.1.6 Students shall be required to achieve a minimum score of 75% to pass.
  - 1.4.1.6.1 Knowledge Check developers may designate specific questions as mandatory to answer correctly in order to pass.
- 1.4.1.7 A Knowledge Check may be taken online or offline.

1.5 **Additional Program Elements:** A program may:

- 1.5.1.1 Reference APPA levels 1-5.
- 1.5.1.2 Include the CMI logo.
- 1.5.1.3 Be prescriptive and include references to specific products, procedures and brands.
- **1.5.1.4** Be available in languages other than English.

General Cleaning Programs

2 **General Cleaning Training Program Requirements**: All cleaning service professionals should have an understanding of how to effectively clean regardless of the specific task or surface. This section sets forth the training program best practice elements that form the foundation for an effective General Cleaning training program. This includes programs focused on the cleaning of multiple surfaces and various substrates. Elements include:

- 2.1 **General Requirements**: A General Cleaning training program shall address:
  - 2.1.1 How to properly fill a solution.
  - 2.1.2 How to empty and rinse a bucket.
  - 2.1.3 How to clean up following completion of specific tasks.
  - 2.1.4 How to store tools and supplies.
  - 2.1.5 How to change a:
    - 2.1.5.1 Dust mop.
    - 2.1.5.2 Wet mop.
    - 2.1.5.3 Vacuum filters, bags, and/or canisters.
  - 2.1.6 Proper ergonomic body positioning when sweeping and damp mopping.
  - 2.1.7 How to alleviate odor buildup.
- 2.2 **Performance of Tasks:** A General Cleaning program shall include an explanation of how to perform the following tasks:
  - 2.2.1.1 Dust mopping.
  - 2.2.1.2 Mopping using a bucket and wringer.
  - 2.2.1.3 Vacuuming.
    - 2.2.1.3.1 The training shall address the use of a minimum of one (1) of the following:
      - 2.2.1.3.1.1 Upright vacuum.
      - 2.2.1.3.1.2 Back pack vacuum.
      - 2.2.1.3.1.3 Large area push type vacuum.
      - 2.2.1.3.1.4 Tank/canister type vacuum.
    - 2.2.1.3.2 The training may outline how to vacuum mats.
  - 2.2.2 General dusting.
  - 2.2.3 The cleaning of corners/crevices using a minimum of one (1) of the following:
    - 2.2.3.1 Trigger sprayer and cloth.
    - 2.2.3.2 Hand dusting tool.
    - 2.2.3.3 Upright vacuum with onboard tools.
    - 2.2.3.4 Hand held duster vacuum.
    - 2.2.3.5 Tank/canister vacuum.
    - 2.2.3.6 Backpack vacuum.
    - 2.2.3.7 Battery sonic type scrubber and chemical.
    - 2.2.3.8 Toy broom.
  - 2.2.4 Disinfecting of surfaces.
    - 2.2.4.1 The program shall include instruction on the importance of proper dwell time for disinfectants to achieve their kill claims and how to ensure compliance with product dwell time instructions.
  - 2.2.5 The cleaning of a minimum of five (5) of the following surface types:

2.2.5.1 Mirrors.
2.2.5.2 Glass.
2.2.5.3 Aluminum.
2.2.5.4 Brass.
2.2.5.5 Copper.
2.2.5.6 Drinking fountains.
2.2.5.7 Furniture.
2.2.5.8 Hand rails/banisters.
2.2.5.9 Porcelain.
2.2.5.10 Stainless steel.
2.2.5.11 Wood paneling.
2.2.5.12 Window blinds.

2.2.6 The cleaning of a minimum of three (3) of the following:
2.2.6.1 Ceilings.
2.2.6.2 Walls.
2.2.6.3 Windows.
2.2.6.4 Light fixtures.
2.2.6.5 Overhead surfaces.
2.2.6.6 Vents.
2.2.6.7 Garbage/trash cans.
2.2.6.8 Stairwells using a minimum of one (1) of the following:
2.2.6.8.1 Dust mop.
2.2.6.8.2 Damp mop.
2.2.6.8.3 Vacuum.

2.3 **Additional Program Requirements:** A General Cleaning training program may address:
2.3.1 How to operate a cleaning machine (e.g.: auto-scrubber, sweeper, etc.).
2.3.2 How to change pads on an auto-scrubber.
2.3.3 How to operate a vehicle (e.g.: golf cart, etc.).
2.3.4 How to clean an elevator control panel.
2.3.5 How to clean escalators.
2.3.6 How to empty and clean ash trays/pencil sharpeners.

