A close up of a sign

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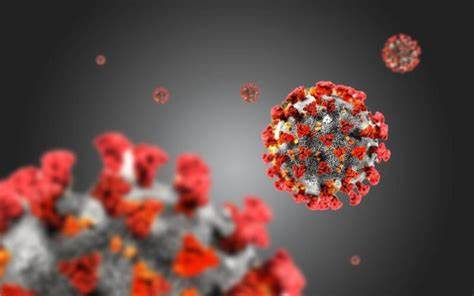
CoViD-19 Operational Plan

North and South Esk Regional



Acedemic Year 2020-2021

Version 001



Covid-19 Operating Plan – Checklist

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| --- | --- | --- |
| **Section** | **To Do List:** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communications** | Initial Communication to parents to go out via voice mail, FB and website. | IP |
| 1. **Building Access** | Signs are posted.  Must include office phone number.  Clear communication with parents/visitors. | Done |
| 1. **Risk Assessment** | Completed risk assessment to triage high risk areas and troubleshoot solutions,  Set up room 179 as isolation room | Done  IP |
| 1. **Physical Distancing** | Direction arrows to be installed on floor/stairs.  “Stay to the right” signage.  6ft distance signage.  Determine zones for lunchtime  Floor signs for waiting areas where necessary (Cafeteria, , transition areas- water coolers, washrooms) | IP  IP  IP  IP  IP |
| 1. **Transition Times** | Clear communication with staff on arrival and dismissal protocols.  This will be done in initial days upon their return. |  |
| 1. **Screening** | Communicate policy.  Post Policy  Casual employee questioned at office  Screening questionnaires will be posted at entrances and reminders throughout building |  |
| 1. **Cleaning & Disinfection Procedures** | Hand-washing signage in washrooms and cafeteria  Sanitizing stations in classrooms  Wipe down desks/chairs and shared materials before leaving classroom  Classroom stations checked daily by custodial staff.  Sanitize station at all entrance/exits.  Spray bottles and cloths in classrooms.  Maintain disinfecting stations  Check washrooms 3x per day  Main washroom doors to remain open at all times  Handwashing signs in bathrooms  Signage on floor for waiting area inside  Signage on floor for line ups outside  Water shut off and taped for every second sink  Video message for students.  Reinforced by homeroom teachers |  |
| 1. **Personal Hygiene Etiquette** | Announcements to remind students about the importance of proper handwashing  A video (to be shown to all homerooms) to demonstrate proper handwashing  Post signs with disinfections indicating cleaning is necessary by user. |  |
| 1. **Protective Measures** | Provide Plexi-lass Physical barrier for each classroom.  Provide tracking sheet indicating time students and staff entered and left the Resource room. |  |
| 1. **OHS Regulation Requirements** | Documents shared via Return to School Document Link  Review during staff meeting |  |
| 1. **Outbreak Management Plan** | Set up isolation room  Share Outbreak Management Plan with staff. |  |
| 1. **Mental Health Support** | Access district staff when needed.  Share and post mental health posters with staff and students |  |
| 1. **Additional Considerations** | Fire and Evacuation plan remains the same with the exception of wearing masks if possible.  Appointments/notes will be mandatory.  When students are being picked up, guardians are to call the main office and wait in vehicle for student.  Teachers will call office to have administration come to classroom for disruptive students.  Students who go to the office on their own will remain in  the front lobby seating until an administrator can meet with  them. |  |

# SCHOOL COVID-19 OPERATIONAL PLAN

This plan has been prepared and implemented in reaction to the public health threat imposed by the virus that causes COVID-19. All efforts to make this school environment as safe as possible have been outlined in this plan. All measures identified herein are consistent with those outlined in the Education and Early Childhood Development (EECD) “*Return to School, September 2020”* [[1]](#footnote-1) document and reflect Public Health standards and the *Occupational Health and Safety Act* and its regulations.

The following document is intended to provide a check list with spaces for site-specific points for each main topic area and resources to help the plan owner (the Principal) outline their school’s Operational Plan. Communication plans must consider and include staff, students, parents/guardians, visiting community professionals, and public. District Occupational Health and Safety Coordinator is expected to be primary support with staff and students in consideration. School Joint Health and Safety Committees (JHSCs) should be considered integral to preparations and support for September operations and beyond.

|  |  |  |
| --- | --- | --- |
| This plan belongs to: | | |
| School Name: | North and South Esk Regional High School |  |
| Principal (Signature): | David J, Cripps |  |
| District Official (Signature): |  |  |
| Implementation Date: | **September 3, 2020** |  |
|  |  |  |

This plan is to be reviewed internally as needed to capture the latest regulatory guidelines and/or to assess any new risk that has presented within the school/district environment. Review must occur monthly at a minimum. It is ASD-Ns recommendation that this review occur with the JHSC whenever possible. The signatory, however, must be the Principal or Vice Principal. **This sheet is to be kept independently of the plan as a record.**

