# Custodial Scheduling and Staffing Analysis

## Your School District

Submitted to:

Director of Operations

March 2, 2025

Director of Operations

Greetings,

Thank you for giving SMA the opportunity to provide a review of the Custodial Operations and develop Custodial Schedules. The findings in this report are not meant to be the final word in understanding your Custodial team but a good initial step to improve your Custodial operations.

We try to seek objective data about the real resources and issues of your Custodial team; however, the fact remains that we won't see all your needs with full clarity. Please realize that Custodial operations will require a more detailed ongoing refinement after the initial program improvements are put in place.

Our goal is to be your support team to help you improve your operations. We look ahead with anticipation to helping you accomplish excellence in this vital part of your District.

Sincerely,
Michael Stapleton Service Management Assist, LLC.

# Table of Contents Custodial Scheduling and Staffing Analysis

**Introductory Letter**

**Review with Recommendations**

**Section 1: Method of evaluation and summaries of evaluation data:**

**Section 2: Six issues derived from this analysis :**

**Appendix:  Table of Contents: Page 30**

# Section 1:

## The Service Management Assist Process of Evaluation

**Methodology:**

Using our facilities assessment processes, we strive to gain an objective view of your Custodial Operations program, provide an improvement plan in collaboration with your team, then produce custodial schedules in our software. The steps of our process include:

# Step 1. Interviews:

Web meeting interviews were conducted from June through July 2023. Additional internet form interviews were sent to all custodians. These web meetings and internet forms included patterned interviews that help determine the ratings in this report. Much value is always gained in listening to the improvement suggestions that come from those who do this work along with those who receive custodial services.

The "Other Duties" interview of Custodians is designed to quantify the duties driven by school activities that are beyond cleaning the buildings each day. A typical xxxxx school district of one million square feet will have around 50 custodians, compare that to an office complex of the same square footage requiring around 23 custodians. The difference between an office complex and school are the many duties required beyond cleaning for the school custodians. Quantifying the "Other Duties" task workload is best accomplished by interviewing the custodians. Listed below are some typical tasks quantified in the SMA interviews:

Nutrition Support
Shipping / Receiving
Opening the Campus
Locking the Campus
Directly Assigned Calls (911 type reactive requests typically by radio/text)
Grounds Duties (Snow, mow and trash clean-up)
Maintenance Duties (light maintenance i.e., bulb replacement, desk repairs, etc.)
Double Cleaning (Areas such as restrooms or entrances)
Graffiti Removal
Laundry (mops, rags, etc.)
Playground Inspections
Quality Checks
Recycling
Security
Stocking Materials (i.e., copy paper)
Clerical Work (Work orders, e-mail etc.) Traffic Control
Event Support (Set-up and tear down for athletics, arts, clubs, etc.)

# OTHER Duties--min./day gleaned from interviews

## Superior-Greenstone DSB
### "OTHER" duties full institution review:

|    | Min/Day | Decription | Hrs/Day | FTE: |
|----|---------|------------|---------|------|
|    | 2450 | Benefit | 40.8 | 5.8 |
| 1 | 645 | Event Support | 10.8 | 1.5 |
| 2 | 915 | Direct Assign: 911 | 15.3 | 2.2 |
| 3 | 951 | Nutrition Support | 15.9 | 2.3 |
| 4 | 906 | Double Cleaning | 15.1 | 2.2 |
| 5 | 252 | Maintenance Duties | 4.2 | 0.6 |
| 6 | 432 | Lock Buildings | 7.2 | 1.0 |
| 7 | 432 | Open Buildings | 7.2 | 1.0 |
| 8 | 1421 | Grounds(Snow/Mow) | 23.7 | 3.4 |
| 9 | 65 | Shipping / Receiving | 1.1 | 0.2 |
| 10 | 672 | Clerical | 11.2 | 1.6 |
| 11 | 93 | Recycling | 1.6 | 0.2 |
| 12 | 36 | Quality Checks | 0.6 | 0.1 |
| 13 | 71 | Graffiti Removal | 1.2 | 0.2 |
| 14 | 187 | Laundry | 3.1 | 0.4 |
| 15 | 0 | Milk Delivery | 0.0 | 0.0 |
| 16 | 3 | Other Duties | 0.1 | 0.0 |
| 17 | 30 | Playground Inspection | 0.5 | 0.1 |
| 18 | 0 | Pool | 0.0 | 0.0 |
| 19 | 130 | Security | 2.2 | 0.3 |
| 20 | 0 | Sign Maintenance | 0.0 | 0.0 |
| 21 | 117 | Stock (i.e. copy ppr) | 2.0 | 0.3 |
| 22 | 3 | Traffic Control | 0.1 | 0.0 |
| 23 | 24 | Vending Machines | 0.4 | 0.1 |
|    |    |    | 0.0 | 0.0 |
|    |    |    | 0.0 | 0.0 |
|    |    |    | 0.0 | 0.0 |
|    |    |    | 0.0 | 0.0 |
|    |    |    | 0.0 | 0.0 |
|    |    | Totals | 163.9 | 23.42 |

## Other Duties Interviews by School
Breaks, events, cafeteria support, etc. (Hours per day)
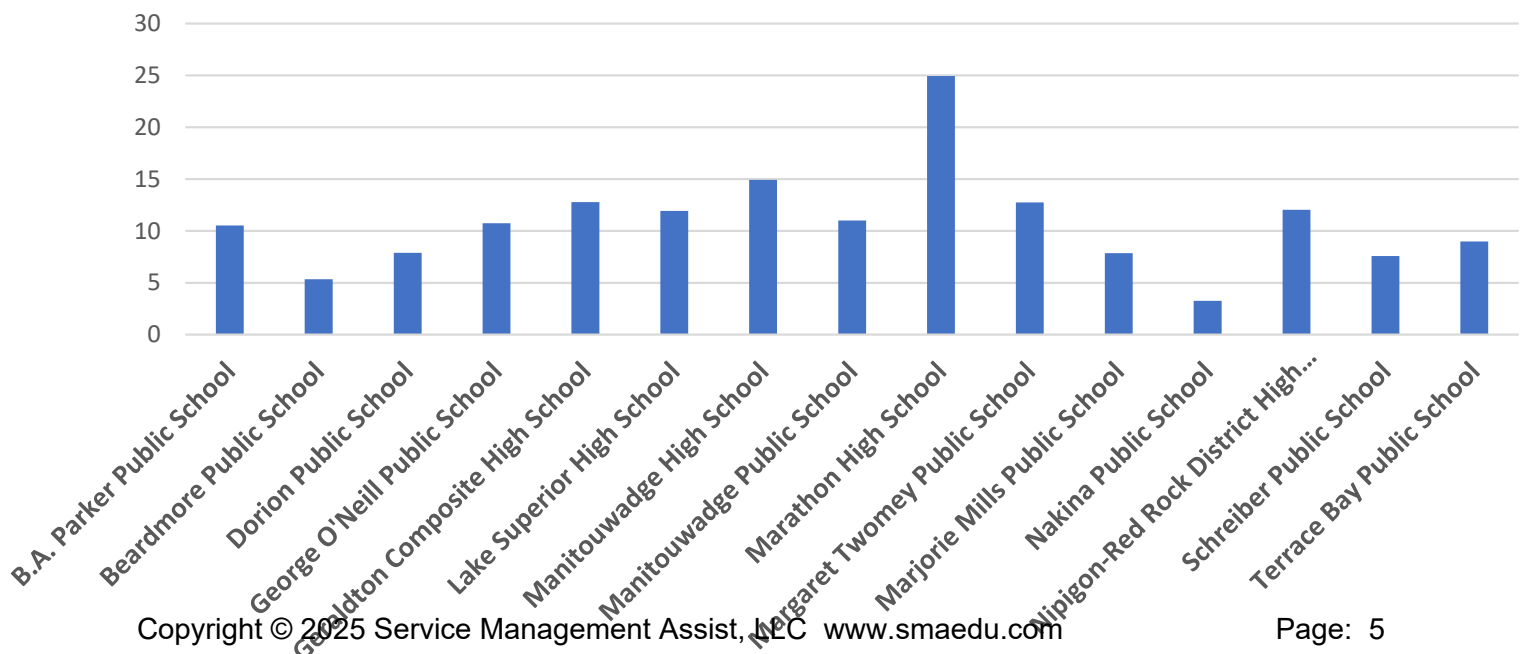
# Customer Responses
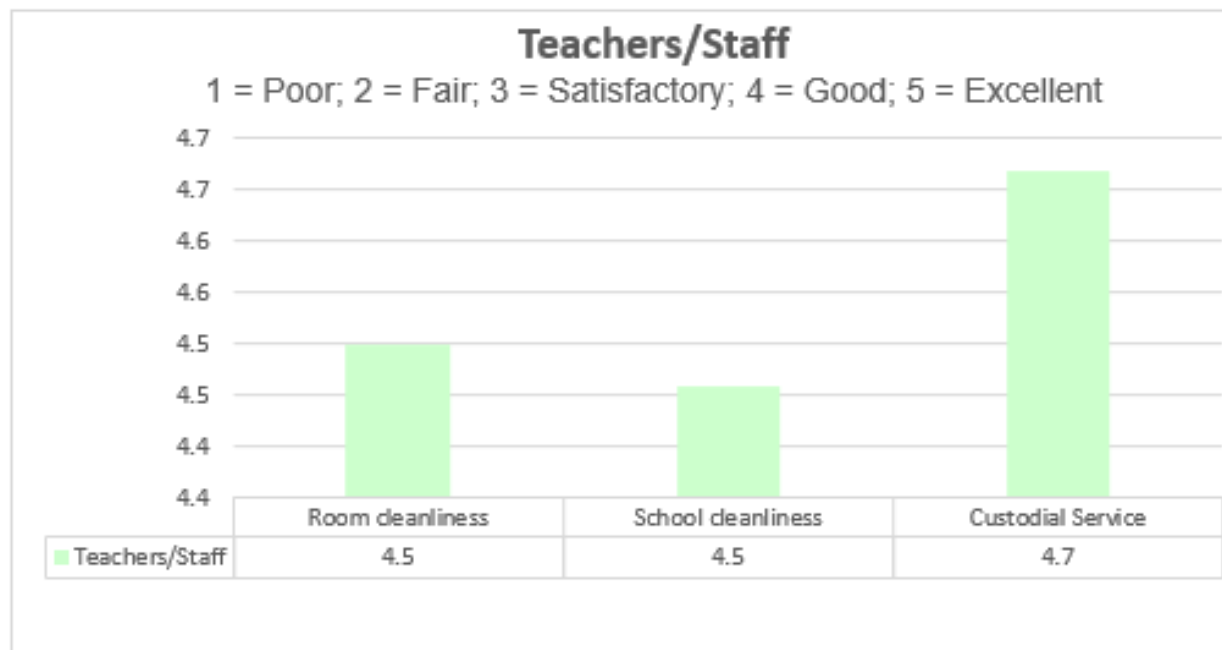
## Principals & Teacher / Staff Response

"Customers" such as principals, teachers and staff members are surveyed via internet questionnaires and web meetings. 38 Principles and Staff participated. Significantly above average responses.

## Custodial Customer Response

1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

| Principals | Avg. Score | Description |
|---|---|---|
| School cleanliness | 4.5 | Excellent to Good |
| Custodial responsivness | 4.5 | Excellent to Good |
| Viewed by staff | 4.2 | Good |
| Custodial communication | 3.9 | Good |
| Quality inspections | 4.1 | Good |
| Custodial schedules | 3.9 | Good |
| Custodial training | 3.6 | Good to Satisfactory |
| Custodial equipment | 3.3 | Good to Satisfactory |
| | 4.0 | Good |

| Teachers/Staff | Avg. Score | Description |
|---|---|---|
| Room cleanliness | 4.5 | Excellent to Good |
| School cleanliness | 4.5 | Excellent to Good |
| Custodial Service | 4.7 | Excellent to Good |
| | 4.5 | Excellent to Good |

## Principals
### 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

| | School cleanliness | Custodial responsivness | Viewed by staff | Custodial communication | Quality inspections | Custodial schedules | Custodial training | Custodial equipment |
|---|---|---|---|---|---|---|---|---|
| Principals | 4.5 | 4.5 | 4.2 | 3.9 | 4.1 | 3.9 | 3.6 | 3.3 |

## Teachers/Staff
### 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

| | Room cleanliness | School cleanliness | Custodial Service |
|---|---|---|---|
| Teachers/Staff | 4.5 | 4.5 | 4.7 |

**Elements of the custodial program perceived to be in the most need of attention:**
The substitute pool and short staffing are mentioned in the appendix comments. Custodial equipment ranked the lowest of all the questions.

# Custodial program elements assessment

## Custodian interviews on the custodial program elements

The interview questionnaire of custodial employees rates the level of support provided for the elements of your custodial program. 34 custodial gave their opinions of Your School District support of the custodial program.
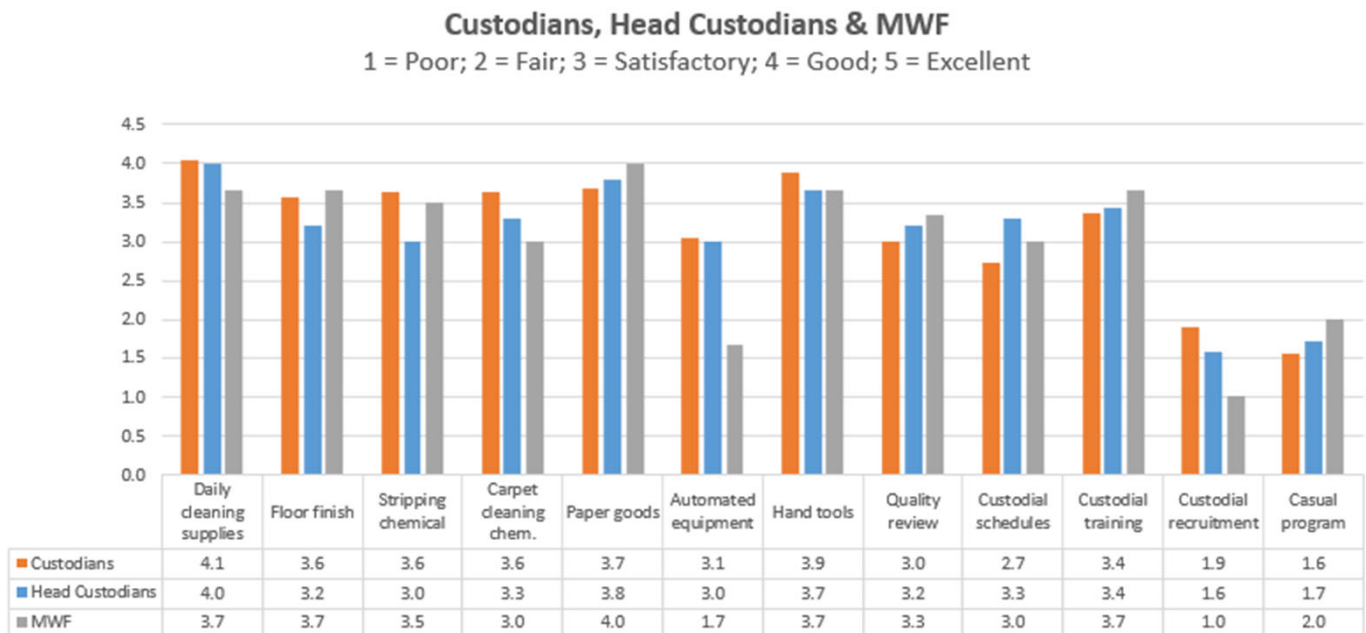
### Custodial Staff Rating the Program

1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

| Custodians | Avg. Score | Description |
|---|---|---|
| Daily cleaning supplies | 4.1 | Good |
| Floor finish | 3.6 | Good to Satisfactory |
| Stripping chemical | 3.6 | Good to Satisfactory |
| Carpet cleaning chem. | 3.6 | Good to Satisfactory |
| Paper goods | 3.7 | Good to Satisfactory |
| Automated equipment | 3.1 | Satisfactory |
| Hand tools | 3.9 | Good |
| Quality review | 3.0 | Satisfactory |
| Custodial schedules | 2.7 | Satisfactory |
| Custodial training | 3.4 | Good to Satisfactory |
| Custodial recruitment | 1.9 | Fair |
| Substitute program | 1.6 | Fair to Poor |
| | 3.2 | Satisfactory |

| Head Custodians | Avg. Score | Description |
|---|---|---|
| Daily cleaning supplies | 4.0 | Good |
| Floor finish | 3.2 | Good to Satisfactory |
| Stripping chemical | 3.0 | Satisfactory |
| Carpet cleaning chem. | 3.3 | Good to Satisfactory |
| Paper goods | 3.8 | Good |
| Automated equipment | 3.0 | Satisfactory |
| Hand tools | 3.7 | Good to Satisfactory |
| Quality review | 3.2 | Good to Satisfactory |
| Custodial schedules | 3.3 | Good to Satisfactory |
| Custodial training | 3.4 | Good to Satisfactory |
| Custodial recruitment | 1.6 | Fair to Poor |
| Casual program | 1.7 | Fair |
| | 3.1 | Satisfactory |

**Custodian interviews along with the Maintenance Working Foreman and other Plant Services leadership evaluating custodial program elements**

The interview questionnaire rates the level of support provided for the elements of your custodial program. 34 custodial employees and 7 plant services leaders gave their opinions of Your School District support of the custodial program.

### Custodians, Head Custodians & MWF
1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent



| | Daily cleaning supplies | Floor finish | Stripping chemical | Carpet cleaning chem. | Paper goods | Automated equipment | Hand tools | Quality review | Custodial schedules | Custodial training | Custodial recruitment | Casual program |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Custodians | 4.1 | 3.6 | 3.6 | 3.6 | 3.7 | 3.1 | 3.9 | 3.0 | 2.7 | 3.4 | 1.9 | 1.6 |
| Head Custodians | 4.0 | 3.2 | 3.0 | 3.3 | 3.8 | 3.0 | 3.7 | 3.2 | 3.3 | 3.4 | 1.6 | 1.7 |
| MWF | 3.7 | 3.7 | 3.5 | 3.0 | 4.0 | 1.7 | 3.7 | 3.3 | 3.0 | 3.7 | 1.0 | 2.0 |

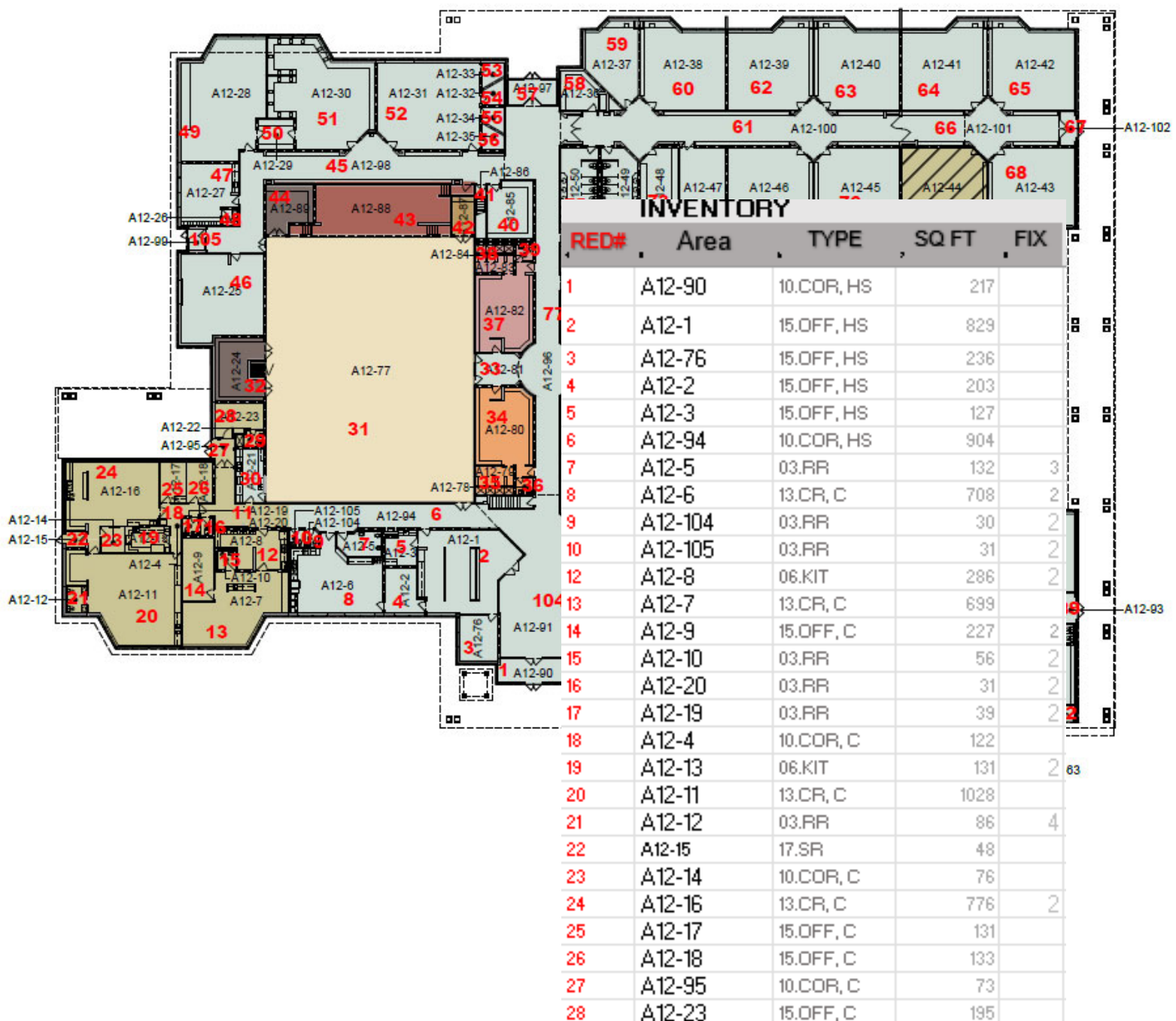**Elements perceived to be in the most need of attention:**

1. The substitute custodian pool
2. Custodial recruitment
3. Automated equipment
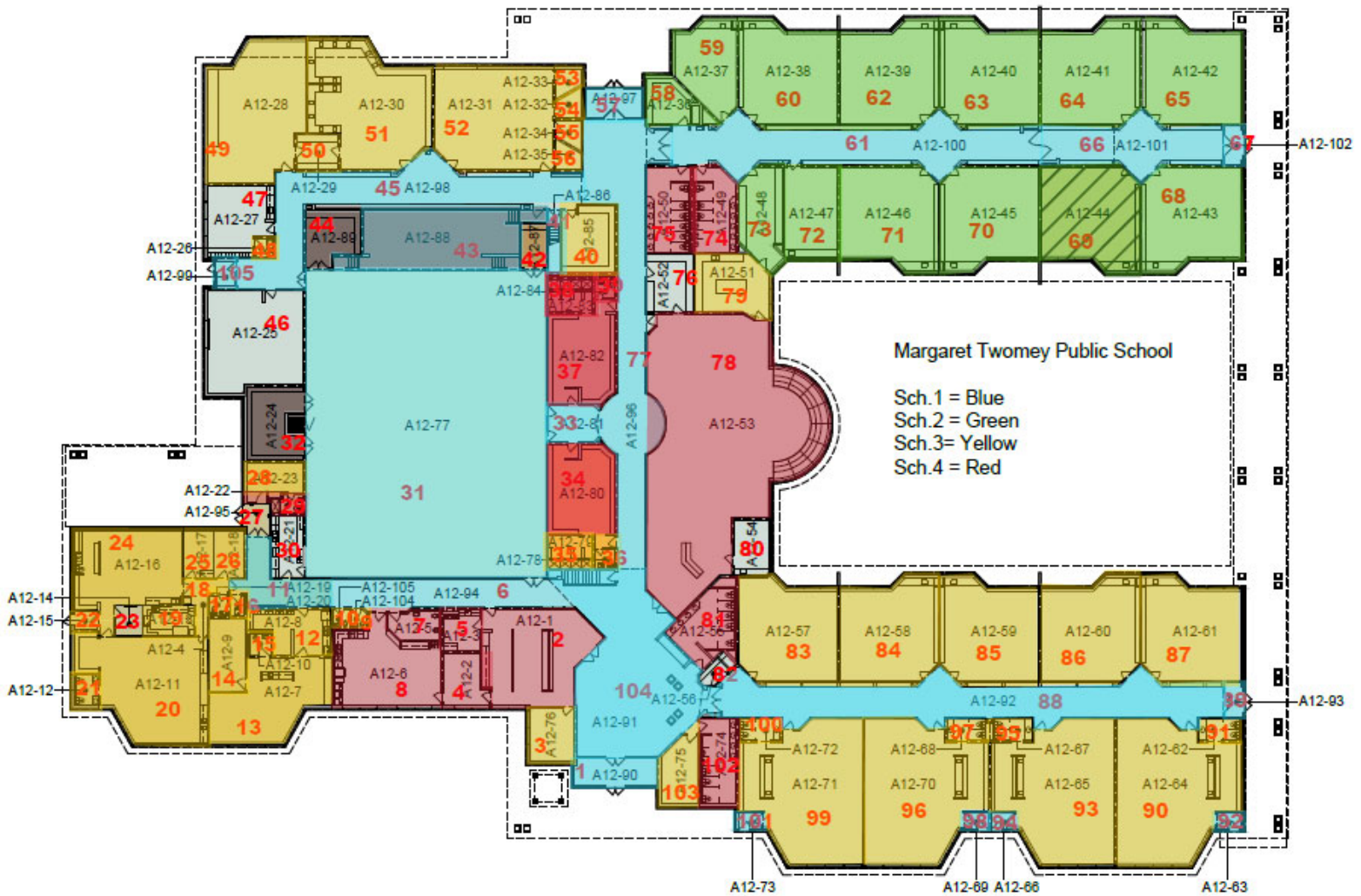
# Step 2. Inventories:

Inventories provide the data to calculate the cleaning load for your District.

Scaled drawings provided by Your School District were used to form a Room/Area inventory for each school campus. The drawings were measured by individual spaces then categorized by area usage and floor surface then entered in our custodial scheduling software. Each Custodian's area is colored on a site-plan based on District Custodial Load Sheets.

**Blueprint example:**



| RED# | Area | TYPE | SQ FT | FIX |
|---|---|---|---|---|
| 1 | A12-90 | 10.COR, HS | 217 | |
| 2 | A12-1 | 15.OFF, HS | 829 | |
| 3 | A12-76 | 15.OFF, HS | 236 | |
| 4 | A12-2 | 15.OFF, HS | 203 | |
| 5 | A12-3 | 15.OFF, HS | 127 | |
| 6 | A12-94 | 10.COR, HS | 904 | |
| 7 | A12-5 | 03.RR | 132 | 3 |
| 8 | A12-6 | 13.CR, C | 708 | 2 |
| 9 | A12-104 | 03.RR | 30 | 2 |
| 10 | A12-105 | 03.RR | 31 | 2 |
| 12 | A12-8 | 06.KIT | 286 | 2 |
| 13 | A12-7 | 13.CR, C | 699 | |
| 14 | A12-9 | 15.OFF, C | 227 | 2 |
| 15 | A12-10 | 03.RR | 56 | 2 |
| 16 | A12-20 | 03.RR | 31 | 2 |
| 17 | A12-19 | 03.RR | 39 | 2 |
| 18 | A12-4 | 10.COR, C | 122 | |
| 19 | A12-13 | 06.KIT | 131 | 2 |
| 20 | A12-11 | 13.CR, C | 1028 | |
| 21 | A12-12 | 03.RR | 86 | 4 |
| 22 | A12-15 | 17.SR | 48 | |
| 23 | A12-14 | 10.COR, C | 76 | |
| 24 | A12-16 | 13.CR, C | 776 | 2 |
| 25 | A12-17 | 15.OFF, C | 131 | |
| 26 | A12-18 | 15.OFF, C | 133 | |
| 27 | A12-95 | 10.COR, C | 73 | |
| 28 | A12-23 | 15.OFF, C | 195 | |

## Site plan colored by custodial schedule:



Margaret Twomey Public School

Sch.1 = Blue
Sch.2 = Green
Sch.3= Yellow
Sch.4 = Red

## Editing sessions:

1,320 room/spaces were measured, categorized, then posted in the custodial scheduling software along with around 550 entries for "Other duties". The inventory data always needs review to verify accuracy, this "scrubbing of the data" has involved numerous web meetings with Your School District personnel to review each school site.

