

DEPARTMENT OF EDUCATION



SCHOOL MAINTENANCE AND CUSTODIAL OPERATIONS STUDY

FINAL REPORT AND RECOMMENDATIONS

March 2000

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INTRODUCTION

In recent years, numerous concerns have been expressed regarding the maintenance and cleanliness of schools. Concerns are coming from parents, teachers, students, custodians, maintenance personnel and, in some cases, the general public. School cleanliness is very important and is closely linked to environmental problems. More and more children and teachers with allergies or sensitivities to microorganisms are concerned about the air quality in schools. It has been observed that indoor air quality problems surface most frequently in schools where cleanliness is below acceptable levels.

There are also various concerns on the part of custodial and maintenance staff regarding the use of outdated equipment, the lack of training and the distribution of workloads. A high degree of frustration has also been expressed concerning the lack of guidelines and uniformity between districts with regards to the roles and responsibilities of custodians. Districts have indicated that these factors contribute to low employee morale and a high level of absenteeism.

The formula used for calculating classroom equivalents is constantly being questioned and does not reflect reality. Schools are getting older and many are being renovated constantly. These changes are not always considered when calculating equivalents and assigning workloads. The frequency of cleaning certain areas is also causing a lot of concerns. For example, if gymnasiums are only cleaned every second day, floors deteriorate more quickly and costly repairs have an impact on capital budgets. So in the long run, savings may be limited and there could possibly be more expenditures.

There is no doubt that maintenance and especially custodial services are areas of school buildings management which have not been given enough attention in recent years. The Department of Education, recognizing the need to address the situation, decided to undertake a study aimed at identifying critical areas which need improvement.

A committee of seven members representing educational facilities, human resources, school districts and the New Brunswick Council of School District Unions was assigned to evaluate the situation and prepare a report with recommendations. A list of committee members as well as the mandate and objectives of the study is contained in Appendix A.

To get a better understanding of the situation at the provincial level, the committee consulted with district and school personnel, including custodians, school principals and district administration. But before looking at the results of the consultation, it is important to understand how workloads are assigned and how the number of custodians required per school is decided. The collective agreement for the custodial group stipulates that no custodian will be required, on a daily basis, to clean and maintain more than 16 classrooms or classroom equivalents. The following classifications in accordance with the collective agreement indicate how classroom equivalents are identified and calculated.

ONE ACTUAL CLASSROOM equals ONE CLASSROOM

The following are considered classrooms :

- Instructional classrooms
- Home Economics instructional areas
- Laboratories
- Single gymnasiums (double gymnasium to count as two)
- Kitchen areas of 500 square feet or more that are separate from the cafeteria
- Thirty-five washroom fixtures (Bradley Basin represents four fixtures)
- Industrial instructional areas

- Libraries (unless larger than regular 750 square feet classroom where additional allowance will be made in accordance with “closed spaces formula”)

ONE SWIMMING POOL equals FOUR CLASSROOMS

ONE MOBILE CLASSROOM equals ONE AND ONE-HALF (1½) CLASSROOMS

CLOSED SPACES ⇒ 750 SQUARE FEET equals ONE CLASSROOM

The following areas are included in closed spaces :

- (cleaning areas in and /or around fixtures, equipment or other obstacles) such as offices, washrooms, storerooms, staff rooms, shower rooms, cafeterias, auditoriums, balconies, etc.

OPEN SPACES ⇒ 1,500 SQUARE FEET equals ONE CLASSROOM

The following areas are included in open spaces :

- (cleaning areas which are not obstructed) such as hallways, corridors, stairways, walkways, entrances, landings, platforms, etc.

EXTERIOR WORK ⇒ ONE HOUR OF SUCH WORK equals TWO CLASSROOMS

The following tasks are included in exterior work :

- mowing lawns, shovelling snow, removing ice from school entrances, etc.

Based on the above criteria, identifying the number of custodians required per school should be simple enough. Classrooms are counted, open spaces and closed spaces are measured and divided by the appropriate figures to determine the number of classroom equivalents. These numbers are then added and divided by 16 to find the number of custodians required, assuming that all classroom equivalents are cleaned on a daily basis.

