



Operational Issues in the Reopening of Schools during the COVID-19 Crisis

Facilities, Transportation,
and Security
June 2020





ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 76 large-city school districts, its mission is to promote the cause of urban education and to advocate for inner-city students through legislation, research, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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Council of the Great City Schools

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Purpose of this Document

Over the past several months, the Council of the Great City Schools has been working with its member school districts to develop strategies and plans to help prepare for the reopening of school districts in the nation's major cities. The reopening will undoubtedly look different in every district, but one thing is clear: sound operational management of the reopening process will be critical to building public confidence and ensuring success.

The Council has prepared this preliminary "How-to Guide" to share industry best practices¹ and some of the best thinking and recommendations from school districts across the country. These recommendations come from a series of working groups comprised of senior administrators who oversee facilities and plant services, transportation, and safety and security in the nation's major city public school districts. A subsequent edition will be provided later this summer that will contain additional detail and sample district protocols.

The intention of this initial guide is to establish a foundation of ideas, issues to think about, and recommendations to help member districts plan for the reopening of schools. The Council is also certain that the coming weeks and months will teach us many new things, and we expect to update and expand this document as the situation gets clearer. In the meantime, the Council will continue to connect with its members to learn more about how we can help.

¹ The Council appreciates the guidance provided by Jacobs, Sodexo, and especially the information provided by Cushman and Wakefield, a global commercial real estate firm headquartered in Chicago, which was helpful in preparing this document.

Working Together to Open the Great City Schools

Leadership, collaboration, and communications within and across major operational departments have never been more important. And cooperation up-and-down and side-to-side within each organizational function will be critically important to ensure a smooth reopening process and to safeguard the welfare of our students in both the short and long term. This imperative is the bedrock of effective and successful operations this fall when schools are likely to look much different from what they do now.

Leadership and Collaboration

The following are suggestions and guidance on how departments and divisions can work together to achieve the best results during the reopening of schools this fall.

- District leadership should establish clear expectations for collaboration and communications within and across departments in the planning for reopening this fall. Priority should be established for the security and well-being of all students, teachers, staff, parents, and visitors. Leadership should be clear that staff will be held accountable for collaboration and establish measures, procedures, and actions that will govern performance in facilities, transportation, and safety and security.
- District leadership should designate a lead individual, e.g., the Chief Operating Officer, as the person who would have overall authority to direct and coordinate multiple operating departments in the reopening of schools. This collaboration should extend to the instructional side of the house.
- District departments and divisions have individualized and specialized roles and responsibilities, but they should recognize that the health and safety of district employees, students, parents and visitors is a collective responsibility.
- District plans, policies, and procedures should align with the Centers for Disease Control (CDC), and relevant state and local health recommendations to ensure the health and safety of all employees, students, parents, contractors, and visitors when schools reopen.

Policies and Practices

It will be important for districts to have policies and procedures in place that set clear expectations for employees, students, parents, and visitors. District leadership should revisit and update relevant policies that are needed for a successful reopening. Communicating these policies will be critically important for establishing a climate of awareness and compliance with any new requirements. Policies for consideration might include—

- Protocols for a phased re-introduction of employees based on essential roles for the re-opening of the district.
- Clear procedures for if and how to screen employees and students in a way that will comply with CDC guidelines. Procedures should be repeatedly and clearly communicated so everyone understands them, and the public is confident in them before students and staff return to school either in a face-to-face or remote mode.

- Restrictions on access by the general public and other visitors, such as vendors and contractors, to school buildings, students, and staff.
- Hiring and training temporary employees in the event some full-time employees become unavailable.
- Guidelines for the prevention of virus transfer, including clearly defined communications and escalation protocols outlining the management and decision-making processes and including the participation of local, regional, and state health organizations, as well as other emergency services in the case of a potential COVID-19 emergency or further outbreak.

Communications, Messaging, and Change Management

Districts should have a thoughtful communication plan that anticipates questions, anxieties, and concerns and uses a wide range of channels and materials to prepare employees, students, parents, and visitors for the reopening of schools. The plan should stress that the district will not be the same and that the changes made follow CDC and other government guidelines and are intended to keep employees, students, parents, and visitors safe and healthy. Recommended communications might include the following components—

- Communicating frequently on how the district is following CDC and state coronavirus guidelines and how the measures taken are designed to keep everyone safe and healthy.
- Encouraging employees, students, and parents to participate in and comply with new procedures and practices.
- Providing training and materials so employees are introduced to any new roles and responsibilities.
- Identifying various target audiences, e.g., employees, students, parents, and visitors, and the key or tailored messages that are needed.
- Using a wide range of communication channels and materials, e.g., email, text messages, video, posters, digital displays, door-to-door, and others to ensure that staff, parents, and the public understand changes and the reasons behind them.
- Providing instructions on how to prepare for new building entrance protocols and what to expect when returning employees, students, parents and visitors arrive.
- Changes to classroom and work environments, including offices, classrooms, common areas, buses, and work area reconfigurations, etc.

