

Facility Baseline Assessment Form

Note: Additional reference documents and supporting forms and templates can be found on the NYS OGS Green Cleaning website.

1. Building Information

A. Building Location/Contacts					
School District					
Building Name					
Building Address					
Administration Contact					
Phone Number					
Building Contact					
Phone					
B. Building Cleaning Program			Y	N	NA
Have you established a Green Cleaning Team or Committee? (Date Created: _____)					
Are all stakeholder groups represented in the Green Cleaning Team or Committee?					
Is there a Green Cleaning Program in place for the building? (Date Instituted: _____)					

C. Building Layout		
Room Types	Number of Rooms	Total Square Footage
Classrooms		
Restrooms		
Entrances/Exits		
Administrative Offices		
Gyms		
Locker Rooms		
Faculty Lunchrooms		
Auditoriums		
Cafeteria		
Hallways		
Stairwells		
Other		
Total Building		

E. Flooring and Surfaces				
What types of flooring exists in the building and square footage of each?	ft ²	Y	N	NA
▪ Resilient Flooring				
▪ Hard Flooring				
▪ Carpeting				
How frequent are floors burnished?	Every			Months
How frequent are floors stripped and refinished?	Every			Months
Are there areas in the building that are burnished or stripped and finished more often than others? List the areas below				
Areas:				
Are traditional mops used to clean floors?				
Are microfiber mops used to clean floors?				
How often are high-traffic areas mopped or vacuumed?				
How often are low-traffic areas mopped or vacuumed?				
Do you follow the CRI's cleaning and maintenance recommendations for carpets in the building (web address for the <i>CRI's Carpet Maintenance Guidelines for Commercial Applications</i> can be found on the OGS website resource page)?				
What other types of surfaces exist in the building?				
▪ Metal/Stainless Steel				
▪ Tile				
▪ Chemistry Lab Benches				
▪ Laminate				
▪ Finished Wood				
▪ Other: _____				
Do any of these surfaces require special procedures or cleaning products? (List and describe below.)				
List and Describe:				
Surface	Special Procedure/Cleaning Product			

F. Custodial Feedback History	Y	N
Have building occupants provided positive feedback on the custodial work being done in the building?		
Describe positive feedback given over the last year:		
Over the last year, are there complaints that occur consistently?		
Describe reoccurring complaints:		
Are there any complaints pertaining to cleanliness? (List main complaints below)		
Have the complaints been addressed?		
List main cleanliness complaints:		
Are there any complaints about indoor air quality? (List main indoor air quality complaints below.)		
Have you addressed these indoor air quality complaints?		
List main indoor air quality complaints:		

2. Building Population

A. Building Population Information											Y	N	NA
Number of students/employees that occupy the building:													
Grades represented in building: Circle all grades													
K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of school faculty and staff:													
Does the school/facility track the following (Y/N) and for how many years have those data been collected:													
▪ Aggregate performance data? (yrs)													
▪ Absenteeism? (yrs)													
▪ Nurses visits? (yrs)													
Please Note: The above information is valuable in performing a quantitative assessment of the impact of instituting a Green Cleaning Program.													
Do any special needs populations attend or work in the building?													
If yes:													
▪ Are any of these special needs populations sensitive to indoor air quality?													
▪ Do the special needs populations attend or work in specific locations within the building (i.e., special education classrooms)?													
▪ Are the special needs populations interspersed throughout the building?													
▪ Do the rooms occupied by these special needs populations have special custodial requirements? (List requirements below.)													
Special Custodial Requirements:													
Are these special requirements being address by custodial staff?													

B. Custodial Resources			
# Custodial Supervisors:		# of Non-Supervisory Full-Time Custodial Staff:	
# of Custodians Working During Normal Hours:		# of Non-Supervisory Part-Time Custodial Staff:	
# of Custodians Working After Normal Hours:		Full-Time Equivalent Number of Non-Supervisory Custodial Staff:	
Note: Full-Time Equivalent Number of Non-Supervisory Custodial Staff represents the total number of custodians based on a 40-hour work week. For example, part-time custodial working 32 hours a week represents 0.8 custodians (32 hours/40 hours = 0.8 Custodians).			