In the last few years, the practice of rotation was implemented in many schools as a cost reduction measure. This involves the cleaning of certain areas less frequently, usually every second day or less. For example, it was decided that gymnasiums, teacher's lounges and workrooms, library workrooms, guidance rooms and printing rooms, to name a few, would only be cleaned every second day. If we look at the situation in terms of frequency of cleaning, an area cleaned on a daily basis would have a frequency of 1 and an area cleaned every second day a frequency of .5. Consequently, when the frequency of cleaning is taken into consideration, the number of classroom equivalents diminishes as does the number of custodians required per school.

When rotation is involved, the scheduling of custodians is not always realistic. On some days, custodians may be required to clean in excess of 16 classrooms.

Districts have indicated that the formula is not satisfactory and does not meet their needs. Although many have gone back to cleaning most areas on a daily basis, districts are still being funded according to the formula.

CONSULTATION FEEDBACK

IN ORDER FOR THE COMMITTEE TO ACQUIRE AN UNDERSTANDING AND APPRECIATION OF THE ISSUES SURROUNDING CUSTODIAL OPERATIONS, meetings with representative stakeholders were held in each administrative unit. One hour sessions were organized with each of the following groups : custodians from at least three schools, administration from same schools and district administration. Each group was met separately and was given the opportunity to share comments and experiences on all aspects of custodial operations including : workloads, job descriptions and responsibilities, work methods and training, equipment and materials, working conditions. Dates of meetings and schools involved in the consultation process are available in Appendix B.

A genuine concern for the objectives and outcomes pursued by the study resulted in valuable information and insight being transmitted to the members of the committee. Comments from all groups on particular topics proved to be very consistent. Though situations may vary from school to school and district to district, all seem to share the same views on areas which are problematic and need improvement.

The following is a summary of common views expressed relative to specific topics.

WORKLOADS are affected by the after hours use of schools by students and teachers as well as by the community. Usage of facilities has increased over the last few years. Night custodians must deal with people seeking access to schools in the evenings and on weekends. Camps and other activities during the summer months interrupt the work of custodians which must have the school clean and ready for the beginning of classes in September. In some districts, extra help is provided for community use of schools. However, when schools are used after hours by students or teaching staff, custodians are not allocated extra time or help to do the cleaning. For example, if a school is used on the weekend for a school sponsored basketball tournament, the extra cleaning involved must be done by custodians on the following Monday. Day custodians normally have the

equivalent of sixteen classrooms to clean each day. Allowances are not made for frequent interruptions by outside agencies or for completing maintenance tasks. Consideration is not given to the fact that public places (corridors, washrooms) must be cleaned frequently during the winter or on rainy days. In schools with no cafeteria, students eat in classrooms which must be cleaned immediately after lunch, before the return of students. This is not taken into consideration when assigning workloads. Custodians II are not allowed time for supervisory functions which are part of their responsibilities.

JOB DESCRIPTIONS AND RESPONSIBILITIES vary from one district to another and sometimes from school to school in the same district. A need was expressed for clearer and more realistic guidelines as well as more uniformity throughout the province. Some districts have developed custodian handbooks in response to this concern.

TRAINING for custodians is a rare commodity in most parts of the province. A few districts are making efforts to provide some in-service training, but resources are lacking. There is a need for a well organized training program accompanied by a standard evaluation program and supervision. Initial training should be provided for new custodians entering the field and in-service training for custodians already on the job. It should be required that all new custodians go through the training program before being hired. The hiring of someone, such as a custodial foreman, for each district would be an asset and would facilitate training, evaluation and supervision.

CLEANING PRODUCTS AND AVAILABILITY OF EQUIPMENT are also problematic. Due to environmental concerns, changes were made in 1999 to some of the cleaning products used in schools. However, some of the products have proven to be of very poor quality. Custodians find it difficult to clean the schools properly because of the inadequacy of these cleaning products, especially the floor wax. Equipment in many schools is outdated. Some districts have made an effort to replace some equipment but it's a very

slow process considering the number of schools involved and the resources available. New equipment would, in many cases, improve the efficiency of the cleaning process.

WORKING CONDITIONS are affected by all of the above areas in one way or another. One of the practices identified as a major concern by all stakeholders is that custodians are not replaced immediately when absent from work due to personal leave or illness. In most cases they are only replaced on the second or third day of absence, creating a backlog of work which must be completed when they return. This practice is deemed to contribute to the high level of absenteeism in some districts. In some cases, the workloads of absent custodians are spread out among the other custodians. In certain districts, night custodians are brought in to replace day custodians which are absent, but they in turn are not replaced at night.

