

June 2007
Environmentally Sensitive Cleaning and
Maintenance Report
School Impact Report
Pursuant to Chapter 584 of the Laws of 2005

****2010 Updated Information on Cleaning Product Costs and Efficacy****

This survey was conducted over three years ago shortly after NY passed green cleaning legislation. Many other states and other entities are now looking at implementing green cleaning programs of their own and have inquired as to the confidence NY has in this original survey. Accordingly, the New York State Education Department and the Office of General Services offer the following clarification to some of the report's conclusions.

Our experience from over three years of implementing the legislation that requires all schools in New York State to use environmentally sensitive, or "green", cleaning products, is that they currently do not cost more than traditional cleaning products. In fact, our anecdotal evidence has shown that green cleaning products cost the same or less, and they work as effectively, as their traditional counterparts.

The school survey was conducted in February 2007. The timing of the survey was less than six months after the State provided Guidelines and a list of approved cleaning products to schools to help them implement the legislation. In the authorizing legislation and subsequent guidelines, schools were encouraged to use their inventories of existing products to avoid the loss of funds associated with the disposal of purchased products. Many schools had substantial stockpiles of existing cleaning supplies and therefore a number of schools had not used up existing inventories or even purchased green cleaning products at the time of the survey. Anecdotally, facilities managers state that the green cleaning products work effectively and last longer because they are concentrated and the dispensing systems are more accurate. In addition, the use of new products are frequently implemented in conjunction with a comprehensive green cleaning program, often reducing the number of cleaning products required, which can save money.

Given the above information and the fact that the survey was conducted over three years ago, it should not be viewed as the definitive survey on green cleaning, particularly on product costs. As the green cleaning product market has expanded, more cleaning products and competition are available in the marketplace which will also impact costs.

Introduction

The New York State Education and Finance laws were amended in 2005 requiring the procurement and use of environmentally sensitive cleaning and maintenance (also known as green cleaning) products in all public and nonpublic New York State elementary and secondary schools (Education Law 409-I and Finance Law 163-b). The principal intent of the law was to reduce "...exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of schools." The effective date of this law was September 1, 2006, however the law stipulated that schools may continue to exhaust inventories of cleaning and maintenance products purchased prior to the effective date of the law. Guidance materials were disseminated to schools to provide assistance and direction in complying with the new law.

The following school facilities are covered by this new rule:

- Public elementary and secondary schools including city school districts and special act school districts
- BOCES
- Non public elementary schools including Private and parochial schools, charter schools and approved private schools for the education of students with disabilities

In accordance with the law, the following State agencies assisted the Office of General Services (OGS) in developing the guidance materials and specifications, including the Guidelines for green cleaning in schools and a list of approved cleaning and maintenance products: the Education Department (SED); the Department of Health (DOH); the Department of Environmental Conservation (DEC); and the Department of Labor (DOL). Additionally, OGS established State contracts for schools to purchase such environmentally sensitive cleaning and maintenance products. The law is mandatory and stipulates that schools "shall follow such guidelines, specifications, and sample lists when purchasing cleaning and maintenance products for use in the facilities."

The law also required SED to issue a report providing an analysis of the impact of such guidelines and specifications on the purchasing, procurement, and use of environmentally sensitive cleaning and maintenance products by elementary and secondary schools.

Survey Development

SED developed the *New York State Environmentally Sensitive Cleaning and Maintenance Product Use in Schools Impact Survey* with assistance from OGS, DOH, DEC and DOL. The survey aimed to capture basic implementation and impact data, as well as to capture key information surrounding the performance, cost, and overall availability of environmentally sensitive cleaning and maintenance products. Furthermore, the survey was designed to collect information on whether policies exist which direct faculty, staff, and students not to bring their own cleaning products to school, whether custodial and maintenance staff receive training on the use of the environmentally sensitive cleaning and maintenance products, as well as information on the use of specific products – including antimicrobials and antibacterials.

Survey Dissemination and Returns

The target audience for this survey was the Boards of Cooperative Educational Services (BOCES), public school districts, nonpublic schools, and charter schools. The survey was posted on the Education Department's Office of Facilities Planning web site and notice of the survey was disseminated to public and nonpublic schools across the State via the Superintendents of School Buildings and Grounds Association and the Department's Office's of Nonpublic Schools and Charter Schools. The survey was also included in the *SED News and Notes* publication which is distributed to all public and nonpublic school administrators in the state. The notice directed the schools to access the survey electronically on the web. The survey notices were distributed on April 10, 2007 and data was collected until May 4, 2007.

