

# Facilities Services HANDBOOK



**OPERATIONS**

**MAINTENANCE**

**CAPITAL PROJECTS**

**Reissued for 2012**



## **ACKNOWLEDGEMENT**

We wish to thank the School District of Philadelphia for placing their Facilities Manual on their website so that other School Districts can view their work. Though we are one tenth of the size of the School District of Philadelphia, we share a commitment to a mission that supports students, staff, and community.

# FACILITIES SERVICES HANDBOOK

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## **Mission Statement**

Facilities Services will operate and maintain the facilities of Christina School District in a manner that provides a high level of service and reliability to all of our customers. We will provide clean, orderly, safe, cost effective, and instructionally supportive school environments. We will constantly work to identify and utilize resources to ensure the highest level of productivity and efficiency in support of district-wide teaching and learning.

# GENERAL INFORMATION

## WHAT ARE FACILITIES SERVICES?

Facilities Services is the support section of the Christina School District responsible for cleaning, maintaining and planning for the District's valuable asset, our facilities.

We believe that providing service for our customers – students, parents, co-workers, and community—is the purpose of our work, not an interruption in it. It is why we are here. In the Christina Facilities Services Department, we are all part of the same team and we work toward the same goals. We will take pride in our work, pledge to do what is right, and fix the things that go wrong.

As part of every Strategic Plan for Christina – Facilities plays an important role in goals around efficient building utilization, energy management, security, and clean, equitable, accessible facilities for all students.

We believe that for students to perform to the best of their abilities, in classrooms where teachers can deliver challenging and meaningful lessons, schools must operate as safe, orderly, secure, clean, and well maintained environments.

Facilities Services has developed the following “Desired Results” to reflect our commitment to the Strategic plan goal.

- ◆ **1.0 Facilities are safe and secure**
- ◆ **2.0 Facility cleanliness promotes the highest levels of academic achievement**
- ◆ **3.0 Facilities are maintained so that they operate economically and efficiently**
- ◆ **4.0 Conserve energy and reduce demand so that the instructional program and support services can be effectively delivered while conserving energy dollars**

In order to achieve these results, the Facilities Department will need to work collaboratively with administrators, teachers, and within our own ranks. We have designed this manual to help provide information for all of our team members. It will not cover every possible subject or scenario, but is assembled as a reference to give guidance in handling frequently encountered problems or issues within buildings.

Please place a copy of the Important Numbers section of this handbook in a readily available place and then, use it to call us whenever you need support. Again, the only reason we are here is to support the teaching and learning Christina is committed to for every student.

This handbook is meant to be a living document. We will be updating it regularly and it will be available on our Facilities Section of the Christina website at [www.christina.k12.de.us](http://www.christina.k12.de.us). Please visit our website for additional information.

Please send comments and/or questions regarding this handbook to:

Kelli Racca, RA  
Director, Facilities Services  
Christina School District  
925 Bear-Corbitt Road  
Bear, DE 19701

# WHO ARE FACILITIES SERVICES?

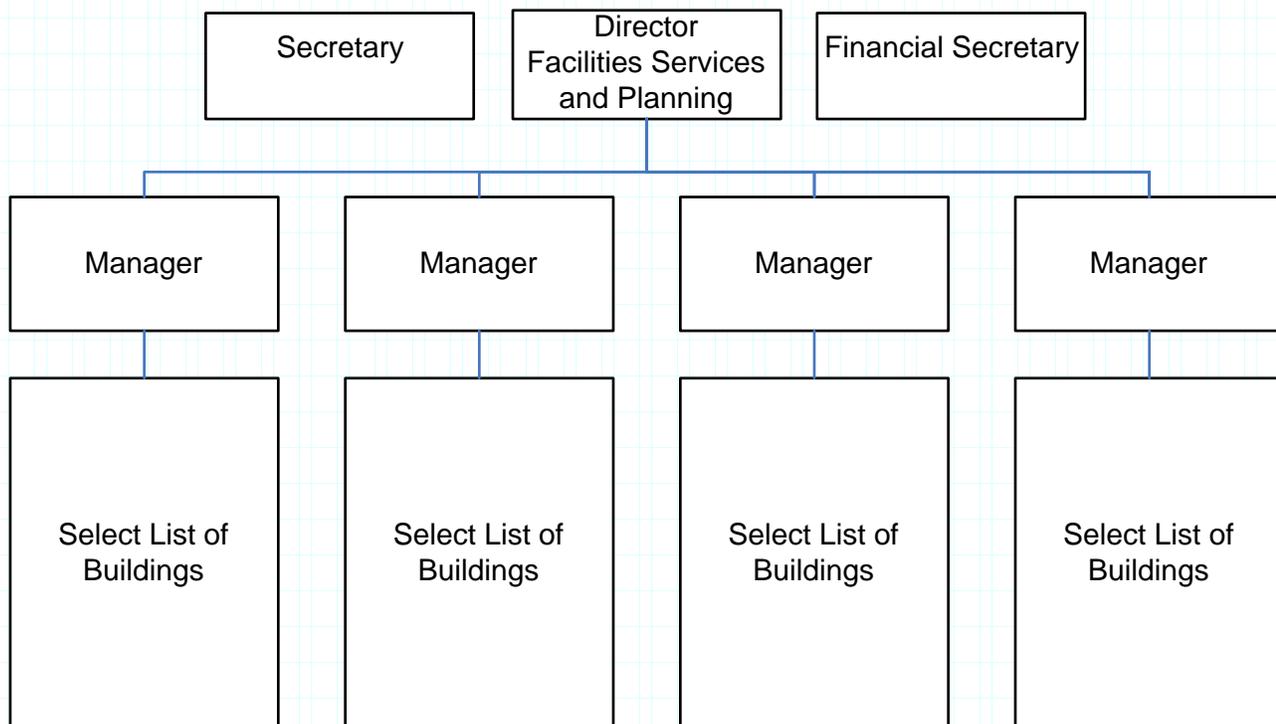
Facilities Services in Christina School District is composed of four sections: Maintenance, Capital Projects, Operations, Sustainability and Planning. This office provides these services to all buildings owned or leased by the Christina School District. This office also has the responsibility for assuring District compliance with all local, state, and federal laws, codes, regulations, and policy directives governing the operations of the District's school facilities.

We all work each day to do the most we can with the resources we have. In order to maximize those resources and minimize the "guesswork" principals may feel when requesting assistance from Facilities, Facilities is organized so that each building has a Single of Point Contact at an administrative level for Facilities related issues.

Whether it is lighting that needs to be repaired, a project being planned, a custodial supplies issue, or bugs, each building will have a single Facilities Manager assigned. Managers will conduct building walk-throughs on a regular basis with the Chief with the Principal to review the status of building cleanliness and maintenance work-orders throughout the facility. The point person will monitor all facilities related activities in the building and should be the first call made when there is a problem.

Internally, Facilities Managers will continue to have their own specific resource responsibilities but externally building leaders and Chiefs will have a point person for contact and the Facilities Team will manage the necessary resources to address issues presented.

## FACILITIES SERVICES ORGANIZATIONAL CHART



## CONTACT US

Even with a Single Point of Contact at the manger level, it is best for building administrators and building staff to first communicate with the Building Chief Custodian around facilities related issues.

There are protocols in place outlined in this manual for Chiefs to follow based on specific issues. These protocols are reviewed on a quarterly basis among Chief Custodians and Facilities Managers at Chiefs Meetings held at Eden Support Services Center.

Facilities Services is responsible to respond to building/facility-based emergencies. Definitions of an emergency maintenance work order or custodial based emergency are discussed in the appropriate sections of this manual. Please be aware of these protocols but if ever in doubt, PLEASE CALL Facilities and we will assist.

Crisis or Incident Management procedures are addressed in the **S A F E manual** issued to all schools. The **“School Actions For Emergencies, An Emergency Management Plan” (SAFE)** is an Emergency Management Plan developed to ensure quick, decisive response to emergencies that occur in the schools whenever the school building is occupied.

Please review the SAFE plan with all of your staff on a regular basis and follow the procedures diligently in an emergency situation. During an emergency, calm, preparedness, and practiced, controlled response can save lives. Practice during quiet times will encourage appropriate response in an actual emergency situation involving students and staff.

Examples:

All physical plant issues – including but not limited to roofing, plumbing, lighting, heating, air conditioning, maintenance issues, vandalism, glass replacement, pest control, furniture, cleanliness. In the event of a situation involving a physical plant issue, building occupants should contact, in the following order:

1. Chief Custodian in the Building
2. Manager assigned to the Building
3. Director, Facilities Services

Facilities Use issues – outside use of facilities by groups

1. Manager assigned to the Building
2. Director, Facilities Services

Construction related issues

1. Manager assigned to the Building
2. Director, Facilities Services

On-going maintenance related issues

1. Chief Custodian
2. Manager assigned to the Building
3. Director, Facilities Services

Technology, phones

1. Website technology request for services form. The URL is <http://csdwebapps.christina.k12.de.us/TechnologyServices>.
2. Manager of Technology Services

## IMPORTANT NUMBERS

Facilities General	Jeannine Laietta	454-2400 x 200
Director, Facilities Services, Planning, and Sustainability	Kelli Racca	454-2400 x 204 420-5846
Manager	Robert Sharkey	454-2400 x 292 985-3224
Manager	Nicholas Vacirca	454-2400 x 209 420-3611
Manager	Demeter Picciotti	454-2400 x 207 379-6828
Manager	James Baustert	454-2400 x 205 985-3225

## FACILITIES SINGLE POINTS OF CONTACT 2012-13

Administrators and Chief Custodians should call the Single Point of Contact noted below for ALL Facilities related issues in their respective buildings. If there is an emergency during school hours, calls can also be placed to Jeannine Laietta at the main office for Facilities - 454 2400 X 200. Any additional questions can be forwarded to Kelli Racca, Director at 454 2400 X 204.

Building	Contact	Desk Phone number	Cell Phone
Brookside	Demeter Picciotti	302 454 2400 ext 207	302-379-6828
Marshall	Bob Sharkey	302 454 2400 ext 292	302 985 3224
Jones	Nick Vacirca	302 454 2400 ext 209	302 420 3611
Downes	Demeter Picciotti		
Gallaher	Jim Baustert	302 454 2400 ext 205	302 985 3225
Keene	Demeter Picciotti		
Leasure	Demeter Picciotti		
Maclary	Jim Baustert		
McVey	Bob Sharkey		
Smith	Nick Vacirca		
West Park	Jim Baustert		
Wilson	Bob Sharkey		
Brader	Bob Sharkey		
Oberle	Demeter Picciotti		
CEEC	Nick Vacirca		
Douglas	Bob Sharkey		
Bancroft	Jim Baustert		
Elbert Palmer	Nick Vacirca		
Pulaski	Demeter Picciotti		
Stubbs	Jim Baustert		
Bayard	Bob Sharkey		
Gauger	Jim Baustert		
Kirk	Nick Vacirca		
Shue	Demeter Piciotti		
CHS	Jim Baustert		
GHS	Nick Vacirca		
NHS	Bob Sharkey		
Networks	Demeter Picciotti		
Pyle	Bob Sharkey		
Brennen	Nick Vacirca		
DAP Homes	Nick Vacirca		
Delaware School for the Deaf	Demeter Picciotti		
Transportation(Both sites)	Nick Vacirca		
Eden	Jim Baustert		
Tyre Avenue	Bob Sharkey		
Drew	Bob Sharkey		
MAC Wilmington	Jim Baustert		
300 Exec	Jim Baustert		

## HOW DOES FACILITIES WORK?

Christina uses an Internet Maintenance Management and Inventory Management System to track/assign work and deliver required supplies to buildings in the District. The selected system used by Christina is called SchoolDude. This system is supported by the State of Delaware and assists Facilities in managing personnel and inventory resources.

Facilities receives 25 – 40 work orders per day requesting everything from cleaning supplies to assistance with a heating and air conditioning system. The system maintains work records for each building. This data can be used to track the status of work requested and is useful for planning capital projects. *It is extremely important that all buildings use the work order system consistently.*

Work orders are to be submitted for standard repair items like equipment failures or moving requests. Work orders are not for projects like building walls or reconfiguring classroom spaces. Please see the Capital Projects section of this manual for information on these types of activities.

All building Chief Custodians are responsible for submitting work orders.

## WORK ORDER SYSTEM

### DESCRIPTION OF WORK ORDERS

The SchoolDude work order is the basic means of requesting support from the maintenance department. The work order screen that is filled out online in the SchoolDude system was designed to require basic information so the process would be quick and easy. The work orders fall into five priorities, **Emergency, High, Medium, Low, and Safety**. The following gives a simple description of each priority to be used by the school administrator and Chief Custodian.

### EMERGENCY OR SAFETY WORK

Definition: Work requiring immediate attention to ensure the safety and welfare of students and staff, to correct or restore services, or to prevent loss or damage to District property.

Emergencies MUST be reported by telephone to Facilities Services Department AND have a work order placed into the SchoolDude work order system. See “Important Numbers” in the previous section for contact information and telephone numbers. Some examples might include:

Safety	Gas Leaks Open or exposed electrical wiring Fire alarm system malfunction Broken windows
Health	Heating system breakdown Air conditioning breakdown Loss of power in building
Security	Non-functioning exterior door Exterior window hardware broken

Security system malfunction

Miscellaneous

Broken water line

Graffiti on exterior walls

Pest out of control (squirrel/bat in building, ground hogs, bugs)

## **HIGH PRIORITY WORK**

Definition: Work that does not qualify as an emergency, but cannot wait to be scheduled as routine maintenance and repair.

Generally, these are NOT issues related to health, safety, or security but have impact on the function of the building. The Chief Custodian must put in a work order for these issues and be sure to be specific in the description of the assistance needed.

Following are typical examples of high priority work orders:

- ◆ Broken fence or gates
- ◆ Leaking or broken sprinkler heads, valves
- ◆ Broken tree limbs or fallen trees
- ◆ Leaking plumbing
- ◆ Cracked glass windows
- ◆ Graffiti
- ◆ Room with no heat or AC
- ◆ Parking lot lights not working
- ◆ Drain backing up
- ◆ Concrete sprawling

## **MEDIUM PRIORITY WORK**

Definition: Medium priority work order falls into the routine maintenance work request. These work orders are the everyday repairs required to keep the building in proper working order.

Most work orders will fall into this priority for completion. The Chief Custodian must put in a work order for these issues. Some examples might be:

- ◆ Repair electrical switch or outlet
- ◆ Replace light ballast
- ◆ Urinal stopped up
- ◆ Door closer leaking hydraulic fluid
- ◆ Graffiti if no obscenities
- ◆ White boards hung
- ◆ Fix lock cylinder
- ◆ Tractor repairs
- ◆ Change time on clock
- ◆ Repair ramps to trailers
- ◆ Water fountain not working

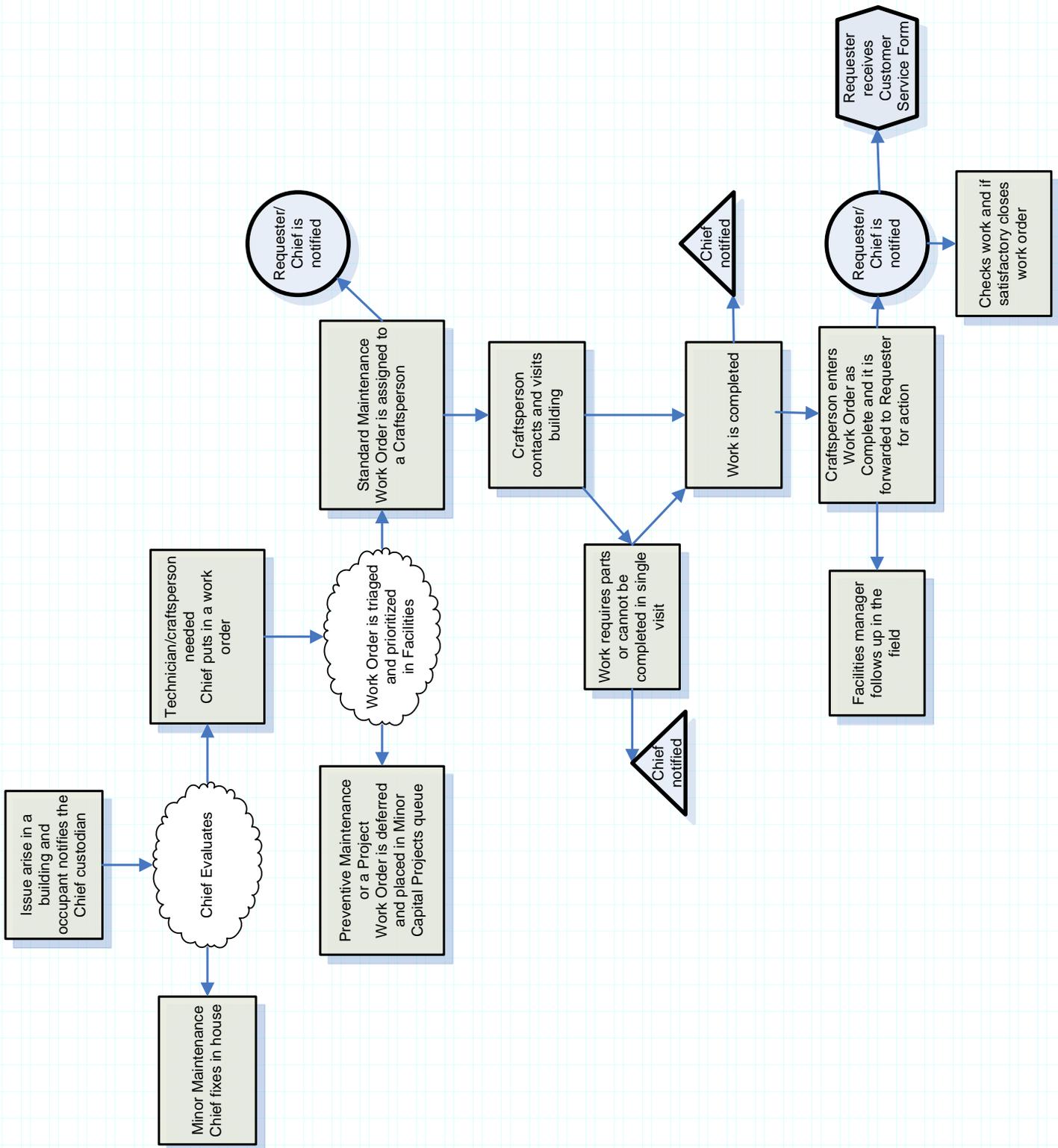
## **LOW PRIORITY WORK**

Definition: Low priority work orders are issues needed to be completed within the scheduled period of time.

These items, although routine, can be scheduled and completed as a craft person becomes available. Some examples might be:

- ◆ Need AAA batteries
- ◆ Move boxes
- ◆ Playground equipment painted
- ◆ Keys (replacement keys)
- ◆ Patch drywall in boiler room
- ◆ Paint parking lot stripes
- ◆ Pick up bags of leaves for disposal

On the following page is a flow chart outlining the process and expectations for the typical work order.



## **VEHICLE USE POLICIES**

Facilities Services owns and maintains a fleet of vehicles. This fleet includes vans for the Couriers and Courier activities, trucks used for maintenance activities, dump trucks for moving materials and snow removal, mini vans for general Facilities use.

All Facilities vehicles are maintained at the Eden Support Services Center and are to be locked in the fenced area in the rear of the building at night.

Keys for the vehicles are kept by the Maintenance Manager. Sign in and out for all vehicles must be completed through the Maintenance Manager's office.

Facilities vehicles are identified as State vehicles and are to be used for District business.

Facilities vehicles may be equipped with a GPS system at any time.

All Facilities vehicles are maintained by Facilities or by a designated shop. Gas cards are assigned to each vehicle and are required to be used to keep fuel in the vehicle consistently. It is imperative that policies around using the gas card are reviewed and understood completely.

Facilities employees who choose to use their personal vehicles during work hours can elect to be reimbursed for mileage. Personal Expense Requests (PE) must be submitted on a monthly basis. Records must be maintained for Facilities related travel and a travel request/expense form must be submitted for each requester to the Business Services Office summarizing travel expectations on an annual basis.

## PERSONNEL POLICIES AND PROCEDURES

### CALL-OFF PROCEDURES – ALL FACILITIES EMPLOYEES

- ◆ It is the employee's responsibility to report his/her inability to be on duty at least 2 hours prior to the start of the employee's shift, or at as early an hour as is practical if there are unique circumstances so that proper arrangements can be made to cover your work for that day
- ◆ If you are unable to report to work or are going to report to work late, **you must notify the Facilities Services Office at 454-2400 extension 580.** It is not necessary for you to notify the building
- ◆ The Facilities Services Office will log in your call and notify the building to which you are assigned by faxed memo
- ◆ If your responsibilities include opening the building, you are responsible for notifying whoever is to open the building for you in your absence; you must also notify the Facilities Services Office - **454-2400 extension 580**
- ◆ Any time you leave your building early including for breaks and/or lunch, sign-out, notify your immediate supervisor, and notify the Facilities Services Office – **454-2400 extension 580**, leaving your name, building, reason for leaving, and time of departure

### SIGN-IN / SIGN-OUT PROCEDURES FOR CUSTODIANS

- ◆ All custodial personnel are required to sign-in and sign-out of the building **every** time they enter or leave the facility
- ◆ If custodians must leave during their shift and plan to return, the "second reason" column is to be used to log the additional times
- ◆ The sign-in/sign-out sheet is to be accessible to all custodial personnel at all times
- ◆ Names are to be printed; time in and time out entries are to be initialed
- ◆ Personnel are to make their own entries; writing in times for other personnel is not acceptable
- ◆ Entries are to be made at the time you are signing in/out. Do not sign in after the fact or sign out prior to your leaving
- ◆ The Chief Custodian is responsible for sending copies of the sheets to their Facilities Services Manager weekly

### DRESS STANDARDS

Although we have no specific uniform, there are some do's and don'ts that apply to dress while in the work place setting.

The following is a list of clothing that is acceptable for the work place:

- ◆ Clothing must not have any rips, tears, holes or frayed edges
- ◆ Sleeveless, short sleeve, long sleeve T-shirts (with **NO** offensive writing or pictures)
- ◆ Button-style work shirts, smocks, blouses, or sweaters
- ◆ Slacks, denim jeans, walking length shorts or coveralls, jumpsuits
- ◆ Enclosed shoes such as gym shoes, leather oxfords, loafers, work boots (steel-toe is optional)

All articles should be clean, intact, and non-offensive to others who share the workplace. Have safety in mind! (Example: Slacks or jeans should not be so long that they are a tripping hazard). Most Facilities duties include walking and running, moving equipment such as floor scrubbers, furniture, etc., and climbing stairs. It is extremely important clothing protects workers and does not cause a hazard or has loose material that could get caught in any machinery.

Please **DO NOT** wear the following:

- ◆ Tube tops
- ◆ Shirts with offensive slogans or pictures
- ◆ Short shorts
- ◆ Long, full skirts
- ◆ Sandals, thong or thong styled shoes; flip flops or beach shoes

Protective clothing such as rubber gloves must be worn when cleaning any bathroom and when handling loose trash. These will be provided. Also, latex or vinyl gloves for cleaning of large body fluid spills such as blood, urine, or vomit are **ABSOLUTELY MANDATORY** to wear.

## VACATION REQUEST PROCEDURES

- ◆ Staff or Custodian submits vacation request to building Administrator or Chief
- ◆ Chief reviews the request with the building Administration and has the authority to approve or deny; the Chief supplies a copy of the request to the building Administrator and Facilities Services Manager
- ◆ If it is the Chief requesting vacation, the building Administrator has the authority to approve or deny
- ◆ The Manager reviews the request and either approves or denies it based on input from the Chief and/or the building Administrator
- ◆ If denied, a copy will be faxed back to the Chief Custodian with justification for the denial

## EMERGENCY VACATION PROCEDURES

- ◆ Staff or Custodian submits request of emergency vacation to Manager or Chief. Chief contacts their Facilities Services Manager to discuss the situation. Facilities Services Manager will notify Chief of approval or denial of emergency vacation request. Chief will relay decision to Custodian. Manager will notify other staff of approval.
- ◆ If the Chief is requesting an emergency vacation day, the building Administrator makes the decision to approve or deny

## INCLEMENT WEATHER PROCEDURES

The removal of snow and ice from the District's facilities is an extremely important function that must be taken seriously by all staff members. The safety of the District's staff, students and visitors depends upon the job we do.

The Custodial crew assigned to each facility, under the direction of the Chief Custodian and/or a Facilities Services Manager, will clear all sidewalks, steps, and ramps, which are not part of the parking area. The High Schools are responsible for clearing their own drives and parking areas

unless the accumulation is more than what their equipment can manage. The District Maintenance Crew or Grounds Crew will be responsible for clearing all parking lots and drives. A list of the crews responsible for each building will be created and maintained at Facilities Services.

Chief Custodian's responsibilities at each facility include the following:

- ◆ Make sure motorized snow removal equipment is fully functional, i.e., batteries charged, sufficient gas, test run, etc.
- ◆ Make sure snow shovels and brooms are available
- ◆ Make sure there is an adequate supply of ice melt
- ◆ Alert the Custodial staff of the possibility for call-in

The following procedure should be followed with regard to workdays when we have inclement weather.

**DELAYED OPENINGS** –Staff are expected to arrive at work at the usual reporting time unless otherwise directed by their immediate supervisor.

**SCHOOL CANCELLATION** – Day shift personnel are expected to arrive at work at their usual reporting time unless otherwise directed by their immediate supervisor. Night shift personnel should check with their Chief Custodian about reporting at an earlier time. All personnel who cannot report to work must call in. Those who do not report to work will be charged a vacation day or will be deducted a day of pay.

**OFFICES CLOSED** – Day shift personnel are expected to arrive at work at their usual time. Chief Custodian will contact night shift if required to come in at an earlier time.

**EARLY DISMISSAL** – May leave at the time designated by the Administration, unless otherwise directed by their immediate supervisor. Night shift personnel should check with their immediate supervisor about reporting at an earlier time.

# **PURCHASING REGULATIONS**

All purchasing and procurement for Facilities is done by Facilities in strict accordance with the rules and regulations outlined in the Delaware Code - Title 29 and with the District regulations set by the Business Services Office.

All purchases and expenditures must be preapproved by a Facilities Manager and by the Director prior to being sent to Business Services for processing.

All purchases require a proposal and a Purchase Order (PO). The need for quotes or public bidding align with the State threshold requirements for Procurement:

## **Material and Non-Professional Services**

Less than \$10,000 - Open Market Purchase

\$10,000 - \$24,999 - 3 Written Quotes

\$25,000 and over - Formal Bid

## **Public Works**

Less than \$50,000 - Open Market Purchase

\$50,000 - \$99,999 - 3 Letter Bids

\$100,000 and over - Formal Bid

## **Professional Services**

Less than \$50,000 - Open Market

\$50,000 and over - Formal RFP Process

All bids that are publicly advertised will go to the Christina Board of Education for approval. All Change Orders associated with those bids will also go to the Christina BOE for approval.

State contracts should be reviewed prior to going out for public bidding. Utilizing a State Contract removes the thresholds around purchasing.

Procedures for financial documentation can be found on the Christina School District website and must be reviewed by all Facilities personnel.

# BUILDING OPERATIONS

## INTRODUCTION

Custodial staff at each building represents Facilities everyday. Custodians, and the services they provide to building staff and students, create a lasting impression of our District which can be either positive or negative.

It is important that the Building Administrator/Principal, the Custodial staff, and Facilities administration are coordinated on expectations and responsibilities for caring for each building. It is essential that these expectations are discussed, reviewed, and evaluated on a regular basis.

Facilities has essential expectations and responsibilities for the entire Custodial staff:

- ◆ Work together as a team with the Chief Custodian providing instruction and leadership
- ◆ Provide services as necessary to support curricular and extracurricular events and activities within your building
- ◆ Restock disposable custodial/maintenance items and communicate among the Custodial team on the needs throughout the building
- ◆ Clean and preserve spaces, equipment, and furniture in the building
- ◆ Be on time, focused, and ready to work
- ◆ Willingly assist staff and visiting members of the public who are utilizing the facilities
- ◆ Project a polite, positive, respectful, and helpful image toward the schools, the staff, co-workers, and the District at all times
- ◆ Work closely with building staff and administrators so that preparations are made for scheduled or unscheduled events as required
- ◆ Shovel snow and de-ice walks as required
- ◆ Maintain building security by closing and locking doors and opening/closing the building each day
- ◆ Work on call as requested
- ◆ Look around, report, and take care of issues within the building that need to be addressed. DO NOT assume that "Someone else will take care of that"
- ◆ Take ownership and do a job with pride

Please remember that ALL staff members within all buildings are role models for our students. Please be a positive role model for the students of Christina.