In a related issue, custodians must take their vacation during the summer months. Some of the senior custodians have up to five weeks vacation which results in very little time left to do the summer cleaning properly.

Everyone agrees that school cleanliness requires **TEAMWORK** which involves participation from students, teaching staff, school administration and custodians. In a number of schools, this key element is missing. Custodians should be considered part of the school staff, with the same privileges as everyone else. Unfortunately, this is not always the case despite efforts by districts to improve the situation.

SITUATIONS IN OTHER JURISDICTIONS

It has been recognized by the National Education Association that, "Inadequate maintenance is one of the contributing causes of poor indoor air quality, a serious problem in many schools." New Brunswick is not the only jurisdiction which is struggling with the problems caused by the physical deterioration of schools. According to the American School and University Magazine's 27th annual Maintenance and Operations cost study, "...decades of deferred maintenance, insufficient building upkeep procedures, and years of siphoning dollars from maintenance budgets have significantly contributed to the current condition of our nation's schools."

Most provinces in Canada are in the same situation as many American States. Most schools in Nova Scotia, for instance, are over 20 years old and are showing signs of deferred maintenance. However, the management and maintenance of facilities in other provinces, including Nova Scotia, is quite different from New Brunswick. Contract negotiations with employees, job descriptions, workloads, training, evaluation and supervision are all established at the district level with very little action, if any, at the provincial level.

Regardless of who is responsible for the maintenance of school facilities, province or district, identifying the number of custodians required per school is a challenge. New Brunswick is probably unique in assigning each custodian a number of classroom equivalents per day. The above, as well as the method for calculating classroom equivalents, are specified in the collective agreement for custodians.

Most other jurisdictions assign custodians on the basis of square footage, with consideration given to school population and whether the school is elementary, middle or secondary. For example, in Nova Scotia custodians are assigned an average of 2,500 square feet per hour, some do less some do more, depending on the school. Generally, elementary schools have a higher level of service (2,300 sq. ft./hr.) than secondary

schools at nearly 2,700 sq. ft./hr. The average square footage is not necessarily a standard, it is a starting point after which each school is looked at individually.

Some jurisdictions use square footage guidelines that come from cleaning commercial office spaces, which is very different from schools. In fact, there is no national square footage standard for schools. Not only is there a tremendous difference between schools and commercial cleaning, but there are great variations in conditions and duties from one school to another. Any standard which tried to take this into account would involve so many variables that it would probably be unworkable. Consequently, each school must be looked at individually.

There is a lot of variation from one province to another and from district to district. Since most have seen their operations affected by budget cuts over the last few years, the effects of these cuts are starting to surface.

CONCLUSIONS

Custodial services are an important part of any organization. In the education system, the role of custodial services is to enhance the educational process by ensuring that facilities are maintained in a safe, clean and healthy environment for students and staff. School cleanliness has a direct impact on the physical and psychological health of students. Cleaner schools create a more favorable learning experience for students and increase productivity for teachers and staff. There is a general sense of well-being when in a clean environment and there are fewer cases of illness, discomfort and allergic reactions.

Roles, responsibilities and workloads

The role and responsibilities of custodians must be clearly defined and understood. There is an urgent need for the establishment of provincial guidelines. Besides their normal duties, custodians are expected to run errands and move materials for other school staff. Unfortunately, when assigning workloads, consideration is given to routine tasks only, and other aspects fall by the wayside. Consequently, these other tasks must still be accomplished thus affecting time spent on cleaning and maintenance. Some larger schools have school-based repairmen who are responsible for minor repairs, but in most cases, the schools must rely on district personnel who are overwhelmed by the large number of schools to service within a large geographic area. Maintaining a school does not only involve cleaning, it involves a lot of other daily, weekly, monthly and yearly chores. Daily chores must be handled by someone in the school who is available on short notice. If it is not the custodian, then it will have to be someone else. Presently, custodians are required to clean 16 classrooms or classroom equivalents per day, which works out to approximately 28 minutes per classroom. Considering other aspects such as preparing materials and changing from one classroom to another, time on task is even less. Unless the custodians are provided extra time to do other chores, 28 minutes spent doing minor repairs means that the equivalent of one classroom will not be cleaned or all

classrooms will not be cleaned as well as they should be. With a 16 classroom workload, there is very little flexibility.