The following information indicates the numbers of potential respondents and the actual respondents for this impact survey. The survey instructions, survey, and compiled results are included at the end of this report.

	Potential Respondents	Actual Respondents	Percent Responding
BOCES	37	15	41%
Public School Districts	696	216	31%
Nonpublic Schools	2091	79	4%
TOTAL	2894	310	11%

The following summarizes the answers provided by the respondents.

Not all questions were answered by all respondents.

Summary and General Conclusions

Based on outreach activities, including seminars and presentations to school community groups, it is evident that the green cleaning topic has been the subject of extensive discussion and debate. As with any new program or requirement, the level of compliance with the initiative across different school districts, and even individual schools within a single school district, varies greatly.

The main goal of the legislation, to provide environmentally preferable cleaning products for use in schools that are available in the same *form, function, and utility*, as traditional products has largely been achieved. There are numerous products available in each of the eight cleaning categories that were addressed by the Green Cleaning Guidelines. Of those categories, six (Glass Cleaner, Bathroom Cleaner, Carpet Cleaner, General Purpose Cleaner, Vacuum Cleaners, and Hand Soaps), are certified either by Green Seal, Environmental Choice, or the Carpet and Rug

Institute (CRI) and serve to replace traditional, more toxic products. There is certainly more work to be done, particularly in the area of floor care, where for a variety of reasons, the State established its own criteria, awaiting more experience with the efficacy of green floor finishes and floor strippers. In addition, the State has funded the revision of a nationally recognized green cleaning products standard, the Green Seal environmental standard for industrial and institutional cleaners, GS-37. The focus of the revised standard will look to address new areas of health and environmental effects, such as asthmagens, asthma triggers, endocrine disrupters, mutagens, fragrances, etc. in an effort to protect vulnerable or sensitive populations, such as children. This survey and anecdotal information suggest that green cleaning products are available in the same form, serve the same purpose, and in many cases perform equally or better than traditional products.

We found that some schools have employed green cleaning strategies long prior to the enactment of the law. There is anecdotal information that those districts and schools that have been most successful appear to be those which fully embrace the concept of using less toxic, environmentally friendly cleaning products in schools, and who actively work with vendors and others to provide appropriate training to custodial and maintenance staff on the proper use of new products. This may also involve changing cleaning practices and techniques.

Based on the survey results, eleven percent of potential respondents completed the survey. Specifically, 310 surveys were received out of a total of 2,894 potential respondents. More than 30% of public school districts responded, and only 4% of non-public schools did so. The majority (about 84%) of the respondents have not exhausted existing supplies of some product types obtained prior to the September 1, 2006 deadline. About half of those schools (i.e. about 42% of responding schools) still had some cleaning products, and about two-thirds (64%) of schools had not exhausted their floor finishes and strippers. Therefore, the results of the survey may not capture the full impact of the green cleaning bill in New York State schools. Many schools have not yet switched to green cleaning products, particularly for floor finishes and strippers. Further evaluation would be prudent in the future when all schools should have exhausted all non-green cleaning and maintenance product supplies from their inventories.

The OGS list of approved products received positive feedback in the survey and 83% of responding schools reported accessing the OGS product list for guidance in procuring cleaning products. Those who did not report using the OGS website, generally continue to rely on their regular suppliers or their local BOCES. All fifteen of the BOCES respondents reported using the OGS website.

About two thirds of respondents reported spending an additional ten percent or more on green cleaning supplies. For all the schools that responded to this question, the overall fiscal impact of procuring green cleaning and maintenance products was an increase of about 10%, even though a few school districts (6) reported an increase of 30% or more. In addition, sixty-five percent of reporting schools believe that green cleaning products perform the same as traditional products. Some schools that are experiencing limited success in their green cleaning programs have indicated that they will continue to try different products until those that meet the cost and performance needs of the school are identified. Schools that have achieved successful green cleaning programs may be able to provide insight on what did and didn't work for them.

Less than half (38%) of schools reported having a written policy advising school personnel not to bring cleaning products from home. Greater emphasis in this area is needed at the local level to ensure that only green products are used on school property, especially since 47% of respondents indicated that students, faculty, or staff bring private cleaning products to school.

