CoViD-19 Operational Plan

MAX AITKEN ACADEMY

Academic 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 checklist 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: Max Aitken Academy
Principal (Signature): Jamie Henderson
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.**

Plan Review Schedule					
Name	*New Ver. No.*	**Date**	**Name**	*New Ver. No.*	**Date**
Jamie Henderson	1	Sept. 3rd 2020			

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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.
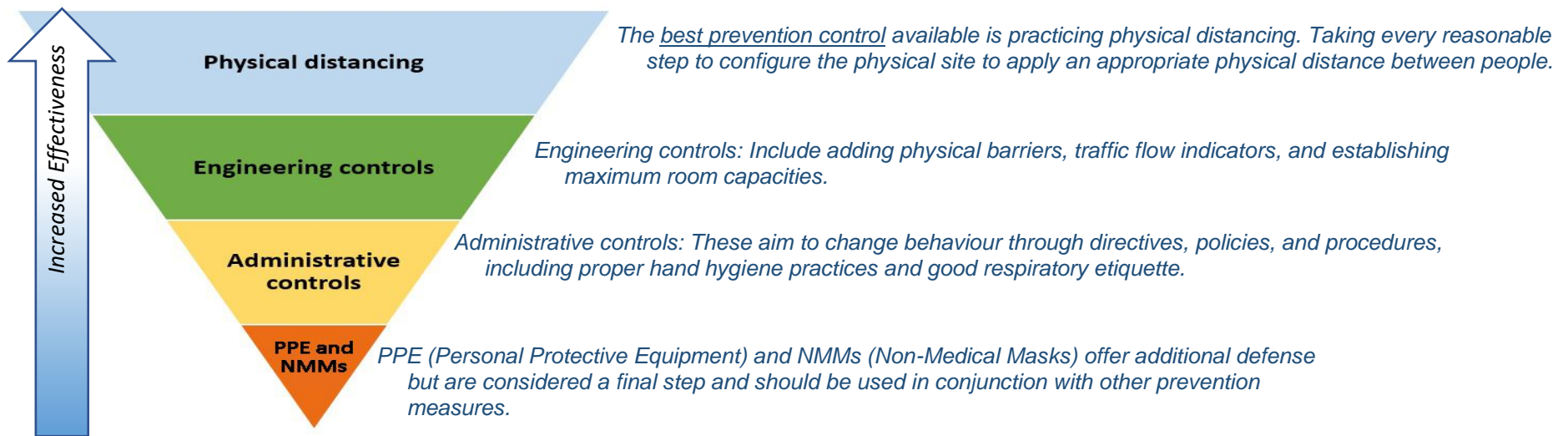
RATIONALE

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).

Increased Effectiveness

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.

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
> ☝ 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.**	OP class version to be reviewed by teachers with students.	Orientation with students by teachers first day and reviewed the first few weeks of return. Communicate Operational Plan to Parents via email, voicemail, and school social media platforms.	Classroom Teacher Administration	IP
2) **Communicate operational strategies, provide orientation to visiting professionals**	OP to be distributed to all employees and outside agencies prior to startup in September (email)	Email all workers who will be entering the building. Folder information packet for all visiting professionals.	Administration	IP
3) **Communicate operational strategies to parent/caregiver and school community.**	District Communications / School Communication	Forward information to learning community via email, social media, school messenger etc. Teachers to schedule a virtual meet the teacher meeting on third week of school.	Administration	IP

Communication - Strategies

💡 *__Describe how school operational strategies are to be communicated.__*

Administration and teaching staff will communicate operational strategies to the learning community. There will be many platforms to communicate the plan. Such platforms include, school social media i.e. Facebook, Twitter, Instagram, and School Messenger.

Teaching staff will play an important role in communicating to their individual parents to keep expectations clear and concise. Teachers to hold a virtual meet the teacher meeting with their parents on third week of school.

Parents will be able to call and make appointments with an individual teacher and/or Administrators. Meetings to answer questions will be via Office Teams, Skype, email, phone calls, and any other platform deemed acceptable by EECD.

Principal to address the learning community during the first week of startup via Facebook live to review and reassure parents of the new protocols and expectations.