Presently, all schools are treated alike when assigned the number of custodians required and workloads, but there are great variations in conditions and duties from one school to another. Assignments do not take into account whether the school is primary, middle or secondary. Other aspects such as whether the school has a cafeteria or not, the condition of the exterior grounds (paved or unpaved) and the age of the school are not taken into account. Yet, all those elements have a direct impact on maintenance, and cleaning in particular. For instance, there will be more dirt tracked into a school where the exterior of the school is not paved. Children in primary schools have a tendency to track more dirt into the school than those in middle or secondary schools. In schools with no cafeteria, children eat their lunches in the classrooms which consequently have to be cleaned twice during the day and desks have to be disinfected. Other areas of a school such as corridors, stairways and washrooms are sometimes cleaned more than once a day. Those classrooms and other areas are only counted once when establishing equivalents, and the number of custodians assigned to the school is based on classroom equivalents. Older schools in some cases may take longer to clean due to the layout as well as to the deterioration of the flooring and wall covering.

The duties and responsibilities of Custodians II must be clearly defined and time allowed so that they can be carried out. Well defined criteria should be established to govern the hiring of Custodians II or the promotion of an employee to the position. Presently, promotion is mostly based on seniority. The difference in pay between a Custodian I and a Custodian II should be significant so as to attract the best candidates and to compensate for the extra qualifications and responsibilities.

Students and all school staff members have an important role to play with regards to school cleanliness. Teachers and students can contribute by keeping their classrooms as clean and uncluttered as possible. Students should pick up paper, etc., and make sure that books and other materials are properly stored. They should realize that what is not acceptable at home is not acceptable at school. It is important that students and staff understand and respect the role and responsibilities of custodians. Appendix C contains pictures showing examples of well kept classrooms.

Changes to teaching methods over the last few years have had a direct effect on cleaning. Activity based learning and team teaching will often result in classrooms that are more cluttered. The introduction of computers and other technological equipment has also contributed to making classrooms more difficult to clean. Desks, tables and chairs have to be moved often and dusting is more difficult due to materials such as books, paper and even sneakers laying on top of them. Pictures showing these conditions can be seen in Appendix D.

Maintenance tasks

As previously mentioned, custodians are often called upon to do minor maintenance tasks which should normally be done by other district personnel. Quite often, only the most urgent and necessary repairs are undertaken. Other repairs are left for district repairmen. However, due to the large numbers of schools per district, the large geographic areas and the limited number of repairmen, projects are done on a priority basis which often leads to significant delays before some jobs are undertaken. This contributes to the slow deterioration of our facilities. Over the last few years, a lot of effort has gone into “preventative maintenance”, which is good and necessary. But, in a lot of cases, regular daily maintenance has been sacrificed. For a school which is in good condition, preventative maintenance should help it stay that way. For a school which is in poor condition, preventative maintenance may stave off some further deterioration, but does

very little for its immediate condition. For preventative maintenance to be effective, our facilities must first be brought up to a certain standard. That can only be done with the proper resources.

Training

Training is another area which definitely needs attention. Some may question the need for such training. Comments such as the following are often heard. "Budgets are tight." "Turnover can be high." "Cleaning is not that complicated... all we're talking about is dumping trashcans, sweeping and mopping floors. Anyone can do that."

Comments like those indicate a lack of understanding of the situation. It's true that anyone can clean, just like anyone can hammer a nail, tighten a bolt or mow a lawn. However, there is a difference between just doing the work and doing the work properly, such as cleaning a cafeteria, classroom, gymnasium or kindergarden in a PROFESSIONAL, EFFICIENT and SAFE manner. Not everyone is capable of that – especially not without adequate training.

Basic training for new custodians could be made available through Community Colleges. Successful completion of the basic training program should be a condition of employment for anyone wanting to work as a custodian in the province's schools. But for training to be effective, it must be ongoing and not something that is done only when a worker is new on the job. Custodians, like everyone else in a professional organisation, need and deserve ongoing training. It is important to help custodians improve their job skills, image and level of self-confidence. There is no better way to do this than by establishing a standard well organized training program. Doing so will help them accomplish their work in a safe and efficient manner and provide a cleaner and more healthy environment for everyone who enters the building.