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| Plan Review Schedule | | | | | |
| Name | ***New Ver. No.*** | **Date** | **Name** | ***New Ver. No*.** | **Date** |
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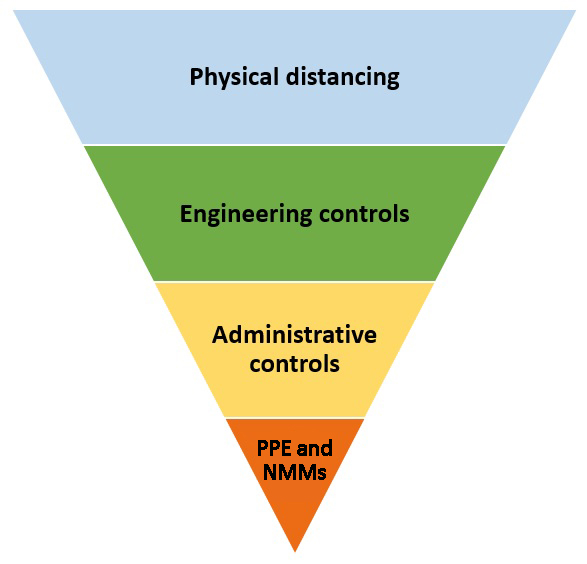
## RATIONALE

Without a vaccine or effective treatment, we must learn to live and work in a COVID-19 world. Assuming we can reduce the risk to zero is unrealistic. Therefore, the focus of our efforts must be placed squarely on practicing the best **prevention** measures in order to reduce the **likelihood** of the virus entering and spreading in our schools while simultaneously preparing to lessen the **severity of impact** on the school and community populations should a confirmed or suspected case arise.

**As you complete your plan, continue to reference the K-12 *Return to School September 2020* document, this is the comprehensive and first reference point for this document.**

**Prevention**

When working through this document and assessing the numerous places, people, and things in your school apply the following hierarchy in your decision-making process. For each hazard being assessed, work from physical distancing (the best prevention measure) exhausting each category all the way down to PPE and NMMs. Applying as many control measures as possible (and practical) will achieve a superior layered approach (i.e. one might wear a NMM *while* maintaining appropriate physical distancing *while* ensuring they practice good hand hygiene and respiratory etiquette).



*The best prevention control available is practicing physical distancing. Taking every reasonable step to configure the physical site to apply an appropriate physical distance between people.*

*Engineering controls: Include adding physical barriers, traffic flow indicators, and establishing maximum room capacities.*

*Increased* *Effectiveness*

*Administrative controls: These aim to change behaviour through directives, policies, and procedures, including proper hand hygiene practices and good respiratory etiquette.*

*PPE (Personal Protective Equipment) and NMMs (Non-Medical Masks) offer additional defense but are considered a final step and should be used in conjunction with other prevention measures.*

**Stress increases when people feel helpless. Even though we cannot eliminate the risk of COVID-19 entirely without a vaccine, it is important to focus on what we CAN do which is limit the spread of the virus and minimize the impact of it on our communities.**

**Clear Communication**

School administration will be expected to continually reinforce clear messaging about expected safe behaviours. Clear consistent messaging on visible signage throughout the school and through announcements will be key to effective communication.

Such messaging should focus on reinforcing that the following core personal health measures be maintained for the duration of the pandemic and include at minimum:

* Practicing good hand hygiene – washing hands often with soap and water, using hand sanitizer in-between washes and always after coughing or sneezing.

**Visible signage with clear messaging is a key component to effective communication.**

* Avoiding touching face: mouth, nose, and eyes.
* Practice good respiratory etiquette by coughing or sneezing into tissue or elbow and always direct away from others.
* Staying home when feeling ill.
* Maintain appropriate physical distancing whenever possible – avoid spaces where this cannot be achieved or apply other controls. Always be respectful of the personal space of others.
* Cleaning and disinfecting of common and high touch surfaces.
* Wearing required PPE and/or NMMs when directed.
* Respecting posted traffic flow patterns and maximum room occupancy.
* Avoid in person meetings whenever possible.
* Be kind and supportive to one another.

**Everyone must practice proper hand hygiene and good respiratory etiquette.**

**Everyone Is Responsible**

One of the cornerstones of workplace health and safety is that everyone shares the responsibility. During COVID-19, everyone will be expected to do their part and play an important role in keeping our schools and offices as safe as possible. Staff, students, parents, and caregivers will be expected to protect their own personal health and assist in protecting others. This messaging should be a repetitive theme throughout your plan and should be communicated often as part of a school’s effective communication strategy.

**Legend:**

Helpful idea or suggestion

* Things to do or things to consider
* Helpful link or template provided
* Something referenced previously in the document

1. Communications

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| **Communications** | **Resources**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate operational strategies, provide orientation to school personnel and students.** | District/Provincial Communication | Teachers - Staff Meeting –  EAs – meeting  Students – Teachers during homeroom class | Administration  Administration  Teachers | Done |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | District/Provincial Communication | Posted Memo & Signage  Verbal Communication upon entry | Administration  Administration | Done |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications | Facebook Page – Link  Website –  Written Memo  Voice Mail | Administration | Done |

2. Building Access

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Controls are in place to prevent the public from freely accessing the operational school.** | * Ensure all doors are always secure (cannot impede emergency egress) * Procedure for visitors to request appointment if required * Signage on doors indicating number to call to make an appointment or contact administration * Visitor logs must be maintained (see template) | Doors will be locked. No entry unless previous appointment made through office. Post phone number on door.  In the event of an emergency visitors will ring the doorbell or call in to announce their purpose and follow direction of administration.  Clear logs kept indicating: name, time in/out, all classes or students visited, and room/location used | Custodial (C2)  Admin. Team  Administration  Admin. Assistant | Done  Done  Done |

