CoViD-19 Operational Plan

Bonar Law Memorial School

Acedemic Year 2020-2021
Version 001

Anglophone North
School District

SCHOOL COVID-19 OPERATIONAL PLAN

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

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

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This plan belongs to:

School Name: Bonar Law Memorial School

Principal (Signature): _____

District Official (Signature): _____

Implementation Date: **September 2020**

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

Plan Review Schedule					
Name	*New Ver. No.*	**Date**	**Name**	*New Ver. No.*	**Date**

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[1] All schools and district offices are required to implement a COVID-19 Operating Plan and have a written copy of it on-site. Reference to "*Return to School, September 2020*" document and its appendices provide the primary support for this document.
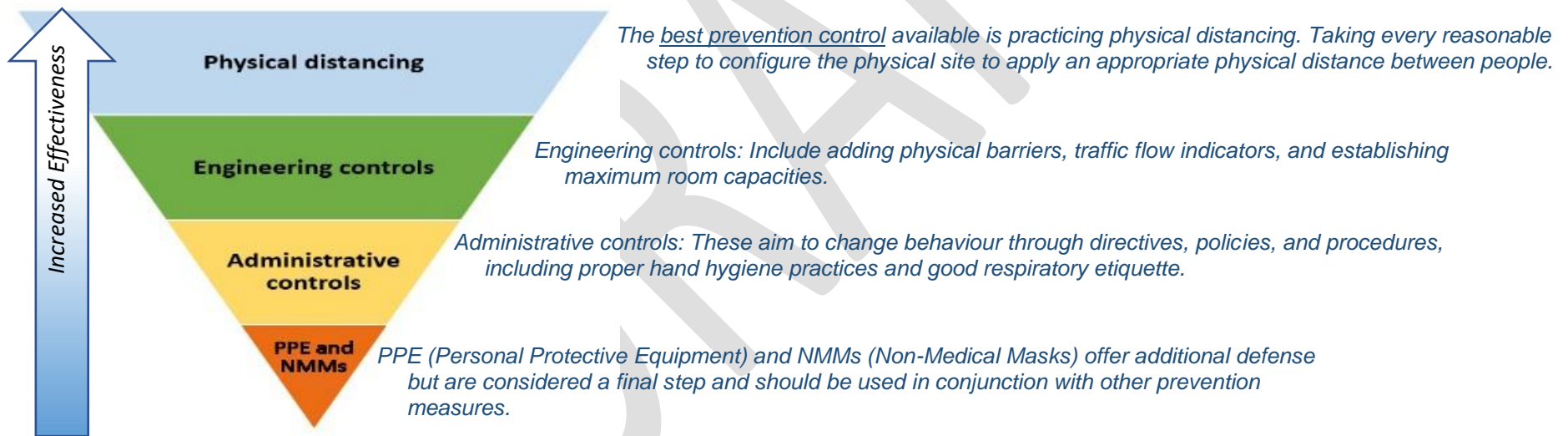
RATIONALE

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

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

Prevention

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

Physical distancing — _The best prevention control available is practicing physical distancing. Taking every reasonable step to configure the physical site to apply an appropriate physical distance between people._

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

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

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

Increased Effectiveness

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

Clear Communication

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

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

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

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

Everyone <u>must</u> practice proper hand hygiene and good respiratory etiquette.

Everyone Is Responsible

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

> **Legend:**
> 💡 Helpful idea or suggestion
> → Things to do or things to consider
> ᵍ Helpful link or template provided
> ❖ Something referenced previously in the document

1. Communications

Communications	Resources (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
1) **Communicate operational strategies, provide orientation to school personnel and students.**	Power Point Video	Staff: 1st week back staff meeting Power Point presentation/walk-through of the school. Students :Video for teachers to show to students/Teachers on supervision to direct traffic (for at least the first week)	Administration	In progress
2) **Communicate operational strategies, provide orientation to visiting professionals**	Floor Plan	AA will meet with each school visitor and review a floorplan of the school for traffic flow.	AA	Ongoing
3) **Communicate operational strategies to parent/caregiver and school community.**	District Communications Facebook Group School Website School Messenger	The week before school starts we will prepare a video describing the operational strategies that apply to students and teachers will show this on the first day of class. Our operational plan will be posted to our Website and Facebook page. We will send talk mails communicating parts of the plan as well.	Administration	Done