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

2. Building Access

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
1) **Controls are in place to prevent the public from freely accessing the operational school.**	→ Ensure all doors are always secure/locked during instructional time (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)	6 entrances require signage – (access by appointment only, with number to call). Duty teacher at each entrance. No access to building unless by appointment or to pick up sick child. Appointments booked through Admin assistants and/or teacher. Teachers will inform AA's about scheduled appointments for contact tracing purposes.	Administration Administrative Assistants Designated Staff Teacher	IP
2) **Procedures are in place to control congestion during the school start and dismissal times**	→ Staggered start/end times (TBD) → 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	Supervisors begin at 7:45 am Different entrances for K-2, 3-5, 6-8 – students proceed immediately to their classroom K-2 Bus – K-2 door. Drop-off – left side entrance of school. 3-5 Bus – back main entrance. Drop-off - front main entrance. 6-8 Bus – gym entrance. Drop-off – middle school front entrance. Morning duty teacher in each wing.	Designated staff to be at entryways	IP

Building Access – Strategies:

See attached duty schedule

Duty schedules to be developed, with screening procedures at each student entrance. Visitors will be required to sign-in at the main entrance (Must have an appointment) with the Administrative Assistants. AA's will log time in/out with digital spreadsheet for contact tracing purposes.

All doors will remain locked during the day with signage for visitors indicating procedures.

If teacher makes appointment with parent. Teacher to notify AA's for contact tracing purposes.

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	Classes will remain in bubbles for the full day including eating lunch and break times. (Exception 6-8) Custodial staff and students will be responsible for cleaning of high touch areas such as doors, desks, chairs, and electronics. All students and staff will be required to have a mask on their person in the case physical distancing cannot be established. Require all students and staff to stay home if they exhibit any signs or symptoms of COViD-19. (Call 811)	Administration Administrative Assistants Teachers Designated Staff Parents / Staff	IP
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)	Students showing illness will be required to wear a mask. Isolation space will be Student council room – max of 4. More than that – library. Supervision – administrator (as available). Parents to collect child within an hour.	Administration Designated Staff Parent	IP

Risk Assessment – Strategies:

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

K-5 students will remain in class bubble to eat lunch and have recess time.

Cafeteria services will deliver food to classrooms K-5.

Zones (12) to be established on playground for classes to play within their bubble.

Grades 6-8 students remain in class bubble throughout day. (Teachers will move maintaining a 1M distance from students during instruction).

Grades 6-8 lunch (4 classes eating in cafeteria in bubble while physically distanced. 5 classes go outside for recess for 30-minute block. (Switch) Tables will be moved to pods for each class to eat.

Change rooms will be off limits for K-5. Grades 6-8 will change for PE. Custodial staff will clean change rooms three times per day.

PE equipment will be cleaned by teacher/students after each class and completely disinfected each week.

Music teacher will maintain a distance of 1M when teaching classes. Teacher will follow latest health guidelines for delivering music program safely.

Risk Assessment Tool

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

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

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

Mitigation Measures

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

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

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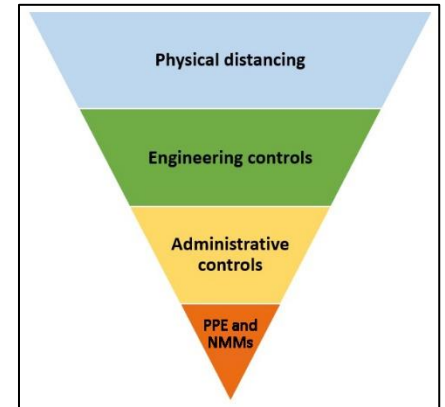

Figure 1: Modified Hierarchy of Controls for COVID-19[1]

- **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:

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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*

Contact Intensity

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

Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	Medium	NMM's	All students, staff, visitors to wear mask upon entry/exit from building. Must wear NMM until person reaches their learning space (bubble).
Main office	Medium	PPE & NMM's	If physical distancing is not possible wear NMM and/or PPE. Maximum of 2 people in main office at one time. 1 visitor per Administrator.
Hallways	Low to Medium	NMM and/or PPE	Students and Staff required to wear NMM and/or PPE when travelling hallways. Follow signs and visual markers.
Stairwells	Low to Medium	NMM and/or PPE	Students and Staff required to wear NMM and/or PPE when travelling stairwells. Follow signs and visual markers.
Staff lounge	Low	NMM and/or PPE	Staff lounge will not be used to eat. Staff will eat within their bubbles in designated lunch areas in the school wings. Max number of staff in lounge at any one time is 7.