An important part of successfully communicating will involve addressing the concerns of employees, students, and parents about their personal health and the health of those they care about. To help mitigate these concerns, district leadership should understand how the pandemic has affected the personal experiences that employees, students, and parents have had with the virus. It is important that employees, students, and parents know that their district cares about them, and will sustain its commitment to their wellbeing after students and staff return to schools.

Finally, employees, students, and parents will need to understand what the district will be like upon their return. Some may expect nothing to have changed, while others will assume everything will be different. Preparing and reminding them that the changes will help keep them safe will ease anxieties.

Job descriptions and roles may also need to be revisited, as schools will be generally short-handed to address the challenges they will face. Flexibility, teamwork, and goodwill will be required to handle the many unforeseen issues that are likely to arise.

Recommended practices include—

- Informing employees, students, and parents as plans are developed and implemented.
- Building the public and school-based staff into the planning process as much as possible.
- Repeating messages through a variety of media channels to reinforce the changes that have been adopted, why they have been adopted, and providing signage that communicates key messages in high traffic areas such as main entrances, restroom facilities, cafeterias, and common areas once school buildings reopen.

Pandemic Recovery Plans

Districts should utilize the expertise of their emergency management personnel, local health officials, and other key staff to create a Pandemic Response and Recovery Plan that includes—

- Escalation protocols, based on the National Incident Management and Incident Command System² guidelines and best practices, including management and decision-making processes for responding to and recovering from the COVID-19 emergency.
- What/if scenarios around the resurgence of the pandemic with possible responses and the staffing, funding, and resources required to address the variables involved in each of them.
- Use of a wide range of media channels to disseminate information to employees, students, parents, and the general public in the event of a COVID-19 reoccurrence and the procedures to mitigate a potential resurgence of the disease in the district.

² The National Incident Management (NIMS) and Incident Command Systems are standardized approaches to the command, control, and coordination of emergency responses, providing a common hierarchy within which responders from multiple agencies can be effective.

Opening Facilities, Offices, and Classrooms³

Worker Safety

Anyone preparing district buildings and offices should follow all existing policies, procedures, risk assessments, and applicable safety practices, including—

- Wearing and training in wearing appropriate single or multiple use PPE, e.g., uniforms, masks, gloves, and eye protection.
- Training in the disinfection, removal, and disposal of single use equipment.
- Requirements for social distancing, the wearing of masks, and hand washing.⁴

Workplan

Districts should develop a detailed COVID-19 workplan with strategies, tactics, checks, tasks, and assignments to combat and minimize the risks associated with the introduction and spread of COVID-19. Areas or issues to consider include—

- Placing of hand sanitizers or other checks at building and classroom entrances.
- Modifying work shifts of custodial services personnel to provide rapid-response disinfecting and ensure sinks and bathrooms are fully stocked with soap and paper towels during the daytime.
- Maintaining standards for routine and advanced cleaning and disinfecting of buildings, including all offices, classrooms, cafeterias, and other common areas.
- Routine disinfecting and cleaning of high-touch spaces and surfaces.
- Placing signage in common areas of office buildings, such as hand-washing signs in restrooms that promote safety through basic infection-prevention measures.
- Providing adequate stocks of towels and disposable tissues to clean desk and work surfaces, no-touch trash cans, hand soap, alcohol-based hand sanitizers, and surface disinfectant wipes in restrooms, cafeterias, and other common areas.
- Scheduling and coordinating any ongoing or planned capital programs, and on-going maintenance projects.
- Planning for the possible reconfiguration of secondary schools into facilities that could accommodate younger children.
- Developing or adopting indicators of facility cleanliness or safety by which the public can be assured that buildings are free of the virus to the extent possible. Consider establishing a local task force with health officials to certify building safety prior to reopening.

3 Subsequent version of this document may take up issues around the redesign of school buildings and instructional space to accommodate newly reformed school systems and their missions.

4 A district of about 215,000 students estimates that it would cost about \$8.8 million every 30 days to provide masks to all students and staff.

Systems Checks

The Great City Schools, which have been financially squeezed for a long time, have had to make decisions that ultimately reduced their ability to sustain comprehensive, preventive maintenance programs. Consequently, as funds continue to be in short supply, districts have been forced to make fewer repairs, which has accelerated the deterioration and premature failure of some buildings and component systems.

