A close up of a sign

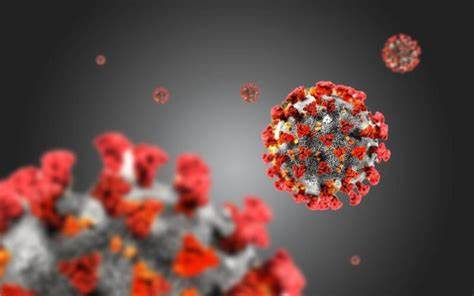
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CoViD-19 Operational Plan

Millerton School

Acedemic Year 2020-2021

Version 001



# 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: | Millerton 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.**

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| Plan Review Schedule | | | | | |
| Name | ***New Ver. No.*** | **Date** | **Name** | ***New Ver. No*.** | **Date** |
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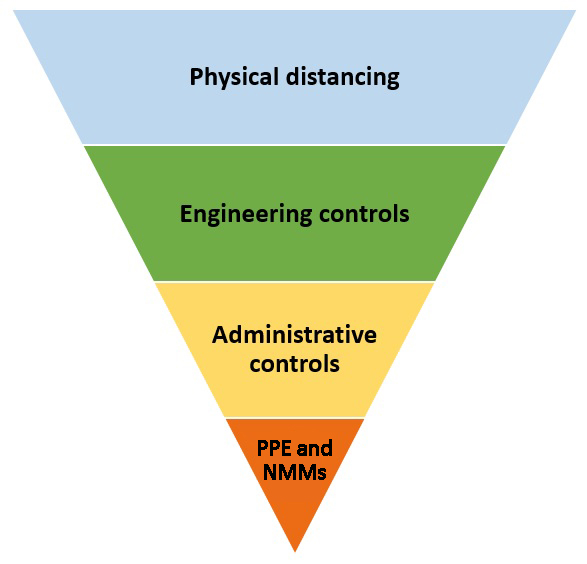
## RATIONALE

Without a vaccine or effective treatment, we must learn to live and work in a COVID-19 world. Assuming we can reduce the risk to zero is unrealistic. Therefore, the focus of our efforts must be placed squarely on practicing the best **prevention** measures in order to reduce the **likelihood** of the virus entering and spreading in our schools while simultaneously preparing to lessen the **severity of impact** on the school and community populations should a confirmed or suspected case arise.

**As you complete your plan, continue to reference the K-12 *Return to School September 2020* document, this is the comprehensive and first reference point for this document.**

**Prevention**

When working through this document and assessing the numerous places, people, and things in your school apply the following hierarchy in your decision-making process. For each hazard being assessed, work from physical distancing (the best prevention measure) exhausting each category all the way down to PPE and NMMs. Applying as many control measures as possible (and practical) will achieve a superior layered approach (i.e. one might wear a NMM *while* maintaining appropriate physical distancing *while* ensuring they practice good hand hygiene and respiratory etiquette).



*The best prevention control available is practicing physical distancing. Taking every reasonable step to configure the physical site to apply an appropriate physical distance between people.*

*Engineering controls: Include adding physical barriers, traffic flow indicators, and establishing maximum room capacities.*

*Increased* *Effectiveness*

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

*PPE (Personal Protective Equipment) and NMMs (Non-Medical Masks) offer additional defense but are considered a final step and should be used in conjunction with other prevention measures.*

**Stress increases when people feel helpless. Even though we cannot eliminate the risk of COVID-19 entirely without a vaccine, it is important to focus on what we CAN do which is limit the spread of the virus and minimize the impact of it on our communities.**

**Clear Communication**

School administration will be expected to continually reinforce clear messaging about expected safe behaviours. Clear consistent messaging on visible signage throughout the school and through announcements will be key to effective communication.

Such messaging should focus on reinforcing that the following core personal health measures be maintained for the duration of the pandemic and include at minimum:

* Practicing good hand hygiene – washing hands often with soap and water, using hand sanitizer in-between washes and always after coughing or sneezing.

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

* Avoiding touching face: mouth, nose, and eyes.
* Practice good respiratory etiquette by coughing or sneezing into tissue or elbow and always direct away from others.
* Staying home when feeling ill.
* Maintain appropriate physical distancing whenever possible – avoid spaces where this cannot be achieved or apply other controls. Always be respectful of the personal space of others.
* Cleaning and disinfecting of common and high touch surfaces.
* Wearing required PPE and/or NMMs when directed.
* Respecting posted traffic flow patterns and maximum room occupancy.
* Avoid in person meetings whenever possible.
* Be kind and supportive to one another.

**Everyone must practice proper hand hygiene and good respiratory etiquette.**

**Everyone Is Responsible**

One of the cornerstones of workplace health and safety is that everyone shares the responsibility. During COVID-19, everyone will be expected to do their part and play an important role in keeping our schools and offices as safe as possible. Staff, students, parents, and caregivers will be expected to protect their own personal health and assist in protecting others. This messaging should be a repetitive theme throughout your plan and should be communicated often as part of a school’s effective communication strategy.

**Legend:**

Helpful idea or suggestion

* Things to do or things to consider
* Helpful link or template provided
* Something referenced previously in the document

1. Communications

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| **Communications** | **Resources**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate operational strategies, provide orientation to school personnel and students.** |  | Share operational plan. Post update on Facebook and School website  Review at staff meetings. | T. McCabe | In Progress In progress |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | Email, Guidelines | Make operational plan available  Create a point sheet for easy access and review | T McCabe | In Progress |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications | Post on website, use school messenger, Facebook, backpack mail. | Staff | In Progress |
| **Communication - Strategies** | | | | |
| Lightbulb**Describe how school operational strategies are to be communicated.**  Share operational plan. Post update on Facebook and School website  Make operational plan available  Create a point sheet for easy access and review  Post on website, use school messenger, Facebook and, backpack mail. | | | | |

2. Building Access

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Controls are in place to prevent the public from freely accessing the operational school.** | * Ensure all doors are always secure (cannot impede emergency egress) * Procedure for visitors to request appointment if required * Signage on doors indicating number to call to make an appointment or contact administration * Visitor logs must be maintained (see template) | All exterior doors locked.  Procedure communicated to parents and public using signage, Website and social media.  Create and keep visitor logs and staff attendance records so they are available to district and public health should they be needed for review. | T.McCabe  S Mullin | Done |
| 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 | * Bus dismissal guidelines… 2m spacing, structured seating plan, direction and procedure for students upon entry- immediate * movement to classroom hooks or lockers. | Bus Drivers  Duty Teachers  Homeroom teachers | Done |
| **Building Access – Strategies:** | | | | |
| Lightbulb**Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.**  Parents will be educated on the new school guidelines. These guidelines will be posted on social media, the website and in the physical building. We will reinforce this through the use of School Messenger and. Backpack Mail so the parents are aware of several ways to maintain contact with the school.  The congestion during the start and dismissal time will be dealt with by systematically dismissing students from the bus is ensuring 2 meter spacing between students. Then have duty teachers manage the movement of students to ensure that it is consistent and that students aren't stopping and causing congestion.  Changing the location of classes in the building so that children do not all use the same stairway to get to the second floor. Another aspect that we've brought in this year is a separate door for people who are being dropped off by means other than the school bus with a separate duty teacher and separate path to the classroom. This will remove not only congestion in the doorway, but congestion in the parking lot. | | | | |

3. Risk Assessment

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| **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 | Risk assessment is complete. Use this tool. Frequently to re-evaluate. The success of our. Mitigation and any changes that need to be made. | T. McCabe  S Mullin | 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) | Staff exhibiting symptoms of~~.~~ COVID 19 will be asked to report to home. Students exhibiting symptoms will. be isolated in room 112 with monitoring. We will make every attempt to have them reassigned home. | T. McCabe  Teachers | In Progress | |
| **Risk Assessment – Strategies:** | | | | |  | | | *Return to School* document. |
| Lightbulb**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.**  **We have addressed the major areas of concern identified through our risk assessment. By reassigning homerooms to different parts in the building, thus taking the pressure off certain hallways. Students will remain in their homeroom for all of their instruction, with the exception of Phys Ed. Teachers will move, to teach subjects, from class to class. Teacher schedules have been adjusted so that maximum contact is with the minimum number of students.**  **Creating separate dining areas for K to 5 and 6 to 8 students. We have also restructured the flow of travel in our building so that interaction is limited. When classes travel, they will be escorted by the subject or homeroom teacher so that should interaction take place it will be monitored. Students will be instructed on how to move throughout the building during class time; should they need to go to the washroom or retrieve something from their lockers. Parents, who are volunteers at the school, will be given information sheets outlining the new level of expectation, and given instruction on their first arrival at the school.** | | | | | | |

**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.

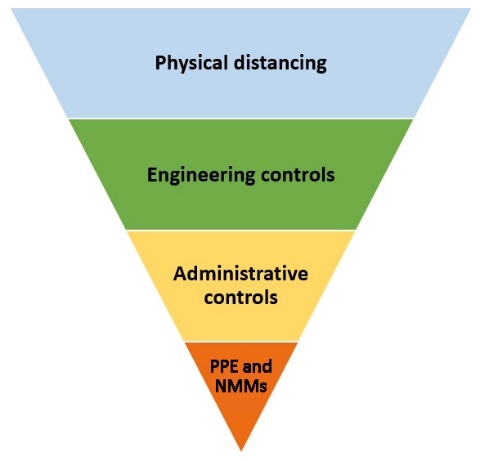


Figure 1: Modified Hierarchy of Controls for COVID-19

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 |

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

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

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

**Who, What, Where to Consider**

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| --- | --- | --- | --- |
| Space | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Points of entry | Medium | High | Restrict entry,  Insist on appointments to manage visitors  Manage Bus arrival and departure. |
| Main office | Low | Medium | Plan for students in area. Discipline, sickness and injury.  Schedule staff access. Photocopy- mailboxes. |
| Hallways | Medium | medium | Teacher leading classes – Classes not switching rooms, classes having the minimum number of teachers. |
| Stairwells | Medium | high | Moved classes to new homerooms to take pressure |
| Staff lounge | Low | high | Time in Staff room is scheduled and alternative staff eating areas are identified. |
| Staff washroom | Low | high | Washrooms are single occupant. |
| Student lounge | Na | Na | Na |
| Student washroom | Low | medium | Limit occupancy, signage for handwashing and appropriate numbers and waiting protocol. |
| Classrooms | Medium | medium | Students remain in their class- teachers visit- hand washing-sanitation station- use of masks-PPE and desk shield |
| Gym | Low | medium | Single bubble usage and equipment separation and sanitizing |
| Library | Low | medium | Single bubble usage and separation using scheduling |
| Cafeteria | Medium | medium | Create an additional Eating area- fewer tables- space tables- manage microwave use- |
| Playground | Low | high | Identify sections on playground- schedule use of areas and playground equipment- rotate student use daily |
| Outdoor sports field | Low | high | Use designated areas and scheduled using |
| Fitness Rooms | NA |  |  |
| Onsite Daycare | NA |  |  |
| Locker areas | Na |  |  |
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| --- | --- | --- | --- |
| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Medium | high | PPE Masks and barriers. |
| EAs/SIWs | Low | high | PPE- Masks and Barriers |
| Custodians | Low | high | Masks- schedule cleaning times |
| Students | Medium | medium | Teacher taught procedures and protocol. - signage -Reorganization of school flow and environment |
| Resource Students | medium | low | Limit contact- use of desk shields- dedicated workspaces and materials |
| Parents/Guardians | Low | high | Control access- organize contact and information flow |
| Visiting Professionals | Low | high | Share plan- individual rooms |
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| --- | --- | --- | --- |
| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | Low | Low | Single staff person using each Microwave |
| Staff room appliances | Low | Low | Sanitize and schedule use. |
| Water fountains | Low | Low | Shut off Water Fountains |
| Shared books/handouts | low | Low | Organize Library use- minimal touching of handouts |
| Shared computers | Medium | Low | Sanitize keyboard- Move Computers into classroom bubbles |
| Shared tools | Low | High | Scheduling and Sanitizing |
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4. Physical Distancing

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| * **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. | Classroom level procedural instruction.  Visual reminders on spacing.  Student flow reorganization to limit contact. | All staff | In Progress |
| * 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. | The creation of a second staffroom for dinner time and break time takes the pressure off existing staff room by limiting numbers  Parents entering the building for an appointment will be limited to meeting in a single room as opposed to meeting and traveling through the entire building. This meeting will take place in a room close to administration, that has hard surfaces and is easily sanitized .  Visiting professionals will have a dedicated room that they will use and they will bring individual students to that room. The room area can be sanitized between students.  Community use of building is prohibited until October and then it will be reviewed | T. McCabe | Done |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | Replacing soft surface chairs in the main office area with hard surface that are easily cleaned and set at 2 meters will ensure social distancing. | T. McCabe  custodians | Done |
| * 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 | Using highway type dotted line divider in hallways and bear prints as appropriate stepping stones for students in main hallway along with increased signage for waiting areas at washrooms and general traffic. | All Staff | Done |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | NA |  | In Progress |
| * **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 | Scheduling locker use and washroom use.  Changing the breakfast program to classroom delivery  Micromanaging lunch Hours will ensure no congregation in groups outside of student bubbles | Teachers | In Progress |
| * **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)? | Changing SST meetings to virtual and any PD with district personnel to be carried out through teams or Skype | District staff  School admin | Done |
|  |  |  |  |  |
| **Physical Distancing – Strategies:** |  |  |  |  |
| Lightbulb**Describe how physical distancing is being implemented and communicated.**  **Physical dissident is our number one tool and dealing with the spread of the virus, so all of our plans have had physical distancing at the heart of them. By reorganizing the structure of our building, moving classes to different ends of the building and limiting their interaction, we have taken steps to maximize the opportunity for physical distance. Our teaching assignments and schedules have been adjusted and student movement throughout the building have been changed to reflect our new reality. It is increasingly important that staff model the physical distancing protocols and that we are consistent in its application across the student population** | | | | |

5. Transition Times

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**    1. School layout guide maps to inform students, staff, visitors, and public are encouraged. | * Facilities staff for school scheduling/busing * Your HSC: Barbara McFarlane, 625-0285 * K-8 = no PD within bubble and 1m minimum between bubbles * Refer again to school schedule and consider what modifications can be made * Refer again to your floor plan to map out areas | Transition times have become very structured. Where each class will dismiss on an individual. transition time. Starting with the youngest students and ending with the oldest.  Teachers will lead classes to and from the gymnasium, the cafeteria. and the buses.  Some classes have been moved to other areas in the building to take the pressure off hallways and stairwells. | All. Staff. | Done |
| 1. **Provide time for food preparation and mealtimes.** | * Will students be eating snacks and lunches in their classroom? * Consider breakfast program * Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches? * Can mealtimes be staggered and accommodate all? If so, by how long? | Breakfast program will be prepared by volunteers in the cafeteria. The food will be placed on carts and delivered to classrooms.  K-8 will eat lunch in the cafeteria with assigned tables and seats, inside their bubbles. We are using the stage as additional cafeteria space. | Teachers on duty. | In Progress |
| **Transition Times – Strategies:** |  |  |  |  |
| Lightbulb**Describe how transition times/staggering is being managed.**  **Student will move to homerooms upon arrival, they will remain there until first class. K-8 will go to break in the cafeteria. Homeroom/subject teachers will take them in pods to the cafeteria. Duty will be scheduled, and teachers will pick their classes up after break and returned them to their classroom. They will be excused from the class and the break space by grade starting with the youngest.** | | | | |

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 | Educate staff on self-assessment. Provide staff with self-assessment tool. Encourage staff to take self-assessment every morning before coming to school. Should they feel sick during the day they are to report to home.  Hand out developed for casual replacement workers. This will be available online, but they will receive a physical copy upon entering the building. | T. McCabe. | Done |
| 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 | Should a person infected with COVID 19 be in the building-  Staff will be informed, and we will follow the outbreak management plan should further infections occur.  We will follow the direction of district office and Public health | T. Mccabe | Done |
| 1. **Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.** |
| **Screening – Strategies:** |  |  |  |  |
| Lightbulb**Outline how passive screening requirements are being met and communicated. Staff given self-checklist for home assessment. Review of protocol for staff sickness and self-isolation.**  **Parent education on student illness and attendance to school... Protocol for sick student at school, Isolation in room beside office and staff monitoring. Home contact and child pick up.** | | | | |

o7. 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 | Post posters.  Teacher’s review procedure and practise with classes.  Reinforcement and practise time coupled with reminders and guidelines for when handwashing is expected. | All 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? | Identify needed supplies,  Set up sanitation stations at front door  Create signage expressing expectations. | Kathy Obrien-  Debra Goodwin. (custodians) | | 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 | Signage in place to manage number of students in washroom, teaching of protocol and procedure by teachers in homerooms.  Custodian main resources in washrooms | Teachers- custodians | | Done |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Posted in classrooms and washrooms and high traffic areas. | Admin | | 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 | Teaching Protocols. posting signage  Take some Urinals out of service using barrier and signage. Take middle sinks out of service in all washrooms. Post a waiting protocol to ensure that no more than two students at a time are in each washroom. Have clear signage and floor markings for students to stand and wait until the number drops below 2. | Custodians and teachers. | | Done |
| 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** | Teach hand washing practices in the classroom. Practice hand washing with students individually. Review protocol daily until it is obvious students understand the process. Ensure that materials are present in classrooms and washrooms to facilitate hand washing. | T.McCabe  teachers. | | In Progress |
| * 1. Encourage proper hand hygiene before and after handling objects or touching surfaces. | * + Signage wherever common objects/surfaces are located:   + Staff rooms, copier rooms   + Consider again library, gym, cafeteria   + Industrial classrooms: Shared tools   + Art class: shared supplies   + Music equipment     - Singing should not be allowed unless ppl can be 6ft apart. | Post signs as reminders. Ensure that. Instruction has been given on how to sanitize objects and ensure that Teacher Is involved in the process. | Teachers | IN progress | |
| * 1. Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards. | * **School Disinfection & Cleaning Standards** * Identify high touch areas in your building * Educate/Train custodial staff on new cleaning measures (Facilities team and HSC) however, consider the importance of this duty and perhaps think of ways to show appreciation – include students? | Develop a schedule that ensures proper sanitizing and cleaning but is cognizant of student staff interaction- this wants to be kept to a minimum. Washrooms and change rooms need to be cleaned three times per day and multi touch high traffic areas: door handles, bottle filling stations, countertops and other areas where students will have contact are cleaned throughout the day. | T.McCabe  K.Obrien | | Done |
| * 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 | When possible, classroom windows will be open to improve ventilation | Teachers- custodians | | Done |
| **Cleaning & Disinfection – Strategies:** |  |  |  | |  |
| LightbulbStudents and teachers will be responsible for this in helping the custodian staff it is important that students are educated on not only the technique but also the value of hand washing and sanitizing and its importance. It is also important that the materials needed to be successful in hand washing and sanitizing are replenished regularly and that there is communication between teachers, custodians an administration on the effectiveness of our program so that adjustments may be made. This should not wait for a review time; this should be daily feedback so should adjustments need to be made as the year progresses. It is important that we review this so that we do not become complacent and less vigilant in our sanitizing and hand washing. Should students be using more than one desk, although it is not in our plan for this to happen should it happen, students from grades three to eight will be shown how to clean a chair and how to clean a desk. They will also be shown the proper techniques for preparing gym equipment, shop equipment or if they are in the cooking lab. These techniques will be very important. | | | | | |

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) | Students from grade 6 to 8 have been informed and will be using community masks outside of classroom settings. Staff and any visitors either from the district or from the general public will be informed they need to use community masks while in the building along with ensuring social distancing. | all staff  Middle school students  Visitors | Done |
| 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) | Hand washing posters will be placed in each classroom, throughout the building and in the washroom and as reminders on bulletin boards strategically placed in in high visibility areas. We will use district generated videos and we will be providing reminders in our morning announcements and in communication with home. | all staff | Done |
| * 1. Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate. | * Post signage through school about the importance of proper handwashing * Communicate through announcements? * School videos? |  |  |  |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | Sanitizer available in the classrooms, staff rooms, main office and front door for visitors with appointments and district staff. | All staff | Done |
| * 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? | Signage will be placed throughout the building on appropriate COVID-19 hygiene. This will be reviewed in the classroom and reminders will be given periodically. | all staff now | In Progress |
| * 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 | Schedule plan reviews and implementation. Aspects of this review will be daily, weekly and BI weekly to ensure that the standards are in accordance to our operational plan. | T. McCabe  K Obrien.  K Green | On Going |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| Lightbulb**Describe how personal hygiene measures will be communicated, trained, and enforced.** Personal hygiene requirements will be taught at a classroom level and reinforced school wide. It is important that with the middle school that there is consistent application and accountability. | | | | |

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 | Existing physical structure and directing the student flow and maintaining bubble integrity will be used to ensure separation.  Signage and teaching the protocol. | All staff | ON going |
| 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 | Assess the need and organize the distribution of necessary PPE | T. McCabe  S. Mullin | On Going |
| 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 | Create and maintain a visitor log in the main office this log is to be up-to-date and available for review by district office and public health. The log should include the name, date, time, and contact phone number for every visitor to the building the log is to be maintained by office personnel and not to be written in by visitors to the building. | T. McCabe  S. Mullin | Done |
| * **Additional Protection** | | | | |
| * 1. Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols.   2. Considerations for schools licensed under Food Premises Regulations | * [Health Canada information on non-medical masks and face coverings](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html) * *“Return to School”* document (EECD) | School will educate students on the need and use of masks.  We will post the necessity of use of community masked by visitors to the building.  All staff will use community masks while in the building outside of their homeroom. | All Staff | On Going |
| **Protective Measures – Strategies:** |  |  |  |  |
| **Education on the importance value and use of mass and PPE will be vital to the success of this plan.**  **The use of any of these mitigations does not replace the importance of social distancing. We will also work hard to ensure that our parent and school community are aware of our protocols inside the building and that we are able to provide a visitor or students with community mass should they forget theirs so that there is consistency in the application of this plan.**  **The log is incredibly important that it is consistent and maintained in case there is an outbreak that we can do the contact tracing visitors need to be aware of the rooms for meetings and school district based visitors need to be updated on our school individual protocols.** | | | | |