Staff washroom	Low	Disinfectant wipes and spray	Staff will be required to sanitize staff washroom after use. At no time will students use staff washrooms. Students will be required to use student-designated washrooms.
Student washroom	Low to Medium	Physical Distance Required	Only two or three students at a time in washrooms. (Depends on bathroom space. Must wear mask and those waiting to use washroom remain outside in hallway on designated marked area. Custodial staff will disinfect washrooms, high touch areas minimum 3 times per day.
Classrooms	Low	Physical Distance may be Required (2M between class groups)	Students will remain in their class within their bubble during instruction time. Only exception is for PE and music where they will travel to classroom. Students must wear mask during travel in hallways.
Gym & Locker Room	Low to Medium	Establish time between classes for cleaning.	Custodial staff will sanitize change room after each class use. PE teachers will be responsible for sanitization of equipment.
Library	Low	Schedule individual class times for visits.	Physical distancing not required, as classes will be in their bubble. Librarian will be responsible for maintaining a sanitized space for each class. Librarian required to wear mask if physical distancing is not possible.
Cafeteria	Low	Scheduled times for grade 6-8 classes to eat in cafeteria. Each class remain in their bubble.	Classes to maintain physical distancing. Markers in place on floor for those purchasing food from workers. Workers to follow all public health protocols. Markers on floor in front of microwaves to keep distancing.
Playground	Low	Establish zones with scheduled times for classes to play (lunch).	Classes to remain in their bubbles while playing during lunch recess. Classes will change zones on a rotational basis weekly
Outdoor sports field	Low	Field to be used as normal for PE. Sports teams following public health protocols	Field will be used as much as possible for Physical Education. Sports teams will follow all Public Health protocols when using the field.
Gym Changing Rooms	Low to Medium	Changing rooms to be sanitized/disinfected following each scheduled class.	Grades 6-8 will change. K-5 will not change and will come dressed to school with appropriate PE clothing.
Middle School Lockers	Medium	Students must wear when accessing their lockers.	Schedule will be developed to ensure not all students are at their lockers at the same time.

People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	Low to Medium	K-5 teacher to remain in bubble with class. MS teachers to move from class to class.	Teachers will wear masks when travelling outside their bubble i.e. transition times. Teachers who move must maintain a distance of 1M, as they will be with multiple classes daily.
EAs/SIWs	Medium to High	PPE provided where necessary.	In the event an Educational Assistant cannot social or physical distance due to the support plan, PPE will be provided to the individual for protection. Educational Assistants will be required to log their time with students and submit each day to the office for contact tracing purposes.
Custodians	Low	Change scope of responsibilities during instructional day. Increase the number of custodial staff during instructional day to meet requirements for cleaning and disinfecting.	Areas of responsibility will change to accommodate the necessary cleaning requirements. Additional staff to be hired to support this request.
Students	Low	Required to wear NMM when transitioning from one space to another.	Student schedules and routes will allow for transitioning. Minimize the potential for group crossover.
Resource Students	High	Support Staff required to wear necessary PPE to support the educational plan of student.	Provide face shield, gloves, and any other necessary items to support the plan/child. Provide a secondary space for self-regulation.
Parents/Guardians	Low	Parents will not have access to the building. School doors will be locked during the day.	Parents will be required to make an appointment with the AA's or directly with the staff member they wish to see. Parents will be required to wear NMM when travelling through the building to their meeting place. All visitors must sign in with the main office and sign out for contact tracing purposes.
Visiting Professionals	Low to Medium	Wear NMM or PPE if necessary. Must keep a log.	Visiting Professionals will be required to wear a NMM or PPE in necessary when meeting with students. Visiting professionals must sign in and out and keep a log of whom they saw each day. Log will be submitted to the office before they exit the building.

