



## Resource Guide for Reopening Schools

NYSUT locals have an important role to play in ensuring our schools are safe places for our members and students. That’s why all local unions should insist on participating in the development of their district’s reopening plan.

We recognize there are a lot of moving pieces. This resource guide for local presidents and NYSUT labor relations specialists contains key questions to consider and other health and safety information that will help those developing plans to reopen schools. We do not prescribe specific policy since every situation is unique and many local factors must be considered. Please note: [The science and policies on this issue continue to evolve, so check back to the online version for updates.](#)

Finally, if you have any questions or would like additional information, please contact your NYSUT Regional Office.

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# Reopening your school? Three steps to be ready

Whether a local union is working in partnership with its district to jointly create a plan to reopen schools or reviewing and responding to a district proposal, this guide will provide local unions the tools they need to advocate for reasonably safe and healthy working conditions. If, at any time, you need assistance with this guidance or clarification of any points noted below, contact your NYSUT Regional Office.

## STEP ONE: Work through your Health and Safety Committee

### 1. Make sure your district's Health and Safety Committee is activated.

If there is no functioning Health and Safety Committee, contact your school administration to start one. Under the state's Rebuild Schools to Uphold Education (RESCUE) Law of 1998, Health and Safety Committees are required in all school districts. The Commissioner's Regulation 8 NYCRR 155 as mandated by the RESCUE Law covers the specifics related to these committees in Section 155.4 Uniform Code of Public School Building Inspections, Safety Rating and Monitoring. See the Regulation here: [Part 155.4](#)

***Under state law, all public school districts must establish a Health and Safety Committee, with union representation required.***

You will need to request from your school, in writing, the names of the committee members and the date of their next meeting. These committees must include representation from district officials as well as representatives from staff and teacher unions. All plans for reopening should be discussed collectively at this committee.

### 2. Identify the COVID-19 response advocates

The advocate(s) should participate in the Health and Safety Committee. Their roles are crucial to ensure that any policies and/or procedures agreed upon by the Health and Safety Committee are implemented and function as designed.

### 3. Create a labor-only health and safety work group:

As plans for the district- or building-level Health and Safety Committee meeting take shape, all labor partners should work together to schedule a separate meeting to discuss issues and prepare. It is important to prepare for any district Health and Safety Committee as you would for bargaining. A labor-only committee will allow you to research, prepare and ensure that you and your labor brothers and sisters are on the same page before you engage management at the decision-making table. A united approach to health and safety is optimal. This work group can and should also include representatives from other unions.

## STEP TWO: Assess health and safety; conduct a risk assessment

First, request and review the following documents from your school.

1. [Hazard Communication Plan](#)
2. [Exposure Control Plan](#)

Next, with the participation of the Health and Safety Committee, your school should begin creating a framework for protecting the school community. This begins by conducting a risk assessment and ends with an Infectious Disease Preparedness and Response Plan.

***It is important to be sure to protect the most vulnerable. Risk Level = Probability of exposure to COVID-19 + the severity of the consequences if exposed.***

Employers must identify where and how staff could be exposed to COVID-19 in the workplace. This is guidance from the Centers for Disease Control and is best practice when creating any health and safety programs.

One of the root causes of workplace injuries, illnesses and incidents is failing to identify hazards that are present, or could be anticipated. A critical element of any effective health and safety program is a proactive, ongoing process to identify and assess such hazards.

A crucial part of this process is called a [workplace hazard assessment or risk assessment](#). Currently, we are advocating for schools to begin this process now in order to assess the workplace and identify potential hazards related to COVID-19. Once the school is assessed, the administration must use [appropriate combinations of controls](#) to limit the spread of COVID-19. Controls may include workplace administrative practices, engineering controls such as plastic barriers or personal protective equipment (PPE). It is important to be sure to protect the most vulnerable. To understand who these people are, keep in mind the following: Risk Level = Probability of exposure to COVID-19 + the severity of the consequences if exposed.

