A close up of a sign

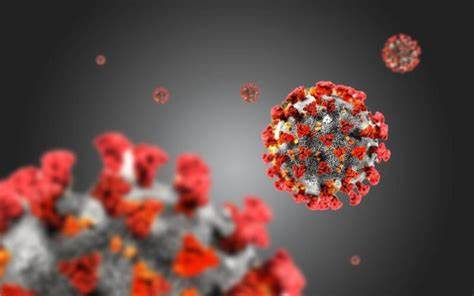
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CoViD-19 Operational Plan

School Name: Harcourt School

Acedemic Year 2020-2021

Version 001



Covid-19 Operating Plan – Checklist

|  |  |  |
| --- | --- | --- |
| **Section** | **To Do List:** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communications** | Initial Communication to Parents go out via voice mail, FB and website.  Staff contact by email and phone. | Done |
| 1. **Building Access** | Sign to be posted by the door to include phone number of the school. Parents pre-contact to know school protocol for entry/through appointment. | Done |
| 1. **Risk Assessment** | Section 3 completed | Done |
| 1. **Physical Distancing** | Directional arrows – hallways and stairway. Washroom access. Cafeteria/ entrance and exit.  Playground protocol. Staggered start to go over with class groups as they attend school. | Done |
| 1. **Transition Times** | Review the process with staff prior to the start date.  Practice sessions with student groups and classroom teachers. | Done |
| 1. **Screening** | Follow directives of Public Health. “Return to School” document. Isolation Room – Staff room with access to staff washroom for easy disinfecting. | Done |
| 1. **Cleaning & Disinfection Procedures** | Follow directives from ASD-N Administration to ensure policy is followed by custodians (thorough desk cleaning during recess times) Regular cleaning of high touch surfaces (washrooms, doorknobs, railings) by staff and students where warranted. (Custodial staff not yet determined.) | Done |
| 1. **Personal Hygiene Etiquette** | Signage throughout building. Videos for students Student practice under supervision and re-enforced by teaching staff. | Signage posted.  IP |
| 1. **Protective Measures** | Signage/ Visitors/District staff/ Work safe personnel/Log for visitors situated outside the admin assistant office on clipboard. Must be screened at door by AA before entering building. Through Principal approval only. | Done |
| 1. **OHS Regulation Requirements** | Follow directives from Barb. Read document on Team site. | Done |
| 1. **Outbreak Management Plan** | Follow directives from Public Health/district protocol. | IP (Waiting for revised plan) |
| 1. **Mental Health Support** | Implement yoga/breathing sessions/discussion circles. ESST team/teacher advisor for individual students. | Done |
| 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.

|  |  |  |
| --- | --- | --- |
| This plan belongs to: | | |
| School Name: | Harcourt School |  |
| Principal (Signature): | Kevin Scully |  |
| 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** |
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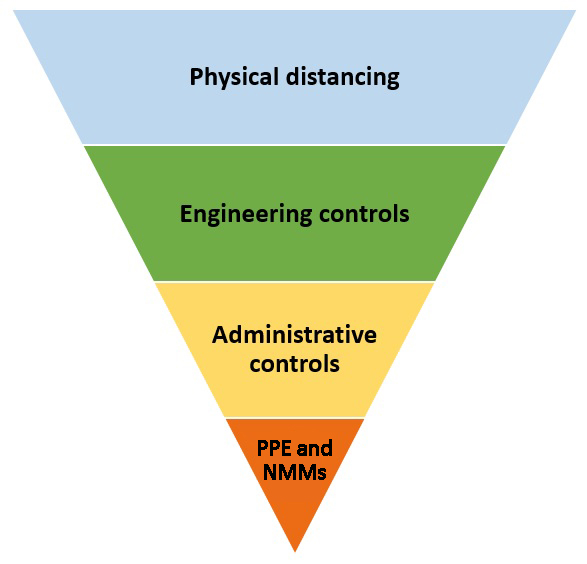
## RATIONALE

