

BPS CUSTODIAL PROCEDURES MANUAL



The School Board of Brevard County

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INTRODUCTION

Quality and the continuous improvement process is a never ending effort to discover and eliminate the main causes of problems in a working situation. It accomplishes this by using small-step improvements, rather than implementing one huge improvement. The continuous improvement process means making things better. It is NOT fighting fires. Its goal is NOT to blame people for problems or failures...it is simply a way of looking at how we can do our work better. When we take a problem solving approach, we often never get to the root causes because our main goal is to put out the fire. But when we engage in a improvement process, we seek to learn what causes things to happen and then use this knowledge to reduce variation, remove activities that have no value to the organization, improve customer satisfaction, etc. Please review this guideline as a start to a continuous improvement process.

Your efforts are very important in all of this. We are given good buildings to work with, but the working environment is set by you. If an academic building is not clean, or the rest rooms are smelly it becomes a distraction. If a locker room shower room is dirty it detracts from the educational effort of the academy. Our student and teacher population are here at times fifteen hours a day, many are far enough from home that they get there very seldom. Your work in the classroom buildings makes teaching and studying easier, and your work in the restroom and locker room areas eases the burden of student life.

There is no group in our schools whose work is more important than yours. We know you take it seriously, and hope that this material will be a help to you in your efforts. Custodial Services is committed to helping you, and we will do whatever is necessary to keep you informed about new materials and methods that will make things better for the whole group.

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FACILITIES SERVICES POLICY

The facilities throughout Brevard County School District shall be maintained in a satisfactory and attractive condition. (See Brevard County Bylaws and Policies 5420) To this end, an adequate staff of professional custodians and sufficient supplies and equipment shall be provided.

The custodial staff shall receive direction and supervision in the performance of its tasks. There will be an active inservice training program to increase effectiveness and to introduce new products and methods.

In addition to routine cleaning procedures, more extensive and thorough cleaning of buildings and equipment shall be scheduled for vacation periods, particularly during the summer.

Maintaining a clean and orderly school building is not the sole responsibility of the custodian. All staff members need to be thoughtful and cooperative, not only in their own actions, but also in developing standards and habits on the part of the pupils.

Mission of the Brevard County School Board

Our mission is to serve every student with excellence as the standard.

Facilities Services Objective

To provide a safe, secure, healthful environment to all facility occupants. We will strive to continuously improve our service processes and our customer satisfaction levels.

THE PROFESSIONAL CUSTODIAN

There are many different titles used for the job of “maintaining” a school site, buildings, and furnishings. The professionals in this field may be called building services personnel, caretakers, janitors, or the cleaning staff. The most acceptable term, however, is custodian. These professionals have “custody” of the school plant. That is they are responsible for the upkeep of the school. The professional school custodian has a vital role to play in every school facility. A good custodian not only performs job duties well, but also thinks about how these duties interact with all other activities in the school. Good custodial care is a necessary part of achieving the main school mission – that of educating students. Custodians support this mission in many ways:

- Caring for a large taxpayer investment, in the school plant and equipment.
- Keeping costs of building care down by increasing economy and effectiveness of care.
- Maintaining a safe, healthy learning environment.
- Promoting pride in the school, in people of the school and the community.
- Increasing the professional reputation of all custodians by showing responsibility and competence.

It is useful to know and understand some of the desirable custodial traits and characteristics that help one do a job well.

Attitude: On the job it’s more than getting the right tasks done properly. Showing an attitude of cooperation, willingness, flexibility, and other positive reactions is also part of doing a good job as a custodian. Attitude also includes interest in the job, incentives in making suggestions and improving work capabilities, and loyalties to the school.

Responsibility: A custodian must be reliable. This includes being on time for work and giving a full days work. He or she is responsible for doing a good job, following district policies, and being honest and fair in all actions.

Flexibility: Remember Murphy’s Law: “Whatever can go wrong, will”. Very few jobs can always be done in the same way or on the same time schedule. In the custodial profession, being able to make necessary changes in the way a task is done and being able to cope with and respond to unexpected events is the mark of a good custodian. A professional attitude of helpfulness together with good general training and knowledge levels can help relieve problems as they arise.

Initiative: A good custodian makes an effort to perform any task to the best of his or her ability. And he or she always looks for ways to do each job just a bit better and takes advantage of opportunities to learn from training, study, and other persons.

Productivity: Many custodial tasks have a visible result, such as a shining floor or a safe playground. The custodian that does a task well in a reasonable amount of time is considered more productive than a custodian who takes longer, even if the task is done equally as well. Productivity must be accompanied by quality work, however. It is not productive to do poor work, even if this takes less time.

Communication: Communication skills are even more necessary on the job. How a custodian speaks and listens to others affects both how the job is done and how others view the custodial staff.

Appearance: Part of being a professional custodian is looking and acting as one. He or she should be neat, clean and well groomed. Dress appropriately for the job. The custodian should follow the schools dress code unless informed otherwise by their supervisor. Remember you are a role model for the students. If you look and act as the professional custodian you are you will be treated as one.



CUSTODIAL RELATIONS WITH OTHERS

There are different types of individuals, involved in a variety of activities, in every school situation. The custodian must be aware of how custodial services affect each group and each person. In addition, it is necessary to realize how the different groups and individuals affect the job of the custodian. Sometimes other people forget that what they do makes the custodian's job easier or more difficult. A good custodian not only performs job duties well, but also thinks about how these duties interact with all other activities in the school. One of the major contributions the custodian makes to interrelationships in the school is in the physical comfort of all persons in the school facility. If the school building is hot, students and staff might be easily irritated and become impatient. Dirty facilities tend to make those using them unhappy and resentful. Broken fixtures annoy occupants and possibly make them lose respect for the school and those in it. By avoiding these problems, the custodian can contribute to improving the attitudes and morale of other individuals in the school.

Every school site is a small community, with many different people working together or meeting each other in various situations throughout the day. The custodian interacts with most of them on a regular basis, either in person or indirectly through the work environment.

The relationship of the custodian to specific groups and individuals is listed below:

ADMINISTRATION: Final responsibility for the care of the school building rests with the principal or school administrators. "Chain of command," which includes all supervisory authority, flows from the principal through the assistant principal in charge of the facility to the Head Custodian and then the custodial staff. The custodians task is to assist the principal in providing a safe, secure, healthful learning environment. If difficulties arise, they should be reported to the principal.

PUBLIC: The custodian has a responsibility to act as a public relations agent, a worthy representative of the school. The appearance of the school facility and the way in which the custodian interacts with the public can create either a good or a bad impression. If the school is attractive and appears to be well cared for, and if the custodian demonstrates effectiveness as a school employee, the schools reputation is enhanced. The custodian is in a unique position to spot unauthorized persons on the school grounds. The school policies should provide guidance for such encounters, especially when there appears to be suspicious circumstances. The custodial staff should know these policies and what role

they are to play in dealing with such visitors. Policy will never take the place of good judgment and flexibility, but it should provide some basis for judgment.

TEACHERS: Teachers have the right to expect good physical working conditions, in which their main responsibility – teaching—is made possible. They should also be able to expect the custodial staff to assist whenever unusual events make it necessary. In turn, they should realize that the custodian has many responsibilities and many other persons demanding custodial support. A professional custodian will make an effort to show willingness and flexibility toward instructional staff needs. At the same time, he or she should (in a pleasant manner) help the teacher understand what the custodian can and cannot do. For example, a teacher should be able to find the classroom always clean and properly supplied for the beginning of the day. Teachers should be able to call upon a custodian in case of accidental spills that need professional attention. Custodians should respond to emergency needs as promptly as possible. The professional custodian will cooperate with teacher needs. This attitude will help the teachers better understand the role of the custodian as a professional and co-worker.

STUDENTS: The relationship between the custodian and the students can be difficult as well as very rewarding. In the worst cases, the students can be viewed as “messy” and creating trouble. In the best cases, the custodian can provide a role model as a caring, accomplished professional. Students of all ages should be treated with patience, understanding, concern and respect. The custodian can expect the same return. By setting a good example, and making sure the school facilities are clean and in good repair, the custodian can do a lot to create a good student attitude and avoid vandalism. The students are the reason for any school’s existence. The custodial staff provides services that support the student activities, even though not directly involved with the students.

PROFESSIONAL COLLEAGUES: In most school situations, the custodian is part of a group who shares the custodial responsibilities. In most cases, this means there are administrators, head custodians, and co-workers. Each custodian should know how his or her actions (and attitudes) affect those above, on the same level, and below. The custodian should also realize how his or her own work is affected in turn. Custodians must remember that they are working together; each member of the team is equally as important as every other member. Enthusiasm, appreciation of each other’s efforts, and a willingness to share the burdens and/or the praise of how a job is done can make the work situation much more rewarding. Criticizing or complaining or blaming each other accomplishes nothing. A group effort, aided by the head custodian if necessary, is the professional way to solve any problems that may arise. Most especially, a professional custodian tries to avoid causing his co-workers to look bad in front of others. Personality clashes may exist, between any employees at any level. This must not be allowed to affect the work situation; a professional attitude and approach to such a problem can allow all employees to work together effectively.

Custodians Rights and Responsibilities

There are many Laws and Statutes regarding custodial rights and responsibilities in the workplace. Listed below are some examples:

- Florida “Right to Know” law requires employers to inform and train employees in safe handling and emergency procedures relating to substances used on the job.
- Chapter 69A-58 Fire Safety in Educational Facilities contains those safety rules required by Florida Statutes.
- Florida Dept. of Health Chapter 64E-13 School Sanitation Code. This Code prescribes minimum requirements and standards of sanitation and safety for schools.
- Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standard. This standard provides requirements for employers to follow to ensure employee safety with regard to occupational exposure to bloodborne pathogens.
- Workers compensation, accident reporting and negligence and liability are also covered under the Florida statutes.
- Custodians can also refer to the agreement between the Brevard County School Board and Local Union 1010.

All of the laws and statutes referenced to above are very important to the school custodian.