Clearly, all effective health and safety programs are created with input from labor partners and this includes the necessary risk assessment. We can ensure participation by organizing the Health and Safety Committees and making sure they are given information to review and discuss. Questions and concerns from the membership must be brought to this table for evaluation and input.

In addition to establishing the Health and Safety Committee, local leaders also should make sure that their school has connected with its local department of health. [Find Yours Here](#)

Below we share possible questions to consider, as well as some answers to help guide the school's Health and Safety Committee's work to protect the school community. This information will also help guide a risk assessment. Each concern raised below is related to a possible exposure to COVID-19 and each response alludes to the type of control that the school should consider. Once all concerns and possible points of exposure are identified, discussed and controlled, the school is on its way to creating an Infectious Disease Preparedness and Response Plan. This document will be the basis for district reopening plans.

See more information here from OSHA. [Guidance on Preparing Workplaces for COVID-19](#)

## STEP THREE: Create your school's reopening plan

In order to protect students, parents and staff from COVID-19 your plan should:

1. Establish policies and practices for social distancing.
2. Provide employees and students with what they need to clean their hands and cover their coughs and sneezes and protect themselves and others from the spread of bacteria.
3. Enhance cleaning practices.
4. Examine and ensure indoor environmental quality.
5. Plan for isolating symptomatic staff, students or member(s) of the public.
6. Plan for a confirmed case of COVID-19 in school community.
7. Report, record, train and enforce.
8. Reduce and prevent psychological risks and promote mental health well-being.

Each school district and local union is different. That is why this manual does not make explicit recommendations for your plan. Instead, we share elements a plan should address, broken down by sections. Each topic will also include a box with some examples of things a local should consider when creating its plan. These examples are in no way a complete set of considerations but should be used to guide a local's own unique set of questions. Special considerations for specific job titles can be found at the end of this guide.

### 1. ESTABLISH POLICIES AND PRACTICES FOR SOCIAL DISTANCING

If social distancing is still a mitigation effort required by the state Department of Health, then schools must abide by this rule. Workspaces may need to be altered to help staff maintain social distancing. A best practice is a defined workspace when possible. This space consists of the area six feet around a worker's post, including every item within this six-foot space. This space is not to be shared. If staff need to share items, they must be included in the disinfection routine. For students, the use of shared items should also be limited when possible or cleaned between uses, per [CDC guidance](#).

#### Some questions about social distancing to consider in your plan:

- Will entrance to the building be controlled? Will there be only one access to enter? Who will be allowed into the building? Who will monitor entry?
- How will students enter the building and lockers?
- How will classroom seating be configured? Will students change rooms or will staff?
- Will cafeterias, gyms and other common areas be open?
- How will rules for social distancing policy and procedures be communicated to the school community? Who is responsible for enforcing the rules? Will staff be trained on these policies and procedures?
- Will there be aids for people to be aware of social distancing like tape on floors by workstations, control of entry and exit into rooms and changes in the setup of seating in waiting areas?
- In places where students transfer from room to room, will there be an escort to ensure they remain six feet apart? (When going to the principal's office, the nurse's office or the counselor's office, for example.)
- Where will staff eat and take breaks?

## 2. PROVIDE EMPLOYEES AND STUDENTS WITH WHAT THEY NEED TO CLEAN THEIR HANDS, COVER THEIR COUGHS AND SNEEZES AND PROTECT THEMSELVES AND OTHERS FROM THE SPREAD OF BACTERIA

This includes:

- Provide tissues and no-touch trash cans.
- Provide soap and water in the workplace.
- Place posters that encourage good hand hygiene at the entrance to the school and in other workplace areas where they are likely to be seen.
- All building occupants should wear face coverings per [CDC and state guidelines](#).

