



Green Cleaning Program Action Plan



Five (5) Steps for Development and Implementation Of a Facility Specific Green Cleaning Program

We've adapted this guidance from the NY State Office of General Service for action planning to assist facilities in addressing the Green Cleaning component of the Healthy Schools Pathway. The tasks listed in this guidance are general and voluntary. A facility (school, state agency, etc.) can modify or add and delete tasks as appropriate based on their specific needs. This list provides guidance on:

- Groundwork
- Assessments
- Planning
- Implementation
- Evaluation

Users can track the progress of individual tasks by noting Not Started (NS), In Progress (IP) or Completed (C) in the 'Status' column, and inserting dates of task completion in the last column.

| STEP I - Groundwork | | | |
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| STATUS | TASK No. | TASK DESCRIPTION | COMPLETED DATE |
| | 1.1 | Identify key stakeholder groups. Target groups (i.e. administrators, teachers, custodians, students, parents, school nurses, school board and Parent-Teacher Association members) who have an interest in, and will take ownership of, the Program and contribute to its success. The school or state Health and Safety Committees should include representatives of these groups and may be able to help develop or enhance the green cleaning program | |
| | 1.2 | Identify candidates for the Green Cleaning Team (Team) who will participate in developing and implementing the Program. The Team should be made of representatives from each stakeholder group. Appoint a Team leader to manage and coordinate Team activities and keep the Program on track. | |
| | 1.3 | Establish stakeholder buy-in and ownership of the Program. Educate stakeholders on the benefits of a Green Cleaning Program and the steps for its implementation. Identify and promote stakeholder contributions to the Program using informational brochures, presentations, newsletters, school board meetings, or any other avenues of communication. Schools may download an informational brochure and the <i>Introduction to Green Cleaning and Green Cleaning Programs</i> literature from the Customizable Templates and Documents section of this website to use for this purpose. | |
| | 1.4 | Hold a kick off meeting to establish the roles and responsibilities of each Team member and the stakeholder groups they represent. Be open and transparent. Allow Team members and stakeholders to codify and agree on their obligations. Remind them that their roles and responsibilities have a direct impact on making the Program a success. | |

| STEP II - Assessments | | | |
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| STATUS | TASK NO. | TASK DESCRIPTION | COMPLETED DATE |
| Collect Facility and Population Information | | | |
| | 2.1 | Characterize the facility's physical layout. Compile the following information: facility square feet broken down by space type (i.e., classrooms, hallways, restrooms, cafeterias); numbers and types of rooms; and total square feet of flooring types (i.e., carpet, resilient, tile, hard flooring). Square footage information is useful in determining the number of custodial resources needed to maintain specific levels of cleanliness. | |
| | 2.2 | Summarize facility characteristics or qualities that affect the facility's Green Cleaning Program (i.e., areas with worn flooring/carpets, faulty drains, poor ventilation, and humid areas). | |
| | 2.3 | Evaluate the effectiveness of building entrance matting. The evaluation can be based on recommendations of the Carpet and Rug Institute's <i>Carpet Maintenance Guidelines</i> . | |
| | 2.4 | Characterize occupant populations. Identify numbers of administrative staff, employees, faculty/support staff, custodial staff and students that occupy the building. Also document extracurricular activities and other programs held at the facility outside normal operational hours. | |
| | 2.5 | Assess cleaning requirements specific to populations with special needs or health considerations. | |
| | 2.6 | Document the current custodial resources available at the facility. Include full-time and part-time staff. This information, along with information on the facility's physical layout, can help assess staffing requirements. For additional guidance, use the <i>Custodial Staffing Guidelines for Educational Facilities</i> (Second Edition) published by APPA: The Association of Higher Education Facilities Officers. Note: See task 2.1 | |
| | 2.7 | Review any building maintenance complaints as well as positive feedback to identify existing problems or areas of strength. | |
| | 2.8 | Identify and gather available data on building occupant health and worker safety. Following appropriate protocols to ensure individuals' rights to privacy, identify available data on student and faculty health and worker safety—number of used sick days, nurse office visits due to respiratory illnesses (asthma attacks), and on-the-job injuries and accidents related to chemical use and cleaning activities. | |