INTEGRATED PEST MANAGEMENT Brevard County Bylaws and Policies 8400

INTEGRATED PEST MANAGEMENT

The District shall implement a pest management program in accordance with the U.S. Environmental Protection Agency's Integrated Pest Management (IPM) in Schools guidelines. This program will include appointment of a District IPM Coordinator and advisory committee, implementation of training for custodians, and provide for notification to all affected persons when chemical use becomes necessary. The advisory committee shall semiannually review and evaluate the District's progress toward its pesticide use, reduction, and minimization goals. This program shall also include implementation of an IPM awareness program. **All persons applying pesticides on District property shall hold appropriate State certification and be approved by the District IPM Coordinator.**

SCHOOL INTEGRATED PEST MANAGEMENT (IPM) DEFINED

IPM is a process for achieving long term, environmentally sound pest suppression through the use of a wide variety of technological and management practices. Control strategies in an IPM program extend beyond the application of pesticides to include structural and procedural modifications that reduce the food, water, harborage and access used by pests.

Four Points of IPM:

1. Prevention of pest population.
2. Application of pesticides only "as needed".
3. Selecting the least hazardous pesticides effective for control of targeted pests.
4. Precision targeting of pesticides to areas not contacted or accessible to the children, faculty or staff.

The IPM program is dedicated to using less toxic chemicals and more maintenance and sanitation methods as pest control measures. It is in this venue that the school custodian becomes one of the most valuable assets of the IPM program. As custodians we above all else see more of the workings of a classroom that anyone else at the facility. As we clean we see dripping faucets, foodstuffs left on floors, gaps in walls and fixtures and missing ceiling tiles, etc. As we maintain our lawns we see holes in exterior walls, plants that are growing too close to the building and dirty dumpster areas. Using the IPM form provided in Custodial Standards, we can now monitor these situations and act accordingly. We can request work orders for maintenance items, request teachers to take more care with food in the classroom and maintain our lawns to prohibit pest entrance to the building. We are not requiring you to add more tasks to your daily routine, just heed more attention to the pest areas and problems as you do your daily cleaning.

By using our checklists we can relay better information to Truly Nolan, our contracted indoor pest control specialists. They can treat specific areas that are still having problems after all other areas have been exhausted. Also by our daily observances we can pinpoint problem areas instead of treating larger areas. By cleaning cupboards and cabinets weekly we can remove past pest signs and find if we are still having pest problems in any one area.

We cannot become completely chemical free. But with the custodians assistance we can reduce the number of chemicals used to control pests and make our schools a safe place to work.

ENERGY MANAGEMENT GUIDELINES

Wise energy management is good for everyone. It contributes to the national goal of energy conservation, therefore extending the life of our available natural fuel reserves. It helps preserve our environment. Reducing the demand for electricity will reduce the amounts of emissions that power plants add to the air. This will also reduce the number of new power plants that will need to be built. Whatever we can do to modify our behavior and become more conscious of how electricity is used and wasted will benefit us all.

ENERGY SAVING STRATEGIES (Behavior Modification)

Nationally K-12 schools spend in excess of \$6 billion a year on energy. Last year (2001-2002) the Brevard County Public Schools spent \$9.4 million on electricity alone. In our school district electricity costs are second only to salaries and benefits, exceeding the cost of textbooks or supplies or diesel fuel for the school buses. And the U.S. Department of Energy estimates that at least a quarter of the dollars spent could be saved through better energy management. While it is true that much of these savings would require equipment or systems changes to achieve, just modifying the way we use our building will help tremendously. Think about this: If each one of Brevard's 80 schools turned off the lights for 1 minute the savings would be about \$655. If the same schools turned off the lights when they went to lunch the savings would be about \$19,650! If each school will reduce energy consumption even a small percentage a considerable amount of money will be available to reinforce our other budgetary needs.

Keep the doors closed when A/C is running. Air conditioning is a wonderful thing, but it is very costly. A few years ago our district entered into performance contracts to replace and improve our equipment to achieve building comfort and indoor air quality. We have the capability of monitoring and controlling most of our systems from a central point and of adjusting run-time schedules that will keep the buildings comfortable and clean and still be efficient. Just like your own home the school's A/C system was not designed to "air condition the whole world". If you open your classroom door while the air conditioning is running you are letting heat and humidity into the building and forcing the system to work harder to remove it

Turn the lights off when the room is unoccupied, even for only a few minutes. In Florida K-12 schools as much as 30% of the energy consumed is for lighting (nationally the average is nearly 40%). Some rooms have wall switches that allow for partial lighting. Some have occupancy sensors. Both of these strategies can help reduce lighting costs. But, the biggest savings will be achieved by turning the lights OFF when the room is unoccupied.

While it is true the life of a bulb can be shortened by turning it on and off, the balance point between turning a light on and off many times versus the energy savings gained by turning lights off when not needed is usually ten minutes or less. So, the rule of thumb should be: If a room is unoccupied for ten minutes or longer the lights should be extinguished. This rule applies to either incandescent or fluorescent lights. Modern fluorescent lights use little starting energy contrary to the myth that operating fluorescent lights is cheaper than turning them on and off for brief periods. Turning them off helps them last longer and lowers energy costs. The U.S. Naval Civil Engineering Laboratory found that the initial starting surge lasts for only 1/20th of a second. These same engineers assert that turning the lamps off for only one second would save the energy required to turn them back on!

Turn off televisions and VCRs when not in use. Like the lights, leaving equipment running when not in use wastes energy. The savings realized by turning off each TV or VCR might seem insignificant, but not when you multiply it by the number of machines in your school or the entire district.

Turn off computers at night and on weekends. That computer costs more than you think! FPL calculates that the computer hard drive will use about 15.2 KWH per month if turned on/off each day and about 77.1 KWH if left on for 24 hours. By turning the computer and the monitor off at the end of each day and in the summer we will save about \$100 per year, per computer. And, computers generate a significant amount of heat that will need to be removed from the room. This additional heat will cause the air conditioning system to work longer and harder to remove the heat load.

Unplug appliances such as televisions and VCRs over the summer. Appliances like these draw a small amount of power even when turned off. Although the savings on each appliance is small, the number of TVs and VCRs in the building magnifies it. As an example, in your own home it is estimated that up to 20% of the energy used is to power small appliances – even when they are not turned on.

ENERGY MANAGEMENT CHECKLIST

Remember these tips:

To reduce energy consumption for air conditioning:

- A. Reset or set back thermostats to maintain specified settings for cooling and heating.
- B. Minimize conditioning of seldom-used spaces, such as storerooms or unoccupied classrooms.
- C. Where possible, such as in portable classrooms, turn the air conditioning off on weekends, holidays and off-shift hours.
- D. Turn off ventilating and exhaust equipment when not in use, such as in bathrooms and storerooms.
- E. Check for good fitting doors and windows.
- F. Block out morning and afternoon sun from shining through windows.
- G. Be sure the thermostat is working and the fan is set in the "Auto" mode.

To reduce energy consumption for lighting:

- A. Turn lights off in areas when they are not occupied.
- B. Reduce lighting levels where safety and performance would not be adversely affected, for example in hallways.
- C. Check the level of outdoor security lighting and make sure is turned off during daylight hours.
- D. Turn off sport fields, parking lot and gymnasium lights when not in use.

To reduce energy consumption for equipment:

- A. Turn off computers, overhead projectors, VCR's, TV's and copiers when not in use.
- B. Turn off water coolers and vending machines during vacation periods.
- C. Disconnect AV equipment during vacation periods.
- D. If possible stagger the start times on major equipment, such as air handlers and exhaust fans.

SAFETY IN SCHOOL OPERATIONS

What is safety? Safety is avoiding accidents that cause human suffering and property loss. Only humans can prevent accidents from happening. Accidents tend to happen when one is tired, sick, under stress, or simply being careless. Human errors tend to cause more accidents than equipment failures or other physical factors. Most accidents can be prevented by learning and following safe working habits. The custodian must be concerned and safety-conscious for several reasons:

For **personal reasons**, the custodian should try to avoid injury. Injuries mean possible loss of life or livelihood. The custodian's physical ability to do the job and do it properly enables him or her to achieve economic independence.

For **professional reasons**, the custodian should avoid causing injury or harm to others, creating dangerous situations that could lead to harm of others, or causing unnecessary costs to individuals or the school board.

There are also **legal reasons** for safety. There are some laws and regulations that require certain safety practices.

Custodians can work safely by knowing general rules for safe work practices and developing safe working habits. For example, every employee must think ahead and consider the consequences of his or her actions. Then if safety precautions would help avoid accidents, these precautions should be taken. All custodians should realize that basic safety regulations and practices are for their protection, not to make the job more difficult. Listed below are some basic principles of safety:

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

Chemical Hazards

Use, Storage and Disposal of Chemicals:

Toxic, flammable, or otherwise hazardous chemicals are most commonly encountered in the custodial closets, kitchens, science laboratories, and storage rooms. It is very important to know how to use, store and dispose of chemicals and other hazardous substances used by custodians in their areas of responsibility.

Safety precautions and guidelines for each of these three aspects of safe practices for chemicals are presented next.

Chemical Use: No one should use any substance, even household products, without understanding what dangers exist and how to use the product safely. Chemical substances should be used only in the manner and for the purpose for which they were intended. Before using any chemical, the custodian should learn about possible hazards, disposal and emergency treatment measures, and handling procedures. All of this information can be found on either the label on the product or its Material Safety Data Sheet (MSDS), which will be available at each site for all chemicals. The major safety precaution to take when working with chemicals is to avoid contact as much as possible. This can be accomplished in many ways. Among the points to remember when working with chemicals:

- Avoid using hazardous chemicals for any task that can be done some other way.
- If you must use a hazardous substance, always wear protective clothing (gloves, goggles, shoes) as appropriate.
- Mix chemicals only in approved combinations and to the proper dilution levels. Prepare mixtures in a safe area.
- Do not splash or spill liquids.