There is an Executive Order (No. 202.16) that says for all essential businesses or entities, any employees who are present shall be provided and shall wear face coverings when in direct contact with customers or members of the public. [No. 202.16](#)

Additionally, the CDC recommends that employers encourage workers to wear a face covering at work to contain the wearer's respiratory droplets and help protect co-workers and members of the general public. [The Centers for Disease Control](#) The CDC also recently came out with a study that addresses people who have COVID-19 but are asymptomatic or pre-symptomatic. As a precaution, people should be wearing masks since you may not know who has or does not have the virus. Masks reduce the spread of airborne droplets that could contain the virus. See the study here: [Evidence Supporting Transmission of Severe Acute Respiratory Syndrome Coronavirus 2 while Pre-symptomatic or asymptomatic](#).

Gloves are not recommended unless workers are required to wear them according to the Hazard Communication Plan or the Exposure Control Plan. Wearing gloves might cause you to disregard good hand hygiene because people may keep wearing dirty gloves instead of washing hands. Gloves are useful only when you use them immediately and in a meaningful way. For example, a school nurse would put gloves on for an individual procedure and then discard the gloves immediately.

### Some questions about hygiene and PPE to consider in your plan:

- Are there policies about sharing tools and materials?
- Where will hand sanitizer be located around the building?
- What processes require staff to handle items from others and what precautions will be taken to ensure proper hand hygiene?
- How will people know where to get hand-hygiene products?
- What is the process for sanitizing all surfaces? Who does it and how?
- Who is responsible for ensuring students are washing hands and wearing masks and how will they enforce these policies?
- Who will receive masks from the school district? Will masks be available to students?

## 3. ENHANCE CLEANING PRACTICES

In New York State, all primary and secondary schools, state agencies and state authorities are required to use green cleaning products. For more information on the approved green cleaning products visit [The New York Green Cleaning Program](#).

Your school's Hazard Communication Program will list all products that are to be used, the type of personal protective equipment needed to use the product safely and also how staff will be trained. It is important that the local knows what cleaning products the district is using and how the district trains staff on the use of these products.

If staff, other than trained custodial staff, need to assist with classroom cleaning, they should use a school- or district-provided basic cleaner. A third-party certified green cleaner is required.

Custodial staff can make a simple all-purpose cleaner for classrooms. Mix one teaspoon of fragrance-free dish soap in a spray bottle filled with water. Spray on surface and scrub with paper towels or a microfiber cloth. Rinse and wipe dry to remove any residue. Microfiber cleaning cloths improve cleaning. Dampened with water they are great dust removers. With soap and water, they remove most germs.

**Disinfecting is the responsibility of school custodial staff.** They are trained to use disinfectants in a safe and effective manner and to clean up potentially infectious materials and body fluid spills, such as blood, vomit, feces and urine. Teaching staff should contact a custodian or school nurse if students are ill and your classroom needs cleaning and disinfection.

Do not bring into the school your own disinfectant wipes or sprays such as Clorox or Lysol. Custodians are responsible for disinfection and overuse of disinfectants can trigger asthma and are associated with adverse health effects. Besides the dangers related to their overuse, disinfectants can give a false sense of security as well because when they are not used exactly to label instructions, they don't work properly. Most disinfecting wipes require the surface to be cleaned first, and then remain visibly wet four-10 minutes to be effective, requiring multiple wipes.

If teachers use disinfectants, they must be provided by the district and the district must also provide training as well as the appropriate cleaner and disinfectant. This is pursuant to PESH's Hazard Communication Standard.

#### Some questions about enhanced cleaning to consider in your plan:

- What do staff do about sanitizing shared equipment, such as telephones, building speaker systems and door release buttons once it is used? What about counters and other high-point contact surfaces?
- When and how will staff be trained on the new cleaning protocols and products?
- If each building has an isolation room, what will the protocol be for sanitizing it after each student or staffer leaves it?
- How will shared hallway bathrooms be kept sanitized during the school day?

## 4. EXAMINE AND ENSURE INDOOR ENVIRONMENTAL QUALITY

COVID-19 can be airborne at different times, including when people sneeze, cough and even speak. Fresh air and an effective ventilation system are crucial to the well-being of the indoor occupants.

