CoViD-19 Operational Plan

School Name

Acedemic Year 2020-2021
Version 001

Anglophone North
School District

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] 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 Committees be considered preparations September beyond.

and Safety (JHSCs) should integral to and support for operations and

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This plan belongs to:

School Name: _____ James M Hill Memorial High School

Principal (Signature): _____

District Official (Signature): _____

Implementation Date: **September 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.**

Plan Review Schedule					
Name	*New Ver. No.*	**Date**	**Name**	*New Ver. No.*	**Date**
Heidi Ryder, Kevin Bowes, Glenda O'Neill-Wood, Barb McFarlane	1	Monday, August 10th			
All JMH Staff	1	Monday, August 25th			

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[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.

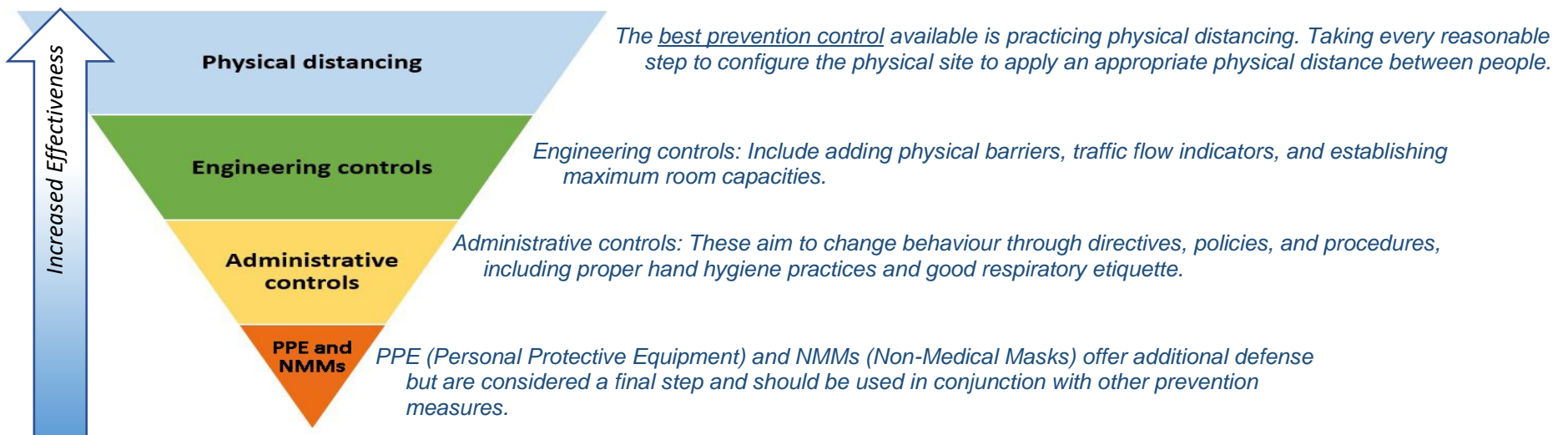|					

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).

Increased Effectiveness

Physical distancing — _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 — _Engineering controls: Include adding physical barriers, traffic flow indicators, and establishing maximum room capacities._

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

PPE and NMMs — _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._

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.
- 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.

1. Communications

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.		Talkmail divided by A/B groups Website Social Media	Admin Team	In progress
2) Communicate operational strategies, provide orientation to visiting professionals		Talkmail divided by A/B groups Website Social Media	Admin Team	In progress
3) Communicate operational strategies to parent/caregiver and school community.	District Communications	Talkmail divided by A/B groups Website Social Media	Admin Team	In progress

Communication – Strategies

Legend:

- 💡 Helpful idea or suggestion
- → Things to do or things to consider
- 🖱 Helpful link or template provided
- ❖ Something referenced previously in the document

Come back to this after your plan is complete! Else you will not really know what you intend to communicate.