2. Building Access

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)

1)	Controls are in place to prevent the public from freely accessing the operational school.	→ Ensure all doors are always secure (cannot impede emergency egress) → Procedure for visitors to request appointment if required → Signage on doors indicating number to call to make an appointment or contact administration ⌐ Visitor logs must be maintained (see template)	Doors are already all locked during the day and AA lets visitors in or doesn't. Appointments will be requested through AA by phone. The sign on the door will indicate the number to call and we will also post this information to the FB page, website and through School Messenger prior to the opening of school. AA will have visitors fill out the log when they arrive.	AA	Ongoing
2)	Procedures are in place to control congestion during the school start and dismissal times	→ Direction arrows → Revised bell schedule . For students exiting the school, we will divide, alphabetically, the larger group into 3 and each group will be assigned (i.e. Group A 1 2 and 3) an exit door to use. Drivers will continue to use back parking lot exit.	Because our students arrive at different times, we are not concerned about the opening of school congestion and will wear masks during these times as well. For exiting the building at bus time, students from rooms 214 through 222 (plus music and shop classrooms) will exit the main stairwell and out the main doors. Anyone is rooms 233 through 244 and gym will exit the cafeteria stairwell and cafeteria outside door, and students in 201 through 213 + 248 + 103 and art room will use the stairway and exit closest to the track. Drivers can exit through the parking lot exit. Based on when the busses arrive (especially at the beginning of the year when busses are often late) we will announce when students can leave their classrooms. Depending on what time students get here, there is a fair amount of wait time. We will have the cafeteria, foyer, and library open for students to wait. They will have to determine where there is space in any of those locations. Teachers will be on duty to help with this as well. We will ask drivers to wait to come to school until 8:35.	Teaching staff	Ongoing

3. Risk Assessment

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
1) **Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.**	❖ See **Risk Assessment Tool** (pg. 6-9) ☞ *"Risk Mitigation Tool for Workplaces/Businesses Operating During the COVID-19 Pandemic"* [Risk Assessment Guideline Health Canada](#) – Public Health Canada ☞ *"Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic* [Risk Mitigation Tool"](#) – Public Health Canada ☞ Your HSC: Barbara McFarlane, 625-0285	Complete the risk assessment and added control measures; see the risk assessment for details.	Administration	Done
2) **Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.**	☞ Outbreak Management Plan - Template ☞ *"Return to School"* document (EECD)	We have cleaned out our two dressing rooms in the theatre. Each room has a sink (in case a students vomits) as well as a door that closes. The supervising adult can sit on a chair in the hallway between each dressing room (this space is isolated between the stage and music room). Outbreak plan has been shared with staff via email already and will be discussed further when staff returns. The copy of our plan and accompanying docs have been placed in a binder. Judy will manage staff/visit logs	Administration AA	Done

Risk Assessment Tool

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

Likelihood

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

Impact

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

Mitigation Measures

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

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

Figure 1: Modified Hierarchy of Controls for COVID-19

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.
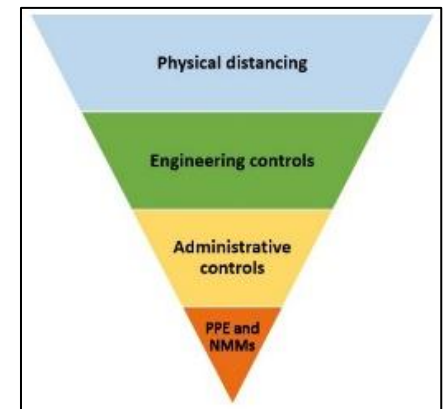
School Risk Assessment Tool

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]: **Contact Intensity** *(close or distant, prolonged or brief)* and **Modification Potential** *(degree to which the activity can be modified to reduce risk: an activity that is highly modifiable means that superior controls like physical distancing or engineering controls can be implemented).*

Consider the following framework for assessments:

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

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

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

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

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[2] Categories and spirit of this table were adapted from: "Public Health Principles for a Phased Reopening During Covid-19: Guidance for Governors" by the *Johns Hopkins Bloomberg School of Public Health*

Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry			
Main office	Med.	Physical distancing (PD), administrative controls (AC)	Judy's portion of the office (max. 3 ppl) Place a table in front of AAs desks to keep people back (her request) Christa's office (max. 2 ppl) Carol's office (max. 4 ppl) Teachers/staff will use back hallway to check mailboxes, and proceed through that hallway to see Carol or Christa. Teachers/staff will use front office entry to see Judy.
Hallways	High	PD, NMM, AC	Stick to the right traffic control (arrows). Teacher supervision to ensure social distancing. Masks must be worn be all in the hallway. Students will assigned lockers that will be spaced based on our rotational schedule.
Stairwells	Med.	PD, AC, NMM	We are going to use the same stairway assignment as indicated by the end of the day exit plan, for the full day worth of travel. Students will only be able to use the one stairway they've been assigned. Students must keep 2 steps between them and the person in front of them when using the stairs and keep to the right. Masks must be worn in the stairways.
Staff lounge	Med.	PD, AC	No more than 10 people at a time to maintain SD.
Staff washroom	Nil	Nil	N/A- all single enclosed washrooms.
Student washroom	Med.	PD, AC, NMM	Upstairs girls' washroom- max. 5 ppl Upstairs boys' washroom- max. 5 ppl Downstairs girls' washroom- max. 4 ppl Downstairs boys' washroom- max. 4 ppl Masks to be worn
Classrooms	Med.	PD, AC, PPE, NMM	All desks spaced 1 meter apart No more than 15 students per class

			Masks/Shield worn if teacher and student get closer than 1 meter (i.e. to provide help)
Gym	Med.	PD, AC	Students will keep a 1 meter distance at all times. Teachers will have students working outside as much as possible. Shared items will be sanitized at the end of class. Students will sanitize their hands when they enter and exit class.
Library	Med.	PD, AC, NMM	Max. 20 students Masks on when not in their with your class, or eating 2 chairs per round table
Cafeteria	Med.	AC, PD, NMM	Max. 40 students 2 chairs per table arranged diagonally Line-up spaced 6 feet apart with floor markers Masked when not eating
Outdoor sports field	Low	AC	No more than 1 class at a time on track, and one class at on time on soccer field.
Conference room	Med.	AC, PD	Max. 6 ppl
Locker areas	Med.	AC, SD, NMM	Divide locker assignments based on rotational schedule/masks must be worn.
Canteen		AC, SD, NMM	Only 1 student working at a time 'Stand here' floor markers Student sanitizes hands between customers Masks worn at all times
Foyer	Med.	PD, NMM	Chairs and tables arranged to respect PD and teachers will supervise Mask worn at all times
Cultural Centre	Med.	PD, AC	Max. 4 ppl
Guidance Area	Med.	PD, AC	Max. 4 ppl
Guidance Offices	Med.	PD, AC	Max. 2 ppl
Photocopy room	Med.	PD, AC	Max. 4 ppl
Upstairs offices	Med.	PD, AC	Max. 2 ppl
Theatre	Med.	PD, AC	Seating 2 chairs between each person Max. 50 ppl

People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	Med.	SD, AC, NMM, PPE	Teachers will maintain 2 meters SD from one another No large gatherings Staff meetings in theatre where there is room to SD Teachers will stay 1 meter from students in the classroom and if they need to get closer, they will wear their mask and shield.
EAs/SIWs	High	SD, AC, NMM, PPE	EAs will stay 2 meters from one another No large gatherings Staff meetings in theatre where there is room to SD EAs will wear shields and masks when working with IEP or PLP students.
Custodians	Low	NMM	Day custodians must wear mask
Students	High	SD, AC, NMM	Supervision during transition times/breaks to ensure students are social distancing 1 meter separation in class Wear mask to get help from teachers in classrooms Masks worn outside of the classroom.
Resource Students	High	NMM	IEP students who can wear masks will be expected to when working with their EA All other students measures apply
Parents/Guardians	Low	SD, NMM, AC	Limited access to school Phone appointments as much as possible Must phone to make an in-person visit Maybe permitted to retrieve sick child Must wear mask when allowed in the school (no access for parents beyond main office.
Visiting Professionals	Low		We have few as ISD professionals are housed at BLMS Those who visit will be instructed with procedure by AA (sign-in, self-declaration, copy of floor plan with directions if needed) Masks must be worn at all times.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	High	AC	Students will sanitize before and after use with spray bottle and rag
Staff room appliances	High	AC	Sanitize before and after use
Water fountains	High		N/A only using fill up stations
Shared books/handouts	High	AC	Assignments posted to Teams as much as possible Handouts posted to Teams as much as possible Teachers will sanitize hands before and after handing out materials in class. Students will be assigned their own book (no sharing)
Shared computers	High	AC	Sanitize after use (supervised by teacher)
Shared tools	HIgh	AC	Sanitize after use (supervised by teacher)

