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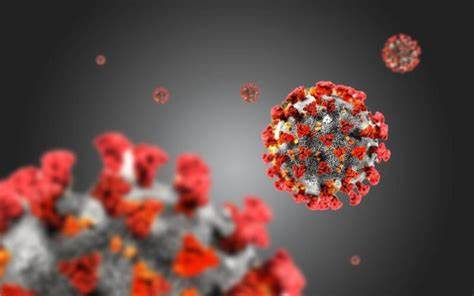
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CoViD-19 Operational Plan

GRETNA GREEN SCHOOL

Academic Year 2020-2021

Version 001





Covid-19 Operating Plan – Summary Checklist

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| --- | --- | --- |
| **Section** | **To Do List:** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communications** | Send out Operational Plan via email, voicemail, and school social media platforms to learning community | D |
| 1. **Building Access** | Post signs indicating access to building is limited to essential workers, staff, students. Parents are only permitted in building if an appointment is made. All visitors must wear NMM when travelling through the building. | D |
| 1. **Risk Assessment** | Develop bubbles for individual classes and establish schedules for recess, lunch, PE, etc. so that classes do not blend. Lunch schedule to be developed for middle school. This will allow for bubbles to eat while maintaining physical distancing in cafeteria. K-5 students will remain in classroom for lunch. Any time students or staff are outside their bubble area a mask must be worn and follow posted signage **OR** students in K-2 & 3-5 will split their noon hour. One half will eat in the cafeteria while the other half go outside then flip. Students will be seated in accordance to their bubbles while eating in the cafeteria. | D |
| 1. **Physical Distancing** | Post signage indicating to practice physical distancing. Indicate max number of people allowed in spaces. Designated enter and exit doors for busses and drop offs. | D |
| 1. **Transition Times** | Staggered times built in school schedule to reduce/mitigate the risk of bubbles crossing during transition. | D |
| 1. **Screening** | Signage with all public health protocols for those entering. Designated staff scheduled at entry points during morning drop-off and afternoon pickup. (passive screening – signage on doors) | D |
| 1. **Cleaning & Disinfection Procedures** | Schedule to be completed by C-II in consultation with Administration using recommended guidelines by Public Health and EECD “Return to School” document. | D |
| 1. **Personal Hygiene Etiquette** | Staff to review and practice good hygiene etiquette with students to minimize risk. (Follow EECD Return to School Recommendations) | IP |
| 1. **Protective Measures** | Purchase additional PPE such as masks, shields, gloves. | D |
| 1. **OHS Regulation Requirements** |  | D (Barb M.) |
| 1. **Outbreak Management Plan** | In a confirmed case, district and parents will be notified by Public Health. Public Health protocols will be followed.  In a suspected case, child will be asked to wear a mask, isolate in designated area, contact made to parent for pickup with 1 hour. | IP |
| 1. **Mental Health Support** | Guidance and teachers to include lessons on maintaining good mental health. Include PE and music as part of the required curriculum. | IP |
| 1. **Additional Considerations** |  |  |

# 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 checklist 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.

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| --- | --- | --- |
| This plan belongs to: | | |
| School Name: | GRETNA GREEN SCHOOL |  |
| Principal (Signature): | Mr.Keith Comeau |  |
| 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-N’s 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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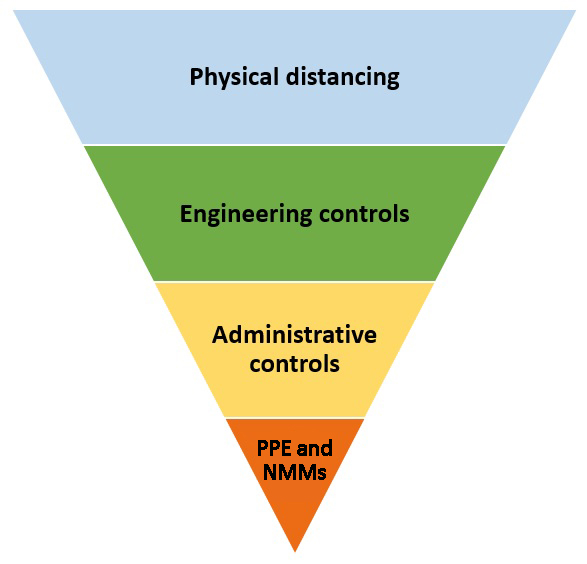
## RATIONALE