Hard Floor Care Training Programs

3 **Hard Floor Care Training Program Requirements:** Hard floor care is one of the fundamental tasks performed by a cleaning service professional and it can also be one of the most challenging. This section sets forth the training program best practice elements that form the foundation for an effective Hard Floor Care Training Program. Elements include:

3.1 **General Requirements:** A Hard Floor Care training program shall address:

- 3.1.1 The prevention of soil from entering a facility through the use of entrance mats.
- 3.1.2 How to apply floor finish using a minimum of one (1) of the following:
  - 3.1.2.1 Mop.
  - 3.1.2.2 Lambswool applicator.
  - 3.1.2.3 Gravity-feed applicator.
  - 3.1.2.4 Battery-operated applicator.
  - 3.1.2.5 Back pack applicator and microfiber mop.
  - 3.1.2.6 Rolling bucket ergonomic handle and flat microfiber mop.
- 3.1.3 The cleaning of baseboards.
- 3.1.4 How to perform damp mopping with a minimum of one (1) of the following:
  - 3.1.4.1 Single bucket and wringer.
  - 3.1.4.2 Double bucket and wringer.
  - 3.1.4.3 Flat microfiber mop and bucket.
- 3.1.5 How to scrub with a minimum of one (1) of the following:
  - 3.1.5.1 Floor machine.
  - 3.1.5.2 Automatic scrubber.
- 3.1.6 How to perform stripping using a minimum of one (1) of the following methods:
  - 3.1.6.1 Wet stripping.
  - 3.1.6.2 Dry stripping.
- 3.1.7 How to perform sweeping using a minimum of one (1) of the following:
  - 3.1.7.1 Push broom.
  - 3.1.7.2 Push sweeper machine.
  - 3.1.7.3 Rider sweeper.
- 3.1.8 How to perform wet mopping and rinsing.

3.2 **Additional Requirements:** A Hard Floor Care training program shall address a minimum of three (3) of the following:

- 3.2.1 How to identify floor surface type.
- 3.2.2 How to apply floor seal using a minimum of one (1) of the following:
  - 3.2.2.1 Mop.
  - 3.2.2.2 Lambswool applicator.
  - 3.2.2.3 Gravity-feed applicator.
  - 3.2.2.4 Battery-operated applicator.
  - 3.2.2.5 Back pack applicator and microfiber mop.
  - 3.2.2.6 Rolling bucket ergonomic handle and flat microfiber mop.
- 3.2.3 How to move a mop bucket without spilling and creating potentially dangerous situations.
- 3.2.4 Spray buffing/polishing with rotary floor machine.
- 3.2.5 Dry burnishing.

3.2.6 Dust mopping or vacuuming with a minimum of one (1) of the following:
- 3.2.6.1 Dust treatment chemical.
- 3.2.6.2 Microfiber dust mop.
- 3.2.6.3 Vacuum.

3.2.7 How to perform deep scrubbing operations.

3.3 **Recommended Program Elements:** A Hard Floor Care training program may address:

3.3.1 Proper ergonomic body positioning when sweeping and damp mopping.

3.3.2 How to determine the proper length of entry matting in a specific situation.

Carpet Care Training Programs

4 **Carpet Care Training Program Requirements:** Carpet care is another of the fundamental tasks performed by a cleaning service professional although often carpet care is handled as a specialized task. This section sets forth the training program best practice elements that form the foundation for an effective Carpet Care Training Program. Elements include:

4.1 **General Requirements:** A Carpet Care training program shall address:

4.1.1 The prevention of soil using a minimum of one (1) of the following:

4.1.1.1 Carpet protector chemical.

4.1.1.2 Entrance mats.

4.1.2 Effective spot removal.

4.1.3 Vacuuming by using a minimum of one (1) of the following:

4.1.3.1 Upright vacuum.

4.1.3.2 Back pack vacuum.

4.1.3.3 Large area push type vacuum.

4.1.3.4 Tank/canister type vacuum.

4.1.3.5 Wet pick-up with tank type wet vacuum.

4.2 **Additional Requirements:** A Carpet Care training program shall address a minimum of three (3) of the following:

4.2.1 How to test and identify carpet fiber.

4.2.2 The application of carpet pre-treatment using a minimum of one (1) of the following:

4.2.2.1 Pump tank sprayer.

4.2.2.2 Electric sprayer.

4.2.3 How to dry clean using a minimum of one (1) of the following:

4.2.3.1 Upright vacuum.

4.2.3.2 Dry chemical cleaning.

4.2.4 Extraction using a minimum one (1) of the following:

4.2.4.1 Portable machine.

4.2.4.2 Direct hook-up high flow machine.

4.2.4.3 Self-propelled machine (electric or battery).

4.2.4.4 Non-propelled machine.

4.2.4.5 Encapsulation cleaning.

4.2.5 How to rotary shampoo.

4.2.6 How to rinse and extract shampoo.

4.2.7 How to scrub using a minimum of one (1) of the following:

4.2.7.1 One-pass machine.

4.2.7.2 Dual counter rotating brush machine.

4.3 **Recommended Program Elements:** A Carpet Care training program may address:

4.3.1 How to dry foam clean using a minimum of one (1) of the following:

4.3.1.1 Machine that requires separate foam pickup.

4.3.1.2 Machine with simultaneous foam pickup.

4.3.2 Bonnet cleaning using a minimum of one of the following methods:

4.3.2.1 Immersion method with rotary floor machine.

4.3.2.2 Spray-on method with rotary floor machine.

Restroom Care Training Programs

5 **Restroom Care Training Program Requirements:** Restrooms are generally the number one source of complaints and cleaning restrooms demands a special discipline. This section sets forth the training program best practice elements that form the foundation for an effective Restroom Care Training Program. Elements include:

5.1 **General Requirements:** A Restroom Care training program shall address:

5.1.1 How to disinfect a toilet.

5.1.2 How to clean a toilet.

5.1.3 How to clean a urinal.

5.1.4 How to clean a sink.

5.1.5 How to remove scale/hard water under or around a minimum of one (1) of the following areas:

5.1.5.1 Toilet rim.

5.1.5.2 Toilet seat hinges.

5.1.5.3 Sink.

5.1.5.4 Faucet base.

5.1.6 How to clean restroom stalls.

5.1.7 How to clean walls.

5.1.8 How to sweep floors.

5.1.9 How to mop floors.

5.1.10 How to stock consumables.

5.1.11 Cross-contamination.

5.1.12 Identification of potential biological hazards, including blood, urine, vomit, feces, and other potentially infectious material (OPIM).

5.2 **Additional Requirements:** A Restroom Care training program shall address a minimum of four (4) of the following:

5.2.1 Checking and replacing hand towels.

5.2.2 Checking and replacing toilet tissue rolls.

5.2.3 Checking and replacing hand soap.

5.2.4 The cleaning of floor drains.

5.2.5 Graffiti removal.

5.2.6 Trash removal.

5.2.7 How to clean mirrors.

5.2.8 How to clean hand towel dispensers.

5.2.9 How to clean hand dryers.

5.2.10 Grout cleaning, including proper chemical, equipment, and methods.

5.3 **Recommended Program Elements:** A Restroom Care training program may address:

5.3.1 How to clean floors with a cleaning machine system.

5.3.2 How to clean shower stalls.

General Safety Training Programs

6 **General Safety Training Program Requirements:** Performing cleaning services can present safety risks. Cleaning service professionals may be asked to work with potentially hazardous chemicals, may operate equipment that can provide a safety hazard when used improperly and may face other safety challenges. It is, therefore, imperative that cleaning service professionals receive training on how to perform their duties in the safest manner possible. This section sets forth the training program best practice elements that form the foundation for an effective General Safety Training Program. Elements include:

6.1 **General Requirements:** A General Safety training program shall address:

6.1.1 The potential dangers and risks of mixing chemicals.

6.1.2 The importance of proper dilution and the difference between concentrated and diluted solutions.

6.1.3 The importance and use of dilution control equipment.

6.1.4 The importance of proper ventilation in janitorial closets.

6.1.5 The selection and use of Personal Protective Equipment (PPE) where appropriate and required. With specific regards to PPE, the program shall address:

6.1.5.1 What PPE is and why it is so important, including an explanation of PPE for:

6.1.5.1.1 hand protection.

6.1.5.1.2 eye protection.

6.1.5.1.3 foot protection.

6.1.5.2 A minimum of three (3) examples of PPE from the list below shall be provided or otherwise described as part of a program:

6.1.5.2.1 Gloves.

6.1.5.2.2 Safety glasses.

6.1.5.2.3 Shoes.

6.1.5.2.4 Earplugs/muffs.

6.1.5.2.5 Hard hats.

6.1.5.2.6 Respirators.

6.1.5.2.7 Coveralls.

6.1.5.2.8 Vests.

6.1.5.2.9 Body suits.

6.1.5.2.10 Wet floor signs and/or caution tape.

6.1.5.3 When PPE is necessary.

6.1.5.4 How to properly:

6.1.5.4.1 Put on PPE.

6.1.5.4.2 Adjust PPE to ensure a proper fit.

6.1.5.4.3 Wear PPE.

6.1.5.4.4 Remove PPE.

6.1.5.4.5 Maintain and care for PPE to ensure continued effectiveness.

6.1.5.5 Limitations of PPE.

6.1.5.6 Disposal of PPE.

6.1.6 Slip and fall prevention. A general safety program shall include information on:

6.1.6.1 The risks of falling in the workplace and prevention strategies.

6.1.6.2 The danger of wet floors and how proper warning signage can aid in preventing accidents.

6.1.7 Accident reporting.

6.1.8 Hazard Communication requirements, including:
- 6.1.8.1 Safety Data Sheets (SDS), including where to find SDS.
- 6.1.8.2 Chemical labeling.