| STATUS | TASK NO. | TASK DESCRIPTION | COMPLETED DATE |
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| Establish Custodial Cleaning Product Inventories | | | |
| | 2.9 | Conduct a chemical product inventory. Document critical information on products used, including product name and manufacturer, locations stored, expiration dates, quantities, purchase price, last purchase date, purchased as concentrated or ready-to-use mixture, facility intended uses, etc. While compiling the chemical inventory, identify those products that are on the school district-approved <i>Green Cleaning Products List</i> . | |
| | 2.10 | Conduct a mechanical cleaning equipment inventory. Examples include vacuums, auto-scrubbers, and burnishers. Document their make and model as well as purchase date, storage location, equipment manuals, accessories, current condition, and repair and maintenance histories. OGS provides a list of vacuum cleaners on the OGS-Approved <i>Green Cleaning Products List</i> . | |
| | 2.11 | Conduct a non-mechanical equipment inventory. Examples include mops, buckets, spray bottles, brushes, and dust cloths. Include product name and manufacturer, quantities, storage locations, purchase price, etc. | |
| Assess Training | | | |
| | 2.12 | Document the current training program. Include the type and format of training provided (DVD, classroom, on-the-job, online training, multilingual) and who provided the training (in house or external). | |
| | 2.13 | Review training records and list, by custodian, the training provided and when it occurred. Identify custodians needing updated or remedial training to comply with the facility's training requirements. Refer to the <i>Best Practices</i> section of this website and the OGS Facility Baseline Assessment Form for what information to collect as part of this review. Download the Facility Baseline Assessment Form from <i>Customizable Documents and Templates</i> section of this website | |
| | 2.14 | Identify training needs. Consider additional training topics or formats not currently provided to custodians that may improve performance, quality, and safety (i.e., chemical handling, equipment use and cleaning procedures). Highlight training needs specific to green cleaning standards. | |

| Assess Cleaning Program Policies and Procedures | | | |
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| | 2.15 | List existing cleaning policies and procedures. Compare the list with policies and procedures listed on the <i>Best Practices</i> section of this website. Highlight those relevant to green cleaning and document any previous revisions. | |
| | 2.16 | Document the frequency of custodial tasks and procedures; Include the type and amount of chemicals used each month. Some custodial tasks may occur at varying frequencies. Note the area's location and whether it is a place of high or low traffic. | |
| | 2.17 | Conduct an occupant satisfaction survey. Survey the building stakeholders to determine their current level of satisfaction with custodial services. | |
| | 2.18 | Ask custodial staff to provide input on cleaning products, procedures, resource availability, and other topics regarding facility cleaning that may affect development and/or implementation of the Program. | |
| | 2.19 | Determine the "accepted levels of clean" (ALCs) required for specific areas of the facility. For example, because of their differences in use, kitchens and nurses' offices may require a higher level of cleanliness than stairwells, hallways, or administrative offices. Note: See task 2.1 | |

