CoViD-19 Operational Plan

Nelson Rural School (K-8)

Population: 288

Acedemic Year 2020-2021
Version 001

Covid-19 Operating Plan – Checklist

Section	To Do List:	Status (Done, In Progress, Not Started, N/A)
1) **Communications**	Initial Communication to parents to go out via voice mail, FB and website.	Done
2) **Building Access**	Signs are posted. Must include office phone number. Clear communication with parents/visitors.	Done
3) **Risk Assessment**	Section 3 completed	Done
4) **Physical Distancing**	Direction arrows to be installed on floor/stairs. "Stay to the right" conversations. 6ft distance signage. Determine zones for recess times. Taped waiting areas where necessary (breakfast program, bus lines, transition areas- middle classes, French, music & PE)	Done
5) **Transition Times**	Clear communication with staff on arrival and dismissal protocols. This will be done in initial days upon their return.	Done
6) **Screening**	Follow directives of Barb McFarlane/Public Health Prepare an isolation area.	Done
7) **Cleaning & Disinfection Procedures**	Follow directives from District. Administration to ensure policy is followed by custodians (thorough desk cleaning during recess times), regular cleaning of high touch surfaces (washrooms, door knobs, hand rail).	Done
8) **Personal Hygiene Etiquette**	Signage throughout building. Video to help younger students. To be reinforced by homeroom teachers.	Done District created
9) **Protective Measures**	Signage. Professional Visitor log & log for breakfast program. Have disposable masks available front station and office for visitors.	Done Done Done
10) **OHS Regulation Requirements**	Follow directives from Barb McFarlane	Done-see section in plan
11) **Outbreak Management Plan**	Follow guidance from RTS document and ASDN Outbreak Management Plan	Done- see plan
12) **Mental Health Support**	Guidance to monitor. Ensure brochures are available in staff room and office area.	In Progress
13) **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] document and reflect Public Health standards and the *Occupational Health and Safety Act* and its regulations.

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

This plan belongs to:

School Name: Nelson Rural School

Principal (Signature):   _____

District Official (Signature):   _____

Implementation Date: **Draft - 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**
Todd Fitzpatrick/ Amy Maloney	1	August 29, 2020			

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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.
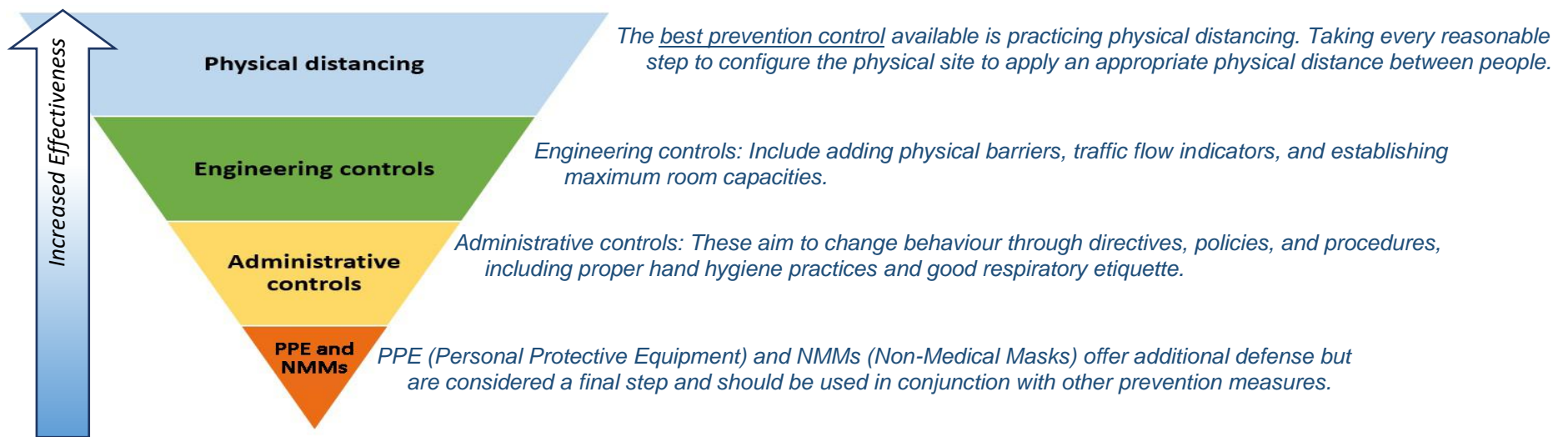
RATIONALE

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.