# Step 3 Report:

**Service Management Assist provides this report with the following goals for your District:**

- Your custodial workload is rated based on cleaning levels, the workload includes cleaning and "Other Duties".
- Beyond cleaning assignments "Other Duties" based on custodial interviews.
- Current work distribution between custodians.
- Current work distribution between campuses.
- SMA will work with you to balance the workload and improve efficiency.
- Review of the elements of your custodial program (training, supplies, equipment etc.)

See the following pages for cleaning levels and statistics about Your School District staffing levels.

# SMA Education Levels of Cleaning / Custodial Staffing
## ESTABLISHING EXPECTATIONS FOR CUSTODIAL EFFORTS

SMA Custodial Scheduling software is based on these five levels. Our software evaluates your workload using four steps within each level to describe staffing resources more precisely. The 850-sf classroom is used in these examples because of the importance of the classroom environment.

**Level 1** should result in **excellent** cleaning, the "spotless" building, as might be found in a hospital environment. This dense staffing is rare in schools, most schools can't afford the numbers of custodians. It is optimal to manage/supervise because simple zone schedules give high accountability and the smaller areas set up the custodians to do high quality cleaning.
At Level 1 in an 850-sf classroom the custodian will have the following minutes per day for steps of cleaning:
**Level 1: 31 minutes; Level 1.25: 27 minutes; Level 1.5: 24 minutes; Level 1.75: 20 minutes.**
The average area covered by a custodian in a Level 1 school is 7,000 to 16,000 square feet for a full shift.

**Level 2** cleaning is **good** for most school cleaning, 2.5 was the average level for schools we supported before 2009. Many school systems have formed outstanding custodial teams within Level 2. Level 2 is good to manage/supervise because it also allows for simple zone schedules and gives the custodians the pacing for good quality.
At Level 2 in an 850-sf classroom the custodian will have the following minutes per day for steps of cleaning:
**Level 2: 17 minutes; Level 2.25: 16 minutes; Level 2.5: 15 minutes; Level 2.75: 13 minutes.**
The average area covered by a custodian in a Level 2 school is 15,000 to 23,000 square feet for a full shift.

**Level 3** cleaning has become the norm and is **satisfactory** for most school facilities. It is acceptable to most stakeholders and can be managed to not pose health issues. Level 3 increases the complexity of scheduling and management/supervision because a reduced set of daily cleaning steps are required. Detail cleaning and dusting for areas is often scheduled once per week.
At Level 3 in an 850-sf classroom the custodian will have the following minutes per day for steps of cleaning:
**Level 3: 11 minutes; Level 3.25: 10 minutes; Level 3.5: 8 minutes; Level 3.75: 7.5 minutes.**
The average area covered by a custodian in a Level 3 school is 22,000 to 34,000 square feet for a full shift.

**Level 4** cleaning expectation should be for **fair** cleaning. Level 4 results in the loss of basic steps in the daily cleaning routine, some cleaning processes will be weekly, increasing the complexity of scheduling. Level 4 is difficult to manage/supervise and some custodians with reduced physical abilities will have difficulty with this pace.
At Level 4 in an 850-sf classroom the custodian will have the following minutes per day for steps of cleaning:
**Level 4: 7 minutes; Level 4.25: 6 minutes; Level 4.5: 5 minutes; Level 4.75: 4 minutes.**
The average area covered by a custodian in a Level 4 school is 30,000 to 45,000 square feet for a full shift.

**Level 5** cleaning expectation should be for a **deficient** cleaning result. Level 5 is very difficult to manage/ supervise because typically 20% of many areas, such as classrooms, are cleaned daily with 80% checked and given trash service.
At Level 5 in an 850-sf classroom the custodian will have the following minutes per day for steps of cleaning:
**Level 5: 3.5 minutes.** SMA does not rate custodial programs beyond Level 5.
The average area covered by a custodian in a Level 5 school is 35,000 to 80,000 square feet in a full shift.

The figures above are estimates. The actual number of square feet per shift a custodian can clean will depend on additional variables, including the type of flooring, wall covers, and number of windows. SMA also includes the duties beyond cleaning required to service each school.

Another good set of custodial levels can be found on page 82 of The Planning Guide for Maintaining School Facilities by the ASBO School Facilities Maintenance Task Force: 2003347 PDF (nces.ed.gov)

**Association of School Business Officials Custodial Levels**

**SMA uses the five ASBO levels as a point of reference to determine where your District rates. Listed here are the ASBO levels:**

# Levels of Cleaning / Density of Staffing

**ESTABLISHING EXPECTATIONS FOR CUSTODIAL EFFORTS**

Planners, administrators, and community members must agree on what constitutes "cleanliness." While there is not a nationwide standard for describing standards of cleanliness, a five-tiered system of expectations is emerging to help guide decision-making:

**Level 1 cleaning results in a "spotless" building, as might normally be found in a hospital environment or corporate suite. At this level, a custodian with proper supplies and tools can clean approximately 10,000 to 11,000 square feet in an 8-hour period.**

**Level 2 cleaning is the uppermost standard for most school cleaning, and is generally reserved for restrooms, special education areas, kindergarten areas, or food service areas. A custodian can clean approximately 18,000 to 20,000 square feet in an 8-hour shift.**

**Level 3 cleaning is the norm for most school facilities. It is acceptable to most stakeholders and does not pose any health issues. A custodian can clean approximately 28,000 to 31,000 square feet in 8 hours.**

**Level 4 cleaning is not normally acceptable in a school environment. Classrooms would be cleaned every other day, carpets would be vacuumed every third day, and dusting would occur once a month. At this level, a custodian can clean 45,000 to 50,000 square feet in 8 hours.**

**Level 5 cleaning can very rapidly lead to an unhealthy situation. Trash cans might be emptied, and carpets vacuumed on a weekly basis. One custodian can clean 85,000 to 90,000 square feet in an 8-hour period.**

**The** figures above are estimates. The actual number of square feet per shift a custodian can clean will depend on additional variables, including the type of flooring, wall covers, and number of windows, all of which must be taken into account when determining workload expectations. Taken from page 82 of The Planning Guide for Maintaining School Facilities by the School
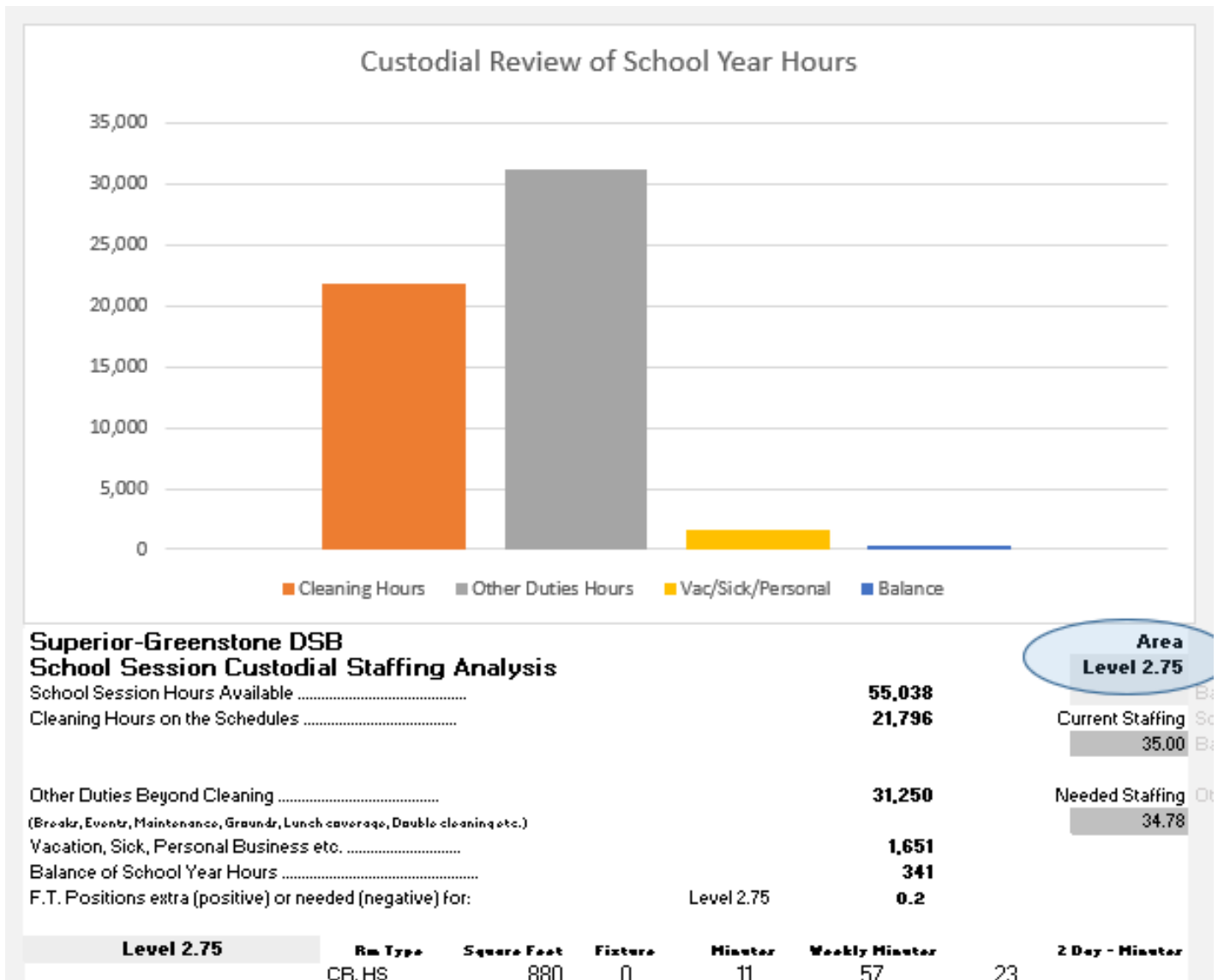
Facilities Maintenance Task Force; National Forum on Education Statistics and the Association of School Business Officials International (ASBO®) Sponsored by the National Center for Education Statistics and the National Cooperative Education Statistics System February 2003.
http://www.emsc.nysed.gov/facplan/publicat/Planning_Guide_Maintaining_School_Facilities_040303.pdf

# Custodial program balance

## Program balance, inverted from normal custodial operations

This graph normally shows hours for "Cleaning" at about 60% of the total time with "Other Duties" around 35%. Your School District has inverted levels of deployment of custodians.



Custodial Review of School Year Hours

Legend: Cleaning Hours | Other Duties Hours | Vac/Sick/Personal | Balance

**Superior-Greenstone DSB**
**School Session Custodial Staffing Analysis**

| | | Area Level 2.75 |
|---|---|---|
| School Session Hours Available ..................................... | 55,038 | |
| Cleaning Hours on the Schedules ................................. | 21,796 | Current Staffing |
| | | 35.00 |
| Other Duties Beyond Cleaning ..................................... | 31,250 | Needed Staffing |
| (Breaks, Events, Maintenance, Grounds, Lunch coverage, Double cleaning etc.) | | 34.78 |
| Vacation, Sick, Personal Business etc. ......................... | 1,651 | |
| Balance of School Year Hours ..................................... | 341 | |
| F.T. Positions extra (positive) or needed (negative) for: Level 2.75 | 0.2 | |

| Level 2.75 | Rm Type | Square Feet | Fixture | Minutes | Weekly Minutes | | 2 Day - Minutes |
|---|---|---|---|---|---|---|---|
| | CR, HS | 880 | 0 | 11 | 57 | 23 | |

# Statistical review, district-wide and by individual school

**Custodial staffing by school describing the individual ASBO Levels, see the ASBO Levels on the next page.**

| # | School | Sq. Ft. | Cust. FTE | SF/Cust | Clean. Hrs. | Design Oth. | Actual Oth. | Level | FTE +/- | SF/Stud. |
|---|--------|---------|-----------|---------|-------------|-------------|-------------|-------|---------|----------|
| 1 | Beardmore Public School | 14,654 | 1.06 | 13,840 | 3.46 | 5.35 | 5.50 | Level 2.5 | 0.00 | 662 |
| 2 | Dorion Public School | 20,714 | 1.35 | 15,310 | 3.40 | 7.89 | 8.08 | Level 3.5 | 0.00 | 537 |
| 3 | George O'Neill Public School | 33,921 | 2.53 | 13,411 | 10.20 | 10.74 | 11.42 | Level 2 | (0.01) | 257 |
| 4 | B.A. Parker Public School | 19,348 | 2.12 | 9,137 | 6.26 | 10.53 | 11.83 | Level 1.75 | (0.01) | 178 |
| 5 | Geraldton Composite High Scho | 98,291 | 3.65 | 26,951 | 17.90 | 12.77 | 14.08 | Level 2.5 | (0.12) | 590 |
| 6 | Lake Superior High School | 59,891 | 2.35 | 25,454 | 7.70 | 11.93 | 12.50 | Level 3.5 | (0.02) | 493 |
| 7 | Manitouwadge High School | 70,111 | 2.59 | 27,088 | 6.77 | 14.92 | 15.42 | Level 2.75 | (0.02) | 1,263 |
| 8 | Manitouwadge Public School | 26,181 | 1.76 | 14,836 | 4.43 | 10.99 | 10.75 | Level 2.5 | (0.02) | 761 |
| 9 | Marathon High School | 89,595 | 4.94 | 18,132 | 16.16 | 24.94 | 24.67 | Level 2 | 0.14 | 527 |
| 10 | Margaret Twomey Public School | 60,715 | 3.59 | 16,921 | 16.37 | 13.29 | 14.08 | Level 2 | 0.01 | 345 |
| 11 | Marjorie Mills Public School | 42,110 | 1.29 | 32,540 | 3.87 | 7.86 | 7.25 | Level 3.5 | (0.01) | 544 |
| 12 | Nakina Public School | 18,083 | 0.71 | 25,618 | 3.05 | 3.26 | 3.00 | Level 1.75 | (0.01) | 1,391 |
| 13 | Nipigon-Red Rock District High S | 86,859 | 3.47 | 25,027 | 16.95 | 12.31 | 12.17 | Level 2.5 | 0.04 | 786 |
| 14 | Schreiber Public School | 19,677 | 1.41 | 13,938 | 3.32 | 7.59 | 8.58 | Level 2 | 0.01 | 410 |
| 15 | Superior Greenstone Learning C | 24,819 | 0.47 | 52,740 | 3.14 | 0.00 | 0.83 | Level 3.75 | 0.00 | 0 |
| 16 | Terrace Bay Public School | 27,218 | 1.71 | 15,956 | 5.67 | 8.99 | 8.75 | Level 2.75 | 0.01 | 353 |

**Custodial staffing by school comparing based on the district-wide ASBO Level, the over and under is not too dramatic.**

| # | Locations | Sq. Ft. | Cust. FTE | SF/Cust | Clean. Hrs. | Design Oth. | Actual Oth. | Level | FTE +/- | SF/Stud. |
|---|-----------|---------|-----------|---------|-------------|-------------|-------------|-------|---------|----------|
| 1 | Beardmore Public School | 14,654 | 1.06 | 13,840 | 3.03 | 5.35 | 5.50 | Level 2.75 | 0.06 | 662 |
| 2 | Dorion Public School | 20,714 | 1.35 | 15,310 | 4.74 | 7.89 | 8.08 | Level 2.75 | (0.16) | 537 |
| 3 | George O'Neill Public School | 33,921 | 2.53 | 13,411 | 7.85 | 10.74 | 11.42 | Level 2.75 | 0.26 | 257 |
| 4 | B.A. Parker Public School | 19,348 | 2.12 | 9,137 | 4.12 | 10.53 | 11.83 | Level 2.75 | 0.24 | 178 |
| 5 | Geraldton Composite High Scho | 98,291 | 3.65 | 26,951 | 15.63 | 12.77 | 14.08 | Level 2.75 | 0.15 | 590 |
| 6 | Lake Superior High School | 59,891 | 2.35 | 25,454 | 11.04 | 11.93 | 12.50 | Level 2.75 | (0.42) | 493 |
| 7 | Manitouwadge High School | 70,111 | 2.59 | 27,088 | 6.77 | 14.92 | 15.42 | Level 2.75 | (0.02) | 1263 |
| 8 | Manitouwadge Public School | 26,181 | 1.76 | 14,836 | 3.96 | 10.99 | 10.75 | Level 2.75 | 0.03 | 761 |
| 9 | Marathon High School | 89,595 | 4.94 | 18,132 | 12.33 | 24.94 | 24.67 | Level 2.75 | 0.59 | 527 |
| 10 | Margaret Twomey Public School | 60,715 | 3.59 | 16,921 | 12.76 | 13.29 | 14.08 | Level 2.75 | 0.43 | 345 |
| 11 | Marjorie Mills Public School | 42,110 | 1.29 | 32,540 | 5.57 | 7.86 | 7.25 | Level 2.75 | (0.21) | 544 |
| 12 | Nakina Public School | 18,083 | 0.71 | 25,618 | 2.09 | 3.26 | 3.00 | Level 2.75 | 0.11 | 1391 |
| 13 | Nipigon-Red Rock District High S | 86,859 | 3.47 | 25,027 | 14.77 | 12.31 | 12.17 | Level 2.75 | 0.30 | 786 |
| 14 | Schreiber Public School | 19,677 | 1.41 | 13,938 | 2.60 | 7.59 | 8.58 | Level 2.75 | 0.10 | 410 |
| 15 | Superior Greenstone Learning C | 24,819 | 0.47 | 52,740 | 4.87 | 0.00 | 0.83 | Level 2.75 | (0.20) | 0 |
| 16 | Terrace Bay Public School | 27,218 | 1.71 | 15,956 | 5.67 | 8.99 | 8.75 | Level 2.75 | 0.01 | 353 |

**Balancing to a district standard:**

The balance of workload between schools will be flushed out in more detail as schedules are refined. There is definite need for schedule standardization and schedule refinement will most likely show need for small corrections in staffing. However, the greatest need now is closing staffing gaps for lack of casuals.

# Step 4 Schedule Writing:

Schedules are developed by statistical data, include breaks, lunch, and duties other than cleaning. They have suggested minutes per area, sequence of duties, steps of cleaning and reference to the colored floorplan. Much of the work is completed for this step but schedules are finalized after the report.

| Level 2.75 | Area | Margaret Twomey PS Regular Schedules: Sequence | | Min. | Hrs. | Custodian S2 Daily CR/Office Procedures: (5/WK |
|---|---|---|---|---|---|---|
| | | | | | | Hrs/Day |
| | | | | | | 10:00 AM  6:30 PM      8.5 |
| 10:00 AM | 805 | Shift preparati | 01.Prep | 5 | 0.1 | **Daily CR/Office Procedures: (5/WK** |
| 10:05 AM | 617 | Event Support | 08.OTHER | 30 | 0.6 | Empty pencil sharpeners & waste cans |
| 10:35 AM | 618 | Event Support | 08.OTHER | 30 | 1.1 | Dust mop / vacuum carpet |
| 11:05 AM | 620 | Grounds(Snow/Mow) | 08.OTHER | 30 | 1.6 | Spot clean desks & others as needed |
| 11:35 AM | 2 | A12-1 | 15.OFF, HS | 9 | 1.7 | Spot mop or spot clean carpet as needed |
| 11:44 AM | 4 | A12-2 | 15.OFF, HS | 2 | 1.8 | Align Desks ... Inspect area |
| 11:46 AM | 5 | A12-3 | 15.OFF, HS | 1 | 1.8 | Be sure all heaters and/or ACs are off. |
| 11:47 AM | 6 | A12-94 | 10.COR, HS | 4 | 1.9 | Check/secure all windows and doors |
| 11:51 AM | 7 | A12-5 | 03.RR | 6 | 2.0 | Disinfection Process as needed |
| 11:57 AM | 806 | **Break** | **07.Break** | 15 | 2.2 | Turn off lights. (See Emp. Handbook) |
| 12:12 PM | 8 | A12-6 | 13.CR, C | 14 | 2.4 | |
| 12:26 PM | 29 | A12-22 | 03.RR | 4 | 2.5 | **Touchpoint Cleaning/Disinfection:** |
| 12:30 PM | 34 | A12-80 | 04.LR | 7 | 2.6 | Door handles and knobs, Desks and chai |
| 12:37 PM | 37 | A12-82 | 04.LR | 7 | 2.7 | Cabinets, lockers, and bookshelves |
| 12:44 PM | 38 | A12-83 | 04.LR | 6 | 2.8 | Light switches, Pencil sharpener handles |
| 12:50 PM | 39 | A12-84 | 03.RR | 4 | 2.9 | Sinks and Countertops |
| 12:54 PM | 58 | A12-36 | 15.OFF, HS | 2 | 2.9 | |
| 12:56 PM | 59 | A12-37 | 13.CR, HS | 7 | 3.1 | **Rest Rooms:(5 X Weekly)** |
| 1:03 PM | 60 | A12-38 | 13.CR, HS | 12 | 3.3 | Empty waste cans ... Clean glass |
| 1:15 PM | 62 | A12-39 | 13.CR, HS | 12 | 3.5 | Spot clean walls & partitions |
| 1:27 PM | 63 | A12-40 | 13.CR, C | 15 | 3.7 | Sanitize sinks & counter areas |
| 1:41 PM | 807 | **Lunch** | **09.Lunch** | 30 | 4.2 | Flush all fixtures |
| 2:11 PM | 64 | A12-41 | 13.CR, C | 15 | 4.4 | Sanitize/disinfect toilets & urinals |
| 2:26 PM | 65 | A12-42 | 13.CR, HS | 12 | 4.6 | Wet mop (sanitize) the floor ... Inspect RR |
| 2:38 PM | 68 | A12-43 | 13.CR, HS | 12 | 4.8 | Refill PT, TP, Soap & Sanitary Napkins |
| 2:50 PM | 69 | A12-44 | 13.CR, HS | 12 | 5.0 | |
| 3:02 PM | 70 | A12-45 | 13.CR, HS | 12 | 5.2 | |
| 3:14 PM | 71 | A12-46 | 13.CR, HS | 12 | 5.4 | **Locker rooms (5 X Weekly)** |
| 3:25 PM | 72 | A12-47 | 13.CR, HS | 7 | 5.5 | Empty waste cans; clean glass |
| 3:32 PM | 73 | A12-48 | 15.OFF, HS | 4 | 5.6 | Clean walls and partitions |
| 3:36 PM | 74 | A12-49 | 03.RR | 23 | 6.0 | Sanitize sinks and counter areas |
| 3:59 PM | 808 | **Break** | **07.Break** | 15 | 6.2 | Refill paper products and soap |
| 4:14 PM | 75 | A12-50 | 03.RR | 23 | 6.6 | Refill sanitary machines and waste rec. |
| 4:36 PM | 78 | A12-53 | 10.COR, HS | 13 | 6.8 | Sanitize/disinfect toilets and urinals |
| 4:50 PM | 81 | A12-55 | 03.RR | 19 | 7.2 | Sanitize the floors |
| 5:09 PM | 102 | A12-74 | 03.RR | 19 | 7.5 | Remove grafitti (See Emp. Handbook) |
| 5:27 PM | 104 | A12-91 | 10.COR, HS | 7 | 7.6 | |

## Step 5 Schedule Adjustment, Refinement and Training:

The 1st set of schedules are revised after several weeks of use, incorporating the feedback from custodians concerning necessary refinements. Included with "Step 5 Schedule Refinement", SMA will provide the district with loaded SMA scheduling software for all the campuses scheduled. SMA will train several district employees in the use of the scheduling software … training will involve no less than three sessions via web conferences. The district employees will have the loaded SMA software on district computers. SMA is responsible for training several district employees to adjust the schedules so that ongoing refinements are made in district on the delivered custodial schedules.

.

## Instructions for Service Management Assist Custodial Schedules

The schedules are built on the information from the Custodial Scheduling and Staffing Analysis:



Review these items:

The Cleaning Levels (Page 8).

The Types used drive the time calculations (Page 9).

Structural outline of the scheduling software.