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) | **GG School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate operational strategies, provide orientation to school personnel and students.** | Class version of Operational Plan (OP) to be reviewed by teachers with students. | Orientation with students by teacher’s first week of return  Communicate Operational Plan to Parents via email, voicemail, and school social media platforms | Classroom Teacher  Administration | IP |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | OP to be distributed to all employees and outside agencies prior to startup in September (email) | Email all workers who will be entering the building.  Folder information packet for all visiting professionals. | Administration | IP |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications / School Communication | Forward information to learning community via email, social media, school messenger etc.  Teachers to schedule a virtual meet the teacher meeting on third or fourth week of school. | Administration | D |
| **Communication - Strategies** | | | | |
| Lightbulb**Describe how school operational strategies are to be communicated.**  **Administration and teaching staff will communicate operational strategies to the learning community. There will be many platforms to communicate the plan. Such platforms include, school social media i.e. Facebook, Twitter, Instagram, and School Messenger.**  **Teaching staff will play an important role in communicating to their individual parents to keep expectations clear and concise. Teachers to hold a virtual meet the teacher meeting with their parents on third or fourth week of school.**  **Parents will be able to call and make appointments with an individual teacher and/or Administrators. Meetings to answer questions will be via Office Teams, Skype, email, phone calls, and any other platform deemed acceptable by EECD.**  **Principal to address the learning community during the first week of startup via Facebook live to review and reassure parents of the new protocols and expectations.**  **Come back to this after your plan is complete! Else you won’t really know what you intend to communicate.** | | | | |

2. Building Access

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **GG 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/locked during instructional time (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) | Main entrance requires signage – (access by appointment only, with number to call)  Full window sticker will be in place detailing access to building by appointment only  Duty teacher at bus entrance and drop off and pick up entrance  No access to building unless by appointment or to pick up sick child  Appointments booked through admin assistants and/or teacher  Teachers will inform AA’s about scheduled appointments for contact tracing purposes. | Administration  Administrative Assistants  Designated Staff  Teacher | D |
| 1. **Procedures are in place to control congestion during the school start and dismissal times** | * Staggered start/end times (3-8 & K-2 Staggered in AM – already in place) * 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 | Supervisors begin at 7:50 am  Staggered entrance time for K-2 & 3-8 students. Proceed immediately to their homeroom classroom upon entry to GG.  All K-8 students must wear masks when boarding and exiting the bus.  K-2 – bus – K-2 bus zone door, Drop-Off & Pick Up Door– side entrance  3-8 – bus – bus zone door, , Drop-Off & Pick Up Door– side entrance  Morning duty teacher at both points of entry for the morning entry times | Designated staff to be at bus zone and drop off and pick up zones | D |
| **Building Access – Strategies:** | | | | |
| Lightbulb**Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.**  See attached duty schedule  Duty schedules to be developed, with screening procedures at each student entrance. Visitors will be required to sign-in at the main entrance (Must have an appointment) with the Administrative Assistants. AA’s will log time in/out with digital spreadsheet for contact tracing purposes.  All doors will remain locked during the day with signage for visitors indicating procedures.  If teacher makes appointment with parent they are to notify AA’s for contact tracing purposes. | | | | |

3. Risk Assessment

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **GG 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 | Classes will remain in bubbles for the full day including eating lunch and break times.  Custodial staff and students (6-8) will be responsible for cleaning of high touch areas such as desks, chairs, and electronics.  All students and staff will be required to have a mask on their person in the case physical distancing cannot be established.  Require all students and staff to stay home if they exhibit any signs or symptoms of COViD-19. Call 811 | Administration  Administrative Assistants  Teachers  Designated Staff  Parents | D | |
| 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) | Students showing illness will be required to wear a mask. Extra masks will be made available by admin if needed.  Isolation space will be cume card room next to main office, max of 4  Cases exceeding 4 will be housed in theatre arts room  Supervision – administrator or teacher (as available)  Parent or Guardian conctacted immediately and requested to pick up child. | Administration  Designated Staff | IP | |
| **Risk Assessment – Strategies:** | | | | |  | | |  |
| **LightbulbConsider 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.**  **K-5 students will remain in class bubble to eat lunch (OR in cafeteria) and have recess time.**  **Cafeteria services will deliver food to classrooms K-5. Grade 6-8 students will access cafeteria in designated areas to eat their lunch.**  **Five Zones to be established on playground for class bubbles to occupy during recess times.**  **Grades 6-8 students remain in class bubble throughout day (Teachers will move maintaining a 1M distance from students during instruction from class to class)**  **Grades 6-8 lunch (3 classes eating in cafeteria in bubble while physically distanced. 2 classes go outside for recess for 30-minute block. (Switch) Tables will be assigned for each class to eat in each 6-8 sitting.**  **Change rooms will be off limits for K-5. Grades 6-8 will change for PE. Custodial staff will clean change rooms 3 times per day along with bathrooms.**  **PE equipment will be cleaned by teacher/students after each class (if being reused that day by another group) and completely disinfected each week.** | | | | | | |

**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.

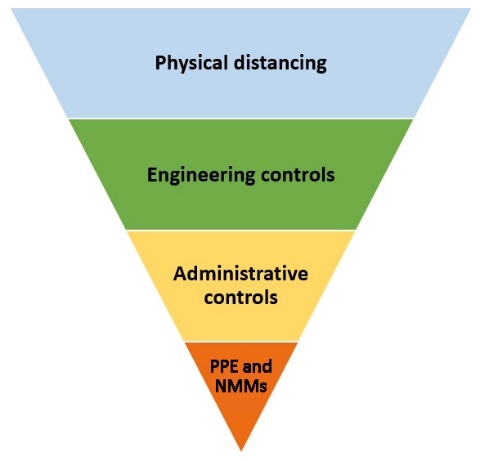


Figure 1: Modified Hierarchy of Controls for COVID-19

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 | Medium | NMM’s | All students, staff, visitors to wear mask upon entry/exit from building. Must wear NMM until person reaches their learning space (bubble). |
| Main office | Medium | PPE & NMM’s | If physical distancing is not possible wear NMM and/or PPE  Maximum of 2 people in main office at one time. 1 visitor per Administrator |
| Hallways | Low to Medium | NMM and/or PPE | Students and Staff required to wear NMM and/or PPE when travelling hallways. |
| Stairwells | Low to Medium | NMM and/or PPE | Students and Staff required to wear NMM and/or PPE when travelling stairwells. Stairwell traffic norms will be stay on the right hand side just like all hallways. |
| Staff lounge | Low | NMM and/or PPE | When any staff member occupies staff lounge, distancing must be followed if not a NMM or PPE is required. Maximum of 10 staff at any time. |
| Staff washroom | Low | Disinfectant wipes and spray | Staff will be required to sanitize staff bathroom after use. |
| Student washroom | Low to Medium | Physical Distance Required | Only three or four students at a time in washrooms, depending on washroom. Must wear a mask and those waiting to use washroom remain outside in hallway on designated marked area. Custodial staff will disinfect washrooms, high touch areas minimum 3 times per day. |
| Classrooms | Low | Physical Distance may be required (2M between class groups) | Students will remain in their class within their bubble during instruction time. Exceptions may include travelling to gymnasium, computer lab, library or cafeteria. Students must wear mask during travel in hallways. |
| Gym & Locker Room | Low to Medium | Establish time between classes for cleaning | Custodial staff will sanitize change room 3 times per day. PE teachers and or students will be responsible for sanitization of equipment. Locker room will only be accessible by grades 6-8. K-5 students will not change for Phys. Ed |
| Library | Low to Medium | Schedule individual class times for visits | Physical distancing not required, as classes will be in their bubble. Librarian will be responsible for maintaining a sanitized space for each class. Librarian required wearing mask if physical distancing is not possible. Sanitize upon entry and exit of library. |
| Cafeteria | Low to Medium | Scheduled times for grade 6-8 classes to eat in cafeteria. Each class remain in their bubble | Classes to maintain physical distancing. Markers in place on floor for those purchasing food from workers. Workers to follow all public health protocols. Markers on floor in front of microwaves to keep distancing. |
| Playground | Low to Medium | Establish zones with scheduled times for classes to play (lunch). | Classes to remain in their bubbles while playing during lunch recess. Classes will change zones on a rotational basis weekly, 5 zones in total. |
| Outdoor sports field | Low | Field to be used as normal for PE. Sports teams following public health protocols | Field will be used when needed for Physical Education. Sports teams will follow all Public Health protocols when using the field. |
| Locker areas | Low to Medium | Locker rooms to be sanitized/disinfected 3 times per day | Grades 6-8 will change. K-5 will not change and will come dressed to school with appropriate PE clothing on days of scheduled PE. |
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| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Low to Medium | K-5 teacher to remain in bubble with class. MS teachers to move from class to class. | Teachers who move must maintain a distance of 2M in the hallways as they will be with multiple classes daily. Students will wear masks when travelling outside their bubble in school hallways i.e. transition times. |
| EAs/SIWs | Medium to High | EAs will work with student within class bubble or alternate location if needed. | Resources used by EA will need to be sanitized between uses and mask of PPE will be worn when transitioning between learning spaces in the school. |
| Custodians | Low to Medium | Change scope of responsibilities during instructional day  Increase the number of custodial staff during instructional day to meet requirements for cleaning and disinfecting | Areas of responsibility will change to accommodate the necessary cleaning requirements. Additional staff to be hired to support if needed as approved by ASD-N. |
| Students | Low | Required to wear NMM when transitioning from one space to another. | Student schedules and routes will allow for transitioning. Minimize the potential for group crossover. |
| Resource Students | High | Support Staff required to wear necessary PPE to support the educational plan of student | Provide face shield, gloves, and any other necessary items to support the plan/child. |
| Parents/Guardians | Low | Parents will not have access to the building  School doors will be locked during the day. | Parents will be required to make an appointment with the AA’s or directly with the staff member they wish to see. Parents will be required to wear NMM when travelling through the building to their meeting place. All visitors must sign in with the main office and sign out for contact tracing purposes. Meetings will be done virtually if possible. |
| Visiting Professionals | Low to Medium | Wear NMM or PPE if necessary  Must keep a log | Visiting Professionals will be required to wear a NMM or PPE in necessary when meeting with students. Visiting professionals must sign in and out and keep a log of who they saw each day. Log will be submitted to the office before they exit the building. |
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| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | Low to Medium | Space out microwaves in cafeteria to maintain physical distancing | Markers on floor for students to follow. Dedicated microwave for each class bubble. Custodial staff will clean after each group use. |
| Staff room appliances | Low to Medium | Disinfect after each use | All staff to disinfect appliance after each use. Staff will be permitted to eat in staff room in accordance to maximum number of occupants (10) permitted to occupy staff room at any given time. |
| Water fountains | Low | Physical distance markers on floor | Students will fill water bottles in classroom sinks. Water fountains will not be accessible in school until they are retrofitted for filling water bottles. Mouth drinking from spout will not be an option. |
| Shared books/handouts | Low | NA | Students will be assigned books for approximately a week at a time. Cleaning of books is optional at this time. Opportunities to access digital books for students will also be considered to minimize risks. |
| Shared computers/Tablets | Low to Medium | Disinfectant Wipes used after each use | Student will wipe down shared technology with disinfectant wipes when finished. Personal devices will not need to be sanitized at the school. |
| Shared tools | High | Disinfect Daily | Teachers/staff responsible to disinfect all shared tools at the end of each day. Students will have full access to personal manipulatives within their class bubbles. |
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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) |
| 1. **Implement physical distance protocol.** | * K-8 = no physical distancing (PD) within bubble and 1m minimum between bubbles * 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis. | Stay to right when moving in hallways and staircases  Identified play zones for class bubbles on a rotational weekly schedule for playground/outside  Floor markers installed on floors where needed. | Administration  Support Staff  Teachers | D |
| * 1. **Consider staff, students, visiting professionals, parents/guardians, and community members.** | * 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. | Staffroom/workroom max capacity 10.  Office – please wear a mask when coming to office, maximum number of visitors- 2.  Maximize classroom spaces to allow for proper PD in classroom.  Provide virtual meeting options with parents and visiting professionals if needed  Designated rooms will be made available for OT, Speech and SD services when needed | Administration  EST-R | D |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | Max number of people at main reception 2. All others will wait in designated space marked on floor. | Administrative Assistants | D |
| * 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 | Directional arrows and signage installed:  Stops outside bathrooms, reception area, staff room, cafeteria line, staff workroom, microwaves and water fountains. | All staff and students | D |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | Barrier separating cafeteria workers and lunch line  Physical barrier between AA and visitors will be needed in main office | District | IP |
| 1. **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 | Students arriving go directly to classroom bubble where they will sanitize upon entering classroom  Limited number of people established in common area. Staff to respect social and physical distancing in all common areas  Entire Staff & team meetings to be conducted virtually as much as possible | All Staff  All Staff  Administration | IP |
| 1. **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)? | NA | NA | NA |
| 1. **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. | Schedules will reflect staggered times when needed for classes to move within the building limiting the numbers in hallways. Note, their will be times where physical distancing is not possible in hallways. Students and staff required to wear masks.  Stairway traffic must be maintained when going up or down and must stay on the right while wearing a mask.  Entrance and exits will help reduce the number of students exiting and entering the building at school entry and exits | All staff | D |
| **Physical Distancing – Strategies:** |  |  |  |  |
| Lightbulb**Describe how physical distancing is being implemented and communicated.**  **Require students to wear a mask if they are going to the washroom (grades K-8); limit number of kids in bathroom (2 or 3 max). Have signage on floor where waiting.**  **All students and staff to wear mask when travelling within school to designated space.**  **Cafeteria will have signage for direction and spaces indicating wait area to ensure physical distancing.** | | | | |