4. Physical Distancing

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
⌲ **Implement physical distance protocol.**	⌲ *"Return to School"* document (EECD) → 9-12 = 1m between students in class and 2m outside of class → 2m is ideal, 1m is minimum, and situations where individuals will be within 1m need to be assessed on a case-by-case basis.	All desks spaced 1 meter apart No more than 15 students per class Masks worn if teacher and student get closer than 1 meter (i.e. to provide help) Max. caps in rooms Lockers spaced one between Traffic flow in hallways	Admin. Staff	Ongoing
a) **Consider staff, students, visiting professionals, parents/guardians, and community members.**	⌲ *"Return to School"* document (EECD) → How will people move at a safe PD throughout? → Staff rooms (maximum capacities) → Students: PD in each classroom	Traffic arrows Max capacities in all rooms Desks spaced by 1 meter ISD has their own rooms	Admin.	Done

		→ Allocated room for visiting professionals → Parents/guardians: appointments, room allocated for meetings → Community members: Restrict where possible, else limit access.	Conference room for visiting professionals Parents meet by appointment with masks in administration offices Limited access- phone meetings whenever possible		
	b) Arrange furniture to promote the physical distancing requirements. (Include a reception area).	⌂ *"Return to School"* document (EECD)	All furniture spaced 1 to 2 meters: 1 meter in classrooms, 2 meters outside of classroom areas.	Admin.	Done
	c) Provide visual cues on floor, indicate directional movement where appropriate, "no-stopping" areas in narrow hallways, etc.	→ Mixture of DIY and pre-order arrows and floor mar → Post 'traffic' patterns on floor plan throughout building. → Floor plan	Stand here signs in office, library and cafeteria (line-up) Arrows for traffic flow throughout the school	Admin.	In progress
	d) Determine if installation of physical barriers, such as partitions, is feasible.	→ Contact Facilities staff for assistance if barriers are needed.	Table top Plexiglas for teacher's desk in classrooms	Admin.	In progress
⌂	**Establish protocols to ensure people don't congregate in groups** a) (staggered arrival, start, break/recess, lunch and release times <u>and</u> locations, virtual rather than in-person meetings, limit access to common areas, etc.).	⌂ *"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	See student risk assessment for details.	Admin.	Done
⌂	**Evaluate options to reduce those required onsite.**	→ Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)?	EECD online teacher to work from home.	Admin.	Done

		Risk Assessment Tool (pg. 6-9)	See student risk assessment for details.		
🖰	**Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.** a) (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down)	Visual cues for traffic flow Floor plan			

Physical Distancing – Strategies:

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.** a) School layout guide maps to inform students, staff, visitors, and public are encouraged.	→ Facilities staff for school scheduling/busing → Your HSC: Barbara McFarlane, 625-0285 ❖ K-8 = no PD within bubble and 1m minimum between bubbles ❖ 9-12 = 1m between students in class and 2m outside of class ❖ Refer again to school schedule and consider what modifications can be made ❖ Refer again to your floor plan to map out areas	Rotational Schedule- Group A and Group B Transition times between classes extended to 10 minutes Cafeteria, foyer and library open for lunch with seating (2 meter spacing)	Admin.	Done
2) **Provide time for food preparation and mealtimes.**	→ Will students be eating snacks and lunches in their classroom?	Snack Baskets- prepackaged snacks. Baskets will be placed in teacher's classrooms and teachers will	Community School's	In progress