## **CUSTODIAL SERVICES**

Custodial and Maintenance services for school districts in Delaware are staffed by allotment of Custodial Units. These "units" are calculated by criteria generated by the State of Delaware Department of Education and are then converted into positions that are distributed among buildings by the District. In August of each year, school districts are required to confirm current usage and status of all district-owned and/or operated facilities.

A percentage of all Custodial positions are allotted to create skilled crafts positions for Maintenance Mechanics. Definitions for these positions are included in the Maintenance portion of this manual. The process for allocation can be found in the School Construction Manual distributed by the Department of Education.

In tandem with building Administrators, Custodial Services manages Custodial positions that are assigned to each building. The following is typical coverage for types of buildings:

### **Secondary Schools (High and Middle)**

Chief Custodian (Chief I)  
Day Crew  
Night Chief (Chief II)  
Night Crew  
Fireman  
Groundskeeper

### **Small Elementary**

Chief (Chief II)  
Night Crew (2 person)

### **Larger Elementary**

Chief (Chief II)  
Day Shift (1 Person)  
Night Crew (2 Persons)

Shifts are organized so that buildings are covered from open to close.

All Custodians and Maintenance personnel are part of the AFSCME 218 Union. The Agreement between District and the AFSCME 218 can be found on the CSD website.

# EMERGENCY OPERATIONS PROCEDURES

**IN ALL EMERGENCIES, THE CHIEF CUSTODIAN IS RESPONSIBLE FOR KEEPING THE BUILDING ADMINISTRATOR AND FACILITIES SERVICES INFORMED OF ANY FACTS THAT PERTAIN TO THE EMERGENCY**

## **BUILDING WIDE POWER FAILURE –**

- ◆ Notify Building Administrator
- ◆ Notify Facilities Services (454-2400) **7:30 a.m. – 3:30 p.m. – press 1; 3:30 p.m. – 7:30 a.m. – call Facilities Services Manager- Building Point of Contact**
- ◆ Locate and turn off all 3 phase motors
- ◆ Facilities Services will dispatch Maintenance staff to investigate and will notify the power company, if necessary

## **NATURAL GAS LEAK –**

- ◆ Notify Building Administrator
- ◆ Notify Facilities Services (454-2400) **7:30 a.m. – 3:30 p.m. – press 1; 3:30 p.m. – 7:30 a.m. – call Facilities Services Manager Building Point of Contact**
- ◆ Locate and turn off all 3 phase motors
- ◆ Facilities Services will dispatch Maintenance staff to investigate and will notify the gas company, if necessary

## **FIRE –**

- ◆ Verify existence of Fire
- ◆ Activate building alarm system by pulling “PULL” station
- ◆ Call Fire Board, (911)
- ◆ Notify Building Administrator
- ◆ Notify Facilities Services (454-2400) **7:30 a.m. – 3:30 p.m. - press 1; 3:30 p.m. – 7:30 a.m. – call Facilities Services Manager Building Point of Contact**

## **SERIOUS PERSONNEL INJURY –**

- ◆ Call Fire Board, (911) for ambulance
- ◆ Notify Building Administrator
- ◆ Notify Facilities Services (454-2400) **7:30 a.m. – 3:30 p.m. – press 1; 3:30 p.m. – 7:30 a.m. – call Facilities Services Manager Building Point of Contact**

## **FLOODING OF BUILDING –**

- ◆ Notify Building Administrator
- ◆ Locate water shut off valve and turn off if it is a pipe leak
- ◆ Notify Facilities Services (454-2400) **7:30 a.m. – 3:30 p.m. – press 1; 3:30 p.m. – 7:30 a.m. – call Facilities Services Manager Building Point of Contact**
- ◆ Remove water from area by appropriate means

## SAFETY PRECAUTIONS FOR CUSTODIAL PERSONNEL

- ◆ In wet weather, dangerous falls can be avoided by the use of mats or runners near entrance areas. This will also prevent the tracking of mud and water onto clean floors
- ◆ When wet-cleaning floors where people are walking, put up caution signs to prevent slips and falls. Usually a large sign regarding **“WET FLOOR”** is sufficient
- ◆ Report unsafe conditions – flooring problems, loose railings, bad stair treads, and dangerous projections from walls, etc., so that these can be repaired
- ◆ Be aware of how equipment is carried , mops, brooms, etc., so that no one is injured by the handles sticking out, etc.
- ◆ Be careful when cleaning ceilings not to hit sprinkler heads, or smoke detectors; also in areas having low ceilings, special care should be taken to avoid hitting sprinkler heads and pipes with mop and broom handles, to avoid the severe water damage that a sprinkler leak can cause
- ◆ When cleaning stairs, take care when placing buckets and equipment, to avoid possible injuries
- ◆ Keep housekeeping areas clean and neat. Equipment should be clean and in good repair
- ◆ Poor vision can cause accidents. Replace burnt out light bulbs or fluorescent tubes immediately
- ◆ Never use gasoline for cleaning anything
- ◆ If any liquid gets in your eyes, even just dirty water, flood the eyes with plenty of tap water right away – **DO NOT WAIT!** Read product labels and MSDS carefully for first aid warnings
- ◆ Watch out for vehicles; assume that they don't see you, and get out of the way
- ◆ Use safety equipment – gloves, goggles, hard hats, etc.
- ◆ When you feel sick, report to supervisor at once. Also report when someone is sick or has been hurt
- ◆ When lifting objects, keep feet together, lift with legs by bending and coming up, keep the weight close to the body
- ◆ Be sure to know the location of fire extinguishers and fire alarm boxes
- ◆ Read directions on all cleaning products and equipment. If you do not know how to use a product or tool, ask the Chief for assistance
- ◆ Report any damaged or poorly functioning equipment immediately.

## OPERATIONAL GUIDELINES

The following operational guidelines are not intended to be all-inclusive as far as duties/tasks to be performed. The duties/tasks expected of employees may be modified as deemed necessary by the Principal or Facilities Services in order to meet the operational needs of the District.

### CHIEF CUSTODIAN I

The Chief Custodian I is directly responsible to the Facilities Services Manager. He/She will coordinate operation of the building with the building Administrator or his/her designee; assist the Maintenance Department. He/She will carry a District-supplied phone to be reached in emergency situations. When arriving at work, the Chief I will check to see if earlier arriving crewmembers (Maintenance C and Custodian/Fireman) have left any emergency messages for his/her attention. The Chief I will also contact the appropriate administrative office to see if other emergency or special order of the day needs to be addressed. **The Chief I Custodian should then begin a walk-around of the entire site and grounds.** This will enable him/her to check on the progress of crewmembers, in-house and maintenance work orders, grounds maintenance, and any other projects underway on the site.

During the walk-around, the Chief I should make notes on the general condition of any item(s) that will need to be addressed. He/She then assigns the task to the appropriate person or department. **The overall goal is to accomplish as much as he/she can with on-site staff and only ask for assistance from Facilities Services if the problem cannot be corrected by utilizing the on-site staff.**

Based on a weekly work schedule, the Chief I will review any internal work order assignments for the Maintenance C or Custodian/Fireman the day before the tasks are to be assigned. The Chief I will also leave a written copy of the internal work order with each employee. The Chief will also verify custodial supplies and will put in requests as necessary.

**Before leaving in the afternoon, the Chief I will again do a walk-around of the complete site.** The walk-around will enable the Chief I to determine if the crews have been properly deployed and are beginning their assignments. The Chief I will note any conditions that have occurred during the day that will possibly need attention. The walk-around will also enable the Chief I to determine if the work orders given out that day were completed. As the second shift custodians report in, the Chief I will review any special assignments or pending work orders. The Chief I will provide a written copy of any special assignments to the appropriate person.

Weekly work schedules will be determined by the incoming maintenance requests generated within the school and combined with the normal duties prescribed by the District Maintenance Procedures or Preventative Maintenance Checks (PMC). Those PMC's are specified more clearly in the job description for the Custodian/Fireman. The Chief I will complete a building equipment logbook for all equipment assigned to his/her site. The equipment logbook will include all maintenance schedules and procedures for each piece of equipment. All maintenance performed on each piece of equipment will be recorded, showing what was done, who did it, and when it was done. The equipment log will also show who used the equipment on a daily basis.

## CHIEF CUSTODIAN II - DAY

The Chief Custodian II - Day is directly responsible to the Facilities Services Manager. He/She will coordinate operations of the building with the building Administrator or designee and assist the Maintenance Department. He/She will carry a District-supplied cell phone to be reached in emergency situations. Upon reporting to work, the Chief II unlocks the building, disarms the alarm system, and checks the boiler room. **The Chief II Day should then (as operational needs allow) begin a walk-around of the entire site and grounds.** This will enable him/her to check on the progress of crewmembers, in-house and maintenance work orders, grounds maintenance, and any other projects underway on the site. The heating and HVAC systems should also be checked at this time.

During the walk-around, the Chief II should make notes on the general condition of any item(s) that will need to be addressed. He/She then assigns the task to the appropriate person or department. **The overall goal is to accomplish as much as he/she can with on-site staff and only ask for assistance from Facilities Services if the problem cannot be corrected by utilizing the on-site staff.**

The Chief II will meet with the Principal on a regularly scheduled basis for the scheduling of assignments and projects. The Chief II cleans assigned areas, prepares the cafeteria for breakfast/lunch, and provides breakfast/lunch cleanup. The Chief II is responsible for minor maintenance, preventive maintenance, exterior grounds work, and daily building cleanup.

## CHIEF CUSTODIAN II – NIGHT

The Chief Custodian II – Night is directly responsible to the Chief I. He/She will conduct operations of the building with the Chief I. He/She will carry a District-supplied cell phone, to be reached in evening situations. **The Chief II Night should then (as operational needs allow) begin a walk-around of the entire site and grounds.** This will enable him/her to check on the progress of crewmembers, in-house and maintenance with work orders, grounds maintenance, and any other projects underway on the site. The heating and HVAC systems should also be checked at this time.

During the walk-around, the Night Chief should make notes on the general condition of any item(s) that will need to be addressed. If the item(s) can be addressed on that shift, the Night Chief should handle/assign the task to the appropriate person.

The Chief II cleans assigned areas, performs minor maintenance that can be handled during that shift, and assist co-workers as needed.

The Chief II (Night) will serve as the liaison for all outside groups using the school after the normal school day hours.

## MAINTENANCE A - GROUNDS LEADER

Working directly under the supervision of the Facility Manager, the Grounds Leader is primarily responsible for directing, planning, coordinating and supervising the grounds function district wide. Oversight of landscaping projects, turf management, tree care, leaf removal, snow removal and the maintenance of athletic fields in addition to assisting with fleet vehicle and grounds equipment maintenance is included in the responsibilities.

## **MAINTENANCE B – GROUNDSKEEPER**

Working directly under the supervision the Maintenance A Grounds Leader, the Groundskeeper is primarily responsible for the exterior maintenance and upkeep in relation to the grounds district wide. This is mainly, but not limited to, all parts of the grounds, turf maintenance, athletic field preparation and maintenance, herbicide & pesticide applications and minor exterior maintenance of parking lots and sidewalks.

## **CUSTODIAN-FIREMAN**

Working directly under the supervision of the Chief, the main responsibility of the Custodian-Fireman is to operate the boilers, burners, ventilation, and mechanical systems of the buildings, as well as performing the tasks outlined on the Preventive Maintenance Checklist. The Custodian-Fireman should inspect boiler rooms a minimum of three times per day (start of shift, mid-shift, and end of shift) in order to make sure that all equipment is functioning properly. **The Custodian-Fireman will also assist the Groundskeeper on grounds, or other Custodians within the building, as determined by the Chief.**

## **CUSTODIAN – DAY AND NIGHT**

Working directly under the supervision of the Chief, it is the responsibility of the Custodian to maintain the cleanliness and safety of both the **interior and exterior** of the building. An additional goal is to identify and correct most normal maintenance concerns prior to being reported by the staff members who utilize the classrooms. After reporting in with the Chief and receiving the instructions for the day, the Custodian will proceed to his/her area. The full area should be given a walk-around inspection noting any unusual condition such as damaged or missing ceiling tiles, graffiti on the walls, stopped up drains/sinks/toilets, lighting fixtures, etc. The major problems should be brought to the attention of the Chief so any work orders can be issued as quickly as possible. Items such as missing ceiling tiles or tiles that have been moved out of place should be replaced that evening by the Custodian assigned to the area.

All graffiti should be removed **DAILY** by the Custodian assigned to any area. If changing the fluorescent tubes does not correct a lighting problem, the area Custodian is to leave a written note for the Chief to have the ballast checked. Daily cleaning services for classrooms, restrooms, and stairwells, etc., will be performed as outlined in the cleaning procedures provided by the Chief. If the area assigned to a Custodian has outdoor cleanup duties as part of the normal routine, they need to be completed as directed by the Chief.

The area Custodian should check classroom areas to make sure that all windows are properly functioning and not broken. Any damaged windows or windows missing should be reported to the Chief. Items such as waste cans and pencil sharpeners should be periodically examined to make sure they are functioning properly. Furniture items, such as student desks, need to be periodically examined to determine if they are damaged or missing parts. The Custodian is responsible for minor repairs to the furniture. Any items that need more than minor repairs should be reported to the Chief. In all hallway areas, any problems with the outside doors, the emergency lighting system or the emergency EXIT signs should be reported to the Chief immediately. Any difficulties with

mechanical closing devices on the stairwell fire doors need to be reported to the Chief immediately. Check the fire extinguisher cabinets in your area nightly. Report any problems immediately to the Chief. Routine items such as missing doorstops or general wear and tear should be noted and reported to the Chief on a regular basis or immediately if there is any major change in the condition of the item.

## **CUSTODIAN FLOATER**

Working directly under the supervision of the Facilities Manager, the primary role of the Custodian Floater is to fill in a custodial need in absence of another full-time custodian. The Custodian Floater can and will be assigned to different district locations based on priority need. The Custodian Floater will complete the daily cleaning tasks of the absent custodian and follow the specific directions provided by the Chief Custodian of the school in which the Custodian Floater has been assigned. Such directions include, but not limited to floor maintenance (sweeping, mopping, scrubbing, waxing), cleaning of classrooms, offices, bathrooms, stairwells, and hallways. It is also expected that the Custodian Floater will be asked to move furniture and boxes. Minimal exterior work may also be assigned including, but not limited to, grass cutting, weeding and trash removal.

## **AREA CUSTODIAN – DAY/NIGHT**

The general routine includes, but is not limited to, the following:

- ◆ Dust, sweep, and mop floors as needed;
- ◆ Tighten screws and bolts on furniture;
- ◆ Adjust, replace, or repair window shades, rollers, and venetian blinds;
- ◆ Fasten loose trim and moldings;
- ◆ Wash windows and sills;
- ◆ Maintain the grounds;
- ◆ Scrub, strip, and finish floors;
- ◆ Clean and sanitize restrooms, fixtures, hardware, walls, floors;
- ◆ Replace supplies as needed;
- ◆ Replace light bulbs as needed;
- ◆ Do minor repairs as listed by the District;
- ◆ Clean all tools and equipment after each use and store in proper storage area;
- ◆ Set up for special events such as dances, meetings, pep fests, and athletic events;
- ◆ Load and unload supplies and equipment;
- ◆ Know location of all emergency cut-off for electric, water and gas lines;
- ◆ Responsible for security of the classrooms and building. Shut and lock all windows and doors, turn off all lights except those designated to remain on for security;
- ◆ Temporary emergency repairs for building security;
- ◆ Report all building vandalism to the building Chief;
- ◆ Report any problems with the heating or cooling system in your area to the Chief

# GENERAL ROUTINES BY LOCATION

## OFFICES AND LOUNGES

### DAILY:

1. Empty waste receptacles
2. Vacuum all carpets
3. Clean door glass
4. Clean marks off walls
5. Adjust drapes and blinds
6. Disinfect all touch areas

### WEEKLY:

1. Dust all furniture
2. Clean doors and frames
3. Clean all glass areas
4. **Offices:** (**NOTE:** Personal belongings of office occupant are not handled. If you would like an area cleaned, please make sure personal papers, knick-knacks, etc. are cleared from this area. Any confidential papers should be locked in a drawer at the end of the occupant day)

### SUMMER:

1. Clean all furniture
2. Clean lights and fixtures
3. Clean carpets
4. Clean shades and blinds

## LUNCH ROOMS

### DAILY:

1. Empty all trash containers
2. Sweep/dust mop/vacuum floors
3. Wet mop floors with disinfectant
4. Set dining room up for the next day
5. Clean windows

### WEEKLY:

1. Wash all trash containers
2. Clean all doors and frames
3. Clean all window sills
4. Replace burned out bulbs
5. Clean all walls
6. Replace all ceiling tiles as needed

### SUMMER:

1. Clean all lights and fixtures
2. Clean all shades and blinds
3. Clean and finish floors as needed
4. Clean carpets

## **RESTROOMS AND LOCKER ROOMS**

### **DAILY:**

1. Clean, disinfect, and wipe all toilets, toilet seats and urinals
2. All sinks and fixtures will be cleaned with a non-abrasive cleaner, disinfected and polished
3. All paper towel, toilet paper, hand soap dispensers will be filled, wiped clean, disinfected and polished
4. All waste receptacles and sanitary disposal units will be emptied and cleaned. Waste and sanitary disposal unit liners will be replaced
5. Receptacles will be washed/cleaned as often as needed
6. Clean all mirrors and chrome with glass cleaner
7. Replace any burned out bulbs
8. All restroom floors will be swept and then damp mopped nightly using disinfectant
9. Wipe clean all entrance doors to restrooms, including kickplates

### **WEEKLY:**

1. All walls, vertical and horizontal surfaces will be wiped clean, disinfected and dried
2. Clean all toilets and urinals with phosphoric bowl cleaner if needed and approved by your Chief
3. Wash, disinfect, and dry the outside surfaces of all toilets and urinals
4. Clean all entrance doors, polish and disinfect hardware
5. Dust and wipe clean all door jambs
6. Dust and wipe clean all diffusers and ventilators
7. Clean all floor drains and pour a quart of disinfectant water solution into drains

### **SUMMER:**

1. Scrub walls and floors with disinfectant
2. Pour a quart of disinfectant solution into floor drains
3. Replace all burned out bulbs
4. Clean and repair light fixtures
5. Repair or replace all dispensers
6. Replace all washers and clean strainers

**GENERAL NOTE:** Personal protective equipment, such as gloves, should be worn at all times while cleaning any area where an employee could come into contact with bloodborne pathogens. The nurse's office, restrooms, and locker rooms are examples of such areas.

## **KITCHENS**

### **DAILY:**

1. Empty trash and remove all cardboard boxes
2. Coordinate cleaning kitchen floor with Kitchen Staff
3. Clean all door windows

### **QUARTERLY:**

1. Scrub floor with machine
2. Clean coils and motors on all refrigerators, ice machines and freezer units that belong to the District

**SUMMER:**

1. Scrub all floors
2. Clean all light fixtures and replace burned out bulbs
3. Clean all doors and door frames
4. Clean all refrigerator and freezer motors and coils, also spot check daily for proper temperatures. If the temperature is not correct, report immediately to the Chief who will notify Maintenance

**BUILDING EXTERIOR****DAILY:**

1. Put up flag; take down flag and store properly
2. Pick up all litter
3. Remove graffiti
4. Empty all trash containers
5. Check parking bumper spikes

**WEEKLY:**

1. Sweep entrances
2. Clean all marks off exterior walls and doors
3. Clean roof drains
4. Replace security lights as needed

**SUMMER:**

1. Clean all exterior windows
2. Clean all trash cans

**HALLWAYS****DAILY:**

1. Dust mop floors and vacuum carpets
2. Clean all water fountains
3. Clean all window areas
4. Spot clean all floors
5. Clean marks and smudges off walls

**WEEKLY:**

1. Wet mop all floors
2. Spray buff or burnish floors
3. Replace burned out bulbs
4. Clean walk-off mats
5. Clean door and door frames
6. Replace broken or soiled ceiling tiles

**SUMMER:**

1. Clean all lights and fixtures
2. Clean all walls
3. Clean and finish as needed

## CLASSROOMS

### DAILY:

1. Empty all waste containers and pencil sharpeners
2. Dust mop all floors
3. Secure all windows
4. Adjust shades and blinds
5. Wipe and clean chalk/eraser trays
6. Wash chalkboards if there is no writing on them
7. Clean door windows
8. Vacuum any carpeted area
9. Replace burned out bulbs
10. Spot mop
11. Clean and straighten student furniture
12. Remove all vulgar words and pictures off desks, walls and doors
13. Disinfect desks and doors and all other touch areas
14. Clean any sinks or drinking fountains located in classroom areas

### WEEKLY:

1. Clean marks and smudges off doors and frames, desks, walls, and lockers
2. Clean all window sills
3. Dust all areas that need to be dusted
4. Damp wipe univents
5. Wet mop all floors
6. **Classrooms: (NOTE:** Personal belongings of classroom occupant are not handled. If you would like an area cleaned, please make sure personal papers, knick-knacks, etc. are cleared from this area. Any confidential papers should be locked in a drawer at the end of the occupant day)

### MONTHLY:

1. Open univents and clean all debris from around the fan cages
2. Wipe shades or blinds
3. Clean all windows

### SUMMER:

1. Clean all furniture, windows, shelves, filing cabinets, lights, light fixtures, and walls
2. Clean and finish floors as needed
3. Clean all carpeted areas
4. Fix and replace all burned out light bulbs
5. Clean all shades and blinds
6. Clean exterior parts of univents
7. Clean doors and frames
8. Clean all lockers
9. Clean all glass surfaces (inside and out)

## STAIRWELLS

### DAILY:

1. Sweep stairs

2. Clean marks off walls and doors
3. Spot mop stair steps and landings
4. Clean all door glass
5. Replace burned out bulbs
6. Disinfect touch areas
7. Wet mop

**WEEKLY:**

1. All stairwells and landings are to be wet mopped
2. Dust/clean all banisters
3. Vacuum corners of all steps
4. Clean all walk-off mats
5. Clean doors, risers and door frames
6. Check and tighten all banisters and door closures

**SUMMER:**

1. Clean all walls
2. Clean lights and fixtures
3. Clean all doors and frames
4. Scrub all stairs
5. Finish landing only, **NO FINISH IS TO BE APPLIED TO STEPS**
6. Clean all door glass

**GYMNASIUMS**

**DAILY:**

1. Dust mop floors
2. Scrape gum off floors
3. Clean under bleachers
4. Clean drinking fountains and spit bowls
5. Clean door windows

**WEEKLY:**

1. Damp mop bleachers
2. Damp mop floor
3. Wipe all doors and door frames
4. Dust all ledges

**SUMMER:**

1. Clean all lights and fixtures
2. Dust all walls
3. Check all motorized equipment

**AUDITORIUMS**

**DAILY:**

1. Dust mop floor
2. Vacuum all carpets
3. Clean stage when empty

**WEEKLY:**

1. Dust all railings
2. Dust seats
3. Clean doors and door frames

**SUMMER:**

1. Dust all surfaces
2. Clean seats and backs
3. Clean all floors
4. Clean all carpets
5. Check curtains and their hardware for safety
6. Replace burned out bulbs

**NURSE'S OFFICE****DAILY:**

1. Clean and disinfect all bathroom surfaces
2. Clean and disinfect sinks
3. Vacuum all carpets
4. Clean and disinfect door hardware and strike plates
5. Wet mop non-carpeted floor with disinfectant
6. Clean same as other office

**WEEKLY:**

1. Clean and disinfect all desks and chairs (do not disturb personal belongings; the Nurse will be asked to clear her desk)
2. Clean light fixtures and replace burned out bulbs

**SUMMER:**

1. Clean and re-coat floor as needed
2. Clean carpet
3. The summer cleaning should be very minimal because the level of cleanliness on a daily basis is so high. The person cleaning this area should be trained in hospital standards for disinfectants

**GENERAL NOTE:** Personal protective equipment, such as gloves, should be worn at all times while cleaning any area where an employee could come into contact with bloodborne pathogens. The nurse's office, restrooms, and locker rooms are examples of such areas.

**COMPUTER ROOMS**

1. Vacuum every day
2. Disinfect keyboards
3. Disinfect computer mouse at each computer

# STANDARDS FOR CLEANING

## Standards for Clean Classrooms

### 1. EXCEPTIONAL

- ◆ Floor coverings are bright and clean
- ◆ Waste containers clean with little waste
- ◆ Chalkboards and trays only showing day's use
- ◆ No dust on vertical surfaces
- ◆ Furniture clean and orderly
- ◆ Glass clean and sparkling
- ◆ GENERAL IMPRESSION IS ONE OF ORDERLY SPOTLESSNESS

### 2. EXCEEDS STANDARD

- ◆ Floor coverings clean
- ◆ Waste containers clean with little waste
- ◆ Chalkboards and trays only showing day's use
- ◆ Little dust accumulation
- ◆ Furniture orderly
- ◆ Glass clean and sparkling
- ◆ GENERAL IMPRESSION IS ONE OF ORDINARY TIDINESS

### 3. MEETS STANDARDS

- ◆ Floor coverings clean
- ◆ Waste containers have little waste
- ◆ Chalkboards and trays only showing day's use
- ◆ Some dust accumulation on other surfaces
- ◆ Furniture orderly
- ◆ Glass clean and sparkling
- ◆ GENERAL IMPRESSION IS ONE OF CASUAL INATTENTION

### 4. MARGINAL

- ◆ Floor coverings dull
- ◆ Waste containers often full or overflowing
- ◆ Chalkboards and trays will be dusty and streaked
- ◆ Dust accumulation will be evident
- ◆ Furniture will be in disarray
- ◆ Glass will show some streaks and hand prints
- ◆ GENERAL IMPRESSION IS ONE OF UNKEMPT NEGLECT

### 5. UNACCEPTABLE

- ◆ Floor coverings will be dull and dusty showing spots and marks
- ◆ Waste containers will be full to overflowing
- ◆ Chalkboards and trays will be dusty and streaked dust and dust balls will be evident
- ◆ Furniture will be dusty, marked and in disarray
- ◆ Glass will be dirty and hand printed
- ◆ GENERAL IMPRESSION IS ONE OF INTENTIONAL NEGLECT

**\*\*NOTES:** These standards and frequencies of cleaning are based on normal working circumstances. Variables such as inclement weather, special events, staffing shortages, and unusual work loads may impact schedules.

## **PREVENTIVE AND MINOR MAINTENANCE CHECKS**

Preventive Maintenance can be defined as a program in which wear, tear, and change are anticipated and continuous corrective actions are taken to ensure peak efficiency and minimize deterioration. It involves a planned and controlled program of systematic inspection, cleaning, adjustment, lubrication, and replacement of components, as well as performance testing and analysis.

The following Preventive Maintenance Schedule was formulated in an effort to maintain and protect the assets that make up the physical plant of the Christina School District. It is based on daily, weekly, quarterly, semi-annual, annual, and summer schedules. These schedules are issued to the school Chiefs and Custodian/Firemen prior to their due date and are signed off upon completion by the responsible party. Repairs that cannot be completed by the Chiefs or Custodian/Firemen are referred to Facilities Services via work orders. The Facilities Services staff, to ensure that each facility is on schedule and that the correct procedures have been followed, performs the record keeping function for this program.