Chemical storage: Proper storage of chemicals can avoid many accidents. Certain chemicals should not be stored near each other, because of the risk of combining fumes or spills. For example bleach and ammonia may leak or evaporate from improperly sealed containers. If these fumes combine, they react to form an extremely toxic gas. Acids with alkalis, and pool chemicals with petroleum products such as cleaning liquids, are also hazardous combinations. Other points to note about chemical storage:

- Never transfer chemicals into an unlabeled container.
- Store potentially flammable chemicals in approved containers and areas. **NEVER** store chemicals in electrical, mechanical, or boiler rooms.

- Keep chemicals away from sources of heat, such as furnaces or sunshine.
- Chemical storage areas should not be crowded and should have a systematic, easy to reach arrangement.

Chemical Disposal: Improper disposal of substances such as cleaning chemicals used on the job can cause serious problems. Material Safety Data Sheets contain information about the safe disposal procedures for the chemical substances used. Some general rules to follow:

- Never flush corrosive or volatile materials into the storm water system.
- Always discard unused portions of mixed chemicals unless information on the label specifically states the mixture may be kept for later use. If this is done, label and store the mixed solution properly.
- In case of spills properly dispose of materials used to clean up spill.

Fluorescent Light Bulb Recycling

Did you know that most fluorescent and mercury lamps are hazardous and require special handling? Nationwide, there are over 600 million lamps discarded each year. Until recently, regulations have made it difficult and expensive to properly manage used lamps and most end up in municipal landfills. Now the USEPA has included mercury lamps in the Universal Waste Rule (UWR), a new federal regulation that reduces the cost and regulatory burden on generators who recycle. The following information is provided by the Association of Lighting and Mercury Recyclers, a non-profit organization representing members of the recycling industry.

The Universal Waste Rule (UWR)

(see Federal Register July 6, 1999, Volume 64 Number 128, pp 36465-36490)

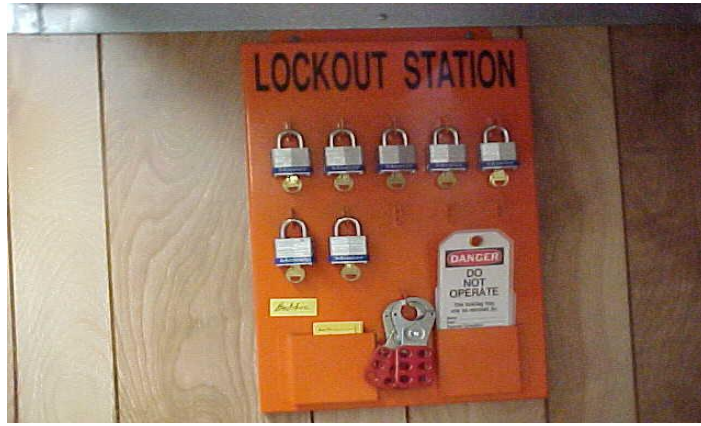
The Federal UWR (40 CFR Part 273) is now consistent with almost 40 state policies which prohibit lamp disposal in municipal landfills and reduce the regulatory burden for generators who recycle lamps.

**DO NOT THROW FLUORESCENT LIGHT BULBS IN SCHOOL DUMPSTERS
FOLLOW THE GUIDELINES BELOW TO PROPERLY DISPOSE OF THEM:**

Guidelines for packing and shipping Fluorescent lamps

- Acceptable shipping containers include manufactures' boxes in which the new lamps were shipped, contractor provided four-foot, five-foot, eight-foot, T-26 and T-43 boxes.
- Fill boxes to capacity with lamps.
- All precautions should be taken to eliminate breakage of lamps. Extra charges may result from broken lamps.

- Do not tape lamps together. This results in excess handling of lamps and additional charges.
- If a box of lamps break, place the entire box in a plastic bag immediately. DO NOT open the box. Close and seal the bag.
- Label boxes and accumulation “Spent Mercury-Containing Lamps for Recycling” along with the starting date of the accumulation.
- Contact Training Custodian for pick-up.



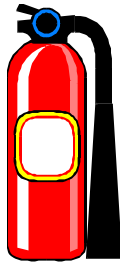
Electrical Hazards

Working with electricity can be a shocking experience for those not familiar with the hazards of this area. Besides the risk of electrical shock, many fires are caused by electrical misuse or malfunction. Receiving proper training and paying careful attention to safety precautions are important for any tasks involving electricity. Electricity is encountered throughout any school building. Particular electrical hazards occur in kitchens, workshops, and machine rooms. However, it is also possible to find such common hazards as damaged cords or equipment in areas where they might be overlooked – for instance, lounges and offices. The custodian should be alert for such potential problems throughout the school. Coffee pots, hot plates, and microwave ovens are common hazards. Equipment with heating elements should be carefully monitored and not left unattended. Electrical hazards also exist any time a custodian uses or services a vacuum, power tool or other piece of equipment. An understanding of what happens as a result of carelessness with electricity may help avoid electric shocks. Electric current flows through the path of “least resistance.” This path can be the custodians body, such as happens when a defective piece of electrical equipment is handled when standing on a wet surface. The risk of shock is lessened by the use of a grounding plug or wire, which provides a better path. Insulating the body, such as by wearing rubber gloves or rubber soled shoes, also helps. Here are some general points to remember about electrical safety:

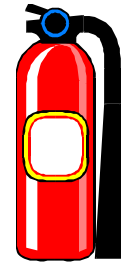
- Never use defective equipment, or equipment with a cracked, frayed, spliced, or worn electric cord.
- Always grasp the plug, not the cord, to unplug equipment.
- Outlets with Ground Fault Circuit Interrupt (GFI) protection devices should be available for use in all areas around water supplies and in damp areas.
- Always use GFI outlets for tasks involving electrical equipment when they are available. For example, use a GFI for power source for a wet/dry vacuum when picking up scrub water. Portable GFI outlets may be used for areas where they have not been permanently installed but are necessary for safety.

- Never use electrical equipment around liquids, unless designed for this.

There are also some “natural” sources for electrical hazards. Florida has frequent electrical storms, and lightning can cause accidents in many ways besides a direct strike. Stay indoors during an electrical storm, and do not use any electrical equipment when lightning is present.



When to use Fire Extinguishers



Would you know what to do if you came across a small, contained fire? Do you know where the fire extinguishers are located in your school? Or how to use one? The important thing to remember is this:

If taking the time to use a fire extinguisher could put a life in danger.... DON'T.

Be prepared in any event, and get familiar with the type and location of the fire extinguishers in your school. Fire extinguishers have a rating on the faceplate, which shows which class or classes of fire it can put out. If you must use as extinguisher remember the **PASS** method:

- **P**ull the pin
- **A**im the extinguisher nozzle at the base of the flames.
- **S**queeze the trigger while holding the extinguisher upright.
- **S**weep the extinguisher from side to side, covering the fire with the extinguishing agent.

Fire Hazards

Fire safety means both preventing fires and taking the correct steps if a fire should occur. Fire prevention is the responsibility of all building occupants, but the custodian has a special role to play. Good custodial housekeeping practices (for example, keeping litter and debris out of buildings, cleaning equipment, and vents properly) are important precautions to take against fire hazards. Chapter 69A-58 Fire Safety in Educational Facilities regulates many safety practices in schools. Fire safety is a part of these regulations. Briefly this regulation covers fire resistance ratings of building materials, use of smoke detectors and fire alarms, storage of flammable and combustible materials, required means of egress and other related topics.

Areas that often contain fire hazards are storage rooms that tend to accumulate trash, equipment rooms, furnace rooms, and the custodial closet. The custodian is in a unique position to recognize and eliminate potential fire hazards in many of these areas. Any time a problem is noted, the custodian should notify either the head custodian or an administrator. Custodial tasks can sometimes affect the level of fire resistance of an area. In many cases, the structural integrity of all or part of a building is necessary for adequate fire protection. The custodian should never cause holes in partitions or doors, mar the surface of walls, floors, and floor coverings, or create gaps between frames and windows or doors without considering whether a possible fire hazard will arise.

Damage is not the only way a fire hazard relating to building structures can be accidentally created. By not using built in safeguards properly, the risk of fire damage is greatly increased. You should NEVER leave fire doors open, wedge smoke doors so automatic closing cannot occur or prop open doors or lids on flammable storage cabinets.

Four major sources of fire hazards are lightning, electricity, human carelessness, and chemical combustion. Lightning cannot be prevented, but its effects can be minimized by keeping buildings in proper shape. There are many other things the custodian can do to eliminate many of these other hazard sources.

- Watch out for defective outlets and be sure they are not used until repaired.
- Never overload a circuit with extension cords or multiple outlets, and report any overloads that are noticed.
- Store flammable and combustible materials in approved containers, cabinets, or rooms.
- Debris should never be allowed to accumulate. Flammable materials and gas-powered equipment shall not be stored in electrical or mechanical rooms.
- Cleanliness is important in fire hazard areas such as electrical and mechanical rooms. Dust can be flammable so should be removed from surfaces and equipment frequently.

- Use extreme caution around fuel storage tanks. Any spark, or flame near damaged or defective valves or regulators could cause explosion as well as fire by igniting fumes that may have leaked out.
- Keep electrical equipment in good shape. Report strange noises or other unusual events observed about fan belts, gears, or any other part of a piece of equipment.
- Report any suspicious signs, such as a “burning smell”.
- Hallways, aisles, and doorways must never be restricted or blocked by objects that prevent fast exit in case of emergency.
- Know what actions to take in case of fire. Prompt action can save lives and property.

Physical Hazards

Another important area for safety awareness is in physical activity, such as lifting heavy loads and working on a ladder. Physical hazards occur most frequently wherever the custodian is working. Wherever a ladder, mop, tools, or other equipment is used, there is potential for accidents for either the custodian or others. Stairs, hallways, mechanical or boiler rooms, and school grounds are all likely places for tripping, falls, or cuts. Many back injuries, broken bones and wounds could be avoided through awareness, carefulness, and proper training. There are many job factors in which the custodian can change or improve to help avoid this type of hazard. In this section we will discuss lifting techniques, slip and fall hazards, ladder and Stairway safety, power and hand tool safety and also dealing with the heat.