The use of disinfectant and sanitizer products pose a substantial challenge when developing guidelines for environmentally-preferable cleaning and maintenance. Responses to the questions related to the use of disinfecting wipes, bleach-based products, hand sanitizers, and antibacterial and antimicrobial soaps indicate that more outreach and education is needed. About half of schools responded that they use antibacterial and antimicrobial soaps. These products are not approved as environmentally-preferable and at least some of the sample comments offered to explain why they are being used indicate a misunderstanding of their performance. For example, antibacterial and antimicrobial soaps do not kill germs better when children do not use proper hand washing procedures. They can work better than plain soap if hands are scrubbed for 20 seconds or more, but have not been demonstrated to be more effective at killing bacteria with shorter hand scrubbing times.

Many of the disinfectant/sanitizer products, such as hand sanitizer lotions or wipes, are not cleaning products. SED and DOH recently developed a fact sheet on the use of hand sanitizers and hand soap products that was distributed to all schools. It contains information on the appropriate use of these products in schools and precautions to consider prior to using them. About one third of respondents reported using hand sanitizers in schools. Comments on hand sanitizers indicate that there is some confusion about products designed to disinfect surfaces like keyboards, telephones and desktops and those designed for use on hands.

The use of disinfecting wipes and bleach-based products pose particular challenges when trying to identify environmentally-preferable products, and the OGS guidelines have not attempted to do so yet. Nineteen percent of the respondents reported using non-bleach disinfecting wipes as part of their routine cleaning process, while bleach-based products were used by thirty percent of respondents. One respondent reported using non-bleach disinfecting wipes “to assure that no peanut oils are transmitted to children with peanut allergies.” Presumably, the wipes are used to clean peanut allergens from tables or desks. A 2004 study that evaluated cleaning peanut butter spread on a tabletop did find that peanut allergen was removed by cleaning with a non-bleach sanitizing wipe. However, the same study found that two household cleaners and plain water were equally effective. Thus, a sanitizer or disinfectant wipe is not needed to clean peanut residues from a table surface. The sanitizing and disinfecting wipes commonly available in the market are made from non-biodegradable fabrics, are distributed in plastic bottles and are for a single use to sanitize or disinfect an unspecified area and then throw away. These characteristics of the wipe products are not environmentally-preferable. When according to the 2004 research study, the use of a wet cloth or paper towel can do the same job as a disinfectant wipe, the disinfectant wipe may not necessarily be an environmentally-preferable alternative.

Food preparation surfaces, equipment and eating utensils that are re-used must be washed, rinsed and sanitized according to local health codes. For most other surfaces, good cleaning practices will usually provide a healthy environment, and routine disinfection or sanitization is not necessary. The indiscriminant use of common disinfectants, such as household bleach, can adversely affect some people and damage the materials that are being treated, particularly if the use instructions are not carefully followed. School personnel using any cleaning or disinfecting/sanitizing product should always read and carefully follow precautions and usage directions.

Recommendations

- Schools should continue to transition to the use of OGS approved green cleaning and maintenance products as existing inventories of cleaning supplies purchased prior to September 1, 2006 are depleted.
- Schools are encouraged to try different green cleaning and maintenance products until products are identified that best meet the needs of the schools. Schools that have successful green cleaning programs may be a source of insight on cleaning products and protocols that have been successful.
- OGS and SED are committed to more outreach to encourage schools to select environmentally preferable products in compliance with the law. Examples of appropriate outreach include encouraging the inclusion of training and education on green cleaning and maintenance products in required staff training in schools, and encouraging schools to provide information to persons in parental relation on how their child's school is implementing the green cleaning requirements.
- Provide teachers, administrators, and custodial and maintenance staff and parents with opportunities to provide feedback to the school administration to comment on what products are working successfully, and where green products are not performing the required function. This information can be used to select alternate products to improve performance or allow individuals to advocate for better products to suit a particular need.

A future survey should be undertaken to track the use of environmentally preferable cleaning and maintenance products once all existing traditional cleaning product reserves have been exhausted, and when additional green products are certified as meeting the requirements of the *Guidelines and Specifications for the Procurement and Use of Environmentally Sensitive Cleaning and Maintenance Products for all Public and Non Public Elementary and Secondary Schools in New York State*.

New York State
Environmentally Sensitive Cleaning and Maintenance Product Use in Schools
Impact Survey Instructions

Who should complete the survey?

This survey should be completed by the person who is responsible for the selection of cleaning and maintenance products and the supervision of cleaning and maintenance personnel in public and nonpublic schools.

Why is this survey being conducted?

