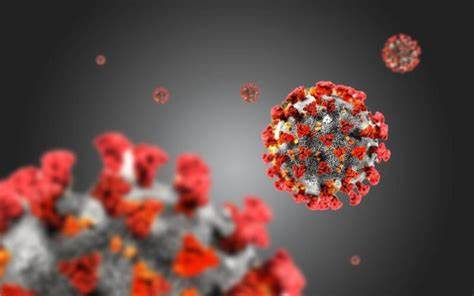
CoViD-19 Operational Plan

Janeville Elementary School

Acedemic Year 2020-2021

Version 001



Covid-19 Operating Plan – Checklist

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| --- | --- | --- |
| **Section** | **To Do List:** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communications** | Initial communication to parents to go out via voice mail, Face Book and school website. | In progress |
| 1. **Building Access** | Signs will posted. Office phone number will be added. Parents and visitors will receive clear communication before arriving at school. | In progress |
| 1. **Risk Assessment** | Both risk assessments for students and adults has been completed. | Done |
| 1. **Physical Distancing** | Classroom bubbles with 15 or less. Playground will be sectioned off. Signs will be posted and hallway routines will be established. | In progress |
| 1. **Transition Times** | Arrival and dismissal times will be clearly communicated with all staff and families. Masks will be encouraged for all transition times outside of bubble. | In progress |
| 1. **Screening** | Directives from Barb McFarlane/Public Health will be followed. Isolation room is located in the Guidance Room. | Done |
| 1. **Cleaning & Disinfection Procedures** | Directives from District will be followed. Administration will oversee to ensure procedures are being followed. | In progress |
| 1. **Personal Hygiene Etiquette** | Signage is posted throughout the building. Staff will teach hygiene etiquette to students and review this daily. | In progress |
| 1. **Protective Measures** | Signage.  Professional and visitor log book.  Disposable masks will be made available. | In progress |
| 1. **OHS Regulation Requirements** | Follow directives from Barb McFarlane. | In progress |
| 1. **Outbreak Management Plan** | Follow directives from Public Health. | In progress |
| 1. **Mental Health Support** | Make aware to staff available resources for employees.  Have staff monitor student wellness and present concerns to administration and guidance. | In progress |
| 1. **Additional Considerations** |  |  |

# SCHOOL COVID-19 OPERATIONAL PLAN

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

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

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| --- | --- | --- |
| **This plan belongs to:** | | |
| School Name: | Janeville Elementary School |  |
| Principal (Signature): | Ellen Lee |  |
| 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** |
| **Ellen Lee** |  | August 31st, 20202 |  |  |  |
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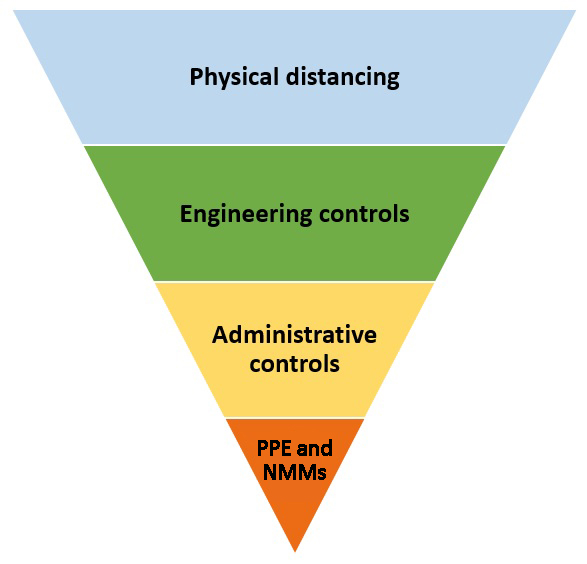
## RATIONALE