| STEP III - Planning | | | |
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| STATUS | TASK NO. | TASK DESCRIPTION | COMPLETED DATE |
| Physical Layout/Components and Populations Served | | | |
| | 3.1 | Based on the physical layout of the facility and the population it serves, list the current Program's strengths and areas for improvement that influence occupant health and safety, cleaning quality, and environmental conditions. The Team should compare the information collected during the Assessment with the <i>Best Practices</i> section of this website and the Green Cleaning Program Development Aids. | |
| | 3.2 | <p>Develop goals and objectives to address the areas identified for improvement.</p> <p>For example, one physical layout goal may be to:</p> <ul style="list-style-type: none"> • Reduce the amount of dirt and debris entering the facility. <p>Subsequent objectives for this goal are to:</p> <ul style="list-style-type: none"> • Increase the length and numbers of walk-off mats at all main entrances; • Modify the care and maintenance of walk-off mats; and • Incorporate procedures into the Program for the timely removal of debris and dirt from around entrances. | |
| | 3.3 | <p>Establish measurable benchmarks that assess the goals and objectives. For example, one physical layout assessment may be to perform a daily inspection of the main entrances of the building during a set time of day and rate the level of cleanliness.</p> <p>Note: Benchmarks must be measurable and tracked over time to show changes in progress.</p> | |
| Custodial Cleaning Products | | | |
| | 3.4 | Based on the data collected from the custodial cleaning product inventory, assess the facility's current inventory of cleaning products to determine strengths and areas for improvement that influence health, safety, cleaning quality, and the environment. | |
| | 3.5 | <p>Develop goals and objectives to address the areas identified for improvement.</p> <p>For example, some cleaning product goals may be to:</p> <ul style="list-style-type: none"> • Use less toxic products; • Reduce chemical use and generated waste; and • Minimize chemical exposure to building occupants. <p>Subsequent objectives for these goals are to:</p> <ul style="list-style-type: none"> • Transition to using microfiber cloths and mops; • Purchase and install automatic chemical dispensing/proportioning systems; • Purchase concentrated cleaners; • Establish a chemical inventory system; and • Purchase and use products from the OGS-approved Green Cleaning Products List. | |
| Source: NY State Office of General Services | 3.6 | <p>Establish measurable benchmarks that assess the goals and objectives. For example, one cleaning product assessment may be to measure the amount of cleaning products used on a monthly or weekly basis.</p> | 5 of 7 |

| STEP IV - Implementation | | | |
|--------------------------|----------|---|----------------|
| STATUS | TASK NO. | TASK DESCRIPTION | COMPLETED DATE |
| | 4.1 | Present the final Green Cleaning Program to the stakeholders and reinforce the importance of their contribution to the Program's success. | |
| | 4.2 | Hold Green Cleaning Team meetings regularly to discuss Program progress and issues. | |
| | 4.3 | Provide timely updates on the Program's progress to stakeholders via scheduled management/school board meetings, organizations involved with the facility, newsletters, websites, or other avenues of communication. | |
| | 4.4 | Conduct evaluations and inspections of custodial work to insure adherence to the Program's policies and procedures, and solicit feedback from custodial staff. | |
| | 4.5 | Conduct routine occupant satisfaction surveys to measure Program effectiveness. | |
| | 4.6 | Conduct cleaning level assessments to determine if "accepted levels of clean" (ALCs) are being met. Note: See section 2.1 | |
| | 4.7 | Provide a system of communication that allows stakeholders to provide the Team with suggestions, questions, or concerns. | |
| | 4.8 | Document lessons learned (aspects that do not work well and others that do) from implementing the Program. Lessons learned will be helpful for updating and modifying the Program during the evaluation step. | |
| | 4.9 | Assess the Program's measurable benchmarks at established intervals to determine if the Program is on track. | |
| | 4.10 | Reward stakeholder groups (including custodial staff and building occupants) for their contributions to the Program. Incentives and rewards can be pizza parties, gift certificates, "green employee/student of the month" awards, or other special privileges. Publicize these incentives and rewards to stakeholders. | |

STEP V - Evaluation

| STATUS | TASK NO. | TASK DESCRIPTION | COMPLETED DATE |
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| | 5.1 | Measure benchmarks and compare with the Program's goals and objectives. | |
| | 5.2 | Document accomplishments and challenges, and update stakeholder groups. | |
| | 5.3 | Regularly identify additional areas of improvements and reassess goals and objectives. | |
| | 5.4 | Integrate new goals and objectives into the overall Program. | |