Action Items		Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
		→ 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?	disturbed snacks during 2nd period (hands will be sanitized before handling the snack basket). Cafeteria services -TBA Vending machine attendant will use the side door to the school to enter. We will post hand sanitizing instructions and a bottle of it at the entry door by the machines, and occupancy rate for the space.	Coordinator Resource teachers	

6. Screening

Action Items		Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1)	**Ensure that the staff understands and implements its screening process.** a) Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school.	→ Staff are expected to actively screen before coming to work and expected to stay home if they feel ill. ○ Need policy outlining expectations for screening ○ Need school policy for casual workers → Post screening questionnaire throughout building	Screening questionnaire posted throughout the building. **Policy- Expectations for Screening**: Each staff member receives a copy of the screening questionnaire to take home that they go through each morning Staff asked to check their temperature each day before leaving for work Policy for Casuals: Each staff will be given an electronic copy of our school policy for screening expectations, to be included as an attachment to their replacement in AESOP. Additionally, casuals will be asked to initial off on a self-declaration when they sign-in	Admin. AA	Ongoing

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
2) Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed. *Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day. **3) Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.**	☞ 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	Dressing rooms in the theatre have been identified as isolation rooms. Outbreak Management plan shared with staff via email and will be discussed at first staff meeting. Dressing rooms in theatre identified as isolation rooms (we have 2 spaces)- see section 3.2 for details.	Admin.	Done

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	Handwashing posters are posted in all bathrooms. Hand sanitizing posters posted in all classrooms and by sanitizing stations. Post sign in classrooms informing students to sanitize hands before and after touching objects.	Admin. Day custodian Teaching staff	Ongoing

2)	**Ensure availability of all necessary supplies for <u>cleaning and disinfecting.</u> Consider "Sanitization Stations" for accessing, borrowing and returning products by staff.** a) Designate personnel responsible for monitoring supply levels and communicating with administrators.	⤷ District facilities management ⤷ School custodial staff → Designate locations for 'stations' → Designate person responsible for stations → Determine what/if sign out procedures will be required → Who will be responsible for ensuring supply levels of onsite product are sufficient? ○ Custodian?	C2 will keep track of sanitization and cleaning materials (as usual) and order as needed, or speak to admin. Teachers will monitor sanitizer supply in classroom and inform day custodians when they are running low.		
3)	**Washrooms:** a) Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed. b) Foot-operated door openers may be practical in some locations.	⤷ School custodial staff ⤷ District facilities management	Washroom already equip with hot/cold water and air dryers. Our bathroom doors remain open all day already. Handwashing posters installed. Custodians already monitor toilet paper supply and garbage cans.	Admin. Custodians	Done
	c) Hand-washing posters must be posted.	⤷ Handwashing Poster	Handwashing posters are installed	Custodians	Done
	d) For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements.	→ 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	Remove every second stall/urinal from use in each student washroom Max cap signs posted outside the washroom- see risk assessment for exact numbers Only two sinks operational per bathroom- the rest are closed Floor markings will be installed in bathroom in front of sinks and outside of bathrooms for line-up Teachers supervise at breaks	Admin	Done
4)	**Since physical barriers are not always possible:** a) Implement enhanced handwashing and sanitation/cleaning practices in	⤷ 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?	Hand sanitizers dispensers outside of classrooms: Main Entrance/Cafeteria Shop/Gym Area Foyer/library	Admin	Done

	shared areas and for shared items.	ᗡ **School Disinfection & Cleaning Standards**	Grade 9 wing Grade 10 wing Computer lab wing Top of the main stairs		

b)	Encourage proper hand hygiene before and after handling objects or touching surfaces.	→ Signage wherever common objects/surfaces are located:
		
		   o Staff rooms, copier rooms
		
		   o Consider again library, gym, cafeteria
		
		   o Industrial classrooms: Shared tools
		
		   o Art class: shared supplies
		
		   o Music equipment
		
		       ▪ Singing should not be allowed unless ppl can be 6ft apart.
			Hand sanitizing posters in staff room, copy room, library, gym, cafeteria, all classrooms
			
			Special procedures for shop, art and music rooms: teachers will be asked to supervise students as they sanitize any shared equipment. Teachers will be expected to outline whatever procedure they determine in their classroom management plan and communicate that to administration as well as students.
				Teachers
				