Regardless of the current state of buildings and their component systems, building engineers and inspectors should certify that all existing equipment, mechanical systems, water systems, and life and safety support services have been inspected and critical components of those systems have been repaired or replaced to mitigate the possible spread of the virus. Factors that should be considered in certifying systems-readiness include--

- Replacement of air filters following manufacturers' recommendations and proper PPE and safety procedures for the handling and disposal of filters through which the virus might travel.
- Activation and testing of plumbing, drain flow, toilet flushing, etc.
- Review of building water management plans and, working with water treatment services providers, ensuring that chemical levels are within defined ranges.
- Verification that all mechanical systems are operating properly.

District facilities should be declared ready for occupancy only after the Chief Operating Officer and other relevant health officials have confirmed that all required remediations and repairs to equipment and systems, offices, classrooms, and common areas have been completed and inspected to ensure their health and safety.

Cleaning, Disinfecting, and Environmental Management

Districts will need to define what they consider to be a successful program to clean and disinfect their facilities and make this public, since there is no single all-inclusive method for cleaning and disinfecting. There are, however, basic guidelines districts should follow in preparing for the disinfecting and cleaning of buildings, offices, classrooms, cafeterias, and other common areas. These include—

- Reviewing inventories of cleaning chemicals, materials, and consumables to ensure inventory levels are aligned with forecasted building needs and CDC recommendations.
- Providing a checklist for the safe use of all chemicals to verify that instructions for their use are being followed.
- Ensuring cleaning equipment and tools are in working condition.
- Providing training—in person, through videos, and online—on general cleaning, proper disinfecting guidelines, and site-specific protocols for custodial employees.
- Identifying common areas that require thorough cleaning due to heavy usage, such as gyms/locker rooms, cafeterias, restrooms, etc.
- Providing time, if this has not already been done, for students to come into school to clean out their lockers, and have custodial staff do their normal end-of-year locker cleanout, cleaning, and disinfecting prior to school reopening. Following reopening, the custodial and housekeeping staff should clean and disinfect lockers as they would all other high-touch points. Staff would not otherwise have access to student lockers for interior cleaning and disinfecting since they would be locked, but they might need to be opened, cleaned, and disinfected if there have been confirmed cases of COVID-19 among students or employees.
- Ensuring employees are following health and safety requirements, including hand hygiene and washing hands thoroughly.

- Treating all surfaces using disinfectants from government approved or authorized lists, e.g. EPA's List-N and ensuring all chemical dwell times are adhered to.

In terms of Environment Management, there are three cleaning and disinfecting procedures to augment current practices for cleaning and disinfecting school facilities. (Detailed Standard Operational Procedures, based on CDC guidelines, are presented in [Appendix A.](#))

- **Daytime Specialized or Enhanced Cleaning** similar to what is normally done overnight with enhanced cleaning and disinfecting of surfaces that are soiled, and disinfecting other surfaces that are high touch points such as tables, desks, chairs, countertops, windowsills, cabinet handles and doorknobs, light switches, and telephones. The district should work in partnership with school staff and aides to develop regular procedures for the cleaning and disinfecting of classroom electronics, such as tablets, touch screens, keyboards, controls, books, and equipment. The cleaning and disinfecting of drinking fountains, handrails, cafeterias, and bathrooms should be done daily to ensure restrooms are stocked with soap and paper towels, and that sanitizer stations are replenished.
- **Deep Cleaning**, which is recommended by CDC for use in buildings, offices, classrooms, cafeterias, and other common areas that have been unoccupied for more than seven days. The cleaning procedures include--
 - Use of recommended PPE and district-approved electrostatic sprayers, foggers, sponges, applicators, mop heads and buckets, measured spray bottles, and trash liners, etc.
 - Use of the EPA's registered list of approved disinfectants or diluted household bleach or 70 percent or more alcohol solutions for what is considered normal routine cleaning.
 - Disinfecting uncluttered flat surfaces; soft or porous materials or items such as carpeted floors, rugs, drapes, and seating; objects normally touched in buildings, offices, and classrooms such as desks, tables, phones, keyboards, touchscreens, toilets; high traffic areas such as front offices, gyms, locker rooms, lunchrooms, and multi-purpose rooms; and outdoor areas such as playgrounds.
 - Sweeping, vacuuming, or mopping all floors; emptying all trash receptacles; and disposing of any trash, used items, or equipment.
- **Confidence cleaning** procedures, developed in conjunction with the CDC's "Reopening Guidance" for cleaning and disinfecting of school buildings and rooms after a suspected or confirmed case of COVID-19 has been detected and removed under the direction of the health department and supervision of the district's health services, which include—
 - Opening windows to increase outside air flow for at least one and up to 24 hours; using equipment such as PPE face covering (masks), gowns, gloves, etc.; using spray bottles or electronic sprayers; using HEPA vacuums, if available; and using cleaning cloths.
 - Disinfecting hard, horizontal, and frequently touched surfaces such as tables, desks, chairs, handrails, equipment, and door handles in buildings and rooms with a CDC-approved product rated for SARS-CoV-2, Rhinovirus or Human Coronavirus.
 - Appropriate removal of PPEs and disposal of waste.