💡 **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.
- 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.

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

Everyone <u>must</u> 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

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.
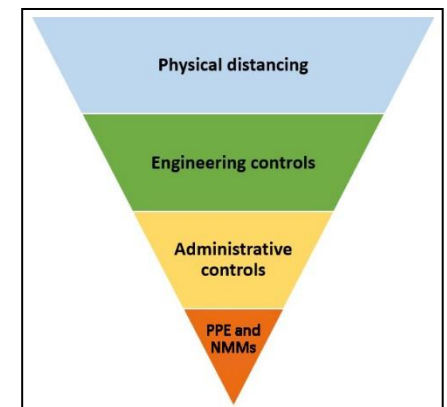
School Risk Assessment Tool

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).*

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.

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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*

Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	Main door – Brief/Medium Back door – Brief/Medium Side door – Brief/Low	Medium	Masked staffers hold door open during bulk entry in morning and afternoon dismissal. One-way traffic only. Sanitize after use. Wear masks until they enter their own classroom/bubble space.
Main office	Prolonged/Medium	High	Staff should no longer enter freely…only to get their mail and use staff washroom; no congregation. No students/no phone – Terri will call parent for them if necessary.
Hallways	PE/Music – Brief/Medium Middle School class transitions – Brief/High	High	Follow direction arrows. Wear masks in hallways during transitions/obey taped waiting areas when switching classes.
Stairwells	Brief/Low	High	One-way traffic arrows. "Stay to the right."
Staff lounge	High/Medium	High	Social distancing possible. Self-Sanitize after use.
Staff washroom	Low/High	High	Waiting place –tape on floor. Narrow hallway so need to wait in lobby area(s). Self-Sanitize after use.
Student lounge	NA		
Student washroom	Brief/Medium – use team designated washroom only.	Medium	Students only permitted to use their area washrooms. Wear mask while not in classroom. Maximum 2 at a time. Place signage for proper hand - washing. Remove or jam door to remain open at all times?
Classrooms	Prolonged/High	Low	Maintain classroom bubbles. Middle school students will spray and wipe desks and chairs before leaving each classroom.
Gym	Prolonged/High	Medium	K-4 Gym teacher to collect students from class once other class is dismissed (no passing in hallway). 5-8 students can follow directional arrows to get to locker room. Students must use gym bag – no loose items. Grades 3-8 can wipe down materials after use. Grades K-2 equipment will be sanitized by teacher before next use.
Library	Prolonged/Low	Low	Classroom Bubbles. Strict adherence to scheduled times.
Cafeteria	Prolonged/High	High	Class bubble seating for K-8 with 2 m spacing between table bubbles. Individual requests/packaging for dips/ketchup etc. Dismiss by class – one-way traffic only. Washing of tables and seats before next entry (Custodians/duty teachers)

			Class bubbles by zones (ribbon off) 6 zones for primary 6 zones for elementary 4 zones for middle
Playground	Prolonged/High	High	
Outdoor sports field	Brief/Low	Low	Used as zone (two class bubbles for grades 3-8)
Fitness Rooms	NA		
Onsite Daycare	NA		
Locker areas	Brief/Low	Low	Organized by class bubbles. Sanitize after use. Cleaned 3 times per day.
Music Room	Prolonged/High	Low	Organized by class bubbles.
Maker Space	Prolonged/High	Low	Class Bubble Schedule. Self-sanitize after use.