The schedule is as follows:

### **DAILY:**

1. Drain condensate from air tanks

### **WEEKLY:**

1. Inspect all door hardware
2. Clean fuel oil filters
3. Blow down boilers
4. Check safety valves
5. Blow down gauge glass
6. Check low water cut off switch
7. Check all pumps
8. Inspect ATC air dryers

### **MONTHLY:**

1. Cycle all sump pumps; report any malfunctions
2. Inspect roofs; report problems
3. Remove debris from roof
4. Clean and inspect roof drains
5. Inspect and repair all door hardware
6. Adjust door closures for safety
7. Inspect door alarm contacts and wiring
8. Check all motorized snow removal and/or lawn care equipment
9. Inspect and check emergency lighting system
10. Blow down boilers or as necessary to control boiler water chemical levels
11. Check safety valves weekly
12. Blow down gauge glass weekly (per PM schedule)

13. Check all pumps weekly
14. Check all room thermostats, adjust as necessary to maintain room temperature at 67 degrees - heating / 78 degrees - air conditioning
15. Check all ATC air compressors for proper operation
16. Check crankcase oil level on all ATC air compressors and fill as necessary
17. Inspect ATC air dryers weekly
18. Check for proper oil level on all circulating pumps and condensate pumps
19. Check for any indications of coupler wear or failure on all circulating and condensate pumps
20. Check all univents for proper operation
21. Check all univent thermostats for proper setting and report any units needing repair by Facilities Services Maintenance Department
22. Inspect filters in all univents, clean or replace as necessary
23. Lubricate univents fan motors
24. Check all rooftop ventilators/heaters for proper operation
25. check all rooftop ventilator/heater thermostats for proper setting and report any needed repair to Facilities Services Maintenance Department
26. Inspect filters in all rooftop ventilators/heaters, clean and replace as necessary

#### **QUARTERLY – FIRST QUARTER - JULY**

1. Check kitchen refrigeration equipment
2. Check all air-cooled condensers, vacuum clean all dust and dirt from condenser
3. Lubricate condenser fan motor
4. Inspect door gaskets, report any needed repairs to Facilities Services Maintenance Department
5. Check all fuel oil tanks for water condensation
6. Inspect all switch plates and covers
7. Repair minor problems. Report major safety hazards to Facilities Services –  
**454-2400 – 7:30 a.m. – 3:30 p.m. – press 1; 3:30 p.m. – 7:30 a.m. or call Facilities Services Manager immediately**
8. Clean debris from roof drains

#### **QUARTERLY – THIRD QUARTER – JANUARY**

1. Inspect all roof drains, area drains, and storm drains. Clean out all debris as necessary
2. Inspect all sidewalks and parking lots, report any problems or potholes to Facilities Services Maintenance Department for repair

#### **QUARTERLY – FOURTH QUARTER – APRIL**

1. Inspect all exterior lighting, report any problems to Facilities Services Maintenance Department
2. Inspect flag pole, report needed painting or rope replacement to Facilities Services Maintenance Department
3. Change oil filters on all motor vehicles assigned to Facilities Services Maintenance Department
4. Complete yearly tune-up on those vehicles scheduled
5. Inspect tires and brakes
6. Prepare all trucks for annual motor vehicle inspection

### **SEMI-ANNUAL #1 – DECEMBER**

1. Clean or change all air filters on univents, air handlers, and ventilators
2. Oil and/or grease all roof units. Check all drive belts and order replacements from Facilities Services Maintenance Department, as needed
3. Check fan speeds and change as necessary, low speed for Winter, high speed for Summer
4. Inspect all gymnasium bleachers, report all needed repairs to Facilities Services Maintenance Department

### **SEMI-ANNUAL #2 – JUNE**

1. Alternate boilers and clean the tubes and boiler thoroughly to optimize efficiency when the boiler is brought back online
2. Inspect all gymnasium bleachers, report all needed repairs to Facilities Services Maintenance Department

### **OTHER SCHEDULED PMC'S**

#### **AUGUST AND OCTOBER**

1. Inspect all scoreboards, report any necessary repairs
2. Oil and grease all roof units
3. Check all drive belts and order replacements from Facilities Services Maintenance Department as needed
4. Check fan speeds and change as necessary, low for Winter, high for Summer

#### **SUMMER ONLY**

1. Cycle all sinks, toilets, drains, and urinals at least once a week
2. Keep all drains full
3. Report any problems to Facilities Services Maintenance Department

## MINOR MAINTENANCE

The following tasks are included in "Minor Maintenance" duties contained in the position guides for Custodian, Custodian/Fireman, and Chief Custodian II:

- ◆ Contractor handles all glass replacement
- ◆ Tighten screws and bolts in furniture
- ◆ Adjust, repair, or replace window shade rollers and venetian blinds
- ◆ Replace electric fuses
- ◆ Adjust loose door knobs
- ◆ Replace door knobs
- ◆ Adjust door checks and hinges and door closures
- ◆ Adjust "adjustable" desks for pupils
- ◆ Clean and service unit ventilators, exhaust fans, and air conditioning units – including changing filters, adjusting dampers, and replacing belts
- ◆ Replace washers and aerators in faucets
- ◆ Clean and prime traps, including dish rooms and kitchens
- ◆ Clear clogged toilets and drains
- ◆ Fasten loose trim and moldings
- ◆ Repair or replace pencil sharpeners
- ◆ Clean compressors and coils on all refrigerators and freezers
- ◆ Clean boiler tubes and paint boilers, as needed
- ◆ Replace light bulbs and tubes
- ◆ Replace urinal and water closet pistons; replace vacuum breakers
- ◆ Grass cutting, snow removal, and grounds keeping, either by hand or power
- ◆ Maintain mowers in working condition
- ◆ Small painting jobs up to 9 sq. ft. including spackling, if required
- ◆ Move school equipment, carpets, and furniture as required within school site
- ◆ Lubricate motors and equipment, as required
- ◆ Patch floor tile, ceiling tile, and cove base
- ◆ Temporary repairs for building security
- ◆ Removal of graffiti unless specialized equipment is needed
- ◆ Repair lockers
- ◆ Ballast replacement for school with a Fireman
- ◆ Art Room drainage traps
- ◆ Replace batteries in automatic plumbing fixtures when needed
- ◆ Replacement of drive belts in mechanical equipment
- ◆ Preventive Maintenance Checks on all boiler room mechanical equipment
- ◆ Keep all boiler rooms clear of trash and debris

## SECURITY AND ACCESS CONTROL

The Custodial Staff are responsible for making certain that all exterior doors are secured and that the building alarm system is activated before they leave at the close of the work day. Building occupants should be aware of the time the alarm is activated. Staff should be updated regularly on access procedures so that they will have knowledge of the alarm system. **It is expected that the building staff will leave by a main exit before the alarm system is set.** For reasons of personal safety, please make the Custodial Staff aware when a staff member will be working beyond regular school hours.

Access to buildings during breaks (spring, winter, or summer) or holidays must be coordinated in advance through the Chief Custodian and the building Principal/Administrator. Cooperation of the entire school family is required for the safety of all and so that we all may carry out our job responsibilities in a manner that is mutually supportive.

### Building Access

All District schools/buildings have been equipped with a buzzer entrance system to enhance building security. The School Administrator should coordinate with the Chief Custodian to establish a set time for the entrance doors to be unlocked for staff and student entry. Outside of this time frame, all exterior doors must be locked and remain locked.

For schools/buildings that have a swipe card access system, all exterior doors must be locked and remained locked throughout the day with the exception of the set time for student entry.

It is common practice throughout the District for staff to prop open an exterior door during the day for various reasons. To ensure proper security and safety for the building and its staff, this practice poses a significant security issue. The Custodial Staff is instructed to immediately close a door found to be propped open and then to inform the Building Administrator immediately.

For all schools/buildings that have outside groups using the facility after normal school hours, it is necessary for the school/building Administrator to coordinate with the group organizer and Custodial Staff the time and location the group will be entering the facility. Other than this set time frame, the exterior doors must be locked and remain locked. It is the responsibility of the outside group to designate a person responsible for group member access outside the set time the door is unlocked.

# KEY/ACCESS CARD PROCEDURES

## Introduction

Safety of students and staff is a top priority and effective control of access to our buildings is “key” to an overall safety plan. The procedures outlined below are designed to provide protocols for controlling access to district buildings by both the public and by our own staff.

All district buildings currently have security systems which are activated and de-activated every day by the custodial staff. These systems work by sensing breaks in the connectors (opening of a door) or by “sensing” motion either by sound or by light. These systems are fairly successful in identifying intruders and notifying the central station who then calls the appropriate administrator/building representative. These systems protect our buildings when they are unoccupied.

But almost every weekday morning, our buildings go into “occupied” mode. This means that the security systems are turned off and staff begins to enter buildings or spaces using either access cards or keys. Monitoring and maintaining accurate records of these keys and access cards during the school year as well as a protocol for returning keys and access cards once the school year is at an end goes a long way toward keeping our buildings secure all year round.

Many of the District's buildings are secured by key operated locks. Keys are scheduled into categories like individual door level keys that open specific classrooms, or Master Keys that might open a set of doors, or Grand Master Keys that might open an entire building. It is recommended that keys be issued only to the level necessary for that individual's access needs. Too many master keys floating around a building can lead to breaches in security making it difficult to control access to storage areas and maintaining other higher level security needs.

Exterior door keys should be issued carefully. Exterior door keys do NOT deactivate security systems. Once activated, a security system will report an intruder to the security company if an exterior door key is used to gain access to a building.

The same is true about access cards. Access cards do NOT necessarily deactivate security systems. Each card is individually numbered and assigned in the security system to specific employee. The card then provides access to the building during a specified time of day. The system records each card that accesses the building every day providing a record of entry. An individual with a card that is programmed to allow access to an elementary school building from 8 am through 5 pm Monday through Friday will not be able to enter his building on a Saturday morning. The system will not unlock the door but the system WILL record that he tried to use that card on that day at that time.

It is also important that building leaders consider the implications of unrestricted access to buildings through the use of access cards. For example, teachers with access cards will have access to buildings throughout the summer if the cards are not collected at the end of the school year. Summer cleaning and other programs can be seriously affected if staff are in and out of buildings during times when they are not working. A system for collecting and cataloguing all access cards should be implemented in buildings with these systems at the end of each school year. Then cards can be redistributed to individuals who return to the building in the fall. **Remember:** Each card is programmed for a specific individual and needs to be given back to that individual when they return. Cards from employees who do not return can be reprogrammed for new staff members.

Lost keys and access cards pose a significant threat to the security of our buildings. Facilities proposes the following procedures for Key/Access Card distribution so that Building leaders and Facilities Staff can work closely in order to maintain records and knowledge of who has access to each of our buildings.

### **Distribution of Keys/Access Card**

1. Issuing Authority – The building principal/designee should authorize the issuance of individual keys/access cards to school personnel. Attached are examples of Key/Card request forms that can be used to track requests.
2. Who is Authorized Specific keys/access card – Access should be given only to the areas where need can be demonstrated. Justification could include but not be limited to the following: work necessities, assigned office, assigned laboratory, and/or areas of responsibility. The Key Receipt and Agreement form will be completed by each employee issued keys. Copies of these forms should be kept on file at the building level.
3. Keys/access card May Not be Left Unattended – All keys issued on a “permanent” basis should be retained at all times by person to whom issued. Practices such as leaving keys/access card on desks, loaning to student aides, etc. shall not be allowed.
4. Lost or Stolen keys/access card – Any person losing a key(s) or access cards must notify the principal or building administrator immediately to ensure against any compromise in the system. The building administrator must notify Facilities immediately so that appropriate precautions can be taken. Notification should be made by fax or e-mail and must include the name of the employee to whom the keys or cards were issued.
5. Keys/Access Card are Not to be Loaned to Unauthorized Personnel – To protect the integrity of assigned areas, no issued key/access card may be loaned or signed out to anyone not previously authorized by the principal or designee. Authorization will be granted to any person who can demonstrate a need for access.
6. Additional Keys – Any building needing additional keys can request keys from Facilities Services. The request should come from the Chief Custodian in the form of a work order. All requests must come with a stated need for the additional keys.
7. Additional Access Cards – Any building needing additional access cards can request cards from Facilities Services. The process is the same as above for additional keys but will require information on the individuals will be assigned the cards. Information about each cardholder will be placed into the access system. Costs for additional access cards may have to be borne by the building if excessive numbers of cards are lost by staff or not returned during summer months.

### **Key/Access Card Requests - Key/Access Card Inventory - Key/Access Card Accounting**

All keys/access card requests shall be made to the school principal or designee the requester must make all requests in writing. All requests should be made two weeks in advance of the date an individual should need keys.

A keys/access card inventory should be maintained for each building in a keys/access card logbook. All keys shall be lettered and numbered. All keys (upon approval) shall be issued from this logbook.

A keys/access card accounting shall be performed at the beginning of the school year and at the end of the school year. All personnel, if requested, shall surrender their keys/access card during the summer months, and may be reissued the same keys at the beginning of the next school year.

### **Alarm Policy**

All personnel requesting Master Keys at any level or access cards will be held accountable for the security of the building if they choose to gain access to that building during Non-School Days, weekends and other times when the Custodial Staff are not on duty.

### **Non Returning Employees**

Any person leaving the employment with the District will immediately turn in all keys/access cards to the Director of Human Resources or designee. Any Employee leaving a building to relocate to another school (voluntary transfer, reassignment, etc, will turn over all keys and access cards to the building principal on the last teacher day.

### **Policy Violation**

Any person(s) found to have violated these procedures could be subject to disciplinary action.

### **Costs for Lost Keys and Access Cards**

Replacement keys/access card are costly. Facilities suggests, that buildings impose charges for all lost keys/access cards. Buildings budgets will have to bear the cost of excessive replacement cards or keys. A suggested rate might be as follows:

- 1<sup>st</sup> time \$10.00
- 2<sup>nd</sup> time \$30.00, within a 12-month period
- 3<sup>rd</sup> time \$50.00, within an 18-month period

### **SUMMER RETURN**

**It is the responsibility of the school to account for all keys/access cards. The keys should be returned and placed in the key box. Access Cards should be placed in a separate locked box and all ID numbers cataloged with the corresponding name of the returning employee. The school has the right to allow 10 month staff to keep keys/access cards over the summer but will have to take responsibility for access during times when the building may be secured/closed or for facilities use/cleaning.**

**Key or Access Card Return Only**

Keys/card Code: \_\_\_\_\_ Date returned: \_\_\_\_\_

Key Code: \_\_\_\_\_ Date returned: \_\_\_\_\_

Signature: \_\_\_\_\_ Building Administrator

**Key/Card Request Form**

Requested by: \_\_\_\_\_ Reason Needed: \_\_\_\_\_

Building: \_\_\_\_\_ Department: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Building/Department Administrator

**Key/Card Receipt and Agreement**

Issued To: \_\_\_\_\_ Building: \_\_\_\_\_

Department: \_\_\_\_\_ School Year: \_\_\_\_\_

Key/Card Code: \_\_\_\_\_ Key/Card Code: \_\_\_\_\_

I accept the above key(s) with the following understanding:

1. The key(s)/Access Card is the property of Christina School District and is on loan to me. Use of this/these key(s)/Access Card is an irrevocable privilege granted to me for the intended purpose for my personal use in the performance of my assigned job duties. By accepting the identified key(s)/Access Card, I hereby agree to the current key/Access Card policy. I further agree to return it to the issuing officer upon demand or when my need for said key(s)/Access Card no longer exists. I understand that any violation of this agreement may result in disciplinary action.

2. It is my full responsibility to return this property to the Director of Human Resources or designee in the event that I leave the Christina School District employment.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Building/Department Administrator

# RECYCLING

The Christina School District actively participates in a single-stream recycling program. Sustainability efforts are a major focus with Facilities Services. To help achieve a greater sustainability, Facilities Services developed and implemented a single-stream recycling program for all district schools and buildings.

The Recycling Program consists of small interior recyclable collection containers located in each education space, office, staff lounge and break room. Larger recyclable collection containers are located in common areas such as cafeterias, gymnasiums, auditoriums and hallways. Each district school and building has an exterior trash collection container and dedicated recyclable collection container.

All staff and students are encouraged to place their waste materials in the appropriate containers within the school. The custodial staff will place the sorted waste into the appropriate large exterior collection containers. TRASH AND RECYCLABLE MATERIAL ARE DISPOSED OF IN SEPARATE CONTAINERS.

Single-stream recycling refers to the recycling system in which all recyclable materials can be placed in one recyclable collection container. It is not necessary to separate the different recyclable materials for collection.

Listed below are accepted materials for the recycling program.

- Newspapers/Brown Paper Bags
- Magazines/Catalogs
- Telephone/Soft Cover Books
- Junk Mail/Envelopes (all types)
- Paper
- Paperboard (cereal/tissue boxes)
- Cardboard
- Narrow-Neck Plastic Bottles (examples: milk jugs, soda/water bottles, etc)
- Plastic Grocery Bags
- Glass Bottles/Jars (any color)
- Metal Cans (tin/steel/aluminum)

The Facilities Services personnel are dedicated in making this recycling program very successful. It would be greatly appreciated if you could share this program with your staff and assist us in turning Christina School District GREEN.

## District Grounds Maintenance Program

The Christina School District currently maintains approximately 248 acres. Facilities Services developed and is implementing a Grounds Program to maintain all the District grounds. The Grounds Program will provide thorough and consistent upkeep of the grounds, plan and complete landscape projects, prepare and maintain all athletic fields, assist in snow removal, provide minimal tree care and treat & maintain all district turf.

The Grounds Program consists of eleven (11) FTE's, fleet vehicles for transporting & hauling grounds equipment & materials and various grass cutting, turf maintenance and snow removal equipment.

The dynamics of the grounds maintenance program are as follows:

Grounds Leader – Maintenance A

Tractor Mechanic – Maintenance A

3 High School Grounds Personnel – Maintenance B

6 Mobile Grounds Personnel – Maintenance B

The Grounds Leader manages the program. He/she is responsible for planning, directing, coordinating and supervising the grounds functions in the District including the oversight of landscape projects, turf management, tree care, leaf removal, athletic field maintenance and grounds vehicles and equipment maintenance. The Grounds Leader also has responsibilities over the Facilities Services fleet vehicles and assists the Facilities Manager with the development and administration of the District's snow removal program.

The Tractor Mechanic provides/coordinates major repair and preventive maintenance service for all district wide grounds equipment. The Tractor Mechanic also trouble-shoot equipment concerns, recommend modifications and/or equipment service and maintain service and repair records for grounds equipment.

The Grounds Personnel is responsible for all phases of the grounds maintenance including, but not limited to, mowing, trimming edging, turf maintenance, athletic field preparation and maintenance, herbicide and pesticide applications, minor and minimal tree care, snow and leaf removal. Minor exterior maintenance of parking lots and sidewalks are also included in the responsibilities of the Grounds Personnel.

The Christina School District Grounds Program will provide the District the following outcomes:

- Improved leadership in the grounds maintenance
- Unify the district's approach to grounds maintenance
- Train employees and provide training more efficiently
- Improve customer service

Facilities Services is committed to providing a clean, orderly, safe, cost effective, and instructionally supportive school environment. The Grounds Maintenance Program allows the District to improve our curbside appeal and show all the community members that the Christina School District is the best educational option for our kids.

# TRAINING

Facilities Services in conjunction with Delaware Department of Education (DOE) conducts various custodial training with the following objectives:

- ◆ To develop an understanding of the responsibilities needed to maintain the facilities and provide a healthful and comfortable learning environment
- ◆ To develop an acceptable level of skill in using the tools, equipment and supplies necessary to carry out the responsibilities assigned

The Delaware Department of Education training program is broken down into three phases.

- Phase I      0-60 hour Custodial Training (including State Fire School)  
This phase is a baseline training program completed at the District level with the building Chief Custodian responsible for the training and sign-off
- Phase II      60-90 hour Custodial Training – Custodian Plant Operation  
This phase is completed by the Custodians attending a 5 session seminar (Saturdays) at one of the two Vocational Technical School Districts. This phase is not mandatory
- Phase III     90-120 hour Custodial Training – Custodian Supervisory  
This phase is completed by the Custodians attending a 5 session seminar (Saturdays) at one of the two Vocational Technical School Districts. This phase is not mandatory

Facilities Services also provides Custodial and Maintenance personnel the State required annual training of Asbestos Awareness and the Right-To-Know training.

New Hires receive the State required 4-hour Asbestos Awareness and 4-hour Right-To-Know training and all other current Custodians and Maintenance personnel receive the 2-hour reoccurrence training.

Other trainings conducted are as follows:

- Boiler/HVAC Training
- Equipment Training
- Computer Training
- Supervisory Training
- Custodial Training - (such as Floor Care, Chemical, Restroom, etc.)

**CHRISTINA SCHOOL DISTRICT  
 CERTIFICATION CHECK LIST  
 0 TO 30 HOURS ON-THE-JOB CUSTODIAL TRAINING**

**NAME OF TRAINEE:** \_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_

THIS CHECK LIST IS TO BE COMPLETED BY THE CHIEF TO CERTIFY INSTRUCTION IN EACH OF THE TOPICS LISTED BELOW FOR 0 TO 30 HOUR CUSTODIAL EMPLOYEES. UPON COMPLETION, SEND THE FORM TO THE FACILITIES SERVICES MANAGER

	<b>TOPICS</b>	<b>INITIAL TO CERTIFY COMPLETION</b>
1	Public Relations	
2	Equipment Care	
3	Types of Tools	
4	Standard Materials & Equipment for School Cleaning	
5	Dusting	
6	Types and Kinds of School Floors	
7	Cleaning Stairs	
8	Cleaning Corridors	
9	Cleaning Toilet Rooms	
10	Cleaning Drinking Fountains	
11	Cleaning Brick Work	
12	Cleaning Walls	
13	Cleaning Electrical Fixtures	
14	Exterior Walks and Grounds	
15	Cleaning Glass	
16	Window Shades	
17	Sweeping	
18	Security of Building	
19	Safety Orientation Training	

SIGNATURE: \_\_\_\_\_  
 Certification by Chief Custodian

APPROVED: \_\_\_\_\_  
 Facilities Services Manager

**CHRISTINA SCHOOL DISTRICT  
 CERTIFICATION CHECK LIST  
 30 TO 60 HOURS ON-THE-JOB CUSTODIAL TRAINING**

**NAME OF TRAINEE:** \_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_  
**DATE:** \_\_\_\_\_

THIS CHECK LIST IS TO BE COMPLETED BY THE CHIEF TO CERTIFY INSTRUCTION IN EACH OF THE TOPICS LISTED BELOW FOR 30 TO 60 HOUR CUSTODIAL EMPLOYEES. UPON COMPLETION, SEND THE FORM TO THE FACILITIES SERVICES MANAGER

	<b>TOPICS</b>	<b>INITIAL TO CERTIFY COMPLETION</b>
1	Plumbing	
2	Temperature Control	
3	Heating and Ventilating Units	
4	Types of Heat and Heating	
5	Electricity	
6	Electrical Safety	
7	Electrical Maintenance	
8	Work Schedule	
9	Civil Defense	
10	General Maintenance	
11	Maintenance Painting	
12	Fire Safety	
13	Yearly Work Schedule	
14	Controls for Oil Burners	

SIGNATURE: \_\_\_\_\_  
 Certification by Chief Custodian

APPROVED: \_\_\_\_\_  
 Facilities Services Manager

# USE OF FACILITIES

## Board of Education Policy

### FACILITIES SERVICES

6000

#### 06.01 POLICY STATEMENT ON USE OF DISTRICT FACILITIES

- A. **PURPOSE:** *To assure and continue the positive and mutually supportive relationship between the Christina School District and the community it serves, it is the policy of the Board of Education to support reasonable and practicable utilization of all school facilities to responsible individuals, groups and organizations sponsoring activities in educational, cultural, civic, political or recreational areas as defined and limited in 14 Del. C. § 1056 relative to the use, control and management of public school property.*
- B. **ISSUE:** *Clear procedures must be maintained by District staff to provide equal and consistent service regarding use of District facilities.*
- C. **POLICY:** *District buildings and grounds may be used for holding public gatherings of a character not detrimental to the civic welfare of the community, State or Nation. Facilities Services will maintain procedures to implement this Policy. These procedures shall include, but are not limited to, procedures for securing the use of a facility, charges for facility use, restrictions of use, cancellation of scheduled activities, use of playgrounds and outside recreational areas, and political and religious group usage.*
- D. **REVIEW AND REPORTING:** *The Superintendent or his/her designee will report each year to the Board on the status of this policy.*
- E. **HISTORY:**
- F. **REFERENCES:** *14 Del. C. §1056*

## FACILITIES USE FORMS

Many outside groups use our District Facilities every day. Processes for using District owned facilities are outlined in Delaware Code and in Board of Education policy. We have developed a process and a form that is designed to allow for use by outside groups while protecting the District. The process for requesting the use of a District Facility is as follows:

- A prospective User comes to a building they want to consider using to fill out a form.
- The building administrator AND chief custodian review the request and the calendar for building activities. It is not mandatory that the request be granted. District buildings are for educational use and for the use of our

- students. Any request that conflicts with the school calendar or is not appropriate in a school setting can be denied at the school level.
- If the event can be accommodated and the building level administration agrees that their building can support the request, the form is signed by both a Building Level Administrator and the Chief Custodian and then forwarded to Facilities for pricing and approval.
  - Facilities Services reviews the request, authorizes custodial coverage if required, and assigns costs for the event, if applicable.
  - A copy of the approved form is returned to the school
  - That approved copy is signed off on the day of the event by a representative of the User organization once the space is reviewed and is accepted for the use. THIS STEP IS MANDATORY. The School and the District MUST have a record that the User has accepted the space provided including the set up according to the initial request.
  - The final form after the event must be kept on record at the building and a copy must be forwarded to Facilities for file.

Facilities Use Forms are included in the appendix of this manual and can also be found on the District website at: <http://www.christina.k12.de.us/FacilitiesServices/UseOfFacilities/index.htm>.

The Facilities Use form is an agreement between the district and typically an outside user. These agreements have legal implications and the form is carefully worded to meet those requirements to protect the District. It is imperative that the Facilities Use Form be completed fully and that no language is removed or edited when submitted for approval. Forms that have been modified CANNOT be approved.

Please do not hesitate to contact the Facilities Director's Office with any questions on Use of Facilities procedures.

# **ATTENDANCE AND DISCIPLINARY PROCEDURES**

All Custodial and Maintenance employees of the Christina School District are represented by AFSME, Local 218. All attendance and disciplinary concerns should be discussed with the Facilities Services Manager responsible for the particular building or division of Facilities Services (Maintenance/Courier).

The agreement can be found at:

<http://www.christina.k12.de.us/HumanResources/Contracts/index.htm>

## **Attendance / Punctuality**

The employee is the most valued resource and is an essential component of the District. It is vital to our mission that our employees report to work daily, arrive on time and remain on the job for the entire scheduled shift.

Attendance is maintained at the building level. Request for vacation or personal day is initiated at the building. The building Administrator may approve the request or deny the request with cause. The Facilities Services Manager of Operations may be consulted any time questions arise regarding whether or not to approve or deny the request.

The responsibility for addressing attendance concerns and issues rest with Facilities Services. The building Secretary maintains the official attendance that is submitted electronically to the Payroll Department. Attendance must be entered on a weekly basis at a minimum. The building Administrator should be cognizant of the time being used by a Custodial employee. Pattern absences, last minute call-ins and tardiness should be reported to the Facilities Services Manager of Operations. In most cases, the Facilities Services Manager will already have observed these concerns and should be in the process of addressing them. The key to positive reinforcement of the policy is communication between the building and Facilities Services.

The Facilities Services Manager will document the concern and when required will initiate a 24 hour notice of possible disciplinary action. Once the meeting has taken place, the results will be recorded and forwarded to the employee's personnel file. The Facilities Services Manager will follow accepted progressive discipline practices to correct the attendance issues.

## **Work Performance**

A Custodian's performance should be reported to the Chief Custodian. Positive comments should be documented when warranted thus becoming a part of the employee's permanent personnel file. Negative concerns should be addressed in the same manner however; the performance that may need corrective action should be verified by the Chief and then followed up with a recommendation on how to correct the unsatisfactory performance. The building Administrator and/or Chief Custodian should document any discussion concerning the action to be corrected and any corrective action to be taken. A simple note to file (with the employee's knowledge) will suffice. If the recommendation is not followed and the performance issue is not corrected in a reasonable amount of time, the next step will be a formal meeting. The Facilities Services Manager(s) must be contacted to initiate the formal 24 hour meeting process.

## **Improper Conduct / Violations of District Policies**

In the event an employee is alleged to have committed an act that may be considered improper, against District policy or possibly criminal in nature, the Facilities Services Manager(s) should be notified. At this point, the Facilities Services Manager(s) will make contact with the appropriate Human Resources Supervisor to initiate next steps.

## **CUSTODIAL OVERTIME**

There are situations where the needs of the District require overtime work from either the Custodial staff or the Maintenance staff.

Overtime is paid out of the District operating funds and must be closely managed and monitored. To assure that Custodial and Maintenance overtime is kept within reason, a funding and electronic reporting system has been developed.

Reasons for needed overtime include building emergencies, snow/ice removal, facility usage, special maintenance operations (mechanical system shutdowns for repairs), construction/capital projects, special cleaning/custodial projects.

### **ALL OVERTIME MUST BE PRE-APPROVED PRIOR TO WORKING THE OVERTIME.**

The chief custodian should request to the Building Administrator and/or Facilities Manager the requested need for overtime including reason for overtime, anticipated amount of overtime needed and how many employees are required.

The Facilities Manager will discuss and/or coordinate with the Building Administrator for feedback, input and final decision of requested overtime.

If/when overtime is authorized from Facilities Services, all overtime must follow contract language in regards to equitable assignment and rotational basis.

Once an employee has been assigned overtime, it is the responsibility of the employee to assure that the tasks to be completed on overtime are indeed completed. After the overtime is completed the employee working the overtime must in a timely fashion, submit their overtime work into the electronic overtime system. The Chief Custodian will need to confirm overtime was worked and tasks were completed prior to approving the overtime entry. If the Chief Custodian is unsure of worked overtime, or invalid information/data is included in overtime entry, it is the responsibility of the Chief Custodian to deny the overtime entry. No overtime entries should be approved without confirmation that the work was completed and that it was completed on overtime.

To minimize the amount of overtime, the District will exhaust all options of completing tasks prior to authorizing the overtime request. Such options include, but not limited to, minor shift/schedule modifications, in-house cleaning, team cleaning and the use of district floaters and/or district substitutes.

## IN-HOUSE CLEANING

The term In-House Cleaning is defined as the Building Custodial staff working together to clean an open area due to a Custodian's absence. In-House Cleaning is completed without the utilization of Custodial overtime.

The basic In-House routine includes the **removal of all trash** in the area, **complete cleaning and disinfecting of all the restrooms** in the area and **minimal floor cleaning**. Generally, the floor cleaning during the In-House routine is limited to the removal of large, visible trash and articles on floor. Spot mopping of heavily soiled tiled areas and vacuuming of heavily used carpeted areas are usually completed during the In-House routine.

When a Custodian is expected to be absent for more than one week, it is highly recommended to rotate a Custodian's assigned area weekly to provide adequate cleaning. Under extraordinary circumstances, a more frequent rotation of the Custodian's assigned areas may be necessary. Coordination between the Building Administrator, Chief Custodian and Facilities Services Manager can decide how frequent to rotate the Custodian's area.

## ACTIVITY CODES

100	33	BUILDING CHECK
200	33	SECURITY CHECK
201	33	EMERGENCY – ALL OTHER
202	33	EMERGENCY CLEAN UP
300	33	EMPLOYEE ABSENCE
302	33	OVER 8 HOURS IN 24 HOUR PERIOD
401	33	BOARD ELECTIONS
402	33	BOARD MEETING
403	33	BOARD RUN
404	33	BOARD WORKSHOP
406	33	COMMUNITY DAYS
407	33	COURIER RUN
410	33	FOOD PROGRAM
417	33	SUMMER PROGRAM
431	33	BASKETBALL
433	33	FOOTBALL
434	33	GRADUATION
438	33	OVERTIME CHARGED TO BUILDINGS
439	33	SCHOOL ACTIVITY ALLOTMENT
440	33	SOCCER
441	33	SWIMMING
445	33	ALL OTHER SPORTS
449	33	GENERAL ELECTION
458	33	MOVING CLASSROOMS
459	33	MULCH
462	33	CALL-IN
463	33	DELIVERY
468	33	MAJOR CAP PROJECTS
469	33	MINOR CAP PROJECTS
471	33	MOW GRASS
473	33	OPEN/CLOSE BUILDING
475	33	SNOW REMOVAL
476	33	TRAINING MEETING
478	33	CLEAN FOR SCHOOL OPENING
481	33	PROJECT CLEANING
499	33	OTHER
501	33	USE OF FACILITIES – BILLABLE
502	33	USE OF FACILITIES – NON-BILLABLE
600	33	UPGRADE TO CHIEF I
700	33	UPGRADE TO CHIEF II
800	33	UPGRADE TO FIREMAN/MECHANIC
900	33	UPGRADE TO MECHANIC A
1000	33	UPGRADE TO MECHANIC B
1100	33	UPGRADE TO MECHANIC C
1200	33	UPGRADE TO NIGHT

## **MATERIAL SAFETY DATA SHEETS (MSDS) AND STORING CHEMICALS IN BUILDINGS**

Under the Emergency Planning and Community Right-To-Know Act, any substance on School District property containing potentially hazardous ingredients is required to have available for public review a Material Safety Data Sheet (MSDS). MSDS's should be stored in a single document located in the Chief Custodian's office. If any questions arise regarding the characteristics of a particular product, a review of the MSDS will reveal specifics regarding:

- ◆ Health Concerns
- ◆ Environmental Concerns
- ◆ Storage Requirements
- ◆ Disposal Requirements
- ◆ Cautions Regarding Proper Use and/or Application
- ◆ Potentially Hazardous Ingredients

If review of the MSDS for a product in question does not address concerns, please call the office of Facilities Services for assistance at (302) 454-2400.

### **CLEANING CHEMICALS IN BUILDINGS**

Safe chemical handling requires routine inspections of chemical storage areas and stringent inventory control. The inherent hazards of chemicals can be reduced by minimizing the quantity of chemicals on hand. However, when chemicals must be used, proper storage and handling can reduce or eliminate associated risks. All chemical storage areas and cabinets should be inspected annually and any unwanted or expired chemicals should be removed.

Typical storage considerations may include temperature, ignition control, ventilation, segregation and identification. Proper segregation is necessary to prevent incompatible materials from inadvertently coming into contact. A physical barrier and/or distance are effective for proper segregation.

Proper storage information can usually be obtained from the Material Safety Data Sheet (MSDS), label, or other chemical reference material. As required by 29 CFR 1910.1200, an MSDS must be on hand for every hazardous chemical in your workplace. MSDS's must be provided by the manufacturer or distributor of such chemicals.

#### **Considerations for Proper Storage:**

- ◆ Ensure all containers of hazardous chemicals are properly labeled with the identity of the hazardous chemical(s) and appropriate hazard warnings
- ◆ All chemicals should be segregated by hazard class for proper storage. In other words, store like chemicals together and away from other groups of chemicals that might cause reactions if mixed
- ◆ Do not store chemicals alphabetically except within a grouping of compatible chemicals

- ◆ Flammable materials should be stored in an approved, dedicated flammable materials storage cabinet or storage room if the volume exceeds ten gallons. Keep cabinet doors closed
- ◆ Chemicals should be stored no higher than eye level and never on the top shelf of a storage unit. Do not overcrowd shelves. Each shelf should have an anti-roll lip
- ◆ Avoid storing chemicals on the floor (even temporarily) or extending into traffic aisles
- ◆ Liquids should be stored in unbreakable or double-contained packaging, or the storage cabinet should have the capacity to hold the contents if the container breaks
- ◆ Store acids in a dedicated acid cabinet. Nitric acid may be stored there also, but only if it is kept isolated from all other acids
- ◆ Store highly toxic or controlled materials in a locked, dedicated poison cabinet
- ◆ Volatile or highly odorous chemicals shall be stored in a ventilated cabinet. Chemical fume hoods shall not be used for storage as containers block proper air flow in the hood and reduce available work space
- ◆ All chemicals should be labeled and dated upon receipt in the lab and on opening. This is especially important for peroxide-forming chemicals such as ethers, dioxane, isopropanol, and tetrahydrofuran. Solutions should be labeled and dated when prepared
- ◆ Look for unusual conditions in chemical storage areas, such as:
  - ◆ Improper storage of chemicals
  - ◆ Leaking or deteriorating containers
  - ◆ Spilled chemicals
  - ◆ Temperature extremes (too hot or cold in storage area)
  - ◆ Lack of or low lighting levels
  - ◆ Blocked exits or aisles
  - ◆ Doors blocked open, lack of security
  - ◆ Trash accumulation
  - ◆ Open lights or matches
  - ◆ Fire equipment blocked, broken or missing
  - ◆ Lack of information or warning signs ("Flammable liquids", "Acids", "Corrosives", "Poisons", etc.)
- ◆ First aid supplies, emergency phone numbers, eyewash and emergency shower equipment, fire extinguishers, spill cleanup supplies and personal protective equipment should be readily available and personnel trained in their use
- ◆ Chemicals stored in explosion-proof refrigerators or cold rooms shall be sealed and labeled with the name of the person who stored the materials in addition to all other required hazard warnings
- ◆ Only compressed gas cylinders that are in use and secured in place shall be kept in the laboratory. All others, including empties, shall be sent to the compressed gas cylinder storage area for the particular facility
- ◆ Keep all stored chemicals, especially flammable liquids, away from heat and direct sunlight

# EVALUATION

Custodial services in each building will be evaluated by Facilities on an ongoing basis.

Custodial managers will conduct scheduled monthly walk-throughs with Chiefs and Building Administrators so that issues regarding cleanliness or maintenance can be discussed. Facilities will seek customer service feedback on an annual basis. Customer Service forms will be posted on the web so that feedback can also be volunteered.

## Custodial Customer Survey Form

<b>Custodial</b>					
1= Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree					
<b>Room Number</b> _____					
<b>Rating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
My work area is kept clean					
Insects are rarely or never found in my area					
Rodents are rarely or never found in my area					
Floors are kept clean					
Spills are cleaned up immediately					
Bathrooms are kept clean and stocked					
Bathrooms are free of graffiti					
School grounds are kept clean					
Trash is cleaned up quickly					
Snow and ice are removed promptly					
Custodial staff are rarely seen not working					
Custodial staff are courteous, helpful and responsive					
I am satisfied with custodial service in general					
<b>TOTALS</b>					

# MAINTENANCE

## INTRODUCTION

Facilities Maintenance is committed to maintaining all of our facilities by providing building and preventative maintenance to assure the best educational environment for each student and staff member. These services will be provided with efficiency, consistent communication, and measured with customer service feedback. In order to provide stated services the Facilities Maintenance Department will benchmark success against industry standards for performance and cost of expenditures in our buildings.

Facilities Maintenance provides repair and utility services for the District facilities utilizing in-house trades people including electricians, HVAC techs, carpenters, boiler technicians, plumbers, painters, locksmiths, and general maintenance personnel. Facilities Maintenance also employs outside contractors to perform certain repairs and inspections, i.e. roofing, fire alarm system repair, etc.

In addition to the routine maintenance services, the department manages the District courier service, grass cutting, snow removal, and response to indoor air quality issues.

It is essential that Facilities Services Maintenance staff are responsive, courteous, and professional. Like Custodial, the service Maintenance personnel provides, creates a lasting impression of the District.

Facilities Services has expectations of essential duties and responsibilities for the Maintenance staff

- ◆ Work as a team with the Chief Custodian or Fireman in each building
- ◆ Provide services as necessary to support curricular and extracurricular activities
- ◆ Be on time, focused, and ready to work
- ◆ Willingly assist staff and visiting members of the public who are utilizing the facilities
- ◆ Project a polite, positive and helpful image toward the schools, the staff, and the District at all times
- ◆ Work on call as requested
- ◆ Look around, report, and take care of issues within the building that need to be addressed. DO NOT assume that, "Someone else will take care of that"
- ◆ Take ownership and do a job with pride

Remember, ALL staff members within all buildings are role models for our students. Please be a positive role model for the students of Christina School District.

As discussed in the previous chapter, Custodial and Maintenance services are staffed by allotment of Custodial Units. These Units are calculated by criteria generated by the State of Delaware Department of Education and are then converted into positions that are distributed by the District. In August of each year, school districts are required to confirm current usage and status of all District-owned and/or operated facilities. Based on the use, square footage, acreage, special conditions, etc of all facilities, the State issues a quantity of custodial units. A percentage of all custodial positions are used to create skilled crafts positions for maintenance mechanics.

Definitions for these positions are included in this Manual. The process for allocation can be found in the School Construction Manual distributed by the Department of Education.

All Custodians and Maintenance personnel are part of the AFSCME 218 Union. The Agreement between the District and AFSCME 218 can be found on the Christina School District website at: <http://www.christina.k12.de.us/HumanResources/Contracts/index.htm>

Facilities Services Maintenance works on a day shift from 7:00 a.m. to 3:00 p.m. with the exception of the painter working from 1:30 p.m. until 9:30 p.m. to work without interruption to the schools. The craftspeople respond to both scheduled maintenance and emergency maintenance issues.

## **MAINTENANCE TERMS**

**Routine Maintenance:** Use of expenditures made for the regular upkeep of physical District property (Land, Buildings, and Equipment) including recurring, preventative and on-going maintenance necessary to delay or prevent the failure of critical or non-critical building systems and equipment. Maintenance keeps school property and equipment at the original anticipated useful life of the fixed asset. Maintenance does not prolong the design service life of the property or equipment. Maintenance is preventative, usually planned or scheduled.

**Alterations:** Work performed to change the interior arrangement or the physical characteristics of an existing facility or installed equipment so that it can be used more effectively for its currently designed purpose or adapted to a new use.

**Minor Capital Improvement Program: (Deferred Maintenance)** - Projects that support alterations of the interior or exterior of the facilities to include modifications, upgrades, remodeling, expansions, and contractions designed to improve program delivery. Projects of this type fall into the differed maintenance system, and are prioritized annually and supported by available MCIP monies.

# CRAFT PERSON AND COURIER RESPONSIBILITIES

CRAFT	RESPONSIBILITIES
PAINTER	Interior/exterior painting of offices, hallways, doors, windows, trim, and bathrooms. Patching of holes in walls (custodians can patch small holes), taping and finishing walls. Painting of equipment, handrails, parking lot lines, and directional signs (weather permitting). (The District is limited to only one painter, this can create delays in scheduling and completing painting projects.)
PLUMBER	Repairs/replacement of all restrooms, kitchen type fixtures, including toilets, sinks, urinals, faucets, drains, sewer lines, domestic waterlines, spigots, hose bibs, storm drains, natural gas lines, water tanks and pumps, water heaters, and associated piping.
CARPENTERS	Repairs to doors, gym bleachers, lockers, windows, door closures, walls (drywall) ceilings, install classroom equipment and materials, floors, (tile, wood), bathroom partitions, etc.
ELECTRICIAN	Repair to any electrical outlets, lights/ballast (in elementary schools) switches, panel boards, breakers, power cords, motors, fans, disconnects, fuses, wiring, conduit, underground/overhead raceways, etc.
LOCKSMITH	Repair to all lock cylinders, keys, control of key systems for each school, door hardware, closures, etc.
HVAC	Repairs to roof top units, fans, split package units, compressors, controls for units, cooling towers, running automatic temperature control systems, ductwork systems, air conditioners, associated piping charging of units, etc.
BOILER TECHNICIAN	Repairs to all water and steam boilers, pumps, oil/natural gas lines, preventative maintenance for boilers, large domestic hot water systems, associated piping, relief values, oil tanks, etc.
C MECHANIC	District moves of boxes, furniture, snow removal, grounds and grass cutting, equipment upgrades, deliver fuel gas and diesel to schools for equipment, work with crafts as needed. Picks up pay checks from State of Delaware in Dover.
COURIER	Pick up, sort and deliver Federal, State, and Internal mail, for the District, delivers materials to the Board of Education members'

homes (Board Run as needed). Picks up District money and deposits in bank directed by District personnel. Places postage and stamps on mail for District, using the postage meter machine. Develops report for money used for postage by different departments. Updates software for new USPS rate changes. Distributes payroll and paychecks throughout District. Moves boxes from one school to another (if over 6 boxes, a work order must be submitted to have the C Mechanics deliver to indicated location)

## **MAIL SERVICES – CHRISTINA COURIERS PROVIDE THREE TYPES OF MAIL SERVICES:**

**Intra-District Mail** – Paperwork and items to be delivered among Christina School District buildings are picked up each day by the Christina Couriers. Please label each item carefully with the name and building of the individual for whom the item is intended. Please use inter-office mail envelopes for these deliveries.

**Intra-State Mail** – Intra-Agency mail is picked up and delivered by State Courier Services at the Drew Educational Support Center. Mail delivered to Drew by the State Courier, is sorted by school in the mailroom and then delivery usually follows the next day. Mail that is sent to other school districts or State Agencies is picked up at each school daily by Christina Couriers and brought to the Drew Educational Support Center for the State Courier to pick up. Each item must have the State Location Code (SLC) number displayed prominently to ensure proper delivery by the State Courier. See Attached School Location Codes (SLC) in the Appendices.

**US Mail** – All mail that is not Intra-District / Intra-State Mail will be picked up at the school daily by Christina Couriers. US Mail is taken back to the Eden Support Services Center mailroom to be sorted, stamped and taken to the US Post Office for delivery. The postage cost is recorded electronically and is sent to the Business Services Office for payment. All packages requiring certified mail/return receipt must have necessary forms attached by the school to ensure the item is delivered properly. These forms can be obtained in each school office. If schools need additional certified mail forms, please request these from the District Courier.

**Boxes and Packages** – Orders of large volumes of materials, supplies, etc. (10 or more boxes) to be delivered to various school locations should be shipped directly to the receiving building. The charges for shipping directly are pennies on the dollar compared with the use of District resources. For 10 or more boxes or packages that need to be moved among building within the District, please have the building Chief Custodian put in a work order for the delivery.

# INDOOR AIR QUALITY PROCEDURE

The Facilities Services Maintenance Department strives to maintain schools that provide a healthy environment for students and staff. Addressing concerns regarding Indoor Air Quality with quick and efficient response and solution will minimize effects on attendance, concentration, and performance as well as remove risk for health problems such as fatigue, nausea and asthmatic reaction.

Facilities Services monitors the following parameters for Indoor Air Quality:

## Physical Parameters

- ◆ Temperature
- ◆ Relative Humidity
- ◆ Air Movement
- ◆ Ventilation
- ◆ Filtration
- ◆ Pressurization

## Chemical Parameters

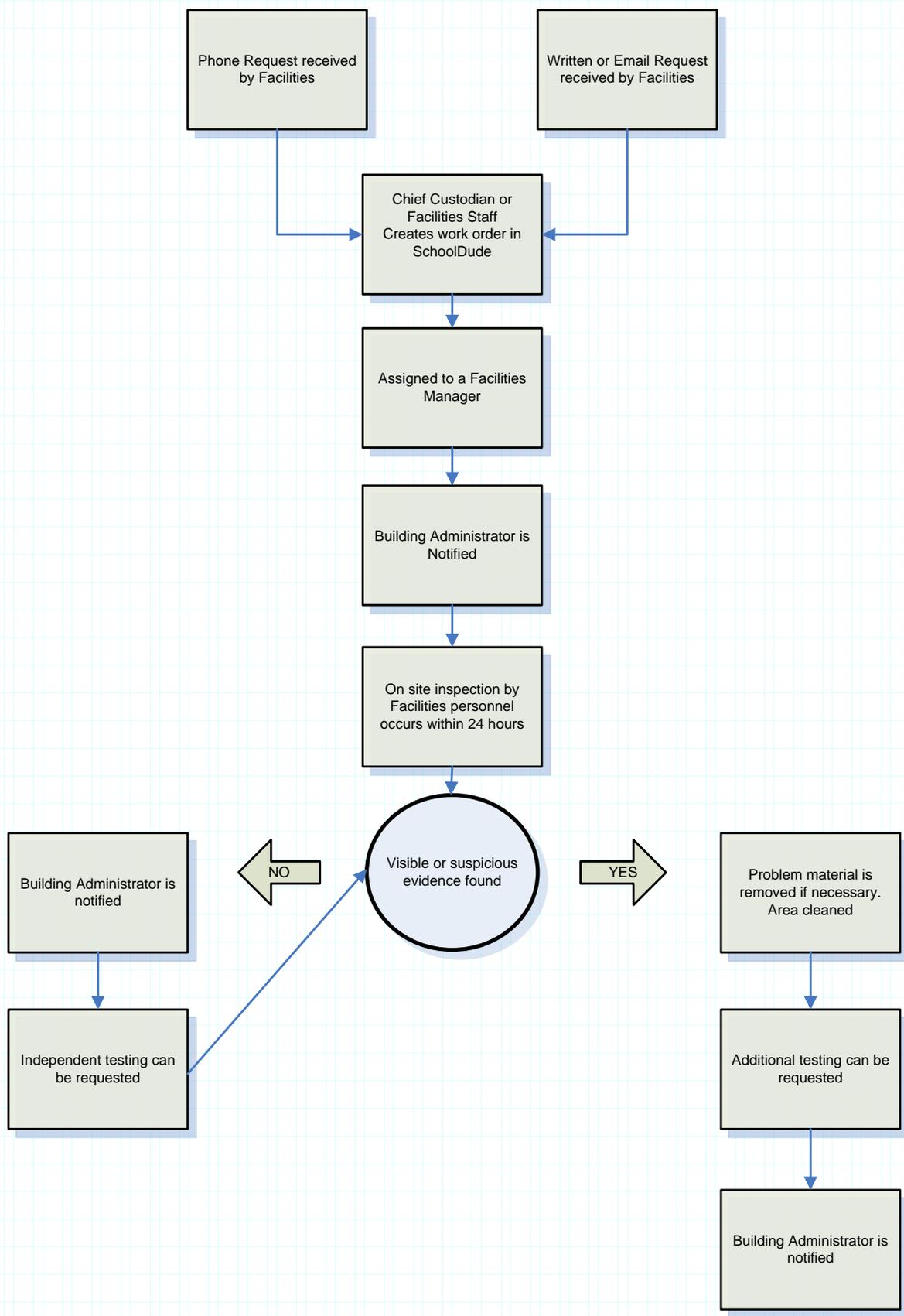
- ◆ Carbon Monoxide
- ◆ Total volatile organic compounds

## Biological Parameters

- ◆ Fungal Bio-Aerosols
- ◆ Bacterial Bio-Aerosols

In order to ensure all schools and administrative buildings in the District meet the correct parameters Facilities Services will investigate any indoor air quality issues presented within 24 hours of initial contact. Facilities Services maintains a contract with an independent consultant who performs air, fungal, and bacterial testing. Facilities Services may call on the State of Delaware Division of Public Health to review findings if necessary.

Please review the following flow chart for the process of notification and investigation regarding Indoor Air Quality concerns:



# INSPECTIONS

Facilities Services coordinates a series of inspections District-wide. Many are mandated by local codes or insurance requirements. Below is a list of the inspections Facilities Services is responsible for:

It is the responsibility of the Chief Custodian or his/her designee to obtain a copy of the Inspection Report from the inspectors. A copy of the Inspection Report should be filed in the Chief Custodian's Office and a copy should also be sent to Facilities Services. If any deficiencies or faulty items are documented on the Inspection Report the Chief Custodian should contact Facilities Services immediately.

## ANNUAL INSPECTIONS

- ◆ Roof Inspection
- ◆ Elevator Inspection
- ◆ Wheel Chair Lifts Inspections
- ◆ Fire Alarm Sprinkler and Fire Pump Inspection
- ◆ Fire Alarm Signaling Inspection
- ◆ Automatic Temperature Control Inspection
- ◆ Boiler Pressure Vessel Inspection
- ◆ Bleacher Inspections
- ◆ Fire Extinguisher Inspection
- ◆ District Facilities Vehicle Inspection
- ◆ AHERA Asbestos Inspection – 6 months

## 2 YEAR INSPECTIONS

- ◆ Playground Inspection
- ◆ Generator Inspections
- ◆ Water Inspection

## 3 YEAR INSPECTIONS

- ◆ AHERA Asbestos Inspection
- ◆ Electrical Panel Inspection

# TRAINING

Facilities Services conducts training for Maintenance employees on the following topics:

- ◆ Annual Right to Know Training
- ◆ Asbestos AHERA Training
- ◆ Automatic Temperature Control Training
- ◆ 2009 Custodial Chief/Fireman Training
- ◆ Plumbing (Bathroom Fixtures)
- ◆ HVAC (Belts)
- ◆ Boiler (Basics Understanding of System)
- ◆ Electric (Ballast)

# EVALUATION

Maintenance services in each building will be evaluated by Facilities Services on an ongoing basis.

Facilities managers will conduct scheduled semi-annual walk-throughs with Chiefs and Building Administrators so that issues regarding on-going maintenance can be discussed. Facilities will seek customer service feedback on an annual basis. Customer Service forms will be posted on the web so that feedback can also be volunteered.

## Maintenance Customer Survey Form

<b>Maintenance</b>					
1 = Strongly Disagree   2 = Disagree   3 = Neutral   4 = Agree   5 = Strongly Agree					
<b>Room Number</b> _____	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Rating</b>					
My work area is well maintained					
Emergency work orders are handled in a timely manner					
Safety related work orders are completed immediately					
Maintenance Staff coordinate work so that teaching and learning activities are not disrupted					
The temperature zone in my area is comfortable					
Maintenance staff use safe practices at all times					
Maintenance staff are courteous, helpful and responsive					
I am satisfied with maintenance service in general					
<b>TOTALS</b>					

# CAPITAL PROJECTS

## WHAT ARE CAPITAL PROJECTS?

Capital projects funding is developed to address a school district's larger scale renovation or replacement needs. The program is divided into two parts – Major and Minor Capital Improvements. Major Capital projects are typically larger scale and larger scope projects funded in part with bond money school districts raise by referenda and in part by the State. Examples of Major Capital projects would be installation of a new building-wide heating and ventilating system or an overall renovation of an elementary school. A school district's Major Capital Improvements Program is commonly planned in three to five year cycles and is required to be approved by the Department of Education (DOE) prior to being approved by voters in a referendum.

Minor Capital Improvement projects address larger maintenance or equipment replacement needs. Examples of a typical Minor Capital Improvement project might be a boiler replacement, roof work, or work on a set of tennis courts. Districts manage the use of Minor Capital funding in order to maintain the physical plant as required. Minor Cap also has an arm called MCI/VE. These funds are set aside to replace Vocational Education equipment as it ages. An example of a Minor Cap/VE project would be to replace an air compressor in the automotive shop area in a high school.

## MAJOR CAPITAL IMPROVEMENT PROJECTS (MCIP)

Delaware Department of Education regulations state that any construction/renovation project over the \$500,000 threshold shall be considered a Major Capital Improvement Project.

Prior to any activity, the District must demonstrate a need for renovations or construction. The State Department of Education (DOE) reviews and then approves a Certificate of Necessity committing the State to support the proposed projects. This sets the scope and cost limits for each project. Projects are designed by school and funds allocated for projects are appropriated by school.

Based on the Certificate of Necessity, the District, with approval from the Board can seek public approval to raise any local funds required for the project(s) through a Capital Referendum Process

After a successful Capital Campaign, the District places Capital request into DOE to initiate the funding process for each project. The District completes a Bond Package with all legal documentation surrounding the Certificate of Necessity and the Capital Referendum. Once submitted to DOE, the Capital Funding Request for each project for each fiscal year is prioritized within the Bond Bill Committee agenda annually. Approval of a Capital Referendum does not automatically result in full project funding. Funding for Bond Projects is appropriated by the Bond Bill each fiscal year (July 1). Bond sales for approved Bond Bill projects are held semi-annually, typically in the fall and then again early in the spring. Funding for projects is not accessible until bonds are sold and appropriations are set up for each project. Districts have the ability to request funding prior to bond sale via the Bond Anticipation Note process. These processes are outlined in DE Code Title 29 Chapters 74 and 75. Funding for projects can take place in multiple years. An annual request for Capital Request for funding must be confirmed with the DOE

Once initial funding is in place, the District enters a Project "Design Phase"

- ◆ Advertise and hire Professional Consultant per Title 29 Chapter 69
- ◆ Forward recommendation to Board of Education (BOE) for approval
- ◆ Forward professional contract to Department of Administrative Services (DAS ) and Division of Facilities Management (DFM) for approval
- ◆ Develop Schematic Design Plans/ Educational Specifications
  - ◆ Develop a Cost Estimate
- ◆ Develop Design Development Plans
  - ◆ Confirm a Cost Estimate
- ◆ Develop Final Construction Documents

DOE and Christina School District Board must approve each design phase. Scope revisions are made for all projects after each cost estimate is developed. DAS / DFM must approve the Final Construction Drawings.

Once design approvals from the Christina Board of Education are all in place Facilities will seek Bids for Construction. All work over \$100,000 requires public bidding. Facilities Services follows Title 29 Chapter 69 for all procurement procedures for Capital Projects, and brings a recommendation of lowest responsive responsible bidder to the BOE for approval.

Funding for Major Capital Projects is typically allocated for a three year period. The expectation from the State is that all funds associated with projects are expended on those projects during that time period. Business Services and Facilities Services will review capital funds annually and continuation of funding associated with Capital Projects will be requested in the fall prior to the funds' expiration date

Once bids are approved and bond funding is in place the construction phase of the project begins:

- ◆ A contract is generated for the contractor(s) selected and a Purchase Order is generated. All Purchase Orders over \$2,500 for any Major Capital Improvement Project are approved by the District, the Department of Education (Dover), and the Director of Capital Budgets in the Office of Management and Budget (Dover) prior to submission to the Division of Accounting
- ◆ Any Change Orders to the Contract must be agreed upon by the architect, Facilities Services, the Contractor, and approved by the Christina Board of Education. These are forwarded to the DOE in the form of modifications to the original construction PO/Contract and includes the following information:
  - ◆ Description of Change Order
  - ◆ Amount of Original Contract
  - ◆ Amount of Previously Approved Change Orders under this specific contract
  - ◆ Amount of Presented Change Order
  - ◆ Total Revised Contract Amount
  - ◆ Original Project Construction contingency
  - ◆ Balance of Construction contingency after the proposed change order, and
  - ◆ Overall Balance of funds remaining in Project after Change Order and Capital Transfers

- ◆ Project Fund Transfers if necessary are permitted by law, with approval. All transfers between projects, temporary or permanent, require approvals from the District's Board of Education, Secretary of the Department of Education, the Director of the Office of Management and Budget, and the Controller General

The District is not authorized to make transfers between projects. District Administration must seek approval from the State, and if approval is granted then the State will make the transfer

- ◆ Director Planning and Facilities Services should provide the Board of Education with a Quarterly Project Review
- ◆ Quarterly Updates are provided to Office of Management and Budget (OMB)
- ◆ Independent audit of Construction Accounts occurs on an Annual Basis
- ◆ The processes for funding, approvals, and required notifications for Major Capital Improvements Projects are outlined in the School Construction Manual issued by the Department of Education. All personnel working with the Major Capital Improvements program must become familiar with the requirements in that document. A checklist of the required paperwork and approvals is included in the appendix of this manual. This checklist should be completed for each project
- ◆ Post Occupancy Evaluations - Facilities will conduct Post Occupancy Evaluations for a sample of projects within 6 months of completing the final phase of construction

## **MINOR CAPITAL IMPROVEMENT (MCI)**

- ◆ Delaware Department of Education regulations state that any construction/renovation project under the \$500,000 threshold shall be considered a Minor Capital Improvement (MCI), unless combined with other improvements making a Major Capital Improvement
- ◆ MCI funds are for the maintenance and repair of existing facilities. New construction can not be accomplished under the MCI program
- ◆ The only exception to the \$500,000 threshold is a roof project
- ◆ The total cost of an MCI project is determined through the collection of data between our deferred maintenance system (SchoolDude) and a facility evaluation/assessment conducted by a registered architect/engineer
- ◆ Funds for the MCI program are allocated annually through the bond bill. MCI funds are allocated to Districts based on Sept 30<sup>th</sup> enrollment figures from the previous year
- ◆ MCI funds require a 60% State and 40% Local match. Funds for the MCI program are raised through a match tax that is set annually by the local school board
- ◆ Funds for MCI projects are not available until mid November when gross tax receipts for the District are collected
- ◆ Funds appropriated for MCI projects cannot be used for any other purpose than the construction, renovation and equipping of the MCI project. A District cannot purchase custodial supplies or maintenance equipment with MCI funds
- ◆ MCI project will have several phases based on the complexity of the project. Phases of an MCI project may be as follows:
  - ◆ Schematic Design
  - ◆ Design Development
  - ◆ Construction Drawings
  - ◆ Bidding
  - ◆ Start of Construction
  - ◆ Project Closeout

## **VOC. ED. / 509 / PERKINS PROJECTS**

### **Minor Capital Improvement / Career Technical Equipment Replacement (MCI/VE)**

- ◆ Career-Technical Program Equipment is defined as either a movable or fixed unit but not a built-in unit. In addition, the equipment shall retain its original shape and appearance with use, be non-expendable, and represent an investment which makes it feasible and advisable to capitalize and not lose its identity through incorporation into a different or more complex unit
- ◆ In order to replace Career-Technical Program Equipment, the equipment must meet the following criteria:
  - ◆ Have a minimum 10 year life expectancy
  - ◆ Have a unit cost of \$500 or more
  - ◆ Be obsolete or more than five (5) years old
  - ◆ Be purchased with State, State and Local or Local funds

- ◆ Funds for the MCI/VE program are allocated based on a District's Vocational Division II Units Career-Technical Schools (Vocational Schools) are 100% State funded
- ◆ July of each year, the Career-Technical Program Contact for each middle school and high school will submit a request to the assigned District Director in Teaching and Learning requesting the need to replace outdated Career-Technical Equipment. Each school program contact will use the Career-Technical Program Equipment Replacement Form which will be included on the Christina intranet.
- ◆ The assigned District Director in Teaching and Learning will collect all requests and work closely with Facilities Services to prioritize the request based on program and need
- ◆ The assigned District Director in Teaching and Learning will approve the list prior to initiating a replacement schedule
- ◆ Equipment will be replaced as funds become available. Those items that are not funded for replacement during the fiscal year will remain on the list in order of priority received and replaced accordingly
- ◆ The assigned District Director in Teaching and Learning will work closely with Facilities Services and the Business Services Office to issue purchase orders (PO) and obtain equipment as specified on the Career-Technical Program Equipment Replacement form
- ◆ Purchase Order for MCI/VE replacement will be approved by the assigned District Director in Teaching and Learning.
- ◆ All equipment that is replaced will be sent to State Purchasing located in Delaware City for disposal or sale
- ◆ If additional or new utilities (voice/data, electric, plumbing, mechanical) services are required, Teaching and Learning , Facilities Services and School Career-Tech Coordinator will work closely to determine the need and complete installation. At that time a Work Order or MCI project may need to be initiated

# HAZARDOUS MATERIALS

## ABESTOS ABATEMENT

Facilities Services is responsible for District-Wide compliance with State and Federal Regulations around inspections of hazard materials like Asbestos. The District assigns a position to be the direct contact for the inspections and distribution on the information to buildings. This position is termed the LEA Representative.

### Definitions

ACM / ACBM – Asbestos Containing Material / Asbestos Containing Building Materials

LEA – Local Education Agency

AHERA – Asbestos Hazard Emergency Response Act

EPA – Environmental Protection Agency

### Management Plan

- ◆ Under the AHERA, the United States EPA requires each elementary and secondary school to perform a 6 month surveillance and 3 year re-inspection for ACM and to prepare an asbestos management plan
- ◆ Manager of Capital Projects is the AHERA Designated Person responsible for the 6 month surveillance and 3 year re-inspection program for the District
- ◆ Christina coordinates the 6 month surveillance portion of AHERA in the spring (March/April) and fall (September/October) of each year. Periodically, buildings have environmental engineering consultants reviewing those areas that are identified to have ACM in previous inspection reports
- ◆ Once the 6 month surveillance and 3 year re-inspections are completed, the District consultant will issue a report of the findings
- ◆ A copy of the report is forwarded to each building. **It is imperative that these files be kept in an accessible location for review at any time.** Below is a copy of a typical notice that is attached to the report when mailed to schools

### Removal of ACM

- ◆ ACM, if untouched, are not an immediate hazard to occupants of a building. The actual risk of asbestos related disease depends upon exposure to airborne asbestos fibers often generated through uncontrolled disturbance of ACM
- ◆ The goal of the District is to remove all ACM in all schools through renovations within the Minor or Major Capital programs
- ◆ Prior to any asbestos abatement project starting, a memo notifying occupants of the work to be performed will be sent to each staff member as well as sent home with each student. A sample of a “Right-To-Know” memo is below. This letter is distributed in both English and Spanish

- ◆ Removal of ACM is strictly controlled and monitored by State regulations. Containment, removal, and air monitoring are all contracted through certified contractors and consultants who report to the State liaison during the process of removal
- ◆ No abatement work will be performed while occupants are present in the building
- ◆ Should ACM located in any facility become loose and fragmented, minor clean-up and disposition may be all that is required until a full abatement can be scheduled
- ◆ The school district does contract with an outside environmental engineering firm to assist in the evaluation and resolution of all asbestos and indoor air quality issues

# RIGHT-TO-KNOW

## Sample M E M O

**TO:** Parents & Faculty at \_\_\_\_\_ ES  
**RE:** Renovations at \_\_\_\_\_ ES – Asbestos Removal

As many of you may already know, \_\_\_\_\_ ES will be undergoing extensive renovations beginning spring 200X as part of Christina School District's Major Capitalization Improvement Program. These renovations include upgrading the school's mechanical and plumbing systems as well as some architectural improvements.

As part of the renovation project it will be necessary to remove asbestos from areas in the school that are under renovation. Asbestos is a mineral that was widely used in school building products such as flooring and thermal insulation materials before it was known about the dangers of asbestos fibers. Asbestos is no longer used today in building products because of the dangerous health effects of breathing in airborne asbestos fibers. While asbestos is not dangerous in a dormant state, if the asbestos material is physically disturbed, then the dangerous fibers can be released into the air causing additional concerns. For that reason we are including asbestos abatement from \_\_\_\_\_ ES as part of the renovation project.

In regards to removing the asbestos from \_\_\_\_\_ ES it is important to note the following:

1. All asbestos removal work will be done by licensed professionals inside enclosed work areas with engineering controls designed to prevent any air from inside the work area escaping to the outside.
2. Another professional licensed firm will be monitoring the work of the removal contractor to ensure proper work procedures are addressed. Air samples will be taken every day to ensure the integrity of the work enclosures.
3. Regulatory agencies from the State such as Facilities Management and DNREC will be routinely inspecting the asbestos work to ensure that the highest level, state of the art safe working procedures are being implemented.
4. All asbestos related work will occur in unoccupied portions of the building that are sealed off from any access to students or school faculty. These areas of the school will be isolated with both a physical barrier and containment barrier. The size of the containment barrier is determined by the amount of asbestos being removed. All measures will be taken by the asbestos removal contractor and the District to ensure that no child comes in contact with the asbestos work occurring in the school.

Most of the asbestos abatement work will occur in the evening or during the summer when students will not be at the school. In addition to summer work, some asbestos abatement is scheduled during Spring break in April or in the boiler room once boilers are shut down for the season.

In order to make our schools safer for our students and faculty it is sometimes necessary to remove asbestos. After this project is completed nearly all the asbestos within \_\_\_\_\_ ES will be gone. While asbestos is a cause for concern among all of us it is not a new problem since it has been around for many years. The Christina School District and the professionals who work with asbestos in our schools have the experience and knowledge to manage the abatement with safety as our primary focus.

Should you have any questions about asbestos abatement or the project at \_\_\_\_\_ ES please don't hesitate to contact Facilities at (302) 454-2400.

Sincerely,  
Facilities Services, Capital Projects  
Christina School District

# **ACCESSIBILITY STANDARDS AND ADA UPGRADES**

## **ARCHITECTURAL ACCESSIBILITY**

Title 29 Delaware Code Chapter 73 Architectural Accessibility Act covers the rules and regulations governing architectural accessibility in the State of Delaware.

Based on this law and as annotated on the Architectural Accessibilities Board website, "The Architectural Accessibilities Board (AAB) was established to carry out the mandate of the State of Delaware's Architectural Accessibilities Act. The AAB reviews the standards for the design and construction of State-owned facilities, and facilities constructed or altered with State funds, to ensure that the built environment regarding these facilities is safely accessible to and usable by, disabled persons."

The Delaware AAB has adopted the American National Standard - Accessible and Usable Building and Facilities ICC/ANSI A117.1 as revised (currently the 2003 edition is being used).

The AAB also uses the State of Delaware Architectural Accessibility Standards as a modified version of the ICC/ANSI standards.

All major capital improvement projects (renovations and new construction) must meet the ICC/ANSI and State of Delaware Architectural Accessibility Standards. A letter of approval is issued by the AAB stating that the proposed construction conforms to the Board's standards.

The Delaware AAB is the only body that can grant a waiver from Title 29 Delaware Code Chapter 73.

## **ARCHITECTURAL BARRIER REMOVAL – MINOR CAPITAL IMPROVEMENTS**

Removal of architectural barriers to accessibility can also be addressed through the Minor Capital Improvement (MCI) program in each District.

The Department of Education is appropriated \$160,000 annually through the Bond Bill to help districts in the removal of architectural barriers to accessibility. School districts are required to provide a 40% match to Architectural Barrier Removal (ABR) funds under the MCI program.

The School district must notify the Department of Education when they plan to request the State's share of ABR funds. The school district must show plans and associated costs for the renovation prior to having the State allocate matching funds.

Once associated costs for the renovation are approved by DOE, the school district is required to show that it has the 40% local match before the State will transfer its 60% share into the District's MCI appropriation. Once funds have been transferred, the District can begin construction/renovations.

There are two ways a school district can provide the 40% local match to State ABR funds, 1) Using funds from current local MCI appropriations or 2) Increasing the minor cap tax for a specific year to match available State funds.

# PLANNING

## SCHOOL CAPACITY AND CHOICE

Every year the State has an open choice period so that families can make choices about schools their children attend. The Choice Period opens in November and closes in January each year. Choice applications are submitted by Christina families and are reviewed against the capacity of the requested schools. The Facilities Department is responsible for issuing the Choice Capacity for each school each year. Choice Capacity must be determined by the end of the Choice period so that recommendations can be made and invitations sent.

Facilities Capacity: Number of students per facility as determined by the number of classroom spaces multiplied by the Allowable Student to Teacher ratio assuming one teacher per room. Additional parameters for determining Facilities Capacity is outlined in the attached Memo

State Approved Capacity: Number of students per facility as determined by the Delaware Department of Education. The process the State follows is outlined on the State website - <http://facilitynet.doe.k12.de.us>

Program Capacity: Facilities Capacity less the number of students displaced by Special Programs located in that facility.

Choice Capacity: 95% of Program Capacity, used to make decisions on Choice Invitations and Choice closings.

Allowable student to teacher ratio: Number of students per single teacher classroom as determined by State regulation or by Board of Education policy

During the Choice time period, administrators meet and confirm the locations for Special Program Classrooms. Proposals for Special Program Locations should be discussed publicly so that parents with students in these programs are aware of any changes in upcoming school years. Special Program classrooms are removed from the available classroom count in the Choice Capacity calculation and are defined as:

SC = Self-Contained. These classrooms serve students identified as requiring a self-contained special education setting as part of an Individual Education Plan. Prior to the 2006/2007 school year, classrooms and services for these students were clustered and located in schools with adequate capacity. In 2006, the decision was made to provide services for these students within each feeder so that students would attend schools based on their address. SC classrooms are calculated on the projected number of students feeding to each school and are removed from the capacity calculation of available classrooms for Choice Capacity.

REACH = Classrooms for students with moderate to severe developmental disabilities. Classrooms and services for these students are clustered in pairs in selected elementary schools across the District. There are REACH classrooms in each of the secondary (middle and high schools) schools.

DAP = Delaware Autism Program. Christina hosts the Delaware Autism Program for the State of Delaware. The home school for this program is Brennan School. This program also offers several integrated opportunities for students with Autism within the Christina Schools. DAP classrooms are located in selected elementary schools across the District. There are DAP classrooms in each of the secondary schools.

ECAP = Early Childhood Assistance Program. This Pre-Kindergarten program is offered in several elementary schools. It is a federally funded program for low income, at-risk preschoolers across the District.

Pre-K and Child Care = several classrooms/locations across the District serving 3 and 4 year old students identified as needing special education services. Providing these services is required and the program is often referred to as "Wings for Learning".

ESL = "English as a Second Language". There are two locations for ESL services in the K –5 schools and one ESL classroom in each of the secondary schools. ESL is a program where students are assigned to a regular education or special education classroom but receive pull out services for the English language.

BiLing = Bilingual Education. Students speaking Spanish as a primary language are tested when entering Christina Schools. If fluency in English makes it inappropriate for assignment in a regular education or special education classroom, the student is offered an assignment in the Bilingual program. BiLing currently serves K – 5 students District-wide and is located in three elementary schools. BiLing and the ESL program fall under an umbrella called ELL or English Language Learners.

A Draft Capacity Memo with proposed special program locations as well as calculated capacities and projections is included in the appendix of this manual. Once all program locations are set, a memo like this one is issued by Facilities to Student Assignment early each calendar year so that the District can evaluate Choice invitations and other planning decisions.

## **LONG-RANGE PLANNING**

Facilities Services is responsible for and is continuously maintaining a long-range master plan for the District. There are several parts to this process.

## **BUILDING ASSESSMENT**

In 2011, Christina hired E. I. Associates to update a building assessment that included all buildings in the District. The intent of the study was to provide an evaluation and understanding of the District's facilities and to provide input for not only a long-range plan to address deficiencies and to develop a future capital plan but structure this information to inform day to day maintenance and minor capital improvements decisions. Facilities will update this assessment every five years or when significant work is completed in by a Major Capital Improvements Program.

## **STUDENT ENROLLMENT PROJECTIONS**

Christina uses two methods of calculating student enrollment projections. The first type is Long Term Design Projections and the second type is In House annual Projections. The Long Term projections are used for planning purposes and the In House projections are used for staffing and program locations, and furniture needs.

Long Term Design Projections calculated typically by an outside agency or firm. Long Term Design Projections take many factors into account that fall outside of the current Christina student enrollment trends. Factors may include: Development plans and patterns; Countywide in and out migration; economic trends; transportation projections and projects; birth and death rates. Design projections should be reviewed and updated every three to five years or if feeders are designed.

In House Projections are enrollment trends calculated several times per year. In the fall of each year, CSD begins to look at projections for the next school year. Projections run in the fall use current enrollment data with factors applied that increase each grade level at each school based on historic enrollment trend data. Ex. A factor of – 27% is used to calculate the number of 8<sup>th</sup> graders who move up to the 9<sup>th</sup> grade to reflect the historical data the district collects around students who enroll in VoTech high schools. Factors are used in In House projections through May when student choice data and next year schools have been typically finalized. Then the District begins to use direct Move Up enrollment data to inform staffing and planning decisions.

Move-up is defined by a series of rules which moves students forward into the next school year taking into account special program assignments, individual choice assignments, drop out rate, availability/access to other State educational programs (VoTech), and sets some factors for incoming and outgoing students at several grade levels.

Move-up actually occurs in late June and final Move Up projections become available in July.

## **EDUCATIONAL OBJECTIVES**

Facilities works with other Christina Administrators to coordinate facilities needs with current and future educational objectives. Programs like full day Kindergarten, improvements in educational technology in the classroom, advances in high school science are a few of the educational objectives Facilities will help the District achieve with a long-range planning process

## **PUBLIC INPUT AND PLANNING COMMITTEES**

Facilities Services has organized several planning committees to generate public feedback to identify and address District-wide facilities needs. The Neighborhood Schools Committee worked together in 2007 to create the Community Consensus Plan which simplified grade configurations to K – 5 , 6 – 8 , and 9 – 12 for all regular education schools in the District, it also assigned students as close to home as possible for as long as possible. In 2008, the Property Planning Committee was assembled to review and generate recommendations for long term facilities utilization, as well as to assemble a future Capital Plan.

# SUSTAINABILITY

Many schools and districts have accepted a "Green Schools" challenge and have developed programs that promote and maintain healthy sustainable schools for their students. These programs include:

- Energy Management
- Inventory Management
- Recycling Program
- Green Cleaning

Facilities Services will be developing these programs District-Wide.

## ENERGY MANAGEMENT

The Christina School District has assembled a series of goals and guidelines to encourage energy conservation district-wide. It is important that all buildings are aware of and are following these guidelines.

## GOALS FOR DISTRICT ENERGY PROGRAM

Conserve energy so that the instructional program and support services can be effectively delivered while conserving energy dollars.

Eliminate energy waste in our buildings and at the same time ensure a comfortable and safe learning environment for all students and staff.

Educate every student and employee to contribute to energy efficiency in our District. Every person will be expected to be an "energy saver" as well as an "energy consumer".

Implement strategies to reduce energy demand.

## PROCEDURES FOR GENERAL ENERGY USAGE

Maintain an environment that is conducive to the educational process, the classroom temperature should be in the following range:

- Between 75 and 78 degrees during the cooling season

- Between 68 and 72 degrees during the heating season

Note: If temperatures are outside of these ranges, report it to the Chief Custodian

Areas that are not occupied (even if left for a short period of time) will have lighting turned off. After the school day, Custodians will turn on lighting only in areas they are working or for scheduled facility use.

Lights in all gymnasiums, cafeterias and auditoriums should not be left on unless the area is being utilized.

All outside lights should be turned off during daylight hours.

The exhaust fans in the rest rooms shall be turned off during periods of time the buildings are not occupied.

The office staff should turn off copy machines, laminating equipment, and other office machines each night.

All classroom PC monitors, local printer, and speakers should be turned off during period of time the buildings are not occupied. Computer should be left on around the clock to give the Technology Group time to install software upgrades, virus protection upgrades, and conduct preventative maintenance to the hard drive (defragmentation). These units should be programmed for the "energy saver" mode using the power management feature.

Space heaters (use 1000 watts per hour) are to be eliminated from use in all buildings. Flat leg or foot warmers can be substituted and use much less energy (approximately 100 watts per hour). These devices must be turned off at the end of the day.

Personal electrical appliances: Refrigerators are permitted in the classroom with the stipulation that during the winter, spring, and summer breaks the units are unplugged. Coffee pots are permitted in the classroom to brew coffee. Coffee would then be emptied into a thermos type device and the warmers turned off. Microwaves, toaster ovens and hot plates are not permitted in the classrooms.

The Chief custodian at each school will be responsible for operating the building in an unoccupied mode at the closing of each school day or scheduled facility use.

Any area showing signs of mold should be reported to the chief custodian.

## **PROCEDURES FOR OPERATING HEATING EQUIPMENT**

The thermostat controls shall be set no higher than 72 degrees; Facilities Services must approve exceptions in advance.

Individual classroom and office doors will be closed when the heating equipment is in operation.

In the buildings with automatic temperature controls, the start time for the heating equipment should be set as late as possible while allowing time to heat the building to guideline temperature by the beginning of class.

In those buildings with automatic temperature controls, the thermostat will be set at 55 degrees at the close of the school day or scheduled facility use.

The principal will ensure that the Chief Custodian performs an end-of-day shutdown checklist on Monday through Thursday and a weekend shutdown checklist on Friday to make certain that the building systems are shut down in an energy conservative manner.

All domestic hot water systems are to be set no higher than 120 F or 140 F for cafeteria service (with dishwasher booster). Ensure all domestic hot water re-circulating pumps are off during unoccupied times.

During spring and fall when there is no threat of freezing, all steam and forced air heating systems should be switched off during unoccupied times. Hot water systems should be switched off using the appropriate loop pumps.

If, on extremely cold nights, a 55 degree setback could cause coil freeze ups or not allow the building to heat to a comfortable level by the time students arrive, take the following action:

Set the unoccupied temperature setting at 60 degrees  
Please contact Facilities Services

## **PROCEDURES FOR OPERATING AIR CONDITIONING EQUIPMENT**

When the temperature is such that cooling is needed at the beginning of the school day, the start time for air conditioning equipment should be set as late as possible while still allowing time to cool the building to guideline temperature settings.

Set the thermostat controls in the range of 75 to 78 degrees when air conditioning is in operation. It is anticipated that by maintaining the 75 to 78 degree thermostat setting, the classroom climate can be reduced to an even more comfortable level by the use of classroom fans.

Refrain from turning lights on unless definitely needed. Remember that lights not only consume electricity, but also give off heat, which in turn, places an additional load on the air conditioning equipment and thereby increases the use of electricity necessary to cool the room.

The air conditioning equipment should be turned off at the approximate time the students leave school. It is anticipated that the temperature of the classroom will be maintained long enough to afford comfort for the period the teacher remains in the classroom after the students have left.

Where cross-ventilation is available during periods of mild weather, shut down air conditioning equipment and adjust the temperature by opening windows and doors.

Close individual classroom and office doors when the air conditioning equipment is in operation.

In situations when the air conditioning is running in unoccupied areas (ex. floor wax will not dry due to high humidity, indoor air problems, etc...) outside make up air dampers will be placed in the fully closed position. These situations must have approval by Facilities Services.

Ensure that air conditioning systems operated from automatic temperature controls have outside air dampers closed during unoccupied times.

For any 24-hour period the targeted relative humidity should not average greater than 60%.

## **PROCEDURES FOR WATER CONSERVATION**

Ensure that all plumbing (leaks, faucets, flush valves, etc.) and/or areas where water is entering the building (i.e. roof leaks, basement water intrusions) or humidity sources (condensation on pipes, sweating walls) are reported and repaired immediately.

All watering should be done between 5:00 am and 10:00 am.

## **PERSONAL APPLIANCES**

Refrigerators are permitted in the classroom with the stipulation that during the winter, spring, and summer breaks the units are unplugged.

Coffee pots are permitted in the classroom to brew coffee. Once brewed, the coffee should be emptied into a thermos type device and the warmers shut off.

Microwaves are not permitted in the classroom due to safety concerns and pest/rodent problems. Toaster ovens and hot plates are not permitted in the classroom due to safety concerns with exposed heating elements.

The Christina School District has a series of shut down procedures to encourage energy conservation on the District Intranet. The link to these practices is <http://intranet/PoliciesProcedures/index.htm#FOM>. Facilities will be working with Chief custodians to make sure that shutdown procedures are understood and are followed.

Energy conservation is everyone's responsibility. Please do not hesitate to contact Facilities Services with questions or suggestions.

## **RECYCLING Program – See Building Operations**

# ACCOUNTABILITY

## CUSTOMER SERVICE BENCHMARKS AND FEEDBACK

### HOW ARE WE DOING?

#### Financial Data

Basic financial information on Christina's Facilities Services

The budget dollars do not include salaries.

	FY 09	FY 11	FY 13 Projected
Maintenance Budget	\$ 565,000		
Minor Capital Dollars (MCI)	\$ 1,582,700		
Total SF of District Buildings Managed	2,640,748	2,866,718	2,998,718
Number of Custodians	161	198	204
Number of Skilled Craft persons	22	22	24
Number of Supervisory staff in Custodial and Maintenance	4	4	4
Number of Students (Sept 30 <sup>th</sup> count)	17020		
Custodial / Maintenance Salary	\$ 6,657,068		

	FY09	FY 11	FY 13 Projected
Total budgeted Maintenance Expenditures per SF (MCI + Maintenance + Salary in 2008)	\$ 3.33		
Total budgeted Maintenance Expenditure per Student (MCI + Maintenance +	\$ 517		

Salaries)			
SF per Supervisory FTE	660,187		
SF per Skilled Maintenance FTE	120,034		
SF per Custodial FTE	16,402		

Some conclusions:

### **CLEANING BENCH MARKS**

Level 1 cleaning – Hospital environment – with proper tools and supplies 1 custodian 10,000 – 11,000 sf / 8 hour shift.

Level 2 cleaning – Upper standard for school cleaning - restrooms, K areas, food service 18,000 – 20,000 sf / 8 hour shift

Level 3 cleaning – norm for schools 28,000 - 31,000 sf per 8 hour shift.

Level 4 cleaning – lower standard includes classrooms every other day, vacuum every third day, dusting once a month. 45,000 – 50,000 per 8 hour shift (typical elementary school size)

Level 5 cleaning – unacceptable – trash only; carpets on a weekly basis. 85,000 – 90,000 per 8 hour shift.

# APPENDIX A

## CHOICE CAPACITY MEMO SAMPLE



### Facilities Services

Eden Support Services Center  
925 Bear Corbitt Road  
Bear, DE 19701

(302) 454-2400  
TDD Relay (800) 232-5470  
FAX (302) 454-5440

### MEMORANDUM

**TO:** **SAMPLE**

**FROM:** Facilities Services

**DATE:**

**SUBJECT:** School CHOICE Capacities

Please find attached a table summarizing school capacity data for Christina School District for the \_\_\_\_\_ school year.

The first column is a list of the special programs located in each listed building. This is useful for planning purposes and the total number of rooms shown is used as a deduction in the overall Facilities Capacity. These programs were identified during our physical surveys. Reminder: art and music classrooms are not calculated as a deduction. Room deductions for SC (Self Contained) will be ½ a room of capacity for each room utilized for SC. This is because students in the SC program will be feeder students.

The second column is our proposal for the facility capacity in the regular schools. The concept of this number is to determine the capacity of each school for total number of possible students based on homerooms.

Classroom size is defined as the following:

Elementary School – Classroom = / > 700 sf    Non-classroom < 700 sf

Middle and High – Classroom = / > 645 sf    Non-classroom < 645 sf

The District formulas used are as follows:

Elementary Schools

18 students per classroom K

22 students per classroom 1 – 3

24 students per classroom 4 – 6

Library, Gym, and first computer room are excluded.

Music and Art are included.

Total number of rooms deducted for Special Programs

Middle School  
 23 students per classroom  
 Library, Gym, and first computer room are excluded.  
 Music and Art are included.  
 5% deduction for scheduling efficiency  
 Total numbers of rooms deducted for Special Programs

High School  
 21 students per classroom  
 Library, Gyms, and first computer room are excluded.  
 Music, Art, shops and other computer rooms are included.  
 5% deduction overall for Scheduling efficiency  
 Total number of rooms deducted for Special Programs

This choice capacity calculation is 95% of the total seats available based upon the facility capacity. A school or grade will be recommended as closed to choice when the projected enrollment for next year exceeds the choice capacity, as determined by the 95% formula. Choice capacity assumes that art and music are being used as home rooms in all buildings.

This process is adjusted every year to account for changes in grade configuration, full day Kindergarten, and special programs distribution.

Please do not hesitate to contact me at 302 454 2400 x 204 with questions on this information.

Name of School	CSD Special Programs	CSD Facility Capacity for Regular Schools	Choice Capacity (95% of total seats available)
		FTE Seats / Total Seats	
Brookside	1 SC 2 Reach	Kn ½ 2 x 36 = 72 Kn full 1 x 18 = 18 1-3 16 x 22 = 352 4-5 9 x 24 = 216 Subtotal 658 Less 2.5 rms x 24 = 60 Total 598	Total Choice Seats = 568  K = 85  Grade 1 – 5 = 483
Marshall	1 SC 2 Reach 2 DAP	Kn ½ 3 X 36 = 108 1-3 20 X 22 = 440 4-5 10 x 24 = 240 Subtotal 788 Less 4.5 rms x 24 = 108 Total 680	Total Choice Seats = 646  K = 103  Grade 1 – 5 = 543
Jones	1 SC	Kn ½ 2 x 36 = 72 Kn full 1 x 18 = 18 1-3 14 x 22 = 308 4-5 6 x 24 = 144 Subtotal 542 Less .5 rms x 24 = 12 Total 530	Total Choice Seats = 504  K = 85  Grade 1 – 5 = 419
Downes	1 SC 2 DAP	Kn ½ 1 x 36 = 36 Kn full 2 x 18 = 36	Total Choice Seats = 485  K = 69

	1 PreK	1-3 15 x 22 = 330 4-5 8 x 24 = 192 Subtotal 594 Less 3.5 rms x 24 = 84 Total 510	Grade 1 – 5 = 416
Gallaher	1 SC	Kn ½ 2 x 36 = 72 1-3 16 x 22 = 352 4 7 x 24 = 168 Subtotal 592 Less .5 rms x 24 = 12 Total 580	Total Choice Seats = 551 K = 69 Grade 1 – 5 = 482
Keene	3 SC	Kn ½ 3 x 36 = 108 1-3 18 x 22 = 396 4-5 13 x 24 = 312 Subtotal 816 Less 1.5 rms x 24 = 36 Total 780	Total Choice Seats = 741 K = 103 Grade 1 – 5 = 638
Leasure	2 SC 2 ECAP	Kn ½ 3 x 36 = 108 1-3 18 x 22 = 396 4-5 12 x 24 = 288 Subtotal 792 Less 3 rms x 24 = 72 Total 720	Total Choice Seats = 684 K = 103 Grade 1 – 5 = 581
Maclary	1 SC 2 PreK/Wings for learning 1 Childcare 2 DAP	Kn ½ 1 x 36 = 36 Kn full 2 x 18 = 36 1-3 15 x 22 = 330 4-5 8 x 24 = 192 Subtotal 594 Less 5.5 rms x 24 = 132 Total 462	Total Choice Seats = 439 K = 69 Grade 1 – 5 = 370
McVey	1 SC 1 ECAP	KN ½ 2 x 36 = 72 1-3 16 x 22 = 352 4-5 9 x 24 = 216 Subtotal 640 Less 1.5 rms x 24 = 36 Total 604	Total Choice Seats = 574 K = 69 Grade 1 – 5 = 505
Smith	1 DAP 1 SC	Kn ½ 3 x 36 = 108 1-3 16 x 22 = 352 4-5 10 x 24 = 240 Subtotal 700 Less 1.5 rms x 24 = 36 Total 664	Total Choice Seats = 631 K = 103 Grade 1 – 5 = 528

West Park	2 ESL 2 SC SC K	Kn ½ 1 x 36 = 36 Kn full 2 x 18 = 36 1-3 13 x 22 = 286 4-5 7 x 24 = 168 Subtotal 526 Less 4 rms x 24 = 96 Total 430	Total Choice Seats = 409  K = 69  Grade 1 – 5 = 340
Wilson	1 SC Biling K – 5	Kn Full 3 X 18 = 54 KN ½ 1 X 36 = 36 1-3 14 x 22 = 308 4-5 10 x 24 = 240 Subtotal 638 Less .5 rms X 24 = 12 Total 626	Total Choice Seats = 595  K = 86  Grade 1 – 5 = 509
Brader	1 SC Biling K-3  Wings PreK and PK REACH in portables	Kn ½ 3 X 36 = 108 1-3 21 x 22 = 462 4 – 5 9 x 24 = 216 Subtotal 786 Less 1 rms x 24 = 24 Total 762	Total Choice Seats = 724  K = 103 Grade 1 – 5 = 621
Porter Road	3 SC SC K	Kn Full 3 x 18 = 54 Kn ½ 2 X 36 = 72 1-3 16 x 22 = 352 4-5 13 x 24 = 312 Subtotal 790 Less 2 ½ rooms x24 = 60 Total 730	Total Choice Seats = 694  K = 120  Grade 1 – 5 = 574
Bancroft	2 SC SC K 2 Reach	Kn full 3 x 18 = 54 1-3 14 x 22 = 308 4 – 5 36 x 24 = 864 Subtotal 1208 Less 4.5 rms x 24 = 108 Total 1100	Total Choice Seats = 1045 K = 52  Grade 1 -5 = 993
Elbert Palmer	1 SC 1Pre School /Wings for learning 1 PK Reach	Kn full 2 x 18 = 36 1-3 6 x 22 = 132 4-5 13 x 24 = 312 Subtotal 480 Less 2.5 rms x 24 = 60 Total 420	Total Choice Seats = 399  K = 34  Grade 1 – 5 = 365

Pulaski (Biling is part of feeder and is not deducted)	2 SC	Kn full 5 x 18 = 90 1-3 13 x 22 = 286 4-5 8 x 24 = 192 Subtotal 568 Less 1 rms x 24 = 24 Total 544	Total Choice Seats = 517 K = 86 Grade 1 – 5 = 431
Stubbs	2 SC	Kn full 3 x 18 = 54 1-3 12 x 22 = 264 4-6 10 x 24 = 240 Subtotal 558 Less 1 rms x 24 = 24 Total 534	Total Choice Seats = 507 K = 52 Grade 1 – 5 = 455
Bayard	5 SC 1 ESL 1 Reach 2 DAP	9-12 54 x 23 = 1242 Less 5%(1.5 rms) - 62 Less 6.5 rms x 23 = 150 Total 1030	Total Choice seats = 979
Gauger	1 Reach 2 DAP 4 SC 1 ESL	9-12 64 x 23 = 1472 Less 5%(3 rms) - 74 Less 6 rms x 23 = 138 Total 1260	Total Choice Seats = 1197
Kirk	1 ESL 3 SC 1 DAP 1 Reach	9-12 51 x 23 = 1173 Less 5% (2.5rms)- 59 Less 4.5 rms x 23 = 103 Total 1011	Total Choice Seats = 961
Shue/Medi II	1 ESL 4 SC 1 Reach 1 DAP	9-12 67 x 23 = 1541 Less 5% (3.5 rms) 77 Less 5 rms x 23 = 115 Total 1349	Total Choice Seats = 1282
Christiana HS	2 ESL(in feeder) 2 Reach 3 DAP 7 SC	9-12 94 x 21 = 1974 Less 5% (4.5 rms) – 99 Less 10 rms x 21 = 210 Total 1665	Total Choice Seats = 1582
Glasgow HS	2 ESL(in feeder) 2 Reach 4 DAP 6 SC	9-12 98 x 21 = 2058 Less 5% (5 rms) - 102 Less 11 rms x 21 = 231 Total 1725	Total Choice Seats = 1639

Newark HS	2 ESL(in feeder) 2 Reach 2 DAP 8 SC	9-12 $105 \times 21 = 2205$ Less 5% (5 rms) -    110 Less 10ms x 21 =    210 Total                    1885	Total Choice Seats = 1791
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## **APPENDIX B**

### **CUSTODIAL TERMS AND TASK DEFINITIONS**

#### **CHECKLIST OF COMMON CLEANING MISTAKES**

##### **DUST MOPPING**

1. Swinging the mop; causing dust
2. Tapping or raising the mop; causing dust
3. Over-treating; making the floor slippery
4. Under-treating; mop too dusty
5. Letting mop get too "loaded" (vacuum, wash or replace)
6. Bumping furniture or walls
7. Failing to police matters

##### **WET MOPPING**

1. Overuse of detergent (suds, sticky film)
2. Failure to change dirty water (redistributes soil)
3. Marking baseboards; not "stripping" the baseboard
4. Mop not wrung completely (soil transfer, inefficient)
5. Handle sticking out; hazardous
6. Overuse of water
7. Failing to wash out mop
8. Uncomfortable work pattern

##### **SPRAY-BUFFING**

1. Application on a dirty floor
2. Not washing out the pad
3. Not cleaning out the sprayer
4. Letting the spray dry
5. Overloaded pad
6. Use as a cure-all
7. Improper pad selection

##### **WAX STRIPPING**

1. Using too concentrated a solution – "burning" the floor
2. Leaving water down too long – loosening, curling tiles
3. Letting the solution dry on the floor (re-depositing)
4. Failure to strip completely
5. Failure to rinse after stripping
6. Failure to clean baseboards

## **WAXING**

1. Applying coat too thick (soft, slippery, soils easily)
2. Putting more than one coat up to the wall
3. Changing waxes without stripping or testing
4. Waxing over a dirty floor
5. Putting on a second coat before first coat has dried
6. Getting wax on baseboards and furniture
7. Rubbing, causing bubbles
8. Pouring old wax back in drum (break emulsion)

## **BUFFING**

1. Letting floor machine hit furniture, walls
2. Not dust mopping first – scatters dust
3. Using wrong pad
4. Fighting the floor machine

## **RESTROOM CARE**

1. Not cleaning under lip of bowl
2. Daily use of acid descaler
3. Not dusting high up
4. Letting waste receptacle stay dirty
5. Reliance on deodorants

## **ROOM CARE**

1. Not dusting under furniture
2. Not dusting over lamps, doors, cabinets
3. Not dusting door frames and hinges
4. Not cleaning waste baskets
5. No attention to hand prints
6. Ignoring overhead surfaces

## TERM DEFINITIONS

A common language is necessary for precise communication and clear communication is necessary for success. In order to help provide a common language, the following term definitions are provided for your use:

**BUFFING** – Use of a rotary floor machine and nylon floor pad without application of floor finish, to remove scratches and heel marks from the surface.

**DETAIL VACUUM** - Either a hand-held vacuum or shoulder vacuum, used to remove dirt and loose soil from hard to reach areas; examples are corners and edges of carpets, office furniture, etc.

**FULL VACUUM** - Removal of surface dirt in carpeted areas using a commercial vacuum cleaner. Full vacuum refers to the entire carpeted area being vacuumed.

**SCRUB AND REFINISH** – Removal of all surface dirt and the top layer of floor finish by using a rotary floor machine or auto scrubber, scrub nylon pad and a general cleaner followed by the application of the appropriate number of layers of floor finish.

**SPOT MOP** – Use of a damp mopping procedure to clean a small portion of the floor area when the whole floor does not require mopping.

**SPRAY BUFFING** – Use of rotary floor machine and a nylon pad (usually red, tan, or champagne) with the application of a minimal amount of spray restorer to the floor. This removes a portion of the top layer of finish along with attached soil, scuff marks, heel marks, and scratches.

**VACUUM** – Removal of surface dirt in carpeted areas with a vacuum cleaner.

**WET MOP** – Mops used for spot mopping, damp mopping, pick-up of spills, applying floor finish/finish remover, and other general cleaning operations of floors. Mop heads should be rinsed on a regular basis and laundered periodically. Wet mop heads should not have an objectionable odor.

## TASK DEFINITIONS FOR ROUTINE WORK

**EMPTY TRASH RECEPTACLES** – All waste baskets, pencil sharpeners and other trash containers within the area shall be emptied and returned to their initial location. Any material marked “trash” that is placed near a receptacle shall be removed. The trash shall be emptied into a designated trash dumpster or receptacle in such a manner as to prevent the nearby area from becoming littered.

**SPOT CLEAN WASTE RECEPTACLES** – The exterior of waste baskets shall be damp wiped with neutral detergent from a spray bottle and a clean sponge or synthetic fiber cloth used to remove evident soil. Wet spills on the interior of waste baskets shall be removed. Heavy duty cleanser and an abrasive pad shall be used on hard-to-remove soil. In restrooms, germicidal detergent shall be used instead of neutral cleaner.

**REPLACE OBVIOUSLY SOILED OR TORN TRASH RECEPTACLE LINERS** – All plastic liners which are torn or obviously soiled shall be removed from trash receptacles and replaced with new liners. The liners shall be folded back over the top rim of the receptacle.

**REARRANGE FURNITURE AS REQUIRED** – All furniture moved by the custodial staff during the performance of their work shall be returned to its appropriate location. Additionally, all other office furniture such as chairs and waste receptacles shall be returned to their initial location.

**DAMP WIPE CHALK TRAYS** – Use a damp sponge or cloth to remove chalk dust from trays. The chalk dust should be emptied into the waste collection cart.

**USE CLEAN WATER TO WASH CHALK BOARDS** – Use clear water and a sponge to wipe the chalk boards; allow to air dry.

**CLEAN AND DISINFECT DRINKING FOUNTAINS** – Use a spray of germicidal detergent, sponge or cloth, small percolator brush, abrasive pad and cleanser to remove all obvious soil, streaks, smudges, etc., from the drinking fountains and cabinets; disinfect all porcelain and polished metal surfaces including the orifices and drain. After cleaning, the entire drinking fountain shall be free from streaks, stains, spots, smudges, scale, and other obvious removable soil.

**SPOT CLEAN FURNITURE, FIXTURES, WALLS, PARTITIONS, DOORS** – Use a clean cloth and spray bottle of neutral cleaner, germicidal detergent, or glass cleaner as required to remove smudges, fingerprints, marks, streaks, etc., from washable surfaces of walls, furniture, partitions, doors, fixtures, appliances, door hardware, strike plates, etc. Germicidal detergent shall be used in restrooms, locker rooms, food service areas, and drinking fountains. Glass cleaner shall be used on all mirrors and glass surfaces. Heavy duty cleanser shall be used on hard to remove spots. After spot cleaning, the surface shall have a clean, uniform appearance, free of streaks, spots, and other evidence of removable soil. This includes both sides of the glass in exterior doors, vestibules, interior offices, and labs.

**DISINFECT FURNITURE, FIXTURES, WALLS, PARTITIONS, DOORS, ETC.** – Use a cloth and germicidal detergent to damp wipe and disinfect all surfaces of furniture, fixtures, walls, partitions, doors, etc.

**DUST MOPS** – The dust mop is the tool most used by custodians in the cleaning business. It is important to use the dust mop as often as possible to remove the grit, which acts like sandpaper under the shoes.

◆ Treating a new dust mop:

1. Lay mop on cardboard and apply mop oil treatment evenly on all threads
2. Roll mop into ball and put in a plastic bag
3. Wait 12 hours before using

**NEVER USE A MOP HEAD THE SAME DAY YOU OIL IT**

◆ Treating a used dust mop:

1. Clean mop after each use with a stiff bristle brush over a trash can
2. Treat with mop oil and hang in custodial closet with threads hanging down

**DUSTING OF BUILDING & FURNITURE SURFACES** – Use a lightly treated dust cloth, lightly treated hand-held dusting tool, lambs wool dusting tool, tank vacuum with dusting attachments, or a combination of these dusting tools to remove all dust, lint, litter, dry soil, etc., from the surfaces of desks, chairs, file cabinets and other types of office furniture and equipment and from vertical walls, windows, blinds, hand rails, etc., below 7' from the floor surface. After regular dusting, all such

surfaces shall have a uniform appearance, free from streaks, smudges, dust, lint, litter, etc. In restrooms and food service areas, use cloth or sponge dampened with germicidal detergent instead of dusting tool or cloth.

**WET MOPS** – It is impossible to do a good job cleaning if the mop is dirty. Mops should be rinsed and rung dry after each use. Shake strands apart, hang in a well-ventilated place for drying. This will prevent the development of odor or mildew.

**MOP BUCKETS AND WRINGERS** – Mop buckets and wringers are to be emptied, rinsed, and dried after each job is completed. Lubricate the moving parts regularly.

**FLOOR MACHINES** – Clean the machine after each use. When storing the machine, always remove the brush, the pad holder, and tilt the machine. Store the brushes by hanging them up. Clean the cord with a damp cloth after each use.

**AUTOMATIC FLOOR MACHINES** – Empty and clean after each use. Wipe exterior of machine and connect the machine to the battery charger.

**TRASH CONTAINER** – Empty trash containers every day; never leave trash in a container overnight. Clean and lubricate casters as needed.

**REFILL PAPER TOWEL, TOILET TISSUE, and HAND SOAP** – All dispensers shall be completely filled to the proper fill level. The paper supplies and hand soap shall be correctly installed in accordance with the directions of the dispenser and paper manufacturers. Hand soap dispensers and adjacent surfaces shall be wiped to remove spillage.

**POLICE FLOORS TO REMOVE LITTER** – All visible litter such as paper, rubber bands, paper clips, chewing gum, etc., shall be picked up or swept and placed in a waste collection container.

**VACUUM** – Do not let the bag get too full; this will reduce the machine's ability to pick up dirt. Check the belts often. Remove threads and hair that might be around the brush. Adjust the brush to the proper height; a brush lowered too much can damage the carpet pile and decreased the efficiency of the vacuum.

**WET VACUUMS** – After using the wet vacuum, the tank is to be emptied and dried. Clean cord with a damp cloth, and wrap around the motor unit. The hose should be flushed with clean water and the squeegee rinsed after each use. Store in a proper place.

**PARTIALLY VACUUM CARPET** – Use a carpet vacuum to remove obvious soil and litter from carpet.

**FULL/COMPLETE VACUUM OF CARPET** – Use a vacuum to collect surface dirt and embedded grit from all areas accessible to the carpet vacuum. The beater bar shall be adjusted to correspond with the pile height of the carpet. Chairs and trash receptacles should be tilted or moved where necessary to vacuum underneath. Additionally, as necessary to prevent any visible accumulation of soil or litter in carpeted areas inaccessible to the upright vacuum, a crevice tool and brush attachment shall be used. After the carpeted floor has been completely vacuumed, it shall be free of all visible litter, soil, and embedded grit.

**DISINFECTING NON-CARPETED FLOORS** – Follow the same procedure for damp mopping except add germicidal solution to your water, changing the water so as to maintain a 400/ppm dilution level (hospital minimum standards). Change water whenever it begins to cloud with dirt.

**SWEEP OR DUST MOP NON-CARPETED FLOOR** – Prior to sweeping the floor surface, use a mop and neutral detergent to remove spills and obvious soil from the floor; use a putty scraper to remove gum, tar, and other sticky substances from the surface. On resilient tile, terrazzo, smooth sealed concrete or other sealed finished floor surfaces, use a treated dust mop and dust pan to remove accumulated soil and litter. On rough, unsealed concrete floors, where dust mopping is not effective, use a push broom. The entire area to be swept shall be thoroughly cleaned to remove dust, dry soil, and other litter. Chairs and trash receptacles are to be lifted, tilted, or moved where necessary to sweep underneath. After the floor has been swept the floor surface, including corners and edges, shall be free of streaks, litter and spots. Carpet-type entrance mats shall be vacuumed to remove soil and grit and to restore the resiliency of the carpet pile. Rubber or polyester entrance mats shall be swept, vacuumed or hosed down to remove soil, lifted to remove soil and moisture underneath, then returned to their correct location.

**SPOT MOP NON-CARPETED FLOORS** – A wet mop, mop bucket wringer, and a neutral detergent shall be used to remove all obvious soil and non-permanent stains from the entire area. Chairs, trash cans, etc., shall be moved when necessary to spot mop underneath. After being mopped, the floor shall have a uniform appearance with no streaks, swirl marks, detergent residue or any evidence of soil. There shall be no splash marks or mop streaks on furniture, walls, baseboards, etc., or mop strands remaining in the area. In restrooms, germicidal detergent shall be used instead of neutral cleaner.

**DAMP MOP NON-CARPETED FLOORS** – Prior to being damp mopped, the surface shall be swept. A wet mop, mop bucket and wringer, and a neutral detergent solution shall be used to remove all soil and non-permanent stains from the entire area. The neutral detergent solution shall be changed periodically so that it remains clear and the area damp mopped shall be rinsed with clear water. All accessible areas shall be damp mopped. Chairs, trash receptacles, etc., shall be moved when necessary to mop underneath. After being damp mopped, the floor should have a uniform appearance with no streaks, swirl marks, detergent residue, or any evidence of remaining soil. There shall be no splash marks or mop streaks on furniture, walls, baseboards, etc., and no mop strands should be left.

**SPRAY-BUFFING FLOORS WHICH ARE COATED WITH FLOOR FINISH** – Prior to being spray-buffed, the floor surface shall be dust mopped. A single-disc floor machine, buffing pad, and a spray bottle with spray-buffing solution shall be used to restore a uniform gloss and protective finish to finished resilient tile floors. All chairs, trash cans, etc., shall be moved as needed to spray-buff the entire area. After spray-buffing, the entire floor shall have a uniform appearance. All spray-buff solution shall be removed from baseboards, furniture, etc.

**DESCALE TOILETS AND URINALS** – Use acid-type bowl cleaner and nylon Johnny Mop to remove scale, scum, mineral deposits, rust stains, etc., from toilets and urinals. After descaling, the entire surface shall be free from streaks, stains, scale, scum, mineral deposits, rust stains, etc. Caution must be used to prevent damage to adjacent surfaces caused by acid-type bowl cleaners. Do not allow acid-type bowl cleaners to contact chrome or other plated fixtures as permanent damage will result.

**CLEAN AND DISINFECT WASH BASINS** – Use a spray bottle to apply germicidal detergent solution to fixtures, use a sponge and abrasive pad to clean all surfaces of fixtures, wipe dry toilet seats (top and bottom) and spray with aerosol germicide; let air dry.

**CLEAN URINAL DRAINS AND FLOOR DRAINS IN RESTROOMS** – Use a screwdriver to remove the drain cover and/or strainer. Use a circular, stiff bristle wire brush to remove scale and other soil from the inside of the drain pipe and then flush with hot water and germicidal detergent. Use a flat, stiff bristled, wire brush to remove scum, scale and other soil from the drain cover and/or strainer and then screw the drain cover and/or strainer back in place.

**CHEMICALS AND SUPPLIES** – The materials furnished for the care of our buildings represent a large investment. The proper use of all chemicals depends on common sense. Always read the directions and use a measuring cup when diluting chemicals in water. The old saying, “If a little bit does a good job, then a lot will do better”, is a **false statement!** **Don't guess, measure!!!** It is important that the lid of all chemicals be on tight at all times and never store chemicals where they may freeze or cause other dangerous hazards. Only use materials supplied on the job site and authorized by the Chief Custodian.

**EQUIPMENT CARE AND STORAGE –**

**UNDER NO CIRCUMSTANCES ARE CHEMICAL DRAIN CLEANERS TO BE USED IN ANY PLUMBING FIXTURES OR DRAINS. THE USE OF A CAUSTIC DRAIN OPENER CREATES A HAZARD FOR DISTRICT PLUMBERS!**

The custodial staff is responsible for the proper care and use of all equipment. Use equipment only for the task for which it was designed. Always clean and store **all** equipment properly after each use.

## TASK DEFINITIONS FOR PROJECT WORK

**STRIP AND REFINISH RESILIENT TILE** – Stripping shall be defined as the complete removal, without damage to the floor surface, of all finish and/or sealer from all visible floor surfaces and from those floor surfaces which can be exposed by the removal of non-fixed furnishings. Stripping shall also include the complete removal of all marks, scuffs, and stains, etc., except in cases in which there are damage to the floor surface. The stripping chemical(s) for the type of finish and/or sealer being stripped shall be used according to the manufacturer's directions. The floors shall be scrubbed with a single-disc floor machine equipped with a stripping pad, except those areas in which the use of manual scrubbing devices are necessary to completely remove the finish and/or sealer (along walls, in corners, etc.). The stripping solution and rinse water shall be picked up with a wet/dry vacuum except in areas where its use is impossible or impractical (very small areas, areas with low amperage circuits, etc.). All floor surfaces to which stripper has been applied shall be thoroughly rinsed with clean water and a neutral conditioner. When a wet/dry vacuum is used, the area should be rinsed at least once with a neutralizer after the stripping solution has been removed. If a mop is used to pick up the stripping solution, the area should be rinsed at least twice.

Refinishing shall be defined as the proper application of at least two coats of sealer and three coats of finish to all areas. The sealer and finish shall be applied with a clean, fine strand, rayon mop head. No sealer and finish which has been removed from its original container shall be returned to that container. After the sealer and finish have dried, the reflectance shall be uniform and no streaks, swirls, etc., shall be visible. No stripping solution or finish shall remain on baseboards, doors, or other non-floor surfaces.

**CARPET CLEANING, WATER EXTRACTION METHOD** – Carpet cleaning, water extraction method, shall be defined as the spot cleaning, vacuuming, operation of the water extraction equipment, and revacuuming of all carpet in the area. Vacuuming shall be done both before and after the use of the water extraction equipment. All stained areas shall be treated with spot cleaning solution, following the directions of the manufacturer of the solutions. Spot cleaning should continue until as much of the stain as possible has been removed. The water extraction equipment shall be operated over the entire carpeted area. All instructions provided by the manufacturer of the water extraction equipment and material shall be followed during their use. After operating the water extraction equipment and allowing sufficient drying time, the carpet shall be vacuumed following a pattern which will give the carpet pile a uniform appearance.

**CARPET CLEANING, DRY FOAM METHOD** – Dry foam shampooing of carpets shall be defined as the spot cleaning, vacuuming, shampooing and revacuuming of all carpet in an area. All vacuuming, both before and after shampooing, shall be done with a medium-duty power lifter-type vacuum. All stained areas shall be treated with spot cleaning solution, following the directions of the manufacturer. Spot cleaning should be continued until as much of the stain as possible has been removed. The shampooing shall be done using equipment and materials specifically designed for dry foam shampooing. The instructions provided by the manufacturer of the equipment and materials should be followed during its use. Areas such as corners, which are inaccessible to the scrubbing machines, shall be shampooed with foam from the machine and a manual-scrubbing device. After shampooing and allowing sufficient drying time, the carpet shall be vacuumed following a pattern, which will give the carpet pile a uniform appearance.

**CARPET CLEANING, DRY EXTRACTION METHOD** – Dry extraction of carpets shall be defined as the vacuuming, spot cleaning, application of sponges, agitate sponges and revacuuming of all carpet in an area. All vacuuming, both before and after shall be done with a heavy-duty power lifter-type vacuum. All stained areas shall be treated with spot cleaning solution, following the directions of the manufacturer. Spot cleaning should be continued until as much of the stain as possible has been removed. The extracting shall be done using equipment and materials specifically designed equipment and materials should be followed during its use. Areas such as corners, which are inaccessible to the agitator, use a manual-scrubbing devise. After extracting and allowing a sufficient agitation time, the carpet shall be vacuumed following a pattern, which will give the carpet pile a uniform appearance.

**HIGH DUSTING** – High dusting shall be defined as the removal of dust, cobwebs, oily film, etc. from all fixtures and surfaces above 7' and below 12' from the top of the floor. This includes lights, grills, light fixtures, pipes, sprinkler systems, cables, ledges, walls, ceilings, vents, etc. High dusting shall be accomplished by using treated dust cloths, treated dusting tools, a damp sponge, and a tank vacuum with crevice tool, brush attachment and wall attachment. After high dusting, all areas and surfaces above 7', but below 12' from the top of the floor, shall be free from all types of soil removable by dusting or damp wiping and shall blend in with the area below 7' high.

# CLEANING PROCEDURES

## Automatic Scrubber Procedure

1. Sweep and dust mop the area to be cleaned. Always do both, because dust mops cannot collect large particles.
2. Remove gum and sticky substances with a chemical remover and/or putty knife.
3. Dilute detergent/cleaner according to directions and pour it into the machine's solution tank.
4. Set up "Wet Floor" signs.
5. If there are any easily movable obstacles such as chairs or equipment carts that interfere with the scrubber's path, place them out of the way.
6. With the scrubber turned on for operation, begin at one end of the area, proceed to the other, turn and start a new pass in the return direction. Overlap each previous pass by a few inches.
7. Clean edges or missed corners by hand.
8. When refilling the solution tank, empty out the recovery tank (the tank that contains soiled solution that was used on the floor.)

## Basic Restroom/Shower Cleaning Procedures

The following 13 steps are recommended for daily cleaning of restroom and shower room areas. Check with your supervisor about how these steps may have to be adjusted somewhat for the specific conditions in your building:

1. Gather all materials and tools – and prepare and gather all chemical solutions – you will need on your custodial cart. Transport the materials on your cart to the area to be cleaned. Follow the directions carefully on the chemical labels. Put on protective gloves.
2. Post all restroom/shower room doors with signs indicating the area is being cleaned and the floors could be wet and slippery. If your sex is opposite the one designated for the area you are cleaning, lock the doors to prevent people from entering.
3. Dust all above-floor surfaces with a vacuum, duster or cloth. Clean all light fixtures and damp-wipe vents. Sweep the entire floor area before starting any wet floor operations.
4. Check levels of – and refill to useable levels as necessary – dispensers of toilet tissue, hand towels, toilet seat covers, soap. Check and replace all aerosol deodorizers that are exhausted.
5. Put on protective eyewear and apron/smock. Remove all deodorant blocks and urinal strainers from urinals. Soak urinal strainers in a bucket of disinfectant solution. Put any

accumulated trash from the strainers in trash receptacles. Pull out wash basin drain plugs and clean and dispose of any hair or other materials caught in them. Empty all trash containers in the area. Wash out restroom trash containers daily with disinfectant solution.

6. Begin wet disinfection and wet cleaning operations. If toilets and urinals need acid treatment, this should be done at this time. (This is not a daily procedure, but it is mentioned here so that it will not be over-looked when the time comes.) Use the bowl mop to get as much water out of each toilet bowl as possible by forcing the water down the drain with rolling strokes. Apply the acid with the bowl mop or, in the case of most dry bowl cleaners, add the acid to the bowl. Acids should be put on surfaces to be treated and then left to sit for a few minutes while you do other procedures. After about 10 minutes, flush the toilet.
7. Walls should be washed down, as needed, with a cleaner and/or disinfectant. Do this with a rag and a bucket of solution.
8. Clean and disinfect toilets, urinals and wash basins in one of two ways:

**A single-stroke operation**, in which fixtures are washed with cleaner/disinfectant and a rag.

**A two-step operation**, in which fixtures are washed first with an all-purpose cleaner solution and dried off with wipes. They are then sprayed with a disinfectant solution using a trigger sprayer, pump-up sprayer or aerosol. Be careful not to spray toilet tissue.

9. All metal on fixtures should be polished with a metal polish or at least a clean wipe towel. Next clean all the surfaces, such as partitions and lower horizontal surfaces, with a cleaner/disinfectant. Wipe them down properly afterward to prevent chemical buildup.
10. Use glass cleaner to clean mirrors and other glass. When cleaning double-sided glass, be sure to wipe one side in one direction and the other side in another direction. This will help you if there are streaks when you are done – you will know which side the streaks are on.
11. Clean floor or drain gates. Pour a small amount of water into the floor drains each day to check for plugging and to create a water seal in the drain traps that prevents sewer gases from entering the room.
12. Wash doors, door handles and doorknobs on both sides of the door with a cleaner/disinfectant. If electric hand dryers are present, wipe them down with a disinfectant solution.
13. The final step in daily restroom maintenance is to wet mop the floor with a cleaner/disinfectant solution. This can be done with a single-bucket or double-bucket method, but a double-bucket method is usually preferred.

### **Dry Compound Extraction**

#### **Hand Spreading Procedure**

1. Vacuum the area before cleaning.
2. Pre-spray spots with spotting solution and remove gum and other hardened substances.

3. Measure the area to be covered and scatter the appropriate handfuls of dry compound evenly over the entire space.
4. With an agitation machine, work compound into carpet a small section at a time.
5. After agitating, let the compound react with the carpet and dirt for the time recommended by the compound manufacturer; then vacuum.

### **Spreader/Agitation Machine Procedure**

1. Vacuum the area before cleaning.
2. Pre-spray spots with spotting solution and remove gum and other hardened substances.
3. Pour dry compound into spreader bag, open valve, and start machine. The machine automatically spreads and agitates the compound into the carpet. Use the machine in even straight strokes, moving horizontally over one section at a time.
4. After agitating the area, let the compound react with the carpet and dirt for the time recommended by the compound manufacturer before vacuuming.

### **Dusting Procedure**

Always dust high surfaces first. Use a duster with an extension handle to reach overhead surfaces. That's easier, quicker and safer than getting a ladder. (Never stand on furniture to reach a high spot.)

### **Small, Self-Contained**

1. Vacuum the area before cleaning.
2. Pre-spray spots and traffic lanes with spotting solution and remove gum or other hardened substances.
3. Fill solution tank with a properly diluted cleaning chemical.
4. Start with one section of carpet, pushing the machine forward. At the end of the area, turn around, slightly overlapping the just-extracted area. Continue the process until the entire area is extracted.
5. Areas of heavy dirt may need two passes. Do not saturate carpet.
6. Check solution and return tanks regularly. Never let solution level get too low or the recovery tank too full.
7. When finished, empty and wash out both tanks and return equipment to storage area.

## **Finish Procedure**

### **Mop-On Method**

To mop on finish, use a new mop or one used for only applying floor finishes. Use a clean mop bucket and wringer:

1. Dilute finish as recommended and pour into mop bucket.
2. If necessary, mop floor with an untreated dust mop.
3. Apply finish evenly over floor surface with a figure "8" or "S" stroke, working backward to avoid stepping in the finish. Work in sections, such as a 10' x 10' area, making sure each section is completely covered before moving to the next.
4. Apply each finish coat with mop strokes that are at right angles to the strokes used in the previous coat's application. For example, the first coat is applied with north-south mop strokes across the floor, and the next is applied with east-west strokes.

### **Lambswool Applicator Method**

Applying finish with a lambswool applicator is similar to applying sealer with this type of equipment. Follow procedures in the Sealer section and these rules:

- ◆ Never apply finish with an application that has been used for another purpose (such as applying sealer)
- ◆ Apply finish evenly in smooth, straight lines. Most finishes have leveling qualities, making "feathering" unnecessary. Take care not to get finish on walls or baseboards

## **General Spotting Procedures**

### **Old Spills or Spots**

When a spill or spot has become old, try the following:

1. Select a spotting chemical from the spotting chart accompanying this chapter, or another recommended spotting chart. Apply only enough spotting chemical to dampen the spot.
2. Tap the spot and the spotting agent with the bottom of a putty knife.
3. Using a clean towel, blot up the excess chemical solution. Check the towel to see if any substance from the spot transferred to the towel. As long as the spot is being dissolved and blotted out, keep working on it.
4. When it appears that there is no more transfer of the spot substance, add more spotting chemical to the spot. Use another type of spotting chemical if needed.

5. When all of the spot seems to be removed, place a heavy layer of towels over the spot. Then place a heavy object, such as a stack of books, on top of the towels. This will help pull out any remaining stain and will also pick up residue that may make the spot come back.

### **Enzyme Spotting Procedure**

1. Follow dilution directions for the product, as found on the label.
2. Apply the solution and blot with a white towel.
3. Leave the solution on stains for the recommended time but do not let the area dry out. Carpets must be damp while enzymes are working. Dampness can be maintained over the affected carpet area by covering with a damp towel that has been wrung out in clean water.
4. Blot remaining stain with a dry towel.
5. Never combine enzyme cleaners with other cleaning chemicals. The combination may reduce or destroy the enzymes' effectiveness.
6. If an odor remains after spot removal, the carpet padding and floor surface under the stain may have been saturated by the spill and need enzyme treatment. This is common with pet urine stains. A syringe applicator may be used to inject the spotter into the carpet padding.

### **General Spotting Procedures**

#### **Fresh Spills**

1. Cleaning up spots should begin the moment the spill or spot is reported. If a spill is fresh or quite recent, follow these four steps:
2. Blot up all the excess spilled material before it has a chance to set, which can occur in minutes. When you blot, don't rub or scrub – this can cause the spot to spread and become worse.
3. Saturate the spill area with an all-purpose cleaning solution. Don't use items such as bleach or ammonia, which can create worse problems.
4. Blot up all of the all-purpose cleaning solution with a rag. Then repeat the process of saturating with an all-purpose cleaning solution followed by blotting.
5. Blot up all the excess moisture with a clean towel. Then dry the spot with a fan for as long as is needed.

The above four-step procedure, done immediately, will remove 95 percent of the spots that occur from fresh spills.

#### **Old Spills or Spots**

Unfortunately for custodians, not everyone reports a spill the moment it happens. When a spill or spot has become old, try the following five-step procedure after selecting the proper chemicals:

1. Select an appropriate spotting chemical. Apply only enough spotting chemical to dampen the spot.
2. Tap the spot and the spotting agent with the bottom of a putty knife.
3. Using a clean towel, blot up the excess chemical solution. Check the towel to see if any substance from the spot transferred to the towel. As long as the spot is being dissolved and blotted out, keep working on it.
4. When it appears that there is no more transfer of the spot substance, add more spotting chemical to the spot. Use another type of spotting chemical if needed.
5. When all the spot seems to be removed, place a heavy layer of towels over the spot. Then place a heavy object, such as a stack of books, on top of the towels. This will help pull out any remaining stain and will also pick up residue that may make the spot come back.

### **Mop-On Restorers**

Keep these points in mind:

- ◆ Mop on the restorer after the floor surface is properly prepared
- ◆ Buff the dry floor using a pad or brush appropriate for the machine speed
- ◆ Make sure the restorer is compatible with the machine

### **Rotary Shampooing Procedure**

1. Vacuum the area before cleaning.
2. Pre-spray spots with the appropriate spotting solution and remove gum or other hardened substances.
3. Dilute the carpet cleaning solution according to directions.
4. Fill the shampoo tank (for shower-feed) or a pump-up sprayer with the cleaning solution.
5. Begin with one section of the carpet. Spray the solution onto the carpet and begin scrubbing the sprayed area with the floor machine. If you are using a shampoo tank and shower-feed brush with the floor machine, spraying and scrubbing can be done at the same time. With a pump-up immediately after.
6. Scrub an area of approximately 100 sq. ft., going over spotted areas more than once. Then wet vacuum.
7. Repeat until the entire area is scrubbed and wet vacuumed. Allow the area to dry.
8. After the carpet dries, vacuum it again to pick up any remaining shampoo residue, if necessary, rinse the carpet, using an extractor with clean water, to make sure all shampoo has been picked up.

## **Scrubbing Procedure – Conventional Floor Machine**

1. Sweep and dust mop the floor.
2. Remove gum and sticky substances with a chemical remover and/or putty knife.
3. Dilute detergent /cleaner solution according to directions.
4. Put up "Wet Floor" signs around the edges of the work area.
5. With a wet mop, apply the solution to a 10' by 10' area without splashing on walls, windows, furniture, etc.
6. With a scrubbing brush or pad, scrub the solution-wetted area with the floor machine. Apply solution to edges and corners and scrub them by hand with the pad center.
7. Use the floor machine in a straight-line motion, scrubbing across the area in a constant, slow-moving fashion. After each pass, back the machine away from the scrubbed area and move to the next area. To avoid missing spot, overlap scrubbing in each new area with just-scrubbed sections.
8. After doing scrubbing passes across about four overlapping areas, use a wet vacuum to pick up solution remaining in those areas. If a combination wet/dry vacuum machine is used, check before starting that the dry pickup bag is removed to avoid damage from the wet solution. Vacuum up as much solution as possible to eliminate extra mop bucket changes (see next step).
9. After an area the size of six floor machine passes has been wet vacuumed, the custodian responsible for rinsing can begin. Rinse each scrubbed area twice with water with a mop. On the first rinse, mop with a figure "8" or "S" stroke in one direction; reverse direction with the second rinse.
10. Repeat steps 1-9 across other sections of floor until the job is complete.

## **Sealer – Lambswool Applicator**

Depending on conditions, a lambswool applicator can provide a smooth application of sealer than the mop-on method. Those advocating this method believe its larger surface area and uniform coating is more efficient and helps the product go farther.

Lambswool applicators are available in sizes ranging from 6 to 18 inches. The applicator head is soft and reusable with sealer if properly cleaned. If an applicator has been used for sealing, use it only for sealing thereafter to avoid chemical cross-contamination.

A lambswool applicator is always used with a flat seal pan that is large enough for the applicator to be submerged in the sealing solution. A drip tray, which acts similar to a wringer to remove excess solution, is above the pan. Avoid using the lambswool applicator without the seal pan: pouring sealer directly on the floor and then spreading with the applicator is inefficient and can result in a non-uniform coating.

Follow this procedure with a lambswool applicator:

1. If more than six hours have elapsed since stripping, mop the floor with an untreated dust mop.
2. Pour sealer solution into seal pan at the cleaning site to avoid spills.
3. Submerge the applicator head in the seal pan, place it in the drip tray, and apply pressure to wring out excess solution. Vary the drip pan pressure depending on the amount of seal you desire.
4. Apply seal evenly in smooth, straight lines. Most seals have leveling qualities, making "feathering" unnecessary. Take care not to get seal on walls or baseboards. Work backward from the sealed area to avoid stepping on it before it dries.
5. Most floors need only one coat of sealer before receiving coats of finish. However, if dry or worn spots show through after the sealer dries; seal the floor again, if multiple applications are needed, do not apply more than one coat closer than 6 inches from the wall or other immovable edges or barriers. This practice will prevent unsightly, difficult-to-remove sealer buildup against these edges.

## **Sealer – Mop-On Method**

One way to apply sealer to a floor is to mop it on. The mop should be new or one used only for sealing. Never apply sealer or finish with a mop used for another purpose. New mops should be prepared properly, removing any contaminants prior to use. Always use a clean mop bucket and wringer. Here is the procedure for mop-on sealing:

1. Prepare sealer solution according to directions; put it in the mop bucket.
2. Make sure the floor is clean. If more than six hours have elapsed since stripping, mop the floor with a new, untreated dust mop to remove any dust that has settled.
3. Apply sealer with a figure "8" or "S" stroke, working backward from the sealed area to avoid stepping on it before it dries. Begin at one end and proceed in paths, overlapping onto just-sealed areas, until the floor surface is covered.
4. Most floors need only one coat of sealer before receiving coats of finish. However, if dry or worn spots show through after the sealer dries, seal the floor again. If multiple applications are needed, do not apply more than one coat closer than 6 inches from the wall or other immovable edges or barriers. This practice will prevent unsightly, difficult-to-remove sealer buildup against these edges.

## **Sealing & Refinishing Terrazzo**

1. Apply a seal with a lambswool applicator or mop. The smooth terrazzo surface is well-suited for lambswool applicators.
2. Apply seal in smooth, even, straight-line strokes. Most finishes are self-leveling, usually making "feathering" unnecessary. Do not get finish on walls or baseboards.
3. Prepare finish according to directions and mop on surface. Do not use the mop for anything other than applying finish. Always use a clean bucket and wringer.
4. Apply finish to a clean floor. If more the six hours has elapsed since the last application of seal or finish, dust mop the surface with an untreated dust mop.
5. Apply finish with a figure "8" or "S" stroke. Begin at one end and proceed in paths until the entire area has been coated.
6. Successive finish coats should be applied in a direction at right angles to that of each previous coat's application.

## **Spot Window Washing**

Although window washing is generally performed daily, there are times when spot window washing is an alternative to regular cleaning. Spot window washing does not mean removing spots from surfaces, but cleaning windows in groups or "spots". This method is used mainly for interior window surfaces.

For spot-window cleaning, use a trigger or aerosol sprayer filled with commercial-grade glass cleaner, a scraper and a lint-free towel. Paper wipes or disposable may also serve.

1. Spray the window with glass cleaner. Make sure the setting on the trigger sprayer is set for fine spray, not stream spray. A fine spray allows for better distribution of the chemical solution and control over the cleaning area.
2. Remove any stickers or residue with the scraper. Be sure the area to be cleaned has had solution applied before attempting any removal.
3. Wipe the glass clean of dirt and solution with a towel or wipe. Do not allow too much dirt to build up on the cloth, rotate it frequently. If you are doing both sides of the glass surface, wipe one side horizontally and the other side vertically. Any streaks that appear will help determine the side of the surface that needs reworking.

## **Spray Buffing with a Low Speed Machine**

1. Check the product label on the restorer to make sure the suggested machine speed range (in rpm) is compatible with a low speed machine.
2. Thoroughly dust-mop the floor.
3. Remove all gum and sticky substances, and clean dirt from corners and around the edges.
4. Thoroughly damp mop the floor with a neutral cleaner solution.
5. Remove heel marks and other similar marking manually with a solvent and cloth.
6. Place the buffing pad or brush on the machine while it is unplugged.
7. When the floor is dry after damp mopping and heel-mark removal, spray a light mist of restorer solution over a 10' x 10' area. Do not spray too much restorer or the machine pad will load too quickly.
8. Machine-buff the area until dry. The surface may appear dull at first, but it becomes shiny the more it is buffed.
9. Repeat steps "7" and "8" on a new 10' x 10' area, slightly overlapping previously buffed areas.
10. Replace pads as they load up, using both sides of the pad before replacing. Pads usually last 400 to 500 sq. ft. before becoming loaded with finish and residue.
11. After spray buffing the entire floor, dust mop with a treated dust mop.

## Stripping a Wood Gym Floor

1. Start by removing gum or other foreign materials with a putty knife.
2. Strip colored game lines and borders from the floor before stripping the entire floor: With a metal sprinkling can, pour specially formulated paint/varnish stripper on the lines. When the surface blisters, remove paint and excess stripper with a metal shovel, place in a metal bucket and dispose of properly.
3. After removing game lines and borders, begin stripping the floor: Along one edge of the court pour a 6" wide puddle of paint and varnish remover, using a metal sprinkling can. Do not splash remover on wall or baseboards.
4. Spread remover evenly up to the edge of the court using a lambswool applicator.
5. Wait until remover starts to curl and blister, but do not let it dry. If an area appears dry, apply more remover to those areas.
6. After the finish has blistered, scrape it away from the floor edge with a putty knife. Continue until the entire edge has been scraped.
7. With a squeegee, push the scraped finish forward to the unstripped section of the floor. Refill sprinkling can with paint/varnish remover and pour a 5' wide strip across the width of the floor in advance of the scraped finish.
8. After the finish blisters, push the dissolved finish and any excess remover to the next unstripped 5' floor section.
9. Pay particular attention to game lines. Use additional remover on any that did not come up with the first application.
10. When the first crew has gone 10 to 15 feet down the floor scraping away finish, a second crew follows them, working in the just-stripped sections with a steel wire brush on a single-brush floor machine. The machine picks up any remover or finish that the squeegee missed.
11. Both crews continue down the floor until the entire floor has been stripped and swept with a steel wire brush. Sweep the floor with a push broom to remove all "balled-up" particles of old finish.
12. Dispose of old finish and used remover according to the procedures for hazardous waste disposal in your area. Always be familiar with the most current rules for disposal.
13. Place a steel wool pad under the floor machine's wire brush and insert an 80-grit disc under the steel wool pad. Go over the entire floor in a direction at right angles to the floorboards. As the disc gets worn, turn it over and use the other side. Depending on the gym size, several discs will be needed. Cover the entire surface with the 80-grit discs, and then sweep the floor in the same direction as the floorboards.
14. Change to a 100-grit disc and operate the machine in the same direction as the floorboards.

15. This final light sanding hones the surface smooth and removes any swirl marks left by the 80-grit discs. Sweep and dry-vacuum the floor in the same direction as the floorboards to remove any dust particles from joints and cracks.
16. Go over the area two or three times with a tack rag of Turkish toweling dampened with a cleaner/solvent that will be compatible with the seal you plan to use. Also be sure to dust pipes, ledges, bleachers, etc. Let the floor set 24 to 48 hours before applying seal.

### **Stripping Other Types of Wood Floors**

In this procedure, use a non-flammable, flush-off type of remover. This powerful type of remover can remove many layers of finish and must be used with caution:

1. Apply stripper with a lambswool applicator to an area of about 100 sq. ft. (4' x 25'). A gallon typical covers 75 sq. ft.
2. After applying stripper, cover it with dry sawdust. When finish softens (about six minutes), buff the floor with steel wire brush on a floor machine. Hand-scrape edges and any remaining finish with a putty knife.
3. Sweep or squeegee the sawdust and residue. Dispose of the dissolved finish and remover according to procedures for hazardous waster disposal in your area.
4. Scrub the floor with a water-soluble degreaser solution. Do this step in small sections because water can quickly warp unprotected wood. Rinse the floor twice with damp mop (not a wet mop). To avoid warping, do not leave pools of the degreaser solution.
5. When the floor is dry, buff it with a 100-grit abrasive screen under a floor machine.
6. Sweep the floor, then dry vacuum it to remove any remaining coarse soil.
7. Go over the floor twice with a tack rag to pick up fine dust and grit. Dampen the tack rag with a solvent that is compatible with the seal you plan to use.
8. Examine the floor closely to see if any seal or buildup remains. If so, restrip those areas.

## **Stripping Terrazzo Procedure**

1. Sweep and dust mop the floor
2. Remove gum and other sticky substances with a putty knife and/or chemical remover. Be sure the chemical remover is not acidic.
3. Follow directions for properly diluting stripping solution. Strippers used on terrazzo should be as neutral as possible. Acidic strippers will damage the marble chip.
4. Set up "Wet Floor" signs.
5. Mop a 10' x 10' area with the stripping solution. Do not splash walls, baseboards or nearby objects.
6. Attach a stripping pad to a conventional floor machine; begin stripping. Strip the floor in a circular, continuous, slow-moving motion. At the end of each section back away from the scrubbed area and move to the next. Overlap each section.
7. After four passes of the floor machine, wet vacuum as much solution as possible.
8. After a section about the size of six machine passes has been vacuumed, the rinsing should begin mopping the same area with water, in a figure"8" or "S" stroke. On the first rinse, mop in one direction; mop at right angles to the direction on the second rinse.

## **Wall Washing Procedures**

The most common method of wall washing uses separate buckets for chemical and rinse solutions. Note this method is for washing non-porous or semi-porous walls *only*:

1. Gather all cleaning tools and chemicals: buckets, sponges, cotton towels and wipes, access equipment, protective gear, brooms or dusters, drop cloths, appropriate cleaning chemicals and trigger sprayers.
2. Remove or cover furniture and wall-hanging as needed. Set up drop cloths and access equipment around cleaning area.
3. Dust walls with a duster or ceiling/wall broom before any application of solution.
4. Immerse the towel or sponge into the correctly diluted cleaning solution.
5. Begin cleaning the wall from bottom to top. Streaks of solution rundown when washing walls from top down can be difficult to remove.
6. Wet a section of the wall, usually no wider than the equivalent of two arm spans in width. If the wetting can be controlled, drop cloths may not be necessary.
7. Rinse out the towel or sponge in the bucket of solution. Squeeze it out lightly.
8. Rewash the area, this time applying pressure. An up and down rubbing motion is the preferred method. Overlap the strokes to prevent streaking.

9. Rinse the wall with clear water, using a separate towel or cloth.
10. When the above steps have been completed for the lower wall (up to six feet in height) use the ladder or scaffold to clean the upper wall.
11. When cleaning solution is splattered or run onto the wall section below the area being washed, wipe it up immediately.
12. Check both solutions for cleanliness. The rinsing solution will dirty more quickly than the chemical solution. Check solutions regularly to avoid dirt residue from the solution being applied to walls in later stages of the cleaning process.
13. When cleaning is complete, rehang pictures, remove drop cloths and replace furniture. If the project is finished, clean and put away equipment and tools.

### **Wet Stripping Procedure**

With a Conventional Floor Machine:

1. Dilute stripper solution in one of the mop buckets according to directions and mop it generously over the old finish. Start at the furthest point you're going to strip and move back towards an area you aren't going to strip – try not to "paint" yourself into a corner with stripper. Allow solution to remain on the floor for the recommended time.
2. Use a floor machine with a stripping pad to agitate the old finish off the floor surface. Machine agitation will produce a gunk/slurry on the floor.
3. Overlap stripping area with just-stripped sections to prevent dark patches from appearing after the floor is finished. Dark patches are a sign the sections of the floor have been missed.
4. With a wet vacuum, suction-up the gunk/slurry solution and any remain stripper solution.
5. After wet vacuuming, rinse the floor at least twice with a second mop (not the same mop you used with the stripper solution):
  - 5.1. For the first rinse, use clear water from a second mop bucket.
  - 5.2. For the second rinse, use a neutralizer solution that you have diluted in a third mop bucket. The neutralizer solution removes any residual alkali (high pH) chemicals from the floor that would interfere with later application of floor finish.
  - 5.3. If a film remains on the floor surface after the neutralizer has dried, rinse again with the neutralizer.
  - 5.4. With an Automatic Scrubber:
6. Dilute stripper solution according to directions and add to the machine's solution tank.
7. Be sure the pad or brush on the automatic scrubber is appropriate for stripping

8. As you guide the machine, overlap the stripping area with just stripped sections to prevent dark patches from appearing after the floor is finished. Dark patches are a sign that sections of the floor have been missed.
9. Rinse the stripped area with a neutralizer solution to remove any alkalis on the floor surface.

### **Window Washing – High Window Cleaning**

High window cleaning can save time and money. This method can clean windows from ground level to heights of 80 feet. Cleaning above 50 feet usually requires three people.

Many professionals do not favor window-cleaning poles because they are not as effective as a worker using a squeegee on a scaffold or in a chair. It is true that the absence of direct mechanical action may impact the quality of the cleaning. However, poles provide adequate cleaning and are a viable alternative for companies that can't afford to purchase access equipment.

The pole is the only equipment required, along with a water source. The chemical solution choice will depend on the procedure: For clear-water rinses, no chemicals are necessary (although soft water is required). If chemical cleaning is necessary, use only those chemicals specified by the pole manufacturer. High window washing poles are for outdoor use only. The water and solution dripping from the pole will create a mess indoors.