Restarting Transportation Services

Essentials for Restarting

Member districts in the Council of the Great City Schools transport millions of children to and from school every day. Each member district will need to focus on several essentials for the reopening of schools. Under “normal” circumstances, the logistical details for school bus transportation involves Herculean efforts. Pandemic and post-pandemic transportation will be even *more* challenging. As such, it is recommended that member districts focus on the following essential areas in the reopening of schools—

- Logistics for social distancing on school buses.
- Cleaning and disinfecting buses.
- Employee safety and contract issues.

Logistics for Social Distancing

In preparing for the reopening of schools, district superintendents should include transportation directors in discussions with senior leadership so there is a full understanding of the costs and viability of delivering services. Considerations should include—

- The financial costs and logistical issues that could result if a six-foot social distance is required for bus ridership. Costs and logistical issues might include—
 - Staggered scheduling (e.g., alternating days, alternating times of days, extended hours, longer school day and/or week, year-round schooling, cohort scheduling, and the like) of students for face-to-face instruction in a way that maintains social distancing.⁵
 - Acquisition and servicing of additional buses.⁶
 - Labor and PPE equipment costs for additional drivers and mechanics, as well as the possible use of additional monitors and aides on buses who would be responsible for conducting wellness checks, supervising the loading of students at the bus stops, and tracking students if a positive test is discovered on a bus.
 - Additional fuel costs associated with higher numbers of bus runs, and the additional costs of maintaining and repairing buses because of added wear and tear.

5 Subsequent versions of this report will include additional details and models for estimating transportation costs and logistics.

6 Social distancing of 6 feet, when applied to a school bus, results in a 77-seat capacity bus effectively reduced to a 13-passenger bus—an 83 percent reduction. Identifying siblings who could rise together might increase the number of riders per bus.

- The cost of the additional lead time necessary for the transportation department to configure or reconfigure bus runs and routes to transport the estimated numbers of students to where they need to be—and when—for the various instructional delivery models under consideration, e.g., traditional, double sessions, staggered schedules, hybrid schedules, alternate instructional days (with or without Saturday), etc. ⁷
- The logistical challenge of ensuring social distancing while meeting programmatic requirements to transport special needs students to facilities to receive appropriate educational services identified in their IEP in the shortest distance and lowest riding time. Also, the challenge of attending to modifications to students' IEPs.
- The increased route times and costs that may result if unemployment causes an increase in the use of contracted services to meet general education and specialized services, such as the McKinney–Vento Homeless Assistance Act and foster care transportation.
- The potential use of a tag system to track who is on a bus for any given run.

Cleaning and Disinfecting Buses

In addition to students who may be carrying COVID-19 when they board a bus, high-touch areas such as seat backs, handrails, stability poles and bars, windows, and window ledges can also contribute to the spread of the virus. Cleaning and disinfecting these areas are vitally important to mitigating the spread of the disease. The general guidelines that should be followed in preparing for the cleaning and disinfecting of the bus fleet include—

- Maintaining an inventory of personal protective equipment (PPE), government approved cleaning and disinfecting chemicals with instructions on their safe use, and materials such as microfiber towels and consumables to ensure supply levels will be adequate to meet anticipated needs.
- Acquiring, within budgetary limits, measuring systems (such as microbial solutions), cleaning equipment (backpack or canister vacuums, “spray-and-vac,” and “dispense-and-vac” cleaning systems), and, in the event there would be a new outbreak of the coronavirus, an “activated” cleaning system. These systems will require regular inspections and maintenance to ensure they are in working order when “activated.”
- Providing training—in person, through videos, and online—to personnel who will be responsible for the preparation and application of disinfectants, conducting high-touch audits, the correct and safe use of cleaning systems (including activated cleaning, if required), the two-step process of cleaning and disinfecting floors and vehicles, and properly disinfecting areas that are high-touch and become contaminated throughout the day.
- Designing a detailed work plan with modified work shifts that cover the frequency and service levels needed to ensure appropriate cleaning and disinfecting of buses. A checklist of specific cleaning tasks and timelines to be performed for pre-trips, between-trips, post-trips, and for regular, interval, and post-positive testing to ensure the safety of students and staff will be needed.
- Ensuring all staff practice hand hygiene and follow health and safety requirements for the use and disposal of PPE.
- Attending to the bus cleaning standards of CDC, OSHA, and EPA and any differences among them.