People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	Medium/Medium	Low	Team Meetings: Masks or distancing (classroom as opposed to conference room to allow for spacing) Staff meetings: Masks or distancing (use cafeteria)
EAs/SIWs	Brief/Low	Low	Breaks – Social distance
Custodians	Brief/Low	Low	Breaks – social distance. They have their own areas to clean.
Students	Prolonged/High	Low	Transitions – Wear masks and/or distance – one-way traffic only. Communal areas – sanitize after use
Resource Students	Prolonged/Medium	Low	Will need to be bubbled by class or use larger resource room for spacing. Wear masks when mixed groups are needed.
Parents/Guardians	Brief/Low	High	Pick-up/drop off on Rodney Green. Dismissed students will be brought out to main sidewalk and parents can pull up vehicle. No entry without appointment.
Visiting Professionals	Prolonged/High	High	Appointment only. Complete visitor log. Must wear a mask.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	K-2 - low 3-5 Medium 6-8 Medium	Medium	K-8 Masked duty teacher/EA will microwave for them. Labelled classrooms trays to be used. Encourage no heat lunch as much as possible.
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	"At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students." *Return to School Document*, August 25, 2020.
Shared computers	Medium	High	Class bubbles Disinfect after use
Shared tools	Medium	High	Class bubbles Disinfect after use

RESPONSE PLAN 2020-21   Nelson Rural School

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.**	District/Provincial Communication	Teachers - Staff Meeting – EAs – meeting Students – Video message	Admin. Team	Done
2) **Communicate operational strategies, provide orientation to visiting professionals**	District/Provincial Communications and Regulations	Posted Memo & Signage Verbal Communication upon entry	Admin. team	Done
3) **Communicate operational strategies to parent/caregiver and school community.**	District/Provincial Communications and Regulations	Facebook Page – Video message Website – Video Message Written Memo Voice Mail Operational Plan uploaded to school website	Admin. Team	Done

2. Building Access

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

		Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
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	All students will go directly to their assigned classroom upon arrival, no earlier than 7:45am. 2:55 - Bubble Lines as usual. Obey taped areas on floor. 3:00 – Students in grades K-5 being picked up will remain in their classrooms until the busses are dismissed. Late bus – Masked and bubbled in cafeteria.	T. Fitzpatrick – Door & Duty teachers Homeroom teachers Admin. Team/ Homeroom teachers Late bus duty teachers	Done

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	Completed risk assessment to triage high risk areas and troubleshoot solutions.	Amy Maloney Todd Ftizpatrick	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)	If persons show signs of illness they will be masked and gloved and remain in conference room until they are able to leave premises (as per ASDN Outbreak Management Plan).	Admin. Team	DONE

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 → 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis.	Physical distancing (2m) will be used during transition and waiting times (when students are not in their classroom bubbles). Masks encouraged (K-5) and mandatory (6-8) when not in classroom bubbles. Zoned areas during outdoor recesses. Divided hallways for one-way traffic.	All persons in the building Admin. Team to communicate	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.	One-way traffic only/divided hallways. No parent admittance. Follow appointment/pick-up/drop-off protocol. Visitors must wear a mask at all times. Social Distance in break rooms. Main staff room capacity is 6. Professional visitors to use conference room or VP office when meeting with students. Log to be completed. Virtual/phone meetings to occur whenever possible. Virtual ESST meetings to be established.	All persons in the building Admin. Team to communicate	DONE
b) Arrange furniture to promote the physical distancing requirements. (Include a reception area).	"Return to School" document (EECD)	Remove chairs and benches in lobby areas. Cafeteria tables spaced accordingly (2m classroom bubbles).	Admin. Team Custodians	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	Arrows on floor to direct traffic. Stay to the right. Taped bubble areas for line-ups and waiting areas (cafeteria, washrooms, bus lines). Appropriate signage throughout (Physical Distancing, hand-washing, sanitize, masks).	Admin. Team	DONE

	Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status
d)	**Determine if installation of physical barriers, such as partitions, is feasible.**	→ Contact Facilities staff for assistance if barriers are needed.	Plexi-glass partitions will be available to all classrooms and admin area, as well in the spaces designated for visiting professionals.		
✍	**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.).	→ 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	Move immediately to locker and classroom upon arrival in the morning. Busses dismissed by classroom bubbles at end of day. Staffers hold doors open at entry/exit times. Masks are encouraged (K-5) and mandated (6-8) to be worn to and from bus area. Bubbled seating in cafeteria. Zoned areas for outdoor recess.	Students Teachers/staff Admin. Team to communicate	DONE
✍	**Evaluate options to reduce those required onsite.**	→ Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)?	Virtual meetings with outside agencies. Phone interviews with parents.	Teachers EST-R	DONE