**The steps 1 through 7 are the minimum requirements to refine/update the SMA Custodial Schedules:**

1. Navigation around the scheduling software.
   Green font macro links will either take you to a section or scroll around the program.
   Red or Black font macro links will perform some action, you should understand what is going to happen before clicking one of these.
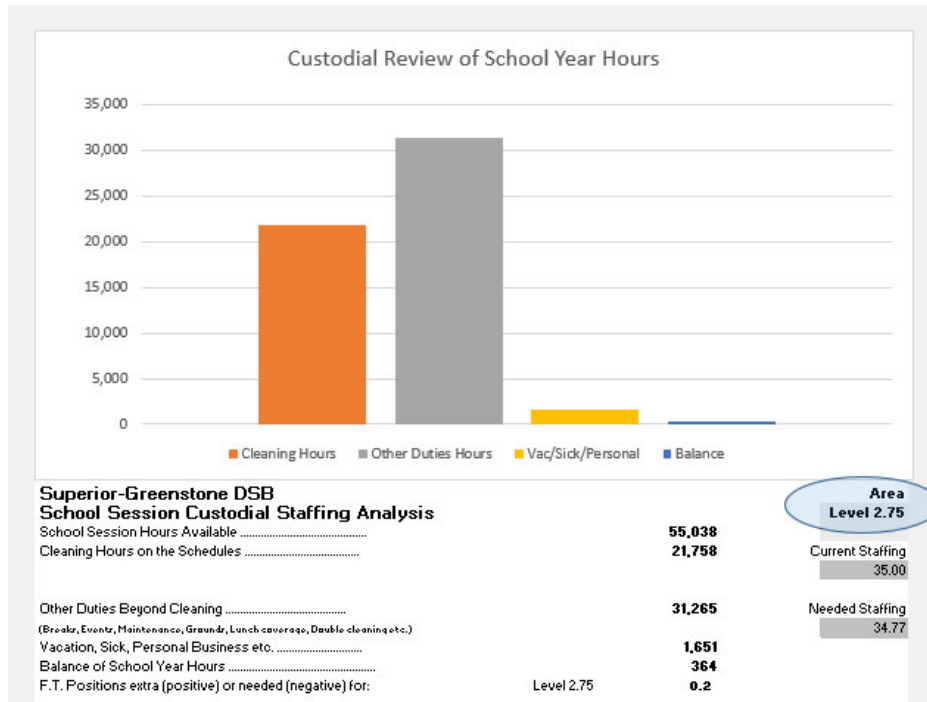
# Section 2: Five issues derived from this analysis

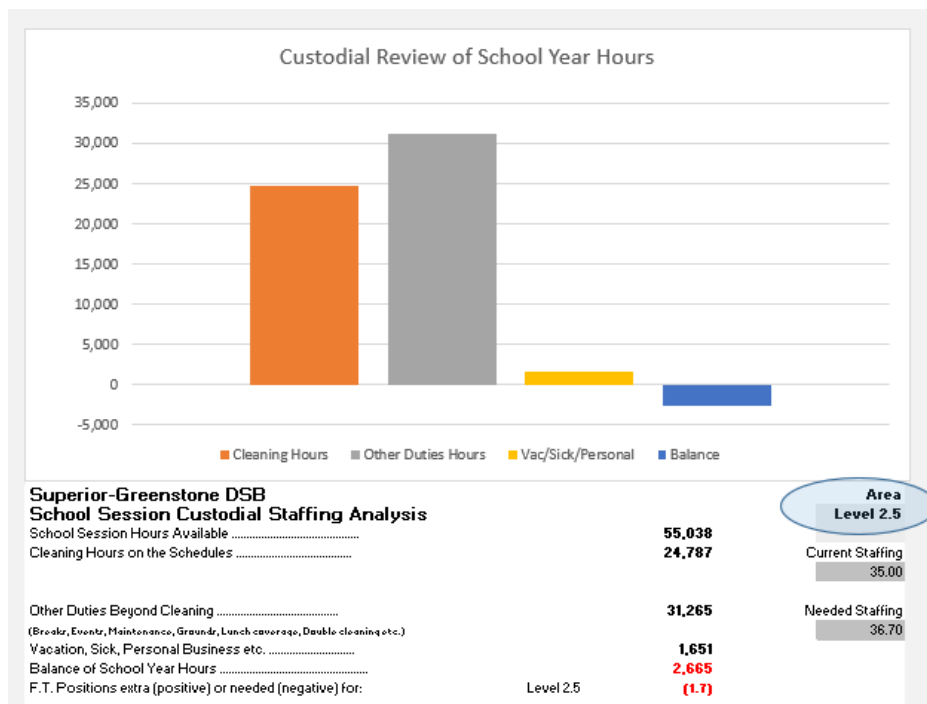## Recommendations for issues with custodial operations:

1. Solving the substitute pool problem. Page 17

2. Address the inverted balance of custodial work. Page 20

3. Equipment needs.  Page 22

4. Custodial schedule development and upkeep as a management system.  Page 24

5. Quality assurance improvements.  Page 28

# 1. Solving the substitute pool problem.

Your existing level of staffing is close to XXXXX standards if you have staffing levels up to the funded level and a capable substitute pool to fill in absences. Unfortunately, like most districts you do not have an adequate substitute pool. Your real level is most likely 3 or above.



**Superior-Greenstone DSB**
**School Session Custodial Staffing Analysis**

| | | Area Level 2.75 |
|---|---|---|
| School Session Hours Available | 55,038 | |
| Cleaning Hours on the Schedules | 21,758 | Current Staffing 35.00 |
| Other Duties Beyond Cleaning | 31,265 | Needed Staffing 34.77 |
| (Breaks, Events, Maintenance, Grounds, Lunch coverage, Double cleaning etc.) | | |
| Vacation, Sick, Personal Business etc. | 1,651 | |
| Balance of School Year Hours | 364 | |
| F.T. Positions extra (positive) or needed (negative) for: Level 2.75 | 0.2 | |

The Level 2.75 is decent but not quite at the 2.5 typically found in XXXXX schools. You are within 2 full time equivalents of the standard Level 2.5.



**Superior-Greenstone DSB**
**School Session Custodial Staffing Analysis**

| | | Area Level 2.5 |
|---|---|---|
| School Session Hours Available | 55,038 | |
| Cleaning Hours on the Schedules | 24,787 | Current Staffing 35.00 |
| Other Duties Beyond Cleaning | 31,265 | Needed Staffing 36.70 |
| (Breaks, Events, Maintenance, Grounds, Lunch coverage, Double cleaning etc.) | | |
| Vacation, Sick, Personal Business etc. | 1,651 | |
| Balance of School Year Hours | 2,665 | |
| F.T. Positions extra (positive) or needed (negative) for: Level 2.5 | (1.7) | |

**Recommendation:**

**We recommend adding a grounds/substitute full-time assistant for each of the Maintenance Working Foreman.** These positions will fill in for absences of custodians and address some of the "Other Duties" hours spent by your custodians on grounds work.

Frequent unfilled absences need to be addressed to stay close to the XXXXX custodial staffing standard.

Funding for these positions may be partially found by reducing the substitute custodian budget. Many districts don't fully spend their substitute budget because it's hard to find casuals.

**Current custodial staffing challenges**

**Many districts are struggling to fix custodial absence coverage. They seek to** resolve the inadequacies of the current substitute custodian program. Most of the interviews we conduct show very low ratings and numerous negative comments concerning labor relations issues. Missed custodial schedule coverage drives a lower standard of cleaning and support compared to the designed level.
**The issues listed here are not necessarily Your School District issues but challenges throughout education:**
**Labor issues:**

- Absenteeism
- Reduced production
- Increased turnover
- Shrinking to nonexistent substitute pools
- Less availability of qualified candidates
- Frustrated employees as wages aren't adjusted to match inflation.
- Union relationship stress
- Annoyed employees as some believe the workload is distributed unfairly.

**Human Resource Department issues:**

- HR push back, the perception of lack of empathy for facility operations challenges.
- Hiring time frames are longer than ever, time consuming processes.
- Inflexible salary schedules making it difficult to compete for skilled workers.
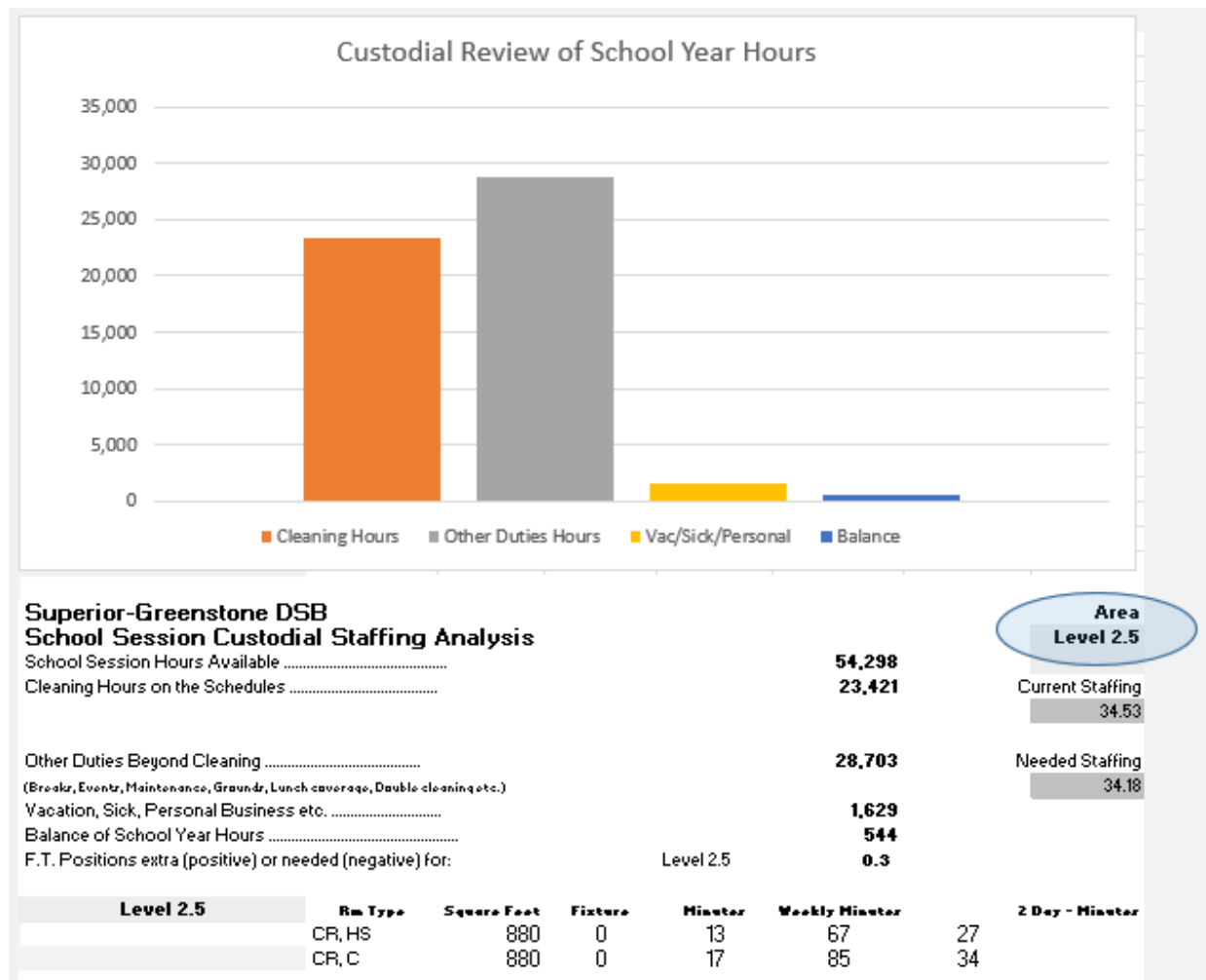
Many of these problems were there before COVID-19, but almost without exception they are significantly worse since the pandemic.

**An additional strain is that current annual productive hours per employee are typically lower than pre-pandemic 2019. In our reviews annual productive hours are estimated at more than 8% lower.**

## 2. Addressing inverted balance of custodial work.

Adding the **recommended grounds/substitute full-time assistant** for each of the Maintenance Working Forman, should be a significant help to balance the custodial program. These positions will help relieve the custodians of most of the grounds work.

The custodial grounds work reduction should help accomplish the XXXXX custodial staffing standard.



**Custodial Review of School Year Hours**

Legend: ■ Cleaning Hours   ■ Other Duties Hours   ■ Vac/Sick/Personal   ■ Balance

**Superior-Greenstone DSB**
**School Session Custodial Staffing Analysis**

|  | | Area Level 2.5 |
|---|---|---|
| School Session Hours Available | 54,298 | |
| Cleaning Hours on the Schedules | 23,421 | Current Staffing 34.53 |
| Other Duties Beyond Cleaning | 28,703 | Needed Staffing 34.18 |
| (Breaks, Events, Maintenance, Grounds, Lunch coverage, Double cleaning etc.) | | |
| Vacation, Sick, Personal Business etc. | 1,629 | |
| Balance of School Year Hours | 544 | |
| F.T. Positions extra (positive) or needed (negative) for: | Level 2.5 | 0.3 |

| Level 2.5 | Rm Type | Square Feet | Fixture | Minutes | Weekly Minutes | | 2 Day - Minutes |
|---|---|---|---|---|---|---|---|
| | CR, HS | 880 | 0 | 13 | 67 | 27 | |
| | CR, C | 880 | 0 | 17 | 85 | 34 | |

# 3. Equipment needs

**Some typical commercial custodial equipment. Professional quality equipment is expensive, but wasting labor typically is more costly.**



## $10,700.00

**Starting MSRP** *

Part number: 1.008-136.0

**REQUEST QUOTE**

\* **Manufacturer's suggested list price shown above.** Retail prices may vary by location and include a surcharge. Unless stated otherwise, taxes, freight, setup, delivery, and other dealer-specific charges are not included in the pricing. Pricing and specifications are subject to change without notice. Ask your Kärcher rep for details. Prices shown are in U.S. dollars and valid only in the United States.

> Compare



TRIDENT
High-Performance Microfiber Cleaning Systems

**Extreme soil removal in a smaller footprint**



The Spray-and-Vac system offers a simple, fast approach to cleaning restrooms, showers, kitchens, kennels, and other heavily soiled areas. Nothing beats Spray-and-Vac cleaning technology for completely removing soils and liquid leaving surfaces clean and dry.

Just apply an automatically diluted cleaning solution to fixtures and floors in low pressure, and then wash the soils loose with a power rinse of always-fresh, clean water. The indoor pressure washer flushes soils out of grout lines and tight places that mops can't reach. Finally, just vacuum the floor dry -- completely removing soils, moisture and bio-pollution from all surfaces, grout lines and crevices, leaving the floor dry and soil free.

Modeled after Kaivac's industry-leading No-Touch Cleaning® machine, the Spray-and-Vac system is built for extreme soil removal. It empowers workers to clean hygienically without touching contaminated surfaces. Plus, it helps cut labor, chemical and equipment costs.

OSV50

$4,432.58

**Custodial equipment and tools should be improved.** The feedback suggests that there is a good amount of equipment that is tired; past its life expectancy. See the comments in the appendix. Equipment is a small expense compared to the district investment in labor and benefits. Highly efficient, modernized equipment will leverage a greater result from the payroll investment.

- Quantify the full cost of fully modernized custodial equipment for the complete district.
- Budget 20% of the full cost for a five-year replacement schedule. This formula is used by for-profit contractors providing facility services for education.
- Contract with an equipment expert to assess all major custodial equipment on an annual basis. Receive recommendations for repair and replacement.
- Focus on down-time loss reduction both in equipment failure and in loss of custodial time by injury.

| Commercial Custodial Equipment Cost Estimate | CAD |
|---|---|
| 85,000 Square feet / 4.5 custodial employees | |
| Zamboni (Scrubber) | $13,910 |
| 2 Buffers | $4,420 |
| 2 Wet dry vacuums | $2,080 |
| 4 Backpack vacuums | $3,120 |
| 2 Snow blowers | $3,900 |
| 2 Walk behind lawn mowers | $2,600 |
| 2 Weed eaters | $1,040 |
| 2 Leaf blowers | $1,248 |
| 1 Carpet extractor | $910 |
| 1 Spot extractor | $650 |
| 5 Mop buckets | $1,300 |
| 5 Custodial carts | $3,250 |
| 2 Large trash bins wheeled | $1,690 |
| 5 Smaller wheeled trash receptacles | $520 |
| 1 Wash room cleaning system | $5,720 |
| 2 Microfiber wipe system (Wall & Table) | $1,560 |
| 1 Disinfection Fogger | $585 |
| 2 Sets Basic maintenance tools: Drill, wrenches, etc | $910 |
| Total | $48,503 |
| | |
| Cost per square foot: | $0.571 |

# Equipment management

Address custodial and grounds equipment with an aggressive depreciation replacement plan. Determine the complete cost of all new top quality commercial cleaning equipment. Take that complete cost and budget 20% each year for replacement.  Most of your equipment should be on a 5-year replacement cycle.

Custodial Equipment Program:

Equipment and tool investments should be considered in the context of this graph. The graph represents the proportion of spending in a typical school district facility operations budget. Note the high percentage allotted to custodial labor and benefits. High quality tools and equipment make the custodians more productive making equipment a tactical use of your significant payroll investment.

## Typical budget proportions for a school district facility department



Expenditures by Category
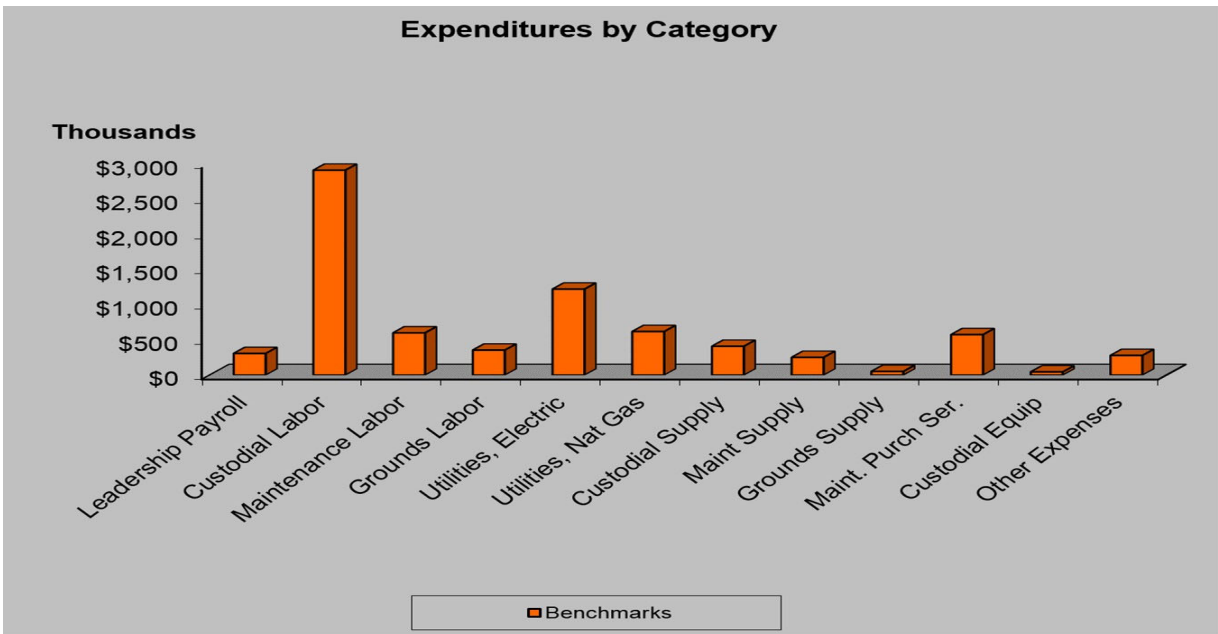
# 4. Custodial Scheduling

**Why Manage Custodial Schedules?**

**Why go through all the effort of detailed balanced Custodial Schedules?**

## Quality of cleaning:

Specific assignments of cleaning with clear expectations provide the basis for clean schools. The classic elements of the custodial program include:
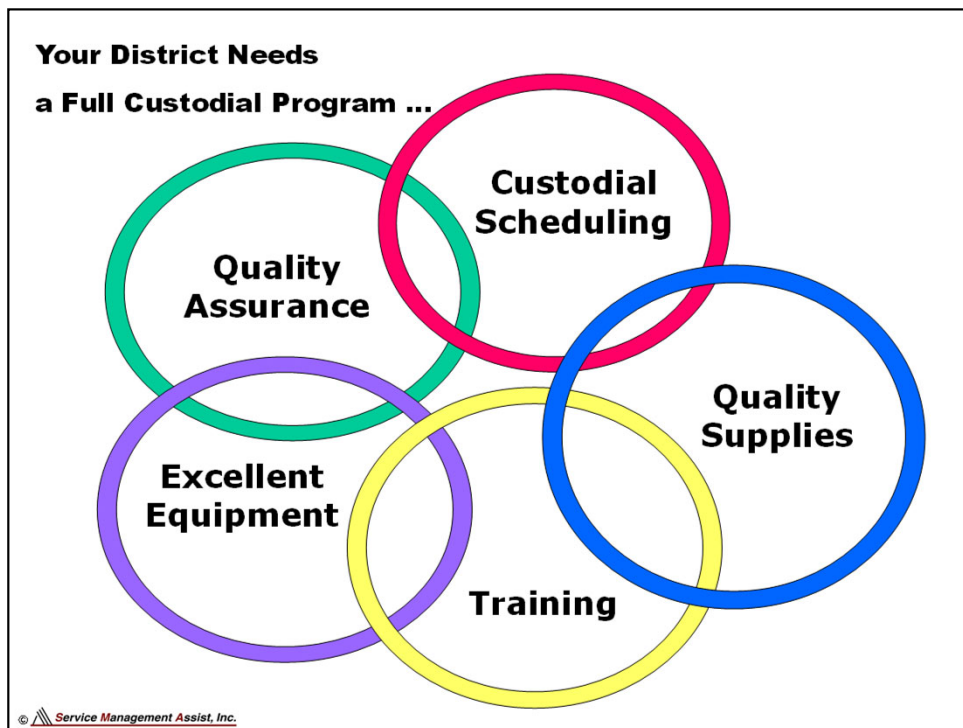


## Balanced Workload:

Work assignments are balanced between the custodians within each campus and labor resources are balanced between the campuses.

## Fiscal responsibility:

Operations & Maintenance is typically 7% to 15% of the total district budget the average custodial payroll and benefits make up 32% of the O&M budget.

Most attempts to manage the expense of O&M will have to deal with custodial payroll and benefits. The scheduling program allows for a statistical basis to determine your custodial assignments.

**SMA is committed to custodial schedule writing as part of the current contract.**

**Custodial schedule development and upkeep as a management system.**

Statistically driven custodial schedules are being developed as part of this assessment process.

- Schedules will need revision after the district determines the desired pacing or level of staffing. SMA will work with facility operations leadership to accomplish this.
- Key district employees need to be trained to adjust the scheduling software to capture the many improvements that come from each site.
- Share the schedules with the school principals.
- Train custodians in the logic of the schedule development, ask for feedback to refine the schedules.
- Train substitute custodians in the format and graphics to give them consistent direction when filling absences.
- Share absences with principals, via standardized emails, to keep them in the loop concerning custodial staffing.

**Custodial Schedule Example:**

Custodial schedule are developed by statistical data, including breaks, lunch and duties other than cleaning. They have suggested minutes per area, sequence of duties, steps of cleaning and reference to the colored floorplan.

| Level 2.75 | Area | Sequence | | Min. | Hrs. | Margaret Twomey PS — Custodian S2 |
|---|---|---|---|---|---|---|
| | | Regular Schedules: | | | | Hrs/Day |
| | | Sequence | | Min. | Hrs. | 10:00 AM  6:30 PM    8.5 |
| 10:00 AM | 805 | Shift preparatio | 01.Prep | 5 | 0.1 | **Daily CR/Office Procedures: (5'WK** |
| 10:05 AM | 617 | Event Support | 08.OTHER | 30 | 0.6 | Empty pencil sharpeners & waste cans |
| 10:35 AM | 618 | Event Support | 08.OTHER | 30 | 1.1 | Dust mop / vacuum carpet |
| 11:05 AM | 620 | Grounds(Snow/Mow) | 08.OTHER | 30 | 1.6 | Spot clean desks & others as needed |
| 11:35 AM | 2 | A12-1 | 15.OFF, HS | 9 | 1.7 | Spot mop or spot clean carpet as needed |
| 11:44 AM | 4 | A12-2 | 15.OFF, HS | 2 | 1.8 | Align Desks ... Inspect area |
| 11:46 AM | 5 | A12-3 | 15.OFF, HS | 1 | 1.8 | Be sure all heaters and/or ACs are off. |
| 11:47 AM | 6 | A12-94 | 10.COR, HS | 4 | 1.9 | Check/secure all windows and doors |
| 11:51 AM | 7 | A12-5 | 03.RR | 6 | 2.0 | Disinfection Process as needed |
| 11:57 AM | 806 | Break | 07.Break | 15 | 2.2 | Turn off lights. (See Emp. Handbook) |
| 12:12 PM | 8 | A12-6 | 13.CR, C | 14 | 2.4 | |
| 12:26 PM | 29 | A12-22 | 03.RR | 4 | 2.5 | **Touchpoint Cleaning/Disinfection:** |
| 12:30 PM | 34 | A12-80 | 04.LR | 7 | 2.6 | Door handles and knobs, Desks and chai |
| 12:37 PM | 37 | A12-82 | 04.LR | 7 | 2.7 | Cabinets, lockers, and bookshelves |
| 12:44 PM | 38 | A12-83 | 04.LR | 6 | 2.8 | Light switches, Pencil sharpener handles |
| 12:50 PM | 39 | A12-84 | 03.RR | 4 | 2.9 | Sinks and Countertops |
| 12:54 PM | 58 | A12-36 | 15.OFF, HS | 2 | 2.9 | |
| 12:56 PM | 59 | A12-37 | 13.CR, HS | 7 | 3.1 | **Rest Rooms:(5 X Weekly)** |
| 1:03 PM | 60 | A12-38 | 13.CR, HS | 12 | 3.3 | Empty waste cans ... Clean glass |
| 1:15 PM | 62 | A12-39 | 13.CR, HS | 12 | 3.5 | Spot clean walls & partitions |
| 1:27 PM | 63 | A12-40 | 13.CR, C | 15 | 3.7 | Sanitize sinks & counter areas |
| 1:41 PM | 807 | Lunch | 09.Lunch | 30 | 4.2 | Flush all fixtures |
| 2:11 PM | 64 | A12-41 | 13.CR, C | 15 | 4.4 | Sanitize/disinfect toilets & urinals |
| 2:26 PM | 65 | A12-42 | 13.CR, HS | 12 | 4.6 | Wet mop (sanitize) the floor ... Inspect RR |
| 2:38 PM | 68 | A12-43 | 13.CR, HS | 12 | 4.8 | Refill PT, TP, Soap & Sanitary Napkins |

**5. Quality assurance improvements.** Quality assessment is more important than typically realized. The custodial department needs regular sampling of quality to establish a baseline of cleaning performance, showing value to the district. Custodians should desire to be valued for their continual performance and not devalued out of context antidotally by an incident.

- Teachers may be polled via internet form, a simple three question form arriving a couple times per school year.
- Supervisors should be able to evaluate on routine visits using an internet form on their cell phone.
- Samplings spread out as a small steady stream of information provide a running quality score.
- Internet forms convert to spreadsheets give good roll-up information to monitor quality district-wide.

Supervisors/Leads cell phone inspection form, submitted from the phone.

Evaluate using the following scale, make comments at the end of the questions.
Answers for the questions ... 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent;

Classroom: 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent. Provide the number or name of the classroom: *

Your answer

Floors: (A clean floor, free of debris, dust mopped/vacuumed, dusted baseboards, clean dust free corners, walk off mats clean)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Walls/Wall Coverings: (Clean walls, dusted, including corners, white boards maintained, pencil sharpener emptied, no tape on drywall)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Ceilings: (Removed cobwebs, no burned out lights, no damaged light diffusers, damaged tiles replaced, vents free of dust)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Windows/windowsills: (Free of fingerprints, smudges, cobwebs, windowsills free of dust/debris, closed/locked per schedule)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Furniture: (Flat surfaces dusted/sanitized per schedule, fixtures/computers free of graffiti, gum, dust)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Trash Receptacles: (Emptied daily, sanitized appropriately, undamaged)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Project Cleaning Status: (Floors without shadowing/finish build-up, carpets without stains, reasonable floor shine, window coverings clean, exterior windows clean, gum removed from furniture, vents free of dust, wall paint in good condition)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**Teacher Interview Example:**

Three short questions plus a comment if you wish.

Answers for the three questions ... 1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent;

1.  How clean is your room? (1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent )

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

2.  How clean is your school?  (1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent )

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

3.  How is the custodial service in your school?  (1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent )

|  | 1 | 2 | 3 | 4 | 5 |  |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Any comments?