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.** | Return to School Document  School Messenger  School website and facebook site | Communication bulletin to go out after the 25th of August. | Ellen Lee | In progress |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | District/Provincial Communications and Regulations | Posted Memo & Signage  Verbal Communication upon entry  Email plan out to common visitors | Ellen Lee | In progress |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications | Facebook Page – message on  Website  Written Memo  Voice Mail | Ellen Lee | In progress |
| **Communication - Strategies** | | | | |
| **Describe how school operational strategies are to be communicated.**  **All plans and strategies will be placed on the school website, School Facebook site and emailed to parents via School Messenger.**  **Communication bulletins to go home as new information arises.**  **Come back to this after your plan is complete! Else you will not really know what you intend to communicate.** | | | | |

2. Building Access

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Controls are in place to prevent the public from freely accessing the operational school.** | * Ensure all doors are always secure (cannot impede emergency egress) * Procedure for visitors to request appointment if required * Signage on doors indicating number to call to make an appointment or contact administration * Visitor logs must be maintained (see template) | As per current school procedures in regards to locked doors. Doors locked at all times.  Parents will be asked to call ahead to schedule an appointment.  In the event of an emergency visitors will ring the doorbell or call 547-7440 to announce their purpose and follow direction of administration.  Signs will be visible on the front Main doors of the school.  Visitor sheet will be maintained. | Kevin Jagoe  Darlene Scott  Ellen Lee  Darlene Scott | Done  Not Started  In progress  In progress |
| 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 | Janeville School is a “hub school” for 3 busses. All busses arrive at 7:50.. Busses will be asked to unload one at a time to allow for physical distancing on the sidewalk and to allow bus drivers to load busses according to their procedures.  Janeville Students will immediately go to their designated play area. | Ellen Lee | N/A |
| **Building Access – Strategies:** | | | | |
| **Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.**  Teachers will begin duty at 7:50 when the busses arrive. Students will unload from busses one bus at a time and each bubble will be directed to their designated area on the playground. During inclement weather students will enter and go to their home rooms, as always.  Visitors sheet will be maintained in the office area.  No visitors beyond the entry of the school unless organized by the teacher, using all Public Health protocols.  Upon student entry, grades Kindergarten and grade 1 will use the rear entrance; grades 2-3 and grades 4-5 will enter at the main entry. They will line up in their preassigned lines. Grades 2-3 will enter the building first, followed by grades 4-5.  All visitors will be asked to enter the building wearing a mask. | | | | |

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 | Completed risk assessment to triage high risk areas and troubleshoot solutions.  See Risk Assessment on Page 8-11 | Ellen Lee | Done | |
| 1. **Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.** | * Outbreak Management Plan - Template * *“Return to School”* document (EECD) | Guidance Room for people showing signs of illness  If persons show signs of illness they will be masked and gloved and remain in isolation room until they are able to leave premises.  It will be important to have up to date contact numbers throughout the year.  Refer to Outbreak Management Plan | Ellen Lee | Done  In Progress | |
| **Risk Assessment – Strategies:** | | | | |  | | | *Return to School* document. |
| **Consider the all the different spaces, people, and things in your school and how people interact in those spaces and with those things. This will be the most daunting part of your plan, but it is critical to the success of your overall plan and being thorough with it in the beginning will mean fewer surprises down the road.**  Students exhibiting symptoms will be directed to the Guidance room in the main office area, to allow for proper supervision. Parents will be contacted and the student will remain in the guidance room until the parents arrives for pick up. The student will not be put on the bus to travel home, not will teachers drive students. | | | | | | |