⁷ Each instructional delivery model will affect numbers of drivers, routes, cleaning costs, fuel costs, and bell schedules.

Employee Safety and Contract Issues

Anyone entering onto bus compounds and facilities or who are involved in any aspect of student transportation should follow all applicable safety requirements and practices, including—

- The wearing of appropriate single or multiple use PPE (e.g., uniforms, masks, gloves, and eye protection) and the disinfecting, removal, or disposal of single use equipment.
- Hand washing and social distancing in the bus yards, maintenance garages, employee break areas, and at timeclocks and any other locations where employees congregate.
- An employee wellness screening procedure to test and identify employees who may have been exposed to or show symptoms of the coronavirus, and a return-to-work or duty process (including labor contract modifications if required) for those who need to be quarantined.
- Procedures that protect road supervisors, maintenance and repair staff, drivers, monitors, and students when maintenance is required to bring a bus back into service following a breakdown.
- Revamped in-house, behind-the-wheel training and retraining programs and online learning systems to ensure compliance with the district's applicable employee safety requirements and practices.
- Required language in current and future contracts with private, outside service providers to ensure they comply with all requirements for social distancing, the cleaning and disinfecting of buses and all other vehicles transporting students, and the safety of their own employees, including a schedule of liquidated damages for any non-compliance with these requirements.

Planning for the reopening should also include a plan developed in conjunction with the human resources department on the aggressive recruitment and training of school bus drivers.

Securing District Properties

District security leadership should be included on all major teams working on programming, health, food service, transportation, and social distancing, but security staff should not be used to enforce social distancing or the wearing of masks, etc. In general, the pandemic should be viewed as a health issue, not a security or policing issue.

Entrances

Districts should utilize the expertise of their safety, security, and emergency management personnel and district and local health officials to develop a work plan that addresses the unique and variable conditions caused by COVID-19 that might impact the health and safety of all those who are on school properties.

The work plan should specify guidelines and recommendations that—

- Reduce the number of entrances used in each building and identify who is responsible for directing the ingress and egress of staff, students, parents, and visitors at those entrances, while maintaining code compliance.
- Establish a verification process in cooperation with local health offices and aligned with CDC guidelines that includes the equipment and resources to be used and who is responsible for each step in the process of testing all those entering district buildings during regular hours and off-hours.
- Define the role district safety and security personnel have in the physical assessment and monitoring of individuals entering school properties, including auditoriums, gymnasiums, stadiums, athletic fields, and parking lots that attract large numbers of people.⁸

Front Offices and Reception Areas

- Training front office employees on safe interactions with visitors.
- Installing glass, acrylic, or plastic screens between office staff and visitors, and removing, restricting, or reserving the use of furniture in front offices for people waiting for appointments or assistance to ensure appropriate social distancing.
- Disabling or removing kiosks and touchscreens.
- Using disposable sticker security tags for visitor recognition and identification.

⁸ The Council's recommendations for managing the unique and variable effects of COVID-19 on districts' safety, security and emergency management are outlined in [Appendix B](#).

Buildings, Offices, Classrooms, and Social Distancing

It is important that state and local safety codes, building codes, and applicable security requirements are not compromised to achieve social distancing. Solutions may differ based on the number of buildings, offices, and classrooms that will be needed when the districts reopen. There are, however, a range of social distancing measures that include—

- Calculating maximum capacity and monitoring space density use for each floor, office, and classroom.
- Increasing space between desks or adding desks to spaces normally used for group activities.
- Designating, marking, and signposting acceptable space capacities for each floor, office, and classroom.
- Posting signage for social distancing on floors and the direction, and possibly one-way foot-traffic, in main corridors, stairs, and entries.
- Restricting or reducing the number of large group activities to ensure appropriate social distancing.

