A close up of a sign

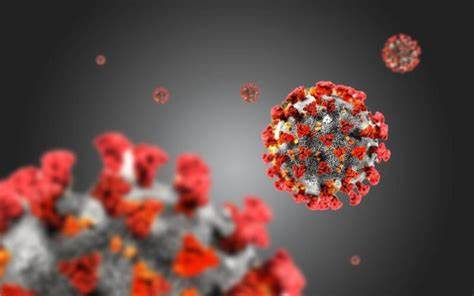
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CoViD-19 Operational Plan

School Name: Napan Elementary (K-5) Population:52

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, Face Book and school website. | IP |
| 1. **Building Access** | Signs will posted. Office phone number will be added. Parents and visitors will receive clear communication before arriving at school. | Done |
| 1. **Risk Assessment** | Both risk assessments for students and adults has been completed. | Done |
| 1. **Physical Distancing** | Classroom bubbles with 15 or less. Playground will be sectioned off. Signs will be posted and hallway routines will be established. | IP |
| 1. **Transition Times** | Arrival and dismissal times will be clearly communicated with all staff and families. Masks will be encouraged for all transition times outside of bubble. | IP |
| 1. **Screening** | Directives from Barb McFarlane/Public Health will be followed. Isolation room is located at end of hallway. | IP |
| 1. **Cleaning & Disinfection Procedures** | Directives from District will be followed. Administration will oversee to ensure procedures are being followed. | IP |
| 1. **Personal Hygiene Etiquette** | Signage is posted throughout the building. Staff will teach hygiene etiquette to students and review this daily. | IP |
| 1. **Protective Measures** | Signage.  Professional and visitor log book.  Disposable masks will be made available. | Done |
| 1. **OHS Regulation Requirements** | Follow directives from Barb McFarlane. | IP |
| 1. **Outbreak Management Plan** | Follow directives from Public Health. |  |
| 1. **Mental Health Support** | Make aware to staff available resources for employees.  Have staff monitor student wellness and present concerns to administration and guidance. | 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 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: | Napan Elementary School |  |
| Principal (Signature): |  |  |
| District Official (Signature): |  |  |
| Implementation Date: | **September 2020** |  |
|  |  |  |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Plan Review Schedule | | | | | |
| Name | ***New Ver. No.*** | **Date** | **Name** | ***New Ver. No*.** | **Date** |
| Barb Hondas | 1 | Sept. 2,2020 |  |  |  |
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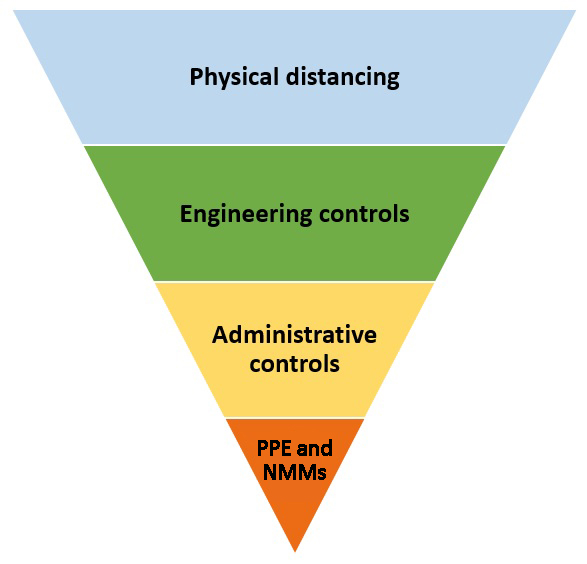
## RATIONALE

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 – direct teaching | Barb Hondas | IP |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | District/Provincial Communications and Regulations | Posted Memo & Signage  Verbal Communication upon entry  Email plan out to common visitors | Barb Hondas | IP |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications and Regulations | Facebook Page – message on  Website  Written Memo  Voice Mail | Barb Hondas | IP |
| **Communication - Strategies** | | | | |
| Lightbulb**Operational plan will be posted on school web page. Staff and students will receive in person training about new routines. Frequent reminders about new routines will be done until they become normal procedure for all that come to our school.** | | | | |