**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.

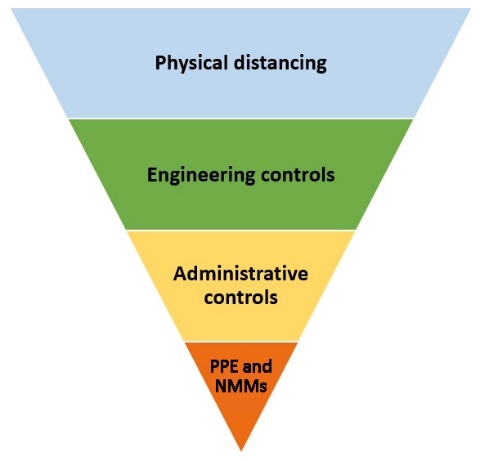


Figure 1: Modified Hierarchy of Controls for COVID-19

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** | Low | Physical Distancing  (PPE) and (NMM) | Increase to 2 entry points  Masks encouraged to be worn by students and mandatory for staff. |
| **Main office** | High | Physical Distancing  Engineering Controls  Administrative Controls  (PPE) and (NMM) | Visitors, 2 at a time from one family unit.  Visitors to wear a mask upon entry  Visitors restricted to the main office area |
| **Hallways** | Low | Physical Distancing  Engineering Controls  Administrative Controls  (PPE) and (NMM) | Traffic flow will go counter clockwise following arrows on floors  Signage will be visible  Students will hand wash/sanitize after being in hallways.  Masks will be encouraged. Staff must wear masks. |
| **Stairwells** | NA |  |  |
| **Staff lounge** | Medium | Physical Distancing  Engineering Controls  Administrative Controls | No more than a max of 6 at one time, staff only  Removal of couches and replaces with chairs that can be distanced |
| **Staff washroom** | High | Administrative Controls | Sanitization wipes will be made available and staff is asked to wipe high touch areas such as taps, handles and knobs. |
| **Student lounge** | NA |  |  |
| **Student washroom** | Medium | Physical Distancing  (PPE) and (NMM) | Max of 2 from the same bubbles, assigned times for grades 2-3 and 4-5. Students to monitor is anyone is in the washroom that is not from their bubble. |
| **Classrooms** | High | Physical Distancing  Engineering Controls  Administrative Controls | “No touch” policy implemented.  Proper handwashing/sanitizing and other protocols as listed in the plan  Classrooms provided with tabletop dividers |
| **Gym** | Medium | Physical Distancing  Administrative Controls | Teachers to sanitize equipment after use. |
| **Library** | Medium | Physical Distancing |  |
| **Cafeteria** | Medium | Physical Distancing  Engineering Controls  Administrative Controls  (PPE) and (NMM) | Use every second cafeteria table  One at a time at the microwave and teacher handle containers and sanitize after each use.  Masks will be encouraged for transition times. |
| **Playground** | Medium | Physical Distancing | Students will play in designated areas with students in their bubble. |
| **Outdoor sports field** | Medium | Physical Distancing | Restricted to one bubble at time |
| **Fitness Rooms** | NA |  |  |
| **Onsite Daycare** | NA |  |  |
| **Locker areas** | Medium | Physical Distancing  (PPE) and (NMM) | Physical distancing and use of every second hook |
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| --- | --- | --- | --- |
| **People** | **Contact Intensity** | **Modification Potential** | **Mitigation Measures/Resources** |
| **Teachers** | Medium | Physical Distancing  Administrative Controls  (PPE) and (NMM) | Max of 6 in staff rooms.  Mask must be worn by staff when physical distancing cannot be done throughout the day. |
| **EAs/SIWs** | low | Physical Distancing  Administrative Controls  (PPE) and (NMM) | Wear masks when 2m distancing can not be maintained. |
| **Custodians** | low | Physical Distancing  Administrative Controls  (PPE) and (NMM) | Wear masks when 2m distancing can not be maintained. |
| **Students** | high | Physical Distancing  Administrative Controls  (PPE) and (NMM) | No contact of students between bubbles. No touch policy |
| **Resource Students** | Low | Physical Distancing | One student at a time, or 2 from the same bubble where physical distancing can be ensured. |
| **Parents/Guardians** | low | Physical Distancing  Administrative Controls  (PPE) and (NMM) | Entry into school is by appointment only. Only 2 per household allowed. Asked to wear a mask upon entry. |
| **Visiting Professionals** | medium | Physical Distancing  (PPE) and (NMM) | To wear a mask upon entry and where physical distancing cannot be ensured. |
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| **Items** | **Contact Intensity** | **Modification Potential** | **Mitigation Measures/Resources** |