Long answer text

# Appendix:

# Customer (Principal) interview details

## Please list your School/building:
11 responses
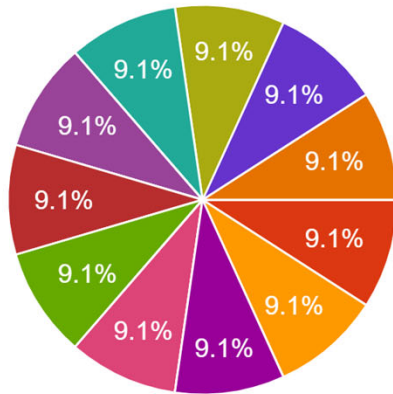


- ● B.A. Parker Public School
- ● Beardmore Public School
- ● Dorion Public School
- ● George O'Neill Public School
- ● Manitouwadge Public School
- ● Margaret Twomey Public School
- ● Marjorie Mills Public School
- ● Nakina Public School

△ 1/3 ▼

## Evaluate the custodial program using the following scale: 1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent

## Rate the cleanliness of your campus buildings:
11 responses
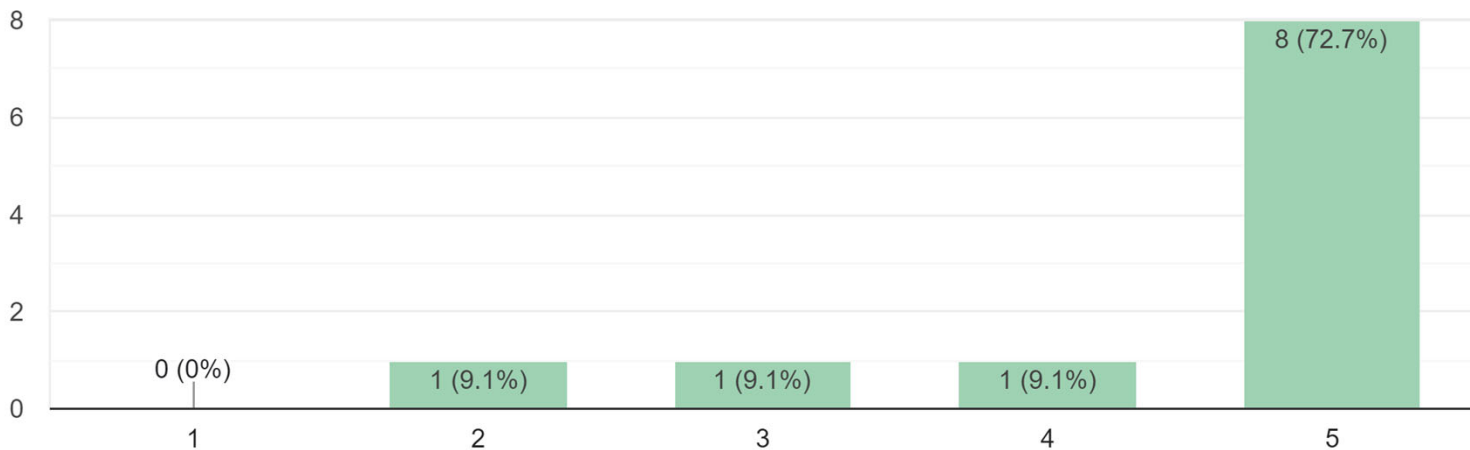
Comments on cleanliness  9 responses

Our team goes above and beyond
The custodians do a great job of keeping our school clean.
Custodial staff always work hard to ensure our school is clean, safe and presentable.
When you consider how our school looks - it is absolutely clean, and our staff and custodians do a phenomenal job at making it that way. However, when you consider the amount of times a room may be cleaned in a day (once, maybe twice) it's pretty unsanitary.
Excellent - above and beyond
All Areas are very clean
The head custodian takes pride in her work, and it shows on the outside as our school looks immaculate
The school is spotless every morning and greatly appreciated. The only aspects of an aging building that are out of the custodial staff realm are Plant and Operations challenges. Multiple Buckets catching water at various locations (halls, washrooms, changerooms) because of a leaky roof. Locations such as a basement that cannot be accessed due to previous and ongoing water damage. Looking forward to working with everyone to continuously improve the major needs of the physical building.
Custodial team works exceptionally hard and exceptionally well to manage cleaning of building.

Evaluate the custodial program using the following scale: 1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent

Is the custodial staff response time to your requests?

11 responses
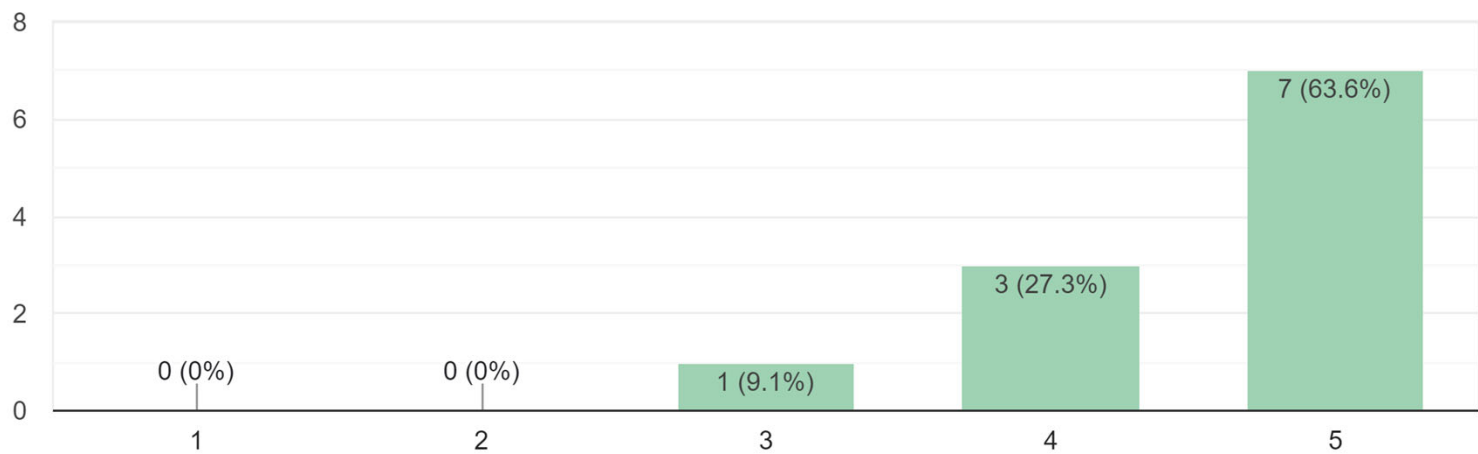


In your opinion, how is the custodial department viewed in your building (by staff and teachers)?

11 responses
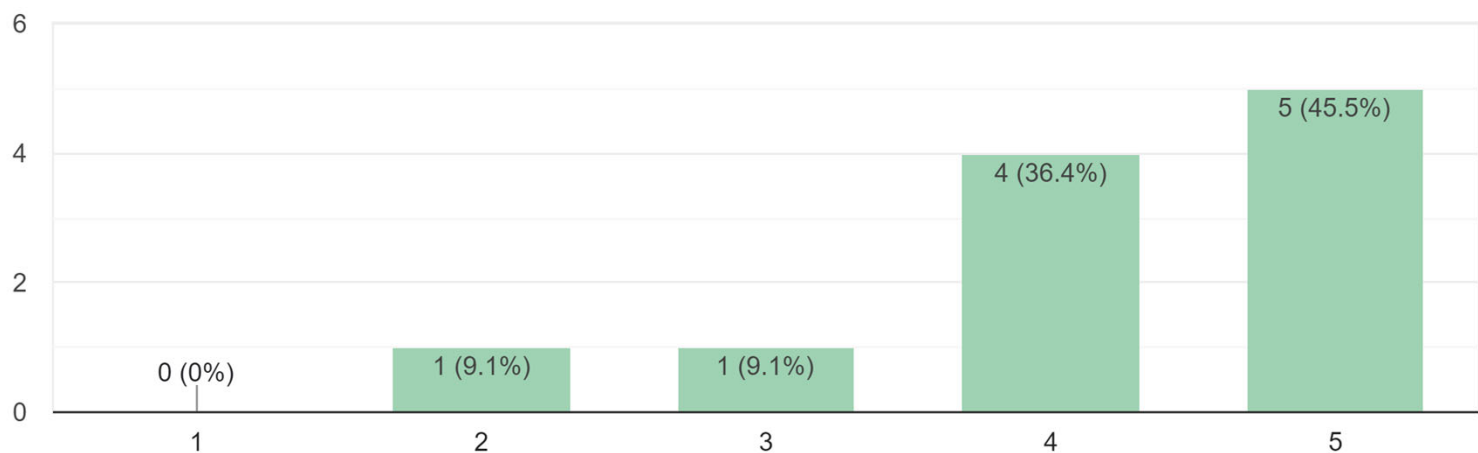
Evaluate the custodial program using the following scale: 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent

Rate the custodial schedules, (workload should be divided equitably between custodians and the schedules should be a good guide for casual custodians):

11 responses
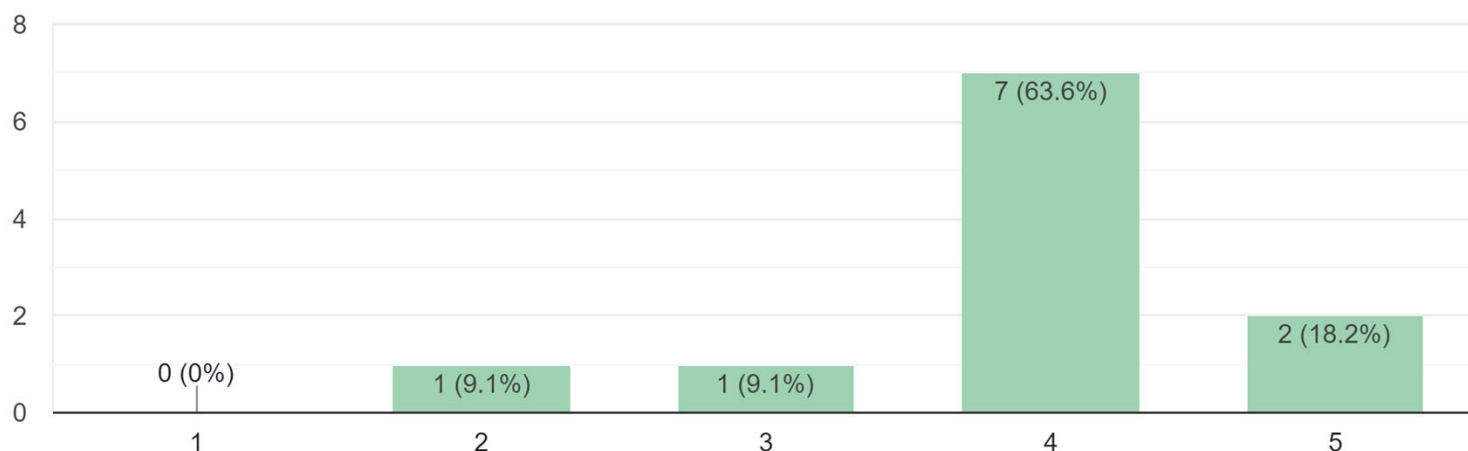


Comments on the custodial schedules: 7 responses

As the building admin I look at the lists of duties and they appear evenly distributed - but I don't have experience to know if the jobs are equal in effort or time.

Due to our custodial communication problems, our school has recently been reviewed by our Plant Department and custodial work schedules were re-worked to provide more equitable work loads.

It needs to be clear--shared space expectations can be challenging.

During the winter months our .38 custodian spends most of his time shovelling, there is also lots of paperwork required for the head custodian that impacts how long she has to clean the school.

Schedules are distributed accordingly to the role and the amount of hours per shift.

Custodians' workload can increase when they are short a team member. (Daycare, etc.)

There are some challenges with staffing shortages or 4hr (half-time) shifts being able to take vacant 8hr shifts. The collective agreement allows for a lot of movement within the bargaining unit/different facilities based more on seniority and less on skills.

Estimate your % of your total time at work spent on custodial issues: 1 = Over 50%; 2 = 30%; 3 = 20%; 4 = 10%; 5 = Under 10%

13 responses
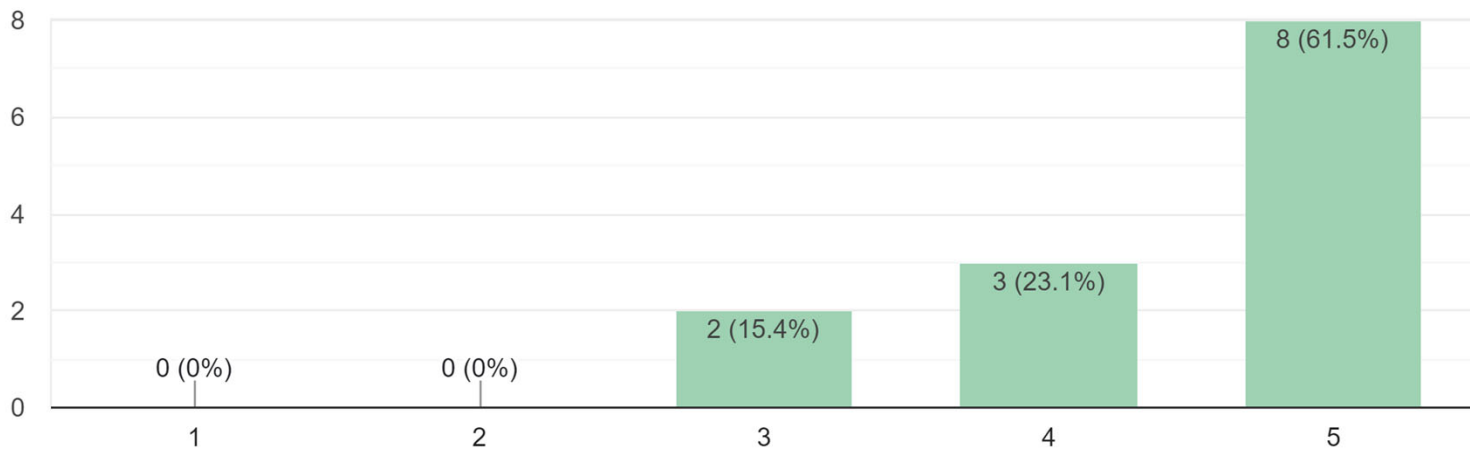


What do you like most about your custodial group?

13 responses
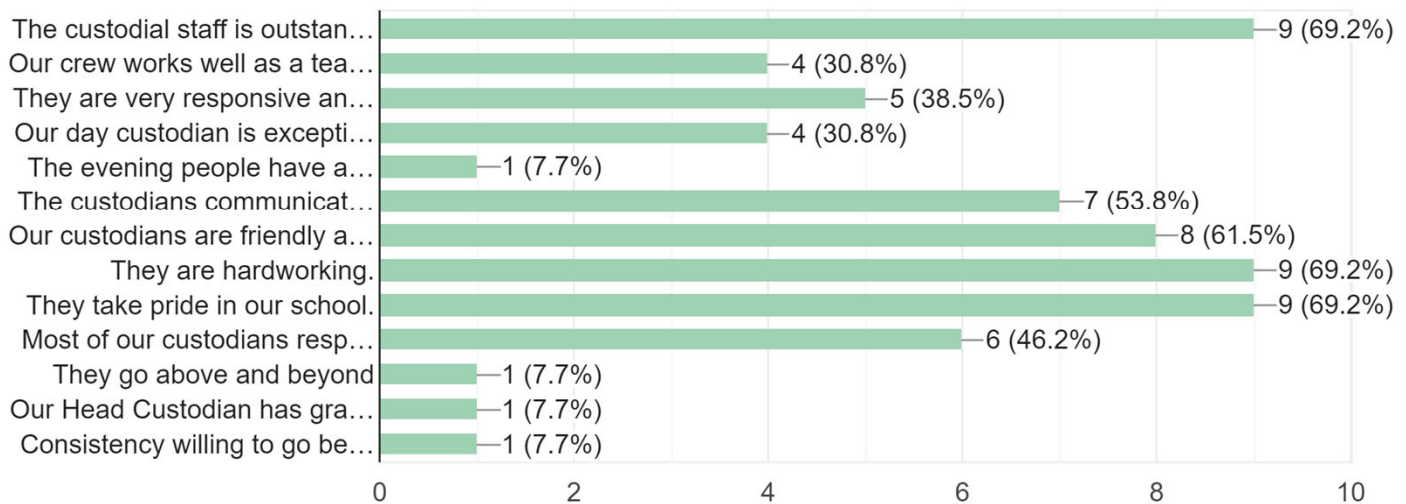
## What do you want to emphasize to improve custodial services, (i.e. front entrance, rest rooms, classrooms etc.)?

13 responses

| Response | Count |
|---|---|
| The presentation of the front… | 1 (7.7%) |
| The overall school cleanliness. | 3 (23.1%) |
| Our school is not clean; our… | 0 (0%) |
| Public areas cleanliness, (co… | 1 (7.7%) |
| High traffic areas. | 0 (0%) |
| Rest room sanitation. | 2 (15.4%) |
| Classroom cleaning. | 1 (7.7%) |
| Stairwells. | 0 (0%) |
| The cafeteria is a particular… | 0 (0%) |
| The custodial scheduling, co… | 2 (15.4%) |
| The importance of communi… | 4 (30.8%) |
| Clear communication of wha… | 1 (7.7%) |
| They are the best, no improv… | 1 (7.7%) |
| The need for more daycare… | 1 (7.7%) |
| Very pleased at this time, th… | 1 (7.7%) |
| Safety | 1 (7.7%) |
| Building partners support bal… | 1 (7.7%) |
| I am very pleased! | 1 (7.7%) |

## What would you buy for the custodial department if you had an open checkbook?

13 responses

| Response | Count |
|---|---|
| An extra custodial person, w… | 2 (15.4%) |
| Two additional custodians, w… | 2 (15.4%) |
| Whatever the custodial team… | 2 (15.4%) |
| The most up to date labor sa… | 2 (15.4%) |
| Carpet extractor | 0 (0%) |
| Golf cart | 0 (0%) |
| Automatic floor machine | 0 (0%) |
| Rest room cleaning system | 0 (0%) |
| Microfiber cleaning tools and… | 0 (0%) |
| Riding scrubber. | 2 (15.4%) |
| A toolbox with a drill, wrench… | 2 (15.4%) |
| Pressure washer | 1 (7.7%) |
| Lawnmower | 3 (23.1%) |
| Weed whip | 0 (0%) |
| Leaf blower | 0 (0%) |
| Snow blower | 2 (15.4%) |
| Equipment that supports red… | 1 (7.7%) |
| A fund for upkeep to take car… | 1 (7.7%) |
| More Casuals, we hurt when… | 1 (7.7%) |
| The snow removal time and l… | 1 (7.7%) |
| Addition maintenance (MWF… | 1 (7.7%) |
| Sensors in the wash rooms f… | 1 (7.7%) |
| A wage increase for our cust… | 1 (7.7%) |
| No needs now. | 1 (7.7%) |

# Teacher/staff interview details

Please select your school/building:

25 responses



- ● B.A. Parker Public School
- ● Beardmore Public School
- ● Dorion Public School
- ● George O'Neill Public School
- ● Manitouwadge Public School
- ● Margaret Twomey Public School
- ● Marjorie Mills Public School
- ● Nakina Public School

▲ 1/3 ▼
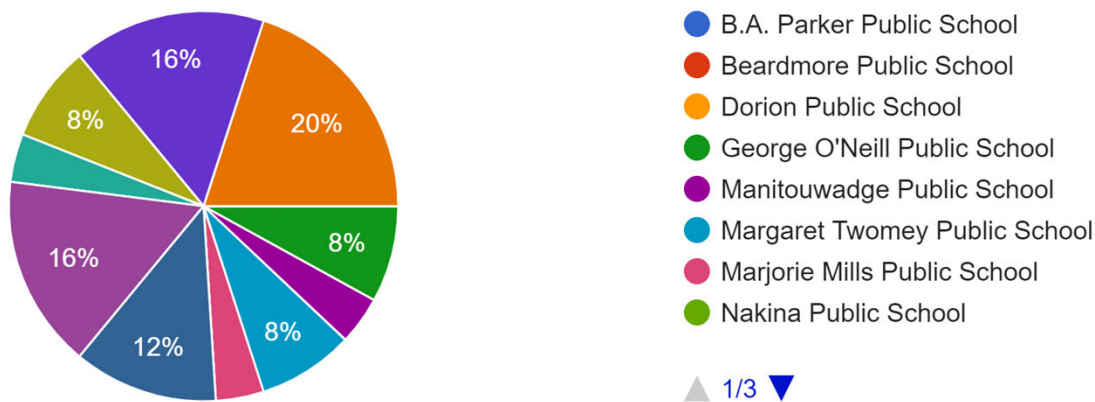
## Three short questions plus a comment if you wish.

1. How clean is your room? ( 1 = Poor;  2 = Fair;  3 = Satisfactory;  4 = Good;  5 = Excellent)
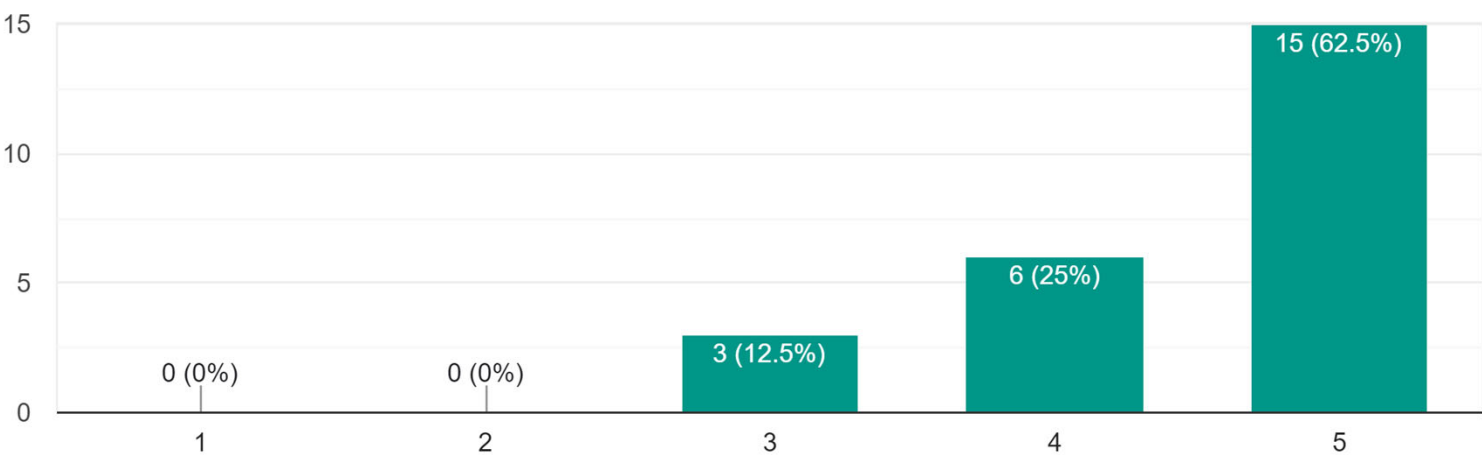
24 responses

## 2. How clean is your school? ( 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent)
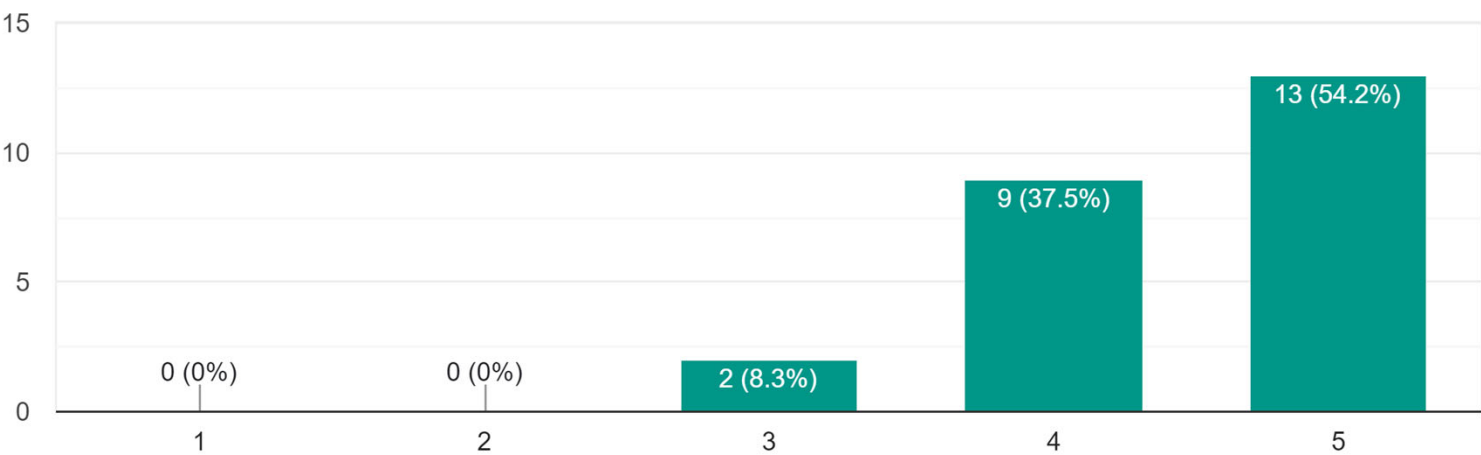
24 responses



## 3. How is your custodial service? ( 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent)
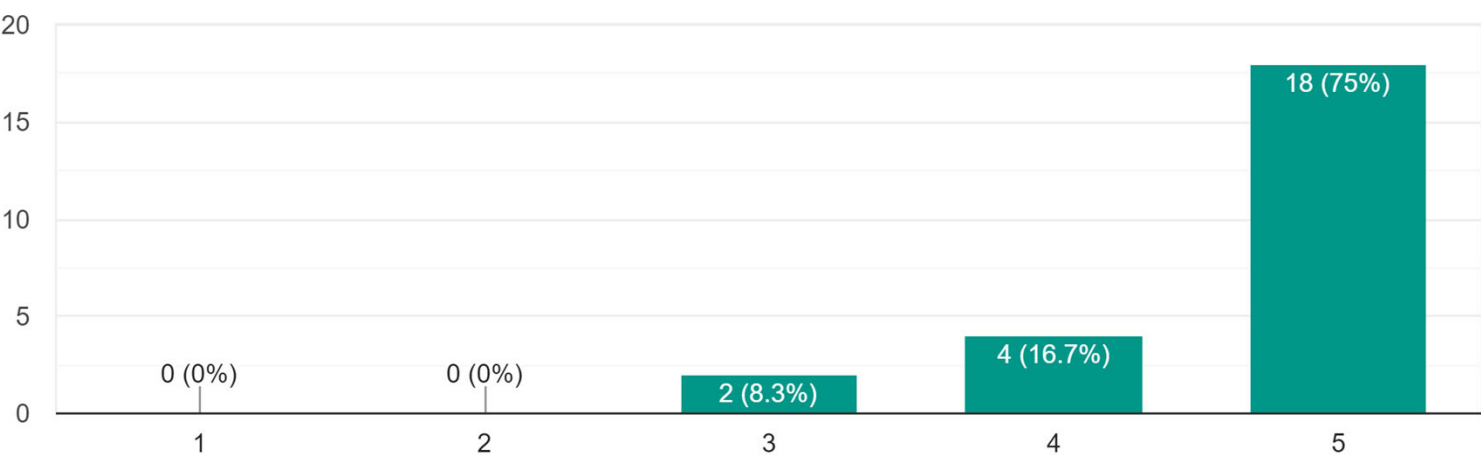
24 responses

# Any comments? 14 responses

We have a great custodial team! Very friendly and prompt to help out.

The custodial staff has managing to maintain cleaning standards in the school and grounds. However, they do this while often short-handed. Staff have tried to contribute where they can and where appropriate but having adequate staffing would improve working and cleanliness standards in the school.

Short staffing is really starting to impact the high standards that we have enjoyed in terms of cleanliness and building and equipment maintenance.

Sometime the bathrooms aren't as clean as they can be the base of the toilets aren't clean , paper towel gets very low sometimes no paper towel .

Our custodians do an amazing job with the time they have allocated, and the time doesn't seem like enough.

The Custodians are very helpful and friendly, the crew does an awesome job keeping our school clean and safe.