				Admin.
					In progress

c)	Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	ᗡ **School Disinfection & Cleaning Standards** → Identify high touch areas in your building ᗡ 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?	School Disinfection and Cleaning Standards document shared with custodians- C2 to make sure custodians are versed in details.	C2	In progress
d)	For ventilation, consult the *Return to School* document.	→ Facilities staff – will maintain filter systems as required → No additional ventilation systems will be installed → Classrooms that have windows that open are encouraged to do so when possible	Add work orders when needed.	Admin.	Ongoing

8. Personal Hygiene Etiquette

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1. Use masks according to the *Return to School* document protocols.	☞ *"Return to School"* document (EECD)	Students and staff will wear community masks in all areas outside of the classroom	Admin Teachers	Ongoing
2. Promote appropriate hand and respiratory hygiene.	☞ Handwashing Poster	Handwashing and hand sanitizing posters posted throughout the school Welcome back to school video to be shared by classroom teachers with students with operational procedures.	Admin.	In progress
a) Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate.	→ Post signage through school about the importance of proper handwashing → Communicate through announcements? → School videos?			
b) Provide minimum 60% alcohol-based hand sanitizer.	☞ Hand Sanitizer Poster	C2 will ensure that proper hand sanitizer is kept in stock throughout the school year.	C2	Ongoing
c) Communicate frequently about good respiratory hygiene/cough etiquette.	☞ Coronavirus disease (COVID-19): Prevention and risks ☞ Post signage through school about the importance of proper handwashing ☞ Communicate through announcements?	Posters installed. Reminders placed on announcements throughout the year.	Admin.	Ongoing
d) Evaluate the school, as a part of its risk assessment, for shared objects and common areas and increase frequency of cleaning of touched surfaces/objects (minimum twice daily) and availability of hand sanitizer. This includes washrooms.	☞ **School Disinfection & Cleaning Standards** ❖ Revisit Cleaning & Disinfection section for list of shared objects and common areas. Where they cannot be removed, ensure signage is visible and sanitization/disinfection supplies are present	Custodians will follow the guidelines set out in the School Disinfection & Cleaning Standards. Students will not have access to many shared materials, but they will be sanitized if so.	C2 Teachers	Ongoing

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	EAs, when working side-by-side with a student, will be expected to wear masks or work behind a desk shield. Face shields are optional. Teachers will have desk-top shields on desks that they will sit behind when helping their students.	EAs Teachers	Ongoing
2. Provide personal protective equipment – only for those situations that require it: Hand protection (nitrile, rubber, or latex gloves) a) Eye protection (safety glasses, goggles, or face shield) b) Other PPE as determined necessary through the risk assessment	⌐ OHS Guide-PPE ⌐ PPE Poster ⌐ District Student Support Services Complex Case – Risk Assessment	EAs, when working side-by-side with a student, will be expected to wear masks- shields are optional. Teachers will have desk-top shields on desks that they will sit behind when helping their students/ EAs can use these as well. Staff and students will wear masks in common areas Staff will continue to wear gloves when changing students, or handling student food.	Teachers EAs	Ongoing

3.	In areas where following the school physical distancing standards as set out in the *Return to School* document is not possible, maintain an accurate visitor log, and staff and student attendance log. a) This is in addition to regular school attendance logs. b) Logs must be made available to Public Health for contact tracing purposes if it is identified that a person who tested positive for COVID-19 was present in the school.	✍ *"Return to School"* document (EECD) → Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged. → Logs must be kept onsite and readily available to Public Health	Everywhere else, students/staff will be either distanced, masked or behind a physical barrier.	All staff	Ongoing
→	**Additional Protection**				
	c) Use non-medical, "community", face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols. d) Considerations for schools licensed under Food Premises Regulations	✍ Health Canada information on non-medical masks and face coverings ✍ *"Return to School"* document (EECD)	These people will be sent to the isolation rooms and asked to wear a mask while they wait to leave. Still waiting on information for cafeteria services.	Admin.	In progress

