A close up of a sign

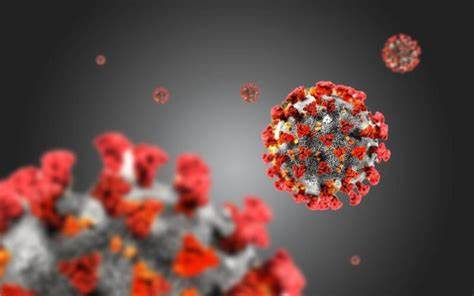
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CoViD-19 Operational Plan

SUPERIOR MIDDLE SCHOOL

Acedemic Year 2020-2021

Version 001



# SCHOOL COVID-19 OPERATIONAL PLAN

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

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

|  |  |  |
| --- | --- | --- |
| This plan belongs to: | | |
| School Name: | Superior Middle School |  |
| Principal (Signature): | David Chaisson |  |
| 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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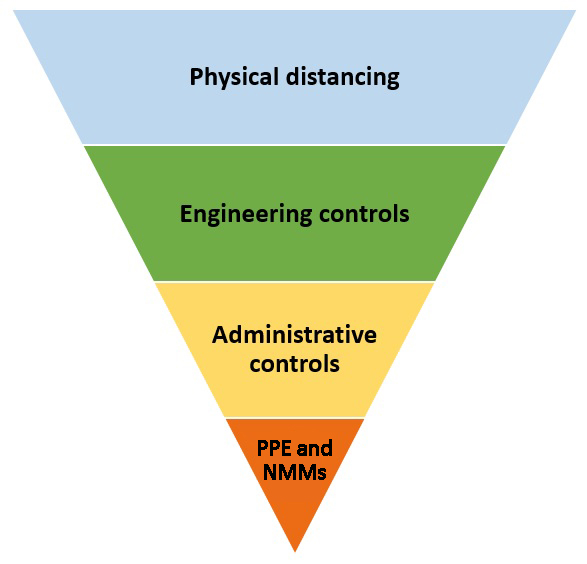
## RATIONALE

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.** | Superior Middle School Website, SMS Facebook page, School Messenger | All school operational plans and updates will be placed on social media | Administration | Done September 4th 2020 |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | All outside personnel must enter through main entrance. Proper signage will be visible. Sign in with phone number is required | Signage upon entry  Sign-in will be required | Administration | In Progress |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications, school messenger, Facebook page, SMS webpage | Social media | Administration | Done September 4th 2020 |

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 outside personnel must enter building from the main entrance and ask for entry.  Yvonne Thibeau will lock student doors after entry.  Sign in is required with phone number | Yvonne Thibeau  Administrative Assistant | 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 | Students will go to their bubble classroom upon entry. Supervision will be in the classrooms starting at 7:50.  Floor plan provided  Students will be dismissed at staggered times at the end of the day | Homeroom teachers  Administration | Done |
| **Building Access – Strategies:** | | | | |

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 | Competed/Ongoing | District/Admin | 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) | Small room by office has been transformed with 2 areas seating/laying areas. Room has a bathroom. Overflow will be in guidance office. | Administration | 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.