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 2m 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 | 6-8 schedule may need to incorporate 5 min transition time between classes to minimize traffic in hallways  Modify where students will eat and play to respect social/physical distancing.  Provide school layout map to parents, visitors. (B. McFarlane) | Administration  Teachers | D |
| 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? | K-5 students to eat lunch in their classroom with duty teacher  6-8 students will eat lunch within their bubble in designated space in cafeteria at designated time.  Cafeteria services will deliver ordered meals to K-5 classes following health guidelines. | Administration  Staff  Cafeteria Staff | D |
| **Transition Times – Strategies:** |  |  |  |  |
| Lightbulb**Describe how transition times/staggering is being managed.**  Supervisors begin at 7:50 am. Staggered entrances for K-2, 3-8 – students proceed immediately to their classroom.  K-2 – bus – back main entrance Drop-off – side entrance at drop off door  3-8 – bus – back main entrance. Drop off, Side entrance at drop off door  Duty teacher in each wing during morning entrance  Duty teacher will monitor exiting and entrance of students during both recesses.  All home room teachers will exit building with their respective bubbles at the end of the day.  Teachers will be required to lead classes during all transition times throughout the day. | | | | |

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 | A checklist will be provided for them to do daily screening before arriving at school to clear for entry. Posted on entry/exit doors. | Staff Screeners | IP |
| 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 | Following all Public Health protocols, any staff or student showing 2 or more signs of COVID-19 will be required to put on a mask and go to the Self isolation room. Teacher to call in to office (Cume Card Room).  Individual to stay isolated until students parent arrives to pick up.  Parents will be instructed to call 811 and follow instructions. | Administration | 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.** |
| **Screening – Strategies:** |  |  |  |  |
| Lightbulb**Outline how passive screening requirements are being met and communicated.**  Preliminary screening not involving direct contact with Staff and Students Maintain physical distance of at least 2metres (6 feet) or separation.  If active screening implemented: Screener asks all staff and students the following questions, Do you have any of the following symptoms? · Fever/Signs of Fever (e.g.: chills, feeling hot/cold, shivers, etc.) · New Cough or a Cough That is Getting Worse · Sore Throat · Runny Nose · Headache · Diarrhea · Loss of Taste or Smell · New Onset of Muscle Pain · New Onset of Tiredness· Purple Markings Fingers or Toes (students) 1. Have you been outside of the Atlantic provinces in the last 14 days for any reason, including work? 2. Have you had close contact with a person with a respiratory illness who has travelled within the last 14 days prior to their onset of illness? 3. Have you been advised to self-isolate and are still within the advised period of self-isolation? 4. Have you been advised to self-isolate and are still within the advised period of self-isolation? 5. Have you had close contact with a confirmed case of COVID-19?7 Have you been in contact with 811, public health or your primary care physician related to a previous screening and are experiencing worsening symptoms since that time? If Educational Staff answer yes to 2 of the above questions they are advised to return to their vehicle and call 811 for further direction. If a student answers yes to 2 of the above questions he/she is asked to clean their hands, put on a mask and clean their hands again. The student is escorted to isolation room and parent/guardian is notified to come pick up student and contact 811 for further direction. If Educational staff and students do not identify any signs and symptoms of COVID-19, Screener advises them to clean hands, and proceed directly to their classroom via the most direct route. If not practical to have screener at entrance to school. Parents should ensure students are asymptomatic prior to sending them to school. All staff should self screen prior to leaving for work. | | | | |

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 | Checklist provided by EECD return to school document. Staff responsible to understand and teach students. Modelling will be essential for hand washing and sanitizing. | Staff | D |
| 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? | Daily checklist followed to ensure adequate supplies are available for all spaces requiring sanitation supplies. | CII and custodial staff |  |
| 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 | Checked twice per day | CII and designated Custodial staff | D |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Display posters in all bathrooms | Administration | D |
| * 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. * Communicate washroom use expectations and etiquette to students (how? who?) * Consider how this will be enforced | Designated signs on floor outside bathroom indicating max number. Block off every second sink, stall in bathrooms. Monitored by teaching staff and custodians.  Review new bathroom etiquette and expectations for students by teachers. | Administration | D |
| 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** | Establish hand cleaning stations at points of entry in all shared spaces. | Custodians  Administration | D |
| * 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 | Signs to remind staff, students of good hygiene practices | Administration | D |
| * 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? | Custodian-II to develop a cleaning schedule as per public health guidelines and EECD’s Return to School Document | Custodian & Administration | D |
| * 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 | Notification from facilities manager on scheduled visits by maintenance | Facilities Manager | IP |
| **Cleaning & Disinfection – Strategies:** |  |  |  |  |
| Lightbulb**Describe the cleaning and disinfection procedures and how they are being managed.**  Develop a program for cleaning and disinfection of the school which includes a review of the following:  Cleaning and disinfection of student desks and chairs is to be done daily as part of the nightly cleaning. **(Custodial staff & students)**  • Frequently-touched shared surfaces should be cleaned and disinfected at least twice a day. These are surfaces that are typically touched multiple times a day by multiple people such as: Door knobs and jams/frames, light switches in conference rooms, library chairs, tables, fridge handles, stairwell railings, elevator buttons, Public kiosk and reception areas, vending machines, pencil sharpeners and thermostats. **(Custodial Staff)**  • Shared equipment and supplies should be cleaned and disinfected after each use by students or a member of school personnel other than custodians. This equipment includes: computer lab equipment (keyboard, mouse, laptops, etc.), toys, gym and physical activity equipment, vocational equipment, music instruments, art supplies, science lab equipment, smartboard markers, microwaves, photocopiers, special needs equipment and other materials or items that students may communally use. **(By staff member supervising & Students)**  • Objects that some learners may put in their mouth must be rinsed with potable water after they have been cleaned and disinfected. **(Support Staff)**  • Washrooms and change rooms should be cleaned and disinfected after each use or minimum 3 times per day. (Custodial Staff)  • Personal items and equipment should be cleaned and disinfected by its user. This cleaning and disinfection is customized to personal preference and standards and is done using district supplied cleaning products and equipment. These are items such as: Desks, chairs, special needs equipment, phones, and computer equipment.  • The designated isolation area is to be cleaned and disinfected after each use. (Custodial Staff)  • Clean and disinfect any surface that is visibly dirty.  • Cleaning is always to be done prior to disinfection. | | | | |

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) | Administration to review protocols with staff | Administration | D |
| 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) | Post signage as reminders, train staff to model appropriate cleaning | Administration | D |
| * 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? |  |  |  |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | Available at all designated cleaning stations and shared spaces | Administration & Custodian | D |
| * 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? | Frequent reminders by teaching staff  Reminders through morning announcements | All staff  & Administration | 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 | Shared objects to be limited. In the case of shared objects, teachers and or students to wash or disinfect at end of day. | Teachers/Staff | IP |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| Lightbulb**Describe how personal hygiene measures will be communicated, trained, and enforced.**  Teachers and Administration to review, model, and remind students of the importance of keeping hands clean, wearing mask, physical distancing when necessary, and following all directional signage in building. | | | | |

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 | Provide PPE, gloves, face shields for Educational Assistants and support staff | Educational Assistants working with students with Exceptionalities | D |
| 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 | Students and staff wear a mask when students are working with resource and guidance. | Administration, staff, parents | D |
| 1. Hand protection (nitrile, rubber, or latex gloves) | * Complex Case – Risk Assessment | PPE as needed for EA’s working with complex needs students  Require students and staff to have a mask with them at all times. |  |  |
| 1. Eye protection (safety glasses, goggles, or face shield) |  | Purchase disposable masks as back-up. |  |  |
| 1. Other PPE as determined necessary through the risk assessment |  |  |  |  |
| 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 | Visiting Professionals, Guidance to keep appointment logs daily.  Supply teachers, EA’s will need to complete a log of where they were in the building and submit to office at end of day.  Support staff (OT, SLP, C&Y, PT, etc.) will need to leave a copy of their log with the office at the end of their visit.  Binder in the office with logs organized by date. | Staff & support staff working with students  Administrative Assistants | 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) | School to have extra supplies of PPE | Administration | D |
| **Protective Measures – Strategies:** |  |  |  |  |
| Lightbulb**Describe how requirements for personal hygiene are being met and communicated (i.e. training for use of products and PPE).**  **Teachers and staff will be required to follow all public health and school protocols. A review of all expectations will take place with teachers and support staff the week of August 31.**  **Staff will model and review with students the expectations the first week of school.** | | | | |

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 | Review at staff meeting the week of August 31. | Administration | D |
| 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) | Review at staff meeting the week of August 31.  For students, first week of school with teachers | Administration  Teachers | D |
| 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 at staff meeting the week of August 31. | Administration | D |
| 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 | Create record books and logs | Administrative Assistants | D |
| 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 | Training with district Health and safety coordinator | B. McFarlane | D |
| 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 | Training with district Health and safety coordinator | B. McFarlane  Adminstration | D |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | Receive equipment from District Office | DO | D |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | District Office HR Director | HR Director | D |
| 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! | JHSC to meet when necessary to update policies. | JHSC | D |
| 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) | Duty schedules and screeners established. | Administration  Identified staff | D |
| 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 | Follow all district recommendations in consultation with Public Health | Administration | D |
| **Occupational Health and Safety – Strategies:** | |  |  |  |
| Lightbulb**Outline how the requirements for OHS within a COVID-19 response are being met.** | | | | |

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. | Cume card room as well as theatre arts room will be used as isolation areas. | Teacher, EA and Administration | D |
| **Outbreak Management Plan – Strategies:** | |  |  |  |
| Lightbulb**Describe how Outbreak Management Plan will be communicated to staff and students.**  **(WAITING ON FURTHER GUIDANCE FROM ASD-N REGARDING A COMMON MESSAGE TO BE USED BY ALL SCHOOLS)** | | | | |

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 | Ongoing assessment of mental health needs of students and staff and reach out to ASDN for support if needed. | Teachers, Admin | 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 | SEL classes included in middle school schedule – comprehensive guidance lessons to be taught, responsive to student needs.  Virtual morning meetings for K-8 |  | IP |
| **Mental Health Support – Strategies:** |  |  |  |  |
| Lightbulb**Describe how any mental health considerations are being met.**  **Mental health concerns are being met through continued ESST meetings as well as continued consultations between teachers, EST-G, Admin and outside agencies. Our school EST-G will develop recommendations and strategies to be implemented at both home and school to address the mental health concerns of any student.** | | | | |

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.)** | * 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 drills and lockdowns will continue. Students will be required to wear NMM when exiting the building for fire drills. Students remain in their bubble at designated space outside on the school grounds  In the event a student must leave for an appointment, they will be required to wear a mask while travelling hallway. Sign out at office. Note: Student will be called down when parent arrives to pick up child. This procedure will also apply to students who are sick. | Teacher and Administration  Administrative Assistant | IP  IP |
| **Additional Considerations – Strategies:** | |  |  |  |
| Lightbulb**Describe how any additional considerations will be addressed and communicated.** | | | | |

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)