



**YOU  
ARE  
THE  
KEY**

# **TRAINING MANUAL FOR CUSTODIAL PERSONNEL**



**F A C I L I T I E S**

**INDEPENDENT SCHOOL DISTRICT 625**

St. Paul, Minnesota



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# **YOU ARE THE KEY**

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**INDEPENDENT SCHOOL DISTRICT 625  
St. Paul Minnesota**

**Prepared by**

**SPPS Custodial Staff: Tony Payton, Paul Ashton, Matt, Babou, Bruce Gill  
Kris Hartman, Scott Lillehaug, Kevin Martinson, Patrick McGrath,  
Joel Miner, Pat Mulvaney, Mike Payton, Bill Rauen, Yelena Koop, Cari Morgan**

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**By Phil Marten, Jerry Hines, Matt Babou**

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## Introduction

Welcome to the You Are The Key training manual. We named it this because you and all custodial personnel are the key to maintaining a safe, clean, and comfortable learning environment.

As custodial personnel in the St. Paul Public Schools, **YOU** are in an important position. You, as part of a team, will have the responsibility for keeping the school facility looking good and working well. Although the building administrator and head engineer have the overall responsibility for the safety, cleanliness, and maintenance of the building, they must rely on the experience of people like you to see the facility is maintained properly.

This training manual is designed to help you better understand your job. It will help you in two ways:

1. It contains information, directions, procedures, and diagrams that you will need to learn to better understand your job.
2. It also contains worksheets to check your progress and discussion guides to better enable you to communicate with your supervisor on what you have learned. These discussion guides will also help you to ask questions you may have about this material.

From what you learn in this manual, you'll be ready for on the job demonstrations and to practice your skills. Your head engineer and/or supervisor are there to help ensure you succeed and will show you and support you in the best ways to complete the major duties of your job.

-CHAPTER ONE-

**OUR JOB AS CUSTODIAL PERSONNEL**

In the introduction we spoke about how ‘you are the key’ to maintaining a safe, clean, and comfortable environment. This is indeed the most important part of your job. However, you must understand that getting along with others is also very important.

This chapter will help you understand how you, as part of the custodial staff, fit into the big picture as a school district employee. It will also help you realize that this job is more than just cleaning the building and maintaining mechanical systems. You will see that there are many other duties that fall in your area of responsibility.

**MAKING THE RIGHT IMPRESSION**

Much of your success is based upon making a good impression with people at your school or building. These people include your supervisor, the building administrator, teachers, students, co-workers, and the general public.

Dealing with people effectively is an important part of your job. You will find that many times teachers or building administrators need your help in one capacity or another. The way you choose to deal with these situations can make your job much easier or more difficult. The same can be said for the way you deal with the students or the general public. If you are cooperative, courteous, and friendly to them, your job will be much easier and you will enjoy your work a lot more.

When asked to do something by staff, students or the general public that is not one of your assigned tasks, it is important that you use good judgment in deciding what to do. If the task will take a fair amount of time or is something that you are not familiar with, it may be necessary to check with your supervisor before doing it. If the task is simple and will not require much of your time, it will probably be in everyone’s best interest to perform the task upon request and at some later time report it to your supervisor. Remember it is always important to make a good impression on whomever you deal with.

On page 4 is a chart with characteristics that are important in making a good impression.



## COMMUNICATION

In your job, you will use both verbal and non-verbal methods of communication.

Verbal communications are speaking and dialoging in conversations. This can be done face-to-face, with phones, or by two-way radio. Content, tone, attitude, clarity, respect, professionalism, and courtesy must be practiced to ensure our customer service is well received.

Non-verbal communication consists of email, letters, posture, and gestures. Non-verbal communication is a highly used form of communication. Emails are an easy way to get a message out to a lot of people quickly. Care and consideration must be put into written communication. You are responsible for what you send via email. Example: SENDING SOMETHING IN ALL CAPS can come across as loud and inconsiderate. It is important to review the District's policies on technology. Talk to your head engineer or supervisor on how to review the policies and how to communicate properly.

### DAILY CHECKLISTS, DAILY LOG BOOK AND THE QUICK LIST

- Daily Checklists are a good form to track your daily work. Ask your head engineer on how to get started.
- Daily Log Book: This form of written communication is an excellent way of letting you know what is happening in the school. Your head engineer will update this book daily. You may also write in this book with any issues or items that came up during your shift.
- The Quick List is written sheets of information, completed by your head engineer, that include emergency contact information, employee contact information, and a map of emergency shutoff locations.

You will learn a lot about communication through coaching, trainings, and day to day conversations with the people you come into contact with.

Rate yourself by circling the number that best describes you at work.

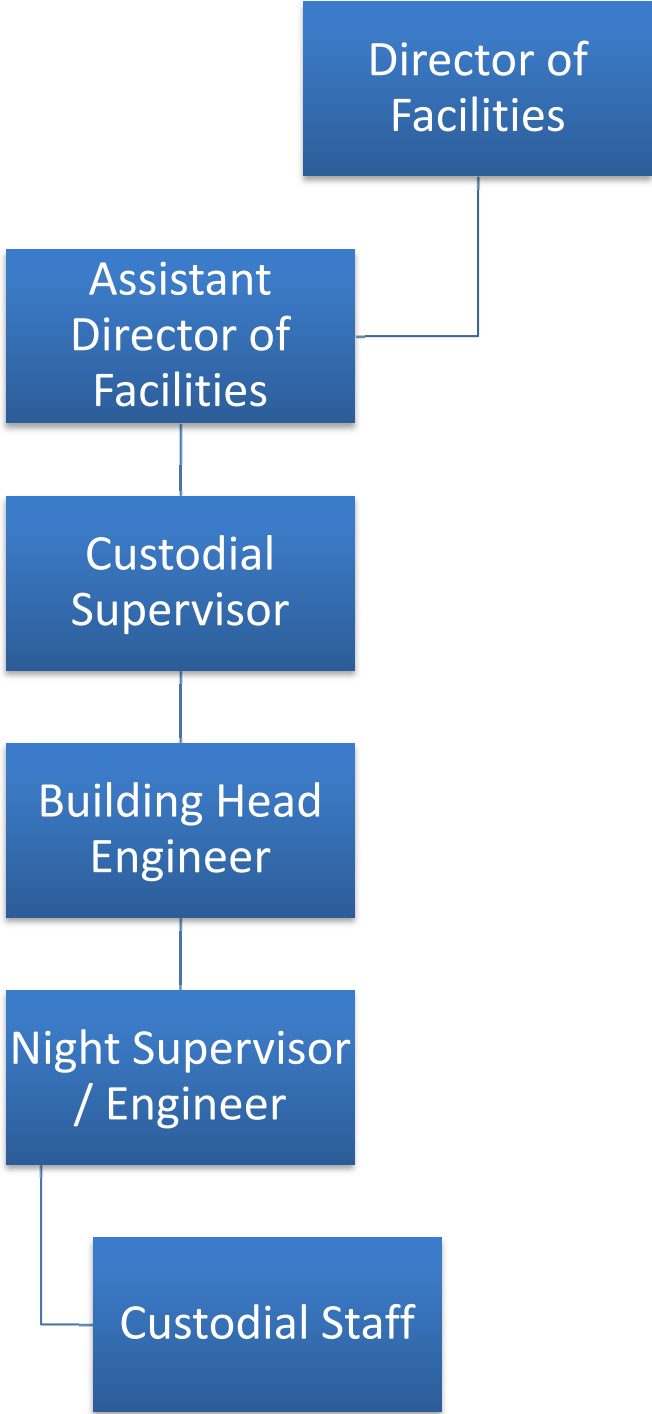
<u>CHARATERISTIC</u>	Seldom	Some of the time	Most of the time	Always
Enthusiastic	1	2	3	4
Confident	1	2	3	4
Positive	1	2	3	4
Well Groomed	1	2	3	4
Neatly Dressed	1	2	3	4
Cooperative	1	2	3	4
Friendly	1	2	3	4
Organized	1	2	3	4
Courteous	1	2	3	4
Careful / Safe	1	2	3	4
Team Player	1	2	3	4
Healthy	1	2	3	4
Honest	1	2	3	4
Independent	1	2	3	4
Motivated	1	2	3	4

## WHERE DO YOU FIT IN

As part of the custodial staff you are a very important part of the educational process. The safety, cleanliness, and comfort level of our building lies mainly in your hands, and because so many different people use our buildings, your job becomes more difficult. It is not easy trying to please everyone. At times it may seem like everyone wants to do something different. So how do you know what to do? Just where do you fit in?

Remember that your direct supervisor is your building head engineer. If you are working a night shift in a large building, your supervisor will probably be the night supervisor. The head engineer reports to the custodial supervisor. You may also receive direction for the building from the building administrator, in most cases a principal. If a building administrator, assistant principal, teacher, or someone else asks you to do something that you are unsure of, **always** check with the head engineer or night supervisor first.

**FACILITIES CUSTODIAL ORGANIZATIONAL CHART**



## DUTIES OF THE CUSTODIAL STAFF: NON CLEANING

Your basic function as a custodial staff member is to clean and maintain a school. Vacuuming, sweeping, dust mopping, wet mopping, cleaning rest rooms, dusting, scrubbing floors and walls, extracting carpet, burnishing rubber floors, cleaning glass, and other similar tasks are all cleaning functions and will be discussed later in this book. Although cleaning is a very important part of your job, it is not the only part. Here is a list of tasks other than cleaning which you may be asked to perform:

- Unplug toilets, urinals, and sinks
- Snow removal
- Salt and sand exterior surfaces
- Secure and lock interior /exterior doors and “arm” or “disarm” a school
- Cut and trim grass
- Remove and patch broken glass
- Perform fire drills and lockdown drills
- Change light bulbs
- Assist with filters
- Deliver supplies
- Permits
- Set up and take down cafeteria tables
- Move furniture
- Verbal communication: Give directions, answer emails, radio / phone calls
- Know where the emergency shutoffs are and how to use them

## OTHER CUSTODIAL RESPONSIBILITIES

As custodial personnel in the Saint Paul School District you will be expected to perform the duties and tasks outlined on the previous pages. Later in this manual, you will be instructed on how to complete those tasks. You must also understand that there are many other responsibilities you will be expected to know.

As part of the custodial staff you should consider yourself a “keeper or guardian” of the building. Safety is one of your biggest responsibilities. Whether you are doing your regularly assigned tasks, setting up permits, or just walking from one place to another, you must constantly be looking out for the safety of the students, staff, general public, the building, and yourself. Fire hazards, electrical or plumbing hazards, broken glass, and unsafe furniture are just a few of the things you should be looking for.

All custodial staff must take ownership of the responsibilities listed below:

- Be observant for faulty electrical connections, bad switches, or any other electrical hazards.
- Be on the look out for signs of fire and fire hazards.
- Constantly be checking for faulty or broken furniture.
- Keep an eye out for leaking pipes, faucets and other water hazards.
- Know where your gas supplies are and how to turn them off.
- Properly remove broken glass.
- Secure interior and exterior doors.
- Pull shades on first floor exterior windows especially computer labs.
- Turn lights off when not in use unless you have been instructed otherwise.
- Know where the emergency shutoffs are for gas, water, electricity, and boilers.
- Review your building’s Quick List.

Now that you have completed this chapter you should set up a meeting with your supervisor so you can ask questions and discuss the material you have just learned. Use the discussion guide during your meeting to go over this material.

## **DISCUSSION GUIDE**

### **-CHAPTER 1-**

1. Name the people in your building with whom you think the custodial staff should make a good impression.
  
2. When you are asked by the staff, students, or general public to perform a task that is not one of your assigned duties, what might determine whether to do it right away or later?
  
3. Explain your position in the departmental organizational chart. Who would your supervisors be?
  
4. Other than your regularly assigned duties, what is your most important responsibility?
  
5. Ask the head engineer to explain any of your duties that you do not understand.

-CHAPTER TWO-

**EMERGENCY AND SAFETY PROCEDURES**

Nothing in your job is more important than maintaining a safe facility. Chapter two will help identify emergencies that may occur in your building and what steps or procedures must be followed if they do.

Preventing emergencies from happening is the first step in dealing with them. This chapter will also help you identify general safety precautions you must take in your everyday work.



## **FIRE: THE MOST SERIOUS EMERGENCY**

Fire is the most serious and fearful emergency that can happen to a building and the people inside it. If you **think** there is a fire in the building, you **must** act. It is much better to err on the side of caution and safety if you think there is a fire, but none exists than to overlook or dismiss those signals even if you later find there was a fire.

If you **think** there may be a fire in your building, take these steps immediately:

1. If you smell smoke but cannot tell where it is coming from, make a quick survey of the area to determine if there is a real fire. In some cases you may smell smoke but there may not be a fire. (i.e. Burnt microwave popcorn, a local neighbor burning leaves, a cooking area left on, etc...)
2. After a quick survey of the immediate area, if you are still unable to determine the source, contact your supervisor, building administrator, or other staff personnel to help you determine the source of the smell. This is a very critical time and the speed with which you act could be the difference between safety and disaster.

If you are certain there is a fire and you not only smell smoke but you actually see it, or you actually see fire, follow these steps?

1. Set off the fire alarm
2. Call 911 to report the fire
3. Assist in evacuating the building
4. Report the fire and what actions were taken to the Emergency Communications Center (ECC), building administrator, supervisor and custodial supervisor.

If a fire is a small fire in a trash receptacle, wastebasket, toilet paper roll, or other, you should follow these steps:

- When possible use the appropriate fire extinguisher or other appropriate means to put out the fire. If this does not put out the fire:
  1. Set off the fire alarm.
  2. Call 911 to report the fire
  3. Assist in evacuating people from the building.
  4. Report the fire and what actions were taken to the Emergency Communications Center (ECC), building administrator, supervisor and custodial supervisor.

## **FIRE PREVENTION**

We stated earlier that you are the 'keeper or guardian' of the building and that you should always be looking out for the safety of the people and the building. Most fires can be traced to faulty equipment, the general public, and the building itself. Therefore, it is important that the entire staff do everything they can to prevent a fire.

- Never allow oily rags or mops to accumulate. Dispose of them properly.
- Empty all trash containers daily in the appropriate dumpster.
- Ensure recyclables are ready for pick up on scheduled day of service.
- Do not allow disposable items to pile up and do not allow sprinklers to be obstructed. Only store approved items in boiler rooms, fan / mechanical rooms, custodial closets, and other out of the way places. At least 18 inches of clearance between the ceiling and top of items must be maintained per fire code.
- Store all flammable items in an approved storage cabinet or room.
- Report all broken electrical fixtures and switches to your supervisor.
- When you observe a motor, compressor, or other mechanical equipment running hot, improperly, or tripping circuit breakers, report it to your supervisor.
- Store gas powered equipment (Lawn mowers, weed whips, snow blowers, etc..) in the appropriate storage room.

## **FIRE DRILLS**

Each year five (5) fire drills are to be conducted while staff and students are in the building. It is generally up to the building administrator to determine when to hold a fire drill. The St. Paul Fire Department may conduct one of the five drills, per school, per year, usually in the fall. Although the head engineer will typically hold the fire drill, you may be asked to help. Here are some procedures you will be expected to know.

- Try not to hold a fire drill in inclement weather or during meal times.
- Call the ECC and report what time the fire drill will take place.
- Set off the fire alarm at the nearest pull station to the fire panel.
- The secretary or one member of the Custodial staff should time the fire drill.
- Once the all clear has been given, note the time, reset the fire panel, and give the "all clear" to re-enter the building.
- All schools should have safety teams. Meet after each drill and go over the time and if any concerns about exiting were experienced.
  - If your school does not have an active safety team, review with the head engineer and building administrator.