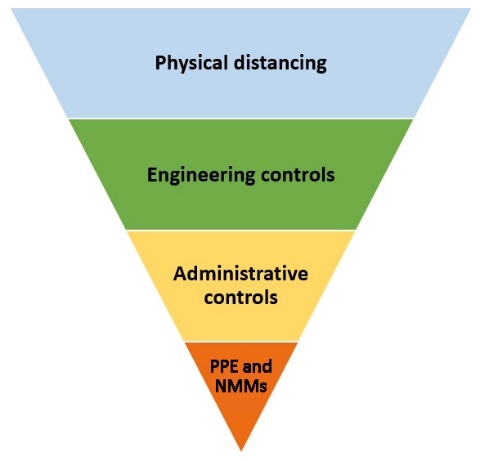


Figure 1: Modified Hierarchy of Controls for COVID-19

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 | Main Office-Brief/Medium  Student Entrance-Brief/Medim | Medium | Students will enter in the morning and go directly to their bubble.  Late arrivals will come into the main entrance, sign in (with mask) and go to their bubble  Parents will only be able to enter building with appointment  There will be a table at the door for parents to leave items for students throughout the day. They will ring bell and secretary will retrieve. |
| Main office | Brief Medium | High | Students will use personal phones to contact home. Teachers can call parents for students if they are comfortable.  Admin Assistant to clean student phone after use if it is used  Limited access to parents to the building |
| Hallways | Brief Medium | Medium | Always wear mask, walk to the right, single file  Waiting areas throughout the building if maximum number has been reached |
| Stairwells | Brief /Meduim | Medium | Always wear mask in common areas  Only 1 bubble on each stairwell at a time |
| Staff lounge | Polonged/Medium | High | All staff lounges will have a maximum of 5 people  Mask must be worn if 2 meters cannot be maintained |
| Staff washroom | Medium/High | Medim | Washroom cleaned 3 times daily |
| Student lounge | N/A |  |  |
| Student washroom | Brief / Medium | Medium | Maximum of 2 per washroom. Always NMM. Middle sink closed  Proper signage in place |
| Classrooms | Prolonged / High | Low | Students stay in bubble. Wash their own tools |
| Gym | Prolonged / High | Medium | Only children from same bubble in Gym.  Gym equipment sanitized after each use.  Changing room disinfected 3 times a day  Sanitize hands upon entry/exit |
| Library | Prolonged/Low | low | Only 1 bubble in library at a time.  Admin Protocols / lines on floor |
| Cafeteria | Prolonged / High | Medium | Every team (6,7,8) to eat separately with 10 minute sanitisation in between.  Lines on floor to indicate bubbles while ordering food.  Every bubble has their own microwave. |
| Playground | NA |  |  |
| Outdoor sports field | Brief / Low | Low | If using outdoor fields remain in your own bubble |
| Fitness Rooms | N/A |  |  |
| Onsite Daycare | N/A |  |  |
| Locker areas | Prolonged / High | Low | Lockers will be divided into bubbles |
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| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Medium / Medium | High | Engineering Controls / Desk divider/ Shields/ Masks  Staff meetings in areas where a 2m distance can be maintained.  Use Skype for all meeting with out of building staff  Masks in common areas |
| EAs/SIWs | Medium/Medium | High | Engineering Controls / Desk divider / Shields / Masks  Masks in Common Areas.  EA’s will remain in the same bubble |
| Custodians | Brief/Low | High | Mask to be worn in common areas. 2 meter distance when in staff room or wear mask |
| Students | Prolonged/High | Low | Stay in bubbles at all times  Mask must be worn in common areas  Always stay to the right in hallway/single file  Engineering controls desk divider, shields, masks |
| Resource Students | Prolonged/High | Low | Stay in bubbles / designated room in case of outbreaks/ Engineering controls desk divider, shields, masks |
| Parents/Guardians | Brief/Low | High | No entry to the school without an appointment  Items to be left at door and retrieved when necessary  Students called down to office and meet parent at car if there is an appointment.  If necessary mask must be worn upon entry |