We do not have enough custodians in our building to fairly respond to these questions without putting our hardworking team, who are already struggling at risk. If things are not done, it is because they have too many tasks and not enough people.

Our custodial staff is amazing. They keep the school immaculate. They always go above and beyond for staff, students and the school.

An added area (special education) and added daycare cleaning (not sure if that position has been filled as of yet) has resulted in custodians not having enough time to complete all tasks daily/nightly. Extra areas to clean requires more hours. Snow removal and clearing and sanding of walkways and parking areas cannot be completed before staff arrive due to custodial start times. Many staff arrive around 8:00

Rate your district's success in finding good new custodians when positions become open, (1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent):

19 responses
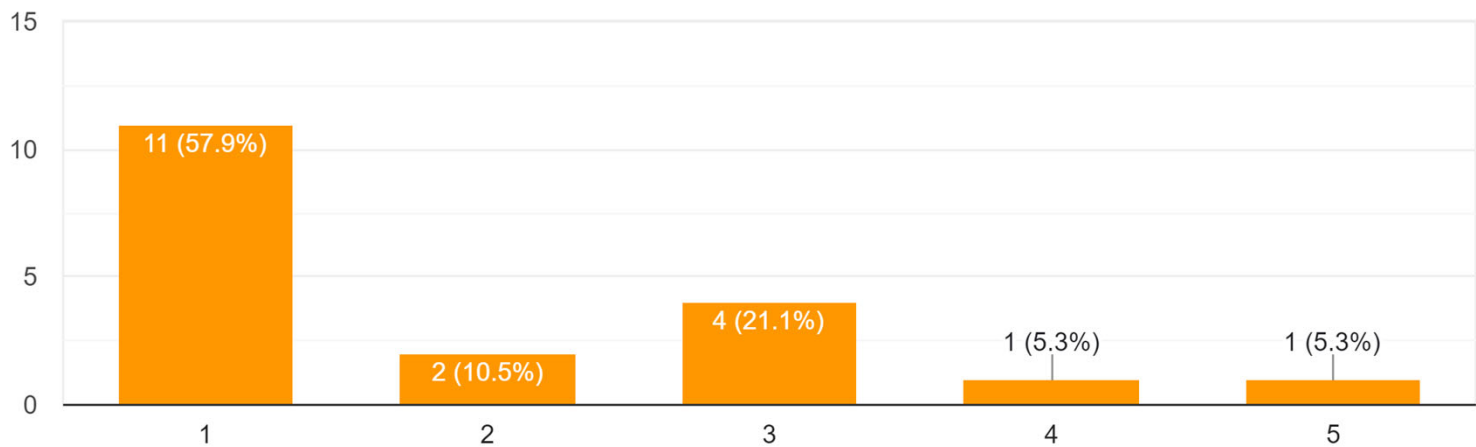


## Comments on success in finding good new custodians: 5 responses

HARD TO FIND

We have no substitute custodian.

Good workers are hard to find

System needs some fixing , application process not user friendly.

Not a lot of people want to work the hours as it's late. It's also a hard job and not alot of people are able to keep up with the stress and schedule. It makes it hard for those that have children or would like to start a family

Rate your district on having a trained casual custodian pool that provides consistent coverage of open schedules and minimal reduction in quality, (1 =... = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent):
18 responses
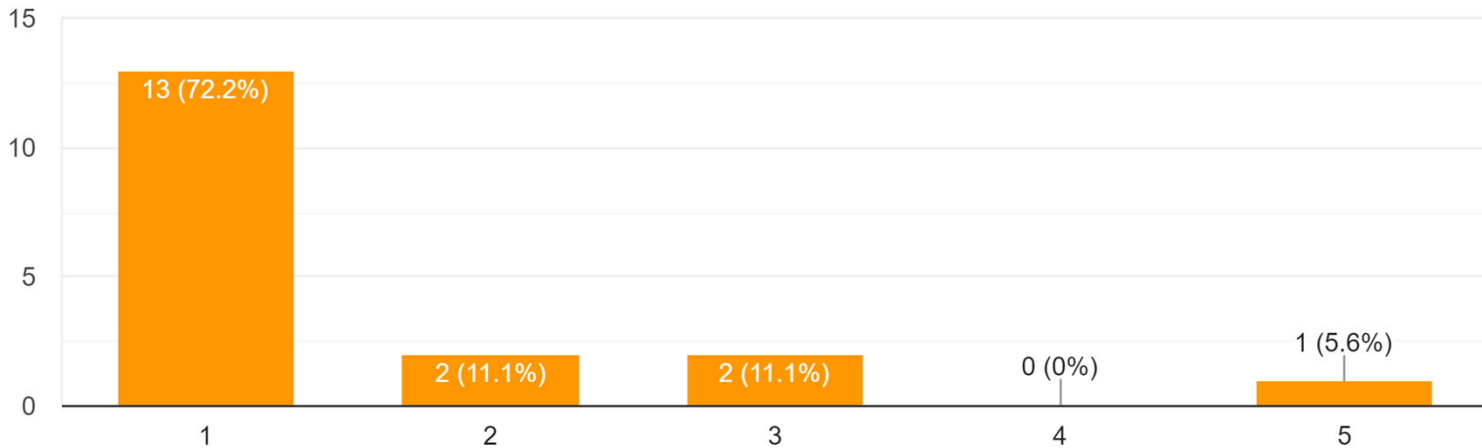


Comments on the trained substitute custodian pool: 8 responses

Only have 1 substitute custodian which makes it hard to find coverage all the time
WE CURRENTLY HAVE 1 substitute
No casuals.
We have no coverage when someone is off most of the time
What pool.
Casuals don't want to work for that much less pay
We don't have casuals there is one but they don't want to work at our school right now, only the high school
you either get too many hours or none

## How frequently do you have to provide additional disinfection?

19 responses



- ● Daily after the school day for all areas targeted for disinfection
- ● Daily Rest Rooms during school then all disinfected areas after school
- ● Daily for all disinfected areas both during school and after school
- ● Twice per week for all areas targeted f...
- ● Weekly for all areas targeted for disinf...
- ● isolation room
- ● I'm not sure I understand the question...

31.6%

31.6%

15.8%
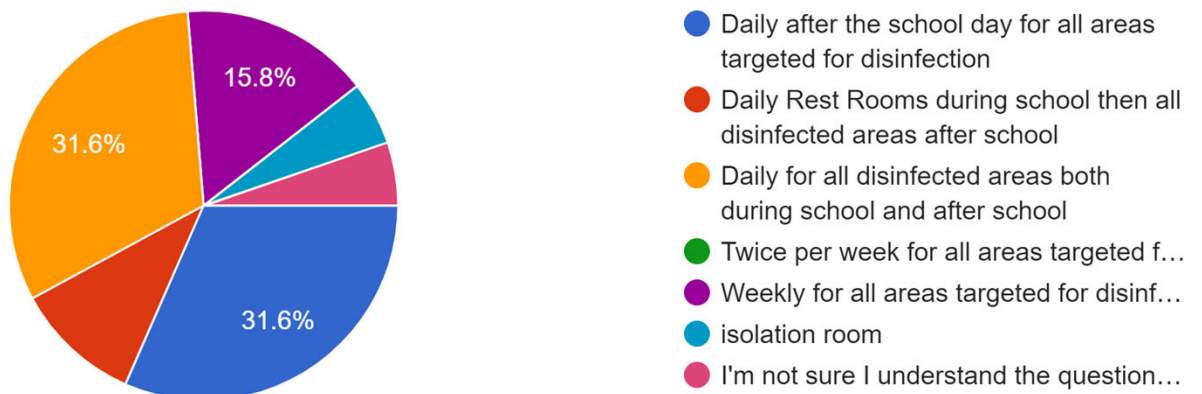
## Check the types of areas that are covered by this increased disinfection.

19 responses



| Area | Count |
|---|---|
| Classrooms | 16 (84.2%) |
| Offices | 13 (68.4%) |
| Rest Rooms | 17 (89.5%) |
| Corridors | 13 (68.4%) |
| Media Centers/Libraries | 12 (63.2%) |
| Cafeterias | 10 (52.6%) |
| Kitchens | 12 (63.2%) |
| Gyms | 6 (31.6%) |
| Locker Rooms | 8 (42.1%) |
| Auditoriums | 6 (31.6%) |
| Storerooms | 2 (10.5%) |
| Mechanical Rooms | 4 (21.1%) |
| shop and music room | 1 (5.3%) |
| isolation | 1 (5.3%) |
| Daycare | 1 (5.3%) |
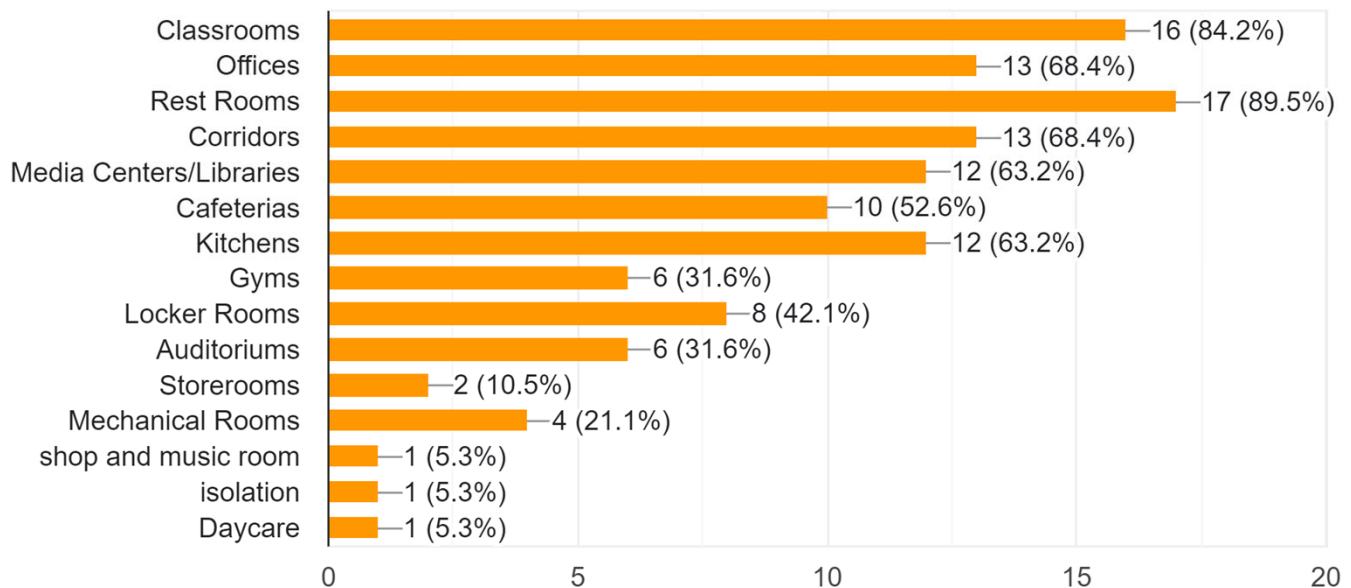
Describe the equipment and process you are using for disinfection. 7 responses

Disinfecting occurs with regular cleaning
desks and door and wall switch wiped with disinfectant cleaner and then room is sprayed with clorox 360
Disinfectant Clorox 360
I use N64 on everything I clean everyday
Disinfectant
I use Hydrogen peroxide. My coworker likes the N64 disinfection sprays , with rags to wipe all surfaces, Clorox machine for the air ., moping floors

Estimate the number of minutes needed to disinfect one typical classroom (about 900 square feet).
16 responses



Legend:
- Under 1 min
- 1.25 to 2 minutes
- 2.25 to 3 minutes
- 3.25 to 4 minutes
- 4.25 to 5 minutes
- 5.25 to 6 minutes
- 6.25 or more minutes

Pie chart values: 37.5%, 12.5%, 12.5%, 25%, 12.5%
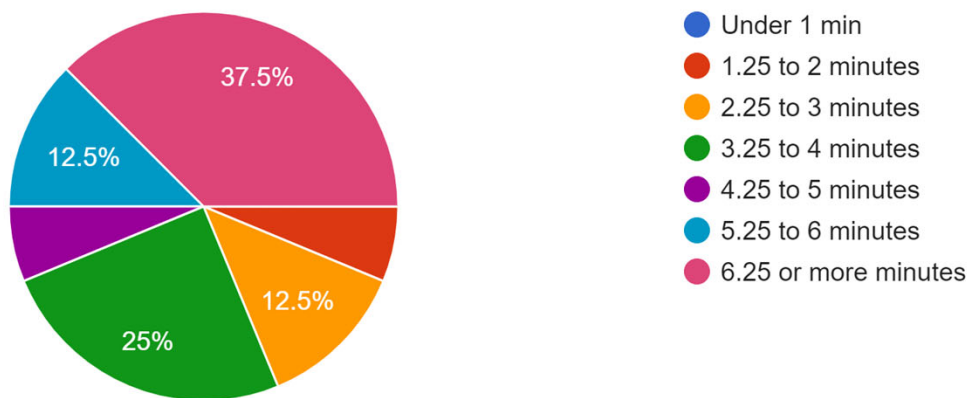
Comments on disinfection time especially if you selected "6.25 or more minutes".  4 responses

Depending on size and what's going on
never timed the cleaning depends how many desks etc. are in the classroom !!!!!
Almost each of my rooms in the primary section have their own bathrooms so I have to disinfect countertops sinks tables then washrooms which include sink counter and two toilets all hi-touch areas such as doorknobs light switches. The daycare is more extensive as the small children touch almost everything. Our floor cleaner also is a disinfectant. So all floors are all mopped at the end of the night. Daycare is no exception; every single floor must be mopped every night whether it looks clean or not.
there is lots of surfaces to wipe down. desks, chairs, light switches, door handles, anything that could be touched.

How do you disinfect?

18 responses



- ● Custodians disinfect as part of the regular cleaning steps; they disinfect each area as they work through their s…
- ● Custodians finish the normal steps of cleaning then go back through their areas to disinfect as a separate step.
- ● A separate crew disinfects the school after the regular custodians are through with regular daily cleaning.
- ● Other

22.2%

77.8%

# Estimate how much time do you personally spend cleaning off graffiti each week?

19 responses



- No Time
- 1/4 to 1/2 hr. per week
- 3/4 to 1 hr. per week
- 1 1/4 to 1 1/2 hrs. per week
- 1 3/4 hrs. or more per week

10.5%
52.6%
21.1%
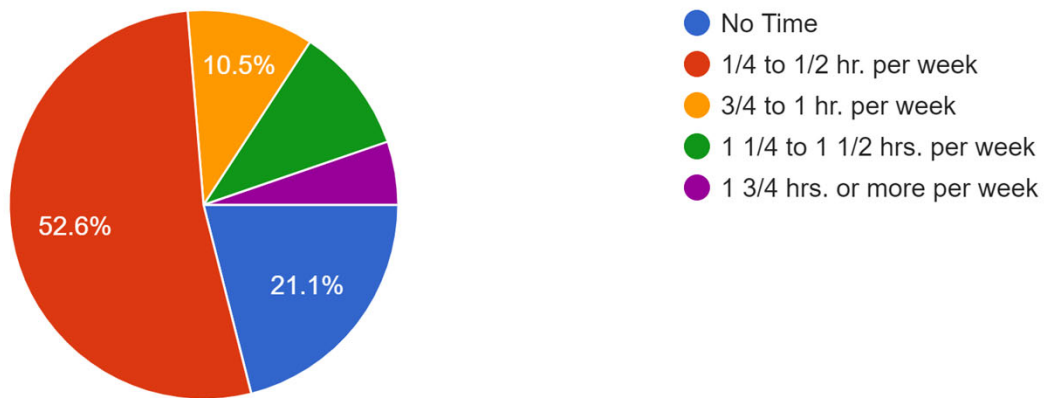
# How much time per day do you spend answering email, processing work orders and other clerical duties?

18 responses



- No Time
- 1/4 to 1/2 hr. per day
- 3/4 to 1 hr. per day
- 1 hr. or more per day

55.6%
44.4%
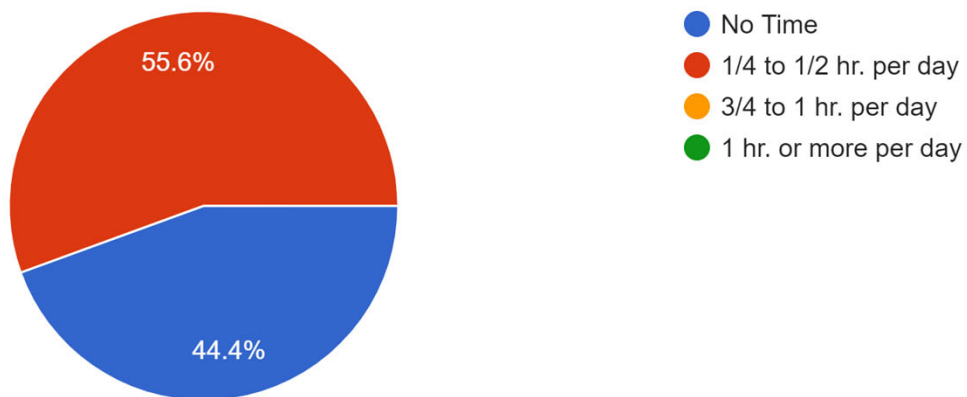
## Please check all of these duties that you have to perform:

18 responses

| Duty | Count |
|------|-------|
| None of the listed duties | 1 (5.6%) |
| Emergency call response | 2 (11.1%) |
| Grounds work | 15 (83.3%) |
| Snow removal | 13 (72.2%) |
| Maintenance repairs | 8 (44.4%) |
| Cafeteria support | 8 (44.4%) |
| Laundry (often mops & rags) | 15 (83.3%) |
| Stocking supplies | 13 (72.2%) |
| Recycling | 5 (27.8%) |
| Dont know | 1 (5.6%) |
| ground work flower beds and g… | 1 (5.6%) |
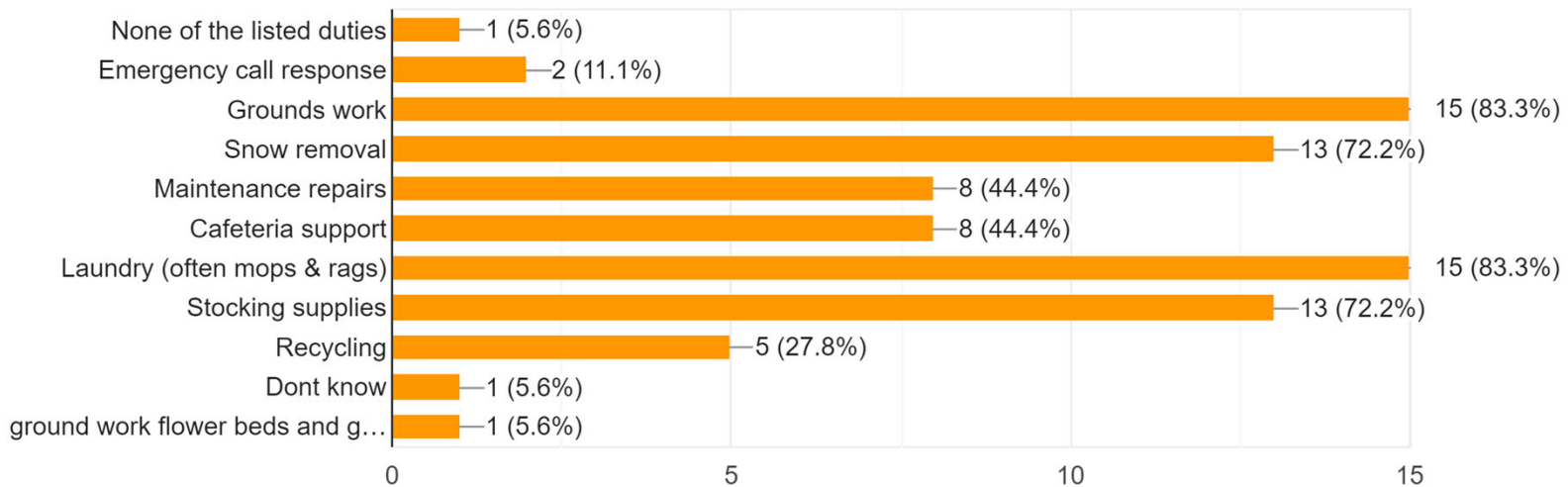
## Please provide a combined estimated number of your hours spent per week on all the checked items above.

14 responses

2 hours

on a regular 8 hour shift, there is 2 -15 minute coffee breaks and a half hour lunch break. The rest is spent cleaning

This facility office building 50 areas to clean in 4 hours minus 15 coffee break and 15 prep time you have 3 half hours cleaning time plus lawn work

2

4 hrs

T

2 HRS APPROX

Grounds work cutting grass 8-10 hrs every 10 days laundry 2-4 per week. Rest 2 hrs

Please list your School/building:

16 responses
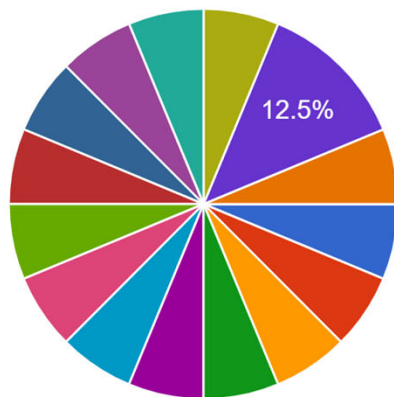


Legend:
- B.A. Parker Public School
- Beardmore Public School
- Dorion Public School
- George O'Neill Public School
- Manitouwadge Public School
- Margaret Twomey Public School
- Marjorie Mills Public School
- Nakina Public School

▲ 1/3 ▼

## Please provide your name (and direct phone number if possible, we typically need to make a follow-up call after we receive this completed survey): 16 responses

Brenda Major 807 228 3791

Shannon 807-823-0118

Cheryl 8072281894

Sylvie Copetti

Michael Palmer

Ronda Marchand 8078877094

Donald Alarie (807)854-0130 ext;231

Rita Swanson 1-807-630-9874

Ed Onnis 18078532088

Paula Bellerose 22-2253

Sandra Morrison 807-823-1235

Sandra 807-229-5685

Candace Simmons 807-886-2201 ex 227

David Stiles 226-340-3770

Lise Lavoie. 807 853 1975

Kevin Flaherty 807-229-1800

Rate your daily cleaning supplies, general purpose cleaner, glass cleaner, degreaser, etc., (1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent):
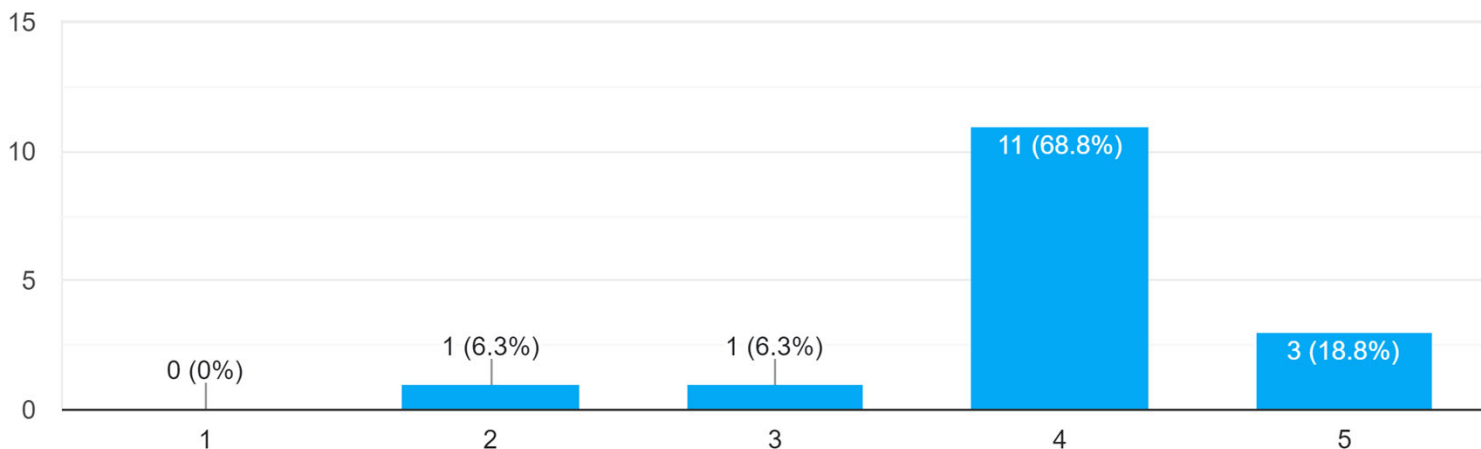
16 responses



Comments on daily cleaning supplies:  9 responses

Boreal supplies, ES15 disinfectant spray, es56,es57, es64, vinegar and squeegee for windows

They could be stronger as some marks do not disappear

I have changed some of the cleaning supplies since my arrival two years ago and what we use now is mostly enviro brand.

Cleaning supplies are good to work with.

Less is better/glass cleaner/toilet cleaner/all purpose cleaner

trying to use up ones from covid. Lots of different ones.

with the rising costs of everything and not much for a budget it makes it hard

No

we have a good variety of cleaners at our disposal

Rate your floor finish, shine, durability, scuff resistance, easily buffed etc., (1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent):
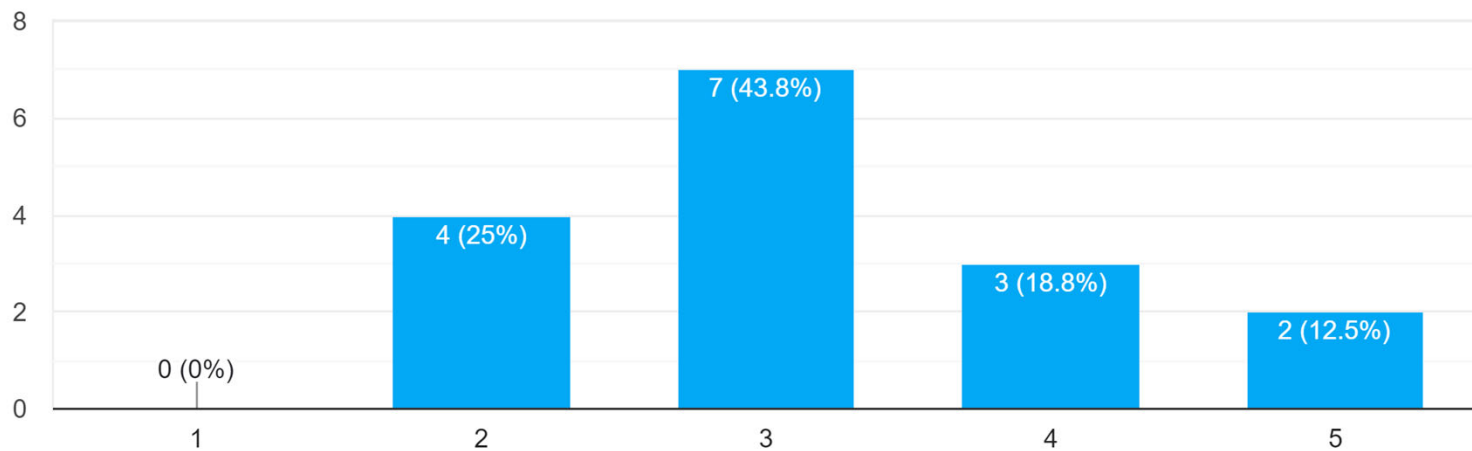
16 responses



Comments on floor finish:  12 responses

new sheet flooring scuffs easy,

The hallways are ok but classrooms are not as need to be replaced and new flooring scuffs easily.

doesn't last long cause of the sand

I use ES98 enviro soultions Green certified and we get about two full years out of a three layer application when in high traffic we will do a scrub and apply in the middle of the season usually one coat

There is no waxing of floors anymore. I just use machines for deep scrubs

We have a wood base flooring and it is required to be waxed. There is alot of wear

tile floor is a lot of work, needs to be stripped/waxed /buffed(we don't have the time to buff) the new floor that was put in, too light, stains easy, gets scratched easy

Sheet flooring is soft and easily damaged. Stains easily.