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| 1. **Procedures are in place to control congestion during the school start and dismissal times** | * Staggered start/end times? * What time will teachers begin to supervise? * Will students be able to wait in a space designated for their ‘bubble’? (classroom? taped out space in gym?) * Review your floor plans for help if needed | All students will go directly to their assigned classroom upon arrival no earlier than 7:45.  Bell will not dismiss students. Teachers will dismiss based on hallway conjestion.  Students will be called over intercom for end of the day dismissal (7,8) (9,10) (11,12) | Admin  Duty Teachers | IP  IP  IP |

3. Risk Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.** | * See **Risk Assessment Tool** (pg. 6-9) * *“Risk Mitigation Tool for Workplaces/Businesses Operating During the COVID-19 Pandemic”* [*Risk Assessment Guideline Health Canada*](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/risk-informed-decision-making-workplaces-businesses-covid-19-pandemic.html)– Public Health Canada * *“Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic* [*Risk Mitigation Tool*](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/covid-19-risk-mitigation-tool-child-youth-settings-operating-during-pandemic.html)*”* – Public Health Canada * Your HSC: Barbara McFarlane, 625-0285 | Completed risk assessment to triage high risk areas and troubleshoot solutions | Admin | Done |
| 1. **Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.** | * Outbreak Management Plan - Template * *“Return to School”* document (EECD) | If persons show signs of illness they will be masked and remain in the isolation room(179). until they are able to leave premises. | Classroom Teacher  Admin | Done |

**Risk Assessment Tool**

Risk assessments are a tool used to assess hazards on their potential to cause harm. The level of ‘risk’ is determined by quantifying (or qualifying) the **likelihood** of an incident and the **impact** of that incident. Once a level of risk is determined, all appropriate and available **mitigation measures** are applied to reduce overall risk by lowering the likelihood, or impact, or both.

**Likelihood**

What is currently known about the spread of the virus that causes COVID-19 is that transmission occurs mainly through prolonged, close contact. Public Health Canada defines prolonged as being 15 minutes or more (at one time or cumulative) and close contact as being within 6ft (2m).

**Impact**

The foremost potential impact is widespread transmission through a school and surrounding population and the resultant adverse effects on the health and economic well-being of the community. To limit the impact of COVID-19, infection rates must be reduced as low as possible. This is accomplished by adhering to mitigation measures applied and by adopting and employing a coordinated rapid response with Public Health Authorities to suspected or confirmed case(s) of COVID-19.

**Mitigation Measures**

While the risk posed by COVID-19 in schools is considered high by virtue alone of the number of people present, we can limit the likelihood of spread and/or reduce the impact on schools and surrounding communities by applying appropriate and effective mitigation measures.

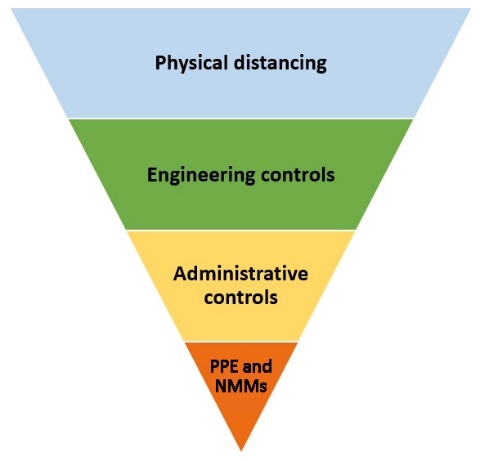


Figure 1: Modified Hierarchy of Controls for COVID-19

To reflect the current reality of COVID-19 and the lack of a vaccine that would otherwise eliminate the risk associated with the virus, the classic hierarchy of controls has been modified to reflect available mitigation measures against COVID-19. It is important to acknowledge that no mitigation measure alone or in combination can reduce the risk of COVID-19 to zero. We can, however, apply various known mitigation measures to our environment and personal conduct that can effectively reduce the likelihood of spread and the impact of infection on our schools and communities.

The inverted triangle in Figure 1 is meant to convey effectiveness of each level of control with Physical Distancing being the strongest and PPE/NMMs considered the last line of defense. However, while each should be considered in sequence, layering (applying more than one measure of control) should be applied whenever possible (i.e. practicing proper hand washing/sanitizing, *and* maintaining 6ft distance, *and* wearing and NMM).

* **Physical Distancing** – Strategies that encourage 6ft (2m) distance between people whenever possible
* **Engineering Controls** – Physical barriers that minimize contact between people or with high touch surfaces
* **Administrative Controls** – Policies, procedures, and protocols put in place change how people interact
* **Personal Protective Equipment (PPE) and Non-Medical Masks (NMM**) – PPE and NMM are worn to offer additional protection from the hazard what people wear as a last line of defense between them and a hazard.