Options for achieving improved IEQ:

- Increase ventilation rates.
- Ensure ventilation systems operate properly and provide acceptable indoor air quality for the current occupancy level for each space.
- Increase outdoor air ventilation, use caution in highly polluted areas.
- Disable demand-controlled ventilation (DCV.)
- Further open minimum outdoor air dampers (as high as 100 percent) to reduce or eliminate recirculation.

- Improve central air filtration to the MERV-13 or the highest compatible with the filter rack, and seal edges of the filter to limit bypass.
- Check filters to ensure they are within service life and appropriately installed.
- Keep systems running longer hours, 24/7 if possible, to enhance air exchanges.

For more information on effective ways to ensure proper ventilation and indoor environmental quality, visit the website of [ASHRAE](#) (American Society of Heating, Refrigerating and Air-Conditioning Engineers).

## 5. PLAN FOR ISOLATING SYMPTOMATIC STAFF, STUDENTS OR MEMBERS OF THE PUBLIC

Staff and students who appear to have symptoms upon arrival to school or who become sick during the day should immediately be separated from others. Schools should identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other health care providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. NYSUT believes there should be a nurse in every school. If there is not, staff that are identified as responsible for caring for sick individuals must be provided with appropriate PPE and trained on the standard and transmission-based precautions.

See Here: [What Health Care Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection.](#)

Additionally, a plan for assisting students in getting home or to a health care provider is important.

### Some questions about isolating symptomatic people to consider in your plan:

- **What measures will The school take to identify students, staff and visitors displaying symptoms of COVID-19? Will there be a health screening of every student in order to return to school? If doing temperature checks and/or symptom evaluation, what staffing and equipment will be provided? Who is responsible for doing these checks and will they be trained?**
- **Where will students displaying symptoms of COVID19 be sent? What is the process for dealing with students who become sick while at school?**
- **Will there be a room that is specifically used as an isolation room? Where will it be located?**
- **Who has the authority to send a child home who has any COVID-19 symptom?**

## 6. PLAN FOR A CONFIRMED CASE OF COVID-19 AT SCHOOL

The New York State Department of Health currently requires an initial 24-hour closure in order to begin the investigation to determine the contacts the individual may have had within the school. Schools must be prepared for the possibility of schools not reopening for some time after a confirmed case. More on the current guidelines can be found here (last updated March 9, 2020): [School Guidance from DOH and SED](#)

## 7. REPORT, RECORD, TRAIN AND ENFORCE

**Training and Enforcement:** Staff must be trained on all Emergency Preparedness Plans and Infection Control Policies including Hazard Communication and any existing Exposure Control plans.

Schools must also create their own systems to enforce all of the control measures that have been identified during the risk-assessment process. Consistent communication with the union is required as well as to assist in compliance. This will provide fidelity and transparency to ensure that the implementation of control measures are adequate and functioning as designed.

**Reporting:** Staff must be advised of how they can report concerns they have related to health and safety control measures to administration. Under the New York State Education Department Regulation Part 155.4 (d) (7), all written health and safety complaints must be responded to in writing by the school administration. See the rule below:

7. Procedures for investigation and disposition of complaints related to health and safety. Such procedures shall involve the health and safety committee and at a minimum shall conform to the following requirements:
  - (i) Provide for a written response to all written complaints. Such written response shall describe:
  - (ii) the investigations, inspections or tests made to verify the substance of the complaint, or a statement explaining why further investigations, inspections or tests are not necessary;
  - (iii) the results of any investigations, inspections or tests which address the complaint;
  - (iv) the actions, if any, taken to solve the problem; and
  - (v) the action, if any, taken if the complaint involved a violation of law or of a contract provision.
  - (vi) A copy of the response shall be forwarded to the Health and Safety Committee.
  - (vii) Copies of all such correspondence shall be kept in a permanent project file.
  - (viii) Such records shall be made available to the public upon request.
  