Shared books/handouts	Low	NA	"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.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	Low to Medium	Space out microwaves in cafeteria to maintain physical distancing.	Markers on floor for students to follow. Dedicated microwave for each class bubble. Custodial staff will clean after each group use.
Staff room appliances	Low to Medium	Disinfect after each use.	All staff to disinfect appliance after each use. Staff room will be off limits to eat. Staff are to eat in designated cafeteria area or in their designated bubble space.
Water fountains	Low	Physical distance markers on floor and above fountain.	Student will wait at designated spot for person to finish filling bottle. Mouth drinking from spout not available. Follow protocols for filling bottles.
Shared computers/Tablets	Low to Medium	Disinfectant Wipes used after each use.	Student will wipe down shared technology with disinfectant when finish. Personal devices will not need to be sanitized at the school.
Shared tools	High	Disinfect Daily.	Teachers/staff responsible to disinfect all shared tools at the end of each day. Students will be assigned personal manipulatives to lower cross contamination.

4. Physical Distancing

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1) **Implement physical distance protocol.**	→ 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.	Stay to right when moving in hallways. Identified play zones (by class) on playground/outside. "Stand here signage on floor".	Administration Support Staff Teachers	IP
a) **Consider staff, students, visiting professionals, parents/guardians, and community members.**	→ 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.	Staffroom/workroom max capacity 7. Staff will eat in cafeteria (Elementary). Staff will eat in classroom (Middle) (limit contact, sanitize when leave). Office – please wear a mask when coming to office (==Immunocompromised staff member==). Max. Number of visitors 4. (1 in the AA space and 1 per each Admin office.) Student issues – Teachers will call office – admin will go to classroom.	Administration	IP
b) **Arrange furniture to promote the physical distancing requirements. (Include a reception area).**	☞ *"Return to School"* document (EECD)	Max number of people at main reception 1. All others will wait in designated space marked on floor.	Administrative Assistants	IP
c) **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.	Directional arrows and signage installed: Stops outside bathrooms, reception area, staff room, cafeteria line, staff workroom, microwaves.	All staff and students	IP

	→ Post 'traffic' patterns on floor plan throughout building. ✌ Contact Facilities staff for a blank floor plan.			
d) **Determine if installation of physical barriers, such as partitions, is feasible.**	→ Contact Facilities staff for assistance if barriers are needed.	Barrier separating cafeteria workers and lunch line (MS students only).	District	IP
2) **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.	Students arriving go directly to classroom bubble where they will sanitize following morning class routine. Limited number of people established in common area. Staff to respect social and physical distancing in all common areas. Staff meetings to be conducted virtually as much as possible.	All Staff All Staff Administration	IP
3) **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)?	NA	NA	NA
4) **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)	❖ 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.	Schedules will reflect staggered times for classes to move within the building limiting the numbers in hallways. Note, there will be times where physical distancing is not possible in hallways. Students and staff required to wear masks.	All staff	IP

Physical Distancing – Strategies:

💡 *__Describe how physical distancing is being implemented and communicated.__*

Require students to wear a mask if they are going to the washroom (grades 1-8); limit number of kids in bathroom (2 or 3 max). Have signage on floor where waiting.

All students and staff to wear mask when travelling within school to designated space.

Cafeteria will have signage for direction and spaces indicating wait area to ensure physical distancing. (Grades 6-8)

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 ❖ Refer to PD_Masks_Descriptive Table ❖ Refer again to school schedule and consider what modifications can be made. ❖ Refer again to your floor plan to map out areas.	Return to traditional schedule. Modify where students will eat and play to respect social/physical distancing. Provide school layout map to parents, visitors. (B. McFarlane)	Administration Teachers	IP
2) **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?	K-5 students to eat lunch in their classroom with teacher. 6-8 students will eat lunch within their bubble in designated space in cafeteria at designated time. Cafeteria services will deliver ordered meals to K-5 classes following health guidelines.	Administration Staff Cafeteria Staff	IP

Transition Times – Strategies:

💡 _**Describe how transition times/staggering is being managed.**_

Supervisors begin at 7:45 am. Different entrances for K-2, 3-5, 6-8 – students proceed immediately to their classroom. K-2 – bus – K-2, drop-off – side entrance

3-5 – bus – back main entrance, drop off, front main entrance 6-8 – bus – gym entrance, drop off – middle school front entrance.