**School Risk Assessment Tool**

Schools are a collection of many different spaces and forms of interaction between the people and things in these spaces. Determining which mitigation measures can be applied to reduce the risk imposed by the space and those who occupy it requires consideration of each space independently against the characteristics of the interpersonal interactions that take place within it. There is no “one size fits all” risk assessment solution however, systematic inspection and meaningful consideration of the risk presented in each space will lead to the application of the most effective available mitigation measures.

To assess each space, consider the following two categories[[2]](#footnote-2): **Contact Intensity** *(close or distant, prolonged or brief) and* **Modification Potential** *(degree to which the activity can be modified to reduce risk: an activity that is highly modifiable means that superior controls like physical distancing or engineering controls can be implemented).*

Consider the following framework for assessments:

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| --- | --- | --- |
| **Contact Intensity** | | |
|  | **Prolonged**  (>=15 min.) | **Brief** |
| **Close** (<6ft/2m) | High | Medium |
| **Distant** | Medium | Low |

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| --- | --- | --- | --- | --- | --- | --- |
| **Modification Potential** | | | | | | |
|  | **High** | | **Medium** | | **Low** | |
| **Physical Distancing** (>= 6ft/2m) | X |  |  |  |  |  |
| **Engineering Controls** |  | X | X | X |  |  |
| **Administrative Controls** |  | X | X |  | X |  |
| **PPE and NMMs** |  | X |  | X | X | X |

**Remember, every space is different, and every school is different.**

The following tables are meant as a prompt only. Your lists may be longer or shorter. The important thing is that you consider each item and apply the hierarchy of controls (Physical distancing down to PPE). Your first draft will likely be a rough sketch of ideas that is refined over time.

**Who, What, Where to Consider**

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| --- | --- | --- | --- |
| Space | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Points of entry | Main door – Brief/Medium  Back door – Brief/Low  Side door – Brief/Low | Medium | Front doors will be left open during bulk entry in morning and afternoon. One-way traffic only. Sanitize after use. Mask required when entering building. Cafeteria and shop doors are for exit only. |
| Main office | Prolonged/Medium | High | Staff should only enter to photocopy, retrieve mail and use staff washroom. No congregation permitted. Students are not to use phone. Admin assistant will make phone calls for them. Students sent to office for discipline reasons will wait in lobby until directed by administrator. |
| Hallways | Transition periods- High(brief) | High | Wear masks in hallways during transitions.  Follow all direction signs |
| Stairwells | Brief/Low | Medium | Keep to the right signs on floor  Masks required |
| Staff lounge | High/Medium | High | Social distancing required. .  Maximum signs posted  Self-Sanitize chair, table and high touch areas. |
| Staff washroom | High/Medium | High | Waiting place –signage on floor.  Self-Sanitize after use. |
| Student lounge | NA | NA |  |
| Student washroom | Brief/Medium | Medium | Students required wearing masks while not in classroom. Maximum 3 at a time. Signage for proper hand - washing. Outside door to remain open at all times. Wait signage inside and outside of washrooms |
| Classrooms | Prolonged/High | High | Maintain classroom bubbles (7-8). Any shared items must also be disinfected. Desks will be sanitised by students before and after food is consumed (morning break).  High school students will spray and wipe desks and chairs before leaving each classroom. Any shared texts must also be disinfected by students. |
| Gym | Prolonged/High | Medium | Gym doors are to open by teacher at the beginning and end of class  All shared equipment must be sanitised by students after usage  Sanitize bench and touch surfaces before new class enters.  Appendix F: Physical Education and Sports Directive |
| Library | Prolonged/Low | Low | Schedule will be set up by classroom bubbles for middle school.  Masks must be worn at all times.    Social distancing required  Maximum 1 student per couch  Students will sanitise desk and chair before leaving. |
| Cafeteria | Prolonged/High | High | Class bubble seating for 6-8. Maximum 3 per table.  6 feet spacing between table bubbles.  Custodians will disinfect chairs and tables between middle and high school lunch.  High School will practice social distancing. Mask required when finished eating. |
| Playground | NA | NA | NA |
| Outdoor sports field | Brief/Medium | Medium | Schedule for when middle school bubbles can use at lunch. |
| Fitness Rooms | Prolonged/High | High | High school students will be required to practice social distancing (maximum occupancy posted).  Grades 6-8 will be required to maintain class bubbles.  Masks are not required.  Students will be responsible for sanitising all equipment immediately after it is used. |
| Onsite Daycare | NA | NA | NA |
| Locker areas | Brief/Low | Low | Class bubbles 6-8  Maximum occupancy posted for grades 9-12 |
| Maker Space | Prolonged/High | medium | Grade 6-8 must maintain classroom bubbles  Masks not required for grades 6-8  Grades 9-12 must wear masks if 1 meter cannot be maintained.  All visits to maker space needs teacher supervision.  Students are responsible for sanitising their own chair and desk and all equipment used. |
| Guidance | Prolonged/High | Medium | Maximum occupancy posted.  Students required to sanitise chair before leaving  Appointments are recommended when possible. |
| Shop | Prolonged/Medium | Medium | Students will be responsible to sanitise all tools after each usage. |
| Computer rooms | Prolonged Medium | Medium | Students will be responsible to sanitise chair, desk and computer and keyboard after each usage.  Log will be kept of class usage. |
| Music Room | Prolonged/High | Medium/High | Appendix E: Music Education Directives |