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.  Visitors will call ahead and indicate time and reason for visit.  In the event of an emergency visitors will ring the doorbell or call 778-6080 to announce their purpose and follow direction of administration.  Clear logs will be kept indicating: name, time in/out, all classes or students visited, and room/location used. | Staff  Staff  Staff  Barb Hondas and Bev MacDonald | Done  IP  IP  IP |
| 1. **Procedures are in place to control congestion during the school start and dismissal times** | * Staggered start/end times? * What time will teachers begin to supervise? * Will students be able to wait in a space designated for their ‘bubble’? (classroom? taped out space in gym?) * Review your floor plans for help if needed | Upon arrival all students will go directly to their classroom bubbles or playground quadrants depending on the weather.  Supervision will begin at 7:40am.  Students will dismiss to their buses from their homerooms at 2:30pm. One class at a time. | Staff | IP |
| 1. **Provide COVID controls for staff working outside of the classroom.** | * *Return to School* document * How are you controlling ASD-N staff that travel from school to school? | Make Operational plan available.  Log books. | Barb Hondas | IP |
| **Building Access – Strategies:** | | | | |
| Lightbulb **All usual security measures will be maintained. All doors will be locked. Access to the school will be limited to staff and students including visiting staff. Visitor logs must be used and will be kept in the main office. Controlled access measures for COVID-19 cannot adversely affect emergency response. Emergency drills will be carried out as before but masks will be encouraged but not at the detriment of the drill.** | | | | |

3. Risk Assessment

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

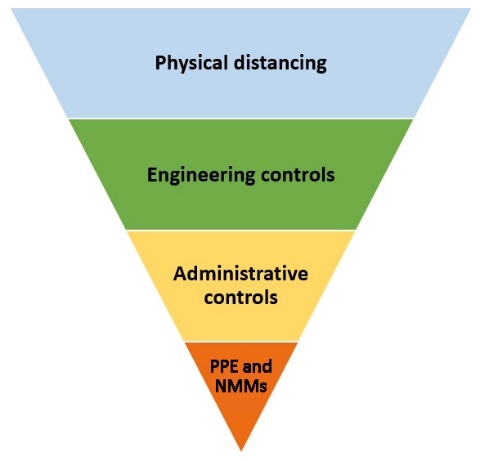


Figure 1: Modified Hierarchy of Controls for COVID-19

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:

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

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

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

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

**Who, What, Where to Consider**

|  |  |  |  |
| --- | --- | --- | --- |
| Space | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Points of entry | Main door: Close/ brief  Side door: Close/brief | medium | Staff will meet their bubbles on playground and enter the building one group at a time. K-2 will use far entrance and 3-5 will use main entrance. On inclement weather, duty teacher will open the main door and send students directly into their homerooms. |
| Main office | Close/brief | high | Staff will not be permitted in the main office when admin clerk is present due to space. They may enter admin office space limit of 2 people with physical distancing or masks. Students will not travel to the office. |
| Hallways | Close/brief | high | Staff and Students will be encouraged to wear masks when traveling in the hallways. |
| Stairwells | Close/brief | med | Students and staff will travel in a one way direction when entering and exiting the building. Masks will be encouraged. During class transitions to the gym and library one way traffic will be used. Up the main stairs and down the K-2 stairs. |
| Staff lounge | Close/prolonged | med | Limit of 3 people with physical distancing. |
| Staff washroom | Distant/brief | low | No change. |
| Student lounge | N/A | N/A | N/A |
| Student washroom | Close/brief | med | Limit of 2 students per washroom. |
| Classrooms | Close/prolonged | med | Maintain classroom bubbles. |
| Gym | Close/prolonged | high | Maintain classroom bubbles. Use outside as much as possible. Clean high contact equipment between classes. |
| Library | Close/prolonged | low | Maintain classroom bubbles. Staff will clean high contact surfaces before leaving. |
| Cafeteria | N/A | N/A | N/A |
| Playground | Close/prolonged | high | Maintain classroom bubbles by sectioning off playground. Classes will rotate through quadrants weekly for opportunity to use different equipment. Sanitize hands before entering playground and upon returning to class. |
| Outdoor sports field | N/A | N/A | N/A |
| Fitness Rooms | N/A | N/A | N/A |
| Onsite Daycare | N/A | N/A | N/A |
| Locker areas | N/A | N/A | N/A |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Close/prolonged | medium | Teachers will remain in bubbles and wear masks outside of bubble when supervising or teaching other students if 1 m distance can not be kept. Mask should be worn by staff when physical distancing cannot be done throughout the day. |
| EAs/SIWs | Close/prolonged | medium | Wear masks when 1 m distancing can not be maintained. |
| Custodians | Close/prolonged | high | Follow district protocols. Wear masks when 1 m distancing can not be maintained. |
| Students | Close/prolonged | low | Stay with classroom bubble. |
| Resource Students | Close/prolonged | low | Teacher wears mask when 1 m distancing can not be maintained and/or work behind provided divider. |
| Parents/Guardians | Distant/brief | low | Visit school by appointment only. Contact will be encouraged virtually. Parents will wait outside in vehicles for student pick ups and drop offs. Video has been posted to social media. |
| Visiting Professionals | Close/prolonged | medium | Log book with be maintained and staff protocols will be followed. A distance of 2 m is required for visiting staff. |
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| --- | --- | --- | --- |
| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | N/A | N/A | N/A |
| Staff room appliances | Close / prolonged | low | Wash hands before use and wipe down after each use. |
| Water fountains | N/A | medium | Being retrofitted with bottle filling attachments. Encourage water bottles from home. |
| Shared books/handouts | Distant/brief | low | “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.” RTS Document, August 25, 2020 |
| Shared computers | Close/brief | Medium | Key boards will be wiped down between use. Computers will be assigned to the same students for use. |
| Shared tools | Close/prolonged | High | Each student will have their own set of classroom tools to use. No sharing of these items. Manipulatives will shared within a classroom bubble and disinfected when returned to Math storage area for use by a different class. |
| Toys | Close/prolonged | Medium | Disinfected after use. Soft service toys will not be used at this time. |
|  |  |  |  |