Lobbies and Common Areas

Districts should consider guidelines and recommendations that promote safety and guide employees, students, and visitors through common areas in buildings beyond offices and classrooms. These steps might include—

- Hand sanitizers in all building common areas.
- Developing new rules for common areas.
- Signage or floor markings to direct foot traffic (particularly if designating the direction of foot traffic) and ensure safe social distancing.
- Clearly posting signage with rules for cafeteria services.
- Consider acrylic dividers between cafeteria service providers and users.
- Offering pre-packaged foods only—temporarily.
- Reducing self-service access to foods.
- Rearranging cafeteria furniture to promote social distancing.
- Reviewing, adjusting, and enhancing cleaning guidelines for paths of travel and high touch areas.
- Consider not issuing lockers since they tend to be gathering points for students that will challenge social distancing requirements, particularly when lockers are stacked on top of one another.

Elevators and Stairways

Elevators and stairways are challenging areas to establish social distancing. Methods for managing the use of elevators and stairways might include the following—

- Temporarily closing elevators.
- Deploying monitors to manage flow and discourage over-crowding of stairways.
- Posting signs displaying healthy use of stairways, including how to use and maintain safe distances for those on the stairways.
- Reviewing and updating cleaning processes to ensure on-going cleaning of high touch surfaces like stairway dividers and railings.

Shipping and Receiving Areas

Districts should review and revise current processes for inbound and outbound deliveries (parcels, mail, food deliveries, etc.) that align to COVID-19 safety precautions. These processes might include—

- Routing instructions to avoid deliveries through employee or main entrances to minimize interaction with employees and students.
- Separating shipping and receiving offices, classrooms, and common areas.
- Training personnel handling mail, parcels, and other deliveries in the use and proper disposal of PPE, masks, and gloves.
- Sanitizing the exterior of packing and, if appropriate, removing items from and appropriately discarding boxes.
- Continuing use of security personnel at food distribution sites.

Appendix A

Standard Operating Procedures (SOP) for Facilities

STANDARD OPERATING PROCEDURES (SOP) FOR FACILITIES

This SOP is based on guidelines from the Centers for Disease Control (CDC) and describes how to disinfect the environment to help prevent the spread of COVID-19.

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

Ensure every relevant staff member is trained, informed, and instructed on the outcomes of your risk assessment and how to undertake the work activity safely (i.e., through the implementation of this standard operating procedure).

Where any Health and Safety concerns are highlighted, they must be reported to the central facilities office.

In the event a Health and Safety concern is identified, the task at hand must not commence, or must be halted if already in progress. Facilities management must ensure the task can be carried out safely before it commences (or re-starts).

Ensure three checks for safety have been performed before the task commences:

- Do I know how to do the job?
- Do I have the right equipment?
- Is my environment safe?

What are the basic procedures and steps for cleaning the facility?

- Wash your hands with soap and water for at least 20 seconds and dry them thoroughly using a disposable paper towel if available.
- Put on personal protective equipment.
- Where possible, ventilate the area.
- Check that all equipment and materials are safe to use before starting the task.
- Visually inspect the work area and using the “step back” process, check to ensure that the area is safe.
- If there is a hazard and you are not able to find a solution, you **must** inform your immediate supervisor before proceeding.
- Set up hazard warning signs so they can be clearly seen by all.

Use the following—

Personal protective equipment (PPE)

- Non-latex moisture impervious gloves (preferably disposable)

Disinfectant (as specified in COVID 19 Chemical, Equipment, and PPE List for your region)

- Solution diluted according to manufacturer's instructions (preferably in a bucket, but if not available use a spray bottle)

Cloths or wipes

- Color-coded cloths to avoid cross contamination (preferably disposable)
- Pre-moistened disinfectant wipes (if available)

Bucket

- Color coded to avoid cross contamination

Standard procedures for disinfecting—

1. Clean carefully and conscientiously—by understanding and thinking about the importance of cleaning correctly, we will do the best job we can.
2. Read the manufacturer's instructions, so you know the contact time and dilution required for the disinfectant to be effective and whether there are any materials you must not use it on.
3. Take a cloth and fold it into four.
4. Dip cloth into disinfectant solution and wring out thoroughly. (If you must use a spray bottle, avoid creating splashes).
5. Wipe surface using smooth, overlapping strokes, allowing disinfectant solution correct contact time.
6. Re-fold cloth regularly.
7. As necessary, rinse cloth and re-charge with disinfectant solution and wring out.
8. Clean systematically and methodically:
 - Top to bottom
 - Clean to dirty
 - Space to space
9. To damp wipe flat surfaces, clean corners and edges first, using even strokes to cover the entire area. Clean all horizontal and vertical surfaces to hand height, especially frequently touched points including:

– Light switches / pulls	– Telephones
– Door handles	– Keyboards (as appropriate)
– Door plates	– TV remotes
– Lift (elevator) controls	– Dispensers
– Tables	– Taps
– Desks	– Shower fixtures
– Cabinets	– Shower curtains / screen
– Chairs	– Toilet flush handles
– Wall mouldings	– Toilet seats
– Window sills	– Bathroom handrails