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| --- | --- | --- | --- |
| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Medium/Medium | Low | PLC Meetings: Masks or distancing ( large classroom as opposed to room 179 to allow for spacing)  Staff meetings: Masks or distancing (use gym)  Skype meetings.  Lunch – Social distancing in staff room. Mask should be worn when not eating.  Encouraged to eat in their classroom.  Mask will be required when social distancing is not possible.  Required to follow room occupancy number |
| EAs/SIWs | Brief/Low | Low | Breaks/lunch – Social distancing in EA/staff room. Mask should be worn when not eating.  Mask will be required when social distancing is not possible,  Required to follow room occupancy number |
| Custodians | Brief/Low | Low | Breaks – social distance.  Responsible for specific areas that do not overlap with each other. Mask will be required when social distancing is not possible |
| Students | Prolonged/High | Low | Transitions – Mask required  Will need to follow directional arrows( keep to the right)– one-way traffic only  Communal areas – sanitize after use. |
| Resource Students | Prolonged/Medium | Low | Grades 7-8 will maintain classroom bubble. Will use resource room or larger classrooms for pullouts if needed.  Grades 9-12 will practice social distancing of 1 meter. If not possible, masks will be required  Grade 9-12 students cannot mix with grade 7-8 students.  Log of student visits will be kept. |
| Parents/Guardians | Brief/Low | High | Must wait in vehicle for pick-up at the end of the day.  No entry without an appointment.  Must wear a mask if entering is a necessity. |
| Visiting Professionals | Prolonged/High | High | Appointment only.  Complete visitor log.  Must wear a mask. |

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| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | Low | Medium | Students are responsible to wipe down handle and buttons after each use. |
| Staff room appliances | Medium | Low | User is responsible to wipe down handles/buttons after use, |
| Water fountains | High | High | Refillable stations only.  Students are required to bring their own water bottles. |
| Shared books/handouts | Low | Low/Medium | Students are responsible to disinfect after use. |
| Shared computers | Medium | High | Students are responsible to disinfect after use.  1 meter spacing is required |
| Shared tools | Medium | High | Students are responsible to disinfect after use. |

4. Physical Distancing

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| * **Implement physical distance protocol.** | * *“Return to School”* document (EECD) * K-8 = no PD within bubble and 1m minimum between bubbles * 9-12 = 1m between students in class and 2m outside of class * 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis. | Physical distancing (2m) will be used during transition and waiting times (when students are not in their classroom).  Masks mandatory when not in classroom bubbles.(7-8)  Zoned areas during middle school lunch(cafeteria, gym, library, outside)  Signage posted on floor- keep to the right  Cafeteria stairwell posted as exit(down) only. | All persons in the building  Admin will communicate | Done  IP |
| * 1. **Consider staff, students, visiting professionals, parents/guardians, and community members.** | * *“Return to School”* document (EECD) * How will people move at a safe PD throughout? * Staff rooms (maximum capacities) * Students: PD in each classroom * Allocated room for visiting professionals * Parents/guardians: appointments, room allocated for meetings * Community members: Restrict where possible, else limit access. | Keep to the right signage on floors.  No parent admittance. Parents will call for appointments. Pick-up/drop-off protocol.  Visitors must wear a mask at all times.  Social Distance in break rooms.  Professional visitors to use guidance room and room 179 when meeting with students (unless occupied for isolation purposes). Log of visitations will be kept in main office.  Virtual/phone meetings to occur whenever possible. | All persons in the building  Admin Team to communicate  Admin  Assistant | Done  Done |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | Remove chairs. Signage of one per bench seat will be posted in lobby area.  Cafeteria tables spaced accordingly  2Meters grades 9-12  Middle school bubbles will be spaced 2m from each other. | Admin  Team  .  Custodial | Done  Done  Done |
| * 1. **Provide visual cues on floor, indicate directional movement where appropriate, “no-stopping” areas in narrow hallways, etc.** | * Can be done using DIY supplies or pre-ordered professional type * Consider using similar rules as driving to add game theory to your design * Contact Facilities staff to see what supplies will be available   + Post ‘traffic’ patterns on floor plan throughout building. * Contact Facilities staff for a blank floor plan | Arrows on floor to direct traffic. Stay to the right.  Signs for line-ups and waiting areas (cafeteria, washrooms, water bottle fill stations).  Appropriate signage throughout (Physical Distancing, hand washing, sanitize, Maks). | Admin Team  Facilities  Facilities | Done  Done  IP |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | Classroom Plexiglas barriers for close contact with students | Admin Team  Faciilities | IP |
| * **Establish protocols to ensure people don’t congregate in groups**      1. (staggered arrival, start, break/recess, lunch and release times and locations, virtual rather than in-person meetings, limit access to common areas, etc.). | * *“Return to School”* document (EECD) * Consider what protocols you might put in place for certain times of day (i.e. wearing NMMs in common areas? PD indicators on floor? Will students eat in classrooms/bubbles? PD in line for cafeteria) * Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way | |  |  | | --- | --- | | |  | | --- | | -Upon arrival students will go directly  to lockers then class.  -Students will be dismissed by grades at  the end of the day ( 7-8, 9-10, 11-12)  -Doors will be held open  Masks will be worn | | | Students  Admin Assistant  Staff  Admin will  communicate | IP |
| * **Evaluate options to reduce those required onsite.** | * Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)? | Virtual meetings with outside agencies when possible  Phone interviews with parents. | Teachers  EST-R  Admin | IP |
| * **Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.**  1. (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down) | * Revisit **Risk Assessment Tool (pg. 6-9)** * Revisit bullet above re: visual cues for traffic flow * Review floor plan * Consider scheduling – who will be in hallways at same time? Can time between classes be extended to account for increased time for kids using one-way flow? * Visualization: ‘bubbles’ of classes could be thought of like a school of fish – many individuals moving in unison. | Grade 7-8 bubble will be assigned specific areas keeping a 2-meter distance from other bubbles.  Keep to the right signage on floor. | Teachers  Admin | Done  Done |
| **Physical Distancing – Strategies:** |  |  |  |  |