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)	• All doors locked at all times. Access to building by front door only (with exception of keyholders/employees). • Signs on doors indicating number to call for an appointment if a meeting is necessary. • Electronic visitor logs to be kept by AA	Custodians AA Admin Team	Done In progress Ongoing

| 2) 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 | • Due to mixed grades and teacher schedules all school on one timetable. Students in 9/10 will be divided A/B within their classes to help remediate crowding at lockers. Students in 11/12 will be divided A-L and M-Z
 • Locker areas will be assigned by grade rather than alphabetically to reduce contact between grades.
 • Supervision to be determined by bussing-schedule TBD
 • Students will be able to use common areas in morning, lunch and after school (cafeteria, lounge, library) with physical distancing and community masks **or** proceed directly to classroom where masks are not required.
 • Supervision in new areas (eg:library)
 • Create new spaces in student lounge and learning commons that allow eating. | Admin Team

 Glenda

 All staff | Done

 Done

 Done

 Ongoing |

Building Access – Strategies:

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* – Public Health Canada ✋ *"Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic Risk Mitigation Tool"* – Public Health Canada • Your HSC: Barbara McFarlane, 625-0285	• Admin team met with Barb McFarlane to discuss the school floor-plan and walk-through some of the areas of the school that may be most problematic. • Increased signage for seating, directional flow. • Removal or re-distribution of seating in common areas.	Admin Team Kevin	Done Done
2) **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)	• An administrator will be notified immediately if someone is showing signs of illness, and will escort the student to Rm 132 • Rm 132 will be used as an isolation room (for up to four students). This room has a private bathroom and is close	All Staff Admin Team	Ongoing

			to the office area for supervision.		
			• The parent/guardian will be called and the student must be picked up within one hour	Admin Team Parent/ Guardian	

Risk Assessment – Strategies:

💡 **Consider the all the different spaces, people, and things in your school and how people interact in those spaces and with those things. This will be the most daunting part of your plan, but it is critical to the success of your overall plan and being thorough with it in the beginning will mean fewer surprises down the road.**

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.

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).

Figure 1: Modified Hierarchy of Controls for COVID-19[1]

- **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.
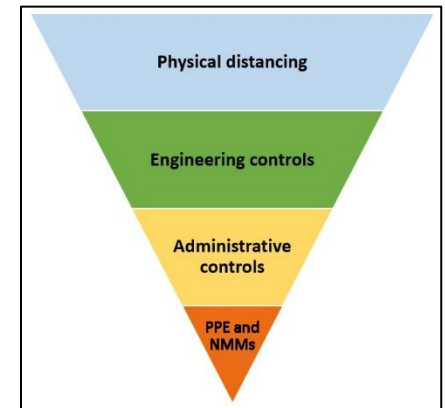
School Risk Assessment Tool

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]: **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).*

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[2] Categories and spirit of this table were adapted from: "Public Health Principles for a Phased Reopening During Covid-19: Guidance for Governors" by the *Johns Hopkins Bloomberg School of Public Health*

Consider the following framework for assessments:

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

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

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	Medium	Medium	At front doors have one set for entry and one for exit. Possible divider in between?
Main office	Medium	High	Move copier, plexiglass barriers for AA desks
Hallways	Low	Medium	Directional arrows. One-way where possible.
Stairwells	Low	High	One-way traffic.
Staff lounge	Medium	Medium	Open to Breakfast room for lunch hours to create more space
Staff washroom	Low	Low	Staff only signs for washrooms. Increased cleaning as per protocols

Student lounge	High	Medium	Restrict seating—signage for physical distancing. Increased supervision.
Student washroom	Medium		Designate sinks as open or closed. Increased cleaning as per protocols. Maximum occupancy
Classrooms	High	Medium	Decreased class sizes, physical distancing, masks and desk guards for close-contact work.
Gym	Medium	Medium	Sanitize equipment. Follow guidelines for sports and activities as per governing bodies.
Library	High	Medium	Allow this space to be used for eating. Reduce seating at tables. Re-arrange and/or remove seating and tables. Increased supervision.
Cafeteria	High	Medium	Reduce seating at tables. Re-arrange and/or remove seating and tables. Increased supervision.
Playground	N/A		N/A
Outdoor sports field	Low	Low	
Fitness Rooms	High	Medium	Follow same guidelines as fitness/community gyms.
Onsite Daycare	High		
Locker areas	Medium		Designated hooks or lockers in locker areas?