New floors are hard to keep clean.

a couple of the classrooms do not like it, it might have a little to do with the weather but its almost like maybe to old

Susceptible to hand sanitizer spills eating into the wax finish.

Good wax

Rate your stripper/shower scrub chemicals, high performance, fast acting, low odor, etc., (1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent):

15 responses
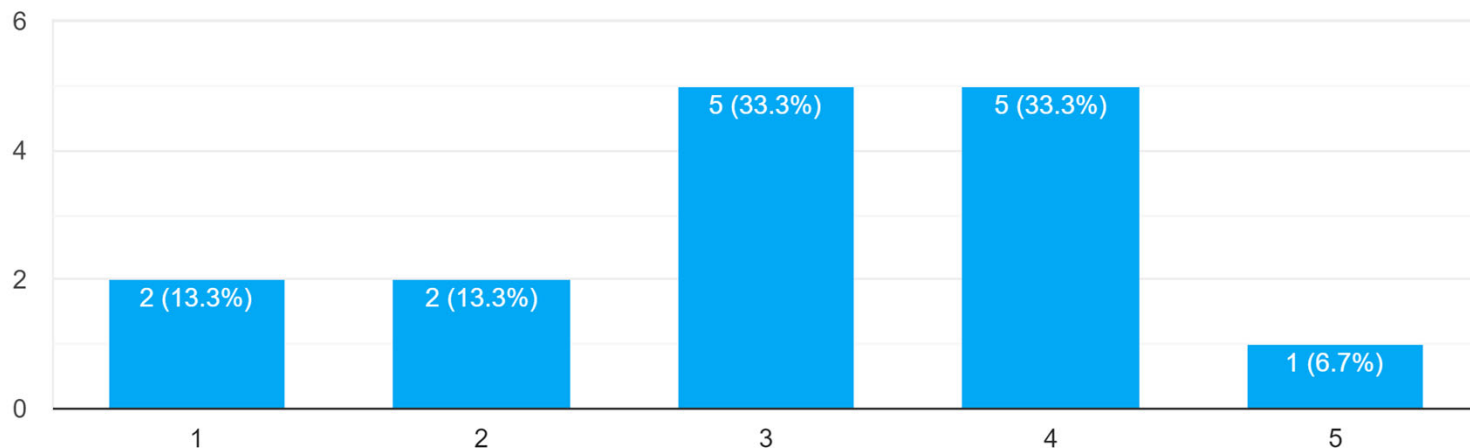


Comments on stripper/shower scrub chemicals:  11 responses

the environmental friendly stripper has no strength takes almost a week for some rooms. The best we have used is Juggernaut

have not used this yet. was told its is good

Stripper does not work well at all, more chemicals are required to do the job

need stronger to do a better job

I use a ES90 clean cut concentrate stripper in a one liter bottle works great as it mixes one bottle per 30 liter pail. with this I use a 18" dominator stripper pad its an awesome combination.

I do not use stripper scrub chemicals, just my regular floor wash

We cannot use stripper on our floors

if left on for the amount of time required it works well, but you need to move fast to clean it up

works well

New floor stripper doesn't work as good as the old.

Stripper do a good job

Rate your automated equipment such as zamboni, buffers, extractors and vacuum cleaners, (1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent):
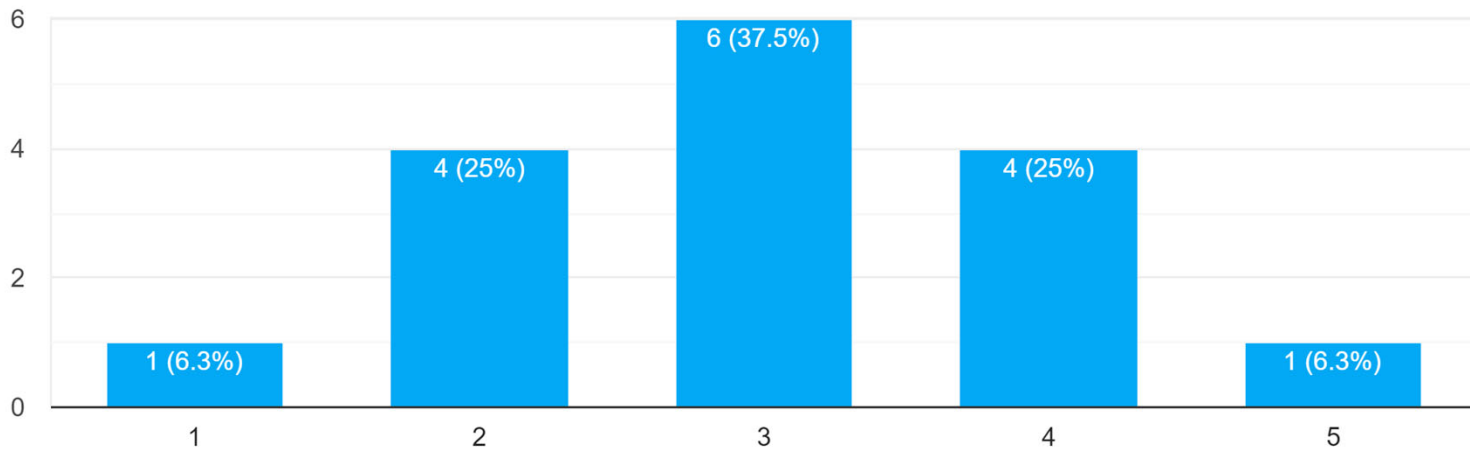
16 responses



Comments on automated equipment such as zomboni, buffers, extractors and vacuum cleaners: 15 responses

scrubber is new not a wide enough foot bed and leaves streaks. Vacuum is not very good suction for entrances. Buffers are good

vacuum is old making noises, buffer leaks

All our vacuum cleaners and buffers need to be replaced as very old equipment

auto-scrubber is not new. fixing had to be done/changing parts

our floor ride on scrubber is a chariot 2.0 this is an easy machine to run and maintain we have had the same one for a lot of years they don't even produce some of the parts anymore so I am sure it will be replaced before you know it

Finally working better with zomboni, buffers are great, extractor is good, vacuums need better suction

our buffers are old but still work well , our vacuums are old and would need to be updated .

At present Our equipment has some age

when they do work/ but like all equipment it should be maintained

Vacuum cleaners do not suck dirt very well, Buffer is good and the zamboni is in pieces on the floor. Has not worked in a month and is still waiting for parts.

Vacuums don't work well for the price paid.

we do have some older machines, our new stand up floor machine the drain hose is not good and has been replaced and now has a make up plastic piece holding it together

Vacuum and buffer are adequate. The majority of equipment is outdated however.

Ok

We are missing some equipment and some equipment is getting outdated and tired

Nutrition Service Support, please select the best time estimate of your school's custodial support per day for food services:

15 responses
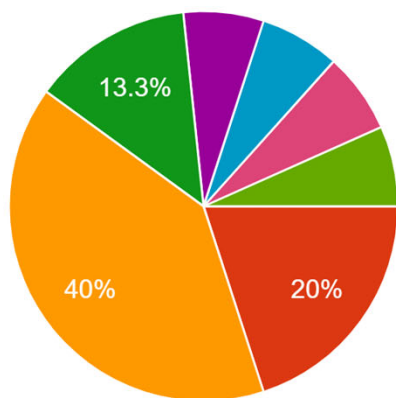


- No Time
- 1/4 to 1/2 hr. per day
- 3/4 to 1 hr. per day
- 1 1/4 to 1 1/2 hrs. per day
- 1 3/4 to 2 hrs. per day
- 3 hours
- 2hs 9 CRs for nutrition break, then again at lunch
- .75 also stocking fruit

How much time is spent opening your campus each school day (unlocking, turning on lights, security alarm, mechanical check, raising the flag, etc.)?

15 responses



- No Time
- 1/4 to 1/2 hr. per day
- 3/4 to 1 hr. per day
- 1 1/4 to 1 1/2 hrs. per day
- 1 3/4 or more hrs. per day
- 30 min

Most custodians receive calls for help which require stopping their current activity and solving emergency problems. Typically these calls are by r...s custodians respond to on a high call volume day?

15 responses
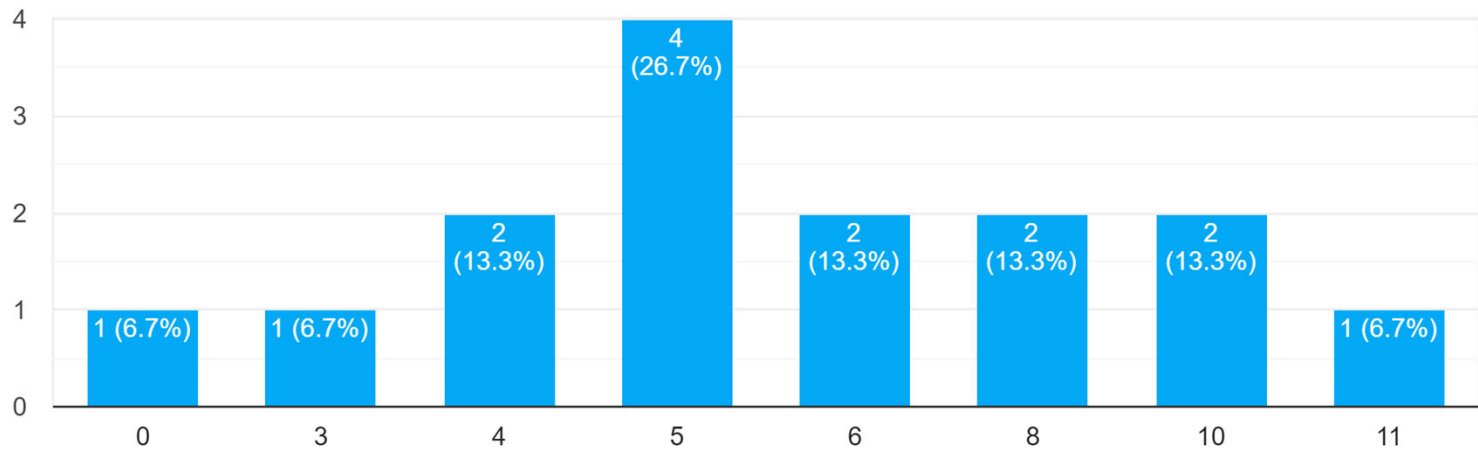


Estimate how many of these emergency calls your custodial team receives and have to take action to resolve on a low call volume day?

15 responses
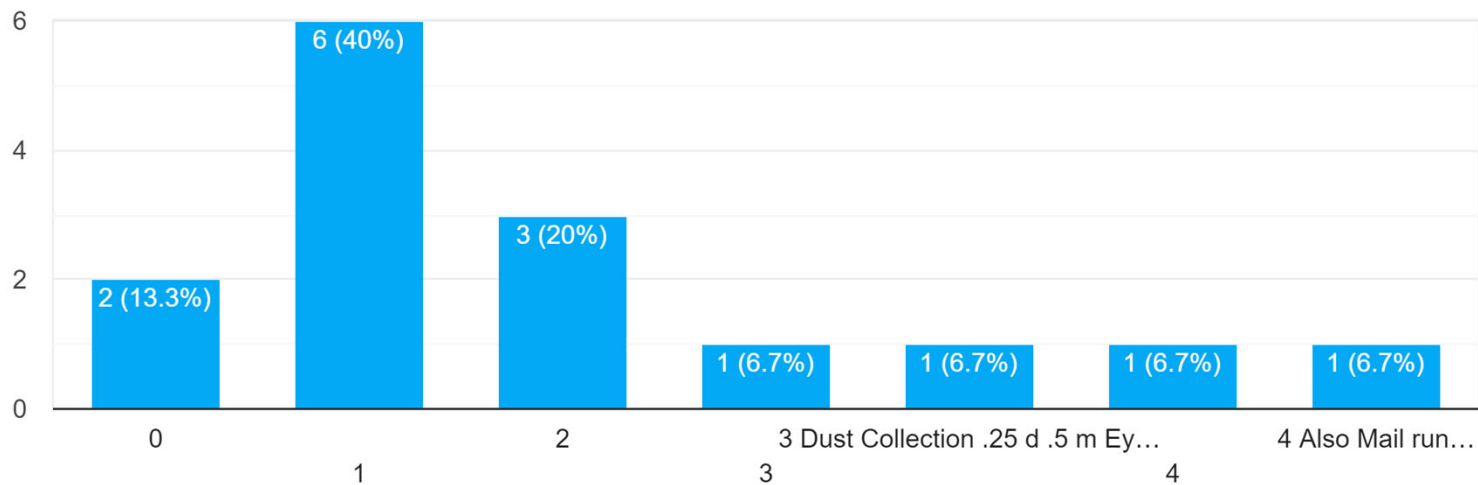
Outside grounds trash pickup, please provide an estimate of your total custodial time spent daily on grounds inspection and trash pickup:

15 responses



- ● No Time
- ● 1/4 hr. per day
- ● 1/2 hr. per day
- ● 3/4 hr. per day
- ● 1 hr. per day
- ● 2 or more hrs. per day
- ● Seasonal 45 to 60 min
- ● Seasonal .5

▲ 1/2 ▼
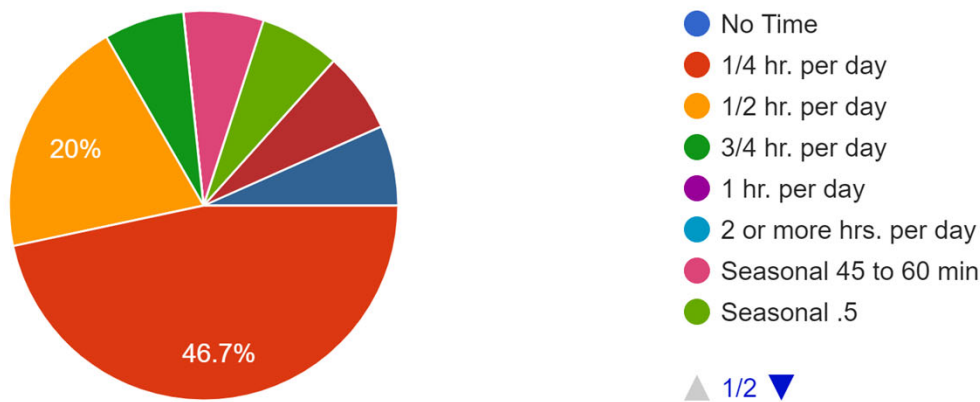
Many custodians are required to do mowing during the growing season, please provide an estimate of your total custodial time spent weekly on mowing and trimming:

15 responses



- ● No Time
- ● 1/4 to 3/4 hr.per week
- ● 1 to 2 hrs. per week
- ● 3 to 4 hrs. per week
- ● 5 to 6 hrs. per week
- ● 7 hrs. or more per week
- ● 20 hrs per week mostly HC
- ● 20 hrs (four properties, including weed…

▲ 1/2 ▼
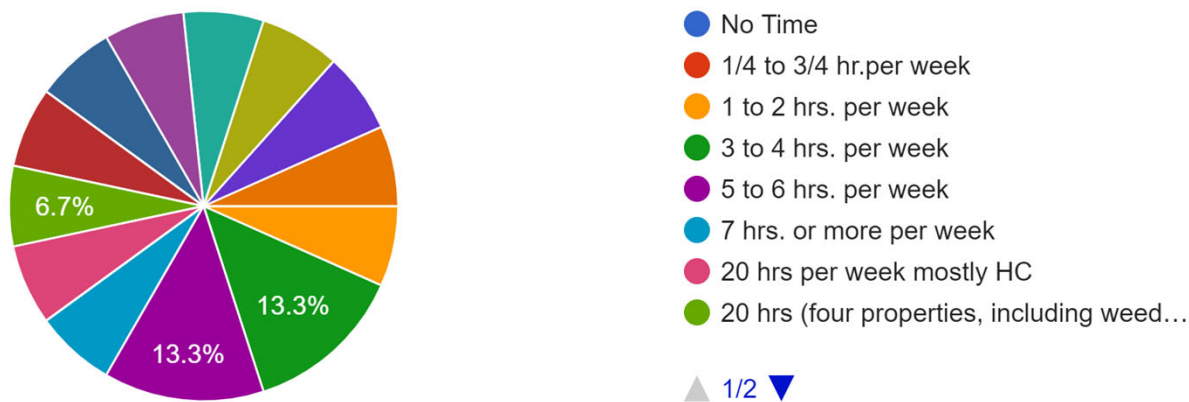
Many custodians are required to do snow removal, please provide an estimate of your school's total custodial time on a day it is snowing yet school is still in session.

15 responses



- No Time
- 1/4 to 3/4 hr. per snowing day
- 1 to 2 hrs. per snowing day
- 3 to 4 hrs. per snowing day
- 5 hrs. or more per snowing day
- 7 hours
- 2.5 hrs. Apartment bld. as well
- 7 hrs on a bad snow day
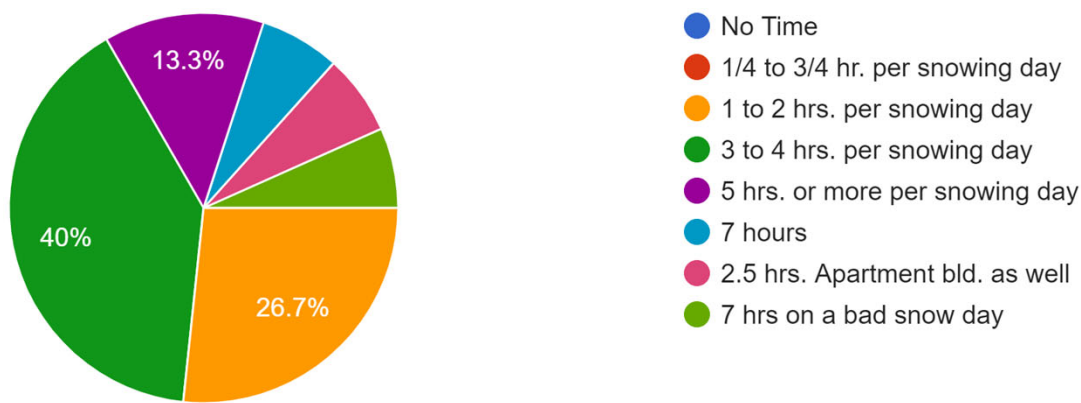
Please provide an estimate of your school's total custodial time for snow removal on a day it isn't snowing but snow is blowing causing entrances & sidewalks to need attention.

15 responses



- No Time
- 1/4 hr. per day
- 1/2 hr. per day
- 3/4 hr. per day
- 1 hr. per day
- 1 1/2 hrs. per day
- 2 hrs. or more per day
- 3 hours

△ 1/2 ▼
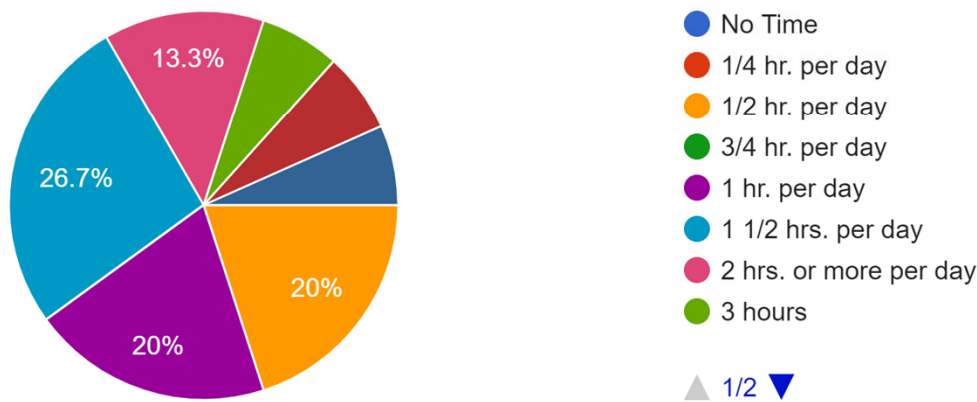
Many custodians are required to do maintenance repairs, (repairing desks, replacing lights, hanging pictures, HVAC rounds, etc.) please provide an est...ustodial time spent weekly on maintenance duties:

15 responses



- ● No Time
- ● 1/4 to 3/4 hr. per week
- ● 1 to 2 hrs. per week
- ● 3 to 4 hrs. per week
- ● 5 to 6 hrs. per week
- ● 7 hrs. or more per week
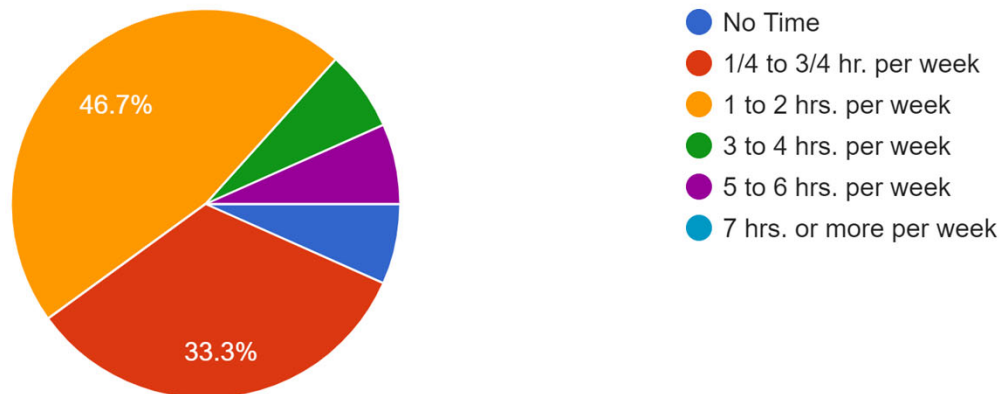
Are you providing double cleaning of areas that have already been fully cleaned in the past 24 hours? Check the types of areas custodians double clean:

15 responses



| Area | Count (%) |
|---|---|
| No double cleaning | 1 (6.7%) |
| Wash Rooms | 10 (66.7%) |
| Corridors | 13 (86.7%) |
| Cafeterias | 8 (53.3%) |
| Change rooms | 2 (13.3%) |
| Special needs classrooms | 3 (20%) |
| Preschool or kindergarten clas… | 4 (26.7%) |
| Restrooms | 4 (26.7%) |
| Locker rooms | 1 (6.7%) |
| Wood shop dust collection | 1 (6.7%) |
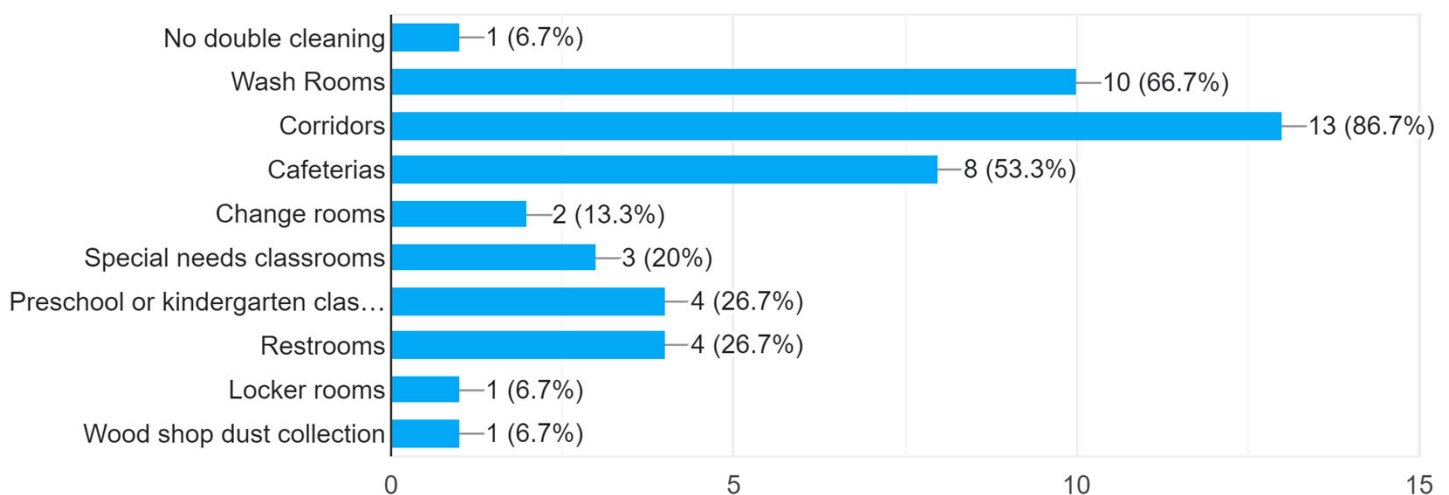
# Estimate the total daily time custodians spent on the double clean items you have checked.
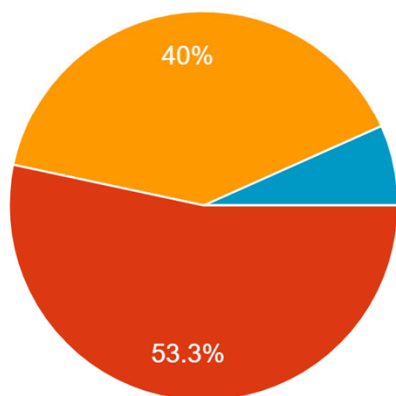
15 responses



- No Time
- 1/4 to 1/2 hr. per day
- 3/4 to 1 hr. per day
- 1 1/4 to 1 1/2 hrs. per day
- 1 3/4 hrs. or more per day

40%
13.3%
26.7%
13.3%
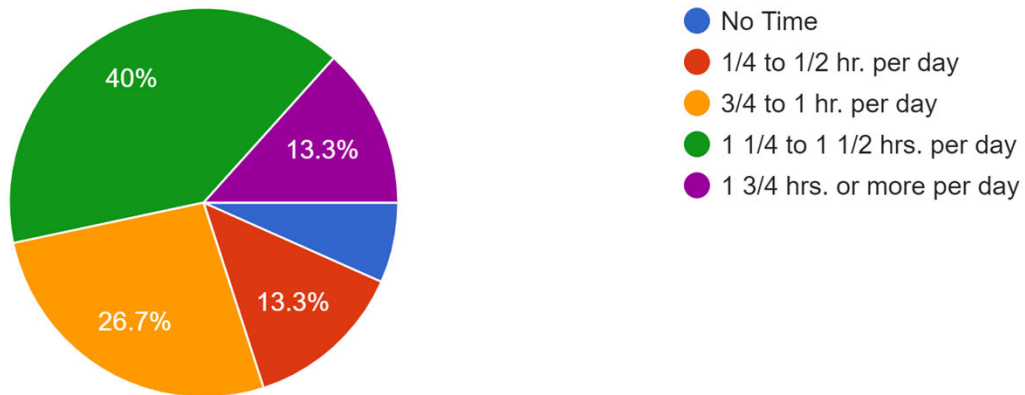
# Estimate how much your custodial team spends cleaning off graffiti each week?