5. Transition Times

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**    1. School layout guide maps to inform students, staff, visitors, and public are encouraged. | * Facilities staff for school scheduling/busing * Your HSC: Barbara McFarlane, 625-0285 * K-8 = no PD within bubble and 1m minimum between bubbles * 9-12 = 1m between students in class and 2m outside of class * Refer again to school schedule and consider what modifications can be made * Refer again to your floor plan to map out areas | Physical distancing of 2m with floor signage waiting areas (masks required)  Bubble zones will be used during middle school lunch.  Physical distancing will be used in cafeteria. Assigned seating in bubbles with a minimum of 2m between bubbles,  Grades 9-12 will practice 2M distance(3 per table)  Keep to the right signage on floors | Staff  Duty teachers  Duty teachers  Duty teachers  All staff | Done  Done  IP  IP  IP |
| 1. **Provide time for food preparation and mealtimes.** | * Will students be eating snacks and lunches in their classroom? * Consider breakfast program * Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches? * Can mealtimes be staggered and accommodate all? If so, by how long? | Middle school will order snacks in the morning. Snacks will be dlivered by cafeteria staff.  Physical distancing during breakfast program | Teachers  Duty Teacher | IP  IP |

6. Screening

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Ensure that the staff understands and implements its screening process.**     1. Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school. | * Staff are expected to actively screen before coming to work and expected to stay home if they feel ill.   + Need policy outlining expectations for screening   + Need school policy for casual workers * Post screening questionnaire throughout building | Communicate policy.  Post Policy  Casual employee questioned at office  Screening questionnaires will be posted at entrances and reminders throughout building | Admin Team  Admin Assist.  Admin Team | Done  IP  Done |
| 1. **Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed.**   \*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day. | * Determine isolation space * EECD **Outbreak Management Plan** * *“Return to School”* document (EECD) * Inform employees of the contents of the Outbreak Management Plan * Provide teachers with simplified decision tree for what to do if they suspect a case | Isolation space will be located in room 179  Create checklist protocol (decision tree).  Student/staff will be masked.  Guardians will be contacted  811 will be called for further instructions | Admin Team  Admin Team  Admin Team  Admin Team | Done  IP |
| 1. **Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.** |

7. Cleaning & Disinfection Procedures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Proper hand hygiene practiced before and after handling objects or touching surfaces.** | * *Return to School document and appendices for* guidelines *Return to School document and appendices for* guidelines * Handwashing Poster * Hand Sanitizing Poster | Hand-washing signage in washrooms and cafeteria  Sanitizing stations in classrooms  Wipe down desks/chairs and shared materials before leaving classroom | Admin Team  Custodians  Classroom  Teachers | Done  IP |
| 1. **Ensure availability of all necessary supplies for cleaning and disinfecting. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.**    1. Designate personnel responsible for monitoring supply levels and communicating with administrators. | * District facilities management * School custodial staff * Designate locations for ‘stations’ * Designate person responsible for stations * Determine what/if sign out procedures will be required * Who will be responsible for ensuring supply levels of onsite product are sufficient?   + Custodian? | Classroom stations checked daily by custodial staff.  Sanitize station at all entrance/exits.  Spray bottles and paper towels in classrooms. | Custodians  Custodians  Custodians | IP  Done  IP |
| 1. **Washrooms:**     1. Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.    2. Foot-operated door openers may be practical in some locations. | * School custodial staff * District facilities management | Maintain disinfecting stations  Check washrooms 3x per day  Main washroom doors to remain open at all times | Custodians | Done |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Handwashing signs in bathrooms | Admin Team | IP |
| * 1. For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements. | * Post maximum occupancy (outside and reminder inside) * Floor markings inside, in case of wait time for sink * Floor markings outside for line ups * ‘Remove’ every second sink from use (tape) * Communicate washroom use expectations and etiquette to students (how? who?) * Consider how this will be enforced | Maximum 3 per washroom  Signage on floor for waiting area inside  Signage on floor for line ups outside  Water shut off and taped for every second sink  Video message students.  Reinforced by homeroom teachers. | Admin Team  Admin Team  Admin Team  Troy Cabel | Done  Done  IP  IP |
| 1. **Since physical barriers are not always possible:**    1. Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items. | * + Cleaning and Disinfection Guide for Schools   + Add hand sanitization stations throughout   + Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? * **School Disinfection & Cleaning Standards** | Maintain disinfecting stations | Custodians | IP |
| * 1. Encourage proper hand hygiene before and after handling objects or touching surfaces. | * + Signage wherever common objects/surfaces are located:   + Staff rooms, copier rooms   + Consider again library, gym, cafeteria   + Industrial classrooms: Shared tools   + Art class: shared supplies   + Music equipment     - Singing should not be allowed unless ppl can be 6ft apart. | Maintain disinfecting stations  Signage posted | Custodians  Admin  Team | Done |
| * 1. Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards. | * **School Disinfection & Cleaning Standards** * Identify high touch areas in your building * Educate/Train custodial staff on new cleaning measures (Facilities team and HSC) however, consider the importance of this duty and perhaps think of ways to show appreciation – include students? | Maintain disinfecting stations | Custodians  Admin Team  Facility Manager  Student Council | IP |
| * 1. For ventilation, consult the *Return to School* document. | * + Facilities staff – will maintain filter systems as required   + No additional ventilation systems will be installed   + Classrooms that have windows that open are encouraged to do so when possible | Maintain Filters and ventilation | District Maintenance | IP |