People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	High	Medium	Masks when physical distancing is not possible, access to other PPE (face shields, desk guards). Max occupancy on staff rooms. Education and training on protocols.
EAs/SIWs	High	Medium	Masks when physical distancing is not possible, access to other PPE (face shields, desk guards). Max occupancy on staff rooms. Education and training on protocols.

Custodians	Medium	Medium	Masks when in common areas. Max occupancy on staff rooms. Education and training on protocols.
Students	High	Medium	Decreased numbers per class. Education and training re protocols, public health measures etc. Increased supervision.
Resource Students	High	Medium	
Parents/Guardians	Low	Low	
Visiting Professionals	Low	Low	

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	Medium	Low	Encourage no heat lunch as much as possible. Have student/staffperson sanitize after use.
Staff room appliances	Medium	Low	Wipe down handles/buttons after use
Water fountains	High	High	Bring own bottles to school for refills.
Shared books/handouts	Low	Medium	Disinfect after use
Shared computers	Medium	High	Disinfect after use
Shared tools	Medium	High	Disinfect after use

4. Physical Distancing

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 of 1m in classrooms and 2m in all other areas. Community masks to be worn in all hallways and public spaces Move tables and create more spaces for common areas/lunch Signage: directional arrows, maximum capacity for rooms, seating etc. Posters and other signage re: physical distancing. Increased use of courtyard for outdoor seating Remove some desks/chairs from classooms if possible Lockers-separate area by Grade 9/10/11/12. Divide classes at 9/10 by A/B not split class so that this gives more room in locker areas.	All persons in building. Staff to monitor Kevin	Ongoing Done Done Done Done
a) **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.	Signage re: physical distancing, maximum capacities for rooms, seating. Education of and by staff. C&Y have assigned offices. Phone or virtual meetings unless absolutely necessary to meet in person. All visitors must wear a mask. Supply teachers will not need to wear a mask in classrooms but should maintain a 2m distance from all other staff and students.	Kevin Admin team C&Y All visitors Casual teachers	Done Ongoing

b) Arrange furniture to promote the physical distancing requirements. (Include a reception area).	☝ *"Return to School"* document (EECD)	Front office area—plexiglass in front of main desk and AA desk.	Heidi/District	In progress
		Move copier into designated space to cut down on main office traffic.		Done
		Classrooms to remove desks and/or designate certain ones for use.	Classroom teacher	Done
		Move some tables/chairs from cafeteria to lounge. Designate max capacity at each table.	Custodians/ Admin	Done
		Remove/rearrange library furniture.		
		Signage for "sit here" indicators.		Done
c) 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	Order signage to remind all of physical distancing, mask usage, do not gather, traffic patterns, enter/exit.	Kevin	Done
		Map of school—one way where possible. Directional arrows on the floor.	Heidi	In progress
		One-way traffic where able, and divided hallways for two-way with distancing in other hallways.		Done
d) Determine if installation of physical barriers, such as partitions, is feasible.	→ Contact Facilities staff for assistance if barriers are needed.	Plexiglass on counter and AA desks in main office.	Heidi/district EECD/District	
		Desk barriers for staff working one-on-one with students (available for all classrooms, resource rooms etc)		In progress
		Barrier between front doors to create a designated entrance and exit.		
☝ **Establish protocols to ensure people don't congregate in groups** a) (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	Masks in all common areas	All persons	Ongoing
		Creation of more seating and more areas for eating	Admin	Done
		PD indicators, signage and directional arrows.		Done
		C&Y and other professionals use designated offices.	C&Y	Done
		Staff to provide increased supervision (especially in areas such as game corner, student lounge)	All staff	Done