| **Cafeteria Microwaves** | Medium | Administrative Controls  (PPE) and (NMM) | Hand washing before cafeteria times. Sanitization after each use. Teacher microwaves for students and sanitizes after each use. |
| **Staff room appliances** | High | Administrative Controls | Hand washing before use and sanitization after. |
| **Water fountains** | Low | Physical Distancing  Engineering Controls  Administrative Controls  (PPE) and (NMM) | Fountains will be closed unless used to fill water bottle. Students will be required to bring a water bottle everyday. School will have extras that are sanitized after each use. |
| **Shared books/handouts** | low |  | According to the Return to School plan, “there is no evidence tat the Covid – 19 virus is transmitted via textbooks, paper or other paper-based products.” |
| **Shared computers** | Medium | Physical Distancing  Administrative Controls | Students will sanitize each computer in classrooms or labs after each use.  Computers are physically distanced.  IPads will be assigned per child. |
| **Shared tools** | low | Physical Distancing  Administrative Controls  (PPE) and (NMM) | Sharing is not encouraged or necessary but if it occurs then sanitization is mandatory. Student manips will be bagged and each student will have their own tools. |
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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. | There will be no movement or contact between the bubbles.  Teachers/EA will move between bubbles.  Creative Cave will be sanitized after use. Each student will have their own tools bagged and labeled.  Teachers will use the table top protector when working in close proximity of students.  PD\_Mask\_Decriptive table” as provided by ASDN will be distributed to all staff. | All Staff | Done  Done  Done  In progress |
| * 1. **Consider staff, students, visiting professionals, parents/guardians, and community members.** | * *“Return to School”* document (EECD) * How will people move at a safe PD throughout? * Staff rooms (maximum capacities) * Students: PD in each classroom * Allocated room for visiting professionals * Parents/guardians: appointments, room allocated for meetings * Community members: Restrict where possible, else limit access. | Traffic flow in one direction. Grades k-1 exit cafeteria at the NE (kitchen) doors and grades 2-3 and 4-5 will exit at the NW (main office) doors.  Staff room to a max of 6.  Room off the library and Guidance Room  Only permitted by appointment and in main office area. Must wear a mask. | All Staff | Done |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | Couches in staff room have been removed to be replaced by chairs that can be physically distanced | Ellen Lee | 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 | Stickers to be installed showing arrows that indicate direction. | Ellen Lee | In progress  N/A |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | Not needed, we can use the table top dividers | EECD | IP |
| * **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 | Masks will be encouraged in common areas.  Line up will be in designated areas  Students will be assigned tables in the cafeteria | All Staff and students | NS |
| * **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)? | Professional visitors to use available spaces when meeting with students and wipe down high contact areas after use. Log to be completed. | Professionals | IP |
| * **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. | N/A |  |  |
| **Physical Distancing – Strategies:** |  |  |  |  |
| **Describe how physical distancing is being implemented and communicated.**  Traffic flow in one direction. Counter-clock wise direction around the school.  Students will line up in the hallway staying in their bubble. K-1 by the back entry doors, 2-3 by girls washrooms door and 4-5 by the Creative Cave door. They will await instruction from the teacher on duty before moving to the next area.  This will happen at every transition time such as lunch, recesses and after school dismissal times. | | | | |