Did you know?

Back injuries are the most common injury. 22% - 26% of worker injuries are back related.

Back injuries account for 1/3rd of Workers Compensation dollars paid.

\$30 Billion lost in time and medical payments

Average back injury costs \$24,000 for medical payments

Proper Lifting Technique: The steps to be taken when lifting a heavy object are listed below:

1. Size up the load. If too heavy to handle easily, get help or the proper equipment (such as a hand truck). Delaying the job a few moments to get assistance is better than risking an injury.
2. Check the route. Decide the safest path to take with the load; see that the way is clear; be sure that where the load will be placed is ready.
3. Get a firm footing and take a good grip—feet a little apart for good balance, one beside and one behind the object; keep back straight and aligned with the neck; bend knees, allowing legs instead of back to support the weight; grip the object with the whole hand including palms—not just the fingers.

4. Keep the load close to the body. tuck arms and elbows into the body, and center all body weight over the feet. Lift with a steady thrust, starting with the rear leg.
5. Never twist the body. Move the feet to change direction.
6. Bend knees to put down the load. Be sure fingers are not caught underneath the object as it is put down.
7. Wear proper protective gear, such as gloves, protective foot gear and other clothing, if the load requires special handling. For instance, wear protective gear when carrying liquid chemicals in containers that may leak, or objects with sharp edges.
8. When help is required to move a load, **teamwork** should be practiced and one person should call the signals.

REMEMBER:

**PUSH, don't pull
MOVE, don't reach
SQUAT, don't bend
TURN, don't twist**

Back Supports Help:

Support lower back and abdominal muscles

Reduce fatigue

Improve lifting posture

Act as a reminder

Back Supports DO NOT Make You Stronger

Slipping and Falling Hazards: Most floors and other surfaces look safe. Each year however, thousands of accidents occur by falling or slipping. Falls are the second most common cause of fatal injuries. The custodian must be aware of many factors that cause slipping and falling -- either of the custodian or others in the school.

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

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



Stairway and Ladder Safety: Working at a distance above the ground also creates a potential falling hazard. There are many custodial tasks that require the use of a ladder, scaffold, or other type of support. Stairways and ladder are among the most frequently used items on the job. Routine use of stairs and ladders can lead to carelessness. Accident figures show that traveling up and down stairs is not always as safe as it looks. A recent study showed 34,000 reported accidents involving ladders or stairways. Most of these incidents could have been avoided with proper maintenance, selection, and use of climbing equipment. Safety on ladders and stairways at your school involves understanding what they were designed for and how to use them. Most custodial staffs have a six, eight or ten foot stepladder and an extension ladder to assist them with the many job tasks.

SAFETY FIRST!

NEVER use a support that was not specifically designed for such use. That is, use a stepladder not a chair.

One common portable ladder is the stepladder.

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

Rules for using stepladders safely:

Make sure ladder is fully open and the spreaders are locked.

Do not climb, stand or sit on the top two rungs.

Stairway and Ladder Safety: (Continued)

Another common portable ladder is the extension ladder.

Extension ladders are: Lightweight and durable

Adjustable in length

Made up of two or more sections that travel
in glides or brackets

At least 12 inches wide

Not longer than 24-foot per section

Rules for using extension ladders safely:

Have a co-worker help you raise and lower the ladder

Never raise or lower the ladder with the fly section extended

Be sure to secure or foot the ladder firmly before extending it

Set up the ladder with about three feet extending above the
work surface

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

Inspection and Maintenance of Portable Ladders: Ladders must be kept in good condition at all times. They need care and cleaning, especially when used in oily or greasy areas or left outside. Regular inspections will help make sure ladders are safe. Check each ladder in these ways:

- Look for broken or missing steps or rungs.
- Look for broken or split side rails and other defects.
- Feel for soft areas on wooden ladders.
- Check for rust or weakness in the rungs and side rails of metal ladders.
- Check fallen or misused ladders for excessive dents or damage.
- Tag defective ladders and remove from service immediately to prevent any accidents.

General Safety Tips for setting up and using portable ladders:

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

Stairways: A stairway is a series of steps and landings that has four or more risers. Stairways let you move from one level to another. Most stairway accidents occur because custodians do not realize the hazards of climbing stairs. Some common causes of stairway accidents are dangerously high stairways, poor lighting, poor housekeeping, and slippery or greasy steps. Some simple work practices will help you climb stairs safely:

- Pay close attention as you climb. On the way down look for the leading edge of each step.
- On poorly lit stairways be extra careful and take your time.
- Always use railings and handrails.
- Use the safe platforms provided when working on stairways.
- Clean up cluttered or slippery steps.

Using ladders and stairways properly is an important part of safeguarding your health. Choose the right ladder for each job, follow the basic rules for using it safely and perform regular inspections and maintenance. On stairways, pay close attention while you climb, use the handrails and help keep steps clean and free of clutter. Taking just a little extra care will enable you to climb stairways and ladders safely and with confidence.

Hand and Power Tool Safety: The school custodian uses many tools for performing job tasks. It is easy to understand the need for safe working practices with, for instance, a large and powerful floor machine. However, even a small screwdriver can be hazardous if used improperly. Keeping tools in a state of good repair is an important way to avoid physical hazards. Ladders, jacks, hand trucks and all tools that are in good condition give more “margin of safety” to the custodian using them.

1. Always use the proper tool for the job. Approach the use of a tool with respect and care. A moment’s carelessness can cost an eye, or worse.
2. Never use a defective tool.
3. Always wear protective gear such as gloves, goggles, and hearing protection when performing any task involving hazardous tool usage.
4. Do not overload a tool’s capacity or try to hurry its operation.
5. Disconnect power cord before adjusting tools, such as changing the blade on a skill saw.
6. Always be conscious of where parts of the body are in relation to the tool being used.
7. Keep tools in proper shape. A sharp knife is less dangerous than a dull one that must be forced through what is being cut.
8. Use only tools for which training has been received.

THINK SAFETY

Do not reach into waste containers or push trash into a partly full container with bare hands.

Put waste with sharp edges in sturdy containers.

Be aware of sharp edges on furniture or other objects being moved. Even the edges of a cardboard carton can cut badly.

Do not put hands or head into places that have not been visually inspected for possible hazards.

Heat Stress and how to Beat it:

In Florida custodians have to deal with the heat and humidity. Your body is affected by heat stress on the job more than you might think. In addition to the medical hazards of heat stress, you are also more likely to have accidents in hot environments. A hot environment with high humidity may overload your body with heat. This stress can result in a series of disorders ranging from sunburn to serious heat stroke. Your body metabolism produces internal heat during digestion, muscle activity, energy storage and breathing. In fact, your muscles release about 70 percent of their energy as heat. This warms your muscle and surrounding tissues. Since your body works well at a constant inner temperature of 98.6 ° Fahrenheit, your body works to keep your temperature at 98.6° in a process called thermoregulation. The amount of heat that stays stored in your body depends on the environment, level of physical activity, type of work, time spent working and number and length of breaks between work periods.

Minor Heat Stress Disorders: When your body's attempt at thermoregulation is hindered, you may suffer from a minor heat disorder, such as sunburn or heat rash.

Heat Rash also known as “prickly heat” can keep your body from releasing heat. Heat rash occurs in humid conditions when perspiration cannot evaporate from the skin. To prevent heat rash keep skin dry and clean and wear loose fitting clothing.

Sunburn can stop your body from thermo regulating efficiently. Skin that is already hot may not release body heat to the air. Recently studies show that sunburn may also lead to skin cancer over the long term. To minimize harmful sun exposure apply sunscreen before and during work in the sun, work in the shade whenever possible. If you are sunburned, stay out of the sun as much as possible.

Dehydration can trigger a very dangerous chain reaction. When your body perspires, perspiration glands secrete salts and water onto your skin for evaporative cooling. You must replace these vital body fluids with five to seven ounces of water every 15 to 20 minutes or risk dehydration. When you are dehydrated, your body stops perspiring and retains internal body heat. You risk hypothermia in which heat overwhelms your body temperature control. Flooding your body with water and failing to replace minerals can actually increase fluid loss since your body tries to balance salts and water. Lowered salt content releases water to your kidneys. So low salt and high fluid intake actually decrease the amount of fluid available for body cells and cooling. Uncontrolled hypothermia can lead to heat exhaustion or heat stroke.

Major Heat Stress Disorders: If thermoregulation breaks down, you may suffer from a major heat disorder, such as heat cramps, heat exhaustion or heat stroke.

Heat cramps are severe muscle cramps. They occur when your body's cellular fluid is depleted through perspiration, cooling or decreased mineral content. Heat cramps cause your arm, leg or abdominal muscles to cramp while working or later while relaxing. If you are suffering from heat cramps move into the shade and drink lightly salted water.

Heat exhaustion occurs when your body's thermoregulation is overwhelmed but not completely broken down. Since perspiration glands have secreted salts and water onto your skin for cooling, fluid loss increases, and blood volume drops. You may suffer headache and nausea and eventually collapse. During heat exhaustion pain from heat cramps is possible. You may risk heat stroke if you do not take action. **Victims of heat exhaustion must be given immediate medical attention.**

Heat stroke is the most severe of the heat disorders. Heat stroke is a life threatening emergency that requires immediate medical attention. Outwardly, a victim may experience heat cramps or heat exhaustion, then fall into a rapid physical and mental decline. **Heat stroke victims must be given immediate medical attention.** Heat stroke is the deadliest heat disorder since its true symptoms can be masked. For example, in heat stroke caused by exertion, the victim may still be perspiring. Also cool skin may hide a high internal body temperature since the body cooling system may have shut down due to dehydration. Collapse from heat stroke can be mistaken for heart attack or head injury.

Controlling Heat Stress: In addition to recognizing signs of heat stress and knowing first aid measures, you can prevent heat stress disorders through gradually getting used to the environment, proper work procedures and proper food and water intake.