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☞ **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 when possible with other professionals (eg: C&Y members)	Admin team et al	Ongoing
☞ **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.** a) (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.	Designated entry and exit doors in main lobby. One way traffic upstairs and in any hallways where a loop is possible. All other hallways keep right, and single file traffic. Ten minutes between classes for cleaning, bathroom break etc Open gym bathrooms to create more options and less need to travel Order more door-stops so they can be left open where possible.	Admin team Kevin	Done Done Done

Physical Distancing – Strategies:

💡 **Describe how physical distancing is being implemented and communicated.**

5. Transition Times

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.** a) 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	Ten minutes between classes to mitigate time lost for fewer pupils in bathrooms at a time. Open gym area bathrooms. Create map of school to show directional instructions.	Admin team Heidi	Done In progress
2) **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?	Decreased daily student population. Grab and go breakfast—one way traffic in and out of breakfast room Increased seating options at lunch (tables in lounge, outside eating area, library open for eating) Students are able to leave for lunch—reminders and education re: physical distancing at this time.	Admin team	Done Done Done Ongoing

Transition Times – Strategies:

6. Screening

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.** a) 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 to staff with reminders throughout the year. Post the policy Include screening information in new/casual employee initiation package.	Admin team Cheryl	Ongoing Done Done
2) **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	An administrator will be notified immediately if someone is showing signs of illness, and will escort the student to Rm 132 Rm 132 will be used as an isolation room (for up to four students). This room has a private bathroom and	All staff Admin team	Ongoing

3) **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.**	⌐ Provide teachers with simplified decision tree for what to do if they suspect a case	is close to the office area for supervision. The parent/guardian will be called and the student must be picked up within one hour Follow the guidance of public health to determine next steps.	Admin team/ parent	

Screening – Strategies:

> ♀ **Outline how passive screening requirements are being met and communicated.**

7. Cleaning & Disinfection Procedures

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	Increased signage and education in common areas and classrooms. Hand-sanitizing stations available in all classrooms and at entrances. Students and teachers will clear work areas and any shared materials after each use.	Admin team District staff All persons	Done In progress Ongoing
2) **Ensure availability of all necessary supplies for <u>cleaning and disinfecting.</u> Consider "Sanitization Stations" for accessing, borrowing and returning products by staff.** a) 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?	Classrooms will have cleaning materials on-hand. C2 will be in charge of monitoring and ordering supplies. Add community mask, Kleenex and hand sanitizer to student supply list.	District staff/ Custodians Heidi	Ongoing Done

3) Washrooms: a) 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. b) Foot-operated door openers may be practical in some locations.	⌂ School custodial staff ⌂ District facilities management	Cleaned at least three times a day as per provincial protocol. Maximum occupancy for all washrooms. Some sinks not used if distancing is not able to be followed. Have custodians check and monitor conditions and supplied on a regular basis.	Custodians Admin	Ongoing Done Ongoing
c) Hand-washing posters must be posted.	⌂ Handwashing Poster	Handwashing posters in all common areas, classrooms, washrooms etc	Admin	In progress
d) 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	Check all washrooms and indicate which facilities are able to be used and maintain PD Maximum occupancy of washrooms. Open extra washrooms in PE area hallway,	Admin Custodians	Done Done Done
4) Since physical barriers are not always possible: a) 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 o Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? ⌂ **School Disinfection & Cleaning Standards**	Sanitizing stations at entries and in each classroom. Encourage frequent hand-washing/sanitizing. All workspaces and shared materials cleaned by students and staff after usage.	District staff/ custodians All staff All persons	Ongoing Ongoing Ongoing

b) Encourage proper hand hygiene before and after handling objects or touching surfaces.	→ Signage wherever common objects/surfaces are located:
	   o Staff rooms, copier rooms
	   o Consider again library, gym, cafeteria
	   o Industrial classrooms: Shared tools
	   o Art class: shared supplies
		Signage to remind re: proper hygiene.
		
		Sanitizing stations at entries and in each classroom.
		