4. Physical Distancing

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| * **Implement physical distance protocol.** | * *“Return to School”* document (EECD) * K-8 = no PD within bubble and 1m minimum between bubbles * 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 when not in classroom bubbles.  Zoned areas during outdoor recesses.  One way directional traffic for entering building and traveling with bubble in the school. | All staff. | IP |
| * 1. **Consider staff, students, visiting professionals, parents/guardians, and community members.** | * *“Return to School”* document (EECD) * How will people move at a safe PD throughout? * Staff rooms (maximum capacities) * Students: PD in each classroom * Allocated room for visiting professionals * Parents/guardians: appointments, room allocated for meetings * Community members: Restrict where possible, else limit access. | Travel on right hand side hallways.  No parent admittance. Follow appointment/pick-up/drop-off protocol.  Volunteers must wear a mask and will be limited to breakfast program and hot lunch program.  Visitors must wear a mask at all times when a 2m distance can not be maintained.  Physical Distance in break room (limit 3 people).  Professional visitors to use available spaces when meeting with students and wipe down high contact areas after use. Log to be completed.  Virtual/phone meetings to occur whenever possible. | All staff | IP |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | 3 Chairs will be spread out in staff room. | custodian | IP |
| * 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 | Mark distancing places for bathroom line ups.  Mark a 2 m red dote for admin clerks’ space.  Stay to the right arrows if necessary.  Appropriate signage around the building. | Custodian and facilities | IP |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | Needed for EST-R (teaching partition). Make available to any staff as needed. | facilities | done |
| * **Establish protocols to ensure people don’t congregate in groups**      1. (staggered arrival, start, break/recess, lunch and release times and locations, virtual rather than in-person meetings, limit access to common areas, etc.). | * *“Return to School”* document (EECD) * Consider what protocols you might put in place for certain times of day (i.e. wearing NMMs in common areas? PD indicators on floor? Will students eat in classrooms/bubbles? PD in line for cafeteria) * Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way | Upon arrival students will go directly into bubbles and will exit from bubbles to buses at the end of day.  Masks will be encouraged when outside of bubbles.  Students eat inside their classrooms.  Students will play outside within their bubbles.  Staff meetings will respect physical distancing. | All staff | IP |
| * **Evaluate options to reduce those required onsite.** | * Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)? | Virtual meetings will be held when possible. PD will take place for face to face meetings. | All staff | IP |
| * **Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.**  1. (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down) | * Revisit **Risk Assessment Tool (pg. 6-9)** * Revisit bullet above re: visual cues for traffic flow * Review floor plan * Consider scheduling – who will be in hallways at same time? Can time between classes be extended to account for increased time for kids using one-way flow? * Visualization: ‘bubbles’ of classes could be thought of like a school of fish – many individuals moving in unison. | At each end of the hallway only one bubble at a time will be in the hallway. Upon entry into school, the 3/5 class will proceed to the gym and the 4/5 class will go up stairs. The k/1 class will play outside for soft start and the ½ class will use hallway. They will alternate each week. At the end of day, only one bubble will be in the hallway at a time. A routine will be set and followed by staff.  Flow of traffic will be right hand side of hallway and one way for stairs after entering building from outdoor breaks. | All staff | IP |
| **Physical Distancing – Strategies:** |  |  |  |  |
| Lightbulb**As our hallway has limited space, only one group at a time will get ready for the beginning of the day and ready for home at the end of day. A routine will be established by staff. When physical distancing can not be maintained masks will be encouraged for students and mandatory for staff and visitors.** | | | | |