Two important areas must be included in a training program. The TECHNICAL side of cleaning which would include surfaces, equipment, materials, chemicals and techniques. These have changed considerably over the years. In the past, cleaning was mostly done for appearance. Now it is done for health. The other area is the HUMAN RELATIONS aspect of custodial work. Who else has access to all areas of the building, and is generally on a first-name basis with everyone from the principal to new students? Training should be guided by the belief that a well-rounded worker is a happy and more productive worker. Subjects such as harassment, discrimination, communications, personal growth and advancement should be considered for inclusion in the training program.

After hours use of schools

School facilities are used by students and teachers during the school year for extra-curricular activities after hours. Furthermore, in response to community expectations, the Department of Education introduced Policy 407 in 1998, which allows the use of school facilities for community activities. When not required for educational purposes, schools are made available for social, cultural and recreational purposes. Community access centers in many schools are open days, evenings and weekends. Gymnasiums, auditoriums, cafeterias, classrooms, multi-purpose rooms and other specialized areas are used extensively by the community. This means that schools in general are very busy buildings. Although commercial organizations (profit oriented) are charged a rental fee which includes custodial services, non-profit organizations are only charged when extraordinary custodial services are required. Consequently, regular custodians must cope with the extra cleaning involved and no extra time or help is provided.

Leave of absence

In order to control costs, the prevailing situation in most districts with regards to sick days is that custodians are not replaced immediately. Though this may be acceptable in certain other types of facilities, it has an impact on cleanliness in schools. When a custodian is absent from work one day and not replaced, the equivalent of 16 classrooms will not be cleaned on that day. In a number of districts, replacements are not provided until the 2nd or 3rd day of absence. This could add up to 32 classroom equivalents not being cleaned. When a custodian returns to work, he or she is faced with the task of cleaning 16 classrooms which are 2 to 3 times dirtier than what they should be. Besides being very demoralizing for custodians, this practice has a detrimental effect on the health and safety of students and staff. Some people believe that it may be a contributing factor to the problem of high absenteeism amongs custodians. It has been said that some custodians, to avoid the backlog of work, will not return to work until after a replacement has been on the job for a few days.

Vacation periods is another area which seems to create problems and is not standard throughout the province. In all but a few districts, custodians must take their vacation during the summer months. The reason for such a practice is obvious. Custodians must be on the job when children are at school. Consequently, replacements are required during school days but not during the summer months. Some districts also permit vacations during the Christmas and March breaks. However, the downside to such a practice is the large amount of work which is scheduled for the Christmas, March and summer breaks. Remaining custodians cannot handle the workload, and when vacationing custodians return to work, there is very little time left before the beginning of the school year. The situation is further agravated by the fact that numerous custodians have 5 weeks vacation. The possibility of permitting custodians to spread their vacation over the year should be looked at seriously.

Cleaning products and equipment

In order to have better control over cleaning products used in schools and to meet environmental standards, the province made it mandatory for school districts to purchase these products through the government central store. However, there seems to be a general dissatisfaction throughout the province with cleaning products available, particularly floor wax which is not durable enough. According to personnel at the Educational Facilities Branch, the floor wax which was causing problems has been replaced by a better product. Feedback from schools on the new product will be forthcoming. The mechanism which is already in place should be sufficient to assure that products available are satisfactory. Communication is a key element in the process.

The availability of proper modern cleaning equipment is a problem for many schools throughout the province. Schools are normally provided cleaning equipment when they are first built. In many cases, schools are still using that same equipment. Most equipment can vary in age from 10 to 30 years with some going as far back as 50 years. Although some equipment is in fairly good working order, the majority is constantly in need of repair, slowing down considerably the cleaning process. There is a need to look at supplying the schools with modern, more efficient cleaning equipment. We should consider buying the best equipment available and require that employees keep it well maintained. It may be necessary to work with suppliers to identify equipment that would help reduce the time required to complete certain tasks. Following are examples of some pieces of cleaning equipment which could be considered :

- *Backpack vacuums* that are supposedly twice as productive as uprights and can be used for high dusting and in place of a dust mop on hard floors.
- *Ultra high-speed burnishers* that extend the frequency between and the need for stripping and scrubbing.

- *Autoscrubbers* that can be used in large open areas in place of damp mopping and scrubbing.
- *Automated chemical dilution systems* that can reduce chemical usage by 30 percent or more.

Due to the large number of schools involved, it would be necessary to develop an equipment renewal plan drawn out over a number of years, giving priority to schools that have the most pressing needs.