		Encourage frequent hand-washing/sanitizing.
		
		All workspaces and shared materials cleaned by students and staff after usage.
			Admin
			District staff/
			custodians
			all staff
			all persons
				Done
				In progress
				
				Ongoing
				
				Ongoing

		○ Music equipment ■ Singing should not be allowed unless ppl can be 6ft apart.	Education of staff and students as to proper cleaning techniques (eg: computer equipment)		Ongoing
c)	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?	Training and on-going communication with custodial staff. C2 to take a lead role on cleaning Extra custodial staff assigned as per provincial protocols	Admin team C2 Custodians	Ongoing
d)	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	Training and on-going communication with custodial staff and district maintenance team. Use of outdoor spaces when possible. Keep classroom windows and doors open when practicable.	Admin team Custodians District staff	Ongoing

Cleaning & Disinfection – Strategies:

💡 **Describe the cleaning and disinfection procedures and how they are being managed.**

8. Personal Hygiene Etiquette

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)	Encourage all students and staff to have a community mask. Request documentation for those who cannot wear one due to medical reasons and ensure staff know who they are.	Admin team	Ongoing
		Provide one mask per member of the school community		In progress
		Reminders and training re: proper mask usage	All staff	Ongoing
		Enforce mask usage in community/public areas. Create a disciplinary procedure for those who do not comply.		
2. Promote appropriate hand and respiratory hygiene.	◌ Handwashing Poster	Signage to remind re: proper hygiene.	Kevin	Done
		Sanitizing stations at entries and in each classroom.	District staff/	In progress
			Custodians	
		Encourage frequent hand-washing/sanitizing.	All staff	Ongoing
a) 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?			
b) Provide minimum 60% alcohol-based hand sanitizer.	◌ Hand Sanitizer Poster	Sanitizing stations at entries and in each classroom. Frequent monitoring of supplies.	District staff/custodians	In progress Ongoing

c)	Communicate frequently about good respiratory hygiene/cough etiquette.	☝ Coronavirus disease (COVID-19): Prevention and risks ☝ Post signage through school about the importance of proper handwashing ☝ Communicate through announcements?	Communication re: washing/sanitizing hands regularly. Memos, Facebook, Website, Voice Mail	All staff Admin	Ongoing Ongoing
d)	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	Evaluate Operational Plan regularly. Classroom stations checked daily by custodial staff.	Admin team et al Custodians	Ongoing Ongoing

Personal Hygiene – Strategies:

💡 **Describe how personal hygiene measures will be communicated, trained, and enforced.**

9. Protective Measures

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	Decreased daily student population. Masks in all common areas Creation of more seating and more areas for eating PD indicators, signage and directional arrows. "Sit Here" indicators for tables, lounge areas Removal/re-arranging of seating in common areas and in classrooms One way traffic upstairs and in any hallways where a loop is possible.	Admin team Kevin All persons	Done Ongoing Done Done Done Done

			All other hallways keep right, and single file traffic.		Done
			Desk barriers when staff are required to work closely with student.	All staff	Done
			Maximum capacities on all rooms including staff spaces.	Admin team	
2. **Provide personal protective equipment – only for those situations that require it:**	☝ [OHS Guide-PPE](#)	All staff will provide their own community masks.	All staff	Done
	☝ [PPE Poster](#)	Order one community mask for each member of school community.	Admin/Cheryl	Done
	☝ District Student Support Services	Face shields and gloves provided for staff by EECD/District		Done
		Desk barriers for working closely 1-1 with students.		Done
		Training for staff		Ongoing
a) Hand protection (nitrile, rubber, or latex gloves)	☝ Complex Case – Risk Assessment			
b) Eye protection (safety glasses, goggles, or face shield)				
c) Other PPE as determined necessary through the risk assessment				
3. 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.	☝ *"Return to School"* document (EECD)	Resource classrooms—designated rooms for EAs to work with students. Plexiglass desk barriers in these rooms Upstairs, resource room and ?	EST-R/EA's	Ongoing
a) This is in addition to regular school attendance logs.	→ Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged.	Contact tracing log kept for these rooms.		
b) 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.	→ Logs must be kept onsite and readily available to Public Health			