5. Transition Times

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**    1. School layout guide maps to inform students, staff, visitors, and public are encouraged. | * Facilities staff for school scheduling/busing * Your HSC: Barbara McFarlane, 625-0285 * K-8 = no PD within bubble and 1m minimum between bubbles * Refer to **PD\_Masks\_Descriptive Table** * Refer again to school schedule and consider what modifications can be made * Refer again to your floor plan to map out areas | Scheduling will allow for better movement during start of day. Refer to above statement. Before and after outdoor recess times, staff will collect their bubbles and stager their exit/entry by to reduce congestion in the hallway. This will be done in k-2 group and 3-5 group.  Masks will be encouraged in hallways when PD can not be maintained such as inclement weather. | Barb Hondas | IP |
| 1. **Provide time for food preparation and mealtimes.** | * Will students be eating snacks and lunches in their classroom? * Consider breakfast program * Can mealtimes be staggered and accommodate all? If so, by how long? | Students have always eaten in their classroom.  Breakfast program will be offered in a take out manner with PD for line ups. If this does not work, baskets of healthy options will be placed in each bubble for students.  Hot lunch will be delivered once a week. Volunteers will wear a mask. | Barb Hondas and volunteers. | IP |
| **Transition Times – Strategies:** |  |  |  |  |
| Lightbulb**Both doors will be used during outdoor recess entry and exit times, K-2 using far door and 3-5 using main door. Times will be staggered. Students will travel in their bubbles with their teacher during these entry and exit times. Four meeting points will be determined on the playground to maintain these bubbles. During indoor transition times travel will be on the right hand side of the hallway and one ay traffic on the stair wells.** | | | | |

6. Screening

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Ensure that the staff understands and implements its screening process.**     1. Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school. | * Staff are expected to actively screen before coming to work and expected to stay home if they feel ill.   + Need policy outlining expectations for screening   + Need school policy for casual workers * Post screening questionnaire throughout building | Communicate policy to all.  Post policy.  Post screening questionnaire. | Barb Hondas | 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 | Isolation space is the end of hall room. If more space is needed the library can be used.  Post Outbreak Management plan on health and safety board.  Post decision tree. | Barb Hondas | 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.**   **The person showing signs of COVID-19 is to call 811 and comply with the instructions given. In the case the person showing signs of COVID-19 is a student, the parent or guardian is to call 811 and comply with the instructions given.** |
| **Screening – Strategies:** |  |  |  |  |
| Lightbulb**Follow Public Health directives.** | | | | |