3. Chemical Inventory

A. Chemical Inventory	Y	N	NA
Do you maintain an updated inventory of chemical products?			
Please Note: If you do <u>not</u> have a chemical inventory system, you can download a generic chemical inventory spreadsheet from the OGS Green Cleaning Download Center web page.			
Does the chemical inventory information include:			
▪ Purchase/expiration dates			
▪ Amounts purchased			
▪ Current amounts of chemical product in inventory			
▪ Cost			
▪ Material Safety Data Sheets			
▪ Storage locations of the chemical products			
Does the facility use a product-labeling system to assist non-English speaking personnel?			
Are you currently using green cleaning products approved by the NYS OGS (See product list on the OGS Green Cleaning website)?			
Are you in the process of eliminating cleaning products not approved by NYS OGS? (If you are, list the products below with quantity remaining.)			
Provide: Manufacturer, Product Name, Quantity Remaining, Use			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Does the facility have a policy of purchasing concentrated cleaning chemicals that require diluting instead of purchasing ready-to-use products (with water all ready added)?			
Does the custodial staff use automated dilution station(s) to dilute concentrated cleaning chemicals?			
▪ If yes, is the automated dilution station a universal station or product dependent?			
Is there a policy in place restricting employees, parents, and students from bringing cleaning products into the facility/school?			
▪ If yes, is the policy enforced?			

4. Cleaning Equipment Inventory

A. Mechanical Cleaning Equipment Inventory	Y	N	NA
Does the facility have an equipment inventory system that tracks equipment, routine maintenance, repairs and current condition, and supplies for equipment (i.e., vacuum bags, HEPA [high-efficiency particulate air] filters)?			
Please Note: If you do <u>not</u> have an equipment inventory system, you can download a generic equipment inventory tracking spreadsheet from the OGS Green Cleaning Download Center web page.			
Are all operational vacuums equipped with HEPA filtration?			
Are the vacuums currently being used listed on the OGS Green Cleaning website?			
<ul style="list-style-type: none"> ▪ If no, estimate the timeframe for replacing all vacuums not listed on the OGS Website. 			Months
	Y	N	NA
Are operation/maintenance manuals available for all motorized cleaning equipment?			
Does the facility follow routine maintenance schedules for their equipment?			
Does the equipment have guards and vacuum/filtration systems as needed to reduce introduction of airborne particles?			
Does the facility have a program for evaluating new technologies in mechanical equipment?			

B. Other Janitorial Equipment Inventory	Y	N	NA
Does the facility have an equipment inventory system that tracks miscellaneous cleaning equipment and custodial supplies like cleaning rags, mops, mop heads, and mop buckets?			
Please Note: If you do <u>not</u> have a janitorial equipment inventory system, you can download a generic equipment inventory tracking spreadsheet from the OGS Green Cleaning Download Center web page.			
Does the facility have a program for evaluating new equipment technologies?			
Does the facility use any of the following:			
<ul style="list-style-type: none"> ▪ Microfiber Products – mop heads and cloths 			
<ul style="list-style-type: none"> ▪ “No touch” cleaning systems 			
<ul style="list-style-type: none"> ▪ Two-chamber mop buckets 			

B. Chemical Materials Usage by Task

- Indicate if certain tasks are conducted at different frequencies in different areas of the building (i.e., high-traffic areas and low-traffic areas).
- List the janitorial products that are currently in use for each of the following applications; identify how often the cleaning task is performed and how much of the product is used per month.