10. Renew your disinfectant every 20 minutes or when the solution becomes dirty (if sooner).
11. When your cloth becomes heavily soiled, change it.
12. When task is complete, dispose of remaining disinfectant. Clean and disinfect bucket or spray bottle.
13. Remove and clean hazard warning signs.
14. If using disposable cloths, dispose of as waste. (If using microfibre cloths, remove to be laundered).
15. Remove disposable gloves and deposit as waste (if using re-usable gloves, wash thoroughly with soap and water, spray with disinfectant and allow to dry).
16. Wash hands thoroughly with soap and water for at least 20 seconds and dry thoroughly using a disposable paper towel if available.

Appendix B

Safety & Security Operational Recommendations

The purpose is to develop a generic set of recommended “best practices,” focusing on operational requirements related to the safety and security of the facility and personnel. All procedures should be vetted through CDC and/or local public health entities prior to implementation.

Operations (Physical Environment)

Physical Environment includes but is not limited to the following:

- Academic facilities (schools) - including shared campuses
- Administration Buildings
- Operational Support Buildings - facilities, food services, safety and security
- Athletic fields and practice facilities

Access Control Guidelines

Security staff should work with district leadership to develop plans, guidelines, and mandates that specify how students and staff will enter and exit the building each day. Areas of importance include:

- Staff points of entry with verification processes in place where employees are cleared for work
- Student single points of entry that support temperature checks, thermal scanners, or safety checks, etc. (Most districts will use health staff rather than security staff to conduct any required temperature checks.)
- Development of procedures to specify who is responsible for each service
- Definition of the role security have in social distancing enforcement at schools
- Review of electronic thermal detection resources for both short-term and long-term use
- Defining visitor management procedures and limiting access to school buildings
- Developing a quarantine location within each school/building for individuals that become ill or are detected to have a fever
- Developing access guidelines for those coming to pick up individuals that may be ill

- Identify areas where plexiglass might be used to create a barrier between individuals:
 - Main office
 - Health clinics
 - Registrar’s office
 - Counseling offices
 - Student desks

Safety and security should develop plans on how to monitor social distancing requirements outside of a facility, prioritizing the following:

- Hourly checks of playgrounds, parking lots, fields, athletic areas, etc.
- Conduct a physical security assessment of each facility prior to opening and mitigate/close any areas that may attract large groups of people.
- Do not allow lingering or lengthy socializing after school/between periods. Keep students moving.
- Manage ingress and egress with specific traffic control patterns and high visibility.

Processing Considerations

District safety and security authorities that have a responsibility for detaining, transporting, or processing individuals should consider the following guidelines in developing modified procedures:

- Ability to cite and release individuals for low level offenses
- PPE for security individuals engaged in the detaining/processing of individuals (mask, gloves, sanitizer, disposable coveralls, etc.)
- Partner with local jurisdictions to conduct processing in one central location to minimize frequency of transport.
- Procedures for disinfecting patrol cars after each transport
- Procedures for disinfecting spaces that are utilized for processing

Safety and Security Daily Operations

Safety and security departments should consider the following in developing operational plans that address physical environment concerns:

- Minimize law enforcement staff from gathering in one location for on/off shift requirements.
- Conduct virtual briefings and minimize department staff from gathering in one location during or in between shifts.
- Individual assigned computers with PPE available for cleaning
- Individual assigned patrol cars (if possible), or disinfectant plan after each use
- Six-foot clearances in dispatch centers with disinfectant procedures established after each shift or personnel rotation
- Inventories of supplies needed to disinfect vehicles and spaces after use

Emergency Management

Safety and security should consult with the Office of Emergency Management for their district and consider the following when developing modified procedures:

- Identify with a cross-functional district leadership team the state and district requirements and procedures for emergency drills (e.g., fire, storm, earthquake, or active shooter situations) and determine if there will be any changes due to COVID 19 social distancing requirements. Ensure that accommodations are specified for students with disabilities.
- Develop lockdown/shelter in place procedures that support social distancing requirements of six feet or more.
- Develop evacuation procedures that support social distancing requirements of at least feet.
- Test your plan and identify any gaps/barriers in new procedures.
- Communicate changes to the emergency procedures and continue to monitor federal and state guidelines related to emergency drills in schools.