As a cost saving measure, school facilities are being equipt with sophisticated computerized systems for controlling heat and ventilation. The efficient operation of these systems is directly related to school cleanliness. Air filters, for instance, have to be changed at least twice a year or more often, depending on how clean the school is kept.

Maintenance and custodial services in schools are in need of attention. They must be given the recognition they deserve considering the high stakes involved, the health and future of our children. A number of initiatives are required in the short term, and others in the long term. Some of the attention must come in the form of extra funding, and some in the form of better ways of doing things.

RECOMMENDATIONS

Recommendation # 1

That a set of provincial cleaning guidelines be established including detailed job descriptions for Custodians.

Recommendation # 2

That a custodian's handbook be prepared containing the guidelines and all pertinent details related to the custodian's workload including procedures, duty rosters, evaluation forms, etc.

There are too many discrepancies between schools and districts as to what is expected of custodians. Provincial guidelines would assure that everyone is aware of what can be asked of custodians and what their work involves. A better understanding of procedures and constraints would lead to more realistic expectations, more satisfied workers and clients, and consequently, cleaner schools.

Recommendation # 3

That a complete training program be established including the following :

- **a pre-employment component which would be mandatory for all new custodians ;**
- **ongoing inservice work ;**
- **a formal system for the evaluation and supervision of custodians ;**
- **an informative component for district and school staff.**

The differences in production between adequately trained personnel using standardized procedures and those who have been poorly trained and have no clear set of procedures soon becomes apparent. The more efficient the procedure, the less material and labor will

be required to perform it. For maximum effect, the training program should include – at a minimum – classroom presentations, hands-on practice on the job and one-on-one discussions between each worker and his or her supervisor.

Recommendation # 4

That a position be assigned in each district to oversee custodial operations.

Recommendation # 5

That custodians be replaced immediately if their absence results in areas of the school not being cleaned, which normally should be cleaned during the school calendar year.

Otherwise, the level of cleanliness is affected and a message is being transmitted that custodial work is not very important.

Recommendation # 6

That school districts consider closing some schools, or portions thereof, during the summer months to allow custodians an unobstructed cleaning period.

Recommendation # 7

That an equipment renewal program be established to ensure that custodians are provided proper modern cleaning equipment.

Equipment acquisitions are often put off because of the high costs involved. If, however, the cost of equipment is considered in light of real time savings, it may become relatively inexpensive. The use of old inefficient equipment, such as is the case in a lot of our schools, can be frustrating for the user and a waste of time.

Recommendation # 9

That stairways be treated as “closed space” when calculating classroom equivalents.

Presently, stairways are treated as “open space” where 1,500 square feet is equal to one classroom equivalent. In the case of “closed space”, 750 square feet is equal to one classroom equivalent. The acceptance of this recommendation will require a change to the collective agreement.

Recommendation # 10

That laboratories, home economics instructional areas, industrial instructional areas and any classroom larger than 750 square feet be treated as “closed space” when calculating classroom equivalents.

Presently, each one of these areas is considered as one classroom when defining equivalents, regardless of their size. In a lot of schools, industrial instructional areas have been transformed into technology labs with workstations, computers and various equipment. These areas are much larger than the average classroom and require the same type of maintenance. The acceptance of this recommendation will require a change to the collective agreement.

Recommendation # 11

That the cleaning frequency of certain areas be revised.

According to the formula used for establishing workloads, it is recommended that some areas be cleaned every second day or less. In a lot of cases, some of these areas such as , gymnasiums, offices, teacher’s lounges, resource rooms are being used everyday and therefore should be cleaned everyday.

Recommendation # 12

That consideration be given to the school's level of instruction (primary, middle, or secondary), support services (cafeteria) and physical environment when establishing the number of custodians required.

Presently, all schools are treated alike when assigning custodians and it is solely based on the number of classroom equivalents per school. The purpose of this recommendation is to assure that schools are looked at individually when establishing classroom equivalents and assigning custodial work areas. The acceptance of this recommendation may require a change to the collective agreement.

Recommendation # 13

That minimum qualifications be established for the position of Custodian II and that the level of compensation reflect the extra qualifications required.

The position of Custodian II usually goes to the applicant who has the seniority and ability, as stipulated in the collective agreement. The purpose of this recommendation is to raise the level of skills and qualifications required to execute the task of supervisor and other equivalent responsibilities. The acceptance of this recommendation will require a change to the collective agreement.

Recommendation # 14

That districts be provided extra maintenance personnel so that minor repairs and other maintenance tasks be carried out in a timely and efficient manner.

The shortfall in maintenance personnel impacts on the ability to complete repairs and preventative maintenance tasks. These are necessary for the appropriate operation of fire prevention systems, mechanical systems (indoor air quality) and electrical systems

(lighting), thereby ensuring a healthy and safe learning environment for students and teachers.

Recommendation # 15

That supplementary custodial services be provided when there is extensive community use in a school.

Recommendation # 16

That districts be given the option of selecting between three different brands of a particular cleaning product that meets provincial standards.

Presently, central store carries one brand of a particular product and districts must use that product. Districts would prefer that at least three brands of a particular product be tested, approved and stocked by central store. Districts would then have the option of choosing the product which better suits their needs and meets their budget requirements. The use and availability of an inexpensive product may result in a higher cost in another area. The apparent savings actually results in a loss far greater than the difference in the cost of various products.

School Maintenance and Custodial Operations Study

Committee Members

- | | |
|-------------------------------------|---|
| • Ronald Breau | <i>Chairman</i> , Director - Educational Facilities |
| • Jean-Claude Guignard | <i>Secretary</i> , Project Administrator - Educational Facilities |
| • Francis LeBlanc / Valmond Guimond | Human Resources |
| • Hermel Mazerolle | Director of Finance and Administration, District 01 and 11 |
| • Gerry Boyce | Facilities Manager, districts 06 & 08 |
| • Donald Dubé / Richard MacMillan | President / Secretary-Treasurer
New Brunswick Council of School Board Unions |
| • Gerald Prosser | Vice-president - Region D
New Brunswick Council of School Board Unions |

Committee Mandate

1. Undertake a study to evaluate the prevailing situation with regards to maintenance and custodial services in the province's schools.
 - Gather pertinent details through discussions with different people involved in the process at both the provincial and district level.
 - Acquire a better understanding of the working conditions and general constraints of maintenance and custodial work by visiting a few schools in each district.
2. Prepare a report describing the situation and including recommendations aimed at improving maintenance and custodial services in the schools.

Objectives

- To improve support for maintenance and custodial operations in schools.
- To ensure a consistent level of services between districts within the parameters of the collective agreement.

Appendix B

Schedule of School/District Meetings School Maintenance and Custodial Operations Study

Date : November 10, 1999	Location : Woodstock – Districts 10, 12 & 13 District office, 138 Chapel St.	Schools involved : Woodstock High Southern Carleton Elementary Woodstock Centennial
Date : November 16, 1999	Location : Fredericton – Districts 17 & 18 District office, 565 Priestman St., Suite 301	Schools involved : Harvey High George Street Middle School New Maryland Elementary Garden Creek School
Date : November 16, 1999	Location : Saint John – Districts 06 & 08 District office, 384 Lancaster Avenue	Schools involved : Saint John High Princess Elizabeth School Saint Patrick's School
Date : November 17, 1999	Location : Shédiac – Districts 01 & 11 Polyvalente Louis-J-Robichaud 435 Main Street East	Schools involved : Louis-J-Robichaud Anna-Malenfant Donat-Robichaud
Date : November 29, 1999	Location : Bathurst – Districts 07 & 09 École Secondaire Népisiguit 915 Saint Anne Street	Schools involved : Secondaire Népisiguit Cité-de-l'Amitié Place-des-Jeunes
Date : November 30, 1999	Location : Miramichi – Districts 14, 15 & 16 District office, 78 Henderson Street	Schools involved : Bathurst High Harkins Middle Croft Elementary
Date : December 6, 1999	Location : Moncton – Districts 02 & 04 District office, 1077 St. George Blvd.	Schools involved : Harrison Trimble High Salisbury Elementary Bessborough School
Date : December 10, 1999	Location : Campbellton – Districts 03 & 05 District office, 21 King Street	Schools involved : Polyvalente Roland-Pépin Le Domaine des Copains Apollo-XI



Well organized classrooms but still difficult to clean due to the large amount of teaching material required.

Examples of Kindergarten and Elementary Classrooms

Appendix D



Adequate dusting in the above classrooms is very difficult.

Examples of Kindergarten and Elementary Classrooms