Duty teacher in each wing during morning, early recess, outside, and at lunch

Teachers will be required to lead classes during all transition times throughout the day.

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.
	
	   o Need policy outlining expectations for screening
	
	   o Need school policy for casual workers
	
	→ Post screening questionnaire throughout building.
		A checklist will be provided for them to do daily screening before arriving at school to clear for entry. Posted on entry/exit doors.	Staff Screeners	IP

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.** **4) 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.**	☝ 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.	Following all Public Health protocols, any staff or student showing 2 or more signs of COVID-19 will be required to put on a mask and go to the Self-isolation room. Students will be escorted by Administration. Teacher to page office (Student Council Room). Individual to stay isolated until students parent arrives to pick up. Parents will be instructed to call 811 and follow instructions.	Administration	IP

Screening – Strategies:

💡 ***Outline how passive screening requirements are being met and communicated.***

 Preliminary screening not involving direct contact with Staff and Students Maintain spatial distance of at least 2metres (6 feet) or separation.

Screeners at doors will remind students to wear NMM and to go directly to classroom where they will sanitize hands and prepare for the school day.

There will be hand-washing stations located at each entrance with non-reusable masks for those who do not have one to wear.

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	Checklist provided by EECD return to school document. Staff responsible to understand and teach students. Modelling will be essential.	Staff	IP
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? o Custodian?	Daily checklist followed to ensure adequate supplies are available for all spaces requiring sanitation supplies.	Designated Administrative Assistant & Custodian	IP
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	Checked three times per day.	Designated Custodial staff	IP
c) Hand-washing posters must be posted.	⌒ Handwashing Poster	Display posters in all bathrooms.	Administration	IP
d) For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements.	→ Post maximum occupancy (outside and reminder inside) → Floor markings inside, in case of wait time for sink → Floor markings outside for line ups	Designated signs on floor outside bathroom indicating max number. Block off every second sink, stall in bathrooms. Monitored by teaching staff.	Administration	IP

	→ 'Remove' every second sink from use (tape) → Communicate washroom use expectations and etiquette to students (how? who?) → Consider how this will be enforced			
4) Since physical barriers are not always possible: a) Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items.	☞ Cleaning and Disinfection Guide for Schools → Add hand sanitization stations throughout 　o Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? ☞ **School Disinfection & Cleaning Standards**	Establish hand cleaning stations at points of entry in all shared spaces.	Administration	IP
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	Signs to remind staff, students of good hygiene practices Singing and wind instruments will be permitted within bubbles. Music classes conducted outside as much as possible weather permitted.	Administration Music Teacher	IP IP
c) Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	☞ **School Disinfection & Cleaning Standards** → Identify high touch areas in your building ☞ Cleaning & Disinfecting Schedule (Excel) ☞ 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?	Custodian-II to adopt district cleaning schedule as per public health guidelines and EECD's Return to School Document. (See attached document).	Custodian & Administration	IP
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	Notification from facilities manager on scheduled visits by maintenance.	Facilities Manager	IP

Cleaning & Disinfection – Strategies:

> 💡 *__Describe the cleaning and disinfection procedures and how they are being managed.__*
>
> **Develop a program for cleaning and disinfection of the school which includes a review of the following:**
>
> **Cleaning and disinfection of student desks and chairs is to be done daily as part of the daily cleaning. (Custodial staff & students)**
>
> **• Frequently touched shared surfaces should be cleaned and disinfected at least twice a day. These are surfaces that are typically touched multiple times a day by multiple people such as: Door knobs and jams/frames, light switches in conference rooms, library chairs, tables, fridge handles, stairwell railings, elevator buttons, Public kiosk and reception areas, vending machines, pencil sharpeners and thermostats. (Custodial Staff)**
>
> **• Shared equipment and supplies to be cleaned and disinfected after each use by students or a member of school personnel other than custodians. This equipment includes: computer lab equipment (keyboard, mouse, laptops, etc.), toys, gym and physical activity equipment, vocational equipment, music instruments, art supplies, science lab equipment, smartboard markers, microwaves, photocopiers, special needs equipment and other materials or items that students may communally use. (By staff member supervising & Students)**
>
> **• Objects that some learners may put in their mouth must be rinsed with potable water after they have been cleaned and disinfected. (Support Staff)**
>
> **• Washrooms and ==change rooms== should be cleaned and disinfected three times per day. (Custodial Staff)**
>
> **• Personal items and equipment should be cleaned and disinfected by its user. This cleaning and disinfection is customized to personal preference and standards and is done using district supplied cleaning products and equipment. These are items such as: Desks, chairs, special needs equipment, phones, and computer equipment.**
>
> **• The designated isolation area is to be cleaned and disinfected after each use. (Custodial Staff)**
>
> **• Clean and disinfect any surface that is visibly dirty.**
>
> **• Cleaning is always to be done prior to disinfection.**

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.	ᗧ *"Return to School"* document (EECD)	Administration to review protocols with staff.	Administration	IP
2. Promote appropriate hand and respiratory hygiene. a) Utilize existing sinks or have hand wash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate.	ᗧ Handwashing Poster → Post signage through school about the importance of proper handwashing → Communicate through announcements? → School videos?	Post signage as reminders, train staff to model appropriate cleaning.	Administration	IP
b) Provide minimum 60% alcohol-based hand sanitizer.	ᗧ Hand Sanitizer Poster	Available at all designated cleaning stations and shared spaces.	Administration & Custodian	IP
c) Communicate frequently about good respiratory hygiene/cough etiquette.	ᗧ Coronavirus disease (COVID-19): Prevention and risks ᗧ Post signage through school about the importance of proper handwashing ᗧ Communicate through announcements?	Frequent reminders by teaching staff. Reminders through morning announcements.	All staff & Administration	IP
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.	ᗧ **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	Shared objects to be limited. In the case of shared objects, teachers to wash at end of day.	Teachers/Staff	IP

Personal Hygiene – Strategies:

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

Teachers and Administration to review, model, and remind students of the importance of keeping hands clean, wearing mask during transition, physical distancing when necessary, and following all directional signage in building.

Reminders of school and public health protocols on morning announcements, video clips, and through social media platforms.

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	Provide PPE, gloves, face shields for Educational Assistants and support staff.	District Office Staff to request face shield provided by DO.	IP
2. **Provide personal protective equipment – only for those situations that require it:** a) Hand protection (nitrile, rubber, or latex gloves) b) Eye protection (safety glasses, goggles, or face shield) c) Other PPE as determined necessary through the risk assessment	⌐ OHS Guide-PPE ⌐ PPE Poster ⌐ District Student Support Services ⌐ Complex Case – Risk Assessment	Students and staff wear a mask when students are working with resource and guidance. PPE as needed for EA's working with complex needs students. Require students and staff to have a mask with them at all times. Purchase disposable masks as back up.	Administration, staff, parents	IP

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	Visiting Professionals, Guidance to keep appointment logs daily. Supply teachers, Supply EA's will need to complete a log of where they were in the building and submit to office at end of day. Support staff (OT, SLP, C&Y, PT, etc.) will need to leave a copy of their log with the office at the end of their visit. Binder in the office with logs organized by date.	Staff & support staff working with students Administrative Assistants	IP
→	**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)	School to have extra supplies of PPE. 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. Cafeteria provider to have their own COVID-19 operational plan and copy kept on site.	Administration Cafeteria Manager	IP IP

Protective Measures – Strategies:

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

Teachers and staff will be required to follow all public health and school protocols. A review of all expectations will take place with teachers and support staff the week of August 31.

Staff will model and review with students the expectations the first day(s) of school.

District will provide school with proper PPE and NMM for staff as needed. AA to work with Custodial C-II to tracking supplies and order when needed.