New York State Education Law 409-i requires the use of environmentally sensitive cleaning and maintenance (green) products in all public and nonpublic schools. The law took effect on September 1, 2006 and requires the State Education Department to develop an impact analysis report by June 1, 2007.

The survey has been designed to target the three main items in the legislation: are environmentally sensitive cleaning and maintenance products available in the same form, function, and utility as previously used products.

What should be reported?

The responses to the survey should encompass all facilities under the public or nonpublic schools jurisdiction. Additional comments or suggestions are welcome at the end of the survey.

How can I learn more about this law and green cleaning?

Please see:

www.emsc.nysed.gov/facplan/GreenCleaning/Green_Cleaning_update_022607.html

www.ogs.state.ny.us/bldgadmin/environmental/default.html

www.emsc.nysed.gov/facplan/GreenCleaning/greenclean.htm

When should I return the survey to the State Education Department?

Please return the completed [survey](#) to no later than April 27, 2007.

**New York State
Environmentally Sensitive Cleaning and Maintenance Product Use in Schools
Impact Survey**

BOCES, School District, or Nonpublic School Name:	
BOCES, School District, or Nonpublic BEDS Code:	
Person Completing This Form:	_____
	(Name)

	(Title)

	(E-Mail)

1) Have you exhausted all supplies of non-green cleaning and maintenance products purchased prior to September 1, 2006?

	%		Responses	%
Yes	51 (16.5)			
No	258 (83.5)			
Total responses	309 (99.7)			
		glass cleaner	135	(52.3)
		carpet cleaner	144	(55.8)
		bathroom cleaners	140	(54.3)
		general purpose cleaners	144	(55.8)
		hand soaps	144	(55.8)
		floor finish	197	(76.4)
		floor finish strippers	199	(77.1)

2) Do you access the State Office of General Services (OGS) list of green cleaning products at www.ogs.state.ny.us/bldgadmin/environmental/CleaningProducts.xls for guidance in purchasing and procuring environmentally sensitive (green) cleaning and maintenance products?

	%
Yes	254 (83.3)
No	51 (16.7)
Total responses	305 (98.4)

3) If you are not using the OGS list of green cleaning products, what source(s) are you using? (sample comments)

- We are a small school and are currently exhausting our stock of cleaning products purchased prior to September 1, 2006.
- Existing vendors on NYS contract have been providing samples and pilot programs for new green products.

- We received a donation of green cleaning products from Ecover.
- Catalog offerings from our regular suppliers.
- commercial cleaning products from Sanico Supply
- We are using industrial cleaners that were previously suggested for schools by the Health Department.
- I am using my local BOCES and the bidding process that we have in place and the vendors that participate in that, some of them have offered green cleaning products.
- I also talk to the salespeople to make sure the products I might want to try have the proper seal on it.

4) In general, how do the products listed in the Guidelines compare to the previous products?
Please check all appropriate boxes.

	Product performance is superior to the previous product	Product performance is the same as the previous product	Product performance is worse than the previous product	Performance better or the same as previous product	Total responses
glass cleaner	15 (5.8)	206 (79.2)	39 (15.0)	221 (85.0)	260 (83.9)
carpet cleaner	18 (8.9)	159 (78.3)	26 (12.8)	177 (87.2)	203 (65.5)
bathroom cleaners	19 (7.4)	179 (69.4)	60 (23.3)	198 (76.7)	258 (83.2)
general purpose cleaners	25 (9.2)	196 (72.1)	51 (18.8)	221 (81.3)	272 (87.7)
hand soaps	27 (11.8)	194 (84.7)	8 (3.5)	221 (96.5)	229 (73.9)
floor finish	10 (4.9)	109 (53.4)	85 (41.7)	119 (58.3)	204 (65.8)
floor finish strippers	10 (5.3)	94 (50.0)	84 (44.7)	104 (55.3)	188 (60.6)
vacuum cleaners	32 (16.0)	160 (80.0)	8 (4.0)	192 (96.0)	200 (64.5)

{Note: Numbers in parentheses are percent of respondents. For “Total responses” column, the percentages are of total respondents to the survey. }

How do the products compare in relation to product costs and performance. Please check all appropriate boxes.