8. In the case of the New York City School District, the board of education shall report quarterly to the commissioner on the status of correcting violations issued by the New York City Department of Buildings. Such report shall indicate the progress made toward completing the projects identified in the educational facilities master plan.
9. Every board of education and board of cooperative educational services shall take actions to immediately remedy serious conditions affecting health and safety in school buildings, and shall report such actions to the commissioner.
10. All school construction and maintenance activities shall comply with the Uniform Safety Standards for School Construction and Maintenance Projects as set forth in section 155.5 of this Part.

**Record Keeping:** OSHA has a required record keeping system for injuries and illnesses that occur at work; it is 29 CFR 1904. This standard is enforced in New York, for public employees, by the New York State Department of Labor's Public Employee Safety and Health Bureau.

Schools must ensure that staff understand this system. The standard requires that injuries or illnesses, that result in the following, must be recorded:

- o Death;
- o Days away from work;
- o Restricted work or transfer to another job;
- o Medical treatment beyond first aid;
- o Loss of consciousness; or a significant injury or illness diagnosed by a physician or other licensed health care professional.

COVID-19 is a recordable illness if contracted from work.



## 8. REDUCE AND PREVENT PSYCHOLOGICAL RISKS

All health and safety control measures must be implemented to promote mental health and well-being and prevent and reduce psychosocial risks, including violence and harassment. Steps may include:

- Frequent communication and up-to-date information should be shared directly with staff. This is necessary to enable staff to be informed and to give them control regarding their ability to protect their health and safety.
- The employer should create a venue for staff to express concerns and ask questions about health risks.
- The district's Health and Safety Committee can conduct multidisciplinary sessions to work together on strategies to solve problems and identify concerns, including the well-being of staff.;
- A system is needed to provide psychological support and monitor stress and burnout.



## Specific job titles

Here are some special considerations for different job titles, depending on duties and assignments. This is in no way a complete set of questions to consider. Please use this simply as a starting point in discussion.

### Classroom workers

|                          |   |
|--------------------------|---|
| <b>Social distancing</b> | How can social distancing be accomplished in a classroom? By square footage, how many students in a room is safe?   |
|                          | What should teacher contact with students be? How will a teacher be able to help a student with work if standing six ft. away?  |
|                          | Gym, art, music are very large classes and require interaction. How will these classes be taught and still maintain social distancing? Will concerts and other events still happen and if so, how?  |
|                          | How do you keep young children — from sharing toys and other items; in their seats and not interacting with other students; and away from one another in the hallways.  |
|                          | Counseling, occupational therapy and physical therapy require close contact. What precautions will be taken to deliver these services?  |
|                          | What precautions will be taken to address IEP requirements with close proximity to students as it pertains to the physical care of a child, or restraint of a child? Will there be a separate location that has more space for social distance to meet with these children to help them with their school work? |
| <b>Hygiene and PPE</b>   | How will teachers and specialists provide services to children wearing masks who receive speech/language services?  |
|                          | What will be the policy concerning sharing food and supplies like paper, pencils/pens for student use?  |
| <b>Enhanced cleaning</b> | Will there be library book checkout, use of shared books or consumables in the classroom? If so, how will these items be sanitized between uses?  |
|                          | Will classrooms be used by different teachers throughout the day? If so, how will the room be sanitized in between uses and who is responsible for the sanitizing?  |
|                          | How will shared technology in the classroom or libraries be sanitized between classes? Who is responsible for the sanitizing?   |
|                          | How will science lab materials, music and other shared equipment be sanitized between each use?   |
|                          | If students move within multiple classrooms, how will desks be sanitized in between uses and who is responsible for the sanitizing?   |

