

JOB DESCRIPTION FOR FOLEY PUBLIC SCHOOLS

JOB TITLE: School Keeper

JOB SUMMARY: Responsible for providing the district's students, staff, parents, and guests with safe attractive well maintained grounds and publicly used interior facilities.

REPORTS TO: Director of Building and Grounds (For those assigned in the buildings)
Transportation Supervisor (For those assigned in the transportation area)

LOCATION: District, Building and Grounds & Transportation Departments

MAJOR JOB DUTIES:

Essential Functions (and frequencies—see key):

- Monitor building security and safety by performing such tasks as locking doors after operating hours and checking electrical appliance use to ensure that hazards are not-created. (Occasional)
- Service, sanitize, clean and supply assigned school restrooms, showers, pool areas, offices, classrooms, lounges, auditoriums, gymnasiums, cafeterias, storage areas, libraries, conference rooms, corridors, entry ways and stairs, interior and exterior of school buses. (Occasional - Frequent)
- Gather and empty trash daily. (Occasional - Frequent)
- Clean building floors daily by sweeping, mopping, scrubbing, buffing, auto scrubbing or vacuuming. (Occasional - Frequent)
- Follow procedures for the use of chemical cleaners and power equipment to prevent damage to floors and fixtures. (Occasional)
- Mix water and cleaning products in containers to prepare cleaning solutions, according to specifications. (Occasional)
- Strip, seal, finish, and polish hard surface floors for deep cleaning. (Occasional)
- Notify Director of Buildings, Grounds and Custodians concerning the need for major repairs or additions to building operating systems or equipment. (Occasional)
- Notify Director of Buildings, Grounds and Custodians in writing of the supplies or equipment needed for cleaning and maintenance duties.(Occasional)
- Clean windows, walls, glass or other partitions, sinks, tables, water fountains and mirrors, using soapy water or other cleaners, sponges, or squeegees. (Occasional - Frequent)
- Be able to assist other school keepers, custodians and grounds keeper as needed during shifts, during off hours in an emergency or in case of mechanical breakdowns or severe weather conditions. (Occasional)
- Assist custodial staff with setup and takedown for various events throughout the district including but not limited to: sports, concerts, and community education. (Occasional)

- Assist with removing snow, ice and salting sidewalks and parking areas as needed for safe pedestrian walkways in the winter. (Occasional)
- Assist the general public with their needs such as directions through the facility, opening a door, getting a chair, etc. (Occasional)
- Visual inspection of assigned areas and reporting any maintenance concerns to the custodian on duty and/or Director of Buildings, Grounds and Custodians. (Constant)
- Assist custodians and food service staff with cleaning and loading duties. (Occasional)
- Be able to check all vehicle fluids including but not limited to: engine oil, brake fluid, windshield wiper fluid, and transmission fluid. (Occasional)
- Wash vans, busses and other transportation equipment as assigned. (Occasional)
- Other duties as assigned.

Work Activities

Inspecting Equipment, Structures, or Material — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

Performing General Physical Activities — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.

Handling and Moving Objects — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things. One and two-handed lifts may be required.

Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, or in person.

Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

Controlling Machines and Processes — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

Performing for or Working Directly with the Public — Performing for people or dealing directly with the public.

Hours of Work:

8 hour shifts and Part Time Shifts Monday-Friday (Maximum of 40 hours/week)—both day and night time shifts; assignments may differ for high school, intermediate and elementary areas as well as seasonal and summer time duties

Terms of Employment:

Master Contract

Salary:

Per Master Contract

Clothing / Personal Protective Equipment/PPE's:

Safety glasses, ear plugs, face shield, school keeper uniform shirt, vinyl disposable gloves, outdoor coat/hat/boots and gloves depending on environmental conditions, air masks, goggles, safety masks, non-skid shoes or boots, and apron.