| Visiting Professionals | Prolonged High | High | Complete visitors log  Mask at all times when in common areas  Virtual meeting where possible |
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| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | Medium | Medium | Microwave for each bubble/areas do not overlap/10 minute deep clean between each grade level. |
| Staff room appliances | Medium | Low | Cleaning after lunch, sanitization spray in each room. |
| Water fountains | High | High | Engineering controls – Bottle refill station, Tape by fountains to maintain physical distancing. |
| Shared books/handouts | Low | Medium | At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students. RTS Document, August 25, 2020 |
| Shared computers | Low | Low | One – One computer. Stand alone to be wiped down after each use. |
| Shared tools | Medium | High | Used within class bubbles  Shared devices will be sanitized by staff |
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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. | -Tape on Floors throughout the school  -Tape 2 meters apart by waster fountains, cafeteria, office, bathrooms  -Stay to the far right in the hallways, always single file | Teachers, EA’s,  Admin. | Done |
| * 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. | -Staff room max – 7 people with masks  -All outside guests must enter through front door and sign in with phone number  -Room conference for professional visitors, max 4 in conference, max 8 in library. | Custodians  Admin Ass.  Admin | Done |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | -Seats separated at office  -Seats separated in conference room | Admin | Done |
| * 1. **Provide visual cues on floor, indicate directional movement where appropriate, “no-stopping” areas in narrow hallways, etc.** | * Can be done using DIY supplies or pre-ordered professional type * Consider using similar rules as driving to add game theory to your design * Contact Facilities staff to see what supplies will be available   + Post ‘traffic’ patterns on floor plan throughout building. * Contact Facilities staff for a blank floor plan | -Arrows will be placed on the floor  -Always walk to far right in single file  -Signs posted at both entrances  -Floor plans added | Admin | Done |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | -Barriers for sick room, partition | Administration | Done |
| * **Establish protocols to ensure people don’t congregate in groups**      1. (staggered arrival, start, break/recess, lunch and release times and locations, virtual rather than in-person meetings, limit access to common areas, etc.). | * *“Return to School”* document (EECD) * Consider what protocols you might put in place for certain times of day (i.e. wearing NMMs in common areas? PD indicators on floor? Will students eat in classrooms/bubbles? PD in line for cafeteria) * Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way | -staggered arrival  -Dismissal at 2:10 for those that have a drive  -3 different lunch hours  -Virtual meetings (ESST, Visiting professionals, Parents)  -Designated Bubble areas for cafeteria, gym. | Administration/Teachers | 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)? | -Virtual meetings (ESST, Visting professionals, parents) when possible. | Admin | Done |
| * **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. | -1 bubble on the stairwell when possible.  -Arrows on floor  -Masks for public mandatory when entering the school. | Teachers | Done |
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5. Transition Times