Acclimatization is the development of the ability to work in a hot environment by gradually getting yourself used to the conditions. In order to acclimate safely you must be in good physical condition. Physical work in the heat is necessary for full acclimatization but should be done during increasingly longer work periods alternated with rest periods. Some people reach full acclimatization within a week. Others may take longer. Also you may begin losing your resistance to heat after one week of working in a cooler environment, and lose your acclimatization totally in about a month.

Work and Rest Cycles: Proper work procedures for reducing ill effects of heat stress involve scheduled work/rest cycles that keep you from overdoing it. In this case rest means minimal activity, not stopping work completely. You may alternate light and heavy work or indoor and outdoor work. Duties may be rotated among work teams.

Food and Water Intake: Fluid replacement is the most important way to protect your body's thermoregulation system. You must take in as much fluid as you lose during the day and replace salts your body used up in cooling. Ideally, you should drink five to seven ounces of cool water every 15 minutes – even if you don't feel thirsty. Often your body needs fluid before you feel thirsty, so don't wait for thirst to drink fluids. Many people don't realize that a hot meal adds to body heat. Heavy meals can also reduce your ability to release heat because your blood flow is redirected to your stomach instead of to your skin for cooling. A light cool lunch may actually provide more work energy for the rest of the day. If you are going to work in the heat and do not have a medical reason to avoid salt, add a little salt to your meal before work to help you avoid heat stress disorders

Accidents Due to Heat Stress Disorders: In addition to the medical hazards of heat stress, you are also more likely to have accidents in hot environments.

Direct Causes of Accidents Include:

- Dizziness or fainting
- Fogged glasses
- Slippery hands
- Perspiration in the eyes

Indirect Causes of Accidents Include:

- Loss of attention on the job
- Irritability and anger
- Fatigue
- Poor judgement
- Slower mental and physical reactions

IN CASE OF EMERGENCY

In spite of good safety practices, accidents may occasionally happen. It is important for custodians to know the school boards policy and procedures relating to emergencies and accidents.

Three major areas in which advance knowledge is important are:

- Emergency planning
- First aid
- Accident reporting

Emergency Planning

In case of an emergency such as fire, bomb threat, or chemical hazard, all occupants of a school building should know evacuation procedures. Under Chapter 69A-58 Fire Safety in Educational Facilities, every school building up through 12th grade is required to have an emergency evacuation plan. This regulation also specifies emergency drills that must be conducted, and some of the responsibilities for various school personnel. One of the best ways to gain knowledge and confidence in one's ability to cope with emergencies is through instruction and practice. The Custodians role for both practice and reality should be clearly defined. All Custodians should receive training in emergency preparedness and procedures as practiced at each school site. The basic concern in case of emergency evacuation is to get all occupants out of the facility as quickly and in as orderly a manner as possible. In general, the Custodians main responsibility is to be sure all exit routes are kept clear at all times. The Custodian may also be the only staff person immediately available as a source of emergency information. To these ends the Custodian should have available:

- Telephone numbers for Police and Fire departments (Emergency 911). Facilities Services, Administration, Etc. School should have a chain of command contact list to follow in the event of an emergency.
- Chart or plan showing locations of all shut off valves (water, gas), location of main electrical room and sub panels, location of fire hydrants and extinguishers, and location of all major hazard areas, such as Flammable Storage.
- Any other pertinent information pertaining to the school (Emergency generator, Elevators, etc.)

Custodians who may be asked for emergency information should take responsibility for gaining the necessary knowledge as described above. It is the Custodial Staffs responsibility to ensure that the fire extinguishers, emergency lighting and exit lighting are maintained in good working order. Outside of the yearly inspection program performed by a licensed contractor, the Custodian is required to perform monthly checks on the items listed above and should notice and report any potential problems with the equipment.

First Aid

Safe working habits and attention to safety measures can prevent many accidents from happening to Custodians and others in the school. But injuries may still occur. It is important for every Custodian to be informed about local policy and know what actions are permitted or required in case of injury.

- Brevard County School District Policy 5340 states:
The Board believes that school personnel have certain responsibilities in case of accidents, which occur in school. Said responsibilities extend to the administration of first aid by persons trained to do so, summoning of medical assistance, notification of administrative personnel, notification of parents, and the filing of accident reports.

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident.
- Know the location of First Aid Kits, personnel trained in first aid and CPR.
- Participate in a training program for basic first aid and CPR procedures.

Accident Reporting

Brevard County Schools has an accident reporting procedure in place. Each school site will have a designated person that handles all the paperwork (Principals Secretary, Bookkeeper, etc.). Proper reporting of accidents can help the school, by pointing out situations or events which need attention to prevent future accidents. Reporting all accidents can protect the employee, by ensuring prompt attention to injury and providing a basis for any possible Workers Compensation claim. The Custodian, as all employees, should do the following in the case of an accident:

- Obtain medical assistance if life threatening.
- Report the accident to the supervisor (Head Custodian, Assistant Principal, etc.)
- Meet with designated person (bookkeeper, secretary) and fill out the proper paperwork to obtain medical assistance as required or directed. The employer will designate the health care provider for this service.

Playground Inspection Guidelines

It is estimated that 28 percent of all accidents on public playgrounds could have been avoided if a good preventative maintenance program were in place. The purpose of the playground inspection is to identify and correct problems with the impact material and to ensure safety and operation of play equipment. Two types of inspections will be utilized.

- **Routine** (Daily)
- **Periodic** (Weekly during heavy use periods, Bi-weekly during light use periods)

It is the Head Custodians responsibility to assure these inspections are being performed using the Custodial Inspection Form for Playgrounds in the Custodial Standards manual.

Routine

Routine inspections are usually conducted on a daily basis and typically can be performed by the Custodian responsible for taking care of the School grounds or PE Teacher that is using the facility. When conducting a routine inspection the playground should first be inspected for any obvious hazards such as:

- Vandalism to equipment
- Broken glass, trash, and animal feces.
- The need for raking surfacing material back under the fall zones of play equipment.
- Sweeping walkways of free of debris and loose surfacing that might create a slippery condition.

If any of the above items are found they should be cleaned up, removed or reported immediately before playground is put in use.

Periodic

A periodic inspection should be done weekly during heavy use periods and bi-weekly or monthly during light use periods. (Rainy season, winter months) The Head Custodian should perform the inspection; it is more in depth and will require more time than a routine inspection. The following items should be inspected on each playground at the facility:

- Any vandalism noted in the playground area. (Broken equipment, glass, trash, etc.)
- Inspect all equipment for exposed screws or bolts, protruding end bolts, and loose or missing hardware.
- Inspect all equipment for rust, chipping paint, sharp edges, splinters or rough surfaces, and excessive wear.

- Inspect all equipment to ensure no components are missing.
- Inspect all structures to ensure it has not shifted or bent.
- Inspect all swing and chain climbers for any kinks, twists, open “S” hooks, or broken links.
- Inspect platforms and stairway guardrails to determine if they are secure.
- Inspect all swing seats for missing components, cracks, or cuts.
- Inspect the surfacing material for adequate depth (minimum 12”) and coverage under equipment.
- Inspect playground surface for any tripping hazards such as rocks, roots, and exposed concrete footers.
- Inspect playground borders and landscaping for deterioration.
- Inspect landscaping in and around the playground environment, such as low hanging branches (less than 7’) signs, bushes or trees that may cause eye injuries or limit the vision of users, supervisors.
- Inspect physical barriers such as fencing for damage.

Any playground component determined to be unsafe or other identified safety concern must be corrected as soon as possible. If for some reason the problem can’t be corrected immediately, then whatever measures necessary should be taken to render the equipment safe or unusable until other measures can be taken. **Do Not** fix with inferior or temporary parts/devices. Use only approved hardware or parts for that particular piece of equipment. **Immediately upon notice of a problem or safety concern with any playground area or equipment:**

1. Remove broken piece of equipment if possible, rope or fence off structure, have Custodian stand guard over equipment or area until proper person is notified.
2. Report Hazardous conditions to Facility Administrator.
3. Create a work order and report hazardous conditions to Facilities Services to arrange for repair/ removal of equipment.
4. Maintain watch, barrier, signage until equipment is removed or repaired and deemed safe again.

CLEANING PROCEDURES

The cleaning and maintenance of schools is tougher than ever. More children plus more activities, plus more hours, equals more dirt and mess. Schools are four times as densely occupied as commercial office space. Schools usually schedule cleaning during off hours, but some schools are serving breakfast and providing more services, resulting in more users of schools, and more to clean for custodians. Proper custodial practices are designed to insure the best use of time, materials, equipment, and personnel. The procedures recommended in this manual are based upon past experiences with other carefully planned successful custodial programs. When put into practice, these procedures insure maximum benefits in terms of appearance, economy, efficiency, cleanliness, safety and good health.

Your position as a custodian is to protect the capital investment of the school district and its buildings and to provide a clean and healthy environment for the students and faculty.

The purpose of this custodial training program is to help you perform in the best, safest, and most efficient way.

I. SUPPLIES

All supplies and equipment are to be stored in the supply closet in a neat and orderly fashion. This not only improves efficiency, but it is also an indication of the type of work you do. Anticipate your usage of supplies; reorder before you run out. Before starting your work schedule, make sure that all the supplies you will need are on your cart. Try to eliminate any unnecessary trips back for supplies. You need to have the proper equipment and supplies in the correct quantity and condition and at the proper place and time in order to do your job effectively.

For Integrated Pest Management requirements, we suggest that metal wire shelving be used and shelves be at least 1 foot from walls and 6 inches above the floor with nothing stored on the floor for pest inspection and monitoring

Cardboard boxes should be removed as possible and products stored on shelving in open view. Cardboard is an excellent home for roaches etc.

II. BASIC OFFICE CLEANING

The general cleaning of a school building is very important. It should be well organized, and the proper tools, and supplies used. Much time can be saved if adequate cleaning methods are followed. In daily office cleaning, you will make two loops around the office. The first loop will be to empty wastebaskets, pencil sharpeners, and clean all horizontal surfaces, i.e., tables, desks, sills, etc. The second loop will be to vacuum the carpet or dust mop the floor.

A. First Loop

When you enter an office, pull the cleaning cart with you to eliminate walking back and forth. If it is a small office, use the office trash can. Pick up large pieces of paper and trash off the floor as you go. When emptying trash into the collector cart, be sure to hold the trashcan inside the collector cart to eliminate the spreading of dust and dirt on the surrounding area. Do not use hands to pack down waste; sharp objects or glass could cause injury. Empty the trash and pencil sharpeners first, as you come to them and before you dust the horizontal surfaces. Remember, fire prevention and safety is part of your responsibility. You should prepare two cloths for the cart at the beginning of your work; wet one end of each cloth and drape it over the cart. Rinse or replace as they become dirty and smear. Use one cloth for cleaning horizontal surfaces; use the other for spot cleaning. Desks should be dusted each day, but never disturb or move paper or personal possessions. Decide upon the best and quickest route to follow in completing the first loop efficiently. Dust all parts of the office daily and disinfect telephones weekly.

B. Second Loop

Vacuum, sweep, or dust mop, depending on the surface to be cleaned. To vacuum, the location of the electrical outlets may dictate the direction of the loop. When vacuuming, remember that slow, careful movement of the vacuum cleaner is better than a series of short back-and-forth movements, and is also less tiring.

III. RESTROOM CLEANING AND SANITATION

The single, most important area to be cleaned is the restroom. Few people notice a clean restroom, but everyone notices a dirty one. A common misconception about restroom cleaning goes, "If a restroom smells good, it must be clean and healthy". However, a dirty and unhealthy restroom can be sprayed with pleasant-smelling deodorants and fool our noses into thinking its clean, sanitary and healthy. A pleasant smelling restroom is not necessarily a clean and healthy washroom. Generally speaking, the restroom is clean when you walk into it and it meets your specific cleaning standards. Develop the same loop method for restroom cleaning.

- A. Assemble all equipment and supplies to take into restroom at one time; mop, bucket and disinfectant, glass cleaner and clean rag, bowl brush, disinfectant in a spray bottle or can, ceramic/stainless/porcelain cleaner in qt. bottle, general purpose cleaner for walls and restroom partitions, dust cloth, paper products, and hand soap.
- B. Always use rubber gloves when cleaning a restroom.
- C. Flush toilets and urinals and daily spray and disinfect all fixtures so that the disinfectant is working while other cleaning functions are being performed. Disinfectant cleaners should be allowed to set at least two to ten minutes to be effective against germs.
- D. Dust walls, vents, tops of doors, and partitions.
- E. Refill all towel, sanitary napkins, tissue, and soap dispensers.
- F. Use a damp cloth to clean any light fixtures over mirror. Clean mirror with glass cleaner and paper towel. Disinfectant cleaner should be sprayed on the sink, fixtures, and counter tops as well as on any exposed pipes underneath; then dry surfaces with a clean cloth or paper towel.
- G. Use dustpan and broom to pick up paper and trash from floor. Use a putty knife to remove gum and other deposits from the floor.
- H. Empty waste receptacles and sanitary napkin disposal units. Check all fixtures for leakage, ease of use, and drain flow. Report to head custodian if any repair is required.
- I. Use a clean cloth dampened with disinfectant cleanser for wiping off shelves, dispensers, edges of partitions, door, and doorframes. Spot clean walls and partitions with general purpose cleaner. Rinse out clean cloth in disinfectant cleaner frequently while cleaning.
- J. For daily cleaning of bowls and urinals, spray with disinfectant cleaner and thoroughly clean the interior of the bowl. Start on the inner bowl lip

and continue from interior to exterior. Use bowl swab to clean entire bowl from inside to outside. Be sure to clean entire surface including pipes. Wipe chrome fixtures and seal dry with paper towel and leave the seat up.

- K. The interior of the bowls and urinals should be cleaned bi-weekly with bowl cleaner to remove any stains and to prevent build-up of uric acid deposits. Never use an acid bowl cleaner on any other surface than china bowls and urinals. Never pour acid directly into water; always apply it to bowl swab first. Place the bowl swab into the water and with short strokes push the water down to lower the water level. This will give you easy access to clean the water line. Apply the bowl cleaner to swab and, in a swirl motion clean the inside flush rim and water line. Flush the toilet while washing acid from the swab. Use disinfectant cleaner and continue cleaning the entire exterior of the bowl, seat, and flush valve with disinfectant cleaner. When finished, flush, wipe away water spots, and leave the seat up.
- L. Next. We mop the floor. Dip the mop in disinfectant solution; allow excess to run back into bucket; do not wring out; apply solution to floor. Start at the far end of the room and work toward the door. As the area around the toilet fixtures is reached, wash thoroughly. Some neglected areas around the fixtures may require the use of a brush for heavy scrubbing.
- M. Once a week, before leaving the restroom, pour approximately three oz. of full strength disinfectant in all floor drains. Remember, bacteria are the major cause of odor. If a restroom is properly cleaned, odor will never be a problem. Germs double every 20 minutes, and the face of a quarter will hold 500,000,000 germs:

Time	Germs
8:00 a.m.	1
10:00 a.m.	128
12:00 a.m.	8,000
5:00 p.m.	500,000,000



HARD SURFACE FLOOR MAINTENANCE – DAILY DUST MOPPING

Dust mopping of all sealed or finished hard surface floors will be more effective than brush sweeping. Dust mopping is recommended for the removal of dust, light soil, and litter from such smooth finished floors as wood, linoleum, terrazzo, marble, and asphalt, rubber, or vinyl tile. It should be done after the dusting of furniture and equipment so that the soil deposited on the floor will be removed.

- A. A definite pattern is recommended for dust mopping procedures. In the case of office areas with a number of desks, it is important to dust mop not only the aisles, but also the areas between the desks and the kneehole area under them. Chairs and other wheeled furniture should be rolled aside, and then returned to their original positions after dust mopping the area they cover. Special care should be taken to mop closely around the legs of furniture where dust clings and along the baseboard and behind open doors. A radiator brush made from a toy broom may be used for getting dust out of corners.
- B. Where large floor areas are to be dusted, use a side-to-side swiveling motion, covering an 8 to 10 foot span with each complete sweep of the mop head.
- C. As much as possible, while the mopping operation is in progress, avoid lifting the mop head from the floor surface. When it becomes necessary to shake the mop, keep it as close to the floor as possible to avoid unnecessary scattering of dust and litter into the air.
- D. Avoid building up large dust piles – smaller ones are easier to control and pick up. Try to keep dust piles to the side, out of the traffic lane, to avoid scattering. When emptying dust pans into collector cans, make sure this is done well down in the cart to minimize the possibility of dust circulating back into the air.
- E. Clean and treat dust mops daily – 1 oz. of dust mop treatment per foot of mop. Always treat mopheads at end of each day. The dustmop should always be stored off the floor. This will allow the treatment to penetrate the strands more readily.
- F. Entrance mats and dust mopping are your main line of defense against soil that will destroy your floor finish. Entrance mats should be vacuumed each day and washed at least once a month.

IV. HARD SURFACE FLOOR MAINTENANCE –MOPPING

A. **Wet Mopping** – Wet-mopping floors is satisfactory for dealing with conditions of medium soil. It is a two-step operation takes two buckets, one wringer, a mop, and a neutral chemical cleaner. It is important to use the recommended amount of cleaner mixed with the proper amount of water. Always follow the manufacturers' recommendations on the label. Remember that more is not always better!

- Personal Protective Equipment (PPE) should include the following: goggles/safety glasses (required for dispensing chemical), latex/vinyl gloves, non-slip shoes, PAWS traction strap-on shoes, pants and shirt, Safe Lifting Practices.
1. The proper use of mops and mop buckets should be used to prevent damage to ceilings, walls, and windows. Lift the mop with one hand close to the head and the other comfortably up on the handle. Keep the handle level with the floor as you lay the mop in the wringer. Hold the handle of the mop against your right side with your left hand. This ensures that the handle does not stick straight up. Step up close to the bucket, and move the wringer handle down with your right hand. Then, with your arm straight and stiff and your body situated over your arm, you can wring out the mop by easing your weight down on the handle. This is the way to take the work out of work.
 2. Place wet floor signs in the area you plan to mop. Fill the bucket without the wringer to the correct level with water and add the correct amount of neutral chemical cleaner. The solution from this bucket will be laid on the floor and, after a few minutes, will be picked up and wrung out in the second bucket.
 3. Prepare the pick-up bucket (the one with the wringer) by placing a small amount of water in it, but without the cleaner. This will allow room in the bucket for wringing out the cleaning solution you will pick up in the second part of the wet mopping operation.
 4. After thoroughly dipping the mop head in the cleaning solution, allow some of the excess liquid to pour back into the bucket. You do not want to flood the floor and harm the tile. When you lift the mop, be sure the handle is parallel to the floor.
 5. Lay the mop head on the floor, about 8 inches from the baseboard, and lay the solution down parallel to the wall. Make a figure "U" with the mop and, standing upright, mop a figure-eight stroke between the two lines. For best results, the mop should be turned over two to three times for every mop full of solution. As you mop, shift the weight of your body from foot to foot in the

direction of the stroke. Use your whole body to move the mop, not just your arm muscles.

6. If you splash the baseboard or wall by accident, wipe it off immediately. Always carry a rag in your pocket for this purpose. If baseboards are soiled by mopping, they become a costly cleaning problem. The reason the first border stroke is made away from the baseboard is to prevent splashing.
7. In the pick-up operation, pick up the cleaning solution with the mop you have dipped in clear water and wrung out in the second bucket. To pick up, mop over the same area in the same manner as before, except this time make the first stroke close to the baseboard.
8. Mop over the entire area with a wrung out mop, using the same strokes and motions as before.

B. Damp Mopping – Damp mopping is a type of wet mopping, except it is a one-step operation using a solution of neutral chemical cleaner in a single mop bucket, wringer, and mop.