6.1.9 Emergency tools, resources and facilities; including the importance of:
- 6.1.9.1 Fire extinguisher.
- 6.1.9.2 First aid kit.
- 6.1.9.3 Emergency phone numbers.
- 6.1.9.4 Fire alarms.
- 6.1.9.5 Chemical spill control kit.
- 6.1.9.6 Evacuation routes and exits.

6.1.10 Chemical storage safety.

6.1.11 Potential accidents and incidents, including what to do in the case of:
- 6.1.11.1 Gas leaks & noxious smelling odors.
- 6.1.11.2 Chemical spills.
- 6.1.11.3 Chemical exposure, including skin and/or eye exposure.

6.1.12 Equipment safety, specifically for:
- 6.1.12.1 Power tools.
- 6.1.12.2 Ladders and/or lifts.
- 6.1.12.3 Electrical equipment.
- 6.1.12.4 PPE.

6.2 **Additional Requirements:** A General Safety training program shall address a minimum of four (4) of the following:
- 6.2.1 Appropriate lifting techniques.
- 6.2.2 First aid.
- 6.2.3 Emergency planning.
- 6.2.4 How to fill out a notice of injury form.
- 6.2.5 Fire prevention.
- 6.2.6 What to do in case of fire.
- 6.2.7 How and when to use a ground fault circuit interrupter (GFCI).
- 6.2.8 Bloodborne pathogens and steps for cleaning up a blood or other potentially infectious material spill.
- 6.2.9 Proper ergonomic body positioning while performing tasks.
- 6.2.10 How to move a mop bucket without spilling and creating potentially dangerous situations.
- 6.2.11 Vacuum cord management.

6.3 **Recommended Program Elements:** A General Safety training program may address:
- 6.3.1 How to use a fall harness arrest when going higher than 9 feet (3 meters).
- 6.3.2 Where to find the following emergency facilities:
  - 6.3.2.1 Eyewash fountain.
  - 6.3.2.2 Safety shower.
- 6.3.3 Hazards associated with compressed gas cylinders.

Hazard Communication Training Programs

7 **Hazard Communication Training Program Requirements**: Most countries have implemented hazard communication laws that are intended to protect cleaning service professionals from the hazards of chemical products to which they may be exposed in the workplace. Such laws include provisions related to labeling, safety data sheets and employee training. This section sets forth the training program best practice elements that form the foundation for an effective Hazard Communication Training Program. Elements include:

7.1 **General Requirements:** A Hazard Communication training program shall address:

- 7.1.1 The risks of working with hazardous chemicals in general.
- 7.1.2 The goal of Hazard Communication (HazCom) and how it can protect worker safety.
- 7.1.3 The Globally Harmonized System (GHS) and its requirements.
- 7.1.4 How to read and understanding hazard information labels on chemical products, including labels developed in compliance with applicable legal and regulatory requirements, including:
  - 7.1.4.1 The GHS in the United States, including:
    - 7.1.4.1.1 An understanding of label pictograms.
    - 7.1.4.1.2 An understanding of signal words.
  - 7.1.4.2 The Workplace Hazardous Material Information System (WHMIS) in Canada.
    - 7.1.4.2.1 An understanding of hazard symbols.
  - 7.1.4.3 The hazard communication requirement that is applicable in the specific country or jurisdiction.
- 7.1.5 How to read Safety Data Sheets (SDS).
- 7.1.6 How to access/locate SDS in the workplace.
- 7.1.7 Where to locate a list of all chemicals used in a facility.
- 7.1.8 Methods to protect workers through the use of:
  - 7.1.8.1 Personal protective equipment (PPE).
  - 7.1.8.2 Ventilation equipment.

7.2 **Additional Requirements:** A Hazard Communication training program shall address a minimum of two (2) of the following:

- 7.2.1 The difference between types of labels, including supplier and workplace labels where applicable and required.
- 7.2.2 The difference between hazard and precautionary statements if required to comply with the GHS.
- 7.2.3 The importance of using only chemicals that are included on a facility's chemical list.
- 7.2.4 The risks of the specific hazardous chemicals used in the facility.
- 7.2.5 The difference between concentrated and diluted solutions.
- 7.2.6 Information on Bloodborne pathogens and the steps for cleaning up a blood or OPIM spill.