Task	Frequency/Location	Product Name	Purchased as Concentrate (C) or Ready-to-Use (RTU)	Monthly Product Usage (Units)	Cleaning Procedure Refer. No.
Clean furniture					
Clean walls					
Clean bathrooms					
Disinfection – Bathroom					
Disinfection – General					
Clean Bathroom Fixtures					
Carpet Spot Removal					
Carpet Cleaning					
Gum Removal					
Concrete Cleaning					
Graffiti Removal					
Glass Cleaning					

B. Chemical Materials Usage by Task						
<ul style="list-style-type: none"> Indicate if certain tasks are conducted at different frequencies in different areas of the building (i.e., high-traffic areas and low-traffic areas). List the janitorial products that are currently in use for each of the following applications; identify how often the cleaning task is performed and how much of the product is used per month. 						
Task	Frequency/Location	Product Name	Purchased as Concentrate (C) or Ready-to-Use (RTU)	Monthly Product Usage (Units)	Cleaning Procedure Refer. No.	
Metal Cleaning						
Hard Floor – Routine Cleaning						
Floor Stripping						
Floor Refinishing						
Other Cleaning Tasks Not Listed						
					Y	N
Are there any reasons to change the procedure or frequency for these cleaning procedures or tasks? If the answer is yes, identify procedures with an asterisk above and describe reasons for changing the procedure or frequency.)						
Describe:						

C. Cleaning Policies	Y	N	NA
Does the facility have:			
<ul style="list-style-type: none"> A policy for reporting spills to custodial staff. 			
<ul style="list-style-type: none"> A policy about bringing cleaning chemicals from home into facility. 			
<ul style="list-style-type: none"> A low environmental impact policy that dictates the purchase and use of products that have a reduced impact on the environment. (An example of a low environmental impact policy can be downloaded from the OGS Green Cleaning Download Center website.) 			

6. Training Program

A. Training Program	Y	N	NA
Is there a training program in place for custodial staff?			
How are employee-training records maintained?			
<ul style="list-style-type: none"> ▪ Electronic database 			
<ul style="list-style-type: none"> ▪ Hard copy 			
<ul style="list-style-type: none"> ▪ Both 			
<ul style="list-style-type: none"> ▪ Other – Describe: 			
Please Note: If you do <u>not</u> have a training recordkeeping system, you can download a generic recordkeeping spreadsheet from the OGS Green Cleaning Download Center web page.			
Do custodial staff receive training on:			
<ul style="list-style-type: none"> ▪ Green Cleaning Program fundamentals 			
<ul style="list-style-type: none"> ▪ Cleaning procedures for floors 			
<ul style="list-style-type: none"> ▪ Floor stripping procedures 			
<ul style="list-style-type: none"> ▪ Floor finishing procedures 			
<ul style="list-style-type: none"> ▪ Cleaning procedures for carpets 			
<ul style="list-style-type: none"> ▪ Cleaning procedures for restrooms with a focus on reduction of cross contamination 			
<ul style="list-style-type: none"> ▪ Proper usage and disposal of cleaning chemicals 			
<ul style="list-style-type: none"> ▪ Proper use and maintenance of equipment 			
<ul style="list-style-type: none"> ▪ OSHA-mandated training requirements: Right-to-Know, hazardous communications, HAZWOPER (Hazardous Waste Operations and Emergency Response), blood-borne pathogens, asbestos awareness, personal protective equipment, and respiratory protection 			
Do you use or require the product manufacturer, its distributor, or a third party to provide training or training materials (i.e., videos, web-based training, and written materials) on the proper use of products?			
Does the training provided include step-by-step instructions for the proper dilution, disposal, and use of chemicals?			
Does the facility provide its own training to staff to ensure that products are used properly?			
Has the facility provided updated training to custodians since transitioning to green cleaning products?			
Does the school's training program require refresher training within a set timeframe (i.e., annual, 18 months)?			
Are there established training prerequisites for custodial staff in order to perform certain tasks (i.e., chemical handling, equipment usage)?			
Do you periodically conduct monitoring of cleaning practices to ensure new personnel are properly trained and existing personnel are following established procedures?			