	A smaller quantity of the green product is required to do the same job	A larger quantity of the green product is required to do the same job	Green products are less expensive	Green products are more expensive	Total responses
glass cleaner	76 (31.3)	43 (17.7)	27 (11.1)	97 (39.9)	243 (78.4)
carpet cleaner	49 (25.5)	46 (24.0)	12 (6.3)	85 (44.3)	192 (61.9)
bathroom cleaners	62 (24.8)	69 (27.6)	17 (6.8)	102 (40.8)	250 (80.6)
general purpose cleaners	68 (26.9)	73 (28.9)	20 (7.9)	92 (36.4)	253 (81.6)
hand soaps	61 (29.2)	37 (17.7)	17 (8.1)	94 (45.0)	209 (67.4)
floor finish	26 (13.3)	44 (22.4)	10 (5.1)	116 (59.2)	196 (63.2)
floor finish strippers	22 (12.0)	44 (23.9)	7 (3.8)	111 (60.3)	184 (59.4)
vacuum cleaners	39 (20.6)	16 (8.5)	9 (4.8)	125 (66.1)	189 (61.0)

{Note: Numbers in parentheses are percent of respondents. For “Total responses” column, the percentages are of total respondents to the survey. }

{Note: Percentages in this table are estimates because respondents may have responded to both price and quantity.}

5) Have you been able to find OGS-approved green products to perform all necessary cleaning and maintenance tasks?

Yes 178 No 117 Total Responses 295

If no, please explain: (sample comments)

- All cleaning and maintenance tasks are done with green products. However, when the children or teachers need to clean their desks and shelves, we use some non-green products as explained in questions 11 & 12 so the children can disinfect their desks and tables as needed.
- Metal/Stainless Steel polishing cleaning agents I could not locate as Green or environmentally preferred.
- Lacking drain cleaner, still do not feel comfortable not using disinfectant for bathrooms and locker rooms.
- When we put our yearly order in this past summer we were not able to find dust mop treatment, disinfectants, furniture polish, stainless polish and tile/ porcelain cleaner to name a few.
- They are not as effective in disinfecting areas. The most effective product in this area is a peroxide type product.
- Chlorine bleach is required for blood spills and cleaning of the "peanut" allergy tables.
- Unable to find green cleaning products that will remove graffiti/ink etc
- We like to use an acid type bowl cleaner periodically to remove stubborn stains and scale deposits.
- I have not found a floor finish as of yet that meets our expectation. We have tried several and will continue to test products from the list.

6) What has been the overall fiscal impact of procuring green cleaning and maintenance products? (check one)

	<u>Responses</u>	<u>%</u>
Greater than 25% increase in spending	11	(4.0)
10-25% increase in spending	170	(62.3)
No change in spending	75	(27.5)
10-25% decrease in spending	15	(5.5)
Greater than 25% decrease in spending	2	(0.7)
Total responses	273	(88.1)

Average fiscal impact for those reporting an increase

% Increase	Responses	Sum	
5.00%	3	0.15	
7.00%	1	0.07	
10.00%	4	0.4	For those with 10-25% increase
11.00%	3	0.33	(23 Responses)
12.00%	2	0.24	the average increase was 14.4%
15.00%	9	1.35	
20.00%	5	1	For those with >25% increase
31.00%	1	0.31	(6 Responses)
35.00%	1	0.35	the average increase was 38.3%
37.00%	2	0.74	
40.00%	1	0.4	
50.00%	1	0.5	
TOTAL	33	5.84	17.7% average increase

Estimated average overall fiscal impact for all respondents. This includes those noting an increase, no change, or a decrease in costs

	Responses	Average increase
>25% increase	11	38.3%
10-25% increase	170	14.4%
No change	75	0.0%
Decrease	17	0.0%
Weighted average		10.5%

7) Does the school have a written policy advising faculty, staff, students, and persons in parental relation not to bring cleaning products and disinfectants/sanitizers to school from home?

		%
Yes	111	(38.1)
No	180	(61.9)
Total responses	291	(93.9)

8) Do faculty, staff, or students still bring cleaning products or disinfectants/sanitizers to school?

	%	
Yes	137	(45.4)
No	165	(54.6)
Total responses	302	(97.4)

9) Are the individuals that clean your school facilities: (check one)

Employees of the school or school district	<u>260</u>
Employed through a private cleaning service or vendor	<u>28</u>
A combination of school and non-school employees	<u>17</u>

10) Has the school entered into an agreement and schedule with the supplier of the green cleaning and maintenance products to provide training in the product's proper use?

Yes 189 No 115

11) Are the following products used in your facilities as part of routine cleaning protocols?