- Personal Protective Equipment (PPE) should include the following: goggles/safety glasses (required for dispensing chemical), latex/vinyl gloves, non-slip shoes, PAWS traction strap-on shoes, pants and shirt, Safe Lifting Practices.
1. To damp mop, dip the mop head into the cleaning solution, and wring the mop out to a damp consistency. Lay the dampened mop on the floor, and advance the mop along the baseboard. In damp mopping it is not necessary to stay away from the baseboard because you only cover the area one time. It is used in the areas that do not need heavy cleaning, but need daily care so dirt and grime will not build up. Example: Salt and sand.
 2. Corners are a difficult area to clean, unless you find a simple technique to help out. One way is to pull the mop around the corner as close as you can without getting it on the baseboard. Then, with your toe, press some of the strands of the mop up in the corner. Twist your toe on the strands as if you were putting out a cigarette. Another way would be to lean down and use the strands as a scrub rag with your hand.
 3. It is important in all mopping procedures to transfer the dirt from the floor to the mop bucket. In order to do this, you must make up a fresh solution whenever the solution gets dirty. It is most important to change your water as soon as it gets dirty; otherwise, the floor will end up dirtier than when you started.

V. HARD SURFACE FLOOR MAINTENANCE – SCRUBBING



When a floor is not dirty enough to need complete stripping, but it is soiled enough to need stronger action than mopping, it must be scrubbed. The purpose of scrubbing is to remove all the soil from the floor and prepare the floor for refinishing. A scrubbing crew normally consists of two or three people. On small areas of 1,000 sq. ft. or less, a crew of two is usually adequate. For larger areas, three are needed. The use of the autoscrubber will eliminate the extra manpower needed for floor care maintenance, this equipment/procedure is recommended when possible. The equipment and supplies that are needed for scrubbing are:

- Autoscrubber
- Rotary Floor Machine
- Water Vacuum & Two buckets
- 20 Inch (blue or green) scrub pads
- Clean Cloths
- Hand Pad Holder with Handle and Blue Pad
- Radiator Brush or counter Duster
- Dust Pan & Dust Mop
- Putty knife
- Neutral Chemical Cleaner – No rinse
- Wet Floor Signs

A. Place wet floor signs around the area to be scrubbed.

- B. Remove all furniture possible from the area to be scrubbed. If you are working in an office, make a mental note where everything belongs so they can be returned to the proper place after the job is finished. If furniture is to be stacked, be sure to place a cloth or plastic bag down to protect the surface from being scratched.
- C. Go over the entire floor with a dust mop in order to remove all surface dirt and debris. Use the counter duster or radiator brush and dust pan to take care of any loose litter that you may find.
- D. Mix the solution of neutral chemical cleaner to the manufacturer's directions on the container. It is important at this point to decide if the job requires light or heavy scrubbing. The procedures involved are identical. The only difference is the strength of the cleaning solution.
- E. One person should start laying the solution in a corner away from the door. Be careful not to splash furniture or baseboards; if this occurs, wipe off immediately with a damp cloth. For cleaning rubber or the tile base, use pad holder with handle and blue pad.
- F. After the solution has been down a couple of minutes, the machine operator begins by scrubbing in a left to right motion while moving backwards. The combined process of the detergent action of the cleaning solution and the abrasive action of the scrubbing pad breaks up the dirt that is embedded in the floor. That same dirt is now held in suspension within the solution, together with the upper layer of the floor finish that was removed by the scrubbing pad.
- G. After the scrubber moves on, the second person moves over the same area and picks up the soiled solution with a wet vac. This person should carry an abrasive pad that can be used to remove any marks the scrubber missed. The dirty solution must be picked up quickly before it dries and has to be scrubbed again. If the wet vac leaves any residue behind, it should be mopped up as soon as possible.
- H. The next step is rinsing. This is a critical step, because if it is not done properly the floor finish may not stick to the floor.
 - 1. Fill the rinse bucket with warm water, flood the area, and pick up with a wet vac.
 - 2. Wring a clean mop head to a damp consistency before putting it on the floor.
 - 3. Once again, rinse the same way for all mopping except change the water more often.

4. The entire surface should be rinsed at least three times, changing the water as soon as it gets dirty.
- I. While the floor is drying, take your equipment and supplies to the supply closet. Wash out the pads and mops, and clean the scrubbing machine, wet vacs, and mop buckets. Take a clean damp mop and the amount of floor finish you will need to the work area.
- J. The floor should now be clean and dry and ready for a coat of floor finish. If possible wait till the next day to refinish floor. If you have a very small area to refinish, you may want to pour the finish directly on the mop and apply. For large areas, you will need a clean mop bucket and wringer. Whatever the case, apply a thin coat of finish. The procedure for applying floor finish will be covered in the next Chapter.
- K. Remember, in a scrubbing operation, we did not remove all of the original floor finish, so we only need to replace a thin coat of finish. A second coat in traffic lanes should be applied if time permits.
- L. **Autoscrubber** - fill solution tank with cleaning solution. Use cool to luke – warm water. **Hot water will soften the finish and may cause discoloration as well as excessive finish removal.** Light scrubbing should be done on a regular basis to extend the stripping cycle and minimize discoloration. Deep scrubbing will be done prior to recoating or restoring. Deep scrubber is necessary to remove the top damaged layers of finish and will minimize discoloration and extend the stripping cycle. Remember to use **T.A.C.T.** (time, agitation, concentration, temperature).
- M. **Post wet floor signs.** There should be more than one sign posted. The sign must indicate which areas are being scrubbed.
- N. **Light Soil** (Prior to burnishing or buffing) – make one pass over the area with the solution valve open, pads (red), squeegee down and vacuum on.
- O. **Heavy Soil or Damaged Finish** (Prior to recoating or restoring) - make one pass over the area with the solution valve open, pads (**green or blue**), squeegee up and vacuum off.
- P. **Heavy Soil or Damaged** – Make a second pass with the vacuum on, squeegee and pads lowered and the solution valve open.
- Q. Trail mopping removes anything left behind by the autoscrubber.

VI. HARD SURFACE FLOOR MAINTENANCE STRIPPING AND FINISHING



The purpose of stripping a floor is simple: to remove all the finish, along with the dirt and lay a new finish on to protect and beautify the surface. The procedure for stripping a hard surface floor is basically the same as for scrubbing. The same equipment and supplies are needed as in the scrubbing operation, with two exceptions: 1) Use a stripping solution; 2) Use the black or brown stripping pads. You may also use an abrasive stripping brush if you have one.

There are six basic steps in a professional stripping and finishing job:

- Personal Protective Equipment (PPE) should include the following: goggles/safety glasses (required for dispensing chemical), latex/vinyl gloves, non-slip shoes, PAWS traction strap-on shoes, long pants and shirt, Safe Lifting Practices
 - Dust mopping.
 - Laying the stripping solution with mop and letting it soak per manufacture recommendation.
 - Machine scrubbing.
 - Picking up the slurry.
 - Rinsing the floor four times; two flood, two wet mop.
 - Laying the floor finish.
- A. Remove as much furniture as possible from the area to be stripped, and dust mop the floor thoroughly.
- B. After placing the wet floor signs, lay a full coat of stripping solution down with mop, giving it four or five minutes to soak.
- C. Most floors are slightly uneven, with small hills and valleys throughout. The rotary scrubber needs to be moved back and forth over the same area at different angles in a checkerboard pattern. Pay special attention to corners, edges, and obstacles. Use a scouring pad, hand pad, and/or putty knife to clean small areas. It is recommended to work in a 10x10 area to reduce slip slip/fall exposure.

- D. Pick up the slurry with a wet vacuum and mop.
- E. Because you are using a stripping solution, the rinsing operation is the single most important step. If any stripper stays on the floor the finish will not stick, and the entire job will have to be redone. Rinse the floor four times with clean mops and clean water (two floods; two wet mops).
- F. Be sure the floor is clean and dry when you return from cleaning and storing the equipment. It is especially important to use a clean mop in good condition to lay the seal and ultra-high speed finish. The mop should be wet with warm water and wrung out before it is used to apply the finish.
- G. Pour the approximate amount of sealer or finish in a clean mop bucket. You should need approximately one gallon of finish for 1,500 sq. ft. of floor space to apply one coat. Apply two coats of seal and three coats of finish after stripping a floor.
- H. Dip the mop into the sealer or finish and gently press any excess back into the bucket. Always avoid agitating the seal and finish because you may create bubbles which will appear on the floor once the finish is applied. A thin coat of seal or finish should be applied. This promotes quicker drying and prevents puddling and streaking.
- I. With the mop, mark out an area of approximately six to eight feet deep with two parallel lines, and mop between these lines with a figure eight stroke. Be careful with the lines against the wall to avoid getting finish on the baseboards. Repeat this process until the entire area is covered. If you miss a spot, don't try to go back and cover it. It will be covered with the next coat.
- J. Most quality floor finishes dry to a hard finish in 30 to 45 minutes. Always be sure the last coat is dry before the next application is made. The temperature, humidity, and ventilation affect the speed in which the finish will dry. Try to schedule your stripping refinishing jobs on clear, low humidity days. Let seal or finish dry overnight if possible.
- K. The second and remaining coats of finish should be laid down 8 inches from the baseboards, corners and obstacles. These are areas that receive little or no traffic, so any additional coats will only cause a build up. Alternate the direction the finish is applied between each coat; this will eliminate the "streaked" look and will ensure that the entire floor will be covered. After the floor is dry, a third coat of finish may be applied in the heavy traffic areas if desired.

CAUTION: Never return leftover finish to original container. Always keep a top on the container when storing. Modern floor finishes will spoil if contaminated.

VII. HARD SURFACE FLOOR MAINTENANCE HIGH SPEED BURNISHING



High-speed burnishing is nothing more than controlled scratching that results in physically removing or abrasively smoothing the top wear-surfaces of floor finish. This smoothing causes increased floor gloss. High speed burnishing is a very effective and economical way to maintain a floor and keep it at a high appearance level. To be effective, however, burnishing must be properly understood and applied. Burnishing is not a complete system of floor maintenance. To be most effective, it should be used along with other floor care procedures. Do not try burnishing a floor that needs scrubbing or stripping instead.