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**    1. School layout guide maps to inform students, staff, visitors, and public are encouraged. | * Facilities staff for school scheduling/busing * Your HSC: Barbara McFarlane, 625-0285 * K-8 = no PD within bubble and 1m minimum between bubbles * Refer to PD Masks Descriptive Table * 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 | -School schedule attached  -Upon arrival students wearing masks go to locker and then directly to class.  -Teacher’s will rotate for Health, Mind, body when possible. Kids to remain in bubble class when possible.  -Signage posted around school  -Floor plan attached | Teachers,  Admin  EA’s | Done |
| 1. **Provide time for food preparation and mealtimes.** | * Will students be eating snacks and lunches in their classroom? * Consider breakfast program * Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches? * Can mealtimes be staggered and accommodate all? If so, by how long? | -Snacks will be allowed in class.  -Breakfast program set up in lobby upon arrival. Students can pick-up and go.  -Cafeteria will be divided in 4 bubbles. Grade level to eat at same time.  -10 minute sanitation between grade levels. Each bubble to have staggered times to order food.  -Each bubble to have own microwave | Food staff  Custodians  Adult supervisor | Done |
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6. Screening

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Ensure that the staff understands and implements its screening process.**     1. Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school. | * Staff are expected to actively screen before coming to work and expected to stay home if they feel ill.   + Need policy outlining expectations for screening   + Need school policy for casual workers * Post screening questionnaire throughout building | -Staff must self screen every morning. Contact Principal if not good.  -Screening policies given to teachers on PD day.  -Casual workers to always stay 2 meters from others. Mask when travelling throughout the school | Admin | Done |
| 1. **Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed.**   \*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day. | * Determine isolation space * EECD **Outbreak Management Plan** * *“Return to School”* document (EECD) * Inform employees of the contents of the Outbreak Management Plan * Provide teachers with simplified decision tree for what to do if they suspect a case | Possible symptoms:  -Report to office  -Sick-room in separate room  -parents contacted immediately to get child  Overflow space in guidance office.  -Self-isolation room in small office by main office  -Inform parents to call 811 | Admin | Done |
| 1. Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up.   The person showing signs of COVID-19 is to call 811 and comply with the instructions given. In the case the person showing signs of COVID-19 is a student, the parent or guardian is to call 811 and comply with the instructions given. |
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7. Cleaning & Disinfection Procedures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Proper hand hygiene practiced before and after handling objects or touching surfaces.** | * *Return to School document and appendices for* guidelines *Return to School document and appendices for* guidelines * Handwashing Poster * Hand Sanitizing Poster | Handwashing poster in every bathroom  Handwashing poster by every sanitization station | Eleanor Brown | Done |
| 1. **Ensure availability of all necessary supplies for cleaning and disinfecting. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.**    1. Designate personnel responsible for monitoring supply levels and communicating with administrators. | * District facilities management * School custodial staff * Designate locations for ‘stations’ * Designate person responsible for stations * Determine what/if sign out procedures will be required * Who will be responsible for ensuring supply levels of onsite product are sufficient?   + Custodian? | -Station Hand Sanitization  -1 in every classroom  -1 in cafeteria  -2 in gym  -1 at each entrance  -Sign-in/out for all visitors at main office with contact information | District/ Admin | Done |
| 1. **Washrooms:**     1. Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.    2. Foot-operated door openers may be practical in some locations. | * School custodial staff * District facilities management | School Custodial Staff | Custodians | Done |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | In every bathroom / Hand washing station | Eleanor Brown | Done |
| * 1. For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements. | * Post maximum occupancy (outside and reminder inside) * Floor markings inside, in case of wait time for sink * Floor markings outside for line ups * ‘Remove’ every second sink from use (tape) * Communicate washroom use expectations and etiquette to students (how? who?) * Consider how this will be enforced | -2 max per bathroom for large bathrooms  -Tape placed on floor in bathroom  -Tape place on floor outside bathrooms  -Middle sink will not be used | Admin/Teachers | Done |
| 1. **Since physical barriers are not always possible:**    1. Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items. | * + Cleaning and Disinfection Guide for Schools   + Add hand sanitization stations throughout   + Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? * **School Disinfection & Cleaning Standards** | -Staggered entry will allow for explaining all protocol | Teachers | Done |
| * 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 | -Signage in each classroom  -by copier, in staff rooms, printers, shop, art, music | Admin | Done |
| * 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? * Cleaning & Disinfecting Schedule (Excel) | -High touch areas: door knobs, railings, pencil sharpeners, desks, chairs, laptop carts, fountains, bathrooms.  -Timesheets for bathroom sanitation  Place unused material out of circulation  Limit access to the class to the bubble only  Manipulation of mail and packages the day after delivery  Avoid sharing equipment by bringing your own utensils and clean your personal belongings at home | Custodians  Admin | 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 | Teachers advised to open windows when possible. | Teachers | Done |
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8. Personal Hygiene Etiquette

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Use masks according to the *Return to School* document protocols.** | * *“Return to School”* document (EECD) | -Masks outside of bubble, refer to document | Admin | In Progress |
| 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) | -Station Hand Sanitization  -1 in every classroom  -4 in cafeteria (1 for each bubble)  -2 in gym  -1 at each entrance  -Sign-in/out for all visitors at main office with contact information | Admin | Done |
| * 1. Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate. | * Post signage through school about the importance of proper handwashing * Communicate through announcements? * School videos? |  |  |  |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | -District to order | District | Done |
| * 1. Communicate frequently about good respiratory hygiene/cough etiquette. | * [Coronavirus disease (COVID-19): Prevention and risks](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks.html) * Post signage through school about the importance of proper handwashing * Communicate through announcements? | -Posters placed on boards in each classroom and entrances  -Message sent at start of year through school messenger and posters on social media | 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 | -High touch areas: doorknobs, railings, pencil sharpeners, desks, chairs, laptop carts, fountains, bathrooms.  -Timesheets for bathroom sanitation | Custodians,  Admin | In Progress |
| **Personal Hygiene – Strategies:** |  |  |  |  |