15 responses



- No Time
- 1/4 to 1/2 hr. per week
- 3/4 to 1 hr. per week
- 1 1/4 to 1 1/2 hrs. per week
- 1 3/4 hrs. or more per week

26.7%
60%
13.3%
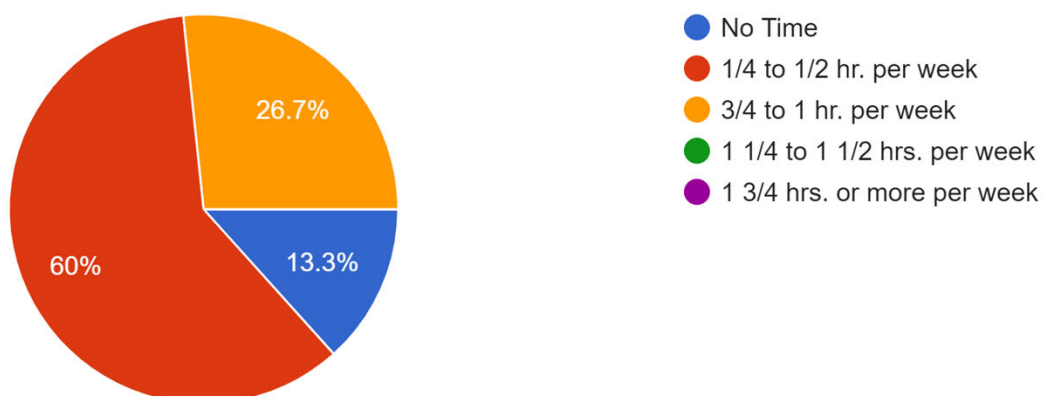
# Estimate how much time your custodial team spends on shipping and receiving each week?

15 responses



- No Time
- 1/4 to 1/2 hr. per week
- 3/4 to 1 hr. per week
- 1 1/4 to 1 1/2 hrs. per week
- 1 3/4 hrs. or more per week
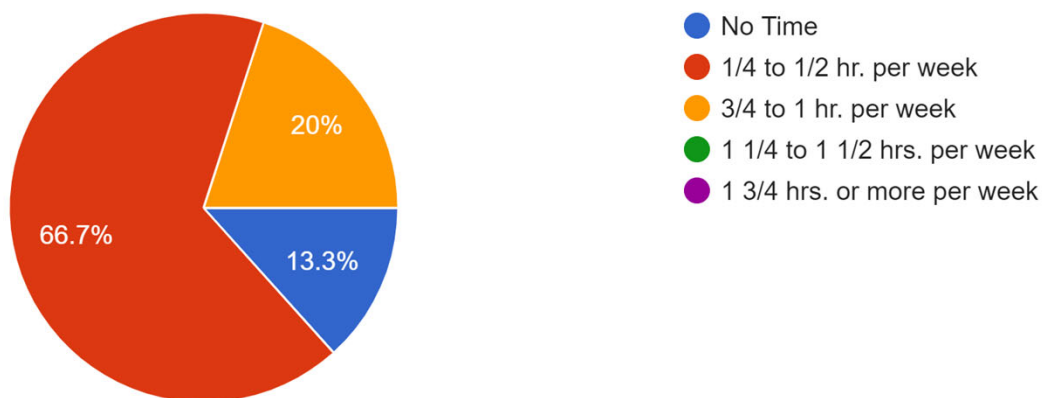
# How much total time per day do custodians spend answering email, processing work orders and other clerical duties?

15 responses



- No Time
- 1/4 to 1/2 hr. per day
- 3/4 to 1 hr. per day
- 1 hr. or more per day
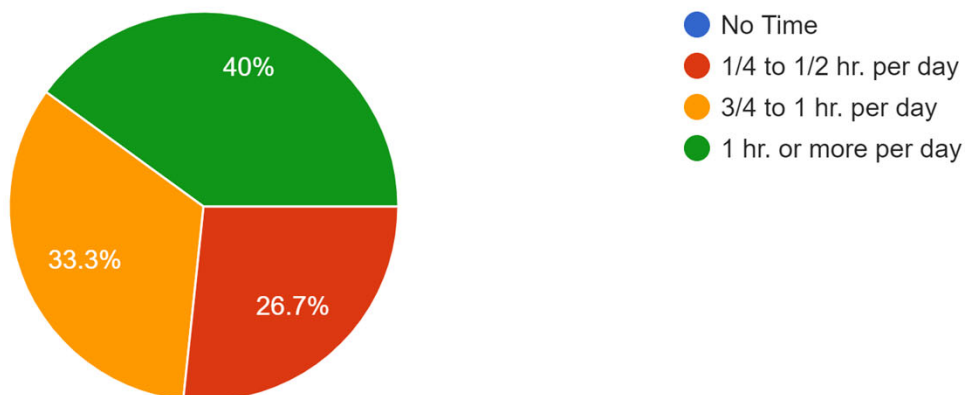
# Terrace Bay Public School

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1** | 12:00 AM | 437 5 | A13-22 | 17.SR | 10 | 0 0 | 0.0 | |
| 2 | 12:00 AM | 438 7 | A13-24 | 17.SR | 10 | 0 0 | 0.0 | |
| 3 | 12:00 AM | 439 9 | A13-26 | 17.SR | 8 | 0 0 | 0.0 | |
| 4 | 12:00 AM | 440 11 | A13-28 | 17.SR | 83 | 0 0 | 0.0 | |
| 5 | 12:00 AM | 441 14 | A13-32 | 18.MECH | 215 | 0 0 | 0.0 | |
| 6 | 12:00 AM | 442 16 | A13-34 | 17.SR | 10 | 0 0 | 0.0 | |
| 7 | 12:00 AM | 443 21 | A13-36 | 17.SR | 10 | 0 0 | 0.0 | |
| 8 | 12:00 AM | 444 24 | A13-41 | 18.MECH | 102 | 0 0 | 0.0 | |
| 9 | 12:00 AM | 445 25 | A13-42 | 17.SR | 359 | 0 0 | 0.0 | |
| 10 | 12:00 AM | 446 27 | A13-44 | 17.SR | 23 | 0 0 | 0.0 | |
| 11 | 12:00 AM | 447 29 | A13-46 | 17.SR | 10 | 0 0 | 0.0 | |
| 12 | 12:00 AM | 448 31 | A13-48 | 17.SR | 10 | 0 0 | 0.0 | |
| 13 | 12:00 AM | 449 33 | A13-50 | 17.SR | 8 | 0 0 | 0.0 | |
| 14 | 12:00 AM | 450 34 | A13-51 | 17.SR | 166 | 0 0 | 0.0 | |
| 15 | 12:00 AM | 451 39 | A13-56 | 17.SR | 172 | 0 0 | 0.0 | |
| 16 | 12:00 AM | 452 41 | A13-59 | 17.SR | 64 | 0 0 | 0.0 | |
| 17 | 12:00 AM | 453 42 | A13-57 | 17.SR | 62 | 0 0 | 0.0 | |
| 18 | 12:00 AM | 454 55 | A13-10 | 17.SR | 47 | 0 0 | 0.0 | |
| 19 | 12:00 AM | 455 62 | A13-15 | 17.SR | 312 | 0 0 | 0.0 | |
| 20 | 12:01 AM | 456 63 | A13-16 | 17.SR | 109 | 0 0 | 0.0 | |
| 21 | 12:01 AM | 457 64 | A13-17 | 17.SR | 344 | 0 0 | 0.0 | |
| 22 | 12:01 AM | 458 67 | A13-20 | 17.SR | 356 | 0 0 | 0.0 | |
| 23 | 12:01 AM | 459 | | | | 0 0 | 0.0 | |
| 24 | 12:01 AM | 460 | | | | 0 0 | 0.0 | |
| 25 | 12:01 AM | 461 | | | | 0 0 | 0.0 | |
| 26 | 12:01 AM | 462 | | | | 0 0 | 0.0 | |
| 27 | 12:01 AM | 463 | | | | 0 0 | 0.0 | |
| 28 | 12:01 AM | 464 | | | | 0 0 | 0.0 | |
| 29 | 12:01 AM | 465 | | | | 0 0 | 0.0 | |
| 30 | 12:01 AM | 466 | | | | 0 0 | 0.0 | |
| 31 | 12:01 AM | 467 | | | | 0 0 | 0.0 | |
| 32 | 12:01 AM | 468 | | | | 0 0 | 0.0 | |
| 33 | 12:01 AM | 469 | | | | 0 0 | 0.0 | |
| 34 | 12:01 AM | 470 | | | | 0 0 | 0.0 | |
| 35 | 12:01 AM | 471 | | | | 0 0 | 0.0 | |
| 36 | 12:01 AM | 472 | | | | 0 0 | 0.0 | |
| 37 | 12:01 AM | 473 | | | | 0 0 | 0.0 | |
| 38 | 12:01 AM | 474 | | | | 0 0 | 0.0 | |
| 39 | 12:01 AM | 475 | | | | 0 0 | 0.0 | |
| 40 | 12:01 AM | 476 | | | | 0 0 | 0.0 | |
| 41 | 12:01 AM | 477 | | | | 0 0 | 0.0 | |
| 42 | 12:01 AM | 478 | | | | 0 0 | 0.0 | |
| 43 | 12:01 AM | 479 | | | | 0 0 | 0.0 | |
| 44 | 12:01 AM | 480 | | | | 0 0 | 0.0 | |
| 45 | 12:01 AM | 481 | | | | 0 0 | 0.0 | |
| 46 | 12:01 AM | 482 | | | | 0 0 | 0.0 | |
| 47 | 12:01 AM | 483 | | | | 0 0 | 0.0 | |
| 48 | 12:01 AM | 484 | | | | 0 0 | 0.0 | |
| 49 | 12:01 AM | 485 | | | | 0 0 | 0.0 | |
| 50 | 12:01 AM | 486 | | | | 0 0 | 0.0 | |
| 51 | 12:01 AM | 487 | | | | 0 0 | 0.0 | |
| 52 | 12:01 AM | 488 | | | | 0 0 | 0.0 | |
| 53 | 12:01 AM | 489 | | | | 0 0 | 0.0 | |
| 54 | 12:01 AM | 490 | | | | 0 0 | 0.0 | |
| 55 | 12:01 AM | 491 | | | | 0 0 | 0.0 | |
| 56 | 12:01 AM | 492 | | | | 0 0 | 0.0 | |
| | | 493 | | | | | | |
| | | 494 | | | | | | |
| | | 495 | | | | | | |

REV: 7/18/23 2,488

# Schreiber Public School

Custodian

Shannon Morgan

7:00 AM        4:00 PM

| # | Time | | Task | Code | | | | | | |
|---|------|---|------|------|---|---|---|---|---|---|
| 1 | 7:00 AM | 499 | 800 | Shift preparation | 01.Prep | | | 5 | 0 | 0.1 |
| 2 | 7:05 AM | 500 | 9 | A14-4 | 03.RR | 41 | 2 | 4 | 2 | 0.2 |
| 3 | 7:09 AM | 501 | 27 | A14-14 | 03.RR | 195 | 4 | 8 | 4 | 0.3 |
| 4 | 7:17 AM | 502 | 10 | A14-7 | 05.CAFÉ | 283 | | 7 | 7 | 0.4 |
| 5 | 7:24 AM | 503 | 801 | Break | 07.Break | | | 15 | 0 | 0.7 |
| 6 | 7:39 AM | 504 | 803 | Break | 07.Break | | | 15 | 0 | 0.9 |
| 7 | 7:54 AM | 505 | 614 | Security | 08.OTHER | | | 30 | # | 1.4 |
| 8 | 8:24 AM | 506 | 615 | Cafeteria Support | 08.OTHER | | | 30 | # | 1.9 |
| 9 | 8:54 AM | 507 | 617 | Grounds(Snow/Mow) | 08.OTHER | | | 30 | # | 2.4 |
| 10 | 9:24 AM | 508 | 618 | Grounds(Snow/Mow) | 08.OTHER | | | 30 | # | 2.9 |
| 11 | 9:54 AM | 509 | 619 | Grounds(Snow/Mow) | 08.OTHER | | | 30 | # | 3.4 |
| 12 | 10:24 AM | 510 | 620 | Direct Assign: 911 | 08.OTHER | | | 30 | # | 3.9 |
| 13 | 10:54 AM | 511 | 621 | Direct Assign: 911 | 08.OTHER | | | 30 | # | 4.4 |
| 14 | 11:24 AM | 512 | 622 | Direct Assign: 911 | 08.OTHER | | | 30 | # | 4.9 |
| 15 | 11:54 AM | 513 | 600 | Playground Inspection, Maintenance Duties | 08.OTHER2 | | | 10 | # | 5.1 |
| 16 | 12:04 PM | 514 | 601 | Graffiti Removal, Recycling | 08.OTHER2 | | | 10 | # | 5.2 |
| 17 | 12:14 PM | 515 | 602 | Shipping / Receiving | 08.OTHER2 | | | 10 | # | 5.4 |
| 18 | 12:24 PM | 516 | 606 | Double Cleaning | 08.OTHER2 | | | 10 | # | 5.6 |
| 19 | 12:34 PM | 517 | 607 | Double Cleaning | 08.OTHER2 | | | 10 | # | 5.7 |
| 20 | 12:44 PM | 518 | 610 | Open Buildings | 08.OTHER2 | | | 10 | # | 5.9 |
| 21 | 12:54 PM | 519 | 611 | Open Buildings | 08.OTHER2 | | | 10 | # | 6.1 |
| 22 | 1:04 PM | 520 | 612 | Clerical | 08.OTHER2 | | | 10 | # | 6.2 |
| 23 | 1:14 PM | 521 | 616 | Cafeteria Support | 08.OTHER2 | | | 10 | # | 6.4 |
| 24 | 1:24 PM | 522 | 802 | Lunch | 09.Lunch | | | 30 | 0 | 6.9 |
| 25 | 1:54 PM | 523 | 802 | Lunch | 09.Lunch | | | 30 | 0 | 7.4 |
| 26 | 2:24 PM | 524 | 5 | A14-33 | 10.COR, HS | 192 | | 1 | 1 | 7.4 |
| 27 | 2:24 PM | 525 | 33 | A14-22 | 12.GYM2 | 2849 | | 10 | # | 7.6 |
| 28 | 2:35 PM | 526 | 12 | A14-32 | 13.CR2, HS | 1231 | | 8 | 8 | 7.7 |
| 29 | 2:43 PM | 527 | 14 | A14-8 | 13.CR2, HS | 578 | | 4 | 4 | 7.8 |
| 30 | 2:47 PM | 528 | 16 | A14-31 | 13.CR2, HS | 410 | | 3 | 3 | 7.8 |
| 31 | 2:49 PM | 529 | 20 | A14-10 | 13.CR2, HS | 1119 | | 7 | 7 | 8.0 |
| 32 | 2:57 PM | 530 | 39 | A14-27 | 13.CR2, HS | 928 | | 6 | 6 | 8.1 |
| 33 | 3:03 PM | 531 | 7 | A14-1 | 15.OFF2, HS | 136 | | 1 | 0 | 8.1 |
| 34 | 3:03 PM | 532 | 8 | A14-2 | 15.OFF2, HS | 151 | | 1 | 0 | 8.1 |
| 35 | 3:04 PM | 533 | 11 | A14-44 | 15.OFF2, HS | 242 | | 1 | 0 | 8.1 |
| 36 | 3:05 PM | 534 | 21 | A14-45 | 15.OFF2, HS | 90 | | 0 | 0 | 8.1 |
| 37 | 3:06 PM | 535 | 31 | A14-21 | 15.OFF2, HS | 153 | | 1 | 0 | 8.1 |
| 38 | 3:07 PM | 536 | 34 | A14-24 | 15.OFF2, HS | 79 | | 0 | 0 | 8.1 |
| 39 | 3:07 PM | 537 | 35 | A14-23 | 15.OFF2, HS | 138 | | 1 | 0 | 8.1 |
| 40 | 3:08 PM | 538 | 40 | A14-28 | 15.OFF2, HS | 186 | | 1 | 0 | 8.2 |
| 41 | 3:09 PM | 539 | 41 | A14-29 | 15.OFF2, HS | 136 | | 1 | 0 | 8.2 |
| 42 | 3:10 PM | 540 | 25 | A14-15 | 17.SR | 71 | | 0 | 0 | 8.2 |
| 43 | 3:10 PM | 541 | 6 | A14-34 | 18.MECH | 416 | | 0 | 0 | 8.2 |
| 44 | 3:10 PM | 542 | 804 | Clean up | 19.End Shift | | | 5 | 0 | 8.3 |
| 45 | 3:15 PM | 543 | | | | | | 0 | 0 | 8.3 |
| 46 | 3:15 PM | 544 | | | | | | 0 | 0 | 8.3 |
| 47 | 3:15 PM | 545 | | | | | | 0 | 0 | 8.3 |
| 48 | 3:15 PM | 546 | | | | | | 0 | 0 | 8.3 |
| 49 | 3:15 PM | 547 | | | | | | 0 | 0 | 8.3 |
| 50 | 3:15 PM | 548 | | | | | | 0 | 0 | 8.3 |
| 51 | 3:15 PM | 549 | | | | | | 0 | 0 | 8.3 |
| 52 | 3:15 PM | 550 | | | | | | 0 | 0 | 8.3 |
| 53 | 3:15 PM | 551 | | | | | | 0 | 0 | 8.3 |
| 54 | 3:15 PM | 552 | | | | | | 0 | 0 | 8.3 |
| 55 | 3:15 PM | 553 | | | | | | 0 | 0 | 8.3 |
| 56 | 3:15 PM | 554 | | | | | | 0 | 0 | 8.3 |

REV:     7/18/23                                        9,622

# Dorion Public School

Ronda Marchand

**7:00 AM**     **3:30 PM**

| # | Time | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **1** | 7:00 AM | 933 | 800 | Shift preparation | 01.Prep | | 5 | 0 | 0.1 |
| 2 | 7:05 AM | 934 | 610 | Open Buildings | 08.OTHER2 | | 10 | # | 0.3 |
| 3 | 7:15 AM | 935 | 611 | Open Buildings | 08.OTHER2 | | 10 | # | 0.4 |
| 4 | 7:25 AM | 936 | 4 | A18-2 | 15.OFF, C | 141 | 2 | 2 | 0.5 |
| 5 | 7:27 AM | 937 | 5 | A18-3 | 10.COR, C | 80 | 0 | 0 | 0.5 |
| 6 | 7:27 AM | 940 | 6 | A18-4 | 10.COR, C | 213 | 1 | 1 | 0.5 |
| 7 | 7:28 AM | 941 | 7 | A18-5 | 15.OFF, C | 34 | 1 | 1 | 0.5 |
| 8 | 7:29 AM | 938 | 8 | A18-6 | 15.OFF, HS | 33 | 0 | 0 | 0.5 |
| 9 | 7:29 AM | 947 | 9 | A18-7 | 15.OFF, HS | 422 | 5 | 5 | 0.6 |
| 10 | 7:34 AM | 939 | 10 | A18-8 | 15.OFF, HS | 33 | 0 | 0 | 0.6 |
| 11 | 7:34 AM | 942 | 24 | A18-60 | 10.COR, HS | 677 | 3 | 3 | 0.6 |
| 12 | 7:37 AM | 943 | 25 | A18-55 | 10.COR, C | 54 | 0 | 0 | 0.6 |
| 13 | 7:37 AM | 944 | 26 | A18-21 | 06.KIT | 305 | 7 | 7 | 0.7 |
| 14 | 7:44 AM | 945 | 27 | A18-22 | 06.KIT | 249 | 6 | 6 | 0.8 |
| 15 | 7:50 AM | 946 | 28 | A18-23 | 12.GYM | 3201 | 23 | # | 1.2 |
| 16 | 8:13 AM | 948 | 30 | A18-30 | 03.RR | 36 | 2 | 4 | 2 | 1.3 |
| 17 | 8:17 AM | 949 | 32 | A18-24 | 10.COR, HS | 154 | 1 | 1 | 1.3 |
| 18 | 8:18 AM | 951 | 33 | A18-53 | 10.COR, HS | 683 | 3 | 3 | 1.4 |
| 19 | 8:21 AM | 952 | 34 | A18-27 | 14.AUD | 395 | 5 | 5 | 1.4 |
| 20 | 8:26 AM | 953 | 36 | A18-26 | 03.RR | 36 | 2 | 4 | 2 | 1.5 |
| 21 | 8:30 AM | 954 | 37 | A18-54 | 10.COR, C | 52 | 0 | 0 | 1.5 |
| 22 | 8:31 AM | 955 | 39 | A18-33A | 13.CR, HS | 156 | 2 | 2 | 1.6 |
| 23 | 8:33 AM | 956 | 40 | A18-34A | 13.CR, C | 215 | 4 | 4 | 1.6 |
| 24 | 8:36 AM | 957 | 41 | A18-28 | 03.RR | 132 | 8 | 17 | 9 | 1.9 |
| 25 | 8:53 AM | 958 | 43 | A18-29 | 03.RR | 130 | 8 | 17 | 9 | 2.2 |
| 26 | 9:10 AM | 959 | 801 | Break | 07.Break | | 15 | 0 | 2.4 |
| 27 | 9:25 AM | 960 | 44 | A18-34B | 13.CR, C | 229 | 4 | 4 | 2.5 |
| 28 | 9:29 AM | 961 | 45 | A18-64 | 13.CR, C | 152 | 3 | 3 | 2.5 |
| 29 | 9:31 AM | 962 | 46 | A18-65 | 13.CR, C | 211 | 4 | 4 | 2.6 |
| 30 | 9:35 AM | 963 | 47 | A18-35 | 13.CR, HS | 759 | 10 | # | 2.7 |
| 31 | 9:44 AM | 964 | 48 | A18-36 | 13.CR, HS | 811 | 11 | # | 2.9 |
| 32 | 9:55 AM | 965 | 49 | A18-56 | 10.COR, HS | 666 | 3 | 3 | 3.0 |
| 33 | 9:58 AM | 966 | 50,51,52 | A18-38-41 | 03.RR | 578 | 20 | 42 | # | 3.7 |
| 34 | 10:40 AM | 967 | 54 | A18-37 | 13.CR, HS | 844 | 11 | # | 3.9 |
| 35 | 10:51 AM | 968 | 55 | A18-57 | 10.COR, HS | 598 | 3 | 3 | 3.9 |
| 36 | 10:53 AM | 969 | 56 | A18-58 | 10.COR, C | 70 | 0 | 0 | 3.9 |
| 37 | 10:54 AM | 970 | 60 | A18-45 | 13.CR, HS | 816 | 11 | # | 4.1 |
| 38 | 11:04 AM | 971 | 61 | A18-46 | 13.CR, HS | 816 | 11 | # | 4.3 |
| 39 | 11:15 AM | 972 | 802 | Lunch | 09.Lunch | | 30 | 0 | 4.8 |
| 40 | 11:45 AM | 973 | 615 | Cafeteria Support | 08.OTHER | | 30 | # | 5.3 |
| 41 | 12:15 PM | 974 | 616 | Cafeteria Support | 08.OTHER2 | | 10 | # | 5.4 |
| 42 | 12:25 PM | 975 | 617 | Cafeteria Support | 08.OTHER2 | | 10 | # | 5.6 |
| 43 | 12:35 PM | 976 | 614 | Direct Assign: 911 | 08.OTHER | | 30 | # | 6.1 |
| 44 | 1:05 PM | 977 | 606 | Maintenance Duties | 08.OTHER2 | | 10 | # | 6.3 |
| 45 | 1:15 PM | 978 | 803 | Break | 07.Break | | 15 | 0 | 6.5 |
| 46 | 1:30 PM | 979 | 607 | Maintenance Duties | 08.OTHER2 | | 10 | # | 6.7 |
| 47 | 1:40 PM | 980 | 618 | Double Cleaning | 08.OTHER | | 30 | # | 7.2 |
| 48 | 2:10 PM | 981 | 622 | Grounds(Snow/Mow) | 08.OTHER | | 30 | # | 7.7 |
| 49 | 2:40 PM | 982 | 623 | Grounds(Snow/Mow) | 08.OTHER | | 30 | # | 8.2 |
| 50 | 3:10 PM | 983 | 602 | Security | 08.OTHER2 | | 10 | # | 8.3 |
| 51 | 3:20 PM | 984 | 603 | Laundry,Stock (i.e. copy ppr) | 08.OTHER | | 30 | # | 8.8 |
| 52 | 3:50 PM | 985 | 612 | Clerical | 08.OTHER2 | | 10 | # | 9.0 |
| 53 | 4:00 PM | 986 | 804 | Clean up | 19.End Shift | | 5 | 0 | 9.1 |
| 54 | 4:05 PM | 950 | | | | | 0 | 0 | 9.1 |
| 55 | 4:05 PM | 987 | | | | | 0 | 0 | 9.1 |
| 56 | 4:05 PM | 988 | | | | | 0 | 0 | 9.1 |