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	* 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.	Administration	IP
2) **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.**	☞ [OHS Guide-New Employee Orientation](#) ☞	*All staff to review PowerPoint on COVID-19 (on Teams) * All staff & students to watch informational videos produced by ASDN.	Administration Teachers	IP
3) **Provide staff the employee training on the COVID-related work refusal process.**	☞ 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 Teams.	Administration	IP
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	*Visitor logs will be maintained by school admin. *Records of staff orientation, training, instruction will be maintained by school admin staff.	Administrative Assistants	IP

5)	**Ensure <u>supervisors</u> 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.	B. McFarlane	IP
6)	**Ensure all <u>employees</u> receive information, instruction and training on the applicable <u>personal protective equipment</u> required to protect against COVID-19 in the school setting.**	✍ Facilities, DSSS, and HSC will provide support for this	* When/if PPE is required proper instruction will be provided.	B. McFarlane Administration	IP
7)	**Make available appropriate <u>personal protective equipment</u> for the school setting.**	✍ District Student Support Services	* PPE (masks, face shields, gloves) will be made available to staff that require them.	DO	IP
8)	**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.	HR Director	IP
9)	**Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.**	✍ OHS Guide-JHSC → Involve your JHSC as much as possible!	*This plan will be reviewed with the JHSC and they will be part of its regular review.	JHSC	IP
10)	**Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.**	✍ OHS Guide Topic-Supervision	*School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes.	Administration Identified staff	IP
11) 12) 13)	**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.** **Schools must engage the district from the beginning.** **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.**	✍ **EECD Outbreak Management Plan** o 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).	Administration	D

14) Once the district is advised of a positive case, they must then report it to WorkSafeNB.			

Occupational Health and Safety – Strategies:

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

All staff to be partake in school wide PL on operational plan and understand the steps necessary when there is a suspected case or known case of COVID-19 in the building.

Administration will take the lead in communicating such cases to public health, learning community, and district.

</div>

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.	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.	Administration Staff	IP

Outbreak Management Plan – Strategies:

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

Classes will remain in bubbles for the full day including eating lunch and break times. (Exception 6-8). Custodial staff and students will be responsible for cleaning of high touch areas such as doors, desks, chairs, and electronics.

All students and staff will be required to have a mask on their person in the case physical distancing cannot be established.

Require all students and staff to stay home if they exhibit 2 or more symptoms of COViD-19 and call 811. As outlined in the EECD Return to School Document "Students can return once fever (with no medications) and other symptoms have been resolved for 24 hours or if they have been directed to do so by a Health Care Professional."

Students showing illness will be required to wear a mask.

Isolation space will be Student council room – max of 4

More than that – library

Supervision – administrator (as available) Contact will be made home to have a parent pick up child.

Parents to collect child within an hour and instructed to call 811.

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 ☞ School District Human Resources Staff	Provide information to all employees on the supports available including EAP.	Administration Health & Safety Committee	D
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	SEL classes included in middle school schedule – comprehensive guidance lessons to be taught, responsive to student needs. Virtual morning meetings for k-5	ESS Staff	IP

Mental Health Support – Strategies:

> ***Describe how any mental health considerations are being met.***
>
>
> **Specific classes at Middle School level embedded in the schedule. Teachers/Guidance will drive these lessons to support the mental health and wellbeing of students.**
>
> **Elementary students will be supported by participating in morning virtual meetings. Meetings will focus on health, resiliency, self-regulation steps, and wellbeing.**

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** 2. **Address how students will be picked up from school (Drs appts etc.)**	→ In the event of an emergency, response/evacuation will remain the same. → Fire drills will occur as in pre-COVID times, mask wearing, and physical distancing will not be enforced during these drills.	EXAMPLES 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. Students who are being picked up from school will be escorted by their teacher to the office area. The parent will remain in the car until their child is delivered to them. Student can wait for parent pick up outside the main office or in the front entrance (max # ppl in main entrance).	Teacher and Administration Administrative Assistant	IP IP

Additional Considerations – Strategies:

💡 *__Describe how any additional considerations will be addressed and communicated.__*

Regular fire drills and lockdown procedure will commence with the caveat that all staff and students follow public health and school operational plan protocols.

Classes will have designated spaces outside on school grounds during fire drill. Teacher required to take attendance and report to the Administration if a student is missing.

Staff to follow all lockdown procedures as per school plan following public health protocols.