1. Gather all necessary equipment, including hoses and appropriately sized extension handles.
2. Set up the pole to clean the highest windows first. This will prevent drip down of solution onto already-cleaned windows. The pole sections are also easier to detach than attach. Check the chemical mixer apparatus to be sure it is working.
3. Presoak the windows with water five minutes before cleaning. Use a free-standing hose or the pole. Avoid washing in direct sunlight, which can spoil the presoak and final drying of the window surface.
4. After presoaking, apply the chemical cleaning solution with a brush attachment on the pole's dispenser unit. Apply in a vertical motion to cover the whole window. If there is more than one window at the same height, move to the next and repeat this step.
5. Start at first window with the brush. Brush using both vertical and horizontal motions, if possible. Note that at extreme heights, horizontal brushing is nearly impossible.
  - 5.1.1. Sometimes it will take several wash and rewash cycles before the window is really clean. Move to windows at the next level and repeat procedure.
6. Change the dispenser back to the clear-water rinse. Return to the first window at the highest level and rinse with the brush. Make sure the water is running clear. Use softened water, since the water will 'drip dry' and hard water will leave spots. After a thorough rinsing, move to the next window.

## **Window Washing – Squeegee/ Bucket Method**

This method requires a professional-grade squeegee, a squeegee glove or window brush, a window scraper, towel, sponge and bucket to hold the solution in a proper concentration. If working above ground level, use proper access equipment (scaffolds, chairs, poles).

- ◆ Using the window brush or squeegee glove, wet the section of glass to be cleaned with the window-cleaning solution. During this process, scrape off any residue while the glass is wet and scrub hard-to-clean portions. Wash off the ledges and frame. Use only the amount of solution needed
- ◆ Be sure all dirt has been removed from the glass before using the squeegee. Begin to squeegee before any dry spots appear. Wipe the blade of the squeegee with a damp towel or sponge before beginning to avoid "dry skip"

Starting at the top of the window, tilt the blade so the top two inches touch the glass. Pull the squeegee across the top of the glass at a slight angle, making about a two-inch dry strip. Do not touch the frame, just the glass surface. This process creates a dry strip from which you can start to clean the rest of the surface. It also prevents "run down" from the top of the glass.

- ◆ Wipe the blade again with a sponge or towel. Beginning on the dry strip you just created at the top of the window, pull the squeegee downward to two or three inches from the bottom of the glass. Overlap the strokes as you do this, moving across the window
- ◆ Wipe along the bottom of the glass with a sponge or towel to remove the excess water. Repeat the process with the squeegee as described in the first step for the bottom of the glass. Do not touch the frame. The glass should now look spotless, with no streaks or drips. It may take some practice to perfect this technique

Very large windows should be divided into sections, instead of cleaned on a "one-piece" basis. Otherwise, the solution may dry more quickly than it can be removed. Be sure to overlap slightly in the middle to prevent the creation of a dividing line between the sections being cleaned.

Remember that glass has two sides; they both need to be cleaned.

## **Wood Floor Cleaning**

### **Waterless Cleaning**

This type of cleaning is done annually or whenever the wear on the finish justifies it. Since the chemicals contain no water, there is no concern that the solution will cause warping. Here is the procedure:

1. Remove gum and other sticky substances or spills with a putty knife or cleaner. Dust mop the surface.
2. Divide floor into sections. Doing one section at a time so as not to allow the cleaner to dry on the floor, mop on a coat of waterless cleaner.
3. Scrub area with a floor machine using a 100-grit screenback disc under a black or brown stripping pad.
4. Pick up residue with a clean mop. Wring out mop in a bucket containing waterless cleaner.
5. Allow floor to dry (about one hour), then tack rag the entire floor.

### **Wet Method Cleaning**

As with waterless cleaning, this procedure is done annually or when the condition of the finish makes it necessary:

1. On a dry floor, scrub the entire area with a floor machine using a 100-grit screenback disc. Many discs may be needed, depending on the floor size. The cutting on the floor should look uniform. If a disc does not produce a uniform appearance, replace it.
2. Dust mop the area with a dry, untreated mop.
3. Damp mop the neutral cleaner solution onto a small section of the floor and scrub the dampened floor section with a floor machine equipped with a 120-grit screenback disc. Wet vacuum up the solution as quickly as possible, and perform this step on the next small section. Work one small section at a time, wet vacuuming thoroughly before moving on.
4. Rinse the floor twice with a damp mop.
5. Wait 24 hours before applying seal or finish.

## **Wood Floor Sealing Procedure**

1. A team of two workers begins in a far corner of the floor area. Application is done to small sections of floor, each no more than 4 feet wide, moving down the floor a section at a time.

The first person applies seal with a lambswool applicator in a forward-backward, U-shaped motion against the grain of the wood. Each applicator swath is overlapped with another forward-backward motion. The second person follows right behind with another lambswool applicator, smoothing and feathering the seal but moving their applicator in the same direction as the wood grain (at right angles to the direction of the first person).

2. As soon as the first two workers reach halfway across the floor surface, a second two-person team begins applying seal in the same fashion on a path adjacent to and slightly overlapping the first team's path. This ensures that each 4-foot path of seal is smoothed to a wet edge to avoid overlap marks.
3. Sealing application continues with stopping until the entire surface is coated. Stopping for even a short time before completing the entire floor can create an unsightly coating edge that will remain until the floor is stripped again.

As soon as the first coat of seal is applied, scrape excess seal from the lambswool applicators and wrap them in several wet towels to preserve them for use the next day. Allow first coat of seal to dry overnight.

4. The next day, attach a steel wire brush to a single-brush floor machine. Then place a No. 2 steel wool pad under the wire brush. Work the machine along the grain of the wood. This process of abrading the first coat of seal ensures that later coats will bond to the first sealer coat.
5. After abrading the entire surface, tack rag the floor with towels dampened with a compatible cleaner/solvent. Pick up all the seal and steel wool particles left on the floor.
6. Allow floor to dry at least 30 minutes after tack-ragging before applying the second coat of seal in the same manner as the first coat.
7. Allow the second coat to dry overnight before applying finish or painting on game lines.

**INCOMPLETE APPLICATIONS WILL BE RETURNED**

**CHRISTINA SCHOOL DISTRICT  
Eden Support Services Center  
Facilities Operations & Maintenance Department**

**Bear, DE 19701**

PLEASE NOTE  
24-Hour notice of  
cancellation is  
required to avoid  
charge for building

PLEASE NOTE  
For Cancellation  
please call:  
(302) 454-2400 then  
press 8

**APPLICATION FOR USE OF SCHOOL FACILITY**

**This form is to be completed and returned to the principal of the school facility you are requesting ONE MONTH BEFORE the date desired.** Before completing the form, please read a copy of the "Use of District Facilities". After processing, one copy of the application indicating the status of the request will be returned to the applicant.

Please Print and Press Firmly

Organization \_\_\_\_\_ Phone \_\_\_\_\_ Date \_\_\_\_\_

Building Requested \_\_\_\_\_ Area Desired \_\_\_\_\_

Date Requested \_\_\_\_\_ Time Requested \_\_\_\_\_ Day of the Week \_\_\_\_\_

Specific use of Facility \_\_\_\_\_

Internal Revenue Service Exemption Number \_\_\_\_\_ Anticipated Attendance \_\_\_\_\_

Will Admission Be Charged? (Y/N) \_\_\_\_\_ Will There Be Monetary Gain?(Y/N) \_\_\_\_\_

**AGREEMENT**

"In consideration for permitting \_\_\_\_\_ ("the Organization") to use the buildings, grounds and/or facilities (the "Premises") of the District on \_\_\_\_\_, the undersigned duly authorized officer or representative of the Organization agrees, for and on behalf of the Organization, that Organization shall be responsible for all damage or loss to the Premises, the school building and any other property of the District when such loss or damage results from the acts or omissions of Organization, its agents, employees, contractors, licensees, invitees or guests, or participants in its programs. Organization releases and shall indemnify and hold the District harmless from any claim or liability, including costs and attorneys' fees in defense thereof, for or premised upon (a) work done to the Premises at Organization's request, (b) failure of Organization to comply with and perform its obligations under this Agreement, and (c) property damage or personal injury (i) occurring on or about the Premises during use by Organization, or in connection with or as a result of Organization's use and activities, (ii) resulting from the acts or omissions of Organization, its agents, employees, contractors, licensees, invitees or guests, or participants in its programs, or (iii) to Organization, its agents, employees, contractors, licensees, invitees or guests, or participants in its programs. The obligation to release and indemnify includes the duty to release and indemnify the District and its agents for the negligence of the District and/or its agents. Organization shall procure and maintain comprehensive public liability insurance and workman's compensation insurance in amounts and with carriers reasonably acceptable to District, and naming District as an insured. Organization acknowledges and agrees that the time and location of the Premises are subject to reasonable change in the discretion of the District. Organization acknowledges and agrees that other priority usage or unavailability of the Premises or a reasonable substitute may lead to the Premises not being made available to the Organization, and that this agreement will thus terminate without recourse.

\_\_\_\_\_ Contact for Organization \_\_\_\_\_ Contact Email Address \_\_\_\_\_ Fax \_\_\_\_\_

\_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

ACKNOWLEDGED AND AGREED:  
[Organization name in all caps]

By: \_\_\_\_\_  
Its: \_\_\_\_\_ and authorized agent

\_\_\_\_\_  
**Print Name of Contact Person Attending Function\***      **Signature of Contact Person Attending Function if different from authorized agent**  
\*Contact person must attend function

Please provide a description of requirements for day of event below. This section MUST be completed by User at the time of request

Principal's Approval \_\_\_\_\_ Date \_\_\_\_\_

Chief Custodian's Acknowledgement of Requirements \_\_\_\_\_ Date \_\_\_\_\_

**COST ESTIMATES: (see separate page outlining charges)**

Usage Fee	\$ _____	If Charging to School budget
Custodial Overtime Hours	_____ Hrs.	Enter Code _____
Total Cost Estimate	\$ _____	

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_ Date \_\_\_\_\_  
                    Manager , Facilities Operations & Maintenance

**A COPY OF THIS FORM MUST BE AT THE SITE THE USER MUST SIGN OFF ON THE DAY OF THE EVENT**

**DAY OF EVENT USER SIGN-OFF**

I have reviewed, inspected and approved the Premises for all purposes:

\_\_\_\_\_  
Signature of Contact Person Attending Function Date

## APPENDIX D

### COURIER ROUTES SCHEDULES

	AGENCY/BUILDING	SLC CODE
<b>North Route</b>		
1.	Brandywine School District	N280
2.	Buena Vista Conference Ctr.	N140
3.	Carvel Office Building	
	(All begin with the letter "C")	
	Attorney General	C600
	Auditor of Accounts	C304
	Office of Management and Budget	C304
	Office of Management and Budget – International Trade and Development	C305
	Arts, Division of	C501
	Alcoholic Beverage Control Comm.	C300
	Carvel Data Center	C900
	Child Placement Review Board	C1101
	Consumer Protection	C600
	Criminal Justice Council	C401
	Delaware Development Office	C500
	Public Defender	C500
	Education Surrogate Parent Program	C1107
	Elections, Department of	C303
	Employment Services	C100
	Facilities Management	C201
	Finance, Division of	C101
	Foreign Born	C600
	Foster Grandparents	C405
	Governors Constituent Relations	C1104
	Governors Office	C1200
	Printing and Publishing Office	C304
	Public Guardian	C1106
	Heritage Commission	C403
	Higher Education Commission	C400
	Housing Authority	C301
	House of Representatives	C1102
	Human Relations	C407
	Insurance Commissioner	N2201
	International Council of Delaware	C302
	Justice of the Peace, Chief Magistrate	C1108
	Justice, Department of	C600
	Lt. Governor's Office	C1105
	Messenger Services/Mail Room	C304

	<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
	Pardons, Board of	N220B
	PERB	C402
	Human Resource Management	N2205
	Public Advocate	C409
	Revenue, Division of	C900
	Securities Commission	C600
	Secretary of State	C502
	Senate	C1103
	Supreme Court	C1101
4.	Charter School of Wilmington	N270A
5.	Christina School District	N410
6.	Colonial School District	N160
7.	New Castle Courthouse	N210
	Multiple Agencies within Courthouse	N210- N210N
8.	Data Service Center	N255A
9.	Delaware Council For Vocational Ed.	N340
10.	Detention Center, New Castle County	N300B
11.	DNREC - Grantham Lane	N150
12.	DNREC - Lukens Drive	N155
13.	DSCYF - 1825 Faulkland Road	N300
14.	DSCYF - Barley Mills (Wednesday only for boxes)	N300A
15.	Del Tech Wilmington /Stanton Campus	N180
16.	East Side Charter School	N490
17.	Family Services, 321 Elwin Building	N245A
18.	Ferris School	N300C
19.	Fire Marshall New Castle County	N220F
20.	Governor Bacon Health Center	N130A
21.	Helpline, Delaware	N220H
22.	J.P. Court Administrative Office	N385
23.	J.P. Court #11 (Crt. 11 Mail Only)	N380
24.	J.P Courts 13 & 14	N255
25.	Judicial Information Unit (Tuesday & Thursday only)	N390A
26.	Labor/Vo- Rehab, Department of	N250
27.	Marion T. Academy Charter School	N600
28.	Moyer Charter School	N601
29.	Motor Vehicle, New Castle	N370
30.	Motor Vehicle, Wilmington	N290
31.	New Castle Co. Vo –Tech	N330
32.	Newark Charter School	N650
33.	National Guard Headquarters (Tuesday & Thursday only)	N400
34.	Probation & Parole, 1601 Pine St.	N240
35.	Probation & Parole, 26 Parkway Circle	N390D

<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
36. Government Support Services – Delaware City	N130
37. Red Clay Consolidated School Dist.	N270
38. Delaware Military Academy	N270B
39. Thomas Edison Charter School	N560
40. University of Delaware	N420
41. Violent Crimes Compensation Board	N350
42. Toll Plaza Administration (Code used for Biddles and Dover plaza – please identify which location Mail is to be delivered to)	T615
43. Veterans Cemetery	N700
44. Pencader Charter School	N710
45. DHSS, Developmental Disabilities Services: Stockton Building	N711
46. DHSS, Newark Mental Health Clinic: Stockton Building	N711A
47. DHSS, Long Term Care Residents Protection: Mill Road	N712
48. DHSS, Aging and Adults with Physical Disabilities: Oxford Building	N713
49. Odyssey Charter School	N714
50. Family Foundations Charter School	N717
51. Kumba Academy Charter School	N718
52. Delaware State University, Wilmington Campus	N719

	<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
<b>Kent County (Dover Area)</b>		
1.	Government Support Services Contracting Fleet Services Messenger Services Printing & Publishing	D100
2.	Positive Outcome Charter School	D101
3.	Campus Community Charter School	D102
4.	Capital School District	D103
5.	Tech Prep	D104
6.	Water Resources (Silver Lake Blvd.)	D105
7.	CMRP Mental Retardation (Silver Lake)	D106
8.	Academy of Dover	D107
9.	PDDEN - Early Diagnostics (Tuesday & Thursday only)	D110
10.	Dept. of Transportation Toll Plaza	T615
11.	Delaware State Police Headquarters	D130
12.	State Police Communications	D130A
13.	Del Tech - Terry Campus	D150
14.	Delaware State University	D160
15.	Lottery Office	D170
16.	Fire Marshall	D180
17.	Delaware State Fire School	D182A
18.	Delaware State Fire Commission	D182B
19.	Delaware State Housing Authority	D460
20.	J.P. Court 7 & 16	D200
21.	Voluntary Assessment Center	D200A
22.	Commissioner of Elections	D210
23.	DNREC Air Quality Mgmt. Section	D215
24.	Public Defender	D220
25.	Division of Child Support	D230
26.	DHSS Carrolls Plaza	D230B
27.	Unemployment Insurance	D230C
28.	Dept. of Labor	D230D
29.	Employment and Training	D230E
30.	Division of Vocational Rehab	D230A
31.	Delaware Solid Waste Authority	D240
32.	Dept. of Agriculture	D260
33.	UD Agriculture Extension	D270
34.	Division of Public Health (Jesse Cooper Bldg.) Mental Retardation Volunteer Services Management- Audit & Recovery Management – Human Resources Health Planning & Resources Mgmt.	D320A D320B D320C D320D D320E D320F

	<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
	Woodbrook Professional Services	D320M
35.	Kent County Administration, Building 414	D330
36.	Office of Management and Budget – Human Resource Management	D340A
37.	Women’s Minority Office	D340A
38.	Division of Facilities Management Architect Accessibility Board	D340B
39.	Facilities Management – Maintenance Yard	D340C
40.	OMB Benefits & Insurance Director’s Office / OMB IT	D340D
41.	Council for Persons with Disabilities	D340E
42.	Visitor Center	D350
43.	Auditor of Accounts	D370A
44.	Dept. of Education	D370B
45.	Collette Education Resource Center and DCET	N510
46.	Secretary of State	D370C
47.	Division of Corporations UCC Division Townsend Data Center	D370D
48.	Human Resource Management	D370E
49.	Alcoholic Beverage Control Commission	D380A
50.	Statistical Analysis Center (SAC)	D380B
51.	Insurance Commissioner	D400
52.	Delaware Technology of Information	D410
53.	Delaware Justice Information System	D530A
54.	Professional Regulations	D420A
55.	Financial Operations - OMB	D420B
56.	Public Service Commission	D420C
57.	Developmental Disabilities Council	D420D
58.	Division of Family Services - Children Services	D430F
59.	Delaware Economic Development Office	D440A
60.	Delaware Travel Services (Tourism)	D440B
61.	Dept. of Natural Resources	D450
62.	Delaware State Housing Authority	D460
63.	Court of Chancery - 417 South State St.	D470
64.	Justice All Mail For 32 W Loockerman Square also	D480
65.	Supreme Court	D490
66.	Kent County Court House Prothonotary Sheriff Office Superior Court	D500
67.	Judges Chamber	D500A
68.	Law Library	D500B
69.	Pre-Sentence Office – Court House	D500C
70.	State Historic Preservation (Archeology)	D510
71.	Governor’s Advisory Council For Exceptional Citizens	D520A

	<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
72.	Business Industry Education (BIE)	D520B
73.	Early Choices	D520C
74.	Public Guardian	D520D
75.	Veterans Affairs	D530
76.	Delaware State Museums	D540
77.	Energy Office	D540
78.	Governor's House – Woodburn	D550
79.	Williams State Service Center	D560
80.	Pension Office	D570A
81.	Division of Revenue	D570B
82.	Division of Accounting/ Payroll	D570C
83.	Treasurer's Office	D570D
84.	Office of Management and Budget	D570E
85.	Dept. of Finance	D570F
86.	Hall of Records	
	Historical & Cultural Affairs	D575A
	Delaware Public Archives	D575B
87.	Controller General - Joint Finance	D580A
88.	State Senate	D580B
89.	State House of Representatives	D580C
90.	Legislative Council	D580D
91.	Delaware State Employees Credit Union	D590A
92.	Capital Police	D590B
93.	Governor's Office	D600A
94.	Lt. Governor's Office	D600B
95.	Health Care Commission	D600C
96.	Public Integrity	D600D
97.	Merit Employees Relation Board (MERB)	D600E
98.	State Planning Commission	D600F
99.	Motor Vehicle	D610
	Motor Fuel Tax	D610
	Boiler Safety	D610
	Highway Safety	D610
100	PHRST – Blue Hen Corporate Center	D620
101	OMB Benefits & Insurance Coverage	D620A
102	W.I.C.	D620B
103	Records Center - Hall of Records	D575B
104	Emergency Medical Services	D620D
105	Drinking Water	D620F
106	Health System Management	D620M
107	Environmental Health Services	D570I
108	Community Health Care Access	D620N
109	Communicable Diseases	D620O
110	Chronic Diseases	D620P
111	Diabetes Program	D620Q
112	Tobacco Program	D620R

	<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
113	Immunizations	D620S
114	Dept. of Elections	D640
115	Work Force Management	D621
116	Bank Commissioner	D650
117	Probation & Parole	D660
118	Division of State Libraries	D670
119	Family Court	D680A
120	DSCYF - Child Care Licensing	D680B
121	Dept. of Transportation	T615
122	Screening For Life	D620G
123	Government Information Center (GIC)	D600G
124	Office of Child Advocate	D700
125	Appoquinimink School District	N120
126	Central Collection Agency	N390C
127	Delaware Emergency Mgmt. (DEMA)	N230
128	Delaware Hospital Chronically Ill	N470
129	J.P. Court # 8	N450
130	J.P. Court #9	N430
131	Public Health Lab	N480
132	Smyrna School District	N460
133	Middletown Charter School	N512
134	Providence Creek Charter School	N511
135	Lake Forest School District	S690
136	J.P. Court #5 and 6	S700
137	Milford School District	S180
138	ARMS	S170A
139	Milford State Service Center	S160
140	Milford State Service Center Annex	S165
141	Kent\Sussex Mental Health, 117 Causey	S170
142	DSAAPD - Division of Aging	S155A
143	Child Developmental Watch	S155B
144	Long Term Care	S155C
145	Stevenson House	S200
146	Delaware Veterans Home	S210

	<b>AGENCY/BUILDING</b>	<b>SLC CODE</b>
<b>South Route</b>		
1.	Delaware Department of Agriculture	D260
2.	Caesar Rodney School District	D280
3.	Division of Communications	D290
4.	Poly Tech School District	D300
5.	Woodside Day Program	D310
6.	Bridgeville State Service Center	S720
7.	Woodbridge School District	S710
8.	Seaford School District	S730
9.	Seaford State Service Center	S740
10.	J.P. Courts 4 & 19	S750
11.	Laurel State Service Center	S760
12.	Laurel School District	S770
13.	Delmar School District	S780
14.	Indian River School District	S790
15.	Pyle State Service Center	S800
16.	J.P. Court #1	S810
17.	Stockley Center	S820A
18.	Veterans Cemetery	S820B
19.	Messenger Services	S825
20.	Dept. of Transportation	S830
	Georgetown Administration Building	S830
	Area 1 - Laurel	S832
	Area 2 - Seaford	S831
	Area 3 - Ellendale	S830
	Area 4 - Gravel Hill (back)	S834
	Area 5 - Dagsboro	S833
	Area 20 - Gravel Hill (front)	S834
	Area 47 - Geo. Shop	S830
21.	Division of Motor Vehicle	S850
22.	Georgetown State Service Center	S860A
	RSVP	S860B
	Foster Grandparents	S860C
	DSCYF Youth Rehab	S860D
	Probation & Parole	S860E
23.	J.P. Courts 3 & 17	S870
24.	Sussex County Vo-Tech	S880
25.	University of Delaware Sub Station	S890
26.	Division of Revenue	S900
27.	DNREC Water Resources	S905
28.	DNREC Soil & Conservation	S910
29.	Del-Tech Owens Campus	S920A
30.	University of Delaware	S920B
31.	Department of Labor	S930
32.	Division of Vo-Rehab	S940

AGENCY/BUILDING	SLC CODE
33. Dept. of Elections	S950
34. Capital Police	S980P
35. Family Court	S980A
36. Supreme Court	S980E
37. Administrative Office of the Courts	S985A
38. Sussex County Courthouse	S980B
Court of Chancery	S960
Prothonotary	S980D
Law Library	S985
Judges Chamber	S980C
Facilities Management	S980H
Chief Magistrate – JP Court	S980A
39. Justice	S990
40. Division of Child Support	S100
41. Georgetown Day Rehab (Mental Retardation)	S110
42. Fire Marshall	S120
43. J.P. Court #2	S130
44. Cape Henlopen School District	S150
45. Dept. of Labor Milford	S165A
46. Early Choices	S220
47. Ellendale DETOX Center	S986
48. Sussex Academy of Arts & Science	S145

## APPENDIX E

# UNIVERSAL PRECAUTION INFORMATION

## HANDLING BODY FLUIDS

### PURPOSE

To insure that body fluids involving blood, vomitus, urine, feces, semen, saliva and nasal discharges are handled properly.

### THOSE AFFECTED

All school staff should be alerted to dangers of infections from body fluids. School nurses, Custodians and Teachers should be particularly alert to the proper techniques in handling and disposal of materials.

### EQUIPMENT NEEDED

Soap

Water

Paper towels

Disposable gloves

Disposable Bags

Dust pans

Buckets

Mops

Disinfectants – should be one of the following classes:

- a. Ethyl or isopropyl alcohol (70%)
- b. Phenolic germicidal detergent in a 1% aqueous solution (e.g. \*Lysol)
- c. Sodium hypochlorite solution (household bleach), 1 part bleach to 10 parts water. (Example 1-1/2 cups bleach to one (1) gallon of water. Needs to be prepared each time used
  - 1) handle carefully, avoid skin contact
  - 2) will corrode metal
  - 3) will discolor materials such as rugs, clothing
- d. Quaternary ammonium germicidal detergent in 2% aqueous solution. (e.g. \*Tri-quat, \*Mytar, or \*Sage)
- e. Lodophor germicidal detergent with 500/ppm available iodine. (e.g. \*Wescodyne)

### PROCEDURES

#### 1. General

- a. Wear disposable gloves before making contact with body fluids if you have an open sore or cut hands
- b. Discard gloves after each use
- c. Wash hands after handling fluids and contaminated articles, whether or not gloves are worn

\*Brand names are used as examples and are not endorsement of products

- d. Discard disposal items including tampons, used bandages and dressings in plastic-lined trash container with lid. Close bags and discard daily
- e. Do not reuse plastic bags
- f. Use disposable items to handle body fluids whenever possible
- g. Use paper towels to pick up and discard any solid waste materials such as vomitus or feces

## 2. Handwashing

- a. Use soap and warm running water. Soap suspends easily removable soil and micro-organisms allowing them to be washed off
- b. Rub hands together for approximately 10 seconds to work up a lather
- c. Scrub between fingers, knuckles, backs of hands and nails
- d. Rinse hands under warm running water. Running water is necessary to carry away debris and dirt
- e. Use paper towels to thoroughly dry hands
- f. Discard paper towels

## 3. For Washable Surfaces

- a. For tables, desks, etc.:
  - 1) use ethyl or isopropyl alcohol (70%), Lysol, or household bleach solution of 1 part bleach to 10 parts water, mixed fresh
  - 2) rinse with water if so directed on disinfectant
  - 3) allow to air dry
  - 4) when bleach solution is used, handle carefully
    - a) gloves should be worn since the solution is irritating to skin
    - b) avoid applying on metal since it will corrode most metals
- b. For Floors:
  - 1) One of the most readily available and effective disinfectants is the bleach solution (1-1/2 cups bleach to one (1) gallon of water)
  - 2) Use the two bucket system-one bucket to wash the soiled surface and one bucket to rinse as follows:
    - a) in bucket #1, dip, wring, mop up vomitus, blood
    - b) dip, wring and mop once more
    - c) dip, wring out mop in bucket #1
    - d) put mop into bucket #2 (rinse bucket) that has clean disinfectant (such as Lysol, bleach solution)
    - e) mop or rinse area
    - f) return mop to bucket #1 to wring out. This keeps the rinse bucket clean for second spill in the area
    - g) after all spills are cleaned up, proceed with #3
  - 3) Soak mop in the disinfectant after use
  - 4) Disposable cleaning equipment and water should be placed in toilet or plastic bag as appropriate
  - 5) Rinse non-disposable cleaning equipment (dust pans, buckets) in disinfectant
  - 6) Dispose disinfectant solution down a drain pipe
  - 7) Remove gloves, if worn, and discard in appropriate receptacle
  - 8) Wash hands as described in #2

**4. For Non-Washable Surfaces – (Rugs, Upholstery)**

- a. Apply sanitary absorbing agent, let dry, vacuum
- b. If necessary, use broom and dust pan to remove solid materials
- c. Apply rug or upholstery shampoo as directed. Revacuum according to directions on shampoo
- d. If a sanitizing carpet cleaner (only available by water extraction method is used, follow the directions on the label)
- e. Clean dust pan and broom, if used. Rinse disinfectant solution
- f. Air dry
- g. Wash hands as described in #2

**5. For Soiled Washable Materials – (clothing, towels, etc.)**

- a. Rinse item under running water using gloved hands, if appropriate
- b. Place item in plastic bag and seal it until item is washed
- c. Wash hands as described in #2
- d. Wipe sink with paper towels, discard towels
- e. Wash soiled items separately, washing and drying as usual
- f. If material is bleachable, add ½ cup bleach to the wash cycle. Otherwise, add ½ cup of non-chlorine bleach (Clorox II, Borateem) to the wash cycle
- g. Discard plastic bag
- h. Wash hands as described in #2 after handling soiled items