Appendix C

Working Groups

Facilities Working Group

Co-Chairs:

Alex Belanger, Assistant Superintendent of Facilities Management and Planning for the Fresno Unified School District. He is responsible for overseeing 3,862 Classrooms located at 99 schools with 12 non-instructional sites totaling, 8.26 M square feet on 1,277.66 acres. Mr. Belanger has over 26 years of experience in general contracting and recovery of major construction projects, public and commercial maintenance and operations services, construction management and public and private design/sustainability program management.

Clint Herbic, Associate Superintendent of Operational Services for the Pinellas County Schools. Mr. Herbic oversees the operation of the district's Safety & Security (Area Maintenance Supervisors), Building Operations, Schools Police, Food Services, Transportation, Warehousing, Office of the School Board Architect, Utility Management, Maintenance, and Environmental & Quality Improvement Services, Pest Control, and Turf Maintenance in the eighth largest district in the state and the 28th largest district in the nation).

Members:

- John Dufay, Executive Director, Maintenance & Operations, Albuquerque Public Schools
- Darin Hargraves, Senior Director of Maintenance and Operations, Anchorage School District
- Tim Bacon, Director, Maintenance and Operations, Aurora Public Schools
- Sam Bays, Director of Physical Plant Operations, Broward County Schools
- Clarence Carson, Chief of Facilities, Chicago Public Schools
- Trena Marshal, Executive Director, Facility Management, Denver Public Schools
- Jason Duke, Executive Director of Operations, Fresno Unified School District
- Jane Banks, Fresno Unified School District
- John Shea, Chief Executive Officer, Division of School Facilities, New York City Department of Education
- John Hensley, Director of Physical Plant Operations, San Diego Unified School District

Transportation Working Group

Chair:

James Beekman, General Management of Transportation, Hillsborough County Public Schools. He is responsible transporting over 90,000 students daily on 837 routes that cover an annual total of 17 million miles. In addition to yellow bus, Mr. Beekman is also responsible for maintaining over 600 vehicles in the district's white fleet, which is used by a variety of departments in the District. He is President of the Florida Association of Public Transportation and has been recognized by School Bus Fleet Magazine as the national 2014 Administrator of the Year.

Members:

- Royce Bins, Executive Director of Transportation, Albuquerque Public Schools
- Kris Hafezizadeh, Executive Director of Transportation and Vehicles Services, Austin Independent School District
- Steven McElroy, Executive Director of Business and Operations, Columbus City Schools
- Reginald Reuben, Director of Transportation, Fresno Unified School District
- Nicole Portee, Executive Director of Operations Systems Support Services, Guilford County Schools
- David Palmer, Deputy Director of Transportation (Retired), Los Angeles Unified School District
- Orlando Alonso, Transportation Director, Miami-Dade County Public Schools
- William Wen, Senior Director of Transportation, Orange County Public Schools
- Megan Patton, Director of Pupil Transportation, Pittsburgh Public Schools
- Shane Searchwell, Director of Transportation Services, School District of Palm Beach County
- Nathan Graf, San Antonio Independent School District

Safety, Security, and Emergency Management Working Group

Co-Chairs:

Jason Matlock, Director of Emergency Management, Safety and Security, Minneapolis Public Schools. He is responsible for supervising 600 staff and over 70 sites in all aspects of prevention, mitigation, response and recovery while maintaining a focus on equity and support of a safe and welcoming school climate. Mr. Matlock has over twenty years of experience in law enforcement and school safety with multiple certifications in emergency management, change management, non-violent crisis intervention, threat assessment, and thousands of hours assessing and training staff in various aspects of school safety.

Michael Eaton, Chief of School Security for the Denver Public Schools. He is responsible for overseeing approximately 145 staff that provide 24/7 safety and security services to the district, which includes the Department of Safety leadership, armed patrol staff, campus-based safety officers, 24/7 communications dispatch center, fingerprinting and badging, emergency preparedness, crossing guards, and investigations. Mr. Eaton is also responsible for the planning, coordination and implementation of all access control, video surveillance and other security related infrastructure throughout the district. He is the President of the Colorado Association of School Safety and Law Enforcement Officials.

Members:

- Brian Katz, Chief of Safety, Security and Emergency Preparedness, Broward County Public Schools
- Lester Fultz, Chief of Safety and Security (Retired), Cleveland Metropolitan School District
- Tina Ingram, Executive Director of Safety and Security, Durham County Public Schools
- Jenine Stevenson, Emergency Management Specialist, Durham County Public Schools
- Armand Chavez, Emergency Planning Crisis Response Manager, Fresno Unified School District
- Kevin Bethel, Special Advisor on School Safety, School District of Philadelphia
- Laura Olson, Director of Security and Emergency Management, St. Paul Public Schools

Coordinator:

Robert Carlson, Director of Management Services, Council of the Great City Schools



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