

Green Cleaning Program Outline

(This outline is used along with the “Green Cleaning Program Guideline” document found on the Program Toolkit)

1. Introduction

The introduction information can be obtained from the OGS Website and sources are referenced in the Additional Resource section of the OGS Website.

- 1.1 What is Green Cleaning?
- 1.2 How does it affect the Facility/School and Employees/School Children?
- 1.3 Common Toxic Chemicals Found in Industrial Cleaners
- 1.4 Green Cleaner Certification
- 1.5 NYS Guidelines

2. Green Cleaning Key Stakeholders

The facility/school should create a Green Cleaning Team or Committee (Team) having representatives from each stakeholder group listed below as well as any other group in the facility/school community. These representatives will provide support, voice concerns, provide input and guidance to the Green Cleaning Program and plan and will be general spokespeople for their groups. They should also be enthusiastic about creating the Program.

- 2.1 Green Cleaning Team/Committee and Leader
- 2.2 Roles and Responsibilities
 - 2.2.1 Superintendent/Principal
 - 2.2.2 Supervisory Level Custodial
 - 2.2.3 Union Officials
 - 2.2.4 School Officials
 - 2.2.5 Teachers
 - 2.2.6 Custodians
 - 2.2.7 School Board Members
 - 2.2.8 Parents
 - 2.2.9 Students

2.3 Consensus Statement of Group

The Team should come to a consensus regarding each stakeholder group's role and responsibilities.

3. Green Cleaning Baseline

The Team should conduct an assessment for each facility/school building. The Team can obtain a “Facility Baseline Assessment Form” from the OGS Website. The information collected in the assessment form can be summarized in the following sections.

- 3.1 Building Information
- 3.2 Flooring and Cleaning Surfaces
- 3.3 Entrance Assessment
- 3.4 School Population Served with Health Data
- 3.5 Complaint History
- 3.6 Custodial Resources
- 3.7 Chemical Inventory
- 3.8 Equipment Inventory
- 3.9 Miscellaneous Un-inventoried Products/Equipment
- 3.10 Cleaning Plan Review - Custodial Tasks and Task Intervals
- 3.11 Training Program Assessment

- 3.12 Custodial Housekeeping Survey Response (The Team can obtain a general housekeeping survey from the OGS Website.)
3.13 “Acceptable Level of Clean” Determination

The Team can obtain an “Acceptable Level of Clean Evaluation Form” (ALC Form) template from the OGS Website. The Team can edit the template to suit their specific needs. Select a cross-section of individuals from the different stakeholder groups to complete the evaluation of the building’s current state. The Team should summarize the information and, based on the results, select an ALC. With an ALC agreed upon, expectations for the Program can be defined.

4. Green Cleaning Plan

4.1 Identified Goals/Objectives

A sample list of frequent goals is provided below. The Team should establish benchmarks based on the findings of the “School Facility Baseline Assessment Form.”

- Reduce toxic exposure.
- Pollution prevention.
- Reduce cleaning chemical amounts.
- Increase recycling.
- Increase purchasing efficiencies and cost savings.
- Reduce illness and absenteeism.
- Improve custodial staff worker safety.
- Increase productivity and ergonomics.
- Improve indoor air quality.
- Increase awareness of the Green Cleaning Program.

4.2 Actions to Meet Goals and Objectives

- ***Identify ways to address top concerns (short-term plans) from administrative staff/management, faculty, custodial staff, and other stakeholders within 60 days of transitioning to green cleaning products, if possible.***
- ***Develop long-term plans and identify resources needed to fulfill the plans.***
- ***Prioritize plans based on the most immediate results, greatest potential gain, easiest to demonstrate or measure and finally, most cost-effective to implement.***
- ***Try to pick at least three priority tasks for the following: safety, cleaning quality, and environmental performance.***

4.3 Program Performance Benchmarks and Monitoring

Evaluating the Program involves comparing the current facility conditions with those identified by the initial baseline assessment and determining: what changes, positive or negative, have occurred; and the impact the Program has had on the health of the building occupants. To assess the improvements in health and safety, the school can complete the “Health and Injury Form” found on the OGS Website. This form tracks changes in illness and work injuries over time.

5. Implementation Timeline (develop your timeline for each of the items in your program)

Appendix A (Supporting documentation for the program. These forms can be downloaded from the Program Tool Kit.)

Facility Assessment Form

Chemical Inventory

Mechanical Inventory

Non-Mechanical Inventory

Acceptable Level of Clean Form

Health and Injury Form