Health Care Facility Training Programs

8 **Health Care Facility Training Program Requirements:** Cleaning a hospital or health care facility can be unlike cleaning another facility type and, therefore, requires specialized training. Further, the risk of infection in a health care facility presents special challenges and an understanding of unique risks. This section sets forth the training program best practice elements that form the foundation for an effective Health Care Facility Training Program. Elements include:

8.1 **General Requirements:** A Health Care facility training program shall provide:

8.1.1 A general understanding of infection control.

8.1.2 How to put on and remove PPE in a health care setting.

8.1.3 Information on importance of hand washing in a health care setting.

8.1.4 Instructions on how to avoid cross-contamination.

8.1.5 Information on bloodborne pathogens, including risks and potential exposures.

8.1.6 Steps for cleaning up a blood spill.

8.1.7 Information on how to identify biological hazards, including blood, urine, vomit, feces and OPIM.

8.1.8 Instructions on how to replace linen and supplies.

8.1.9 Direction on the proper use of disinfectants.

8.1.10 Information on how to determine and measure product dwell time.

8.1.11 Instructions on how to clean all of the following:

8.1.11.1 Bassinettes (nursery).

8.1.11.2 Bed frames.

8.1.11.3 Bathtubs.

8.1.11.4 Bedside tables.

8.1.11.5 Call switches.

8.1.11.6 Cupboards.

8.1.11.7 Doors.

8.1.11.8 Examination lights.

8.1.11.9 Examination tables.

8.1.11.10 Gurneys.

8.1.11.11 Hand rails.

8.1.11.12 Housekeeper carts.

8.1.11.13 Mattresses.

8.1.11.14 Operating room tables.

8.1.11.15 Overhead lights.

8.1.11.16 Privacy curtains.

8.1.11.17 Shower fixtures.

8.1.11.18 Shower stalls.

8.1.11.19 Sinks.

8.1.11.20 Sink fixtures.

8.1.11.21 Soap dispensers.

8.1.11.22 Telephones.

8.1.11.23 Toilets, including disinfection with application of chemical and brush agitation.

8.1.11.24 Trash containers.

8.1.11.25 Wheelchairs.

8.2 **Additional Requirements:** A Health Care training program shall address the cleaning of a minimum of four (4) of the following items found in patient rooms:

- 8.2.1 Bathtub fixtures.
- 8.2.2 Intercom panels.
- 8.2.3 Lights.
- 8.2.4 Refrigerators.
- 8.2.5 Scales.
- 8.2.6 Seating (by dusting or vacuuming).
- 8.2.7 Shelves.
- 8.2.8 Walls.

8.3 **Recommended Program Elements:** A Health Care training program may address:

- 8.3.1 Wet mopping a floor.
- 8.3.2 Vacuuming a floor.
- 8.3.3 How to clean the following items:
  - 8.3.3.1 Blinds.
  - 8.3.3.2 Blood pressure cuff/sphygmomanometers.
  - 8.3.3.3 Ceilings.
  - 8.3.3.4 Footstools.
  - 8.3.3.5 Linen hampers.
  - 8.3.3.6 Whirlpools.
  - 8.3.3.7 Windows.
- 8.3.4 Different methods to monitor and assess surface contamination, including:
  - 8.3.4.1 ATP testing and what such testing does and does not measure.
  - 8.3.4.2 Other means of monitoring cleaning performance, including direct practice observation, the use of fluorescent markers, and other methods.
- 8.3.5 How to enter a patient room.
  - 8.3.5.1 Greeting the patient.
  - 8.3.5.2 Explanation of reason for entry (e.g. daily cleaning, etc.).
  - 8.3.5.3 How to handle upset patients.
  - 8.3.5.4 When to call for a nurse or other health care professional.
  - 8.3.5.5 What to do in a patient emergency.

Value of Clean Training Programs

9 **Value of Clean Training Program Requirements:** The "true value of clean" is becoming better understood as the industry attempts to demonstrate the positive impact cleaning has on health, the environment and the bottom line. This section sets forth the training program best practice elements that form the foundation for an effective Value of Clean Training Program. Elements include:

9.1 **General Requirements:** A Value of Clean training program shall provide information related to:

9.1.1 The connection between cleaning and health.

9.1.2 The connection between cleaning and productivity.

9.1.3 How effective cleaning can lead to asset preservation.

9.2 **Additional Requirements:** A Value of Clean training program shall include information related to a minimum of four (4) of the following:

9.2.1 The connection between cleaning and absenteeism.

9.2.2 How to quantitatively measure the positive impact of cleaning, including providing specific metrics demonstrating the positive impact.

9.2.3 Studies that have been done on the value of clean.

9.2.4 The connection between cleaning and customer satisfaction.

9.2.5 The impact cleaning has on the preservation of carpeting.

9.2.6 The impact cleaning has on the preservation of hard surface floors.

9.2.7 The direct role of the cleaning worker in relation to one of the following:

9.2.7.1 Absenteeism.

9.2.7.2 Asset preservation.

9.2.7.3 Health.

9.2.8 How to identify "high touch points" and other common surfaces that have a likelihood of a high level of contamination.

9.2.9 How cleaning can generate revenue.

9.2.10 The benefits of day cleaning.

9.2.11 A Value of Clean Training Program may address different methods to monitor and assess surface contamination, including:

9.2.11.1 ATP testing and what such testing does and does not measure;

9.2.11.2 Other means of monitoring cleaning performance, including direct practice observation, the use of fluorescent markers, and other methods.

Customer Service Training Programs

10 **Customer Service Training Program Requirements:** It is often not enough to train a cleaning service professional on how to clean. Rather, the importance of good customer service is becoming increasingly recognized, especially in cases where a cleaning professional will interact with facility occupants. This section sets forth the training program best practice elements that form the foundation for an effective Customer Service Training Program. Elements include:

10.1 **General Requirements:** A Customer Service training program shall address:

10.1.1 Who the customer is and what their expectations are.

10.1.2 What customer service is and why it is important.

10.1.3 How to identify and address customer needs.

10.2 **Additional Requirements:** A Customer Service training program shall provide information on a minimum of six (6) of the following topics:

10.2.1 How to create a favorable first impression.

10.2.2 The importance of appearance and attitude.

10.2.3 How to understand a customer's problem.

10.2.4 How to meet the basic needs of the customer.

10.2.5 How to exceed the basic needs of customer.

10.2.6 How to properly address complaints.

10.2.7 How to follow up on customer complaints.

10.2.8 The advantages and disadvantages of in-person communication.

10.2.9 The advantages and disadvantages of telephone communication.

10.2.10 The advantages and disadvantages of electronic communication.

10.2.11 How to handle stress.

10.2.12 The importance of body language and the messages body language can deliver.

10.2.13 The importance of energy and a positive attitude.

10.3 Recommended Program Elements: A Customer Service Training Program may address:

10.3.1 How to calm down an angry customer.

10.3.2 How to establish common ground with a customer.

10.3.3 Telephone etiquette.

10.3.4 How to take messages over the phone.

10.3.5 E-mail etiquette.

Green Cleaning Training Programs

11 **Green Cleaning Training Program Requirements:** Green cleaning refers to the use of cleaning products and services that have a reduced impact on human health and the environment when compared with competing products or services that serve the same purpose. However, it is not enough to implement green cleaning products and services; cleaning service professionals must be trained to ensure proper use and effective cleaning. This section sets forth the training program best practice elements that form the foundation for an effective Green Cleaning Training Program. Elements include:

11.1 **General Requirements:** A Green Cleaning training program shall address all of the following items:

- 11.1.1 The purpose and goals of a sustainable/green cleaning program.
- 11.1.2 The potential hazards associated with cleaning chemicals.
- 11.1.3 How to identify environmentally preferable or "green" cleaning chemicals and equipment.
- 11.1.4 How to effectively use cleaning chemicals.
- 11.1.5 The proper application of chemical solutions.
- 11.1.6 Storage and care of cleaning chemicals.
- 11.1.7 Disposal of cleaning chemicals.
- 11.1.8 Hand hygiene and its impact on cross contamination.
- 11.1.9 The use of low-impact powered cleaning equipment.
- 11.1.10 How to read and understand Safety Data Sheets (SDS).
- 11.1.11 Indoor Air Quality (IAQ) issues and the impact of IAQ on the built environment.
- 11.1.12 The importance of sound levels as it pertains to cleaning activities and the use of cleaning equipment.
- 11.1.13 The difference between concentrated and ready-to-use chemicals and techniques for dilution.
- 11.1.14 The difference between electric, battery, and propane powered equipment.
- 11.1.15 The importance of entrance matting and its role in preventing soil from entering a facility.

11.2 **Additional Requirements:** A Green Cleaning training program shall address a minimum of six (6) of the following topics:

- 11.2.1 The use of alcohol-based, waterless hand sanitizers as an alternative to traditional hand washing.
- 11.2.2 The need for a list of chemicals used in the facility and how such information should be posted/shared with stakeholders.
- 11.2.3 How to clean up chemical spills.
- 11.2.4 The difference between microfiber and cotton cloths and/or mops.
- 11.2.5 How to launder microfiber cloths and mops.
- 11.2.6 High-efficiency Particulate Air (HEPA) filters and vacuums.
- 11.2.7 How to top scrub floors to extend time between the need to strip/finish a floor.
- 11.2.8 Ergonomics of powered equipment, including vibration, noise, and fatigue.
- 11.2.9 Comprehensive information on recycling, including both pre-consumer and post-consumer recycling.
- 11.2.10 Processes to reduce energy, water or noise.
- 11.2.11 Processes and methods to improve Indoor Air Quality (IAQ).

11.3 **Recommended Program Elements:** A Green Cleaning training program may address:

- 11.3.1 How to fold cloths in order to maximize cleaning effectiveness and efficiency.
- 11.3.2 The use of a color-coded system to ensure prevention of cross contamination between different areas of a facility.

11.3.3 The use of environmentally preferable batteries, including Gel, Absorbent Glass Mat (AGM), and others.

11.3.4 Methods to monitor and assess surface contamination, including:

11.3.4.1 ATP testing and what such testing does and does not measure.

11.3.4.2 Other means of monitoring cleaning performance, including direct practice observation, the use of fluorescent markers, and other methods.

11.3.5 Management of pest populations inside buildings.

Personal Development Training Programs

12 **Personal Development Training Program Requirements:** Cleaning service organizations have the opportunity to offer their workers a number of different types of training. This includes not only technical "how to clean" training and customer service but personal development as well. Organizations are encouraged to invest in their workers by helping them grow as individuals and develop personal skills. This section sets forth the training program best practice elements that form the foundation for an effective Personal Development Training Program. Elements include:

12.1 **General Requirements:** A Personal Development Training Program shall address:

- 12.1.1 How to develop and set goals.
- 12.1.2 Customer service best practices.
- 12.1.3 Effective communication skills.
- 12.1.4 How to handle criticism/feedback.
- 12.1.5 Time management skills.
- 12.1.6 How to handle conflict in the workplace.
- 12.1.7 How to prevent workplace harassment.
- 12.1.8 How to report workplace harassment.

12.2 **Additional Requirements:** A Personal Development Training Program shall address a minimum of four (4) of the following topics:

- 12.2.1 Understanding the chain of command and individual responsibilities.
- 12.2.2 How to keep records.
- 12.2.3 How to handle interruptions/distractions.
- 12.2.4 How to self-motivate.
- 12.2.5 Importance of confidence.
- 12.2.6 How to prioritize.
- 12.2.7 How to plan.
- 12.2.8 How to prepare for the day/week/month/year.

12.3 **Recommended Program Elements:** A Personal Development Training Program may address:

- 12.3.1 The importance of clarity in communication.
- 12.3.2 How to inspire others.
- 12.3.3 The difference between being "busy" and being productive.
- 12.3.4 How to separate reasons from excuses.
- 12.3.5 How to workload.
- 12.3.6 How to budget.
- 12.3.7 Discrimination in the workplace.

Efficiency Training Program Requirements – Cleaning Service Workers

13 **Efficiency Training Programs – Cleaning Service Workers:** In today's hypercompetitive marketplace, cleaning service organizations should strive to operate as efficiently as possible and cleaning service professionals play a significant role in ensuring that optimal efficiency is attained. This section sets forth the training program best practice elements that form the foundation for an effective Efficiency Training Program for cleaning service workers. Elements include:

13.1 **General Requirements:** An Efficiency Training Program for Cleaning Service Workers shall address:

13.1.1 How to prepare for the work day.
13.1.2 How to track progress.
13.1.3 How to organize.
13.1.4 Effective time management.
13.1.5 How to prioritize tasks and responsibilities.

13.2 **Additional Requirements:** An Efficiency Training Program for Cleaning Service Professionals shall address a minimum of five (5) of the following topics:

13.2.1 Time management tools (e.g. Outlook, calendars, gmail, mobile devices, etc.).
13.2.2 How to set timelines.
13.2.3 The difference between proactivity and reactivity.
13.2.4 How to deal with interruptions.
13.2.5 How to manage and potentially avoid procrastination.
13.2.6 How to multitask in the cleaning industry.
13.2.7 How to maintain focus.
13.2.8 How to break down projects and large tasks.
13.2.9 How to manage multiple projects.
13.2.10 How to determine a scope of work.
13.2.11 How to use technology and quality equipment to improve return on investment.

13.3 **Recommended Program Elements:** An Efficiency Training Program for cleaning service professionals may address:

13.3.1 How to determine production rates.
13.3.2 The difference between cleanable space and gross square footage.
13.3.3 How to note tasks and frequencies.

Efficiency Training Programs – Supervisors and Managers

14 **Efficiency Training Program Requirements – Supervisors and Managers:** Cleaning service operation supervisors and managers set the tone for efficiency in the workplace and often have the responsibility for making sure that cleaning service requirements are met. This can include ensuring that staffing levels are appropriate to meet the scope of work for the facility. This section sets forth the training program best practice elements that form the foundation for an effective Efficiency Training Program for supervisors and managers. Elements include:

14.1 **General Requirements:** An Efficiency Training Program for supervisors and managers shall address:

- 14.1.1 How to prepare for the work day.
- 14.1.2 How to track progress.
- 14.1.3 How to organize.
- 14.1.4 Effective time management.
- 14.1.5 How to prioritize tasks and responsibilities.
- 14.1.6 How to break down projects and large tasks.
- 14.1.7 How to develop timelines.
- 14.1.8 How to manage multiple projects.
- 14.1.9 How to determine a scope of work.
- 14.1.10 How to note tasks and frequencies.
- 14.1.11 How to use technology and quality equipment to improve return on investment.
- 14.1.12 How to determine production rates.

14.2 **Additional Requirements:** An Efficiency Training Program for Supervisors and Managers shall address a minimum of four (4) of the following topics:

- 14.2.1 Time management tools (i.e. Outlook, calendars, gmail, mobile devices, etc.).
- 14.2.2 The difference between proactivity and reactivity.
- 14.2.3 How to deal with interruptions.
- 14.2.4 How to manage and potentially avoid procrastination.
- 14.2.5 How to multitask in the cleaning industry.
- 14.2.6 How to maintain focus.
- 14.2.7 The difference between cleanable space and gross square footage.
- 14.2.8 How to delegate work tasks.
- 14.2.9 How to document employee performance.

School/Educational Institution Training Programs

15 **School/Educational Institution Training Program Requirements:** Schools and other educational institutions can present a unique challenge. This is especially true in elementary schools where growing children represent a vulnerable population. Further, the connection between a clean indoor environment and student performance/attendance is becoming better understood, increasing the importance of effective service. This section sets forth the training program best practice elements that form the foundation for an effective School/Educational Institution Training Program. Elements include:

15.1 **General Requirements:** A School/Educational Institution Training Program shall address:

- 15.1.1 Effective sanitizing methods in an educational institution-specific setting.
- 15.1.2 How to clean food service and dining areas.
- 15.1.3 How to clean the school restroom as specified in Section 5 of the standard.
- 15.1.4 Bloodborne pathogens and steps for cleaning up a blood or OPIM spill.
- 15.1.5 Waste disposal.
- 15.1.6 How to use disinfectants.
- 15.1.7 How to identify "high touch points" and other common surfaces that have a likelihood of a high level of contamination.
- 15.1.8 How to perform dusting of high areas.
- 15.1.9 How to clean the following areas/items:
  - 15.1.9.1 Cafeteria tables.
  - 15.1.9.2 Chalkboards and/or whiteboards.
  - 15.1.9.3 Classroom desks, including work tables, and teacher desks.
  - 15.1.9.4 Door handles.
  - 15.1.9.5 Doors.
  - 15.1.9.6 Drinking fountains.
  - 15.1.9.7 Floors.
  - 15.1.9.8 Gym equipment.
  - 15.1.9.9 Mirrors.
  - 15.1.9.10 Railings.
  - 15.1.9.11 Restroom stalls and stall doors.
  - 15.1.9.12 Sink fixtures and sink surroundings.
  - 15.1.9.13 Stain removal – carpets.
  - 15.1.9.14 Stairwells.
  - 15.1.9.15 Student chairs.
  - 15.1.9.16 Trash receptacles.
  - 15.1.9.17 Vents.
  - 15.1.9.18 Windows.

15.2 **Recommended Program Elements:** A School/Educational Institution Training Program may address:

- 15.2.1 How to report the need for pest control.
- 15.2.2 Stain removal – whiteboards.
- 15.2.3 How to remove the following items:
  - 15.2.3.1 Chewing gum.
  - 15.2.3.2 Graffiti.
- 15.2.4 How to clean the following areas/items:

15.2.4.1 Showers.
15.2.4.2 Locker rooms.
15.2.4.3 Rubber-based floors.
15.2.4.4 Switch plates.
15.2.5 The adoption and operation of a recycling program.
15.2.6 Restorative/Deep cleaning.
15.2.7 Vacuuming.

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