Disinfecting Wipes (non-bleach) Yes 57 No 247

If yes, please explain how, where and why they are being used: (sample comments)

- Clorox disinfecting wipes are supplied to staff for use in their rooms.
- Certain surfaces in the school environment must be sanitized during cleaning protocols.
- Disinfecting wipes are used to assure that no peanut oils are transmitted to children with peanut allergies.
- We disinfect on a daily basis as part of our cleaning for health program. We also perform a monthly test to see how we are doing. This is done by an independent contractor.
- We use them in the fitness center to wipe off the equipment between uses.
- Mainly during the winter months, cold & flu season.
- Certain areas - nurse, computer keyboards.

Bleach-based products Yes 89 No 211

If yes, please explain how, where and why they are being used: (sample comments)

- Bodily waste, vomit, blood, urine.
- Disinfect locker rooms, kitchen, disinfect mops.

- For cleaning the showers.
- For bloodborne pathogen clean up and some other extreme germ killing.
- Required by NYC Department of Health for Day Care License.
- Used in disinfecting lunchroom tables

12) Are the following products available for public use in your facilities?

Antibacterial or antimicrobial hand soaps Yes 153 No 152

If yes, please explain how, where and why they are being used: (sample comments)

- Antibacterial Hand soaps are provided in faculty bathrooms as per faculty request
- Anti-Microbial hand soap is used in our facility in all bathrooms. Microbial lotion soap is a special formula that has a softening and soothing effect on skin.
- We use antibacterial soap for hand washing because they kill the germs better when the kids don't use proper hand washing procedures.
- This product is used to keep the students from spreading germs in and out of the school.
- Nurse's offices and cafeteria workers' hand washing stations only.
- Provided by parents at beginning of school year.

Hand sanitizers (wipes or lotion) Yes 97 No 205

If yes, please explain how, where and why they are being used (sample comments)

- Elementary students issued wipes prior to lunch. They come directly from playground recess. Wipes are donated by PTA and other donors as overseen by the Elementary Principal.
- Some staff members bring in hand sanitizers from home for personal use only.
- Dispensers of the sanitizer lotion are located in every elementary classroom, the staff lounges, and the nurse's office.
- This product is used to keep the students from spreading germs in and out of the school.
- Wipes for such items as: keyboards, telephones, desktop surfaces. Waterless soaps and or lotions are used in areas such as the breakfast/lunchroom area. The children use a foaming hand disinfectant as they enter the food serving area.
- To keep the students and faculty healthy and safe.
- Purell is available in all bathrooms.
- Parents send hand sanitizers for use when children eat lunch outside of the school (museum lunch rooms, etc.) where soap and water are not always readily available.

13) Please provide any additional comments you believe are important to this discussion.

Thank you for your assistance. (sample comments)

- All cleaning products are placed in a secure closet away from children. Only the custodian handles the cleaning products.
- We have been buying green products for two years now.
- Using less while preserving the environment is hard to argue with.
- Green cleaning will work if we continue to reinforce this with the public and our staff. We also need to continue to try new products until we find the product that delivers the desired result.
- We keep a clean, safe, germ-free school.
- We have noticed an increase in illnesses, such as colds and pink eye spreading through buildings.
- Contradictions between legislation and local DOH recommendations create some confusion.
- The State should provide funding for schools to make it possible for them to satisfy the mandate. In general, Green Certified cleaning products are less effective, and require more product to perform the same task as their non-green counterparts.
- We still have some remainder of supplies of non green cleaning products and have not bought more. Based on speaking to companies, the products will be just the same quality, but more expensive.
- I think vendors are reluctant to get involved or offer products that may not work in fear of losing business. As a result I think it is driving up the prices of those who are involved.
- Green doesn't disinfect, only sanitize, some day this will become a big problem in a school and I hope it is not my school.
- Green products cannot disinfect. Disinfecting bathrooms are a must in reducing the spreading of germs and sickness
- Faculty have requested additional soaps as a measure to prevent spread of communicable illnesses
- The pain of "finding" better methods and products is worthwhile no matter how long it may take. I feel that we should be honest and explain the potential increase in costs to the public.
- OGS Approval system is great, It makes it easier to decide on which products to use and I feel that the since the decision is being made by a purchaser and not vendors we are being better served.
- We currently use antibacterial and organic products for cleaning such as acid free disinfectant cleaners.

Green floor waxes require more maintenance to maintain shine. Floor strippers do not fully remove non green waxes.