## Clerical workers

|                                       |  |
|---------------------------------------|--|
| <b>Social Distancing</b>              | Will there be a number system to keep track of who is next in line?  |
|                                       | If visitors are allowed, will notification be required prior to their arrival? If so, what is the process and timeline for doing so? Where will visitors wait?   |
|                                       | Where will students wait who missed the bus and whose parent is on the way to pick them up? Who is responsible for supervising this waiting area?  |
|                                       | What are protocols for using workrooms? Who can be in shared spaces, when will they be there and how will they maintain social distance if more than one?  |
| <b>Hygiene and PPE</b>                | What will be the guidelines and process for parents who drop off lunches, late work, and other materials?  |
| <b>Enhanced cleaning</b>              | If there is only one computer, machine or tool and several people need to use it, how do these items get sanitized in between uses?  |
|                                       | How will the computers be used by students? Who will sanitize the keyboards, screens and hardware and space at each computer?  |
| <b>Symptomatic Staff and Students</b> | Will there be a separate room for students suspected of displaying COVID19 symptoms to wait for parents to pick them up? (Away from other sick children) Who will be responsible for supervising them. |

# Custodial staff

|                                 |  |
|---------------------------------|--|
| <p><b>Social distancing</b></p> | <p>Will bathroom configurations be changed with sinks, stalls and partitions cordoned off and use restricted to one at a time?</p>   |
| <p><b>Hygiene and PPE</b></p>   | <p>What amount of sanitizer, dispensers and paper towels do we need for each work location for staff and students? How will these supplies be stored? Who will have access to the supplies?</p> <p>What will be the process for keeping hygiene products filled? How will we respond to requests for additional products?</p> <p>What kinds of signs will be necessary to direct people about the rules and where hygiene products are located?</p> <p>What PPE do custodial staff need for each job responsibility? Will staff be provided with the PPE needed for new cleaning products?</p> |
| <p><b>Enhanced cleaning</b></p> | <p>What is the process for recording when and what has been sanitized? Will there be a way to show what has been sanitized and what has not?</p> <p>What is the sanitizing protocol for the following areas and who will perform the sanitizing? (Buses, cafeteria, classrooms, gymnasium, hallways, auditorium, guidance office, main office, library, PPS office, nursing office, building entrances and exits, mowing, weed whacking)</p> <p>Will trash collection be done differently? More frequently?</p> <p>How will the district hire and train qualified substitutes?</p>             |



## Food service workers

|                          |  |
|--------------------------|--|
| <b>Social distancing</b> | What will the entrance and exit procedure be for students and staff getting meals?   |
|                          | How will the person operating the cash register be safe and each student maintain social distancing at the cash register?  |
|                          | How will staff maintain social distancing while they prepare the food?   |
|                          | How will staff and students socially distance in the food line? Will there be lines put on the floor?  |
|                          | Who will oversee where students are seated and that they maintain social distance?   |
|                          | If meals are served in classrooms, how will staff monitor students with food allergies?<br>Food service workers  |
| <b>Hygiene and PPE</b>   | What will be the process for handling money? Are there ways to minimize the use of money?  |
|                          | If meals are served, how will condiments be distributed?   |
| <b>Enhanced cleaning</b> | Will new food-safety protocols be put in place? Will training be required?   |
|                          | Who will be cleaning the outside of the delivery boxes and cleaning the packages that are delivered inside the boxes? Who will be cleaning the tables and benches and the high-contact points in the cafeteria and the kitchen serving line? |
|                          | What will the protocol be for sanitizing payment systems?  |
|                          | If meals are served, how will utensils be distributed?   |
|                          | Who will do a thorough sanitizing of the entire room after each school day?  |