5. Transition Times

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status
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	Physical distancing of 2m with taped bubble waiting areas (& wear masks). Bubble zones will be used during outdoor recess. Cafeteria: Assigned seating in bubbles with a minimum of 2m between bubbles. *If population exceeds limits, students who are not buying will eat in classrooms. Traffic pattern indicated on floor. Middle school students will switch classes one at a time to limit congestion.	Admin. Team Duty teachers to monitor All persons in building.	DONE
2) Provide time for food preparation and mealtimes.	→ Will students be eating snacks and lunches in their classroom? → Consider breakfast program	Masked and gloved staffers to help with microwaving. Purchasing by bubbles and or waiting spaces 2m apart. PD during breakfast program. Volunteers to wear masks.	Duty teachers/EAs Volunteers Duty teachers	DONE

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.
	   o Need policy outlining expectations for screening
	   o Need school policy for casual workers
	→ Post screening questionnaire throughout building
		Communicate policy.
		
		Post Policy
		
		Casual employee questioned
			Admin. Team	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 ⌑ Provide teachers with simplified decision tree for what to do if they suspect a case	Isolation space is upstairs conference room. Create checklist protocol (decision tree).	Admin. Team	DONE
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.				

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	Hand-washing signage in washrooms and cafeteria Sanitizing stations in classrooms and all common area. Sanitization station at all entrances/exits.	Admin. Team Custodians Teachers K-3 Students 4-8	DONE
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? 　　o Custodian?	Classroom stations checked daily by custodial staff. Sanitize station at all entrance/exits. Spray bottles and cloths and/or paper towel in classrooms. Wipe down desks/chairs and shared materials before leaving (6-8). Older students to wipe down materials used in PE and music when done. PE/Music teacher to wipe down shared materials before next use.	Custodians	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.	☝ School custodial staff ☝ District facilities management	Maintain disinfecting stations Main washroom doors to remain open at all times.	Custodians	DONE
b) Hand-washing posters must be posted.	☝ Hand washing Poster	Hand washing signs in bathrooms	Admin. Team	DONE
c) 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 → Communicate washroom use expectations and etiquette to students (how? who?)	Maximum 2 in student washrooms Taped waiting area Team washroom use only (Grade 5 will use upstairs) Signage/tape required Reinforced by homeroom teachers.	Admin. Team	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**	Maintain disinfecting stations Provide custodian with a 'Cleaning and Disinfecting Schedule' (Excel spreadsheet) daily.	Custodians	DONE

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
	   o Music equipment
	      ▪ Singing should not be allowed unless ppl can be 6ft apart.
		Maintain disinfecting stations
		
		Signage posted
			Custodians
			
			Admin. Team
				DONE

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?	Maintain disinfecting stations	Custodians	DONE
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	Maintain filters/ventilation	District Maintenance	In Progress

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)	Masks used when physical distancing/classroom bubbles may not be maintained (fire drills, bus times). Share the "PD and mask descriptive table" with staff and monitor its use in accordance with the RTS guidelines.	Everyone Administration	DONE
2. Promote appropriate hand and respiratory hygiene. 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.	🖱 [Handwashing Poster](#) → Post signage through school about the importance of proper handwashing → Communicate through announcements? → School videos?	Communicate wash and sanitize hands regularly signage/announcements.	Admin. Team Homeroom teachers	DONE
b) Provide minimum 60% alcohol-based hand sanitizer.	🖱 [Hand Sanitizer Poster](#)	Maintain disinfecting stations	Custodian (C2)	DONE
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?	Communicate wash and sanitize hands regularly. Memos, Facebook, Website, Voice Mail	Admin.	In Progress
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 and revise, as needed, the School Operational Plan regularly. Classroom stations checked daily by custodial staff.	Admin. Team Custodians	DONE