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 * 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 | Students will line up in the hallway staying in their bubble. K-1 by the back entry doors, 2-3 by girls washrooms door and 4-5 by the Creative Cave door. They will await instruction from the teacher on duty before moving to the next area.  This will happen at every transition time such as lunch, recesses and after school dismissal times. | All Staff and students | IP |
| 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 eaten in the classroom.  Students will come to the office if in need at nutrition break.  Bubbles will sit at every second cafeteria table. | All Staff and students | NS |
| **Transition Times – Strategies:** |  |  |  |  |
| **Describe how transition times/staggering is being managed.**  At transition times students will stay by their classroom area until instructed by the teacher on duty to advance in the direction of the arrows. | | | | |

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 | Teachers must prepare a weeks work of emergency plans.  Communicate policy to all.  Post policy.  Post screening questionnaire. | All Staff and students | IP |
| 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 | The Guidance Room will be the self-isolation space  Review Outbreak Management Plan with Staff | Ellen Lee | Done  NS |
| 1. **Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.** |
| **Screening – Strategies:** |  |  |  |  |
| **Outline how passive screening requirements are being met and communicated.** | | | | |

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 | Teachers and students will sanitize equipment after use.  Hands will be washed after use of equipment. | All Staff | In progress |
| 1. **Ensure availability of all necessary supplies for cleaning and disinfecting. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.**    1. Designate personnel responsible for monitoring supply levels and communicating with administrators. | * District facilities management * School custodial staff * Designate locations for ‘stations’ * 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? | Kevin (custodian) will let Ellen know when supplies are low.  Ellen will communicate with facilities to ensure supplies are ordered. | Kevin Jagoe  Ellen Lee | IP |
| 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 | Washrooms will be sanitized 3 times per day.  AM: 10:30  PM: 1:00 and 3:30  Maintain liquid soap and paper towels.  Clean as required per EECD protocols. | Kevin Jagoe | IP |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Posters to be posted by the hand sanitizing and hand washing stations. | Ellen Lee | IP |
| * 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 | Maximum allowed in washroom will be 2 per bubble otherwise it will be one at a time.  Grade 2-3 will have a designated time 5 minutes before recess.  Grades 4-5 will have a designated time 5 minutes after recess.  Students will be responsible to inquire if anyone is in the washroom before they answer. | All Staff and students | 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** | Hand sanitizing stations will be installed by District Facilities team.  Hand sanitizing stations will be at main entrance and in all rooms.  Cleaning supplies will be available in all room for teacher use out of reach of students.  Shared items will be limited. | Maintenance | 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     - Singing should not be allowed unless ppl can be 6ft apart. | Signage to be added by:  Photocopier in staff room and library  Gym equipment doors  All classroom sinks | All staff | 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? | Meet with custodian to ensure standards are communicated as it applies to Janeville School.  Custodians will follow EECD policies and be trained by facilities.  High touch areas will be identified. | Ellen Lee | IP |
| * 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 | All classroom windows open at Janeville School.  Portable fans are not allowed at this time.  Facilities staff maintain the ventilation system. | All Staff  Maintenance | Done |
| **Cleaning & Disinfection – Strategies:** |  |  |  |  |
| **Describe the cleaning and disinfection procedures and how they are being managed.** | | | | |

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) | K-5 students will be encouraged to wear masks when outside their classroom  Staff will be expected to wear a mask in all common areas and in staff rooms when 2m may not be maintained.  Visitors must maintain 2m PD and wear masks. | All Staff and students | IP |
| 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) | Grade 3 will use the sink in the creative cave for hand washing. All other classroom have 2 sinks. | Ellen Lee |  |
| * 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? | Signage will be at every sink  Hand-washing signage in washrooms.  Hand sanitizing stations in classrooms and main entrance.  Students will be taught prober hand washing procedures and reminded of their importance daily. | Maintenance  Ellen Lee  All Staff | Done |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | Teachers will disinfect high use areas.  Sanitizing supplies will be placed in each classroom for teacher use kept out of reach of children.  Custodians will monitor supplies and replenish as needed. | All Staff and students  Kevin Jagoe | 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? | Use of morning announcements to relay personal hygiene etiquette  Students will be taught respiratory/cough etiquette and will be reminded of their importance daily. | All Staff and students | NS |
| * 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 surfaces must be cleaned twice daily.  Cleaning supplies must be maintained and available. | Kevin Jagoe | IP |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| **Describe how personal hygiene measures will be communicated, trained, and enforced.**  **Teachers will support students in providing strategies and teaching in proper handwashing techniques.** | | | | |

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 | Teachers will receive a face shield and table top barriers.  Barrier installed in main office  Provide on as need basis. Staff will make Ellen aware of any PPE needs. Discussions will be held with district to determine and meet individual needs. | Ellen Lee | Done  Done |
| 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 | PPE such as gloves and shields will be available to staff.  A mask must be worn if a face shield is used. | Ellen Lee | IP |
| 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 | Logs will be kept for all visitors to be available for contract tracing if needed. | Darlene Scott Ellen Lee | 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) | Review language about masks – ensure it reflects the **PD-Mask Descriptive Table.** Masks don’t replace PD and its always 2m between adults. | Ellen Lee | NS |
| **Protective Measures – Strategies:** |  |  |  |  |
| **Describe how requirements for personal hygiene are being met and communicated (i.e. training for use of products and PPE).** | | | | |

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 | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included | Ellen Lee | IP |
| 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) | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included | Ellen Lee | IP |
| 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 | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included | Ellen Lee | IP |
| 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 sign in sheets to be maintained and kept for further reference. | Darlene Scott Ellen Lee | Done |
| 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 | Documents to be shared via email.  Staff meeting to discuss protocols. All staff to be included | Ellen Lee | IP |
| 1. **Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.** | * Facilities, DSSS, and HSC will provide support for this | Review periodically with staff | Ellen Lee | NS |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | Provide on as need basis. Staff will make Ellen aware of any PPE needs. Discussions will be held with district to determine and meet individual needs. | All Staff | IP |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | Refer questions to H&R | Ellen Lee | IP |
| 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! | Consult health and safety representative as needed and keep staff up to date with any new policies | Ellen Lee | IP |
| 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) | Provide sufficient supervision and address issues as they occur. | Ellen Lee | Done |
| 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 | Share and post outbreak management plan on Health and Safety bulletin board.  Cooperate with Public Health.  Share and post outbreak management plan on Health and Safety bulletin board.  Cooperate with Public Health. | Ellen Lee | Done |
| **Occupational Health and Safety – Strategies:** | |  |  |  |
| **Outline how the requirements for OHS within a COVID-19 response are being met.** | | | | |

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. | Isolation room to be maintained in Guidance Room. Overflow may use library room if needed.  Follow EECD Outbreak management guidelines in the RTS document and the ASDN Outbreak Management Plan. | Ellen Lee | Done |
| **Outbreak Management Plan – Strategies:** | |  |  |  |
| **Describe how Outbreak Management Plan will be communicated to staff and students.** | | | | |

12. Mental Health Support

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available. | * [GNB Mental Health Resource](https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus/mental-health-and-coping-during-covid-19.html) * School District support staff   + John Fletcher * School District Human Resources Staff | We will utilize Joan MacMillan as support staff  John Fletcher’s ppt will be discussed with staff during opening week.  Make staff aware of available resources. | All Staff | IP |
| 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 | Make staff aware of available resources. | Ellen Lee | Done |
| **Mental Health Support – Strategies:** |  |  |  |  |
| **Describe how any mental health considerations are being met.** | | | | |

13. Additional Considerations: School specific

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| **Emergency Plans – Considerations under COVID**  **Address how students will be picked up from school (Drs appts etc.)**  **How will you handle learners that have/need to be sent to the office for discipline?** | * In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? **OFM is preparing guidelines.** * Is there a designated waiting area? Is it supervised? Does it need to be? | Fire drills and all other emergency drills will be conducted as per usual .  Adult picking up their child will call ahead or send a note, ring the doorbell upon arrival and wait for the student outside.  Students are rarely sent to the office at our school. Staff takes responsibility for all student behavior. Well established routines limit the amount of inappropriate behavior.  In an extreme case, the principal could go to the child and deal with the situation removing them if needed. Space would be sanitized once student has left the office. | Ellen Lee | IP |
| **Additional Considerations – Strategies:** | |  |  |  |
| **Describe how any additional considerations will be addressed and communicated.** | | | | |

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)