Equipment / Tools: Included but not limited to brooms, mops, rags, buckets, toilet plungers, empty and full garbage liners and cans, cleaning chemicals, auto buffers, auto floor scrubbers, upright vacuums, carpet extractors, cleaning carts, dollies, hoses, swing machine, care-a-vac, hand broom, dustpans, ladders of various heights, aerial and other lifts, pallet jacks, ceiling to floor room partitions, two-wheelers, milk crates, student desks and chairs, conference tables, scoreboards, salt bags, high pressure cleaners, hoists, snow blowing equipment and shovels, field marking equipment, hand tools/power tools, automotive equipment to check engine fluid levels (bus school keeper assignments), shop tools, oil jugs, school buses, bus hoods, bus seats and bus wash brooms.

Qualifications including Education/Skills/Training Required:

School Keepers are responsible for providing the district's students, staff, parents and guests with safe, secured, attractive and well maintained grounds and interior facilities. School Keepers are responsible for visual inspection of assigned areas and reporting any maintenance concerns to the custodian on duty. School Keepers must demonstrate a positive attitude on the job that includes teamwork, school loyalty, cooperation with co-workers, and effective supervision of children, safety mindedness and regular job attendance.

Education/Aptitude: High School graduate or equivalent. Must proficiently speak, read, write and understand the English language. Must have knowledge and ability to use a variety of products for cleaning and utilize SDS sheets for precautions. Blood Borne Pathogen Annual training as well as other safety training is required. Must have the knowledge and ability to safely use a variety of products according to OSHA standards and equipment for cleaning (includes but not limited to ladders, riding machines, lifts, shovels). Must have the initiative, organization and planning skills to work alone or with others with minimal supervision. Must project a positive image and attitude with the students, staff and the public.

Licenses/Certification: Valid Minnesota drivers license with no moving violations. Class B plus school bus endorsement needed for transportation school keeper.

Experience: Preferably a year of prior custodial or commercial cleaning experience.

Physical Demands of the Position:

This job is considered frequently medium to occasionally very heavy work of a semi-skilled nature as defined by the Department of Labor's Critical Demands of Work (see key). School Keepers must be:

- Able to work with constant interruptions during a work shift.
- May be required to work at heights above 10 feet to perform some cleaning duties.
- Required to have excellent visual and hearing abilities.

- Must be capable of frequent to constant standing and walking throughout the majority of the work shift on variable surfaces to include cement, tile, terrazzo tile, linoleum, carpet and uneven ground.
- It may be necessary to occasionally lift over 50 pounds individually and 100 pounds as part of a team lift (score board equipment, partitions, etc.)
- Must be capable of occasionally pushing/pulling carts and equipment loaded with or weighing over 500 pounds requiring 0-90 pounds of push/pull strength/force; same forces exhibited in using wringer on mop buckets or lifting of school bus hoods.
- Must be capable of repetitive squatting, kneeling, balancing and bending for variable periods of time.
- Must be capable of getting down to and up from ground level, from a sitting, kneeling or squatting position.
- Must be capable of reaching on all planes with both upper extremities (overhead, to sides, between floor and shoulder levels, reaching behind body).
- Must be capable of picking up and lifting objects weighing up to 55 pound from floor level to shoulder height (to include but not limited to food cases, paper boxes, trash barrels, trash bags, salt bags) and holding/lifting same objects in different positions with one hand while guiding the object with other hand.
- Must be capable of operating a variety of equipment and handling supply items including but not be limited to aerial lift, snow blowers, air jack, floor buffers, riding machines, room partitions, bleachers, score boards, cleaning equipment, vacuums, school supplies, cleaning supplies, paint and waxes, salt for snow and soft water treatments, field chalk, industrial size canned and other food supplies.
- Must be capable of working in extreme and seasonal temperatures, humidity and dusty environments, cramped quarters and heights.
- Must be capable of using all personal protective equipment associated with the work.
- Must be capable of variable grip forces (estimated up to 40 pounds).
- Must be capable of occasional to frequent climbing of stairs, step ladders, platform ladders, emergency access ladders to reach top of equipment and buildings as well as storage/shelves.
- Must have excellent vision, hearing and acute senses.