Remember, most fire drills are given by the building administrator and head engineer however, it is very important for you to know these procedures. You must also ask the head engineer or night supervisor to show you where the fire panel is. If there is a false alarm, it is important for you to know how to reset the system, and remember it can only be reset with the fire department's permission.

## **LOCKDOWNS AND LOCKDOWN DRILLS**

There are two types of lockdowns. Make sure to familiarize yourself with both types. In either case, if safety permits, coordinate and assist in helping secure the building, staff, and students. Wait for the all clear.

### **1. Lockdown with Warning**

This lockdown is used when the threat is outside of a building. Example: A police presence is in the neighborhood to handle a possible criminal activity. For this type of lockdown: The building administrator and ECC are notified, all exterior doors are locked, the window coverings are closed, and we carefully monitor the situation.

### **2. Lockdown with Intruder**

This type of lockdown is used when the threat is inside of the building. An announcement is made and everyone is to secure his or her space and stay in lockdown until the all clear is made.

Each year your school conducts five (5) lockdown drills. Your building administrator and / or head engineer will coordinate the lockdown drills. Your role in a lockdown drill is to provide support and make the drill successful. It may include checking each door to make sure it is locked, clearing open spaces of students and staff, and helping to ensure the students and staff are quiet and not visible.

## **EMERGENCY PROCEDURES FOR CHEMICAL SPILLS**

Although chemical spills are infrequent they are dangerous and can threaten the safety of students and staff; therefore, it is important for you to follow the correct procedures, should one occur.

**DO NOT** attempt to clean up, remove, or handle any chemical spill unless you know the identity, properties, and the correct methods for cleaning up the spill. Talk to your head engineer and/or call the One Stop Shop Number (651)-744-1800 and ask for a member of the Environmental Services Group (ESG).

The chemicals that you work with can be hazardous, dangerous, and can become unsafe if used and/or mixed improperly. Careful precautions and following the directions are critical for the safe use of chemicals.

It is important for you to realize that even though the chemicals that you work with might not be dangerous, there may be chemicals in other parts of the building that are: science labs, shop rooms, swimming pools, and even art rooms could have chemicals that when used improperly or become spilled could become dangerous.

Consult the chemical's SDS sheet. They can be found on the Custodial Web page under SDS Look Up.

If a potentially dangerous spill occurs, follow these steps:

- Cordon off the area to ensure people do not come in contact with the spill.
- Call the fire department at 911 and inform them a chemical spill has occurred and tell them who will meet them at the main entrance.
- Shut of the air handling units.
- Call and report all information to the ECC.
- Coordinate with the head engineer and building administrator about evacuating the building. If evacuating, pull the fire alarm.
- Direct students and staff to take alternative evacuation routes if the spill occurred in an egress route.
- Follow the fire department's directions about letting the staff and students back into the building.
- Update all departments as soon as possible and describe actions taken.

ECC @ \_\_\_\_\_

Facilities One Stop Shop @ \_\_\_\_\_

Custodial Supervisor @ \_\_\_\_\_

## OTHER EMERGENCIES

There are many other emergencies that could occur in your building that may or may not have a direct impact on the staff and students. In most cases the normal operation of the building will not be affected. However, in some cases it could have a profound effect. These emergencies could occur during regular building hours or during off-hours. Depending on the emergency, it may be necessary to close the building.

Some of the emergencies that may have an impact on the building operation or its uses are:

- Loss of electricity
- Broken water pipe / sprinkler pipe / flooding
- Storm damage
- Gas leaks
- Loss of boiler
- Snow and/or dangerous weather conditions

In all the cases above (except for snow and dangerous weather conditions) the building administrator will more than likely be involved in determining whether the building will be closed. It is very important you obtain as much information as possible about the emergency and relay that information to the building administrator as soon as possible. You will also need to relay this information to Facilities. In an incident where the building will need to be closed, the director of facilities will coordinate with the building administrator and the district leadership.

## **SNOW AND DANGEROUS WEATHER CONDITIONS**

Snow and dangerous weather conditions could also cause your building to be closed. The superintendent or appointee will decide if the schools will be closed because of snow or dangerous weather. Should the school close for these reasons, follow these steps before reporting to work:

1. Listen to WCCO (830 AM) between 6:30am – 8:30am or go to [www.wcco.com](http://www.wcco.com), or [www.spps.org](http://www.spps.org). These places will broadcast school closings.
2. You should be notified of school closings through your building telechain.
3. If it is confirmed that the schools will be closed, do not report to work unless you have been instructed otherwise. Call your head engineer and custodial supervisor for instructions.

Note: On days when there is extreme cold, students may be instructed not to report, however, the staff must still report unless otherwise directed.

## **SAFETY PRECAUTIONS**

Earlier in this chapter and in parts of the last chapter we talked about the importance of safety. In this section we will talk about safety precautions that may not deal with emergencies, but nonetheless are an important part of your job. Here is a list of those safety precautions.

- Check the lighting throughout the building and replace burnt out lights.
- Report any bad ballast to your supervisor. Place a note in the light fixture stating “Bad”.
- Exit lights and emergency lights should also be checked to ensure they are working properly.
- Ensure all building exits are kept clear.
- Clean ice and snow from sidewalks, stairs, and entryways. Use salt, sand, or a combination of salt and sand on all slippery areas.
- Report any broken handrails, stairs, equipment, and/or other items to the supervisor in charge immediately.
- Check and keep roof drains clear as needed. Once a week inspection during spring, summer, and fall is recommended.
- Asbestos is still present in some buildings. Your building’s main office has a flash drive containing your building’s asbestos locations. Talk to you head engineer for more information.
- When lifting an object, use your legs not your back and do not lift heavy objects alone. Ask for assistance from a co-worker.
- Use GFI cord attachments when using electrical equipment.

You must also be aware there are certain precautions that must be taken if you notice a stranger in the building.

1. Be courteous and ask the person if you can help them.
2. If their answer is unsatisfactory or you are still concerned, explain that all visitors must report to the main office.
3. If you know the person does not belong in the building, tell them to leave.
4. If they do not leave, explain that you are going to call the police and if need be radio for a lockdown.
5. Talk to your head engineer about lockdown procedures.

Remember, how you deal with the students, staff, and general public is important. Be courteous but straightforward. If someone tells you they are going to the office but they still seem suspicious, accompany them to the office; simply say “I will go with you, I’m going that way myself”.

**PROGRESS CHECK**  
-CHAPTER ONE AND TWO-

Completing this progress check should help you realize how much you've learned so far. This is not a test. Read and answer the questions, check your answers at the end of this workbook.

1. If the building administrator asks you to do something that you are not sure you should be doing, you should check with the head engineer or night supervisor first.  
\_\_\_\_\_ TRUE  
\_\_\_\_\_ FALSE
  
2. As a facility service worker or custodian engineer you will have many responsibilities. Your most important responsibility is:
  - a) Cleanliness of your entryways
  - b) Safety
  - c) Keeping exterior doors locked
  - d) Helping the students
  
3. If you see a fire, the first thing you should do is:
  - a) Contact your supervisor
  - b) Check your cell phone
  - c) Set off the fire alarm
  - d) Call the Facilities One Stop Shop Number
  
4. Most fires are caused by careless maintenance or faulty equipment.  
\_\_\_\_\_ TRUE  
\_\_\_\_\_ FALSE
  
5. After a chemical spill, have the students stand around the spill to help keep others away.  
\_\_\_\_\_ TRUE  
\_\_\_\_\_ FALSE



6. The ventilation system should be shut down if you have a chemical spill even if the building is not evacuated.  
\_\_\_\_\_ TRUE  
\_\_\_\_\_ FALSE
7. Roof drains should be checked how often?  
a) Daily  
b) Weekly  
c) Monthly  
d) Occasionally
8. Lock down with warning could indicate a police presence in the school vicinity.  
\_\_\_\_\_ TRUE  
\_\_\_\_\_ FALSE
9. Your direct supervisor is:  
a) Building administrator  
b) Assistant director of facilities  
c) Superintendent  
d) Head engineer
10. A non-cleaning task may include:  
a) Setting up permits  
b) Light bulb replacement  
c) Unlocking a door for a teacher  
d) All of the above

## **DISCUSSION GUIDE**

### **-CHAPTER TWO-**

Look over these statements and questions then discuss with your head engineer. In the space provided, write down any other questions that you would like to discuss.

1. It is extremely important that all of us take the necessary steps to prevent fires. What are some things you do to prevent fires in your area and /or in other parts of the building?
2. How many fire drills and lockdown drills should be conducted each school year and what is your role during these drills?
3. Chapter 2 outlined other emergencies that may impact the building. Discuss these emergencies and what you may be asked to do regarding them.
4. Discuss some situations and what course of action you might take if there were students and staff in the building that do not belong there.

## JOB-SKILLS CHECKLIST

### -CHAPTER TWO-

NAME \_\_\_\_\_

Below is a list of job skills that you must complete. Ask your head engineer or night supervisor to initial each job skill as you complete them.

\_\_\_\_\_ Identify all emergency exits and other exits in your building.

\_\_\_\_\_ Explain how to use a fire extinguisher.

\_\_\_\_\_ Identify the two types of lockdowns.

\_\_\_\_\_ Explain what department to contact if there is a chemical spill.

\_\_\_\_\_ Explain the snow and cold day procedures.

This person has completed Chapters One and Two and the job skills listed above.

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

-CHAPTER THREE-

**CLEANING PRODUCTS: MIXTURES AND USAGE**

To maintain a clean facility, the proper equipment and cleaning products must be used. In this chapter we will discuss the proper cleaning product and the correct mixture to use for a particular task. This chapter only covers the proper cleaning mixture. Proper cleaning procedures will be covered in chapters four and five.

You must understand that using the right cleaning product and the correct mixture is an important part of getting the job done right. You should also realize that using the wrong product and/or the incorrect mixture will not only do an ineffective job, but it could also harm the surface you are cleaning, and in some cases, be dangerous to you and others.

There are different types of floors, walls, furniture, and fixtures that require different cleaning procedures and cleaning products. This section will define what products to use for those particular cleaning needs.

## GENERAL PRODUCT GUIDELINES

It is important to use the proper container when using cleaning products. There are many different containers to include: spray bottles, spray applicators, mop buckets, 2.5 gallon plastic buckets, and/or machines.

Some products use a distribution system for filling containers. Some schools may have more than one distribution system. Ask your head engineer for training on how to properly use each system. When you are hand mixing product in the container, always add the water first, then the proper amount of product.

Always keep track of which products are in which container.

All spray bottles should be properly labeled. Your head engineer or night engineer can help you obtain the correct label.

Always read and follow the manufacture's mixing directions before using products.

Pay close attention to water temperatures as some products and cleaning procedures respond better to cold, warm, tepid, or hot water.

Mixing products together can be very dangerous. Example: **NEVER** mix liquid chlorine bleach with anything other than water.

Always pre-rinse the container prior to adding products. Residue of another product may cause a reaction when the new product is added.

Single use containers should not be reused.

Each product has a Safety Data Sheet (SDS) that can be reviewed online at the Custodial web site under SDS Look Up. Simply fill in the boxes with the product information and click the search button.

Let your head engineer know when products are running low.

## **TYPES OF PRODUCTS**

### **All Purpose Cleaners**

- All purpose cleaners can be used on walls, floors, and hard furniture like desks and tables. All purpose cleaners often require mixing with water prior to use.

### **Window / Glass Cleaner**

- Window / glass cleaning products vary from brand to brand and can come in two forms; concentrated and ready to use. The District primarily uses concentrated types that require proper mixing before applying to glass and mirrors.

### **Deodorizers**

- Deodorizers should be used sparingly as some people are sensitive to odors. It is a good idea to check with your head engineer on where, when, and how you should use them.

### **Disinfectants**

- Disinfectants should be used on surfaces that not only need to be cleaned but also destroy bacteria. You should use this product when cleaning restroom floors, fixtures, walls, partitions, locker room floors, showers, food service areas, drinking fountains, and sinks. If you have other questions on where to use this product, contact your head engineer.

- **Bleach**

- Bleach is a very effective disinfectant cleaner however, it is also toxic. Used incorrectly this product can damage clothing. Only mix with water. Mixing with other product(s) could result in a chemical reaction. Bleach should only be used with the appropriate distribution system.

- **Stainless Steel Cleaner**

- Stainless steel cleaner comes ready to use in an aerosol spray. Use with a cloth towel and rubber gloves on stainless steel items.

### **Carpet Extraction Fluid**

- Carpet extraction fluid is used when you need to clean carpets and requires proper mixing with water. Extraction fluid can also be used to clean cloth furniture and area rugs.

### **Carpet Spot Remover and Carpet Gum Remover**

- Carpet Spot Remover and Carpet Gum Remover come ready to use at full strength for helping remove stains and gum. Make sure you read the directions before using each product. Both types of products come in aerosol cans.

### **Toilet Bowl Cleaner**

- Toilet bowl cleaner is acid based and **very** toxic. This product should not be used for general cleaning but for the removal of stubborn stains in toilets and urinals. It can damage floors, walls, and stainless steel. **USE THIS PRODUCT WITH CAUTION!** If mixed with bleach or ammonia it may have an explosive or gaseous reaction! This product comes in ready to use form. Wear rubber gloves, eye protection, and use a toilet brush. Make sure the bathroom exhaust fan is working. Do not mix with any other product.

### **Vandalism Remover**

- Vandalism remover varies in brands. Some of these products come in aerosol cans, liquids, or creams. In each case you should follow the directions on the label. Extreme care should be taken when using these products. Wear rubber gloves when using this product.

**PROGRESS CHECK**  
**-CHAPTER THREE-**

Completing this progress check should help you realize how much you've learned so far. This is not a test. Read and answer the questions, then check your answers at the end of the workbook.

1. For better cleaning results mix bleach with which product?
  - a) Water
  - b) Glass cleaner
  - c) Toilet bowl cleaner
  - d) Answer a)
  
2. Spray bottles should be properly labeled.  
 TRUE  
 FALSE
  
3. Following the directions for product use is recommended for which product?
  - a) All purpose cleaners
  - b) Gum remover
  - c) Vandalism remover
  - d) All of the above
  
4. To remove stubborn stains from urinals use:
  - a) Extraction fluid
  - b) Toilet bowl cleaner
  - c) All purpose cleaner
  - d) Disinfectant
  
5. Window cleaner is the recommended product for drinking fountains.  
 TRUE  
 FALSE



6. Disinfectant is best for sinks, bathrooms, and carpet.  
 TRUE  
 FALSE
7. When extracting carpet you should properly measure and add the chemical to the machine, then add water?  
 TRUE  
 FALSE
8. Where can you find an SDS sheet for a product?
- a) In a custodial closet
  - b) In the cafeteria
  - c) On the custodial web site
  - d) None of the above
9. If the product distribution system is broken, you should:
- a) Open the container and start pouring
  - b) Stop cleaning and go home for the night
  - c) Notify your head engineer or night supervisor
  - d) Start vacuuming
10. Wearing rubber gloves is recommended for which product?
- a) Toilet bowl cleaner
  - b) Glass cleaner
  - c) Vandalism remover
  - d) Both a) and c)

## DISCUSSION GUIDE

### -CHAPTER THREE-

Before your meeting with your head engineer, look over these questions and statements. In the space provided, write down any other questions you would like to discuss. Be sure to bring this manual to your meeting.

1. What are the best uses for each product discussed in this chapter?
2. Discuss the dangers and possible reactions of mixing products together.
3. Explain what you know about the different product distribution systems at your school.
4. Discuss the advantages and disadvantages of using bleach for cleaning and disinfecting.
5. Review the safety data sheet for Meteor Carpet Spotter. List the first aid measures if this product should come in contact with your eyes.

**JOB-SKILL CHECKLIST**  
**-CHAPTER THREE-**

NAME \_\_\_\_\_

Below is a list of job-skills that you must complete. Ask your head engineer or night supervisor to initial each job-skill as you complete it.

The above named employee can mix and use the following products correctly:

\_\_\_\_\_ Disinfectant Cleaner

\_\_\_\_\_ All Purpose Cleaner

\_\_\_\_\_ Deodorizers

\_\_\_\_\_ Extractor Fluid

\_\_\_\_\_ Toilet Bowl Cleaner

\_\_\_\_\_ Glass Cleaner

\_\_\_\_\_ Carpet Spot Removers

\_\_\_\_\_ Graffiti Remover

\_\_\_\_\_ Bleach

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

## -CHAPTER FOUR-

### **ROUTINE CLEANING: TASKS AND PROCEDURES**

In the next two chapters we will be discussing the cleaning tasks you will be performing, what supplies you will need, and the proper procedures to accomplish these tasks. In chapter four we will be discussing "routine cleaning" or those cleaning tasks and procedures performed on a day to day basis during the school year or while the building is in use. These tasks generally include, sweeping, dusting, dust mopping, wet mopping, vacuuming, cleaning fixtures, spot cleaning walls and window washing. When we refer to "restoration cleaning" we mean those tasks and procedures accomplished during winter, spring and summer breaks.

This chapter will cover routine tasks in these areas:

- Classrooms and offices
- Restrooms, locker rooms and showers
- Corridors
- Cafeteria and kitchen
- Auditoriums
- Stairways
- Entry ways
- Gymnasiums

This chapter will deal with the cleaning task and the procedure but not always the frequency. Some tasks are performed daily, some two or three times a week, and others weekly. The frequency is determined by many factors and must be decided by the head engineer and Facility Operations office, with input from the building administrator.

The daily checklist is used as a way to track what you accomplish each day. Talk to your head engineer about how to fill one out.

## CLASSROOMS AND OFFICES

In most buildings, classrooms and offices will make up the largest part of an area; therefore, it is important you have a clear understanding of the correct procedures for each task and their frequency. You should also know that the time it takes to clean a given classroom or office will vary depending on the size of the room, the floor surface, what the room is used for, and the condition the room is left in.

### TASKS

- Empty trash and pencil sharpeners
- Remove gum from floor
- Dust mop or vacuum floor
- Spot mop floor
- Spot clean walls and furniture
- Spot clean glass
- Dust ledges and counter-tops
- Clean classroom sinks as needed

### SUPPLIES

- 18" or 24" dust mop and / or vacuum cleaner
- Trash collector
- Dust pan and angle or push broom
- Mop bucket with properly mixed all purpose cleaner and a wet mop
- Spray bottle with properly mixed all purpose cleaner
- Putty knife and/or razor scraper
- Spray bottle of properly mixed window cleaner and a cloth towel or rag
- Cheese cloth / paper towels / cloth towels
- Can of gum remover

## PROCEDURES

1. Pick up large pieces of trash. If you're vacuuming, be sure to pick up crayons, chalk, pencils, gum, (or anything else) that may damage the vacuum cleaner. Empty pencil sharpeners and wastebaskets into the trash collector.
2. Remove all gum from hard surface floors with a putty knife as you dust mop. In carpeted rooms, you may need to use gum remover and a putty knife. Remove gum and avoid vacuuming up gum as it can clog the vacuum.
3. To dust mop, follow these steps:
  - Start at the door entrance and dust mop the perimeter of the room.
  - Now begin dust mopping the aisles and around the desk area. Since there are many different room styles, types of student furniture, and arrangements of the furniture, you will need to decide what the best way to accomplish this task is. Ask your supervisor for help. At times it will be necessary to move items so the dirt can be removed from underneath them.
  - Once you have completed the entire room, use the dustpan and angle or push broom to pick up the debris from the floor. Do not push piles into the hallway.
4. To vacuum, follow these steps:
  - Plug the vacuum electrical cord in any outlet and begin vacuuming, working away from the electrical cord. This way there is less chance of going over the electrical cord.
  - Use the same procedure for cleaning around and under the desks as you did for dust mopping. Remember, when vacuuming the floor, it is not necessary to go over every inch of the room. Only vacuum the floor that is dirty.
5. Spot clean the walls and furniture with a spray bottle of all purpose product and a cloth towel or rag.
6. Spot mop tile or wood floors with a mop bucket of cool water, a wet mop, and an all purpose product. Don't use hot water as it may loosen the finish.
7. Spot clean windows with window cleaner and cheesecloth or paper towels.

8. Dust off ledges and counter-tops.
9. Dust mops should be changed on a regular basis (in most cases weekly). Your building head engineer or supervisor will help you decide this frequency.
10. Clean classroom sinks as needed with an all purpose product or other approved cleanser, and green scrub pad. Avoid using an abrasive scrub pad on stainless steel sinks as this may scratch the surface. Rinse the sink when finished.

## **RESTROOMS, LOCKER ROOMS, AND SHOWERS**

Cleaning restrooms, locker rooms, and showers is probably the most important task you will perform on a daily basis. The cleanliness and routine maintenance are important for health and safety reasons. When doing these areas you must always do a complete and thorough job. These areas are cleaned on a daily basis and under no circumstances (except in an emergency) should the frequency change as long as the area is in use.

### **TASKS**

- Empty trash and sanitary napkin receptacles
- Sweep and/or dust mop floor
- Refill supplies
- Clean fixtures and mirrors
- Remove debris from floor drains
- Spot clean walls and partitions
- Wet mop floor

### **SUPPLIES**

- Dust mop and/or angle/push broom
- Trash collector
- Dust pan and angle /push broom
- Spray bottle of properly mixed disinfectant solution, cotton towel
- Spray bottle of properly mixed window cleaner and a cloth towel or rag
- Small bucket with toilet bowl mop and properly mixed disinfectant solution
- Toilet bowl cleaner when needed
- Rubber gloves
- Mop bucket with properly mixed disinfectant solution and wet mop
- Garden hose (for showers and locker rooms)

## PROCEDURES

When cleaning these areas you must always use a disinfectant cleaner for health purposes. If you are doing a large area or many restrooms be sure to change your water frequently. Restrooms should be checked periodically throughout the day to ensure they don't run out of supplies.

1. Empty trash and sanitary napkin containers into trash collector.
2. Sweep or dust mop floor and discard debris in trash collector. Do not dust mop floors that are wet (such as shower areas).
3. Refill supplies: toilet paper, paper towels, and hand soap.
  - a. Fill single fold paper towel dispensers when it is half-empty or less.
  - b. In rolled paper towel dispensers, replace roll when it fits into replacement cavity.
  - c. Replace toilet paper roll when one quarter is left.
  - d. Fill soap dispenser when half full.
4. Clean restroom fixtures by following these steps:
  - a. Clean inside and outside of toilets and urinals with toilet bowl mop and disinfectant. Pay special attention to flushing rim, since this area can form scale and rust stains.
  - b. Use toilet bowl mop on floor behind fixtures, since a regular wet mop will be difficult to use there.
  - c. As a last resort, remove toilet bowl stains with acid cleaner. Put a small amount of acid cleaner on toilet bowl mop and rub on stain, then rinse completely.
  - d. Spray both sides of toilet seats with disinfectant solution, then wipe clean with toilet bowl mop, rag, or paper towel.
  - e. Spray disinfectant solution on sinks and wash clean with sink bucket and sink johnny mop, or rag.
  - f. As a last resort, use scouring powder on stubborn stains, but never on stainless steel fixtures.
  - g. Clean underside of sinks.
  - h. Wipe / clean soap dispensers and paper towel containers.



5. Clean all mirrors and glass by spraying with window cleaner and wiping with a paper towel or cheesecloth.
6. Clean hair and debris from floor drains.
7. Spot clean and remove marks and graffiti from partitions and walls.
8. Wet mop entire area, picking up excess water around toilets and urinals. Pay special attention to corners, using your hand and the mop head to wipe out corners.

## **CORRIDORS**

Corridors are used more than any other part of the building. Everyone who uses the building sees them. This is why it is important to keep the corridors as clean as possible. Corridors are cleaned once a day. At times they may need to be cleaned more than once a day. It is each custodian's responsibility to pick up trash and debris in the corridors throughout the day to keep them looking good at all times.

### **TASKS**

- Empty trash
- Dust locker tops
- Dust mop or vacuum floor
- Clean drinking fountains
- Spot mop floor
- Clean graffiti from lockers and walls
- Wet mop / run automatic on floor
- Remove gum and shoe marks from floor
- Spot clean all glass
- Place wet floor signs

### **SUPPLIES**

- Dust mop (48", 60", or 72"), sweeping compound
- Trash collector
- Spray bottle of properly mixed disinfectant and cloth towel or rag
- Dust pan and angle or push broom
- Spray bottle of properly mixed all purpose cleaner and cloth towel or rag
- Spray bottle of properly mixed window cleaner and a cloth towel or rag
- Graffiti remover
- Putty knife
- Mop bucket of properly mixed all purpose cleaner and a wet mop
- Auto floor scrubber filled with appropriate properly mixed product
- Glass cleaner and cheesecloth or paper towels
- Stainless steel cleaner

## PROCEDURES

1. Pick up large debris in corridor and empty trash receptacles.
2. Dust locker tops with a duster or towel once a week / as needed.
3. Follow these steps when dust mopping:
  - a) The size dust mop that you use will be determined by the width of the corridor.
  - b) If your building uses a sweeping compound for dust mopping corridors, put a line of compound in front of the mop head before you begin.
  - c) Make your first pass next to the wall and down the length of corridor.
  - d) Use an angle broom to clean corners and around drinking fountains and in other hard-to-reach places.
  - e) When you are at the end of the corridor turn the mop around (without lifting it from the floor) and return up the corridor next to the other wall to your starting point.
  - f) Lift the mop and gently shake the dirt free.
  - g) If needed, make a second pass down the middle of the corridor and back.
  - h) As you dust mop, use a putty knife to remove gum from the floor.
  - i) When the entire hall is completely finished, shake the dust mop.
  - j) Now store the dust mop by hanging it in the custodial closet off the floor.
  - k) Remove debris from floor with angle or push broom and dust pan.
4. Follow these steps when vacuuming:
  - a) Pick up large pieces of paper and anything that could damage the vacuum.
  - b) Determine which type of vacuum you will be using: The large area, back pack, or upright. Plug the vacuum cord into the wall outlet where you will make your first pass.
  - c) Vacuum down the corridor as far as the cord will allow, working away from the cord. Never run over the cord.
  - d) Now turn around and make your next pass alongside of the first pass (be sure to keep your cord in the cleaned area) for each new pass, overlap the previous pass.

5. Follow these steps for cleaning the drinking fountain:
  - a) Spray disinfectant over entire surface of drinking fountain and let dwell/sit for a minute or two. Do not use scouring powder on stainless steel sinks.
  - b) Wipe clean with a rag or cotton towel then run fountain to make sure no disinfectant is left in the spigot.
  - c) Porcelain drinking fountains may require the use of a green scrub pad for deep cleaning. Be careful when using green scrub pads on stainless steel, as they may scratch the sinks.
  - d) Use stainless steel cleaner and cloth towel on stainless steel.
  
6. Follow these steps for spot mopping or wet mopping the corridor:
  - a) Place "Wet Floor" signs in the hallway.
  - b) Spot mop or wet mop the entire floor with cool water and detergent (hot water can damage the floor finish).
  - c) Begin by placing mop bucket about 20 feet from your starting point, then mop backward toward the bucket.
  - d) If the floor is heavily soiled you may need to "wet down" a portion of the floor with a very wet mop; then use a dry mop to pick up the water and dirt. Be sure the solution does not stay on the floor more than a couple of minutes as it may damage the floor finish.
  - e) An automatic scrubber can be used for wet mopping the entire corridor. If this procedure is used, be sure to use a buffing pad so the floor finish is not damaged. Check with the building head engineer for accomplishing the procedure.
  - f) For heavily soiled corridors, wet mop the entire floor or use the automatic scrubber.
  
7. Remove marks from lockers with a cotton towel or rag and a spray bottle of all purpose cleaner. Some graffiti may need to be removed with a special graffiti remover.
  
8. Spot clean glass with glass cleaner and cheesecloth or paper towels. Use a razor scraper to remove tape.

## CAFETERIA AND KITCHEN

The cafeteria and kitchen will be cleaned at least once every day. Cleaning in between lunches may also be needed. The cafeteria floor may need to be mopped or auto scrubbed after breakfast, lunch, and dinner depending on how much the floor is used. Your building head engineer will determine this. In many buildings the cafeteria floor will be group cleaned.

### TASKS

- Empty trash
- Sweep floor
- Wet mop floor

### SUPPLIES

- Trash, compost, recycling can liners and collectors / containers
- 24" or 48" broom or dust mop
- Dust pan and angle or push broom
- Milk collectors if collecting milk
- Mop bucket of properly mixed disinfectant and a wet mop
- Spray bottle of properly mixed disinfectant and cloth towel or rag
- Auto Scrubber filled with appropriate properly mixed product

### PROCEDURES

Make sure all supplies are on hand before beginning:

1. Remove trash, recycling and compostable's / organics from cafeteria. Leave the items in the collectors when bringing it to the dumpster since the bags may leak. You may need to wash out the collectors at the end of the last lunch.
2. Sweep the floor. In most cases, where there are large amounts of wet trash, use brooms rather than dust mops. Lift tables before cleaning. Use the putty knife to remove gum, tape, candy, etc. while sweeping the floor.
3. Wet mop or spot mop the floor. In most cases it will be necessary to wet mop the entire floor. If it is possible you may want to use the automatic scrubber for this procedure.

4. In many cases the trash containers are set against a wall. Clean the wall area with disinfectant and cotton towel or rag.

The kitchen and serving areas need special care when cleaning, as these are food preparation areas.

- Be sure to mop under counters and in corners.
- Use hot water with all purpose cleaner when mopping out kitchens. You may at times need to use a degreaser if the floors are oily or greasy.
- Always coordinate with Nutrition Services on times you can mop the kitchen area. You do not want to mop the kitchen while they are still working.
- Sometimes it may be necessary to mop out a walk in cooler or freezer. Coordinate with Nutrition Services and head engineer before proceeding.

## AUDITORIUMS

Auditoriums are, generally cleaned on an "as needed" basis or after each use. In many cases it is cleaned by several custodians (the building head engineer will decide this).

### TASKS

- Sweep or dust mop floor
- Remove trash
- Vacuum carpet
- Spot wet mop
- Spot clean seats

### SUPPLIES

- Push broom, dust mop or electric / battery powered leaf blower
- Trash collector
- Dust pan and angle or push broom
- Mop bucket of properly mixed all purpose cleaner and a wet mop
- Spray bottle of properly mixed all purpose cleaner and cloth towel or rag
- Vacuum cleaner
- Putty knife

### PROCEDURES

1. Sweep floor by starting at the back of the auditorium. Sweep debris between seats to the aisles, then toward the front of the auditorium. Pick up trash often as you sweep and discard in the trash collector.
2. Sweep the stage and discard the remaining trash into the trash collector.
3. If using a leaf blower start blowing debris from back of auditorium to the front. Then use a broom and dust pan to pick up items.
4. Empty all wastebaskets and trash cans into the collector.
5. Spot mop floor with all purpose cleaner and water, working from the back of the auditorium to the front. Move your bucket far enough ahead so you won't need to walk on the cleaned, wet floor.

6. Vacuum carpeted aisles, using a vacuum that is the right size.
7. Clean spots or graffiti from seats using a spray bottle with all purpose cleaner and a towel. For stubborn marks, you may need to use graffiti remover and a green scrub pad.



## **STAIRWAYS**

### **TASKS**

Sweep stairways  
Spot clean walls  
Spot mop stairways

### **SUPPLIES**

18" or 24" push broom  
Back pack vacuum  
Trash collector  
Dust pan and angle or push broom  
Spray bottle of properly mixed all purpose cleaner and cloth towel or rag  
Small bucket of cool or warm water  
Mop bucket of properly mixed all purpose cleaner and water

### **PROCEDURES**

Start at the top of the stairway and sweep or vacuum down the steps. Use the putty knife to remove gum, tape, etc. from the steps. Be sure to get all the dirt out of the corners and off ledges.

Use a spray bottle of all purpose cleaner and a towel or rag to remove pencil marks, spots, and graffiti. Then rinse with clear water and a towel. Graffiti remover and a scrub pad may be needed for stubborn marks.

Spot or wet mop entire stairway as needed. Heavy traffic areas may need spot mopping daily.

## ENTRYWAYS

Entryways, like the corridors, are a very important part of the building because everyone who enters the building sees the entryway. Since most of our buildings have many entrances, it is important to give special attention to the main entryways. These entryways will need to be cleaned at least once per day and depending on the traffic, maybe even twice.

### TASKS

- Sweep entryways
- Vacuum rugs
- Wet mop entryway
- Clean glass

### SUPPLIES

- 18" or 24" push or angle broom
- Trash collector and dust pan
- Vacuum cleaner
- Mop bucket of properly mixed all purpose cleaner and a wet mop
- Spray bottle of properly mixed window cleaner and a cloth towel or rag
- Glass cleaner and cheesecloth or paper towels
- Wet floor signs

### PROCEDURES

1. Sweep entry way and discard dirt in trash collector. Also sweep outside of the entryway so dirt is not brought in when people enter the building.
2. Vacuum the entry way rugs.
3. Wet mop entryway as needed. Be sure to secure entry way first and use "Wet Floor" signs.
4. Clean windows with a spray bottle of window cleaner and cheese cloth or paper towels.

## **GYMNASIUMS and BLEACHERS**

Gymnasiums will have regular cleaning needs and may possibly have special needs as well. Regular cleaning is critical for the safety of the occupants. Occasionally the gym will need to be cleaned by a group because of special events held in the gym. The head engineer will determine if the gym floor needs to be cleaned more than once a day.

### **TASKS**

- Dust mop floor
- Empty trash
- Clean drinking fountains
- Spot mop floor
- Remove gum from floor

### **SUPPLIES**

- Dust mop (60" or 72")
- Trash collector
- Spray bottle of properly mixed disinfectant and rag or cloth towel
- Putty knife
- Mop bucket of properly mixed all purpose cleaner and water
- Dust pan and angle or push broom
- Auto Scrubber
- Electric or battery powered leaf blower

### **PROCEDURES**

1. Pick up large debris and empty trash receptacles.
2. Dust mop the floor with the largest mop feasible. Do not use sweeping compound unless instructed to by your supervisor.
3. When finished dust mopping, first shake out the mop then use the angle or push broom to clean off the mop head.
4. Be sure to scrape up any gum as you dust mop the floor.
5. Pick up the dirt with dustpan and counter brush and put away the mop.
6. Spot mop any spills or dirty areas you may have encountered.

7. Clean the drinking fountain as outlined on page 38.

**NOTE:** After an event, you may need to sweep or use a blower on the bleachers and underneath them. You may also need to roll the bleachers back to expose the floor. At times you may also need to run the auto scrubber on the floors. Check with your head engineer or supervisor for directions.

## **AUTO SCRUBBING**

Auto scrubbing is an efficient and effective way to clean large floor areas such as hallways, cafeterias, and gymnasiums. It is very important to follow the directions and guidance of your head engineer or supervisor before using.

Auto scrubbers come in all various makes and models. The three most common are the walk behind, chariot, and riding.

Keep your machines clean, properly charged, and always use the appropriate pads and product when cleaning floors. Using improper pads or product can damage the finish and surface of the floor. Example: When doing daily or weekly cleaning of a corridor or rubber floor use an appropriate buffing pad. Do not use a scrubbing or stripping pad as they are too abrasive.

Most auto scrubbers can accomplish a good job of cleaning with just water. At times you can use a mixture of all purpose cleaner and water.

Sometimes it may be necessary to mop after using an auto scrubber. Only use plain water. Note: If mopping after using an auto scrubber is needed, the squeegee or other parts of the auto scrubber may be clogged, dirty and/or need attention. Clean the machine and try again.

## PROGRESS CHECK

### -CHAPTER FOUR-

Completing this progress check should help you realize how much you've learned so far. This is not a test. Read and answer the questions, then check your answers at the end of this workbook.

1. Which of the following must not be used to clean stainless steel fixtures?
  - a) Disinfectant
  - b) Clear Water
  - c) Mild detergent
  - d) Scouring powder
  
2. When using the automatic scrubber on a corridor in place of wet mopping, you should use a:
  - a) Stripping pad
  - b) Nylon grit pad
  - c) Sanding disc
  - d) None of the above
  
3. Restrooms must be thoroughly cleaned daily.  
 True  
 False
  
4. When removing gum from carpet or rugs you should use gum remover and a:
  - a) Hammer
  - b) Putty knife
  - c) Scrub pad
  - d) Cheese cloth
  
5. It is important to pick up pencils, crayons and other large items before you vacuum since they could damage the vacuum cleaner.  
 True  
 False

6. When dust mopping a classroom you should push the dirt out into the hallway and come back for it for later.  
 True  
 False
7. When cleaning windows a small amount of disinfectant or detergent in the water is recommended.  
 True  
 False
8. After using the automatic scrubber to clean a corridor you may need to:
- a) Mop the floor with a soapy solution
  - b) Sweep the floor with treated sawdust
  - c) Both a & b
  - d) None of the above
9. Spot cleaning walls and furniture should be done with a spray bottle of all purpose product and a rag or cotton towel.  
 True  
 False
10. For spot mopping or wet mopping a floor it is better to use cool water than hot water.  
 True  
 False



**JOB-SKILL CHECKLIST**  
**-CHAPTER FOUR-**

NAME \_\_\_\_\_

Below is a list of job-skills that you must complete. Ask your head engineer or night supervisor to initial each job-skill as you complete it.

This employee can clean the following areas correctly:

\_\_\_\_\_ Restrooms

\_\_\_\_\_ Showers & Locker Rooms

\_\_\_\_\_ Classrooms

\_\_\_\_\_ Offices

\_\_\_\_\_ Corridors

\_\_\_\_\_ Kitchen & Cafeteria Entryways

\_\_\_\_\_ Stairways

\_\_\_\_\_ Auditoriums

\_\_\_\_\_ Gyms

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date



## **RESTORATION CLEANING**

In chapter four we discussed "Routine Cleaning" or cleaning tasks that are performed on a daily basis while the building is in use. In chapter five we will be discussing those tasks and procedures involved with restoration cleaning.

When we refer to restoration cleaning, we typically mean restoring the building back to its original condition prior to the start of a new school year. Although we are constantly cleaning the buildings during the school year by sweeping, dust mopping, wet mopping, vacuuming etc., many parts of the buildings deteriorate during the school year, such as: carpets become soiled, floors lose their finish and become scuffed, walls and furniture become soiled. Therefore, we restore the building to its original condition.

This chapter will discuss the proper procedures for the following restoration cleaning tasks:

- Extracting carpet
- Stripping and scrubbing hard surface floors
- Sealing wood floors
- Applying floor finish
- Wall washing
- Furniture cleaning
- Miscellaneous tasks

## **CARPETED FLOORS**

Extracting of the carpet is the preferred method for cleaning carpet, area rugs, and other fiber flooring.

The extraction method is used to clean deep down embedded dirt. An extraction fluid must be used for this method (never use shampoo). Most of our extractors also have a brush on them so some surface cleaning does take place. The extractor has powerful nozzles that spray fluid deep into the carpet. Behind the nozzles is a suction head that draws out or removes the fluid and dirt from out of the carpet.

### **SUPPLIES**

- Extractor
- Extractor fluid
- Extractor fluid applicator
- Carpet spot remover & rag
- Scrub brush
- Green scrub pad
- Gum remover
- Putty knife

## PRE EXTRACTING PROCEDURES

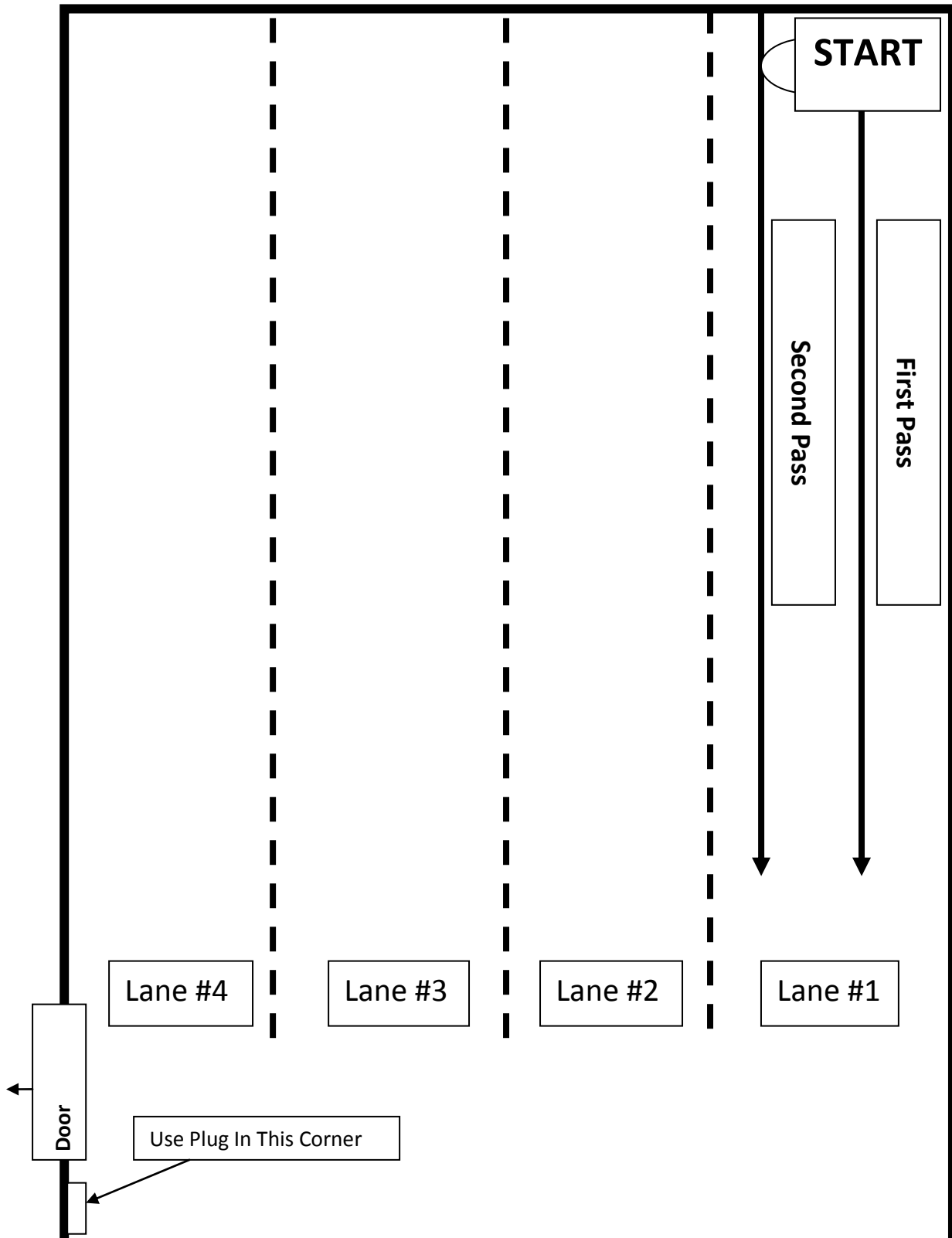
1. Remove all furniture, boxes, shelves, etc. and stack them neatly on one side of the corridor.
  - 1.1.If you cannot remove the furniture, move it to one side of the room and do one half of the room at a time.
2. Remove all gum, clay, glue, tape, and stains. Follow these steps for each:
  - 2.1.To remove gum, scrape what you can off the carpet with a putty knife. Spray remaining gum with gum remover. Using the edge of the putty knife, scrape the frozen gum out of the carpet fibers. Remove frozen gum immediately so it does not have a chance to re-stick to the carpet. It may be necessary to use a vacuum. Use caution as vacuuming up gum can clog the vacuum.
  - 2.2.Remove excess clay with a putty knife. If it is water soluble, scrub the area with clean water and a green scratch pad. If the clay is petroleum based, use a petroleum-based solvent, scrape again with a putty knife, and blot the area with a clean, dry rag.
  - 2.3.Glue can be difficult to remove. If the glue has set for a long time, soak a cotton towel or rag with clear water, and then squeeze out some of the water directly on the glue. Don't be afraid to get the area wet. Then wet the rag or cotton towel again, place on top of the glue, and leave for eight hours. Remove the cotton towel and scrape the glue with a putty knife, then blot the excess water out of the carpet.
  - 2.4.To remove tape from carpet, first try to carefully pull the tape off. If there is residue left on the carpet proceed with glue removal procedure above. Note: Some tape residue can be very difficult to remove and will stay on carpet for a while.
  - 2.5.When removing stains spray a liberal amount of spot remover on the stain and let it work into the fibers for a couple of minutes.
    - 2.5.1. Then with a clean rag, blot the stain from the carpet. (DO NOT RUB THE STAIN AS THIS MAY SPREAD IT).
3. Pick up staples and any remaining items.
4. Now vacuum the entire area, using the appropriate vacuum to clean under any furniture that you could not remove and to clean the corners.

## EXTRACTING PROCEDURES

1. Mix the correct solution of extractor fluid and water and fill the spray applicator.
2. Pre spray the carpet and let dwell/sit for 3 minutes. Use the product manufacturer's directions for water temperature and mixing.
3. See Figure #1 on page 55 in this workbook. This drawing shows you how to begin the process. Begin close to the wall, as the drawing shows. Fill the extractor with the recommended temperature water. Turn the extractor on, set the brush to the correct level, and turn the vacuum on. **NOTE:** Use only properly rated extension cords with the GFI connector cord attached. See your head engineer for more information
4. Use a brush and a bucket of pre-mixed solution to clean corners, next to walls, and other areas too small for the extractor.
5. Make your first pass, as shown on the drawing. Move the machine slowly while dispensing water. At the end of the first pass, come to a complete stop.
6. Next, tilt back the machine and bring it back to the start of the first path. Set the machine down and make the subsequent pass by overlapping the previous pass by 3 inches.
7. Use the same procedure for the remaining area, making sure you overlap the previous lane by a few inches.
8. Now refer to Figure #2 on page 56 in this workbook. This drawing shows how to complete the room by extracting the area that extends out from the doorway.

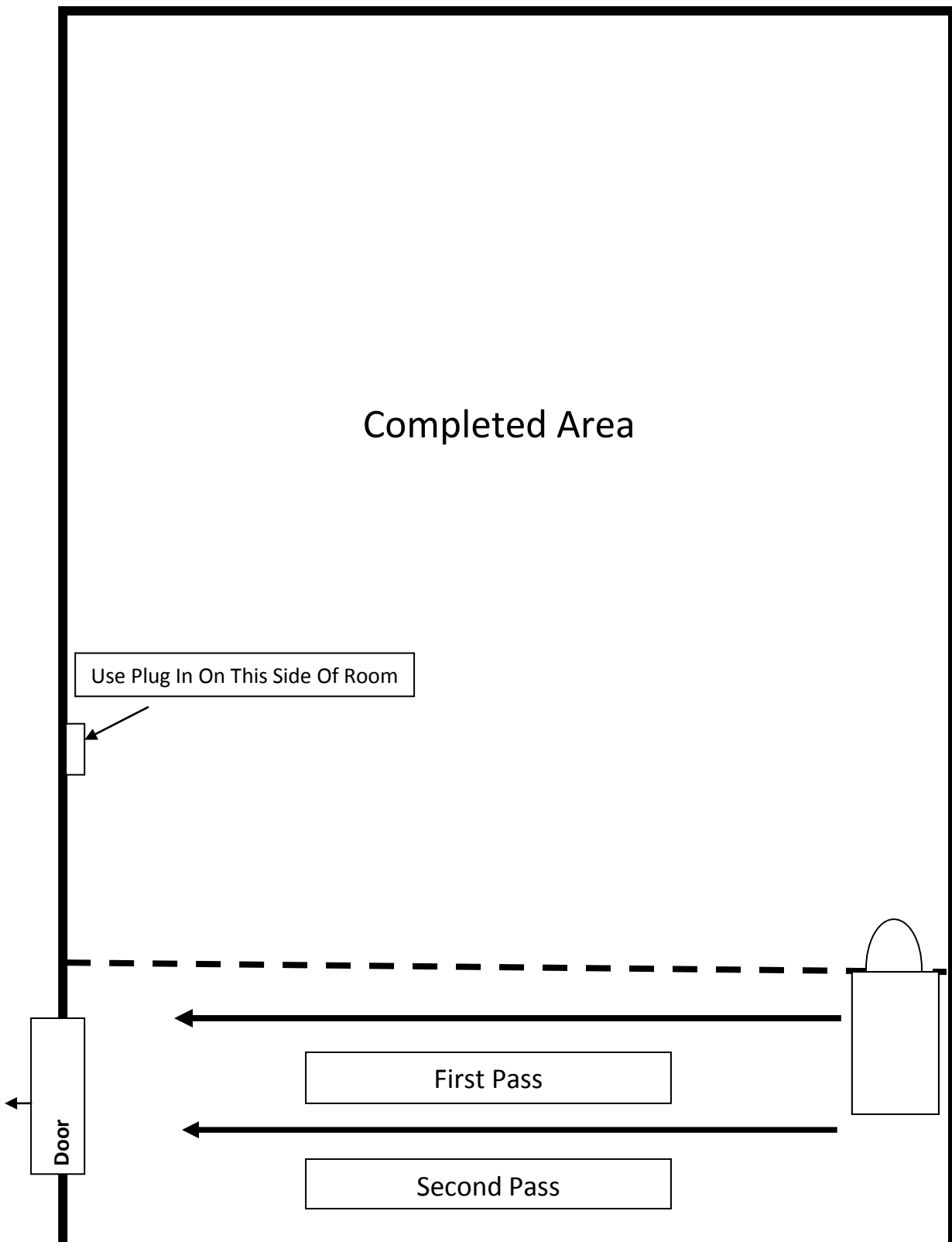
# Procedures For Extracting

Figure #1



# Procedures For Extracting

## Figure #2



## **HARD SURFACE FLOORS**

Hard surface floors: terrazzo, cement, wood, ceramic tile, asphalt tile, vinyl, rubber, or brick. Scrubbing and stripping are two ways to restore these floors. The procedures are primarily the same for both. Stripping will require more work as you will be removing all the floor finish instead of just the top coat.

### **SURFACE SCRUBBING**

When scrubbing a floor, you first remove the top coats of floor finish. Then you reapply one or two coats of new finish. This procedure is used on floors that are not in need of stripping.

### **STRIPPING**

When stripping a floor, you are removing all the floor finish to get down to the floor itself. You'll strip a floor when it is yellowing or heavily scratched or there is very little finish left on the floor.

### **SUPPLIES**

- Scrubbing machine
- Wet-vac / Auto Scrubber
- Mop and buckets
- Putty knife
- Floor cleaning solution
- Appropriate floor finish
- Green scratch pad or doodle bug
- Mop bucket of clean cool temperature water and clean mop head
- Wet floor signs

## PROCEDURES

1. Remove all furniture, boxes, file cabinets, bookcases, etc. For these jobs, you must remove everything possible, since anything left on the floor could get wet and stain the floor.
2. Remove all gum, candy, tape, glue, etc. with a putty knife or razor scraper. Then sweep the floor.
3. Now you're ready to prepare the equipment and cleaning solutions you'll need. These include:
  - 3.1. One bucket of scrubbing solution and one bucket of rinse water.
  - 3.2. A scrubbing machine with scrubbing pad. If the scrubbing machine has its own storage tank, you'll use this. If not, you'll apply the scrubbing solution with a mop.
  - 3.3. Use a wet-vac or auto scrubber for picking up the dirty water.
  - 3.4. Use a green scratch pad or doodle bug for cleaning corners, around pipes, and anywhere else that the scrubber doesn't reach.
4. Now look at (Figure #3 on page 60). Notice that you will start scrubbing in section 1. Each section should be about 4 – 6 feet wide.
5. Apply the solution and immediately begin to scrub the floor. Start with the outside edge of the area and pass next to the walls (See figure #3 on page 60). Next, make passes back and forth; starting at the furthest point from the wall plug and working backwards to the plug (See figure #4 on page 61). **NOTE:** Use only properly rated extension cords with the GFI connector cord attached. See your head engineer for more information.
6. Move at a moderate pace so you don't spend too much time in one place. If you move too slowly, you could remove too much of the finish. Use the green scratch pad as needed.



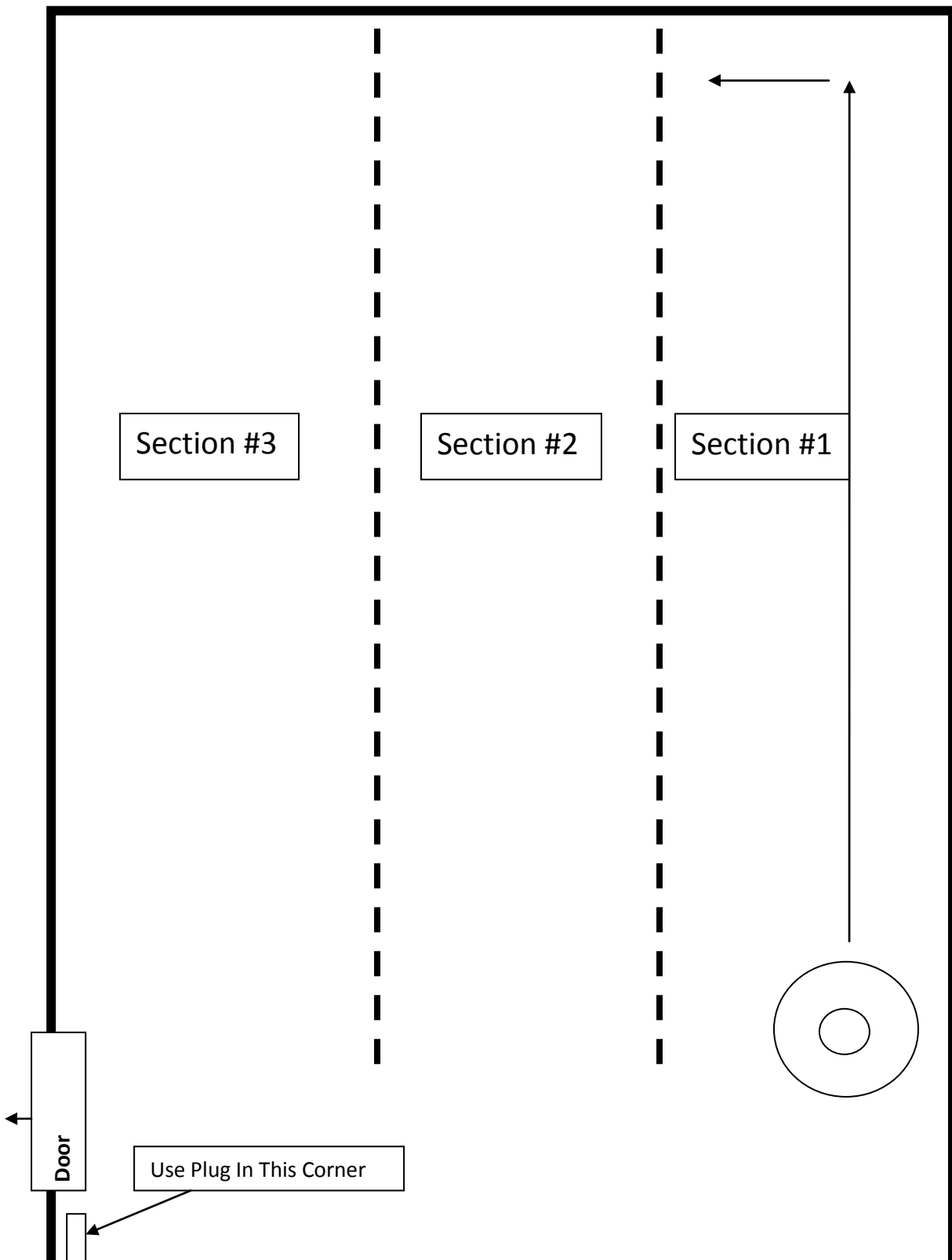
7. Now use the wet-vac or auto scrubber to pick up the dirty scrubbing water. Make sure the electrical cord is placed on the dry floor. **NOTE:** Use only properly rated extension cords with the GFI connector cord attached. See your head engineer for more information.
8. Finally, mop with clear water. Wring the mop out tightly as you pick up the water. You may need to do so more than once.
9. Repeat this processes until you have scrubbed the entire room. The rinse water should be changed regularly during these procedures.
10. When scrubbing wood floors you may be asked to use sanding discs. Talk to your head engineer for directions and guidance before attempting.

You can use an auto scrubber in place of step 7. When using the auto scrubber you can fill the machine with the water solution. Use buffing pads or equivalent for this procedure.

1. Use the auto scrubber to remove the dirty water.
2. Fill auto scrubber with clean water and rescrub.
3. Use the auto scrubber and remove the water.
4. Proceed with steps 9 – 10.

# Procedures For Surface Scrubbing

Figure #3





## STRIPPING FLOORS

Stripping a floor takes a lot of time and supplies. Plan accordingly, as it may be difficult to strip the whole building in one summer. It is not uncommon for schools to put the stripping of floors on a five year plan. Finish builds up in corners and along edges. When stripping the finish off a floor, pay special attention and be sure you remove all the finish. Missing old floor finish will give it a less than professional look.

## SUPPLIES

- Scrubbing machine
- Wet-vac / Auto scrubber
- Mop and buckets
- Putty knife
- Floor cleaning solution
- Appropriate floor finish
- Green scratch pad or doodle bug
- Mop bucket of clean cool temperature water and clean mop head
- Stripping pads
- Razor scrapers
- Wet floor signs

## PROCEDURES

1. Assemble the equipment and cleaning solutions. You'll need much of the same equipment you used for surface scrubbing, and also a stripping solution.
2. Use an appropriate stripping pad and scrub dry, also called scratching, to remove the first few layers of floor finish
3. Apply the stripping solution to the floor and allow to dwell/sit, per the products recommended time. Now run the scrubbing machine as shown in Figure #5 on page 64, making sure your passes overlap more than they did when surface scrubbing. Remember to take your time and remove all the finish. **NOTE:** Use only properly rated extension cords with the GFI connector cord attached. See your head engineer for more information.
4. Rinse as you did for surface scrubbing. You may need to change the water more often.
5. When stripping the floor be sure the passes are close together so they overlap more.
6. Use extreme caution when stripping floors. **They can be very slippery!**

7. Rinsing the floor with clean water is important. You may need to rinse more than once before all the residue is off.
8. Now use the wet-vac or auto scrubber to pick up the dirty stripping water. Make sure the electrical cord is placed on the dry floor. **NOTE:** Use only properly rated extension cords with the GFI connector cord attached. See your head engineer for more information
9. Finally, mop with clear water. Wring the mop out tightly as you pick up the water. You may need to do so more than once.
10. Repeat this processes until you have stripped the entire room. The rinse water should be changed regularly during these procedures.

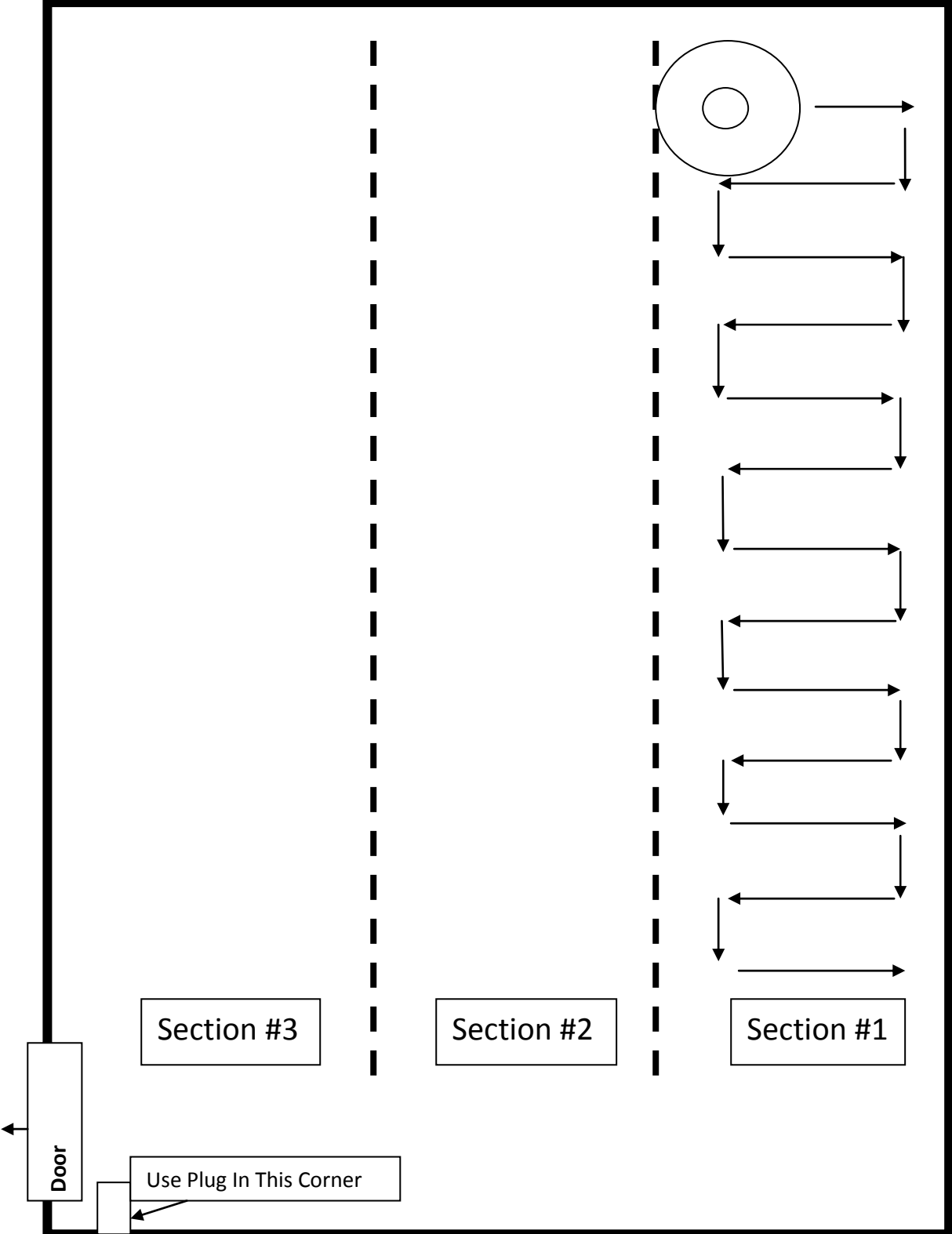
Note: Using an auto scrubber is not recommended for floor stripping, because the stripping solution could cause damage to the machine.

## **APPLYING FLOOR FINISH**

1. After scrubbing or stripping and rinsing the floor, let it dry completely.
2. Run a clean dust mop over the floor and remove any leftover debris.
3. Clearly mark, and in some cases cordon off, the area to prevent people from walking on the newly applied wet finish.
4. Now you're ready to apply the proper floor finish to each type of floor. General information for floor finish is further ahead in this chapter. Check with your head engineer before applying floor finish.

# Procedures For Stripping Floors

Figure #5



## **OTHER FLOORING TYPES**

### **RUBBER / LINOLIUM FLOORS**

There are many different kinds of rubber / linoleum floors. Each type has some similar and some different ways to clean and maintain them.

For daily care, most rubber or linoleum floors can be dust mopped, wet mopped, or auto-scrubbed with the appropriate pads.

For restoration care some rubber/linoleum floors use finish while others do not. Some floors are burnished while others can be cleaned with a swing machine or auto-scrubber.

Ask your head engineer for specifics on the care and maintenance on the rubber / linoleum floors in your school.

### **POLISHED CONCRETE FLOORS**

Gaining in popularity is the polished concrete floor. This type of floor is easy to maintain.

Daily care consist of dust mopping, wet mopping, and/or auto scrubbing with appropriate pad, most often, buffing pads.

Summer restoration of polished concrete can be accomplished with the use of a swing machine or auto scrubber.

Ask your head engineer for specifics on the care and maintenance on polished concrete floors in your school.

## FLOOR FINISHES

Floor finishes can include: hard floor non wood finish, wood floor finish, stone floor finish, and rubber floor finish. The seal is always applied first, and the wax or resin is applied over it. We only want to use sealer on stripped floors. Do not put sealer over other floor finishes. Your head engineer will decide which product to use on which floors, and the best practice for applying the finish.

## SUPPLIES

- Finish application system
- Type of finish

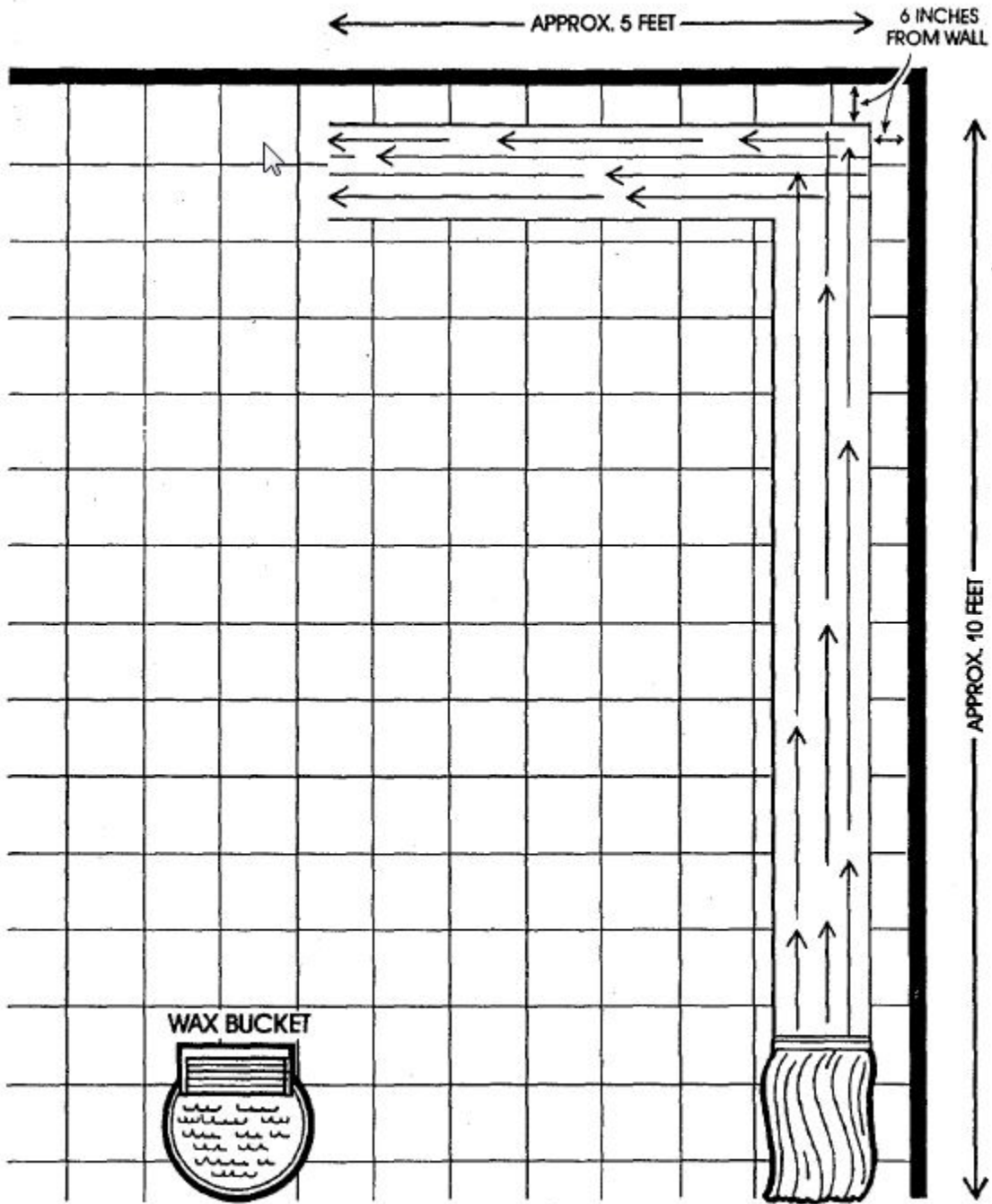
When using a mop and bucket to apply floor finish:

1. Use a clean bucket and clean mop for applying floor finish. Pour just enough floor finish in the bucket to give one room one coat.
2. Wring the mop out tightly so only a small amount of finish is used. It is better to give the floor three or four light coats instead of two heavy coats.
3. Begin in the corner furthest from the door and work back to the door. Place the mop six inches from the wall and complete a strip of about ten feet up to the corner. Now turn the mop head and complete a four or five foot strip, also six inches from the wall. See Figure #8 on page 67.
4. Continue to work backwards toward your bucket, making back-and-forth strokes the length of a normal mop stroke. Be sure to overlap each stroke continuing until you complete the room. Allow floor to dry completely before applying a second and third coat. See Figure #9 on page 68.

When using a floor finish application system use the same steps as above except fill the applicator with the finish. Remember to clean the system thoroughly after using.

Ask your head engineer before attempting to put floor finish on a gym floor.





**FIGURE #8**

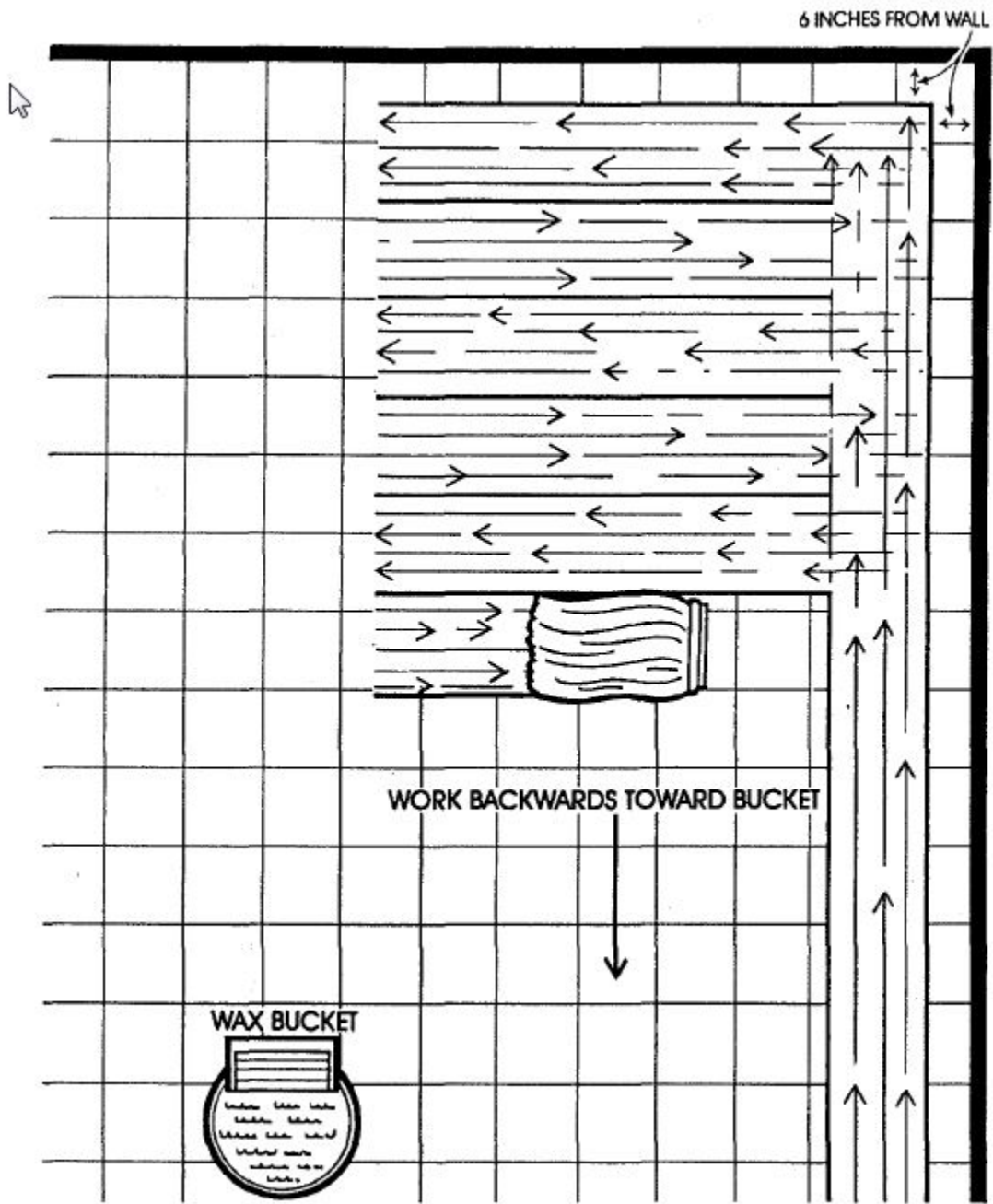


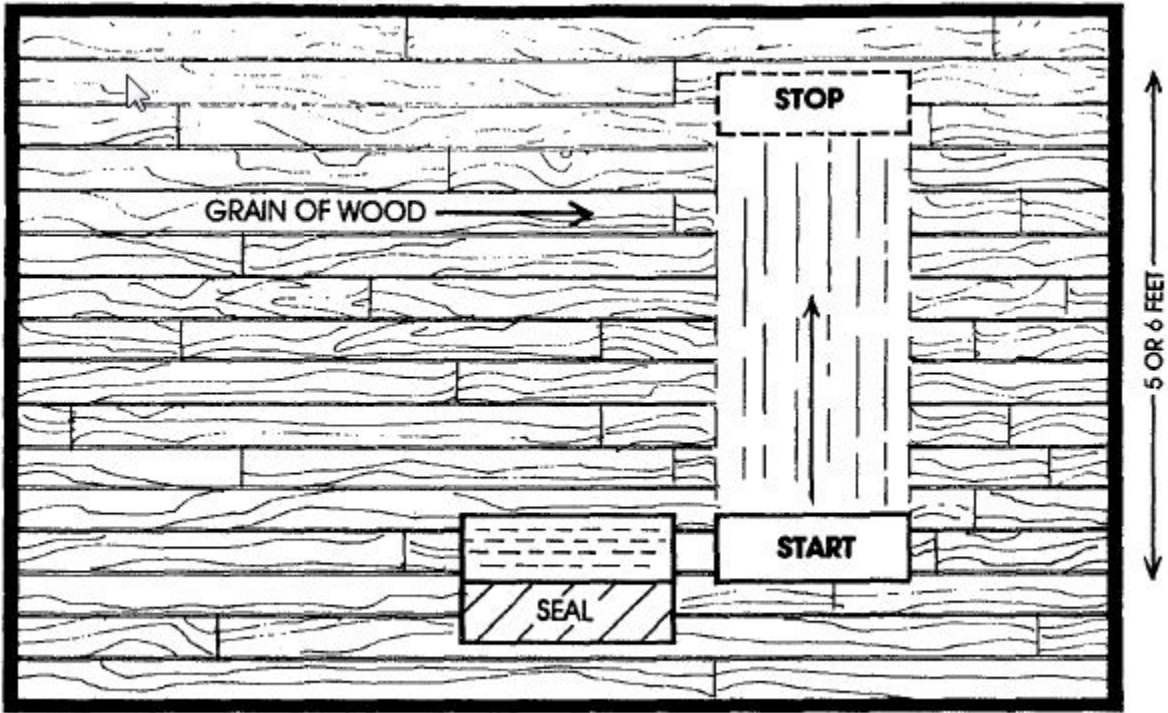
FIGURE #9

## WOOD FLOOR FINISH

Wood floor finish should be applied about every two years. Under heavy use they should be sealed every year. Wood floor finish is like a weak varnish that soaks into the wood to help preserve it.

1. Make sure the area is well ventilated. Use your respirator with charcoal cartridges when applying a polyurethane product.
2. Use the appropriate wood floor applicator and pour a liberal amount of seal in the seal bucket.
3. Start at the farthest corner from the door. Wet the applicator with seal and make one pass five or six feet long, about two feet away from the wall. Be sure your pass is against or across the grain of the wood. See Figure #6 on page 70.
4. Now turn the applicator around and work the seal into the floor. Move the applicator back and forth, with the grain of the wood. Be sure to stay at least six inches away from the walls. Do the entire room this way. See Figure #7 on page 71.
5. Let the seal dry for at least 48 hours. NOTE: If possible, seal on Friday so the floor has the entire weekend to dry.

Note: As advancements in wood floor finishes continue, we will be using less polyurethane types of products and more environmentally friendly and less odorous products. Talk to your head engineer on which product to use on your buildings wood floors.



**FIGURE #6**

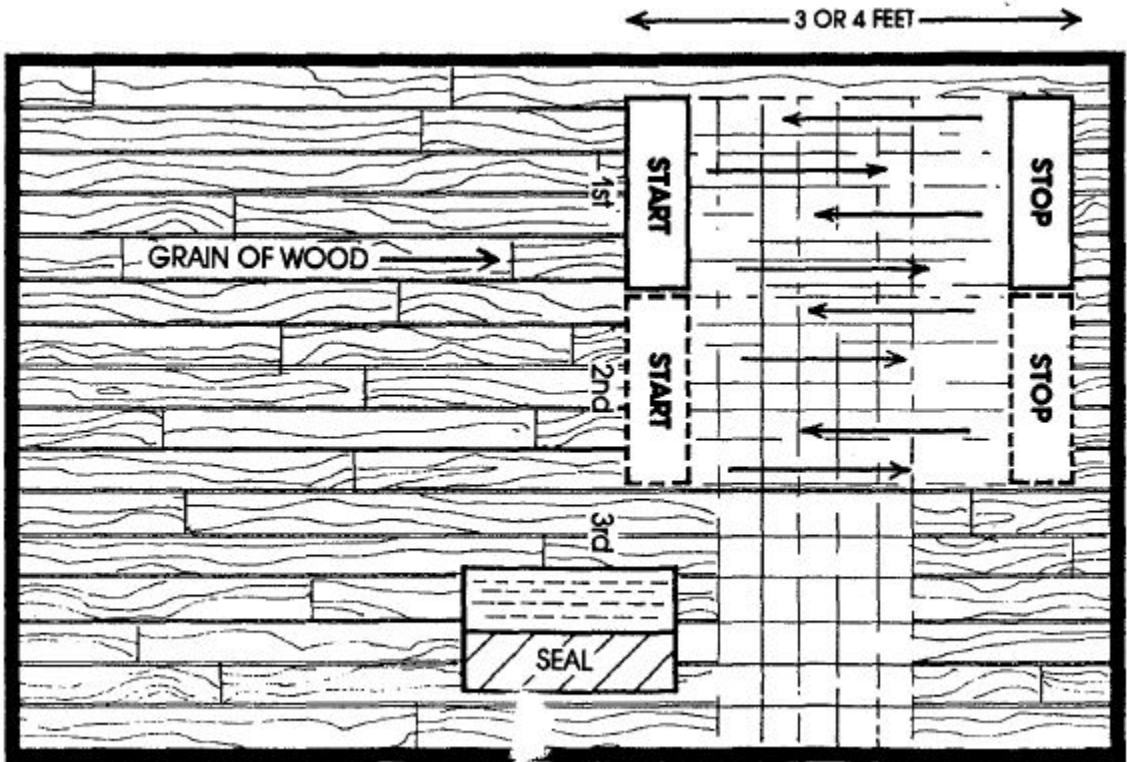


FIGURE #7

## **FURNITURE CLEANING**

The furniture should be cleaned thoroughly, in the room, before it is moved out in the hallway. You may not need to do much to it if it has been kept up throughout the year.

### **SUPPLIES**

- Bucket of warm or cool temperature water
- Cleaning solutions
- Putty knife
- Green scratch pad
- Spray bottle of properly mixed all purpose cleaning solution
- Appropriate scrub brush
- Cloth towel / rag
- Dry cloth
- Wall erasers

### **PREPARATION**

Start cleaning the smallest furniture first (student desks and chairs). In this way, when you move the furniture, the larger pieces can be stored closest to the door and won't need to be moved as far.

### **PROCEDURES**

1. Remove all gum, tape, glue, etc. with a putty knife. Be sure to check the underside of desks, and if hard gum is chipped off, be sure to pick it up immediately, so it won't stick to the floor.
2. Wash furniture with water, all purpose cleaning solution, and a towel. For stubborn marks, use the spray bottle of all purpose cleaning solution and a scratch pad. Be careful not to rub too hard.
3. Use a dry rag to wipe the entire piece of furniture. Be sure the top of the furniture is dry. In this way, you can stack furniture without damaging the tops.
4. Check for loose or missing screws and replace or tighten them.

5. After student desks, chairs, and tables are clean, wipe off large furniture.  
Example: Teacher's desks, file cabinets, moveable bookcases. Use at least two custodial personnel to move large furniture.

## **WALL CLEANING**

There are two ways to wash walls:

1. By spray washing with a wall washer unit (mostly used in locker rooms and bathrooms).
2. By hand washing (this is the most common, and recommended method).

## **SUPPLIES**

- Wall washer (sprayer), all purpose cleaning solution, towel, and rags
- Spray bottle of properly mixed all purpose cleaning solution
- Wet-vac, auto scrubber, and / or carpet extractor
- Buckets, towel / rag , green scrub pad, doodle bug, and/or stick with soft bristle brush

## **SPRAY AND POWER WASHING WALLS**

This is an effective method of cleaning but has its limitations. It is somewhat messy, and uses a great deal of warm water. You should not use this method in certain areas. Follow these steps:

### Do Spray Wash

Locker Rooms  
Shower Rooms  
Rest Rooms

### Don't spray Wash

Carpeted Rooms  
Rooms where furniture can't be moved  
Most offices

1. Spray walls lightly with cleaning solution. Start cleaning at the bottom and work your way up. Do not spray electrical outlets, switches, thermostats, fire alarm equipment, or anything that may be damaged.
2. Then use the cotton towel and spray bottle of cleaning solution to scrub off stains or marks. As a last resort use the green scratch pad or scrub brush to remove stains.

3. Now rinse with the wall washer. Rinse the walls thoroughly, starting from the top and working down.
4. Do not allow water to stay on the floor, for it could damage the surface. If the floor has drains, use a squeegee to push the water to the drains. If there are no drains, use a wet-vac. In buildings with enough people working, a scrubbing crew can follow the washing crew and immediately scrub the floor.
5. Dry off all ledges, chalk trays, or tops of immovable furniture.

## **HAND WASHING WALLS**

For rooms where you cannot use a spray washer, follow these steps:

1. Prepare a 2.5 gallon bucket or a clean mop bucket with cleaning solution and water. Prepare another 2.5 gallon bucket with rinse water. Use an appropriate scrub brush, a bucket of cleaning solution, and a rag or towel. You may also need a green scratch pad and a spray bottle of cleaning solution.
2. Using the scrub brush, wash walls from the bottom up. As a last resort use the green scratch pad and spray bottle of cleaning solution on marks and stains. Be careful not to get water on the floor.
3. If there is residue you will need to rinse the wall using a towel or rag and clean rinse water. Rinse the wall from the bottom up. Again, be careful not to get water on the floor.
4. Remove the water from the floor as soon as possible.



## MISCELLANEOUS TASKS

Complete these jobs as needed. Some of these tasks may be accomplished during the school year and others during the restoration period.

### SUPPLIES

- Ladder
- High Duster
- Light Bulbs
- Bucket and / or Spray bottle of properly mixed window cleaner and a cloth towel or rag
- Squeegee
- Cotton towels and Rags
- Window Wand / Cleaning Kit
- Razor Scraper
- Back Pack Vacuum

### CEILINGS

The ceilings in most classrooms will need very little work. After removing the furniture, use a ladder and high duster or back pack vacuum to remove cobwebs and dust.

### LIGHT FIXTURES

Change bulbs as needed, wiping off plastic shields. For ceilings with suspended light fixtures, use a ladder and high duster to remove cobwebs and dust. If heavily soiled, clean the fixtures using window cleaner and towels.

### EXHAUST VENTS / DIFFUSERS

Most rooms have exhaust vents and / or diffusers in the ceiling or on a wall. Clean these with a back pack vacuum cleaner with the brush attachment. You may also use a high duster.

## WINDOWS

Good lighting is important to learning, so make sure you clean interior windows regularly throughout the year. During the restoration period, clean the windows following these steps:

1. Interior windows and the interior sides of exterior windows:
  - Clean the windows as you complete restoration cleaning of the room.
    - Apply window cleaner and wash one window at a time. Use the squeegee and a rag to dry. Wipe up any excess water from the sill, then go on to the next window.
    - Use a razor scraper to remove tape/adhesives.
2. Exterior sides of exterior windows:
  - For the safety of your staff, it is recommended to clean the exterior sides of windows on the first floor only and any windows you can reach with an 8 foot ladder. Use a window kit to clean the outside of exterior windows. This is a two- person job, and, because the sun streaks windows, you should try to do it on a cloudy day or when the sun is on the opposite side of the building.
    - If a window kit is not available use a window brush attached to a broom handle and squeegee.
    - Side note: Window cleaner can freeze to windows when attempting to clean in temperatures below zero.

## PROGRESS CHECK

### -CHAPTER FIVE-

By completing this progress check, you'll know how much you've learned so far. This is not a test. Read the questions and then check your answers at the end of this workbook.

1. Use an all purpose cleaner for carpet extraction.

\_\_\_\_\_ True

\_\_\_\_\_ False

2. After using Gum Freeze on carpeting, it may be necessary to vacuum.

\_\_\_\_\_ True

\_\_\_\_\_ False

3. After scrubbing hard surface floors, one of the rinse buckets should contain.

a) Soap and water

b) Ammonia

c) Clean water

d) Disinfectant

4. When possible, wood floors should be sealed every \_\_\_\_\_ years.

a) One or two

b) Six

c) Four

d) Five

5. It is a good idea to use a wax mop for sealing a wood floor.

\_\_\_\_\_ True

\_\_\_\_\_ False

6. Stripping a floor can be dangerous due to extreme slipperiness.

True  
 False

7. Do not use a wall washer on \_\_\_\_\_.

- a) Rest rooms
- b) Locker rooms
- c) Carpeted rooms
- d) Shower rooms

8. Window cleaning solution can freeze to the windows in the winter.

True  
 False

9. Spray and power washing walls should be used in the \_\_\_\_\_.

- a) Main office
- b) Locker rooms
- c) Auditorium
- d) Media center

10. To remove glue from carpet, the best product to use is \_\_\_\_\_.

- a) Mineral spirits
- b) Putty knife and vacuum
- c) Cotton towel, water and putty knife
- d) Vacuum

## **DISCUSSION GUIDE**

### **-CHAPTER FIVE-**

Before your meeting, look over these questions and statements. In the space provided, write down any other questions you would like to discuss. Be sure to bring this manual to your meeting.

1. The order in which restoration tasks are accomplished is important. Discuss with the head engineer the order in which you should perform the restoration tasks for cleaning classrooms.
2. Which restoration task is used in your building; carpet shampooing or extraction? Why?
3. Discuss with your head engineer the difference between scrubbing and stripping a floor.

**JOB-SKILL CHECKLIST**  
**-CHAPTER FIVE-**

NAME \_\_\_\_\_

Below is a list of job-skills that you must complete. Ask your head engineer or night supervisor to initial each job-skill as you complete it.

\_\_\_\_\_ Shampoo and/or extract carpeted floors

\_\_\_\_\_ Scrub and/or strip hard surface floors

\_\_\_\_\_ Apply seal and/or finish to a hard surface floor

\_\_\_\_\_ Clean furniture and walls

\_\_\_\_\_ Perform other restoration tasks as directed by your supervisor

-CHAPTER SIX-

**OTHER BUILDING NEEDS**

As we discussed in the previous two chapters, cleaning is the biggest part of your everyday duties. In Chapter One we also spoke about Other Custodial Responsibilities. In this chapter, we will discuss how to perform these other responsibilities.

We will discuss: body fluids clean-up, plugged toilets and sinks, other minor repairs, equipment care and the care for outdoor grounds. These responsibilities may not be a very large part of your everyday work but they are extremely important in keeping your building safe and running effectively.

## **BLOOD AND BODY FLUIDS**

In this section we will discuss the proper steps to take when cleaning up blood or body fluids. For the most part, the body fluids that you will be dealing with are urine and vomit. You should also know that feces, phlegm, spit, vomit, and semen are considered body fluids.

Before discussing the clean-up procedures, it is important to understand **WHY** these body fluids must be cleaned up immediately and what extra precautions need to be taken when dealing with them. Because there are generally many people in a school facility and because these people move around a great deal, germs are easily spread. Body fluids contain many germs and therefore if we do not clean these body fluids up immediately these germs can be tracked throughout the building. This is why body fluids must be cleaned up immediately.

A body fluids course is part of your Employee Right To Know Training (ERTK) for all new employees as well as an annual update. In this course you will review the clean-up procedures we are about to discuss.

### **MATERIALS NEEDED**

- Caution “Wet Floor” or “Do Not Enter” signs
- Disposable gloves
- Eye protection
- A bucket or spray bottle of EPA approved disinfectant
- Disposable cloth or paper towels

If large volume, you may also need:

- Absorbent granules
- Disposable small shovel or cardboard pieces
- A plastic trash bag

### **PROCEDURES**

#### **PROTECT YOURSELF AND THE AREA**

Secure area with “Wet Floor” or “Do Not Enter” signs. Wear disposable gloves and eye protection.



## REMOVE BODY FLUIDS SAFELY

Soak up liquids with cloth or paper towels.

For large volume: apply absorbing granules. Pick up debris with disposable scoop or cardboard pieces. Place all debris and disposable material in plastic trash bag including gloves.

## CLEAN AND DISINFECT THE AREA

**CLEAN:** using disposable towels, clean area with all purpose cleaner.

**RINSE:** using disposable paper towels, rise with clean water.

**APPLY DISINFECTANT:** allow to air dry (at least 10 minutes).

**FOR CARPET:** Same process as above, using a carpet extraction machine to remove fluids. Extra agitation, cleaning agent, and water may be necessary. Repeat until blood or body fluids are gone. Rinse and apply disinfectant. Allow to air dry. Clean and disinfect machine after finished.

**APPROPRIATE DISINFECTANTS:** Bleach & Water Solution or other Environmental Services Group approved disinfecting product. **The bleach solution can only be mixed using the 3M dilution station.**

**NOTE:** Bleach solutions must be properly mixed daily. Do not mix bleach with any other chemicals or products. Label bleach solutions and keep out of reach of children.

## FINISHING

1. Put on rubber gloves and discard debris in regular trash or as infectious waste depending on the volume of bodily fluids. Your school nurse can assist with proper disposal of high volume waste.
2. Spray the affected area thoroughly with the disinfectant cleaning solution. Wipe the area with paper towels and discard in the plastic bag. (Note: if there was a large area that was affected, you could use a mop bucket of disinfectant and water to clean the area.)
3. Spray the affected area with an approved disinfectant and let the area air dry for at least 10 minutes.
4. DISPOSE of all mop heads, brooms, brushes, etc. used in the cleaning process in plastic trash bag. Remove gloves and dispose in plastic trash bag, tie and seal.
5. Wash your hands.

## **PLUGGED TOILETS AND SINKS**

A plugged toilet, sink, or drinking fountain can be a safety hazard and is almost always a health hazard. A plugged drinking fountain in a hallway or cafeteria could overflow causing a dangerous safety hazard for students and the general public, and an overflowing urinal or toilet could be tracked throughout the building. These problems must be attended to immediately.

- Put on rubber gloves and other appropriate PPE.
- When possible, cordon off the affected area.
- If there is a large amount of water on the floor you will need to use a wet-vac to pick the water up first. Be sure to disinfect after use.
- In many cases, the toilet or sink will be plugged with an object that can be removed easily. (Be sure to use rubber gloves when performing this task.)
- If necessary, use a plunger to unplug the toilet or sink. If this procedure doesn't work, inform the night supervisor or building head engineer. You may need to secure the stall door and tape an "out of order" sign on the door. You should also close the toilet flush valve or water valve to the sink or drinking fountain. Following the improper procedure for closing the valve could result in serious flooding. Ask your head engineer how to do this properly.
- Clean and disinfect the toilet, sink, or drinking fountain as you normally do.
- Be sure to mop up any excess water from the floor.

## **OTHER MINOR REPAIRS**

The district's trade personnel perform most building repairs; however, you may be asked to perform limited repair tasks. Before doing any repair work, be sure to check with the head engineer or night supervisor. Here are some tasks you may be asked to do:

### **PATCH BROKEN WINDOWS**

Window / glass breakage may occur at your site. Broken windows must be addressed immediately. When you encounter a broken window report it to your supervisor immediately. You may be able to put a temporary patch over the broken window. Extreme care must be taken when applying a glass patch. (Ask your head engineer about this procedure before attempting on your own) When you have finished patching the hole or crack, be sure to clean up the broken glass.

If an entire window is broken out, or there is a very large hole, you may need to call in an emergency Carpenter or Glazer. Call the One Stop Shop at 651-744-1800. Talk to your head engineer before making this call.

### **PENCIL SHARPENERS**

In most cases you will replace a pencil sharpener rather than repair it. Pencil sharpeners are ordered through your schools lead clerk. Talk to your head engineer for a new pencil sharpener.

### **WINDOW SHADES AND MOVIE SCREENS**

Window shades and movie screens are sometimes pulled down too far and need rewinding to go back up. Remove the item and try to reroll it. If the shade or screen comes off the roller, or you are unable to reroll it, let your head engineer know. They will submit a work order for the repair.

## CARE FOR THE OUTSIDE GROUNDS

Care for the building grounds is accomplished jointly between the district's grounds department and the building's custodial staff. The district's grounds department cuts large areas of grass and plows the perimeter sidewalks; the custodial staff accomplishes most other tasks. This section will address those tasks.

### TENDING THE GROUNDS

This is a term that refers to picking up paper and debris anywhere on the outdoor property. It includes the grass, playground area, sidewalks, and parking lots. The building head engineer will determine when the grounds need to be tended.

- When tending the grounds, bring a plastic bag (for carrying the debris) and a paper picker, if available, to pick up the debris.
- Keep an eye out for broken glass, especially in the grass.
- You may need to use a broom and dustpan for broken glass in the parking lots.
- High volumes of outside trash can occur over the weekend, during permits, and around the 4<sup>th</sup> of July.

### TRIMMING GRASS

This task may be shared between the Custodial staff and the Grounds Department depending on the location and time of year. The building head engineer will direct you to perform this task. Be sure you have been given proper training before doing this task. You should always wear eye and ear protection when trimming and cutting grass.

### SPRAYING WEEDS

The spraying of weeds should be done during non-student contact times. Always follow proper mixing and application procedures. Talk to your Engineer before doing this procedure. Always wear eye protection when applying this product.

## SNOW REMOVAL

Quick removal of snow is important to maintain a safe facility. Depending on the amount of snowfall and the number of custodial staff in your building, you may need to arrive early to help remove the snow. The building head engineer will determine this, and inform you if it is necessary. When removing snow, follow these steps:

- First, remove snow from the main entryways and the steps.
- Use the snow blower to remove snow from the sidewalks leading up to the building.
- The Grounds Department will generally plow the perimeter sidewalks and parking lots. If time permits, and the Grounds Department has not yet performed this task, your building head engineer may have you cut a path around the building.

NOTE: **Never** try to remove the snow from a plugged snow blower while the engine is still running, and be careful to watch out for students and the general public when blowing snow.

## **EQUIPMENT CARE**

It is important to keep all of your equipment in the best working condition possible. Not only will the equipment function better and last longer, it will make your job easier and more efficiently. Remember, equipment care means keeping your equipment clean and running properly as well as using the equipment properly. Always read the instruction manual for each piece of equipment before using.

### **VACUUM CLEANERS**

If the building you work in has a large amount of carpet, the vacuum cleaner is your most important piece of equipment. Very little needs to be done to keep it in good operating condition; however, the one task you must do, is empty the bag on a regular basis. Depending on how large your area is and the amount of dirt on the floor will dictate how often you should empty the bag. Never allow the bag to become more than one quarter to one half full. In some buildings it may be necessary to empty the bag every night. You should also change the belt as it becomes cracked and frayed, and you should keep the outside of your vacuum clean by wiping it off.

### **DUST MOPS**

If there is not a large amount of carpet in your building you will probably use dust mops for your everyday cleaning. Currently, the school district uses a dust mop cleaning service for their dust mops, which means the dust mops you receive are already treated. It is important that you get the most possible use from a dust mop before it is changed. Just because a dust mop looks dirty doesn't mean it must be changed. After each use, shake your dust mop and/or use a counter brush to clean it. Check with your building head engineer for the frequency of changing the dust mops. Dust mops should be kept off the floor when not in use.

### **PUSH BROOMS**

Push brooms should also be cleaned off after each use. You can do this by scraping the broom bristles on the edge of a dustpan. Be sure to hang the broom up so the bristles are not left in contact with the floor. Most brooms come with two holes for the handle. Switching the handle from one hole to the other on a regular basis will extend the life of the broom.

## FLOOR SCRUBBERS, BURNISHERS, AND EXTRACTORS

These pieces of equipment must be rinsed off and wiped clean after each use. Remove the scrubbing pad from the scrubber and rinse it also. You may be able to use the pad again. Empty any excess cleaning fluids from the scrubber or extractor and rinse thoroughly. When storing these pieces of equipment, tip back so they are not left on the brushes or scrubbing pad. Some machines have adjustable brushes or pads. These should not be stored touching the floor. Ask your head engineer on the best storing and care practices for each machine.

## AUTO-SCRUBBERS, RIDING SCRUBBERS, CHARIOTS, AND WET-VAC'S

Auto-scrubbers, riding scrubbers, chariots, and wet-vac's should be cared for, much the same as the scrubbers and extractors; rinsed thoroughly and stored properly. When storing the wet-vac's be sure to remove the squeegee or turn it upside down so the rubber blades do not rest on the floor.

## EQUIPMENT THAT RUNS USING BATTERIES

- Special care must be given to maximize the life and efficiency of machine batteries. A new set of batteries can cost upwards of \$800.00 or more.
- These units should be plugged in and recharged at the end of each shift or as needed to keep the batteries charged for the next use.
- Check the battery cells weekly and add **ONLY** distilled water when low. Low is when the water is just above the cells. You do not want the water to dip below the cells.

## **OTHER NON - CLEANING TASKS**

### **PERMITS**

Permits are activities in your building other than the normal school day.

Permits can include: School dances, Discovery Club, athletic events / practices, concerts, kindergarten graduation. etc....

The list is lengthy on what can and does take place in our buildings. Any activity other than the normal school day needs a permit.

Permits can take place before, during, and after the school day. Permits can take place on weekends and holidays. They can be indoors or outdoors, encompassing anywhere between one room and / or the entire school. Permits can be everything from a few people to a 1000 or more people.

Okay, so where do you fit in?

- Your role is to help ensure the permit is set up, taken down, and cleaned up after it is over.
- You may be asked to:
  - Open certain doors
  - Close other doors
  - Clean a permitted space before, during, and after the permit
  - Set up and take down furniture for a permit
  - Clean the bathrooms before, during, and after a permit
- Your head engineer or supervisor will show you how to review and plan for permits.



## CHANGING LIGHT BULBS

When a light bulb or lamp is out, follow these steps for safe replacement:

- When using a ladder refer to the ladder safety training you received from your Employee Right To Know Training.
- Put on eye protection.
- Open light fixture cover, remove burnt out bulb, and replace with a new bulb.
- Clean light cover with glass cleaner and paper towels or cheese cloth.
- Close cover.
- Old bulbs / lamps must be recycled as they may contain mercury. Talk to your head engineer on how to recycle bulbs / lamps.
- Note: Light fixtures usually come in 1, 2, 3, or 4 bulb fixtures. When replacing one of the bulbs in a multi bulb fixture, replace all the bulbs if they are about the same age. This will save you time by not having to go back and change the second or third bulb right after you just changed the first bulb.
- LED fixtures are becoming more common place. The two main types of fixtures are lamp and non lamp or strip style. Talk to your head engineer before working on LED fixtures.

## RECEIVING ORDERS AND DELIVERING ITEMS

At times it will be necessary for you to receive orders and deliver items throughout the building. This can include copy paper, custodial supplies, event furniture and many other things. It is important to prioritize your work to ensure these deliveries are properly put away in a timely manner. Orders cannot be left outside or unattended. Work with your head engineer on priorities and procedures for orders and deliveries.

## MOVING FURNITURE AND CAFETERIA TABLES

A part of your job will be the moving of furniture, cafeteria tables, equipment, and supplies. Review the Body Mechanics video on the custodial website. Always practice proper lifting, moving, and balance. When possible cafeteria tables should be stored in the upright position.

## PROGRESS CHECK

### -CHAPTER SIX-

Completing this progress check should help you realize how much you've learned so far. This is not a test. Read and answer the questions, then check your answers at the end of this workbook.

1. Batteries need plain water when filling.

True  
 False

2. Body fluids contain many germs and therefore must be cleaned up immediately.

True  
 False

3. When cleaning up body fluids (blood borne pathogens), using protective gloves is optional.

True  
 False

4. Which of these is best to use for cleaning up vomit?

- a) Dust mop
- b) Dust pan and broom
- c) Disinfectant
- d) Counter brush

5. Eye protection should be worn:

- a) When using lawn equipment
- b) When changing light bulbs
- c) When cleaning up bodily fluids
- d) All of the above

6. Permits:

- a) Can happen on the weekends
- b) Need proper care for setting up
- c) Need clean bathrooms
- d) All of the above

7. Trimming the grass may be accomplished by either the custodians or Grounds workers.

True  
 False

8. After a snowfall, first remove snow from sidewalks then do the entryways and steps.

True  
 False

9. Usually there are two "handle holes" in a push broom in case one wears out.

True  
 False

10. Vacuum cleaner bags should be emptied before they are half full.

True  
 False

## DISCUSSION GUIDE

### -CHAPTER SIX-

Before your meeting with your head engineer look over these questions and statements. In the space provided, write down any other questions you would like to discuss. Be sure to bring this manual to your meeting.

1. It is important to know which entries and sidewalks should be shoveled first. Discuss this with the head engineer.
2. Explain why it is important to clean up body fluids immediately. Ask the Head Engineer to show you where the body fluids clean up kit is.
3. Ask the head engineer about expectations regarding equipment care and storage.

**JOB-SKILL CHECKLIST**  
**-CHAPTER SIX-**

NAME \_\_\_\_\_

Below is a list of job-skills that you must complete. Ask your head engineer or night supervisor to initial each job-skill as you complete it.

\_\_\_\_\_ Clean up body fluids on a hard surface floor.

\_\_\_\_\_ Clean up body fluids on carpet.

\_\_\_\_\_ Repair window shade.

\_\_\_\_\_ Safely unplug toilet and/or drinking fountain.

\_\_\_\_\_ Trim grass with weed whip and power mower.

\_\_\_\_\_ Operate snow blower.

\_\_\_\_\_ Properly maintains custodial equipment.

\_\_\_\_\_

\_\_\_\_\_

Signature

Date

## -CHAPTER SEVEN-

### **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

In this chapter we will discuss the different types of PPE and when to use the PPE.

Proper use of PPE along with safe work practices will result in fewer injuries and more productive work. All types of PPE are offered to you at no cost from our Facilities Environmental Services Group (ESG). Talk with your head engineer or supervisor on how to obtain and properly use PPE.

Build yourself your own PPE kit. Your PPE kit should contain the different types of PPE. Do not share your kit. These are your items for as long as you work for the district. Take this kit with you when you transfer from one building to another. Use items from your PPE kit daily or as needed.

#### Types of PPE

- Vision and face protection
- Hearing protection
- Hand and foot protection
- Breathing protection

#### VISION AND FACE PROTECTION

- Safety glasses and goggles.
  - Use safety glasses or goggles when doing lawn work, filling containers with product, and other times when you are dealing with the possibility of something getting into your eyes.
- Face Shield
  - This device is used when you are pouring a product into a swimming pool or boiler.

## HEARING PROTECTION

- Earplugs and earmuffs
  - Use earplugs or earmuffs when working with loud equipment. (Lawn mowers, weed whips, etc...)

Note: Head phones are not an acceptable form of hearing protection.

## HAND PROTECTION

Many different gloves are available to you. Choose the right glove for the job. Example: You would not use cotton gloves to handle chemicals. Proper removal of gloves is very important. Use the training you received from ERTK or talk to your head engineer for more information.

### **Disposable Gloves**

Disposable gloves come in a few different types and sizes; rubber, vinyl, and latex to name a few. Use these gloves when you are cleaning up bodily fluids, bathrooms, nurse's areas, and for dumping trash.

### **Non Disposable Rubber Gloves**

These gloves are used when you are working with pool or boiler chemicals. You can also use these gloves whenever you feel you need more protection than disposable gloves can provide.

### **Multipurpose Gloves**

Multipurpose gloves come in different types and sizes. Use these gloves for vacuuming, lawn mowing, weed whipping, moving furniture, and other tasks that may injure your hands.

## FOOT PROTECTION

- Safety shoes and boots are available to wear on a daily basis. This item will require you to obtain a voucher. You then take the voucher to an approved shoe store. They in turn will exchange your voucher for the approved safety shoes or boots of your choice.
- Anti-Slip Shoe Accessories
  - Use anti slip shoe accessories when working on slippery surfaces, floor stripping, and icy conditions.

## BREATHING PROTECTION

- Use a breathing apparatus when working with vapors, dust or other particulates. Dust masks are available to all staff.
- Respirators are available to Custodial Engineers who are cleaning pools, boilers, and applying wood floor care products that may have strong vapors.
- Respirators require an annual fit test and an employer provided annual physical exam.



**PROGRESS CHECK**  
**-CHAPTER SEVEN-**

Complete this progress check. This is not a test. Read and answer the questions, then check your answers at the end of the workbook.

1. Proper PPE will always eliminate work place injuries.

- a) TRUE \_\_\_\_\_
- b) FALSE \_\_\_\_\_

2. When should you wear disposable rubber gloves?

- a) When mowing the lawn
- b) When moving furniture
- c) When cleaning bathrooms
- d) When cleaning the nurses area
- e) c and d

3. I have never had an issue so I do not need to wear PPE.

- TRUE \_\_\_\_\_
- FALSE \_\_\_\_\_

4. All PPE is offered at no cost, even safety shoes.

- TRUE \_\_\_\_\_
- FALSE \_\_\_\_\_

5. Wearing music headphones is okay for hearing protection.

- TRUE \_\_\_\_\_
- FALSE \_\_\_\_\_



## ANSWER SHEETS

### Chapter One & Two

1. True
2. B
3. C
4. True
5. False
6. True
7. B
8. True
9. D
10. D

### Chapter Four

1. D
2. D
3. True
4. B
5. True
6. False
7. False
8. D
9. True
10. True

### Chapter Six

1. False
2. True
3. False
4. C
5. D
6. D
7. True
8. False
9. False
10. True

### Chapter Three

1. A or D
2. True
3. D
4. B
5. False
6. False
7. False
8. C
9. C
10. D

### Chapter Five

1. False
2. True
3. C
4. A
5. False
6. True
7. C
8. True
9. B
10. C

### Chapter Seven

1. False
2. E
3. False
4. True
5. False