9. Protective Measures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.   \*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD) * District Student Support Services * Guidelines for itinerant (visiting) professionals | -Guidelines posted  -Engineering controls desk barriers for teachers | Teachers  Admin | 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+Protective+Equipment+Poster.pdf?MOD=AJPERES&CVID=mu8SU02) * District Student Support Services | Engineering controls  -Desk barriers Teachers  -Face shields – All staff | Admin | In Progress |
| 1. Hand protection (nitrile, rubber, or latex gloves) | * Complex Case – Risk Assessment |  |  |  |
| 1. Eye protection (safety glasses, goggles, or face shield) |  |  |  |  |
| 1. Other PPE as determined necessary through the risk assessment |  |  |  |  |
| 1. In areas where following the school physical distancing standards as set out in the *Return to School* document is not possible, maintain an accurate visitor log, and staff and student attendance log.    1. This is in addition to regular school attendance logs.    2. Logs must be made available to Public Health for contact tracing purposes if it is identified that a person who tested positive for COVID-19 was present in the school. | * *“Return to School”* document (EECD) * Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged. * Logs must be kept onsite and readily available to Public Health | -All outside visitors must wear mask and sign-in with contact information at the office | Admin Assistant  Admin | In Progress |
| * **Additional Protection** | | | | |
| * 1. Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols.   2. Considerations for schools licensed under Food Premises Regulations | * [Health Canada information on non-medical masks and face coverings](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html) * *“Return to School”* document (EECD) | If staff or students are showing two or more symptoms of COVID 19, they will be masked and asked to move to the isolation room (Room #). They will remain in this room until they are able to leave premises. Parents will be asked to pick up students within the hour and advised to contact 811. | Admin | In Progress |
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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 | All staff to review the PowerPoint on OHS Act & Regulations (on Teams) \*Supporting documents on Teams: -Handouts on Duties of Employer, Supervisor, Employee -Copy of OSH Act -Copy of General Regulation 91-191 | Admin | In Progress |
| 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) | All staff to review PowerPoint on COVID-19 (on Teams) \* All staff & students to watch informational videos produced by ASDN | Admin | In Progress |
| 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 | All staff to review PowerPoint on the Right to Refuse Process (on Teams) \*All staff to review Vulnerable Employee Affirmation Form \*All staff to review Right to Refuse Form(s) – Not yet added to Team | Admin/Staff | Done |
| 1. **Keep records/log of visitor and employee presence, as well as orientation, training and inspections.** | * Refer to logs previously referenced * Keep record of who attended training * How often/by who will inspect signage, sanitization stations | Visitor logs will be maintained by school admin. \*Records of staff orientation, training, instruction will be maintained by school admin staff. | Admin | In Progress |
| 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 | \*Principals and Vice Principals to review protocols for working with Public Health as on the Outbreak Management Plan | Admin | In Progress |
| 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 | When/if PPE is required proper instruction will be provided | District office  Admin | In Progress |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | PPE (masks, face shields, gloves) will be made available to staff that require them. | District office  Admin | In Progress |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | School Administration in concert with district HR will address violations to all policies and procedures (including COVID related) efficiently and appropriately and on a case by case basis. | District office  Admin | In Progress |
| 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! | This plan will be reviewed with the JHSC and they will be part of its regular review. | Admin/JHSC | In Progress |
| 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) | School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes. | Teachers, Admin | In Progress |
| 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 | Review Outbreak Management Plan with all staff.  Ensure staff understand how to manage a symptomatic individual  Reinforce and promote the role of Public Health in guiding and supporting school in the event of a confirmed case(s). | Admiin | In Progress |

11. Outbreak Management Plan

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Using the Return to School document, outline how the requirements for COVID response are being met.** | * **EECD Outbreak Management Plan** * Train staff on OMP, their roles and responsibilities * Designate isolation area, preferably if there is an area where an ill student could be supervised from 2m or more. | School personnel will cooperate and follow the Outbreak Management Plan as provided by ASDN in accordance with the guidelines set out in the EECD Return to School document Define location of isolation room. | Admin | In Progress |
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12. Mental Health Support

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available. | * [GNB Mental Health Resource](https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus/mental-health-and-coping-during-covid-19.html) * School District support staff * School District Human Resources Staff | Website and documentation provided to teachers | Admin | Done |
| 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 | School district support services | Admin | Done |
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13. Additional Considerations: School specific

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| **Emergency Plans – Considerations under COVID**  **Address how students will be picked up from school (Drs appts etc.)**  **How will you handle learners that have/need to be sent to the office for discipline?** | * In the event of an emergency, response/evacuation will remain the same. * Is there a designated waiting area? Is it supervised? Does it need to be? * Fire drills will occur as in pre-COVID times, mask wearing, and physical distancing will not be enforced during these drills. | -Parents must ring doorbell to speak with secretary. They will be informed that student will meet their parents outside in car if parents must pick up.  -Learners that are sent to the office will have 2 specific rooms that will designated for them. After student has left, custodian will be called upon to clean  -Fire, evacuation, and lock down drills will remain the same. Masks will be worn but not to the detriment of executing the emergency drill. Physical distancing will not be expected during emergency drills.  Parents will call to inform school of plans to pick up child. Plans will then be made by main office to get the student to their parents safely.  Teachers will be directed to page the main office to have administration come to classroom when needed to deal with student issues.  Classroom EA can also walk with student to the office for disciplinary issues. | Admin |  |
| **Additional Considerations – Strategies:** | |  |  |  |

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)