NOTE: The physical demands described above represent real life tasks an employee may need to perform as part of the essential functions of this job. Reasonable accommodations may be made to individuals with disabilities to perform the essential functions. While the frequency may be low, the above stated physical demands may be required during the course of a daily work shift. Tasks that have physical demands that exceed the above stated limits should only be performed with sufficient manpower or material handling equipment. Other miscellaneous duties may be assigned which fulfill the needs of students and staff.

Knowledge:

Public Safety and Security — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local security operations for the protection of people, data, property, and institutions.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

SKILLS & ABILITIES:

Equipment Maintenance-- Determine if maintenance is needed and report to appropriate Supervisor.

Operation and Control — Controlling operations of equipment or systems.

Operation Monitoring — Watching gauges, dials, or other indicators to make sure a machine is working properly.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Quality Control Analysis — Conducting tests and inspections of cleaning products, services, or processes to evaluate quality or performance.

Speaking — Talking to others to convey information effectively.

Control Precision — The ability to quickly and repeatedly adjust the controls of a machine or a vehicle to exact positions.

Arm-Hand Steadiness — The ability to keep hand and arm steady while moving arm or while holding arm and hand in one position.

Manual Dexterity — The ability to quickly move your hand, your hand together with your arm, or your two hands to grasp, manipulate, or assemble objects.

Multi-Limb Coordination — The ability to coordinate two or more limbs (for example, two arms, two legs, or one leg and one arm) while sitting, standing, or lying down. It does not involve performing the activities while the whole body is in motion.

Near Vision — The ability to see details at close range (within a few feet of the observer).

Finger Dexterity — The ability to make precisely coordinated movements of the fingers of one or both hands to grasp, manipulate, or assemble very small objects.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Hearing Sensitivity — The ability to detect or tell the differences between sounds that vary in pitch and loudness.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Trunk Strength — The ability to use your abdominal and lower back muscles to support part of the body repeatedly or continuously over time without 'giving out' or fatiguing.

Extent Flexibility — The ability to bend, stretch, twist, or reach with your body, arms or legs.

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Static Strength — The ability to exert maximum muscle force to lift, push, pull, or carry objects.

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Acute Senses-- The ability to smell foul odors related to cleaning and sanitation.

KEY TO DEPARTMENT OF LABOR TERMS

In the graph below are the definitions of the five critical demand levels and their specific task criteria:

Sedentary Work	Sitting for 6 hours of an 8 hour work day with
-----------------------	--

	lifting of no more than 10 pounds occasionally. Possible frequent lifting of small objects weighing less than 10 pounds such as files and small parts
Light Work (not to be confused with the terms of modified or transitional work)	Lifting no more than 20 pounds on an occasional basis and up to 10 pounds frequently. Typically requires standing and walking for 6 hours of an 8 hour day (certain light jobs may require continuous sitting and entail the consistent use of either hand or foot controls
Medium Work	Maximum occasional lifting of up to 50 pounds; frequent lifting of up to 25 pounds. Typically on feet 6 hours of an eight hour day
Heavy Work	Maximum lifting of up to 100 pounds with frequent lifting of weights up to 50 pounds. Typically standing and walking of 6 hours out of an 8 hour day.
Very Heavy Work	Maximum lifting of over 100 pounds with frequent lifting of weights up to 50 pounds. Standing and walking for the majority of the work day.

The following three frequency levels are also defined by the DOL and applied to work tasks i.e. rare to occasional, frequent and constant (RO/F/C). The DOL definitions of these frequencies are:

Rare to Occasional	0 to 20 times during a shift or 33% of the time
Frequent	20-100 times during a shift or 33-66% of the time
Constant	Over 100 times during a shift or 66-100% of the time

Disclaimer:

The statements in this job description are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel in this position. These statements are not intended to limit or in any way modify the right of any supervisor to assign, direct, and control the work of employees under his or her supervision.

Bargaining Unit: Local 284 Custodians/Mechanics

Approved by Foley School Board on May 7, 2012, revision approved February 27, 2017

Foley Independent School District is an Equal Opportunity/Affirmative Action Employer. The District does not discriminate based on gender, race, national origin, creed, age, marital status or disability and will provide reasonable accommodations to qualified individuals with disabilities.