8. Personal Hygiene Etiquette

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Use masks according to the *Return to School* document protocols.** | * *“Return to School”* document (EECD) | Students will use masks on the bus (students who forget their mask will be provided one by the bus driver)  Students and staff will wear a mask while entering and exiting the building  Students and staff will wear masks in hallways, bathrooms, the library and all common areas | Bus drivers/administrators  Administrators/staff  Staff | IP |
| 1. **Promote appropriate hand and respiratory hygiene.** | * [Handwashing Poster](https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/coronavirus/covid-19-handwashing/covid-19-handwashing-eng.pdf) | Handwashing posters will be posted by all usable sinks  Announcements will remind students about the importance of proper handwashing | Administrators  Troy Cabel | IP  IP |
| * 1. Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate. | * Post signage through school about the importance of proper handwashing * Communicate through announcements? * School videos? | A video (to be shown to all homerooms) will demonstrate proper handwashing | Troy Cabel  District | IP |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | Hand Sanitizer will be provided in all classroom and in all common areas | Classrooms – teachers  Common areas - Custodians | IP |
| * 1. Communicate frequently about good respiratory hygiene/cough etiquette. | * [Coronavirus disease (COVID-19): Prevention and risks](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks.html) * Post signage through school about the importance of proper handwashing * Communicate through announcements? | Communicate wash and sanitize hands regularly.    Memos, Facebook, Website, Voice Mail | Teachers  Admin | IP |
| * 1. Evaluate the school, as a part of its risk assessment, for shared objects and common areas and increase frequency of cleaning of touched surfaces/objects (minimum twice daily) and availability of hand sanitizer. This includes washrooms. | * **School Disinfection & Cleaning Standards** * Revisit Cleaning & Disinfection section for list of shared objects and common areas. Where they cannot be removed, ensure signage is visible and sanitization/disinfection supplies are present | Signs posted with disinfections indicating cleaning is necessary by user. | Admin | IP |

9. Protective Measures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.   \*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD) * District Student Support Services * Guidelines for itinerant (visiting) professionals | Masks will be used when physical distancing/classroom bubbles cannot be maintained (fire drills, lookdowns) if possible.  Plexiglass Physical barrier will be available for each classrooms  Regular communication | Classroom Teachers  Admin | IP  IP |
| 1. **Provide personal protective equipment – only for those situations that require it:** | * [OHS Guide-PPE](https://ohsguide.worksafenb.ca/topic/ppe.html) * [PPE Poster](https://www.york.ca/wps/wcm/connect/yorkpublic/a71d0985-7ab5-4a2d-9a10-808a17e10ca5/Personal+Protective+Equipment+Poster.pdf?MOD=AJPERES&CVID=mu8SU02) * District Student Support Services | |  | | --- | | Disposable masks located in main office for Adminscheduled visitors who do not have a mask.  . | |  | Done |
| 1. Hand protection (nitrile, rubber, or latex gloves) | * Complex Case – Risk Assessment | Gloves provided when needed | Admin | Done |
| 1. Eye protection (safety glasses, goggles, or face shield) |  | Face shields available upon request | Admin | IP |
| 1. Other PPE as determined necessary through the risk assessment |  | Plexi-glass petitions provided for all classes | Admin | IP |
| 1. In areas where following the school physical distancing standards as set out in the *Return to School* document is not possible, maintain an accurate visitor log, and staff and student attendance log.    1. This is in addition to regular school attendance logs.    2. Logs must be made available to Public Health for contact tracing purposes if it is identified that a person who tested positive for COVID-19 was present in the school. | * *“Return to School”* document (EECD) * Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged. * Logs must be kept onsite and readily available to Public Health | Visitors, staff and students will sign a tracking sheet indicating time they entered and left the Resource room. | Resource Teacher | IP |
| * **Additional Protection** | | | | |
| * 1. Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols.   2. Considerations for schools licensed under Food Premises Regulations | * [Health Canada information on non-medical masks and face coverings](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html) * *“Return to School”* document (EECD) | All students will be required to have a clean community mask for times when physical distancing and/classroom bubble cannot be maintained.  Individuals who show symptoms will be required to wear community masks if they exhibit symptoms. | Students | IP  IP |

10. Occupational Health and Safety Act & Reg. Requirements

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate to staff and supervisors their responsibilities and rights under the *OHS Act* and regulations.** | * [OHS Guide-Three Rights](https://ohsguide.worksafenb.ca/topic/rights.html) * Responsibilities of Employer, Supervisor, Employees | Documents shared via Return to School Document Link | Admin | IP |
| 1. **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.** | * [OHS Guide-New Employee Orientation](https://ohsguide.worksafenb.ca/topic/orientation.html) | Documents shared via Return to School Document Link | Admin | IP |
| 1. **Provide staff the employee training on the COVID-related work refusal process.** | * [Right to Refuse](https://www.worksafenb.ca/safety-topics/covid-19/covid-19-and-the-right-to-refuse/) Process * School District HR | Review during staff meeting | Admin | IP |
| 1. **Keep records/log of visitor and employee presence, as well as orientation, training and inspections.** | * Refer to logs previously referenced * Keep record of who attended training * How often/by who will inspect signage, sanitization stations | Review during staff meeting  Daily basis | Admin Assistant  Custodian | IP  IP |
| 1. **Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.** | * Supervisors = Principals and Vice Principals - this will be done by HSC & PH |  |  | IP |
| 1. **Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.** | * Facilities, DSSS, and HSC will provide support for this | Share information from DSS, Facilities and HSC | Admin | IP |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | Review during staff meeting.  Staff and students are required to bring their own mask.  Shields will be provided if requested.  Hand sanitizer will be provided to students and staff | Admin | IP |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | Address with staff once process is confirmed during staff meeting, | Admin | IP |
| 1. **Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.** | * [OHS Guide-JHSC](https://ohsguide.worksafenb.ca/topic/fixed.html) * Involve your JHSC as much as possible! | Documents shared via Return to School Document Link | Admin | IP |
| 1. **Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.** | * [OHS Guide Topic-Supervision](https://ohsguide.worksafenb.ca/topic/supervision.html) | Documents shared via Return to School Document Link | Admin | IP |
| 1. **Communicate to all staff the requirement to co-operate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.** 2. **Schools must engage the district from the beginning.** 3. **Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.** 4. **Once the district is advised of a positive case, they must then report it to WorkSafeNB.** | * **EECD Outbreak Management Plan**    + 11, 12, 13, 14 are all addressed in the OMP * *Return to School* document | Review during staff meeting. | Admin | IP |
| **Occupational Health and Safety – Strategies:** | |  |  |  |

11. Outbreak Management Plan

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Using the Return to School document, outline how the requirements for COVID response are being met.** | * **EECD Outbreak Management Plan** * Train staff on OMP, their roles and responsibilities * Designate isolation area, preferably if there is an area where an ill student could be supervised from 2m or more. | Isolation area will be room 179. Students will be masked  Guardians will be contacted for immediate pick-up if possible.  Contact Public Health number.  Call 811  Notify District  Once the student/staff has left the isolation room, the area will be locked down until a thorough cleaning can occur.  .  Call 811 | Teacher  Admin/Admin Assistant  Custodian | Done  IP  IP |

12. Mental Health Support

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available. | * [GNB Mental Health Resource](https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus/mental-health-and-coping-during-covid-19.html) * School District support staff   + John Fletcher * School District Human Resources Staff | Brochures will be posted, shared and made available to students and staff  District support staff will be accessed when needed. | Admin  Admin  Teachers | IP  IP |
| 1. Other, site-specific considerations:   FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact [NACTATR Guide to School Re-Entry](https://nactatr.com/news/files/01GuideRe-Entry.pdf) | * School District Support Services | NACTAR Guide will be shared with Staff | Admin | IP |

13. Additional Considerations: School specific

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| **Emergency Plans – Considerations under COVID**  **Address how students will be picked up from school (Drs appts etc.)**  **How will you handle learners that have/need to be sent to the office for discipline?** | * In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? **OFM is preparing guidelines.** * Is there a designated waiting area? Is it supervised? Does it need to be? | Fire and Evacuation plan remains the same with the exception of wearing masks.  Follow directional arrows.  Appointments/notes will be mandatory.  When students are being picked up, guardians are to call the main office and wait in vehicle for student.  Teachers will call office to have administration come to classroom for disruptive students.  Students who go to the office on their own will remain in the front lobby seating until an administrator can see them. | Teachers  Admin  Admin will communicate procedure with parents.  Admin will communicate procedure with teachers.  Teachers will communicate procedure with students | Done  Done  Done  Done |

1. All schools and district offices are required to implement a COVID-19 Operating Plan and have a written copy of it on-site. Reference to “*Return to School, September 2020”* document and its appendices provide the primary support for this document. [↑](#footnote-ref-1)
2. Categories and spirit of this table were adapted from: [“Public Health Principles for a Phased Reopening During Covid-19: Guidance for Governors”](https://www.centerforhealthsecurity.org/our-work/pubs_archive/pubs-pdfs/2020/200417-reopening-guidance-governors.pdf) by the *Johns Hopkins Bloomberg School of Public Health* [↑](#footnote-ref-2)