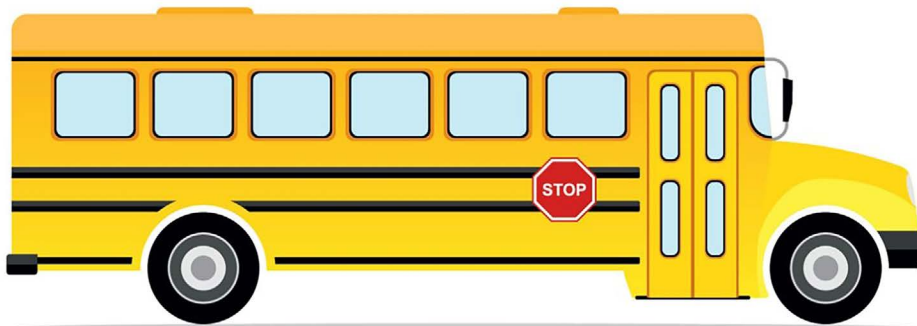
## Nurses

|                          |   |
|--------------------------|---|
| <b>Social distancing</b> | What changes need to take place in the physical space of the nursing office? Does access need to be controlled? Do I need additional staff to manage student visits and communications with staff?  |
|                          | How will boundaries be clear to students and staff? Will I need signs and a handout to direct them?   |
|                          | What is the procedure when someone doesn't respect the boundaries and rules?  |
|                          | What will the procedure be for a student to come to the nursing office? Will there be a waiting area of chairs 6-feet apart outside the office? Who will oversee the waiting students?  |
|                          | How and where will medication be dispensed?   |
| <b>Hygiene and PPE</b>   | What kind of precautions and PPE will the district provide nurses and other health care providers? Who will be responsible for ordering, distributing and maintaining the inventory of PPE?   |
| <b>Enhanced cleaning</b> | <p>What high point contact areas exist in and around the nursing office? How will these be disinfected between student visits?</p> <p>How will instruction sheets and chairs be sanitized between visits?</p>   |
| <b>Symptomatic staff</b> | <p>What staffing is needed to accompany symptomatic persons to the isolation room? What are the next steps and who is responsible for doing them?</p> <p>What happens when there is more than one student who needs to be isolated? Who will staff this room and make sure it is sanitized after the sick student leaves?</p> <p>What happens after the symptomatic individual leaves? What information will be given to the individual or parent/guardian about the procedure for returning to school?</p> |



## Transportation workers

|                          |   |
|--------------------------|---|
| <b>Social distancing</b> | How will seating be designed to provide the 6-foot spatial distance?  |
|                          | How will the six-foot spatial distancing be maintained on a bus? Who will teach students how to stay in the seat and why?   |
|                          | Should a new procedure be created for departing for afternoon pick-ups, student loading at schools, student transport to another facility or vehicle, special education runs, dropping a student off, the end of the day runs, maintenance of vehicle, or problems on the road? |
| <b>Hygiene and PPE</b>   | What precautions need to be taken for drivers and aides to transport fragile students? Will there be hand sanitizer, etc., on the bus? Where will it be located?  |
| <b>Enhanced cleaning</b> | How will the bus get sanitized before the morning run and before the afternoon run? Who will sanitize it?   |



## Helpful links to resources

| Page Description  | Web Address   |
|---|---|
| Executive Order No. 202.16: Continuing Temporary Suspension and Modification of Laws Relating to the Disaster Emergency   | <a href="https://governor.ny.gov/news/no-20216-continuing-temporary-suspension-and-modification-laws-relating-disaster-emergency">governor.ny.gov/news/no-20216-continuing-temporary-suspension-and-modification-laws-relating-disaster-emergency</a>   |
| OSHA Standard regarding access to potable water, soap and hand towels: 1910.141 - Sanitation  | <a href="https://osha.gov/laws-regs/regulations/standardnumber/1910/1910.141">osha.gov/laws-regs/regulations/standardnumber/1910/1910.141</a>   |
| American Industrial Health Association: Reopening Guidance for Childcare Settings   | <a href="https://aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Reopening-Guidance-for-Childcare-Centers_GuidanceDocument.pdf">aiha-assets.sfo2.digitaloceanspaces.com/AIHA/resources/Reopening-Guidance-for-Childcare-Centers_GuidanceDocument.pdf</a>   |
| CDC: Symptoms of Coronavirus  | <a href="https://cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a>   |
| CDC Guidance for Child Care Programs that Remain Open   | <a href="https://cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren">cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren</a>   |
| CDC General Business FAQ  | <a href="https://cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>   |
| ASHRAE Epidemic Task Force Schools & Universities   | <a href="https://ashrae.org/file%20library/technical%20resources/covid-19/ashrae-reopening-schools.pdf">ashrae.org/file%20library/technical%20resources/covid-19/ashrae-reopening-schools.pdf</a>   |
| OSHA: Hazard Communication Standard: Safety Data Sheets   | <a href="https://osha.gov/Publications/OSHA3514.html">osha.gov/Publications/OSHA3514.html</a>   |
| CDC: Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 (COVID-19) in Healthcare Settings | <a href="https://cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Finfection-control%2Fcontrol-recommendations.html">cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Finfection-control%2Fcontrol-recommendations.html</a> |
| CDC: Considerations for Youth Sports  | <a href="https://cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html">cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html</a>   |
| CDC: People Who Are at Higher Risk for Severe Illness   | <a href="https://cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html">cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html</a>   |
| CDC: People Who Are at Higher Risk for Severe Illness   | <a href="https://cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html">cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html</a>   |
| Part 155 Regulations from SED; covers Health and Safety Committees and complaint procedures   | <a href="https://p12.nysed.gov/facplan/Laws_Regs/8NYCRR155.htm">p12.nysed.gov/facplan/Laws_Regs/8NYCRR155.htm</a>   |
| The Act that created OSHA and the need for your employer to provide you a safe and healthy workplace:   | <a href="https://osha.gov/laws-regs/oshact/section5-duties">osha.gov/laws-regs/oshact/section5-duties</a>   |
| U.S. Department of Labor: Hazard Identification and Assessment  | <a href="https://osha.gov/shpguidelines/hazard-identification.html">osha.gov/shpguidelines/hazard-identification.html</a>   |