→ Additional Protection				
c) 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. d) Considerations for schools licensed under Food Premises Regulations	Health Canada information on non-medical masks and face coverings *"Return to School"* document (EECD)	All staff and students will have a mask, to be worn in all common areas of the school or when PD cannot be maintained.	All persons	Ongoing

Protective Measures – Strategies:

Describe how requirements for personal hygiene are being met and communicated (i.e. training for use of products and PPE).

10. Occupational Health and Safety Act & Reg. Requirements

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 ☞ Responsibilities of Employer, Supervisor, Employees	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	Done
2) **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.**	☞ OHS Guide-New Employee Orientation ☞	Documents shared via email. Staff meeting discussing protocols. Add to employee orientation package	Admin. Team Cheryl	Done
3) **Provide staff the employee training on the COVID-related work refusal process.**	☞ Right to Refuse Process ☞ School District HR	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	Done
4) **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	AA will maintain a log in office of all visitors and employees.	Admin. Team	Ongoing
5) **Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.**	☞ Supervisors = Principals and Vice Principals - this will be done by HSC & PH	Documents shared via email. Staff meeting discussing protocols.	Admin. Team Health and Safety	In progress
6) **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	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	In progress
7) **Make available appropriate personal protective equipment for the school setting.**	☞ District Student Support Services	Documents shared via email. Staff meeting discussing protocols. PPE available for staff	Admin. Team	Done
8) **School district Human Resources confirm process for addressing employee violations of policies and procedures.**	☞ HR Department to provide guidance	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	In progress

9) **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 → Involve your JHSC as much as possible!	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	In progress
10) **Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.**	☞ OHS Guide Topic-Supervision	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	Ongoing
11) **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.** 12) **Schools must engage the district from the beginning.** 13) **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.** 14) **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	Documents shared via email. Staff meeting discussing protocols.	Admin. Team	Ongoing

Occupational Health and Safety – Strategies:

💡 **Outline how the requirements for OHS within a COVID-19 response are being met.**

11. Outbreak Management Plan

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.	Review EECD plan at staff meeting. An administrator will be notified immediately if someone is showing signs of illness, and will escort the student to Rm 132 Rm 132 will be used as an isolation room (for up to four students). This room has a private bathroom and is close to the office area for supervision. The parent/guardian will be called and the student must be picked up within one hour If there is a positive case work with public health and district office to determine the course of action.	Admin team Staff person Admin team Parent/ Guardian	Done Ongoing

Outbreak Management Plan – Strategies:

> ♀ **Describe how Outbreak Management Plan will be communicated to staff and students.**

12. Mental Health Support

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](#) ⌐ School District support staff o John Fletcher ⌐ School District Human Resources Staff	Information shared re: NBTA counselling, EAP and district supports Frequent check-ins with staff		Ongoing
2. 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	⌐ School District Support Services	Staggered entry for students		Done

Mental Health Support – Strategies:

♡ **Describe how any mental health considerations are being met.**

13. Additional Considerations: School specific

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1. **Emergency Plans – Considerations under COVID**	→ In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? **OFM is preparing guidelines.**	Conduct emergency drills as per the direction of the OFM	Admin	Ongoing
2. **Address how students will be picked up from school (Drs appts etc.)**	→ Is there a designated waiting area? Is it supervised? Does it need to be?	Wait in front lobby for appointments with PD and mask. Sign out in office with note OR have parent come to the front door. Parent will not come in the building to sign-out.		
3. **How will you handle learners that have/need to be sent to the office for discipline?**		Teachers should continue current practice of calling the office if a student is non-compliant or disruptive and needs to be removed from the classroom.		
		Intervention or other team meetings may need to help in a larger space to allow for PD.		

Additional Considerations – Strategies:

> 💡 **Describe how any additional considerations will be addressed and communicated.**