

# Covid-19 Operational Plan

North & South Esk  
Elementary School

Academic Year 2020-2021  
Version 1

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# 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.		<p>Information will be posted on our school webpage and Facebook page.</p> <p>Teachers will be informed via email and staff meeting.</p> <p>Morning Announcements will share information with students.</p>	<p>Admin Team</p> <p>Admin Assistant</p>	IP
2) Communicate operational strategies, provide orientation to visiting professionals		<p>Information will be posted via signage.</p> <p>Verbal Communication upon entry by the Admin Assistant</p>	<p>Admin Team</p> <p>Admin Assistant</p>	IP
3) Communicate operational strategies to parent/caregiver and school community.	District Communications	Information will be posted on our school webpage and Facebook page.	<p>Admin Team</p> <p>Admin Assistant</p>	IP

## Communication - Strategies

 Describe how school operational strategies are to be communicated.

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

## 2. Building Access

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
<b>1) Controls are in place to prevent the public from freely accessing the operational school.</b>	<ul style="list-style-type: none"> <li>→ Ensure all doors are always secure (cannot impede emergency egress)</li> <li>→ Procedure for visitors to request appointment if required</li> <li>→ Signage on doors indicating number to call to make an appointment or contact administration</li> <li>🔗 Visitor logs must be maintained (see template)</li> </ul>	<p>Our doors will be locked to visitors.</p> <p>There will be no entry an appointment was made through office. There will be a sign posted on the exterior door and at the parent pickup spot.</p> <p>In the event of an emergency visitors will ring the doorbell or call in to announce their purpose and follow direction of administration.</p> <p>A visitors log will be kept indicating: name, time in/out, all classes or students visited, and room/location used.</p>	<p>Admin Team Admin Assistant Custodians</p>	<p>IP</p>
<b>2) Procedures are in place to control congestion during the school start and dismissal times</b>	<ul style="list-style-type: none"> <li>→ Staggered start/end times?</li> <li>→ What time will teachers begin to supervise?</li> <li>→ Will students be able to wait in a space designated for their 'bubble'? (classroom? taped out space in gym?)</li> <li>→ Review your floor plans for help if needed</li> </ul>	<p>All students will go directly to their assigned classroom upon arrival no earlier than 7:50.</p> <p>Shayla Mutch will be greeting students and holding the door for students arriving off the bus.</p> <p>Marcy Downey will be greeting students and holding the door for students arriving at the Drop Off door (back door)</p> <p>There will be two early duty teachers in the primary and elementary wing from 7:50 to 8:00. Teachers are in their classrooms at 8am.</p> <p>Teachers will walk their classes to their busses at dismissal. Students will be wearing masks.</p> <p>Students who are being picked up will stay with their teacher and be picked up after the busses have been dismissed. Parents will stay in their cars and go to the Parent Pick Up location at the bus door (Grade 5 door). The teacher will escort the student to the bus.</p>	<p>Admin Team Classroom Teachers</p>	<p>IP</p>

### Building Access – Strategies:

 Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.

# 3. Risk Assessment

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
<p>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.</p>	<ul style="list-style-type: none"> <li>❖ See <b>Risk Assessment Tool</b> (pg. 6-9)</li> <li>📎 “Risk Mitigation Tool for Workplaces/Businesses Operating During the COVID-19 Pandemic” <a href="#">Risk Assessment Guideline Health Canada</a> – Public Health Canada</li> <li>📎 “Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic <a href="#">Risk Mitigation Tool</a>” – Public Health Canada</li> <li>📎 Your HSC: Barbara McFarlane, 625-0285</li> </ul>	<p>The risk assessment was completed to determine high-risk areas and troubleshoot solutions.</p>	<p>Admin Team</p>	<p>Done</p>
<p>2) Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.</p>	<ul style="list-style-type: none"> <li>📎 Outbreak Management Plan - Template</li> <li>📎 “Return to School” document (EECD)</li> </ul>	<p>If students or staff show signs of illness they will be masked and gloved and remain in Health Room (isolation room) until they are able to leave.</p> <p>Parents will be phoned to pick up their child as soon as possible.</p>	<p>Admin Team Admin assistant</p>	<p>Done</p>

**Risk Assessment – Strategies:**

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

## Risk Assessment Tool

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

### Likelihood

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

### Impact

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

### Mitigation Measures

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

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

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

- **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.

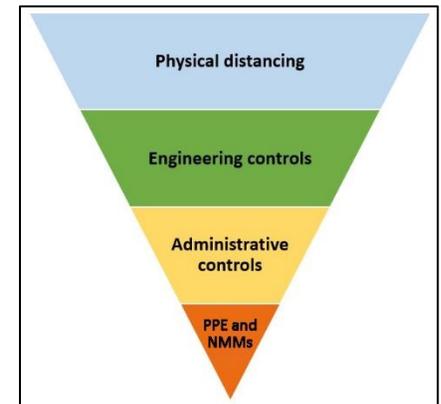


Figure 1: Modified Hierarchy of Controls for COVID-19<sup>1</sup>

## 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<sup>1</sup>: **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

**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.

<sup>1</sup> 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			Staff will be wearing masks and will greet and hold the door open at the bus door and the Parent Drop Off door. Sanitize after use. Wear masks until they enter their own classroom/bubble space.
Main office			Staff should limit their time in the office area. Teachers are asked to call or buzz the office if they need something. Paula will deliver to the classroom. Students will not be able to use the phone. The AA will make the phone call if necessary. Student helpers will deliver office notes and cafeteria orders to a central location in the cafeteria. Baskets will be in place for the students to place their bags.
Hallways			Staff and students will wear masks in hallways during transitions and follow traffic guidelines.
Stairwells			Students and staff will stay to the right-hand side of the stairway and hallways.
Staff lounge			Social distancing rules will be in place. Self-Sanitize after use.
Staff washroom			Individual washrooms are available. Self-Sanitize after use.
Student washroom			Students only permitted to use their area washrooms. Wear mask while not in classroom. Maximum of 3 students in a washroom The middle sink will not be available to use. There will be signage for proper hand washing signs for students to follow.
Classrooms			Staff will maintain classroom bubbles. Extra furniture and plush items will be removed from the classroom.
Gym			Classroom teachers will deliver classes to the gym. Teachers and students will enter via the stage door and exit via the gym door. The gym teacher will not use the benches in gym class. Students will be assigned a spot on the gym floor.

<b>Library</b>	medium	medium	Classes will have assigned times to use the library. Students will wear masks while they are there.
<b>Cafeteria</b>	high	medium	Teachers will send order forms to the drop off site (a basket in the cafeteria). Students will not be able to order themselves in the morning. Parents will be asked to write their order and put the money in a baggie for their child. Having the correct amount in the baggie would be preferred. Parents who wish to purchase a meal card/gift card will be able to do so to help reduce the amount of cash being exchanged. Table will be separated into classroom bubble tables. Students will be encouraged to bring a lunch item that does not require heating up in the microwave. There will be staggered lunch hours... k to 2 and 3 to 6 Classes will be dismissed by class/bubble tables with the furthest classroom away leaving first. Grades 5T and 3/4B will use the Grade 5 stairs. Grades 3S, 4S and 6 will use the Grade 6 stairs. Custodians will sanitize tables and chairs before the next group arrives.
<b>Playground</b>	high	medium	Classroom bubble play areas by zones: -5 zones for primary -5 zones for elementary  The zones for primary are: <ol style="list-style-type: none"> <li>1. Big playground</li> <li>2. Pavement/basketball court</li> <li>3. Old soccer field</li> <li>4. Swings and slide playset (out back)</li> <li>5. Climbing equipment (out back)</li> </ol> The zones for elementary are : <ol style="list-style-type: none"> <li>1. Big playground (in front of school)</li> <li>2. Pavement/basketball court</li> <li>3. New soccer field</li> <li>4. Little playground (behind school)</li> </ol>

			5. Old soccer field
<b>Outdoor sports field</b>	medium	medium	This area will be used as one of our elementary zones
<b>Onsite Daycare</b>	high	medium	Kountry Kids is run by Lisa Astle who will be developing her own operational plan and submitting it to Tim Dunn. These students will not be allowed to use the computer room, gym or other common areas.
<b>Locker areas</b>	low	low	Students will not be required to change for gym class this year
<b>Music Room</b>	high	low	Students will not be going to the music room. Teachers will take any instruments needed to their own classroom bubble
<b>Art Room</b>	high	low	Students will not be going to the art room. Teachers will take any materials needed to use in their own classroom bubble

<b>People</b>	<b>Contact Intensity</b>	<b>Modification Potential</b>	<b>Mitigation Measures/Resources</b>
<b>Teachers</b>	medium	low	Team meetings will have social distancing in place Meetings will take place in a large room Staff meetings will take place in the cafeteria Teachers are encouraged to wear masks if social distancing is not possible.
<b>EAs/SIW's</b>	medium	low	Social distancing at recess Encouraged to wear masks when necessary while working with students.
<b>Custodians</b>	medium	low	Social distancing. Custodians have different areas to clean.
<b>Students</b>	medium	low	Students will wear masks when travelling in the hallways. There will be opposite sides of the hallway to travel. Communal areas will be sanitized after use.
<b>Resource Students</b>	medium	low	Students will wear masks when travelling in the hallways. If students from other bubbles are in the resource room, they will have to wear masks. The resource teacher will sanitize the tables after class.
<b>Parents/Guardians</b>	low	low	There will be no parent entry into the school. Parents will have to phone ahead for an appointment. Parents are asked to wear masks if they have to enter the building. If they are picking up their child, they must wait in their vehicle by the bus door. Their child will be taken out to the car to meet them.
<b>Visiting Professionals</b>	medium	low	Visiting professionals will be able to visit by appointment only. They must sign in to the building. They must wear a mask while working with students.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
<b>Cafeteria Microwaves</b>	medium	low	Students will be able to use the microwaves in the cafeteria if necessary. There will be an EA assigned to microwave duty to help with food. Students will be asked to wear a mask when they use the microwave. The duty EA will sanitize after lunch
<b>Staff room appliances</b>	medium	low	Social distancing will be in place in the staff room. There will be a limited number of staff allowed in the staff room at one time. The high touch areas of the microwaves and fridges will be cleaned by the custodians each day.
<b>Water fountains</b>	high	low	Water fountains will be closed for drinking by mouth. Students will be asked to bring in a refillable water bottle.
<b>Shared books/handouts</b>	medium	low	Students within a classroom bubble will be able to share materials if necessary. Teachers will assign books and hand out paper.
<b>Shared computers</b>	high	medium	Students will have assigned computer times in bubble classes. Computers will be self-sanitized after use

#### 4. Physical Distancing

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<ul style="list-style-type: none"> <li>☞ <b>Implement physical distance protocol.</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> <li>→ K-8 = no PD within bubble and 1m minimum between bubbles</li> <li>→ 9-12 = 1m between students in class and 2m outside of class</li> <li>→ 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis.</li> </ul>	<p>K to 6 classes do not need to PD in their own classroom bubble.</p> <p>Physical distancing (2m) will be used during transition times (in the hallway, library and other common areas) when possible. Masks will be worn if necessary.</p> <p>Masks are required when not in their classroom bubbles.</p> <p>There will be assigned zones to play in during outdoor recesses.</p> <p>Signs will be in place to indicate to students that they should walk on the right hand side of the hallway.</p> <p>There will be separate doors for the grades 3 to 6 to enter the school.</p>	Classroom Teachers	IP
<ul style="list-style-type: none"> <li>a) <b>Consider staff, students, visiting professionals, parents/guardians, and community members.</b></li> </ul>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> <li>→ How will people move at a safe PD throughout?</li> <li>→ Staff rooms (maximum capacities)</li> <li>→ Students: PD in each classroom</li> <li>→ Allocated room for visiting professionals</li> <li>→ Parents/guardians: appointments, room allocated for meetings</li> <li>→ Community members: Restrict where possible, else limit access.</li> </ul>	<p>Visiting professionals will use the vice principal's office.</p> <p>Parents will have to phone for an appointment before they come to the school.</p> <p>Community members will not be allowed in the building. They must call the school first.</p> <p>Staff and students will be walk on the right-hand side of the hallway.</p> <p>Parents will not be allowed in the building. They will follow appointment/pick-up/drop-off protocol.</p> <p>Visitors must wear a mask at all times.</p>	Admin Team Admin Assistant	IP

		<p>Social Distance in break rooms.</p> <p>Professional visitors to use conference room when meeting with students (unless occupied for isolation purposes).</p> <p>All visitors will fill out the visitor's log.</p> <p>Virtual/phone meetings to occur whenever possible.</p>		
<b>b) Arrange furniture to promote the physical distancing requirements. (Include a reception area).</b>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> </ul>	The couch and chair will be removed from the office area	Custodians	IP
<b>c) Provide visual cues on floor, indicate directional movement where appropriate, "no-stopping" areas in narrow hallways, etc.</b>	<ul style="list-style-type: none"> <li>→ Can be done using DIY supplies or pre-ordered professional type</li> <li>☞ Consider using similar rules as driving to add game theory to your design</li> <li>☞ Contact Facilities staff to see what supplies will be available</li> <li>→ Post 'traffic' patterns on floor plan throughout building.</li> <li>☞ Contact Facilities staff for a blank floor plan</li> </ul>	<p>Directional signs, stickers and information signs will be ordered from Sign Warehouse.</p> <p>Internal signs will be created by Paula.</p>	<p>Sign Warehouse</p> <p>Admin Assistant</p>	IP
<b>d) Determine if installation of physical barriers, such as partitions, is feasible.</b>	<ul style="list-style-type: none"> <li>→ Contact Facilities staff for assistance if barriers are needed.</li> </ul>	n/a	n/a	n/a
<ul style="list-style-type: none"> <li>☞ <b>Establish protocols to ensure people don't congregate in groups</b></li> <li>a) (staggered arrival, start, break/recess, lunch and release times <u>and</u> locations, virtual rather than in-person meetings, limit access to common areas, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> <li>→ 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)</li> <li>→ Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way</li> </ul>	<p>Busses arrive at the school every 4 minutes.</p> <p>Lunch time will be staggered for primary and elementary students</p> <p>Staff meetings will be virtual when possible.</p> <p>Seating in the staff room will be limited.</p> <p>Classes will be dismissed to the busses by classroom bubbles at end of day.</p> <p>School staff will hold doors open at these times.</p>	<p>Admin Team</p> <p>Classroom Teachers</p>	IP

		Masks will be required to and from the busses.		
🔍 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.	Admin Team Classroom Teachers	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.  a) (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down)	<ul style="list-style-type: none"> <li>❖ Revisit <b>Risk Assessment Tool (pg. 6-9)</b></li> <li>❖ Revisit bullet above re: visual cues for traffic flow</li> <li>❖ Review floor plan</li> </ul> <p>→ 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?</p> <p>→ Visualization: ‘bubbles’ of classes could be thought of like a school of fish – many individuals moving in unison.</p>	<p>Play zones will be used during outdoor recess.</p> <p>Physical distancing will be used in cafeteria.</p> <p>Assigned seating in bubbles with a minimum of 1m between bubbles.</p>	Classroom Teachers	IP

**Physical Distancing – Strategies:**

💡 Describe how physical distancing is being implemented and communicated.

# 5. Transition Times

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p><b>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.</b></p> <p>a) School layout guide maps to inform students, staff, visitors, and public are encouraged.</p>	<ul style="list-style-type: none"> <li>→ Facilities staff for school scheduling/busing</li> <li>→ Your HSC: Barbara McFarlane, 625-0285</li> <li>❖ K-8 = no PD within bubble and 1m minimum between bubbles</li> <li>❖ 9-12 = 1m between students in class and 2m outside of class</li> <li>❖ Refer again to school schedule and consider what modifications can be made</li> <li>❖ Refer again to your floor plan to map out areas</li> </ul>	<p>Masks will be worn by students and staff in the hallways and in common areas.</p> <p>Bubble zones will be used during outdoor recess.</p> <p>Physical distancing will be used in cafeteria. There will be assigned seating in bubbles with a minimum of 1m between bubbles.</p> <p>The cafeteria will be divided in half and have one-way traffic.</p>	<p>Classroom Teachers</p> <p>Duty Teachers</p>	<p>Done</p>
<p><b>2) Provide time for food preparation and mealtimes.</b></p>	<ul style="list-style-type: none"> <li>→ Will students be eating snacks and lunches in their classroom?</li> <li>→ Consider breakfast program</li> <li>→ Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches?</li> <li>→ Can mealtimes be staggered and accommodate all? If so, by how long?</li> </ul>	<p>An assigned EA will help with the microwave. They will be wearing a mask.</p> <p>Physical distancing during breakfast program will be in place.</p> <p>Order forms will be created for parents to complete.</p> <p>Students will eat their snack in their classroom.</p> <p>The Breakfast program will be adapted this year to provide more Grab and Go items</p> <p>K to 2 students can eat breakfast in the cafeteria at their assigned table. Grades 3 to 6 will take their breakfast to their classroom.</p>	<p>Duty Teachers</p> <p>EA on duty</p>	<p>Done</p>

**Transition Times – Strategies:**

 Describe how transition times/staggering is being managed.

# 6. Screening

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p><b>1) Ensure that the staff understands and implements its screening process.</b></p> <p>a) Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school.</p>	<p>→ Staff are expected to actively screen before coming to work and expected to stay home if they feel ill.</p> <ul style="list-style-type: none"> <li>○ Need policy outlining expectations for screening</li> <li>○ Need school policy for casual workers</li> </ul> <p>→ Post screening questionnaire throughout building</p>	<p>Staff is to practice self-monitoring and check their temperature prior to leaving for school each morning.</p> <p>Signage will be posted at each door as a reminder and in the staff room.</p> <p>This information will be communicated at our staff meeting and via email.</p> <p>If supply teachers or other casual employees are needed at the school, they will be asked the screening questions.</p>	Admin Team	IP
<p><b>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.</b></p> <p>*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day.</p>	<ul style="list-style-type: none"> <li>✓ Determine isolation space</li> <li>✓ EECD <b>Outbreak Management Plan</b></li> <li>✓ <u>“Return to School”</u> document (EECD)</li> <li>✓ Inform employees of the contents of the Outbreak Management Plan</li> </ul>	<p>If a student feels ill, they should remain at home. If they have 2 or more of the symptoms, they should call 811 and follow the medical professional’s advice.</p> <p>If a students becomes ill at school, they will be masked and taken to the Health room (isolation room). Their parents will be called to pick them up.</p>	Admin Team Admin Assistant Classroom Teachers	IP
<p><b>3) Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.</b></p>	<ul style="list-style-type: none"> <li>✓ Provide teachers with simplified decision tree for what to do if they suspect a case</li> </ul>	<p>Other students and staff will self-monitor throughout the day.</p>		Done

**Screening – Strategies:**

 Outline how passive screening requirements are being met and communicated.

# 7. Cleaning & Disinfection Procedures

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p><b>1) Proper hand hygiene practiced before and after handling objects or touching surfaces.</b></p>	<ul style="list-style-type: none"> <li>☞ <i>Return to School document and appendices for guidelines</i></li> <li>☞ <i>Return to School document and appendices for guidelines</i></li> <li>☞ Handwashing Poster</li> <li>☞ Hand Sanitizing Poster</li> </ul>	<p>Hand-washing signage in washrooms and cafeteria.</p> <p>Teachers will teach proper hand washing to their students.</p> <p>Sanitizing stations in classrooms.</p> <p>Wipe down desks/chairs and shared materials before common areas (i.e. computer room).</p> <p>Students may be asked to clean their gym equipment after use.</p>	<p>Admin Team</p> <p>Classroom Teachers</p> <p>Custodians</p> <p>Parents</p>	<p>IP</p>
<p><b>2) Ensure availability of all necessary supplies for <u>cleaning and disinfecting</u>. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.</b></p> <p>a) Designate personnel responsible for monitoring supply levels and communicating with administrators.</p>	<ul style="list-style-type: none"> <li>☞ District facilities management</li> <li>☞ School custodial staff</li> <li>→ Designate locations for ‘stations’</li> <li>→ Designate person responsible for stations</li> <li>→ Determine what/if sign out procedures will be required</li> <li>→ Who will be responsible for ensuring supply levels of onsite product are sufficient?               <ul style="list-style-type: none"> <li>○ Custodian?</li> </ul> </li> </ul>	<p>Classroom stations checked daily by custodial staff.</p> <p>Sanitize station at all entrance/exits.</p> <p>Spray bottles and paper towels in classrooms.</p>	<p>Custodians</p>	<p>IP</p>
<p><b>3) Washrooms:</b></p> <p>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.</p> <p>b) Foot-operated door openers may be practical in some locations.</p>	<ul style="list-style-type: none"> <li>☞ School custodial staff</li> <li>☞ District facilities management</li> </ul>	<p>Maintain disinfecting stations.</p> <p>The change room doors near the gym are to remain open at all times.</p>	<p>Custodians</p>	<p>IP</p>

c) Hand-washing posters must be posted.	 Handwashing Poster	Handwashing signs in bathrooms.	Admin Team	IP
d) For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements.	<ul style="list-style-type: none"> <li>→ Post maximum occupancy (outside and reminder inside)</li> <li>→ Floor markings inside, in case of wait time for sink</li> <li>→ Floor markings outside for line ups</li> <li>→ 'Remove' every second sink from use (tape)</li> <li>→ Communicate washroom use expectations and etiquette to students (how? who?)</li> <li>→ Consider how this will be enforced</li> </ul>	<p>Maximum of 2 or 3 in the washrooms.</p> <p>There will be marked area to wait to use the bathroom.</p> <p>The middle sink will not be used. Tape will "x" the sink.</p> <p>Every second stalls will have signage that says, "Do Not Use"</p>	Admin Team Custodians	Done
<b>4) Since physical barriers are not always possible:</b>  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 <ul style="list-style-type: none"> <li>○ Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others?</li> </ul>  <b>School Disinfection &amp; Cleaning Standards</b>	Maintain disinfecting stations.	Custodians	IP
b) Encourage proper hand hygiene before and after handling objects or touching surfaces.	→ Signage wherever common objects/surfaces are located: <ul style="list-style-type: none"> <li>○ Staff rooms, copier rooms</li> <li>○ Consider again library, gym, cafeteria</li> <li>○ Industrial classrooms: Shared tools</li> <li>○ Art class: shared supplies</li> <li>○ Music equipment <ul style="list-style-type: none"> <li>▪ Singing should not be allowed unless ppl can be 6ft apart.</li> </ul> </li> </ul>	Maintain disinfecting stations.  Signage posted in the bathrooms and common areas	Admin Team Custodians	IP

<p>c) Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.</p>	<p> <b>School Disinfection &amp; Cleaning Standards</b></p> <p>→ Identify high touch areas in your building</p> <p> 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?</p>	<p>Maintain disinfecting stations</p> <p>Regular cleaning and disinfection are essential. This includes the following...</p> <p>Daily cleaning: student desks and chairs</p> <p>Twice per day: high touch areas (door knobs, light switches, fridge handles, etc.)</p> <p>Three times per day: bathrooms &amp; change rooms</p> <p>After each use: computer lab equipment, physical activity equipment, microwaves, photocopiers, etc.</p> <p>After use: Health room (isolation room)</p>	<p>Custodians</p>	<p>IP</p>
<p>d) For ventilation, consult the <i>Return to School</i> document.</p>	<p>→ Facilities staff – will maintain filter systems as required</p> <p>→ No additional ventilation systems will be installed</p> <p>→ Classrooms that have windows that open are encouraged to do so when possible</p>	<p>Maintain filters/ventilation</p>	<p>Custodians</p>	<p>IP</p>

**Cleaning & Disinfection – Strategies:**

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

# 8. Personal Hygiene Etiquette

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p><b>1. Use masks according to the <i>Return to School</i> document protocols.</b></p>	<p> <a href="#">"Return to School"</a> document (EECD)</p>	<p>Clean masks are required each day for staff and students.</p> <p>Masks will be used by staff, students outside the classroom bubbles.</p> <p>Masks will be used in the hallways, bathrooms, library and when physical distancing is not possible.</p> <p>Masks are recommended for all emergency drills but not if interferes with the response to the drill.</p> <p>Students will not have to wear a mask in their classroom bubble.</p>	<p>Parents Staff Students</p>	<p>IP</p>
<p><b>2. Promote appropriate hand and respiratory hygiene.</b></p> <p>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.</p>	<p> <a href="#">Handwashing Poster</a></p> <p>→ Post signage through school about the importance of proper handwashing</p> <p>→ Communicate through announcements?</p> <p>→ School videos?</p>	<p>Watch video provided by the District Communicate wash and sanitize hands regularly.</p> <p>There will be signage posted around the school.</p> <p>Students will share updates and reminders on the morning announcements</p>	<p>Parents Classroom Teachers Custodians Admin Team</p>	<p>IP</p>
<p>b) Provide minimum 60% alcohol-based hand sanitizer.</p>	<p> <a href="#">Hand Sanitizer Poster</a></p>	<p>Maintain disinfecting stations.</p>	<p>Custodians</p>	<p>IP</p>
<p>c) Communicate frequently about good respiratory hygiene/cough etiquette.</p>	<p> <a href="#">Coronavirus disease (COVID-19): Prevention and risks</a></p>	<p>Communicate wash and sanitize hands regularly.</p>	<p>Parents Classroom Teachers</p>	<p>IP</p>

	<ul style="list-style-type: none"> <li>🔒 Post signage through school about the importance of proper handwashing</li> <li>🔒 Communicate through announcements?</li> </ul>	Posts/messages will be placed on Facebook, the school Website and via Voice Mails to parents.		
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.	<ul style="list-style-type: none"> <li>🔒 <b>School Disinfection &amp; Cleaning Standards</b></li> <li>❖ Revisit Cleaning &amp; 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</li> </ul>	<p>Evaluate Operational Plan regularly.</p> <p>Have input from school staff.</p> <p>Classroom stations checked daily by custodial staff.</p>	<p>Admin Team</p> <p>Admin Assistant</p> <p>Classroom Teachers</p>	IP

**Personal Hygiene – Strategies:**

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

# 9. Protective Measures

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.</p> <p>*To ensure that members of vulnerable populations and students with complex needs are accommodated.</p>	<ul style="list-style-type: none"> <li>🔗 <a href="#">"Return to School"</a> document (EECD)</li> <li>🔗 District Student Support Services</li> <li>🔗 Guidelines for itinerant (visiting) professionals</li> </ul>	<p>Masks will be used when physical distancing/classroom bubbles cannot be maintained</p>	<p>Admin Team Classroom Teachers</p>	<p>IP</p>
<p>2. <b>Provide personal protective equipment – only for those situations that require it:</b></p> <p>a) Hand protection (nitrile, rubber, or latex gloves)</p> <p>b) Eye protection (safety glasses, goggles, or face shield)</p> <p>c) Other PPE as determined necessary through the risk assessment</p>	<ul style="list-style-type: none"> <li>🔗 <a href="#">OHS Guide-PPE</a></li> <li>🔗 <a href="#">PPE Poster</a></li> <li>🔗 District Student Support Services</li> <li>🔗 Complex Case – Risk Assessment</li> </ul>	<p>Disposable masks will be located in main entrance and office for scheduled visitors.</p> <p>Handwashing stations will be maintained.</p> <p>All students will have a clean mask for times when physical distancing/classroom bubble cannot be maintained.</p>	<p>Admin Team Admin Assistant Classroom Teachers Custodians</p>	<p>IP</p>

<p>3. In areas where following the school physical distancing standards as set out in the <i>Return to School</i> document is not possible, maintain an accurate visitor log, and staff and student attendance log.</p> <p>a) This is in addition to regular school attendance logs.</p> <p>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.</p>	<p>☞ <i>“Return to School”</i> document (EECD)</p> <p>→ Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged.</p> <p>→ Logs must be kept onsite and readily available to Public Health</p>	<p>Visitors will have a tracking sheet indicating time in and out.</p> <p>Visiting professionals will have to list the students (people/classes) seen.</p>		IP
→ Additional Protection				
<p>c) Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the <i>Return to School</i> document protocols.</p> <p>d) Considerations for schools licensed under Food Premises Regulations</p>	<p>☞ <a href="#">Health Canada information on non-medical masks and face coverings</a></p> <p>☞ <i>“Return to School”</i> document (EECD)</p>			IP

**Protective Measures – Strategies:**

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

# 10. Occupational Health and Safety Act & Reg. Requirements

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1) Communicate to staff and supervisors their responsibilities and rights under the OHS Act and regulations.	<ul style="list-style-type: none"> <li>🔗 <a href="#">OHS Guide-Three Rights</a></li> <li>🔗 Responsibilities of Employer, Supervisor, Employees</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team	Done
2) Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.	<ul style="list-style-type: none"> <li>🔗 <a href="#">OHS Guide-New Employee Orientation</a></li> <li>🔗</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team	IP
3) Provide staff the employee training on the COVID-related work refusal process.	<ul style="list-style-type: none"> <li>🔗 Right to Refuse Process</li> <li>🔗 School District HR</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team	IP
4) Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.	<ul style="list-style-type: none"> <li>🔗 Refer to logs previously referenced</li> <li>→ Keep record of who attended training</li> <li>→ How often/by who will inspect signage, sanitization stations</li> </ul>	<p>Visitors will have log entry to the school on a tracking sheet indicating time in and out, and list of students (people/classes) seen.</p> <p>This visitors log will be kept in the office.</p>	Paula Matchett (Admin assistant)	Done
5) Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.	<ul style="list-style-type: none"> <li>🔗 Supervisors = Principals and Vice Principals - this will be done by HSC &amp; PH</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team Admin Assistant	IP
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.	<ul style="list-style-type: none"> <li>🔗 Facilities, DSSS, and HSC will provide support for this</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team Admin Assistant	Done
7) Make available appropriate <u>personal protective equipment</u> for the school setting.	<ul style="list-style-type: none"> <li>🔗 District Student Support Services</li> </ul>	<p>Documents will be shared via email.</p>	Admin Team Admin Assistant	IP

		Protocols will discussed at our staff meeting.		
8) School district Human Resources confirm process for addressing employee violations of policies and procedures.	<ul style="list-style-type: none"> <li>🔗 HR Department to provide guidance</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team Admin Assistant	IP
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.	<ul style="list-style-type: none"> <li>🔗 <a href="#">OHS Guide-JHSC</a></li> <li>→ Involve your JHSC as much as possible!</li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team Admin Assistant	IP
10) Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.	<ul style="list-style-type: none"> <li>🔗 <a href="#">OHS Guide Topic-Supervision</a></li> </ul>	<p>Documents will be shared via email.</p> <p>Protocols will discussed at our staff meeting.</p>	Admin Team Admin Assistant	IP
<p>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.</p> <p>12) Schools must engage the district from the beginning.</p> <p>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.</p> <p>14) Once the district is advised of a positive case, they must then report it to WorkSafeNB.</p>	<ul style="list-style-type: none"> <li>🔗 <b>EECD Outbreak Management Plan</b> <ul style="list-style-type: none"> <li>○ 11, 12, 13, 14 are all addressed in the OMP</li> </ul> </li> <li>🔗 <a href="#">Return to School document</a></li> </ul>	<p>In the case of a confirmed Covid-19 case:</p> <p>The school will be informed by Public Health.</p> <p>School administration will communicate with District office, parents and the school community.</p> <p>Public health will provide additional information. They will responsible for contract tracing with the school support.</p>	Admin Team Admin Assistant	IP

**Occupational Health and Safety – Strategies:**

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

# 11. Outbreak Management Plan

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) <b>Using the Return to School document, outline how the requirements for COVID response are being met.</b></p>	<ul style="list-style-type: none"> <li>☞ <b>EECD Outbreak Management Plan</b></li> <li>☞ Train staff on OMP, their roles and responsibilities</li> <li>☞ Designate isolation area, preferably, if there is an area where an ill student could be supervised from 2m or more.</li> </ul>	<p>Staff will be informed on the protocols in place in the case of an outbreak.</p> <p>Students who are sick will be masked and sent to the Health Room (isolation room) until their parents are able to pick them up.</p> <p>Information will be shared with parents and the school community via our school webpage and Facebook page.</p> <p>School personnel will cooperate and follow the guidelines set out for</p>	<p>Admin Team Admin Assistant Classroom Teachers</p>	<p>IP</p>

**Outbreak Management Plan – Strategies:**

💡 Describe how Outbreak Management Plan will be communicated to staff and students.

# 12. Mental Health Support

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.	<ul style="list-style-type: none"> <li>🔗 <a href="#">GNB Mental Health Resource</a></li> <li>🔗 School District support staff               <ul style="list-style-type: none"> <li>○ John Fletcher</li> </ul> </li> <li>🔗 School District Human Resources Staff</li> </ul>	<p>Information and brochures posted, shared and made available.</p> <p>Guidance counsellor to support students.</p> <p>Reach out to John Fletcher if needed.</p>	Guidance Teacher	IP
2. Other, site-specific considerations:  FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact <a href="#">NACTATR Guide to School Re-Entry</a>	<ul style="list-style-type: none"> <li>🔗 School District Support Services</li> </ul>			

**Mental Health Support – Strategies:**

💡 Describe how any mental health considerations are being met.

# 13. Additional Considerations: School specific

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1. <b>Emergency Plans – Considerations under COVID</b></p> <p>2. <b>Address how students will be picked up from school (Drs appts etc.)</b></p> <p>3. <b>How will you handle learners that have/need to be sent to the office for discipline?</b></p>	<p>→ In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? <b>OFM is preparing guidelines.</b></p> <p>→ Is there a designated waiting area? Is it supervised? Does it need to be?</p>	<p>Fire and Evacuation plan remains the same with the exception of wearing masks.</p> <p>Parents Appointments will be mandatory. They will have to call the office if they want to book an appointment.</p> <p>Teachers will be directed to call office to have administration come to classroom when needed to deal with student issues.</p> <p>Students who are being picked up from school will be escorted by their teacher to the office area to the Bus Door (Grade 5 door). The parent will remain in the car until their child is delivered to them.</p>	<p>Admin Team</p> <p>Admin Assistant</p> <p>Classroom Teachers</p>	<p>IP</p>

### Additional Considerations – Strategies:

 Describe how any additional considerations will be addressed and communicated.