REV:     7/18/23                    13,979

# Dorion Public School

**Custodian**

Judy Thompson

**3:00 PM**      **6:00 PM**

| # | Time | | Code | Task | Area | | | Qty | | Cum |
|---|------|---|------|------|------|---|---|-----|---|-----|
| 1 | 3:00 PM | 995 | 805 | Shift preparation | 01.Prep | | | 5 | 0 | 0.1 |
| 2 | 3:05 PM | 996 | 600 | Recycling, Graffiti Removal | 08.OTHER2 | | | 10 | # | 0.3 |
| 3 | 3:15 PM | 997 | 601 | Playground Inspection Shipping / | 08.OTHER2 | | | 10 | # | 0.4 |
| 4 | 3:25 PM | 998 | 621 | Grounds(Snow/Mow) | 08.OTHER | | | 30 | # | 0.9 |
| 5 | 3:55 PM | 999 | 625 | Grounds(Snow/Mow) | 08.OTHER2 | | | 10 | # | 1.1 |
| 6 | 4:05 PM | 1000 | 604 | Event Support | 08.OTHER2 | | | 10 | # | 1.3 |
| 7 | 4:15 PM | 1001 | 605 | Event Support | 08.OTHER2 | | | 10 | # | 1.4 |
| 8 | 4:25 PM | 1002 | 1 | A18-51 | 10.COR, C | 139 | | 1 | 1 | 1.4 |
| 9 | 4:25 PM | 1003 | 2 | A18-52 | 10.COR, HS | 762 | | 3 | 3 | 1.5 |
| 10 | 4:29 PM | 1004 | 3 | A18-1 | 10.COR, C | 292 | | 1 | 1 | 1.5 |
| 11 | 4:30 PM | 1005 | 57 | A18-42 | 13.CR, C | 844 | | 14 | # | 1.7 |
| 12 | 4:44 PM | 1006 | 58 | A18-43 | 13.CR, HS | 816 | | 11 | # | 1.9 |
| 13 | 4:55 PM | 1007 | 806 | Break | 07.Break | | | 15 | 0 | 2.2 |
| 14 | 5:10 PM | 1008 | 59 | A18-44 | 13.CR, C | 840 | | 14 | # | 2.4 |
| 15 | 5:24 PM | 1009 | 62 | A18-47 | 13.CR, HS | 468 | | 6 | 6 | 2.5 |
| 16 | 5:30 PM | 1010 | 63 | A18-49 | 03.RR | 27 | 2 | 4 | 2 | 2.6 |
| 17 | 5:34 PM | 1011 | 64 | A18-50 | 03.RR | 27 | 2 | 4 | 2 | 2.6 |
| 18 | 5:38 PM | 1012 | 65 | A18-48 | 13.CR, C | 621 | | 10 | # | 2.8 |
| 19 | 5:49 PM | 1013 | 619 | Double Cleaning | 08.OTHER2 | | | 10 | # | 3.0 |
| 20 | 5:59 PM | 1014 | 620 | Double Cleaning | 08.OTHER2 | | | 10 | # | 3.2 |
| 21 | 6:09 PM | 1015 | 613 | Clerical | 08.OTHER2 | | | 10 | # | 3.3 |
| 22 | 6:19 PM | 1016 | 608 | Lock Buildings | 08.OTHER2 | | | 10 | # | 3.5 |
| 23 | 6:29 PM | 1017 | 609 | Lock Buildings | 08.OTHER2 | | | 10 | # | 3.7 |
| 24 | 6:39 PM | 1018 | 809 | Clean up | 19.End Shift | | | 5 | 0 | 3.7 |
| 25 | 6:44 PM | 1019 | | | | | | 0 | 0 | 3.7 |
| 26 | 6:44 PM | 1020 | | | | | | 0 | 0 | 3.7 |
| 27 | 6:44 PM | 1021 | | | | | | 0 | 0 | 3.7 |
| 28 | 6:44 PM | 1022 | | | | | | 0 | 0 | 3.7 |
| 29 | 6:44 PM | 1023 | | | | | | 0 | 0 | 3.7 |
| 30 | 6:44 PM | 1024 | | | | | | 0 | 0 | 3.7 |
| 31 | 6:44 PM | 1025 | | | | | | 0 | 0 | 3.7 |
| 32 | 6:44 PM | 1026 | | | | | | 0 | 0 | 3.7 |
| 33 | 6:44 PM | 1027 | | | | | | 0 | 0 | 3.7 |
| 34 | 6:44 PM | 1028 | | | | | | 0 | 0 | 3.7 |
| 35 | 6:44 PM | 1029 | | | | | | 0 | 0 | 3.7 |
| 36 | 6:44 PM | 1030 | | | | | | 0 | 0 | 3.7 |
| 37 | 6:44 PM | 1031 | | | | | | 0 | 0 | 3.7 |
| 38 | 6:44 PM | 1032 | | | | | | 0 | 0 | 3.7 |
| 39 | 6:44 PM | 1033 | | | | | | 0 | 0 | 3.7 |
| 40 | 6:44 PM | 1034 | | | | | | 0 | 0 | 3.7 |
| 41 | 6:44 PM | 1035 | | | | | | 0 | 0 | 3.7 |
| 42 | 6:44 PM | 1036 | | | | | | 0 | 0 | 3.7 |
| 43 | 6:44 PM | 1037 | | | | | | 0 | 0 | 3.7 |
| 44 | 6:44 PM | 1038 | | | | | | 0 | 0 | 3.7 |
| 45 | 6:44 PM | 1039 | | | | | | 0 | 0 | 3.7 |
| 46 | 6:44 PM | 1040 | | | | | | 0 | 0 | 3.7 |
| 47 | 6:44 PM | 1041 | | | | | | 0 | 0 | 3.7 |
| 48 | 6:44 PM | 1042 | | | | | | 0 | 0 | 3.7 |
| 49 | 6:44 PM | 1043 | | | | | | 0 | 0 | 3.7 |
| 50 | 6:44 PM | 1044 | | | | | | 0 | 0 | 3.7 |
| 51 | 6:44 PM | 1045 | | | | | | 0 | 0 | 3.7 |
| 52 | 6:44 PM | 1046 | | | | | | 0 | 0 | 3.7 |
| 53 | 6:44 PM | 1047 | | | | | | 0 | 0 | 3.7 |
| 54 | 6:44 PM | 1048 | | | | | | 0 | 0 | 3.7 |
| 55 | 6:44 PM | 1049 | | | | | | 0 | 0 | 3.7 |
| 56 | 6:44 PM | 1050 | | | | | | 0 | 0 | 3.7 |
| | | 1051 | | | | | | | | |
| | | 1052 | | | | | | | | |
| | | 1053 | | | | | | | | |

REV:      7/18/23                    4,835

# Marathon High School

Travis

**12:30 PM**   **9:30 PM**

| # | Time | ID | Room | Task | | | | | |
|---|------|-----|------|------|---|---|---|---|---|
| 1 | 12:30 PM | 2199 810 | Shift preparation | 01.Prep | | | 5 | 0 | 0.1 |
| 2 | 12:35 PM | 2179 47 | A42-63 | 03.RR | 89 | 2 | 4 | 2 | 0.2 |
| 3 | 12:39 PM | 2180 48 | A42-62 | 03.RR | 89 | 2 | 4 | 2 | 0.2 |
| 4 | 12:43 PM | 2190 16 | A42-14A | 03.RR | 63 | 2 | 4 | 2 | 0.3 |
| 5 | 12:47 PM | 2191 17 | A42-14B | 03.RR | 65 | 2 | 4 | 2 | 0.4 |
| 6 | 12:51 PM | 2192 20 | A42-13B | 03.RR | 73 | 2 | 4 | 2 | 0.4 |
| 7 | 12:55 PM | 2195 95 | A42-82 | 03.RR | 168 | 3 | 6 | 3 | 0.5 |
| 8 | 1:02 PM | 2211 9, 10 | A42-7,8 | 03.RR | 53 | 4 | 8 | 4 | 0.7 |
| 9 | 1:10 PM | 2220 159 | A42-116 | 03.RR | 243 | 8 | 17 | 9 | 1.0 |
| 10 | 1:27 PM | 2222 161 | A42-117 | 03.RR | 243 | 8 | 17 | 9 | 1.2 |
| 11 | 1:43 PM | 2181 85 | A42-70A | 05.CAFÉ | 312 | | 7 | 7 | 1.4 |
| 12 | 1:51 PM | 2188 14 | A42-11 | 05.CAFÉ | 538 | | 12 | # | 1.6 |
| 13 | 2:03 PM | 2177 813 | Break | 07.Break | | | 15 | 0 | 1.8 |
| 14 | 2:18 PM | 2205 811 | Break | 07.Break | | | 15 | 0 | 2.1 |
| 15 | 2:33 PM | 2200 633 | Event Support | 08.OTHER | | | 30 | # | 2.6 |
| 16 | 3:03 PM | 2201 634 | Event Support | 08.OTHER | | | 30 | # | 3.1 |
| 17 | 3:33 PM | 2202 635 | Event Support | 08.OTHER | | | 30 | # | 3.6 |
| 18 | 4:03 PM | 2203 638 | Event Support | 08.OTHER | | | 30 | # | 4.1 |
| 19 | 4:33 PM | 2204 632 | Event Support | 08.OTHER | | | 30 | # | 4.6 |
| 20 | 5:03 PM | 2206 619 | Double Cleaning | 08.OTHER | | | 30 | # | 5.1 |
| 21 | 5:33 PM | 2207 644 | Grounds(Snow/Mow | 08.OTHER | | | 30 | # | 5.6 |
| 22 | 6:03 PM | 2186 812 | Lunch | 09.Lunch | | | 30 | 0 | 6.1 |
| 23 | 6:33 PM | 2187 812 | Lunch | 09.Lunch | | | 30 | 0 | 6.6 |
| 24 | 7:03 PM | 2176 103 | A42-94 | 10.COR2, HS | 1474 | | 3 | 3 | 6.6 |
| 25 | 7:06 PM | 2193 22,23,50, | A42-98A-101,103,10 | 10.COR2, HS | 7617 | | 17 | # | 6.9 |
| 26 | 7:23 PM | 2198 129 | A42-90 | 10.COR2, HS | 151 | | 0 | 0 | 6.9 |
| 27 | 7:23 PM | 2208 1 | A42-96 | 10.COR2, HS | 620 | | 1 | 1 | 6.9 |
| 28 | 7:25 PM | 2209 2 | A42-95 | 10.COR2, HS | 1489 | | 3 | 3 | 7.0 |
| 29 | 7:28 PM | 2212 11 | A42-97 | 10.COR2, HS | 1153 | | 3 | 3 | 7.0 |
| 30 | 7:30 PM | 2218 154 | A42-151 | 10.COR2, HS | 1290 | | 3 | 3 | 7.1 |
| 31 | 7:33 PM | 2225 166 | A42-120A | 10.COR2, HS | 2396 | | 5 | 5 | 7.1 |
| 32 | 7:38 PM | 2214 131 | A42-92 | 14.LIB | 2894 | | 38 | # | 7.8 |
| 33 | 8:16 PM | 2184 98 | A42-75B | 15.OFF, C | 142 | | 2 | 2 | 7.8 |
| 34 | 8:18 PM | 2173 100 | A42-84 | 15.OFF, HS | 89 | | 1 | 1 | 7.8 |
| 35 | 8:19 PM | 2183 128 | A42-89 | 15.OFF, HS | 316 | | 3 | 3 | 7.9 |
| 36 | 8:23 PM | 2185 13 | A42-10 | 15.OFF, HS | 443 | | 5 | 5 | 8.0 |
| 37 | 8:27 PM | 2189 15 | A42-12 | 15.OFF, HS | 106 | | 1 | 1 | 8.0 |
| 38 | 8:29 PM | 2196 96 | A42-76 | 15.OFF, HS | 304 | | 3 | 3 | 8.0 |
| 39 | 8:32 PM | 2210 3,4,5,6,7, | A42-1-6 | 15.OFF, HS | 1540 | | 17 | # | 8.3 |
| 40 | 8:49 PM | 2213 12 | A42-9 | 15.OFF, HS | 266 | | 3 | 3 | 8.4 |
| 41 | 8:52 PM | 2216 145 | A42-110 | 15.OFF, HS | 315 | | 3 | 3 | 8.4 |
| 42 | 8:55 PM | 2223 162 | A42-118 | 15.OFF, HS | 339 | | 4 | 4 | 8.5 |
| 43 | 8:59 PM | 2224 165 | A42-120B | 15.OFF, HS | 330 | | 4 | 4 | 8.5 |
| 44 | 9:02 PM | 2178 123 | A42-93 | 16.Detail2 | 485 | | 1 | 1 | 8.6 |
| 45 | 9:03 PM | 2228 814 | Clean up | 19.End Shift | | | 5 | 0 | 8.6 |
| 46 | 9:08 PM | 2174 | | | | | 0 | 0 | 8.6 |
| 47 | 9:08 PM | 2175 | | | | | 0 | 0 | 8.6 |
| 48 | 9:08 PM | 2182 | | | | | 0 | 0 | 8.6 |
| 49 | 9:08 PM | 2194 | | | | | 0 | 0 | 8.6 |
| 50 | 9:08 PM | 2197 | | | | | 0 | 0 | 8.6 |
| 51 | 9:08 PM | 2215 | | | | | 0 | 0 | 8.6 |
| 52 | 9:08 PM | 2217 | | | | | 0 | 0 | 8.6 |
| 53 | 9:08 PM | 2219 | | | | | 0 | 0 | 8.6 |
| 54 | 9:08 PM | 2221 | | | | | 0 | 0 | 8.6 |
| 55 | 9:08 PM | 2226 | | | | | 0 | 0 | 8.6 |
| 56 | 9:08 PM | 2227 | | | | | 0 | 0 | 8.6 |

2170
2171
2172
2229
2230
2231

REV:   7/18/23                         25,696

CRITCHLEY HILL
ARCHITECTURE

CRITCHLEY HILL ARCHITECTURE INC.
NORTH BAY ONTARIO 705.995.2991 CRITCHLEYHILL.CA

Do not scale from this drawing. The Contractor shall verify all actual on site dimensions and report any discrepancies to the Consultant prior to proceeding with the work.

Drawing Title:
AREA CALCULATION
MAIN FLOOR

Checked By: ICH

Project:
B.A. PARKER PUBLIC SCHOOL
SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
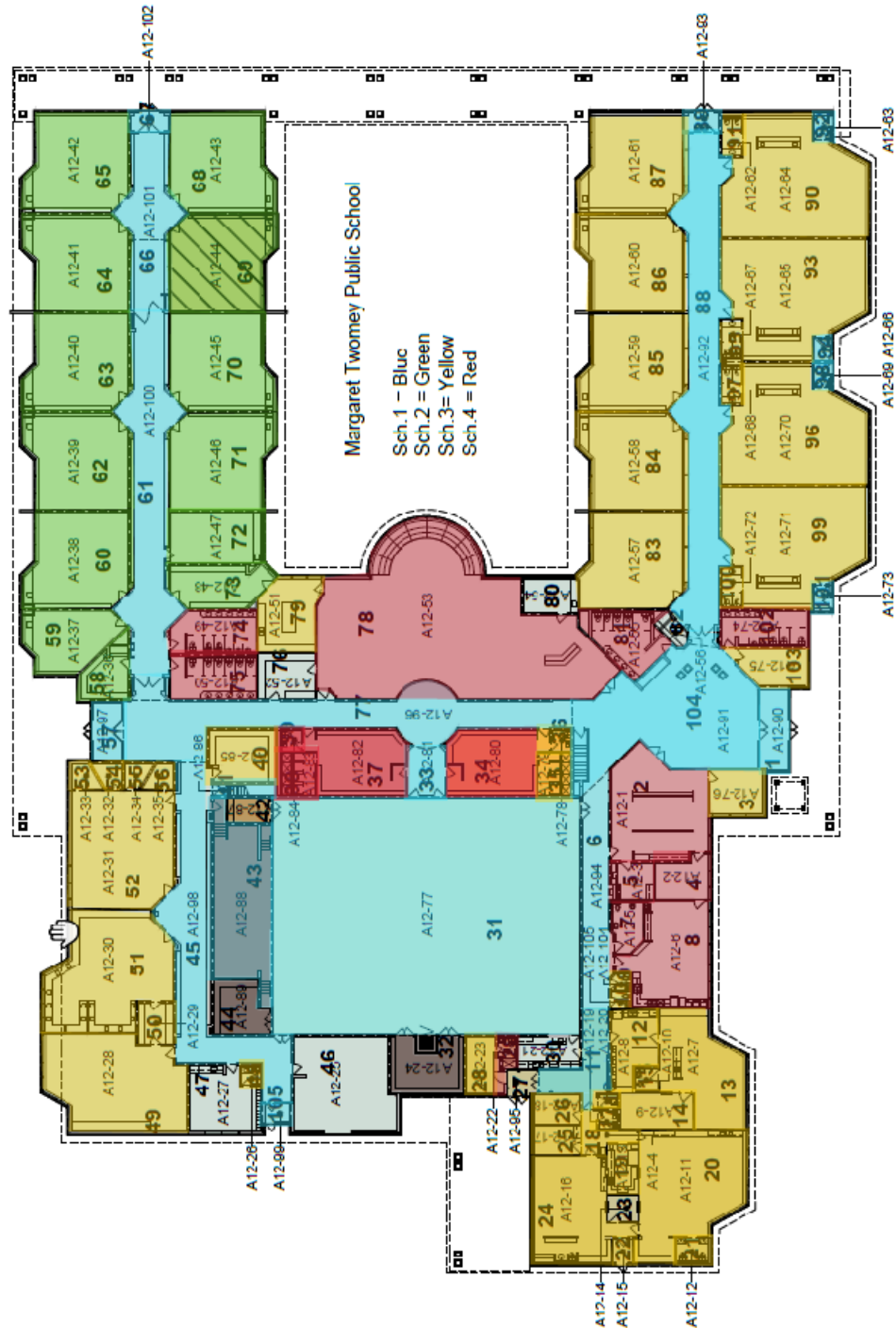500 2ND ST. W.,
GERALDTON, ON

Drawn By: ARLES          Project No: 1800.46
Scale: NTS
Date Plotted: July 2021
Date Revised: July 2021

Drawing No:
BAPS

B.A. Parker Public School

Sch.1 = Blue
Sch.2 = Green

Total GFA:
9508.2m² (102 345.4SQ. FT.)

Geraldton Composite High School:
7227.5m (77 796.2 SQ. FT.)

B. A. Parker Public School:
1581.5m (17 022.8 SQ. FT.)

Childcare Addition:
699.2m (7526.2 SQ. FT.)

8809.0sm = 94 819.3sf
GCHS
1581.5sm = 17 022.8sf
Remaining Space

REFERENCE
GCHS
NUMBERING

UPPER LEVEL

**Room area schedule:**

A20-1 : 26.4sm = 284.2sf
A20-2 : 18.5sm = 199.1sf
A20-3 : 14.2sm = 152.8sf
A20-4 : 26.8sm = 288.5sf
A20-5 : 10.4sm = 111.9sf
A20-6 : 6.0sm = 64.6sf
A20-7 : 12.9sm = 138.85sf
A20-8 : 10.5sm = 113.0sf
A20-10 : 102.2sm = 1100.2sf
A20-11 : 2.2sm = 23.7sf
A20-12 : 2.2sm = 23.7sf
A20-13 : 102.3sm = 1101.1sf
A20-14 : 2.4sm = 25.8sf
A20-15 : 2.1sm = 22.6sf
A20-16 : 73.6sm = 792.2sf
A20-17 : 71.7sm = 771.8sf
A20-18 : 76.4sm = 822.4sf
A20-19 : 72.0sm = 775.0sf
A20-20 : 68.5sm = 737.3sf
A20-21 : 11.1sm = 119.5sf
A20-22 : 16.4sm = 176.5sf
A20-23 : 74.1sm = 797.6sf
A20-24 : 13.0sm = 139.9sf
A20-25 : 23.5sm = 253.0sf
A20-26 : 23.3sm = 250.8sf
A20-27 : 24.3sm = 261.6sf
A20-28 : 178.5sm = 1921.4sf
A20-30A : 5.44sm = 58.1sf
A20-30B : 22.3sm = 240.0sf
A20-31 : 39.4sm = 424.1sf
A20-32 : 6.1sm = 65.7sf
A20-33 : 6.5sm = 70.0sf
A20-34 : 99.5sm = 1071.0sf
A20-35 : 95.9sm = 1032.3sf
A20-36 : 5.8sm = 62.4sf
A20-37 : 51.9sm = 558.6sf
A20-38A : 42.7sm = 459.6sf
A20-38B : 6.9sm = 74.3sf

A20-39 : 138.2sm = 1487.6sf
A20-39B : 8.2sm = 88.3sf
A20-39A : 9.5sm = 102.3sf
A20-40 : 11.1sm = 119.5sf

A20-28 : Cafeteria

| Room | Area of Occupiable Space (minus millwork) | Standing Only Occupancy (persons) | Non-Fixed Chairs and Tables Occupancy (persons) | Reading or Writing Rooms or Lounges Occupancy (persons) |
|---|---|---|---|---|
| A20-28 : Cafeteria | 178.5m | 150 x 2 Exists Limiting 65.7sf =300 | 178.5m / 0.95m/person =187 | 178.5sm / 0.95sm/person =187 |

CRITCHLEY HILL
ARCHITECTURE

CRITCHLEY HILL ARCHITECTURE INC.
NORTH BAY ONTARIO 705.995.339.1 CRITCHLEYHILL.CA

Do not scale from this drawing. The Contractor shall verify all actual on site dimensions and report any discrepancies to the Consultant prior to proceeding with the work.

**Project:**
MARGARET TWOMEY PUBLIC SCHOOL
SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
21 CHISHOLM TRAIL
MARATHON, ON

Drawing Title:
AREA CALCULATION
MAIN FLOOR

| Drawn By: ARLES | Checked By: ICH |
| Scale: NTS | Project No: 1800.46 |
| Date Plotted: June 2021 | |
| Date Revised: June 2021 | |

Drawing No:
**MTPS-1**

418.8sm = 4507.0sf Marathon Child and Family Center (MCFC)
76.2sm = 819.0sf MCFC Uncharged Space
77.8sm = 837.1sf Theatre Stage
9.6sm = 103.3sf Theatre Storage
572.4sm = 6159.0sf Gymnasium
58.9sm = 633.8sf Gymnasium Storage
65.3sm = 702.6sf Change Room
65.3sm = 702.6sf Change Room
3784.4m = 40 734.9sf Remaining Space

N

Margaret Twomey Public School

Sch.1 = Blue
Sch.2 = Green
Sch.3 = Yellow
Sch.4 = Red

Total GFA:
5127.9m² (55 176.2 SQ. FT.)

**CRITCHLEY HILL ARCHITECTURE**

CRITCHLEY HILL ARCHITECTURE INC
NORTH BAY, ONTARIO  705.995.2201  CRITCHLEYHILL.CA

Do not scale from this drawing. The Constructor shall verify and verify all actual on site dimensions and report any discrepancies to the Consultant prior to proceeding with the work.

Project:
TERRACE BAY PUBLIC SCHOOL
SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD
9 SELKIRK AVE.
TERRACE BAY, ON

Drawing Title:
AREA CALCULATION
MAIN FLOOR

| Drawn By: | ARL | Checked By: | ICH |
| Scale: | NTS | Project No: | 1800.45 |
| Date Plotted | June 2021 |
| Date Revised | June 2021 |

Drawing No: **TBPS**

**Total GFA:**
**2294.0m² (24 683.4 SQ. FT.)**

A13-1 : 17.5sm – 188.3sf
A13-2 : 17.0sm – 182.9sf
A13-3 : 8.4sm – 90.4sf
A13-4 : 2.9sm – 31.2sf
A13-5 : 2.9sm – 31.2sf
A13-6 : 28.5sm – 306.7sf
A13-7 : 101.2sm – 1088.9sf
A13-8 : 4.1sm – 44.1sf
A13-9 : 16.9sm – 181.8sf
A13-10 : 4.4sm – 47.3sf
A13-11 : 17.1sm – 184.0sf
A13-12 : 3.9sm – 42.0sf
A13-13 : 92.1sm – 991.0sf
A13-14 : 261.2sm – 2810.5sf
A13-15 : 29.0sm – 312.0sf

A13-16 : 10.1sm – 108.7sf
A13-17 : 32.0sm – 344.3sf
A13-18 : 7.5sm – 80.7sf
A13-19 : 7.5sm – 80.7sf
A13-20 : 33.1sm – 356.2sf
A13-21 : 75.3sm – 810.2sf
A13-22 : 0.9sm – 9.7sf
A13-24 : 0.9sm – 9.7sf
A13-26 : 0.7sm – 7.5sf
A13-27 : 23.5sm – 252.9sf
A13-28 : 7.7sm – 82.9sf
A13-29 : 21.6sm – 232.4sf
A13-30 : 13.5sm – 145.3sf
A13-31 : 13.9sm – 149.6sf
A13-32 : 20.0sm – 215.2sf

A13-33 : 91.9sm – 988.8sf
A13-34 : 0.9sm – 9.7sf
A13-35 : 64.4sm – 692.9sf
A13-36 : 0.9sm – 9.7sf
A13-37 : 8.1sm – 87.2sf
A13-40 : 56.9sm – 612.2sf
A13-41 : 9.5sm – 102.2sf
A13-42 : 33.4sm – 359.4sf
A13-43 : 23.8sm – 256.1sf
A13-44 : 2.1sm – 22.6sf
A13-45 : 74.9sm – 805.9sf
A13-46 : 6.2sm – 66.7sf
A13-47 : 74.3sm – 799.5sf
A13-48 : 0.9sm – 9.7sf
A13-49 : 74.3sm – 799.5sf

A13-50 : 0.7sm – 7.5sf
A13-51 : 15.4sm – 165.7sf
A13-52 : 4.6sm – 49.5sf
A13-53 : 13.8sm – 148.5sf
A13-54 : 68.3sm – 734.9sf
A13-55 : 18.5sm – 199.1sf
A13-56 : 16.0sm – 172.2sf
A13-57 : 5.8sm – 62.4sf
A13-58 : 32.2sm – 346.5sf
A13-59 : 5.9sm – 63.5sf
A13-60 : 96.4sm – 1037.3sf
A13-61 : 6.2sm – 66.7sf
A13-62 : 62.5sm – 672.5sf
A13-63 : 4.6sm – 49.5sf
A13-64 : 117.6sm – 1265.4sf

A13-65 : 165.1sm – 1777.1sf
A13-66 : 6.4sm – 68.9sf
A13-67 : 4.6sm – 49.5sf
A13-68 : 6.2sm – 66.7sf
A13-69 : 59.1sm – 635.9sf

**Terrace Bay Public School**

Sch.1 = Blue
Sch.2 = Green

115.3sm – 1241.1sf  Brass Bell Family Resource Centre
92.8sm – 998.5sf  Contact North
56.9sm – 612.2sf  Therapist Room
261.2sm – 2810.5sf  Gymnasium
10.1sm – 108.7sf  Gymnasium Storage
39.5sm – 425.0sf  Change Room
40.6sm – 436.9sf  Change Room
1677.6sm – 18 057.5sf  Remaining Space

| Room | Area of Occupiable Space (minus millwork) | Standing Only Occupancy (persons) | Non-Fixed Chairs Occupancy (persons) | Non-Fixed Chairs and Tables Occupancy (persons) |
| --- | --- | --- | --- | --- |
| | 247.7sm | 150 x 4 Exits Limiting =600 | 247.7sm / 0.75sm/person =330 | |
| | 90.6sm | 150 x 2 Exits Limiting =300 | | 90.6sm / 1.85sm/person =48 |
| A13-14 : Gym | | | | |
| A13-60 : Multi-Use Class | | | | |

# Custodial Quality Assurance:

All districts need a regular sampling of quality … a set pattern of inspections of custodial quality. Ideally giving each building a weekly supervisory visit. These visits may very well be happening on an informal basis already, but quality is not measured systematically. Custodial inspections are a necessary next step to ensure that the department can tract custodial services. The following inspection format can be posted with the automated results to a spreadsheet. This Google form can be posted quickly using a smart phone, shown here is one section of the inspection:

Evaluate using the following scale, make comments at the end of the questions.
Answers for the questions … 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent;

Classroom: 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent. Provide the number or name of the classroom: *

Your answer

Floors: (A clean floor, free of debris, dust mopped/vacuumed, dusted baseboards, clean dust free corners, walk off mats clean)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Walls/Wall Coverings: (Clean walls, dusted, including corners, white boards maintained, pencil sharpener emptied, no tape on drywall)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Ceilings: (Removed cobwebs, no burned out lights, no damaged light diffusers, damaged tiles replaced, vents free of dust)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Windows/windowsills: (Free of fingerprints, smudges, cobwebs, windowsills free of dust/debris, closed/locked per schedule)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Furniture: (Flat surfaces dusted/sanitized per schedule, fixtures/computers free of graffiti, gum, dust)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Trash Receptacles: (Emptied daily, sanitized appropriately, undamaged)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

Project Cleaning Status: (Floors without shadowing/finish build-up, carpets without stains, reasonable floor shine, window coverings clean, exterior windows clean, gum removed from furniture, vents free of dust, wall paint in good condition)

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**A. LAWN AREAS:** 1 = Poor; 2 = Fair; 3 = Satisfactory; 4 = Good; 5 = Excellent.

Description (optional)

**1) Grass cut at proper height**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**2) Sprayed or trimmed around signs, poles, etc.**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**3) Weed control**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**4) Edged**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**5) Bare areas**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

**6) Disease or insects present**

| | 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|---|
| Poor | ○ | ○ | ○ | ○ | ○ | Excellent |

## Quality Assurance:

All districts need a regular sampling of quality … a set pattern of inspections of sites. Ideally giving each site a bi-weekly supervisory visit. These visits may very well be happening on an informal basis already, but quality is not measured systematically. Landscape inspections are a necessary next step to ensure that the department can tract the value of grounds services. The following inspection format can be posted into a smart phone with the automated result posting to a spreadsheet. This Google form can be posted in minutes using a smart phone, shown here is one page of the four-page inspection: