

CoViD-19 Operational Plan

School Name

Acedemic Year 2020-2021

Version 001

Covid-19 Operating Plan – Checklist

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| --- | --- | --- |
| **Section** | **To Do List:** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communications**
 | Staggered school opening for each grade level. FB, WEBpage, School Messenger | Monday Aug 17th |
| 1. **Building Access**
 | Doors locked at all times | Done |
| 1. **Risk Assessment**
 | Need to identify areas and rectify to reduce risk | In progress |
| 1. **Physical Distancing**
 | Need to put up Posters throughout building. Traffic markers and spacing markers need to be ordered and put in place before school opening | Not started |
| 1. **Transition Times**
 | Scheduling | In progress |
| 1. **Screening**
 | Posters, main door entry only during the day, check in with Admin AssCommunicate that screening begins at home before school for both student and staff personnel | In progress |
| 1. **Cleaning & Disinfection Procedures**
 | Meeting with Custodian 2 and with staff | In progress |
| 1. **Personal Hygiene Etiquette**
 | Posters need to be posted in all areas of schoolMultiples near washrooms and sink area in classrooms. PL for teachers Aug 31-4th. Teachers to instruct students. |  |
| 1. **Protective Measures**
 |  |  |
| 1. **OHS Regulation Requirements**
 | To be emailed to staff members. | In progress |
| 1. **Outbreak Management Plan**
 | Room is selected, needs to be set up. PPE tote needs to be available Procedure to be communicated with teaching and support staff in the event of a possible case. PL Aug 31-4th | In progress |
| 1. **Mental Health Support**
 |  |  |
| 1. **Additional Considerations**
 |  |  |

# SCHOOL COVID-19 OPERATIONAL PLAN

This plan has been prepared and implemented in reaction to the public health threat imposed by the virus that causes COVID-19. All efforts to make this school environment as safe as possible have been outlined in this plan. All measures identified herein are consistent with those outlined in the Education and Early Childhood Development (EECD) “*Return to School, September 2020”* [[1]](#footnote-1) document and reflect Public Health standards and the *Occupational Health and Safety Act* and its regulations.

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

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| --- |
| This plan belongs to: |
| School Name: |  |  |
| 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.**
 |  | Staff emails, PL for staff week of Aug 31-4th, Morning Announcements, Videos for kids, teachable moments in classrooms | Admin | Planning in progress |
| 1. **Communicate operational strategies, provide orientation to visiting professionals**
 |  | Booklet/Pamphlet will be created for visiting professionals and supply teachers upon first visit | Admin | Not started |
| 1. **Communicate operational strategies to parent/caregiver and school community.**
 |  | District Communications, School Web page, FB, school messenger, hard copy memos | DO/ Admin | Not started |
| **Communication - Strategies** |
| Lightbulb**Describe how school operational strategies are to be communicated.** **Reminders of most important and pertinent parts of operational plan will be on Morning announcements each day. (Physical spacing, washroom procedures, water fountain procedures, transition from classrooms etc.)****Student Handbook for each family with operational basics for families/web page. Parents will be encouraged to go over procedures and importance of proper hygiene****Professional Learning week of Aug 31-4th. Sessions with staff (physical Distancing) to go over operations, procedures, and expectations. Email School Operational Plan to all staff members.****School COVID pamphlet for parents and school community visitors****Come back to this after your plan is complete! Else you will not really know what you intend to communicate.**  |

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 doors will be monitored by duty staff during drop offs and pick ups so that access to building is restricted. After 8:30 all doors will be locked at all times. | AdminCustodians | 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
 | Scheduling will permit a 5 min transition time for classroom traffic to reduce hallway congestion. Directional arrows and signage to encourage physical distancing in all hallways and corridors. Recess procedures to be covered week of Aug 31-4th with staff |  |  |
| **Building Access – Strategies:**Return to School document8RETURN TO SCHOOLAccess to public schools will be limited to the following:• Students;• School Personnel, as defined in the Education Act (this includes visiting teachers, school district personnel, volunteers and extra resource people);• Visiting teachers and other school personnel who travel between schools and have contact with students will maintain a physical distance of two (2) metres in the classroom and in common areas. Community masks or face shields will be used if the two (2) metre physical distancing is not possible. They must also maintain a log of their movements. Districts will try and limit the number of schools that these employees visit; and/or• Authorized access approved by the principal or school districts (e.g. – repair work, emergencies, public health nurses, etc.). All schools should take a daily log of all essential visitors that enter the building. |
| 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.**All visitors (professional and/or otherwise) must report to main office and go through pre screening questionnaire/.Log book must be filled in with name and purpose of visit.Scheduled visits through email/phone calls to Administrators and/or Admin assistant. Master Scheduling template for each day in main office to be aware who is expected and time. |

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
 | School Risk Assessment Tool has been completed. Areas have been identified that may need to be modified.*Page 7 and 8 of ASD-N Operational Plan Template* | AdminSchool Response Team to be selected. | In progress |
| 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)
 | Return to School document. Room # 1114 &1119 in the area of support offices will be assigned for a student exhibiting symptoms until pick up. Extra PPE will be made available outside the room for staff in sealed tote.These room is isolated from main traffic of building/least amount of student/staff contact and is close to Main Door Exit. | Admin | In progressRoom needs to be set up |
| **Risk Assessment – Strategies:** |  | *Return to School* document. |
| * **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.**

**Room # 1114&1119 will be set up for student/staff that may exhibit signs of COVID19. This room is off from first floor hallway. Most offices are used for visiting professionals.****Table with disposable materials ( paper, pencil, markers) for student to draw as they wait for parental/guardian pick up. This is to reduce anxiety and fear.****Extra PPE tote to be placed outside door.( Masks, gloves, face shield)****2 staff will be present at all times.****Custodial Personnel will be notified immediately for disinfecting room after student departure.** |

**Risk Assessment Tool**

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

**Likelihood**

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

**Impact**

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

**Mitigation Measures**

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

Figure 1: Modified Hierarchy of Controls for COVID-19

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

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

* **Physical Distancing** – Strategies that encourage 6ft (2m) distance between people whenever possible
* **Engineering Controls** – Physical barriers that minimize contact between people or with high touch surfaces
* **Administrative Controls** – Policies, procedures, and protocols put in place change how people interact
* **Personal Protective Equipment (PPE) and Non-Medical Masks (NMM**) – PPE and NMM are worn to offer additional protection from the hazard what people wear as a last line of defense between them and a hazard.

**School Risk Assessment Tool**

Schools are a collection of many different spaces and forms of interaction between the people and things in these spaces. Determining which mitigation measures can be applied to reduce the risk imposed by the space and those who occupy it requires consideration of each space independently against the characteristics of the interpersonal interactions that take place within it. There is no “one size fits all” risk assessment solution however, systematic inspection and meaningful consideration of the risk presented in each space will lead to the application of the most effective available mitigation measures.

To assess each space, consider the following two categories[[2]](#footnote-2): **Contact Intensity** *(close or distant, prolonged or brief) and* **Modification Potential** *(degree to which the activity can be modified to reduce risk: an activity that is highly modifiable means that superior controls like physical distancing or engineering controls can be implemented).*

Consider the following framework for assessments:

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

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

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

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

**Who, What, Where to Consider**

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| --- | --- | --- | --- |
| Space  | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Points of entry | Medium |  | Masks when 2m cannot be possible. With time and movement efficiency risk may be lowered. |
| Main office | Medium | Limited #s in main office at one time. Scheduled times to meet with staff/unless emergency | Limit number of personnel in office at one time. Markers on floor. Seating to promote 2m physical distancing |
| Hallways | Low/medium | Wide hallways 2 m wall to wall | With time and movement efficiency risk may be lowered.Scheduling to allow for 5min transition times for classes. |
| Stairwells | Low/Medium | Wide stairwell 2 m wall to wall. Main means of transportation to and from gym and cafeteria and dismissal | Scheduling to allow for 5min transition times for classes.With time and movement efficiency risk may be lowered. |
| Staff lounge | Low/Medium | Reduced numbers in room at one time | High touch work area to have disinfectant for use before and after. Posters in place for physical distancing and cleaning procedures |
| Staff washroom | Low/Medium | Single washrooms | Posters in place for hygiene and cleaning procedured |
| Student lounge | N/A |  |  |
| Student washroom | Medium | Visual SignageReduced #’s of sink to ensure 2 m distanceFloor signage for 2 student | Teachers, support staff to teach and go over safety procedures for washroom use. No more than 2 children outside in hallway waiting turn. Floor signs to ensure 2m distancing to be implemented outside each student washroom. Students to return to class until numbers decrease. |
| Classrooms | Low/medium | Assigned seating when possible. Proper hygiene practices ( sneezing, coughing in arm)etc. | As children become more accustomed to new expectations and safety procedures then risk will decrease within each class. |
| Gym | Low/Medium | Each class will have own tote with materials for that class. | Students will learn to clean up materials before end of class and put materials away. Classes will be dismissed at separate times as to ensure bubble distancing. The schedule will also help with physical distancing between classes. |
| Library | N/A Room to be used as third area for Gym and Health. | Each class will have own tote with materials for that class. |  |
| Cafeteria | Low/medium | Assigned seating with class bubble. Full table space b/w each class. Traffic and spacing markers on floor. All food/cutlery etc. will be served by cafeteria personnel. No food or drinks accessible to students. | As children become more accustomed to new expectations and safety procedures then risk will decrease within each class. |
| Playground | Low/Med | Recess will be divided into three sessions to ensure each class has an area to play within their own bubble. Areas will be on a rotation. | As children become more accustomed to new expectations and safety procedures then risk will decrease within each recess. Procedures for line ups and school entry will take repeated practice. |
| Outdoor sports field | Low | Per class bubble and divided so no interaction between |  |
| Fitness Rooms |  | To be disinfected 3 times per day |  |
| Onsite Daycare | N/A |  |  |
| Locker areas | Low/Medium | To be disinfected 3 times per dayGrades 4 and 5 only | As children become more accustomed to new expectations and safety procedures then risk will decrease within each class. |
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| --- | --- | --- | --- |
| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Low/Med |  Friendly frequent reminders via email and morning announcements to maintain social distancing and to model behavior to reduce risk Masks when cannot maintain 2 m | All professionals, will be reduced to low as it becomes the new norm |
| EAs/SIWs | Low/Med | Friendly frequent reminders via email and morning announcements to maintain social distancing and to model behavior to reduce riskMasks when cannot maintain 2m | All professionals, will be reduced to low as it becomes the new norm |
| Custodians | Low |  |  |
| Students | Med/High | Frequent reminders each day on Morning Announcements and by teachers going over safety procedures and protocols daily in class. Teachable moments | As children become more accustomed to new expectations and safety procedures then risk will decrease within each class.Positive reinforcement for those that are caught following procedures. Awards and acknowledgment on Morning Announcements. |
| Resource Students | Low/med | Resource teachers will practice 1m distancing. Will also practice safe distancing in class during co teaching moments | Cleaning area after each student. Keeping separate work boxes for each student  |
| Parents/Guardians | Low | Parents will need to call/email to make appointment to see teacher or admin | Social Distancing 2 m/mask will be used for meetings |
| Visiting Professionals | Low | Will email or call to notify day and timeAesop for supply teachers.First time visit pamphlet will administered with protocols and procedures unique to KSE. Log in required. | Social distancing 1m with student. |
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| --- | --- | --- | --- |
| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | N/A |  |  |
| Staff room appliances | MED | Disinfectant wipes for high traffic appliances Wash hands before and after useVisual Signage |  |
| Water fountains | Low/Med | Water bottle fill up stations |  Coverings for mouth piece at water fountains |
| Shared books/handouts | Low |  | Frequent hand washing and sanitizing will reduce risk |
| Shared computers | Low/Med | Students will learn to clean ipads/laptops after each use. Hand washing before and after. | Efficiency will improve over time, thus reducing risk |
| Shared tools | Low/Med | Hand washing before and after each use. Students will learn to clean materials | Efficiency will improve over time, thus reducing risk |
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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
* 9-12 = 1m between students in class and 2m outside of class
* 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis.
 | Schools and School Districts are encouraged to look at modifying school scheduling and hours of operation to reduce congestion inside and outside the building, especially during drop off and pick up. The school schedule will also look at ways to reduce congestion inside the school and ensure class groupings are respected during recess, lunches and any other time student’s move within the school. School operational plans will include an overview of how transition times are implemented. Students to go to classes upon arrival, duty teachers to monitor hallways so that children follow procedures to class/bubble as soon as possible. No congregating in hallwaysScheduling Options and Plans to allow for 5 min per class for travel so as to avoid bottle necking during day and to ensure physical distancing b/w bubbles. 3 morning recesses K-1 2-3 4-53 Lunch times K-1 2-3 4-5Dismissal from classrooms/cafeteria K-2 Assigned tables (bubbles) Dismissal from classrooms 3-5 through intercom system when buses are ready to load. | AdminStaff |  |
| * 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.
 | Visual signage throughout schoolReminders from students and staffAssigned rooms for visiting professionals | AdminCustodians |  |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).**
 | * *“Return to School”* document (EECD)
 | Remove chairs from reception area to promote and ensure 2 m distancing. | Admin |  |
| * 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
 | Traffic and spacing signs to be ordered second last week of August.Custodians to place floor signage where needed. | Admin Custodians |  |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.**
 | * Contact Facilities staff for assistance if barriers are needed.
 | Pexi glass barriers on order | AdminDist. Office |  |
| * **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
 | Supervision by AdminWalk Throughs | Admin | 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)?
 |  |  | In progress |
| * **Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.**
1. (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down)
 | * Revisit **Risk Assessment Tool (pg. 6-9)**
* Revisit bullet above re: visual cues for traffic flow
* Review floor plan
* Consider scheduling – who will be in hallways at same time? Can time between classes be extended to account for increased time for kids using one-way flow?
* Visualization: ‘bubbles’ of classes could be thought of like a school of fish – many individuals moving in unison.
 | DistrictOHS CoordinatorFacilities Staff Students to go to classes upon arrival, duty teachers to monitor hallways so that children follow procedures to class/bubble as soon as possible. No congregating in hallwaysScheduling Options and Plans to allow for 5 min per class for travel so as to avoid bottle necking during day and to ensure physical distancing b/w bubbles. 2 morning recesses (snack time) K-1 2-3 4-5Early recess will be incorporated into day via cross-curricular and experiential learning opportunities by each teacher.2 Lunch times K-2 3-5Stage area will also be used to house tables to ensure physical distancing b/w bubbles.Dismissal from classrooms, Teachers will bring own classes to busses. Dismissal from classrooms 3-5 through intercom announcements for loading and pick up.Teachers will bring own class to busses.Return to School documentStaggered recesses and lunch. There will be three early morning recess and three lunch breaks.Students will come in from lunch recess by bubble and in single file to classroom. | Admin | Scheduling in progress |
| **Physical Distancing – Strategies:** |  |  |  |  |
| Lightbulb**Describe how physical distancing is being implemented and communicated.****Signage, Signage and Signage!!!**Communication: Daily reminders on Morning Announcements. Teachers/Staff will go over procedures and protocols with students prior to all movement outside classroom. School personnel will teach the importance of personal hygiene etiquette, including physical distancing, frequent hand washing and appropriate use of community masks.For younger students, strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (i.e. minimize the amount of mixing between students and different staff in the setting).One parent/guardian do drop offs and pick ups, remain in designated areas.• Manage flow of people in common areas, including hallways. Be aware of areas that may act as bottlenecks (e.g., locker room entrance, exit to the schoolyard, stairways, etc.).• Incorporate more individual activities or activities that encourage more space between students and staff.• For younger students, adapt group activities to minimize physical contact and reduce shared items.Assemblies, music performances and other school-wide events will be held virtually.Staff Personnel/Visiting Professionals: School Pamphlet to be constructed for visiting personnel. The same school pamphlet will be administered to all supply teacher on their first visit to KSE. This pamphlet will outline procedures unique to KSE and the safety protocols outlines by government, OHS, Workplace Safety and Public Health. |

5. Transition Times

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations** (Examples, Templates, Guidance Documents) | **School Response**  | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**
	1. School layout guide maps to inform students, staff, visitors, and public are encouraged.
 | * Facilities staff for school scheduling/busing
* Your HSC: Barbara McFarlane, 625-0285
* K-8 = no PD within bubble and 1m minimum between bubbles
* 9-12 = 1m between students in class and 2m outside of class
* Refer again to school schedule and consider what modifications can be made
* Refer again to your floor plan to map out areas
 | Scheduling currently being worked onTrying to implement 5 min transition times to reduce traffic flow and congestion | ADMINDist.Office support | In progress |
| 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?
 | Admin will meet with cafeteria management and NFS Board to discuss food prep and distributionSpace and traffic floor markers/signage | Admin | Not Started |
| **Transition Times – Strategies:** |  |  |  |  |
| Lightbulb**Describe how transition times/staggering is being managed.** Scheduling will be formatted so as to promote physical distancing for movement during both instruction time and during recess and lunch breaks. Detailed directions of expectations for transitions throughout day. ( morning arrival, recess, lunch and lunch recess, dismissal) Students between Kindergarten and Grade 8 are to remain in their class groupings.School Maps will be provided and displayed throughout school for visual means of ensuring correct directional traffic flow. The following physical distancing strategies will be implemented where possible in the public school setting:• The use of community masks will be strongly encouraged in certain situations within the school environment. More information on the use of community mask is available in Appendix A – Use of Community Masks. (Unavoidable congestion in stairways, door entrances etc)• Avoid close greetings (e.g., hugs, handshakes). Regularly remind students about keeping their “hands to yourself.”For younger students, strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (i.e. minimize the amount of mixing between students and different staff in the setting). |

6. Screening

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations** (Examples, Templates, Guidance Documents) | **School Response**  | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Ensure that the staff understands and implements its screening process.**
	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
 | PL week of Aug 31st – 4thDaily reminders via morning announcements/e-mails and staff meetingsDoor entrances/Main Office/throughout building | Admin/StaffAdmin /Custodian |  |
| 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
 | Rooms # 1114 and 1119PL week of Aug 31-4th for communicating Outbreak Plan after finalized by EECD and Public Health | AdminCovid Lead TeamAdmin |  |
| 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.** School messenger, mass e-mails, and hard copies first week of school to families with links to GNB procedures and updates on School Webpage. To ensure all are aware of **screening procedures and that passive screening begins at home**. All visitors will have to check in at main office. Sign in Log book. See Work Safe NB Website for ‘Screening for COVID-19 Poster. https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/en/CDC/PosterCL.pdf |

7. Cleaning & Disinfection Procedures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations** (Examples, Templates, Guidance Documents) | **School Response**  | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Proper hand hygiene practiced before and after handling objects or touching surfaces.**
 | * *Return to School document and appendices for* guidelines *Return to School document and appendices for* guidelines
* Handwashing Poster
* Hand Sanitizing Poster
 | School will order and place many signs throughout school.OHS posters onlineGNB posters online | AdminCustodiansCOVID Leader-ship Team | In Progress |
| 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’
* Determine what/if sign out procedures will be required
* Who will be responsible for ensuring supply levels of onsite product are sufficient?
	+ Custodian
 | Members from COVID leadership team will be responsible for various areas to reduce workload and improve efficiency  | JHS team |  |
| 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
 |  | Custodians | Done |
| * 1. Hand-washing posters must be posted.
 | * Handwashing Poster
 | Online posters |  | In progress |
| * 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)
* Consider how this will be enforced
 | 2 students per bathroom at one time/2 students (2m) waiting out in hall. Foot sign to be placedSigns will be placed in washrooms and in hallway with regards to max occupancy at one timeStudents to be trained regarding bathroom procedures | AdminTeachersEAs | Not startedSigns to be ordered |
| 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**
 |  | AdminDO |  |
| * 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.
 | Needs to be ordered | Admin |  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?
 | Photo copiers, staff microwave, fridge etc. need signage to remember to disinfect after each use.Custodians will follow guidelines outlined in the provincial Return toSchool document.High touch areas in building such as doorknobs/handles, sinks, toilets,change rooms, stairway railings will be cleaned multiple times aday following guidelines outlined in the provincial Return to Schooldocument.If it is necessary for a room to be shared by more than one class(computer lab, lab, library, etc.). Students will be expected tosanitize desks/chairs and shared materials before leavingPencil Sharpener, I pads, tech learning materials need to be cleaned after each use, | AdminTeachers/support staff/students | In progress |
| * 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
 | Frequent checks of systemOpening windows throughout day | CustodiansStaff/Admin | In Progress |
| **Cleaning & Disinfection – Strategies:** |  |  |  |  |
| Lightbulb**Describe the cleaning and disinfection procedures and how they are being managed.** Handwashing stations will be equipped with hot and cold running water under pressure, liquid soap, and paper towel, or appropriate hand sanitizer. Handwash signs must be posted. Students will be monitored to ensure they are washing their hands correctly. There will be a minimum of one hand sanitizing station per classroom and one station per common area. There will be a minimum of one hand sanitizing station per classroom and one station per common area.Alcohol-based hand sanitizers with a minimum 60% alcohol that has been approved by Health Canada may be used if there is no access to soap and water, and if their hands are not visibly soiled. Younger students are to be supervised when using these sanitizers. School personnel and students must practice good hand hygiene. (Return to school Document)Students will be taught to clean after material usage, end of day cleaning of personal materials and work area.Students will be taught and monitored for personal hygiene practices by staff personnel throughout each day |

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)
 |  |  |  |
| 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)
 | Students and staff are required tocarry an NMM with them everyday.NMM will be worn by parents/visitorsaccording to regulations.NMM will be used by staff andencouraged for students outsidethe classroom bubbles.NMM will be used or encouraged inthe hallways, bathrooms, libraryand when physical distancing isnot possible.NMM are recommended for allemergency drills but not ifinterferes with the response to thedrill.Students will not have to wear a NMMin their classroom bubble. | AdminCustodiansCOVID LeadershipTeamClassroom All StaffStudentsVolunteersParentsVisitorsTeachers | Not Started |
| * 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)
 | Refer staff to links regarding cleaning and disinfectingHandwashing signs have been placedin all handwashing areas.Proper hand hygiene will be taughtand encouraged by classroomteachers and EA’s.Daily reminders during morningannouncements and throughoutthe day will be encouraged. | CustodiansPrincipalVPTeachersEA’s |  |
| * 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?
 |  | Admin | 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
 | Anyone exhibiting symptoms ofillness will be required to wear aNMM and isolate in room 181 untilthey are able to be picked up oruntil they are able to leave thebuilding.Cafeteria staff members will bewearing gloves and masks whilepreparing/delivering food to tables.Students will be required to ordertheir meal each day to avoid lineups.Cafeteria staff will receive a copy ofthe OP. | All | Not Started |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| Lightbulb**Describe how personal hygiene measures will be communicated, trained, and enforced.** Cleaning and Disinfection Guide for SchoolsPL Week of Aug 31st-4th for staff |

9. Protective Measures

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations** (Examples, Templates, Guidance Documents) | **School Response**  | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.

\*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD)
* District Student Support Services
* Guidelines for itinerant (visiting) professionals
 | Pexi glass barriers ordered by dist,NMM will be used by staff andrecommended for students whendistancing is not possible betweenclasses, or when students/staffare in common areas.Resource teacher will consult withoutside agencies to accommodatestudents with complex needs. | ADMINDO Support All Staff | In progress |
| 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%2BProtective%2BEquipment%2BPoster.pdf?MOD=AJPERES&CVID=mu8SU02)
* District Student Support Services
 | Extra supplies of PPE materials to be housed in Main OfficeMemos and communication to parents/guardians that all students are required to have a NMM with them each dayStudents will be strongly encouraged to wear NMM in situations where 2m distance cannot be maintained | All Staff |  |
| 1. Hand protection (nitrile, rubber, or latex gloves)
 | * Complex Case – Risk Assessment
 | PPE will be provided to staff thatrequire/request specific needs.Disposable masks and gloves will beavailable at the main office shouldanyone need/forget PPE.All students and staff are asked to have NMM each day |  |  |
| 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
 |  |  |  |
| * **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 onnon-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)
 | Anyone exhibiting symptoms ofillness will be required to wear aNMM and isolate in room 181 untilthey are able to be picked up oruntil they are able to leave thebuilding.Cafeteria staff members will bewearing gloves and masks whilepreparing/delivering food to tables.Students will be required to ordertheir meal each day to avoid lineups.Cafeteria staff will receive a copy ofthe OP. | Admin/Staff |  |
| **Protective Measures – Strategies:** |  |  |  |  |
| Lightbulb**Describe how requirements for personal hygiene are being met and communicated (i.e. training for use of products and PPE).** Describe how requirements for personal hygiene are being met and communicated. E.g. training for use of products and PPE.All staff will receive e copies of OHS and School Operational Plan with regards to hygiene procedures. Visual Posters will be displayed throughout school and in washrooms.PPE training to be completed week of Aug 31-4th during in-school PL. Groups of 30 to ensure physical distancing. Staff will continuously monitor and teach proper hygiene protocols to students. JHS will meet first week. |

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
 | In school PL week of Aug 31st – 4thAll staff to review the Power Point on OHS Act and Regulations (onTeams)-Supporting documents on TeamsHand outs on Duties of Employer, Supervisor, EmployeeCopy of OHS act | Admin | Not Started |
| 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)
 | In school PL week of Aug 31st – 4thAll staff to review Power Point on Covid19 TeamsAll staff and students to watch videos by ASDN. There are 4 in total | Admin | Not Started |
| 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
 | In school PL week of Aug 31st – 4thAll staff to review Power point on Right to RefuseAll staff to review Vulnerable Employee affirmation Form | Admin | Not Started |
| 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
 | In school PL week of Aug 31st – 4thVistors log at main officeRecords of staff orientation, training, and instruction by Admin | Admin | Not Started |
| 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
 | In school PL week of Aug 31st – 4thPrincipal/VP to review protocols for working with Public Health Outbreak Plan | HSCPH | Not Started |
| 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
 | In school PL week of Aug 31st – 4thWhen PPE is required then training and instuction |  |  |
| 1. **Make available appropriate personal protective equipment for the school setting.**
 | * District Student Support Services
 | PPE will be made available to staff when required | Admin | In progress |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.**
 | * HR Department to provide guidance
 | Admin will contact HR to address violations to all policies and procedures( including COVID related efficiently and appropriately on a case by case) | HRAdmin |  |
| 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!
 | Meeting first week with JHS committee | AdminJHS team | Not Started |
| 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)
 | Signage and check in at admin officeAdmin will ensure compliance to COVID related policies and processes as they do all procedures and policies | Admin | Not Started |
| 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
 | In school PL week of Aug 31st – 4th Review Outbreak Management PlanEnsure staff understand how to manage symptomatic individualReinforce and promote the role of Public Health in guiding and supporting school.Staff will be made aware of procedure and protocol if suspected or confirmed case | Admin | Not Started |
| **Occupational Health and Safety – Strategies:** |  |  |  |
| Lightbulb**Outline how the requirements for OHS within a COVID-19 response are being met.**  Physical distancing: Restructure physical settings and responsibilities to adhere to the minimum two metre requirement (increase space between people or reduce the number of people within a space at a given time). . • Engineering controls: Create physical barriers between people when physical distancing is not possible, or increase ventilation. • Administrative controls: Redistribute responsibilities to reduce contact between people, using technology for communication. • PPE: Have employees wear medical PPE for health-care settings, when required, and non-medical cloth face coverings to protect others, where necessary.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) |
| 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.
 | In School PL Aug 31 -4thSchool Personnel will follow the Outbreak Management Plan as provided by ASDN in accordance with the guidelines in the EECD Return to School DocoumentRoom # 1114 & 1119First floor in visiting Office area | AdminCOVID Leadership Team | Not startedDone |
| **Outbreak Management Plan – Strategies:** |  |  |  |
| Lightbulb**Describe how Outbreak Management Plan will be communicated to staff and students.** Using the Return to School document, outline how the requirements for COVID response are being met. Page 6-8 Return to School Parent GuideAppendix K Return to school document not completed to date 08/16/20Rooms to be made available for only possible COVID case in order to isolate from school population .Child will have activities to do and 2 staff will Follow steps outlined by GNB and Public Health.Communicate to staff procedure for suspecting possible case of COVID |

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
 | Make staff aware of support services | AdminInConfidenceEAP |  |
| 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
 | GNB, *Mental Health During Covid, Parent and Guardian Guide*GNB, *Mental Health During COVID, children and Youth* | AdminTeachersParents |  |
| **Mental Health Support – Strategies:** |  |  |  |  |
| Lightbulb**Describe how any mental health considerations are being met.** **Guidance sessions taught in classes/address children’s concerns with regards to COVID****Teachers/Parents may refer students to Guidance if experiencing difficulty/anxiety with regards to COVID** **Mental Health/ISD severe behaviors/anxieties**  |

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) |
| **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?
 |  |  |  |
| **Additional Considerations – Strategies:** |  |  |  |
| Lightbulb**Describe how any additional considerations will be addressed and communication:**As stated in our memo sent out yesterday, parents will not be permitted in the building. This is province wide and is in place to keep our staff and students safe. Bus drop off will remain the same. There are changes however in regards to Drop off and pick up. Different grades will go to different doors for both drop off and pick up. Please see chart below. Drop Off Procedure:  DOOR C:------KindergartenGrade 2 DOOR B:-----Grade 3Grade 1 DOOR A:-----Grade 4Grade 5Use Regular Drop off LoopNOT Bus LoopA duty teacher will be at each door to greet students each day. Students will go directly to their class bubble. Duty teachers will be monitoring class bubbles until first class bell @ 8:10am. Homeroom teachers will be in rooms @ 8:10am onward.**First Day plan:**For Kindergarten students and Grade 1, we will have their teachers and extra staff support staff to assist with making sure they get to the right class and help them settle in.Because there will be more cars in drop off due to families opting out of bussing, we ask that your child be ready with book bags to be dropped off quickly. Please hug and kiss at home before dropping off at school. Also, have your child get out the right side of your vehicle only. We do not want any cars to pass in the loop but it has happened on occasion and we do not want any child at KSE to be in danger.For Kindergarten’s official first day, Thursday and Friday to avoid traffic in the drop off loop we ask that parents use the soccer parking lot. This way parents can walk their child to Door C on the first day. It will also ensure physical distancing at door C**Cleaning**:High traffic areas will be cleaned/sanitized 3 times per day. Extra custodial staff will be hired.Signage and spacing markers will be placed throughout the school to ensure physical distancing.Hand pumps will be in each class and high traffic areas.Also, every class has their own sink for hand washing which is a benefit of a new school.Although mask are not mandatory for Kindergarten to Grade 5, we strongly encourage our students to wear masks when travelling through school. **Student pick ups inside instructional hours**: Child will be brought down to Office Area. Child will be released to parent when they arrive outside Door A. Email or Phone call prior to pick up will be mandatory.**Children that need to be sent to office (Discipline):**Teacher will send message to Office requiring support**.** Students K-2 will be escorted to office by EA when available or Admin will go and escort to office or to calm down room. |

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)