7. Cleaning & Disinfection Procedures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Proper hand hygiene practiced before and after handling objects or touching surfaces.** | * *Return to School document and appendices for* guidelines *Return to School document and appendices for* guidelines * Handwashing Poster * Hand Sanitizing Poster | Hand-washing signage in washrooms.  Hand sanitizing stations in classrooms and two entrances. | Staff | Done |
| 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? | Teachers will disinfect high use areas.  Sanitizing supplies will be placed in each classroom for teacher use kept out of reach of children.  Custodians will monitor supplies and replenish as needed. | Custodian | Done |
| 1. **Washrooms:**     1. Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.    2. Foot-operated door openers may be practical in some locations. | * School custodial staff * District facilities management | Maintain liquid soap and paper towels.  Clean as required per EECD protocols. | Custodian. | IP |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | post | facilities | done |
| * 1. For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements. | * Post maximum occupancy (outside and reminder inside) * Floor markings inside, in case of wait time for sink * Floor markings outside for line ups * ‘Remove’ every second sink from use (tape) * Communicate washroom use expectations and etiquette to students (how? who?) * Consider how this will be enforced | Maximum of two during unscheduled time  Floor markings outside bathroom in case of students waiting.  Schedule bubble bathroom breaks. 4 students at a time. | staff | IP |
| 1. **Since physical barriers are not always possible:**    1. Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items. | * + Cleaning and Disinfection Guide for Schools   + Add hand sanitization stations throughout   + Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? * **School Disinfection & Cleaning Standards** | Hand sanitizing stations will be at two entrances and in all rooms.  Cleaning supplies will be available in all room for teacher use out of reach of students.  Shared items will be limited. | Custodian | IP |
| * 1. Encourage proper hand hygiene before and after handling objects or touching surfaces. | * + Signage wherever common objects/surfaces are located:   + Staff rooms, copier rooms   + Consider again library, gym   + Art class: shared supplies   + Music equipment | Post signage as reminders and provide supplies needed for compliance.  Students will sanitize hands before and after touching common surfaces and objects.  Shared items will be limited.  Soft surface items will be put away for now. | staff | IP |
| * 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 * Cleaning & Disinfecting Schedule (Excel) * 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? | Custodians will follow EECD policies and be trained by facilities.  High touch areas will be identified. | Barb Hondas | IP |
| * 1. For ventilation, consult the *Return to School* document. | * + Facilities staff – will maintain filter systems as required   + No additional ventilation systems will be installed   + Classrooms that have windows that open are encouraged to do so when possible | Windows will be opened daily to allow for ventilation. | Custodian | IP |
| **Cleaning & Disinfection – Strategies:** |  |  |  |  |
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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) | K-5 students will be encouraged to wear masks when 2m physical distancing can not be maintained. Staff will were masks when 1m cannot be maintained outside of their bubble. Visitors must maintain 2m PD or wear masks. | Barb Hondas | IP |
| 1. **Promote appropriate hand and respiratory hygiene.** | * [Handwashing Poster](https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/coronavirus/covid-19-handwashing/covid-19-handwashing-eng.pdf) |  |  |  |
| * 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? | Posters will be above sinks.  Students will be taught prober hand washing procedures and reminded of their importance daily. | staff | IP |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | Maintain hand sanitizing stations. | custodian | IP |
| * 1. Communicate frequently about good respiratory hygiene/cough etiquette. | * [Coronavirus disease (COVID-19): Prevention and risks](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks.html) * Post signage through school about the importance of proper handwashing * Communicate through announcements? | Students will be taught respiratory/cough etiquette and will be reminded of their importance daily. | staff | 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 | High touch surfaces must be cleaned twice daily.  Cleaning supplies must be maintained and available. | custodian | IP |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| Staff will teach the students prober procedures for personal hygiene and support individual students who may need etra reminders. Parents will be contacted if necessary to further reinforce the school procedures for hygiene. | | | | |

9. Protective Measures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.   \*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD) * District Student Support Services * Guidelines for itinerant (visiting) professionals | Masks will encouraged when PD can not be maintained.  Physical barriers may be needed for personal. | Barb Hondas | IP |
| 1. **Provide personal protective equipment – only for those situations that require it:** | * [OHS Guide-PPE](https://ohsguide.worksafenb.ca/topic/ppe.html) * [PPE Poster](https://www.york.ca/wps/wcm/connect/yorkpublic/a71d0985-7ab5-4a2d-9a10-808a17e10ca5/Personal+Protective+Equipment+Poster.pdf?MOD=AJPERES&CVID=mu8SU02) * District Student Support Services | Provide on as need basis. Staff will make Barb aware of any PPE needs. Discussions will be held with district to determine and meet individual needs. | Barb Hondas | IP |
| 1. Hand protection (nitrile, rubber, or latex gloves) | * Complex Case – Risk Assessment |  |  |  |
| 1. Eye protection (safety glasses, goggles, or face shield) |  |  |  |  |
| 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 | Logs will be kept for all visitors to be available for contract tracing if needed. | Barb Hondas | 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) | Al students and staff will have a mask to use when physical distancing can not be maintained outside of classroom bubbles. | Parents and students | IP |
| **Protective Measures – Strategies:** |  |  |  |  |
| Lightbulb**All staff will be made aware of the importance of protective measures and help the school community adapt to the changes. Time will be provided in the daily routines for monitoring and best practice.** | | | | |