10. Occupational Health and Safety Act & Reg. Requirements

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1) **Communicate to staff and supervisors their responsibilities and rights under the *OHS Act* and regulations.**	✍ OHS Guide-Three Rights ✍ Responsibilities of Employer, Supervisor, Employees	Share PP with staff from HSC at the first staff meeting	Admin.	Done
2) **Provide staff and student orientation, information and training on the applicable policies**	✍ OHS Guide-New Employee Orientation ✍	Share Video with staff and students from HSC during first staff meeting/first day of school	Admin.	Ongoing

	and processes implemented regarding COVID-19.				
3)	**Provide staff the employee training on the COVID-related work refusal process.**	⌐ Right to Refuse Process ⌐ School District HR	Waiting on HR for formal process and then we will share that with staff	Admin.	Done
4)	**Keep records/log of visitor and employee presence, as well as orientation, training and inspections.**	⌐ Refer to logs previously referenced → Keep record of who attended training → How often/by who will inspect signage, sanitization stations	Logs maintained for visitors at front office Sanitizing stations and signage inspected by day custodians	AA Custodians	Ongoing
5)	**Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.**	⌐ Supervisors = Principals and Vice Principals - this will be done by HSC & PH	Attend training	Admin.	Done
6)	**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	PPE from district will be disturbed to all staff. Each staff member will receive a shield and teachers will be provided with a table top barrier.	Admin.	In progress
7)	**Make available appropriate personal protective equipment for the school setting.**	⌐ District Student Support Services	PPE from district will be disturbed to all staff. Each staff member will receive a shield and teachers will be provided with a tabletop barrier.	Admin.	In progress
8)	**School district Human Resources confirm process for addressing employee violations of policies and procedures.**	⌐ HR Department to provide guidance	Advised to reach out to HR director and/or DOS	Admin.	Ongoing
9)	**Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.**	⌐ OHS Guide-JHSC → Involve your JHSC as much as possible!	Monthly review of OP with JHSC OP will be updated immediately as policies change	Admin.	Ongoing
10)	**Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.**	⌐ OHS Guide Topic-Supervision	Principal and Vice-Principal will be responsible for supervision of staff and visitors; teachers will supervise students along with administration.	Admin.	Ongoing
11)	**Communicate to all staff the requirement to co-operate with Public Health if there is a**	⌐ **EECD Outbreak Management Plan**	Staff will be advised of the Outbreak Management Plan at the beginning of the year staff	Admin.	Done

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
suspected or confirmed case of COVID-19 in the school. 12) Schools must engage the district from the beginning. 13) Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing. 14) Once the district is advised of a positive case, they must then report it to WorkSafeNB.	○ 11, 12, 13, 14 are all addressed in the OMP 🖰 *Return to School* document	meeting/they've also received a copy in their email.		

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.	Administration will follow the Outbreak Management Plan sent to us by HSC. We've printed and created a binder just for Outbreak response. Isolation rooms (x2) set up in theatre dressing rooms- staff will be able to supervise from a distance. All staff have received a personal copy of the Outbreak Management Plan by email.	Admin.	Done

12. Mental Health Support

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.	☞ GNB Mental Health Resource ☞ School District support staff o John Fletcher ☞ School District Human Resources Staff	EAP available Support staff reach out to John Fletcher for additional help since school closure NBTA Counsellor Lisa Calhoun information shared with teachers We have 2 guidance counsellors and one school mental health social worker for students, and we will make referrals to C&Y as needed.	Admin.	Ongoing
2. Other, site-specific considerations: FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact NACTATR Guide to School Re-Entry	☞ School District Support Services	Guidance, social worker and C&Y	Admin.	Ongoing

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13. Additional Considerations: School specific

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)

1. **Emergency Plans – Considerations under COVID**	→ In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? **OFM is preparing guidelines.**	Waiting on revised OMF guidelines, otherwise conducted as normal in September.	AA Admin.	Ongoing
2. **Address how students will be picked up from school (Drs appts etc.)**	→ Is there a designated waiting area? Is it supervised? Does it need to be?	Parents will ring the security door bell and let Judy know that they've arrived to take their child. She will have the student sign-out (in the past, parents came into sign their children out), as parents will not be permitted in to do this.		
3. **How will you handle learners that have/need to be sent to the office for discipline?**		Teachers have always called using their classroom intercoms to have students removed from class and this will continue. An SPR, administrator or ISW will escort the child to the office and maintain a 2 meter distance. Masks will be worn.		