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	Masks will be used when physical distancing/classroom bubbles cannot be maintained (fire drills, bus times). PD and mask descriptive table will be followed in accordance with the RTS guidelines. Special consideration will be given to students with disabilities. Mask-wearing and PD will be evaluated on a case by case basis. Regular communication	Everyone Admin. Team Teachers	DONE
2. **Provide personal protective equipment – only for those situations that require it:** a) Hand protection (nitrile, rubber, or latex gloves) b) Eye protection (safety glasses, goggles, or face shield) c) Other PPE as determined necessary through the risk assessment	⌐ OHS Guide-PPE ⌐ PPE Poster ⌐ District Student Support Services ⌐ Complex Case – Risk Assessment	Disposable masks located in main entrance and office for scheduled visitors.	Admin. Team	DONE
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. a) This is in addition to regular school attendance logs. 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.	⌐ *"Return to School"* document (EECD) → Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged. → Logs must be kept onsite and readily available to Public Health	Visitors will have a tracking sheet indicating time in and out, and list of students (people/classes) seen.	Admin. Team	DONE

				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)	Students will have a mask for times when physical distancing/classroom bubble cannot be maintained according to the Back to School Plan provided by the province. The PD and mask descriptive table will be followed in accordance with the RTS guidelines.	Parents & students	DONE

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	All staff to review the PowerPoint on OHS Act & Regulations	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](#) 🖑	All staff to review PowerPoint on COVID-19 All staff & students to watch informational videos produced by ASDN	Admin. Team	DONE
3) **Provide staff the employee training on the COVID-related work refusal process.**	🖑 Right to Refuse Process 🖑 School District HR	All staff to review PowerPoint on the Right to Refuse Process (on Teams) All staff to review Vulnerable Employee Affirmation Form	District	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	Visitors tracking sheet indicating time in and out, and list of students (people/classes) seen will be maintain in office. Attendance at orientation training will be completed.	Admin. Team	DONE

5) **Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.**	⍟ Supervisors = Principals and Vice Principals - this will be done by HSC & PH	Principals and Vice Principals to review protocols for working with Public Health as on the Outbreak Management Plan	Admin. Team	In Progress
6) **Ensure all <u>employees</u> receive information, instruction and training on the applicable <u>personal protective equipment</u> required to protect against COVID-19 in the school setting.**	⍟ Facilities, DSSS, and HSC will provide support for this	Use of masks and PPE will be monitored for proper use and training provided when necessary.	Admin. Team	DONE
7) **Make available appropriate <u>personal protective equipment</u> for the school setting.**	⍟ District Student Support Services	PPE (masks, shields, barriers) will be supplied to employees that require them.	Admin. Team	DONE
8) **School district Human Resources confirm process for addressing employee violations of policies and procedures.**	⍟ HR Department to provide guidance	School Administration in collaboration with district HR will address violations to all policies and procedures (including COVID related) efficiently and appropriately and on a case by case basis.	Admin. Team	DONE
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!	This plan will be reviewed with the JHSC and they will be part of its regular review.	Admin. Team	DONE
10) **Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.**	⍟ OHS Guide Topic-Supervision	School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes.	Admin. Team	DONE
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	Review Outbreak Management Plan with all staff. Ensure staff understand how to manage a symptomatic individual. Reinforce and promote the role of Public Health in guiding and supporting school in the event of a confirmed case(s).	Admin. Team	DONE

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.	Isolation area will be the conference room. Once the person has left the building, the area will be locked down until intense cleaning can occur. Follow Outbreak Management Plan as provided by ASDN in accordance with the guidelines set out in the RTS document.	Admin. Team Custodian Admin.. Team Individual	DONE

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	Brochures posted, shared and made available.	Guidance Admin. Team	DONE
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			DONE

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.**	Fire and Evacuation plan remains the same with the exception of wearing masks. Follow directional arrows.	Admin. Team	DONE
2. **Address how students will be picked up from school (Dr. appointments etc.)**	→ Is there a designated waiting area? Is it supervised? Does it need to be?	Appointments/notes will be mandatory. When transport arrives they are to call office and wait in vehicle or outdoor waiting area.	Teachers Admin. Team	
3. **How will you handle learners that have/need to be sent to the office for discipline?**		Teachers will be directed to call office to have administration come to classroom for disruptive students.	Teachers	

Links to additional files and supports:

https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ReturnSchool_Districts.pdf

Learning to Live with Covid-19.pptx

PD_Masks_Descriptive table.pdf

COVID 19 Outbreak Management Plan.pdf

Visitor Log.docx

Libraries.pdf

ASDN Cleaning & Disinfection Schedule.xlsx