## Helpful links to resources *(continued)*

| Page Description  | Web Address   |
|---|---|
| CDC: Hierarchy of Controls  | <a href="https://www.cdc.gov/niosh/topics/hierarchy/default.html">cdc.gov/niosh/topics/hierarchy/default.html</a>   |
| Contact information for all County Health Departments   | <a href="https://health.ny.gov/contact/contact_information/">health.ny.gov/contact/contact_information/</a>   |
| Hazard Communication Standard: Safety Data Sheets and rules for using cleaning chemicals and disinfectants              | <a href="https://www.osha.gov/Publications/OSHA3514.html">osha.gov/Publications/OSHA3514.html</a>   |
| Executive Order No. 202.16: Continuing Temporary Suspension and Modification of Laws Relating to the Disaster Emergency | <a href="https://governor.ny.gov/news/no-20216-continuing-temporary-suspension-and-modification-laws-relating-disaster-emergency">governor.ny.gov/news/no-20216-continuing-temporary-suspension-and-modification-laws-relating-disaster-emergency</a> |
| CDC: Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 (COVID-19), May 2020          | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html">cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html</a>   |
| OSHA: 1910.134 - Respiratory Protection   | <a href="https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.134">osha.gov/laws-regs/regulations/standardnumber/1910/1910.134</a>   |
| New York's Green Cleaning Program   | <a href="https://greencleaning.ny.gov/Policies.asp">greencleaning.ny.gov/Policies.asp</a>   |
| CDC: Information for Healthcare Professionals about Coronavirus (COVID-19)  | <a href="https://www.cdc.gov/coronavirus/2019-nCoV/hcp/index.html">cdc.gov/coronavirus/2019-nCoV/hcp/index.html</a>   |
| School Guidance from DOH and SED  | <a href="https://www.nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-first-guidance-3-9-20.pdf">nysed.gov/common/nysed/files/programs/coronavirus/nysed-covid-19-first-guidance-3-9-20.pdf</a>                                       |
| CDC: Considerations for Schools   | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>   |
| NYSUT Coronavirus web page  | <a href="https://www.nysut.org/resources/special-resources/sites/coronavirus-toolkit">nysut.org/resources/special-resources/sites/coronavirus-toolkit</a>   |
| NYSDOH Interim Advisory for In-Person Special Education Services and Instruction  | <a href="https://coronavirus.health.ny.gov/system/files/documents/2020/06/doh_specialeducationguidance.pdf">coronavirus.health.ny.gov/system/files/documents/2020/06/doh_specialeducationguidance.pdf</a>   |