In burnishing, the floor pad buffs over a floor. This abrasive action of the pad removes a thin amount of finish and removes scuffmarks, heel burns and the uppermost particles of soil and dust. The heat generated by the pad burnishes the solution to a hard, glossy, protective shine. It is important to have the proper pad (white) for burnishing. A pad that is too coarse will scratch the floor. A pad that is too fine will not have the cleaning action needed for the job.

Burnishing is normally done only in heavy traffic areas. This means that very little furniture has to be moved. The following equipment is needed for high speed floor burnishing.

- Burnisher (over 1500 rpm's)
- White Pad
- Clean Mop (Rayon)

Clean Mop Bucket and Wringer
Wet Floor Signs

- A. Assemble your equipment.
- B. Attach the appropriate burnishing pad to the burnisher. Additional burnishing pads must be on hand. Place wet floor signs.
- C. The first step is to dust mop the floor thoroughly. This removes surface dirt and debris which would otherwise be spread around by the action of the buffing machine. As you go, use a putty knife to remove any chewing gum or other bits of solid or sticky debris.
- D. A high-speed burnisher that is left stationary will 'burn' a hole (donut) in finish and floor very quickly.
- E. Dry burnishing requires fewer pad changes and turns. But look for pad loading as you would when spray buffing.

Caution should be used so there will be no damage to the floor.

- F. High speed burnishing is very aggressive and ALL finishes will powder to some degree.
- G. After a floor has been burnished, it should be dust mopped to pick up the fine powder of old finish and dirt.
- H. Clean your machine with a solution of water and stripper. Soak the pads clean with the same solution.

VIII. CLASSROOM AND CORRIDOR CLEANING

A. Classroom – The daily cleaning of classrooms usually involves emptying the pencil sharpener, wastebasket, cleaning the chalkboard, dust mopping the floor, or vacuuming the carpet. Wet or damp mop as needed.

1. When you enter a classroom to clean it, pull the cart into the room and leave the dust mop or sweeper at the entrance. On the first loop check the chalkboards; do not erase a chalkboard unless you are certain that the material written on it will not be needed.
2. Wipe the chalk tray towards the end where the trashcan is located. Lift the can up to the tray so the dust goes into the can. Erase markings from the boards with a regular eraser. Prepare to work with the “chalkboard cloth” in one hand and a dry cloth in the other.
Apply the rubber side of the cleaner to the board, starting at the top and one side of one section. Apply the skin side of the cleaner to the same board surface area as before, and repeat the operation. This removes the fine dust. Wipe the surface with the dry cloth as the outside edge of the cleaner becomes loaded. This action will remove the excess dust. Do not use a treated dust cloth on chalkboards.
3. When all loose trash is gathered in the wastebasket, empty it into your collector cart. Then proceed to dust any horizontal surfaces which require cleaning. Examples of horizontal surfaces are desks, filing cabinets, windowsills, univents, etc.
4. When you return the cart to the corridor, you will be ready to start your second loop – dust mopping or vacuuming. Start next to a wall making sure your free hand will end up next to the desks. As you proceed down a row, pull each desk as you pass, on the part of the floor you have just mopped or swept. In this manner, you will clean and straighten the room in one pass. Dust mop between and under all permanently attached desks. At each turn, leave the accumulated dust and grit with a short shake of the mop. In completing the pattern of cleaning the room, make a final pass on your way out to pick up the piles of dust.

B. Corridors – If there is a great deal of trash, you should use a wide push broom before you dust mop. Dust mop the corridor as covered in Chapter IV. If the corridor is wide open you may want to use two dust mops joined together with a handle under each arm and push straight down the hall. Damp or wet mop as needed.

1. Drinking fountains will be cleaned with a disinfectant cleaner, sponged and dried off with a clean rag or paper towel. Pour a capful of disinfectant in the drain when finished.

XI.

BASIC CARPET CARE

Today's man-made fibers are very durable and will last for many years of heavy use with proper care. The custodian is responsible for daily vacuuming and spot removal.

A. Vacuum – It is a fact that the average dirty carpet contains its own weight in dirt and grime. It is not the foot traffic that wears a carpet out, but the dirt and grit that works its way down into the pile of the carpet. This grit works like sandpaper and cuts the carpet strands at the base of the carpet pile. Daily vacuuming will remove most of the dirt while it is on or near the surface of the carpet. The carpet cleaning team will periodically deep clean the carpet to remove more damaging deep down grit.

1. The equipment must be kept in good repair in order to do a proper job. Check the vacuum cleaner after each use; empty the bag, check the belt, brush, and wheels for any strings and lint. The success of the job depends on the condition of the equipment used.

B. Spotting – Time is important in spot removal – the faster we remove a spot, the better chance we have of preventing it from becoming a stain. Spots are concentrated substances lying near the carpet surface. A general-purpose spotter can often remove the spot. Stains, however, have penetrated the carpet fibers and are more difficult to remove. Try to identify the stain before you attempt to remove it. If you are unable to identify the stain, start with a mild solution first, such as general-purpose spotter. There is no reliable way to determine the stability of the dyes or textures of every carpet or fabric. It is wise to test each spot remover or cleaning agent carefully before using. Do this by sponging a small amount of the solution on the inconspicuous place of the carpet. If not texture change takes place, it can be assumed that you can proceed with the treatment as follows:

1. Remove any solid soils by gently scraping with a spoon, edge of a coin, or dull knife.
2. Remove liquid spillage by blotting with a clean white absorbent clothes or paper towel.
3. Apply spot remover with a trigger sprayer to stained area and allow it to work for 20 to 30 seconds.
4. Blot the treated area with a clean cloth or paper towel to remove the loosened stain and excess solution.
5. Repeat steps 3 and 4 until most of the spot has disappeared.

6. Add water to the area with a sponge, wet cloth, or trigger sprayer.
7. Agitate with sponge or cloth to generate foam.
8. Blot to dampness with cloth or paper towel.
9. Avoid spreading of spots and stains be always working from outside in, toward the center of the treated area.
10. Avoid rubbing or over wetting of stains that tend to spread.
11. Difficult or deep stains may be more effectively treated by working spot remover into stain with a soft brush or sponge. Avoid rubbing.
12. Some stains may have to be treated over a period of four or five days before the stain disappears.
13. For chewing gum removal, use dry ice or a gum remover aerosol to freeze the gum. When the gum becomes brittle, smash it with a blunt instrument. This would shatter the gum, thus allowing you to pick up the pieces.

Carpet spotting is a daily operation; spots should be removed as soon as they are noticed. Your supervisor should be notified of any difficult stains.

C. Extraction - If carpet begins to look "tired," warm water extraction can effectively remove dirt and restore carpet Appearance.

1. Use a manufacturer-recommended cleaning solution according to instructions. Do not overmix the solution. Using too much extraction solution can leave solution residue in the carpet that can quickly attract and hold soil.
2. Extract high-traffic areas every 12 weeks, medium-traffic areas every six months and low-traffic areas annually. Extraction times can be extended if regular cleaning is maintained.
2. Thoroughly vacuum traffic areas. Prespray a hot water extraction chemical with an airless sprayer. Allow at least five minutes dwell time. Heavily soiled areas may have to be scrubbed with a nylon brush or a rotary machine to break up soil deposits prior to hot water extraction.
3. Extract thoroughly, using water only. Do not put any

chemicals into the extractor tank. Follow each wet pass with at least three dry passes.

4. Enhance drying time by running a dry cotton pad on a low-speed rotary machine. This procedure also will help remove soil left behind during extraction.
5. Use small fans or air movers to dry the carpet. Allow three hours of drying time after final extraction before allowing traffic on the carpet.
6. When extracting carpet tile, some moisture may ease through the joints. It is essential not to overwet the carpet and to extract as much moisture as possible with the dry passes. Occasionally a tile may loosen if the adhesive gets wet. When the adhesive dries, the tile can be readhered to the floor.

D. Bonnet Cleaning –Bonnet cleaning is an adaptation of methods used to polish hard floors, with the addition of water and detergent. The cleaning product is applied to the floor as a mist, and a buffer machine then scrubs the mixture to remove dirt.

This is ineffective, as it only cleans the surface of the carpet. Even worse, the buffing motion can actually drive soil down into the fibers, as well as distorting the tips of the fibers, causing damage to the carpet over the long term.

Frequency:

Heavy traffic areas	Monthly
Moderate traffic areas	Quarterly
Light traffic areas	Bi-annually

Equipment and Products Required:

Low speed floor machine	Vacuum cleaner
Carpet bonnet/pad	“Wet Floor” sign
Traffic lane cleaner	Carpet surface cleaner
Pump sprayer (2); or (2) mop buckets with wringer	

Procedures:

1. Remove easily movable furniture. Place wax paper, plastic film under the legs to prevent staining.
2. Vacuum carpet thoroughly. After vacuuming, pre-spray traffic lanes, spots and heavily soiled areas with a "Traffic Lane" cleaner. Let dwell 5 minutes.
3. Post-Wet Floor Signs.

Using the pump sprayer method:

4. Mix "Carpet Surface" cleaner according to label directions. Apply enough carpet cleaner to the bonnet/pad and to the carpet to reduce friction and lessen the likelihood of carpet fiber damage.
5. Place bonnet/pad on area to be cleaned.
6. Center the low speed machine on the bonnet.
7. Move machine slowly across the carpet using overlapping passes. Concentrate on high soil areas.
8. Soil is transferred from the carpet to the bonnet. After cleaning a 10' x 10' area turn the bonnet/pad over and continue. When both sides become soiled rinse bonnet in clean water and re-apply "Carpet Surface" cleaner and continue.

When using the two bucket technique;

9. Place dirty bonnet in clean water.
10. After soaking, wring out bonnet.
11. Place bonnet in second bucket with "Carpet Surface" cleaner solution mixed per manufacturers recommendation.
12. Wring bonnet so it is damp, not over-wet, and continue.
13. Allow carpet to dry. Approximately 15-20 minutes.
14. Remove wet floor signs when carpet is thoroughly dry.
15. Clean and return equipment to storage.