10. Occupational Health and Safety Act & Reg. Requirements

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate to staff and supervisors their responsibilities and rights under the *OHS Act* and regulations.** | * [OHS Guide-Three Rights](https://ohsguide.worksafenb.ca/topic/rights.html) * Responsibilities of Employer, Supervisor, Employees | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included. | Barb Hondas | IP |
| 1. **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.** | * [OHS Guide-New Employee Orientation](https://ohsguide.worksafenb.ca/topic/orientation.html) | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included. | Barb Hondas | IP |
| 1. **Provide staff the employee training on the COVID-related work refusal process.** | * [Right to Refuse](https://www.worksafenb.ca/safety-topics/covid-19/covid-19-and-the-right-to-refuse/) Process * School District HR | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included. | Barb Hondas | IP |
| 1. **Keep records/log of visitor and employee presence, as well as orientation, training and inspections.** | * Refer to logs previously referenced * Keep record of who attended training * How often/by who will inspect signage, sanitization stations | Logs will be maintained and kept in office. | Bev MacDonald and Barb Hondas | IP |
| 1. **Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.** | * Supervisors = Principals and Vice Principals - this will be done by HSC & PH | Have guidelines available. | Barb McFarlane | IP |
| 1. **Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.** | * Facilities, DSSS, and HSC will provide support for this | Will be reviewed at staff meeting. | Barb Hondas | IP |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | Protective dividers may be needed. | DSSS | IP |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | Refer questions to Human Resources. | Stewart | IP |
| 1. **Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.** | * [OHS Guide-JHSC](https://ohsguide.worksafenb.ca/topic/fixed.html) * Involve your JHSC as much as possible! | Consult health and safety representative as needed and keep staff up to date with any new policies. | Joni Craig | IP |
| 1. **Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.** | * [OHS Guide Topic-Supervision](https://ohsguide.worksafenb.ca/topic/supervision.html) | Provide sufficient supervision and address issues as they occur. | Barb Hondas | IP |
| 1. **Communicate to all staff the requirement to co-operate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.** 2. **Schools must engage the district from the beginning.** 3. **Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.** 4. **Once the district is advised of a positive case, they must then report it to WorkSafeNB.** | * **EECD Outbreak Management Plan**    + 11, 12, 13, 14 are all addressed in the OMP * *Return to School* document | Share and post outbreak management plan on Health and Safety bulletin board.  Cooperate with Public Health. | Barb Hondas | IP |
| **Occupational Health and Safety – Strategies:** | |  |  |  |
| Lightbulb**Follow recommendations of Work Safe NB, EECD and Public Health. Refer back to resources for available information as needed. Kept all stake holders informed.** | | | | |

11. Outbreak Management Plan

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Using the Return to School document, outline how the requirements for COVID response are being met.** | * **EECD Outbreak Management Plan** * Train staff on OMP, their roles and responsibilities * Designate isolation area, preferably if there is an area where an ill student could be supervised from 2m or more. | Isolation room to be maintained at end of hall. Over flow may use library if needed.  Follow EECD Outbreak management plan. | Barb Hondas | IP |
| **Outbreak Management Plan – Strategies:** | |  |  |  |
| Lightbulb **Outbreak Management Plan will be posted and reviewed with staff.** | | | | |

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 * School District Human Resources Staff | Make staff aware of available resources. | Barb Hondas and guidance | 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 | Make staff aware of available resources. | Barb Hondas and guidance | IP |
| **Mental Health Support – Strategies:** |  |  |  |  |
| Lightbulb **Mental health considerations will be supported through resources made available.** | | | | |

13. Additional Considerations: School specific

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| **Emergency Plans – Considerations under COVID**  **Address how students will be picked up from school (Drs appts etc.)**  **How will you handle learners that have/need to be sent to the office for discipline?** | * In the event of an emergency, response/evacuation will remain the same. * Fire drills will occur as in pre-COVID times, mask wearing, and physical distancing will not be enforced during these drills. * Is there a designated waiting area? Is it supervised? Does it need to be? | Emergency response will be the same. Masks will be worn if possible but not at the detriment to the drill.  Adult picking up their child will call ahead or send a note, Adults will wait in vehicles for the student outside in designated area. Students will be brought to meeting place for pickup.  Students are rarely sent to the office at our school. Staff takes responsibility for all student behavior. Well established routines limit the amount of inappropriate behavior.  In an extreme case, the principal could go to the child and deal with the situation removing them if needed. Space would be sanitized once student has left the office. | Staff  Parents and guardians  Barb Hondas | IP  IP    IP |
| **Additional Considerations – Strategies:** | |  |  |  |
| Lightbulb | | | | |

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)