10. Occupational Health and Safety Act & Reg. Requirements

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate to staff and supervisors their responsibilities and rights under the *OHS Act* and regulations.** | * [OHS Guide-Three Rights](https://ohsguide.worksafenb.ca/topic/rights.html) * Responsibilities of Employer, Supervisor, Employees | Review at general staff meeting  Provide link to information | T. McCabe | done |
| 1. **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.** | * [OHS Guide-New Employee Orientation](https://ohsguide.worksafenb.ca/topic/orientation.html) | Review at general staff meeting  Provide link to information | T. McCabe | On going |
| 1. **Provide staff the employee training on the COVID-related work refusal process.** | * [Right to Refuse](https://www.worksafenb.ca/safety-topics/covid-19/covid-19-and-the-right-to-refuse/) Process * School District HR | Review at general staff meeting  Provide link to information | T. McCabe | done |
| 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 | Establish log and procedure ensure integrity of log | Tom McCabe  Stephanie Mullin | On Going |
| 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 | NA |  | Done |
| 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 | Review at general staff meeting  Provide link to information | T. McCabe | Done |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | NA |  | On Going |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | NA |  | Done |
| 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! | Provide feedback when requested | T. McCabe | On going |
| 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) | Review operational plan and update checklist and compliance with plan | T.McCabe | On going |
| 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 | Waiting for outbreak Plan | T.McCabe | In Process |
| **Occupational Health and Safety – Strategies:** | |  |  |  |
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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. | School personnel will cooperate and follow the Outbreak Management Plan as provided by ASDN in accordance with the guidelines set out in the EECD Return to School document. |  | In Process |
| **Outbreak Management Plan – Strategies:** | |  |  |  |
| Lightbulb**Describe how Outbreak Management Plan will be communicated to staff and students.**  **We will make the plan available to our school community. Outlined the steps we will take in the event of an outbreak- staff will be given copies of the plan and parents will be informed using website and social media. In the event of an outbreak we will follow the plan and the direction of public health and district office.** | | | | |

12. Mental Health Support

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available. | * [GNB Mental Health Resource](https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus/mental-health-and-coping-during-covid-19.html) * School District support staff   + John Fletcher * School District Human Resources Staff | Provide document, review in Staff meeting  Contact John Fletcher and develop a plan for staff support | Tom McCabe | In progress |
| 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 | Develop specific plan of action under the direction of gastric sport John Fletcher and union support Lisa Calhoun ensure that staff are aware of the EAP | T. McCabe  A Stewart | On Going |
| **Mental Health Support – Strategies:** |  |  |  |  |
| **Individual staff conversations will take place upon return to school to gauge level of anxiety because of current conditions also to search out staff ideas for mental health. in conjunction with Andy stored school level mental health activities will be planned to include nature walks- a walking program for the staff that could take place after school or before school. Guided meditation bringing someone in and doing guided meditation with the staff so this is something to continue on individual basis encourage staff to take part in the district physical education supplement or physical activity supplement where gym memberships will be partially paid for by the district and ensuring that all staff have up-to-date contact information for the employee assistance program** | | | | |

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. How will fire drills be conducted? **OFM is preparing guidelines.** * Is there a designated waiting area? Is it supervised? Does it need to be? | Review Emergency plans.  Communicate with parents and staff procedure for picking up or dropping of students that ensure clear transfer of supervision and maintains the integrity of the school environment.  Teacher when they are in need of support will contact the office and Admin or Fellow staff will come to the class and escort student to the office should they need to be removed. They will be housed in the music room until a discussion can be held and an appropriate response given. | Crisis team  T. McCabe  S. Mullin  T McCabe | In process |
| **Additional Considerations – Strategies:** | |  |  |  |
| Lightbulb**Describe how any additional considerations will be addressed and communicated.** This year we are setting in place a more structured contact home program with our teachers and students guardians. The purpose is that it will make an easier transition to home learning should we need to ah revert to that. We are also ensuring that communication is available in several methods and identifying the method that homes are more comfortable with so that the communication is reaching the people that it needs to reach and that people's anxiety levels are kept to a manageable amount because they are aware of every mitigation that we're taking an anything that happens at the school.  We have also developed protocols for things that happened at the school that would normally be dealt with through detention and students being removed from classrooms. We have protocols in place to ensure that we manage the flow of students throughout our building and that staff student contact is kept to a minimum and student operate inside their zone on a school level | | | | |

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)