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** | Connects/parental phone calls/ Staff meetings /Skype or Team virtual meetings/Classroom instruction-demonstrations. | Meet with the staff through Skype or Teams -Meet with EAs to discuss their roles and responsibilities. Meet separately with new custodian. In person staff meetings in gym where distance cam be maintained.  Teachers will then explain and demonstrate the procedures to their students. Students will also practice the procedures as directed. | Admin/staff | Completed with staff. Not met with new custodian- yet to be determined.  Will do with students when they arrive. |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | Prior discussion to school protocol. Upon arrival: review with person and present with hard copy. | The visiting professionals will ring the bell and await instruction at the door. Disinfectant station at the door where hands will be cleaned. They will be given a hard copy with point form procedures of the school which they will read prior to entering the main building. | Adimn/admin assistant | Plan in place. |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications- School messenger or connects. Facebook page Harcourt School. Website. Paper copy | Parents will be given a synopsis of operational strategies before the official document is posted. The most contentious issues parents are concerned about will be addressed in this document. Parents will be encouraged to read the Government document Return to School. Prior to the start of school, small information memos will be placed on our Facebook page and district website. One of the requests will be for parents to review the washing of hands-and face mask wearing procedures-where applicable. Connects messages and a hard copy will be sent home. | Admin. | Done |
| **Communication - Strategies** | | | | |
| Lightbulb**Describe how school operational strategies are to be communicated.**  **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 (cannot impede emergency egress) * Procedure for visitors to request appointment if required * Signage on doors indicating number to call to make an appointment or contact administration * Visitor logs must be maintained (see template) | | All doors remain locked. Only entrance into the building for visitors is through the main door where they have to be buzzed in. -Visitors will be asked to make appointments when visiting the school. If someone else arrives without an appointment, unless it is imperative to be in the building, they will be asked to wait outdoors until the first visitor leaves. Visitors who will be remaining in the building will be screened, signed in, and personal information taken (ph # etc.) | Admin Assistant  Admin Team | Signage up.  Information given to parents. |
| 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 | Bus: As bus and contract vehicles arrive, students will enter the building in an orderly and spaced distance from one another. Contract and personal vehicles will follow the same protocol as the larger bus. Duty teacher will direct the students to their door. Students will employ the disinfection station upon entry to school, monitored by duty teachers inside. Students will proceed directly to their hooks/lockers in their classroom -Duty teachers in the hallway will direct students if congestion becomes an issue. Direction arrows are installed as well as signage to remind of protocol. | | Staff  Admin | Plan in place. Implementation upon arrival of students. |
| **Building Access – Strategies:** | | | | | |
| Lightbulb**Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.** | | | | | |

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*](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 trouble shoot solutions.  AA office/principal’s office, washrooms, classrooms, cafeteria/gym, | Admin | 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) | Isolation Room –Staff Room converted to house a sick child-disinfect after leaving.  In event of an isolation occurring, we will be rotating one washroom for the students and one designated for the isolated person. | Admin | Parents informed. Staff informed. Signage posted. | |
| **Risk Assessment – Strategies:** | | | | |  | | | *Return to School* document. |
| **LightbulbConsider 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.** | | | | | | |

**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 suspect 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.

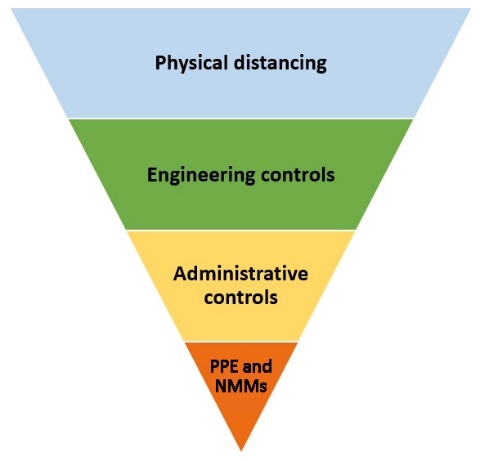


Figure 1: Modified Hierarchy of Controls for COVID-19

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 | Brief-high | Social distancing/Med. | Ensuring that everyone is social distancing when entering the building. |
| Main office | Prolonged - distant | Administrative Controls/High | Limited capacity. (On a needs basis) Stop sign at door. |
| Hallways | Brief –high/medium | Administrative control/Med | Scheduled bathroom breaks (no mask). Individual breaks students will need to wear masks. |
| Stairwells | Brief-low | Administrative control/Med | One way traffic going down the boys’ stairs and up the girls’ stairs. |
| Staff lounge | Prolonged - High | Administrative control/Med | Lounge restricted to 2 people maximum |
| Staff washroom | Brief - low | Individually controlled/low | Disinfected after each use by the member. |
| Shoe racks/coats | Brief-high/medium | Administrative control/Med | Classes have lockers in their respective rooms. Boots/shoes are on a rack outside respective rooms. When in hallway, classroom teacher will direct for unnecessary congestion and keep lines moving. |
| Student washroom | Prolonged - High | Administrative control/Med | Classes will be staggered when using student washroom as a class permitting two in the facilities at a time; one washing hands at a time. (Teacher monitored) Individual use – will adhere to capacity signage and wear masks. |
| Classrooms | Prolonged - High | Administrative control/Low | K-2 Classes will have a maximum of 15 students within the classroom bubble, 3-5 Classes will have regular capacity. |
| Gym | Prolonged - High | Administrative control/Low | Each classroom will have their usual PE daily class. Equipment used will be disinfected by teacher and students on a daily basis. |
| Library | N/A |  | N/A |
| Cafeteria | Prolonged - High | Administrative control/High | Tables will be distanced and groups will rotate in and out. |
| Playground | Prolonged - High | Physical Distancing/Med | Groups will have a designated playing area, rotating on a daily basis. |
| Outdoor sports field | Prolonged - High | Physical Distancing/Med | There is a vast playing area. Unless team sports are playing, there is ample space to enable safe distancing. (Staff monitored) |
| Fitness Rooms | N/A |  |  |
| Onsite Daycare | N/A |  | N/A |
| Locker areas | Prolonged - High | Administrative control/High | Each class has its own set of lockers situated inside their classrooms. (Teacher monitored.) |
| Computer lab |  |  | Staggered Computer Lab Schedule where there will be extra allotted time for cleaning and disinfecting between each group use. Signs posted. |
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| --- | --- | --- | --- |
| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Med/Med | Admin. Control/Med | Meetings will take place in cafeteria with social distancing (Staff will disinfect) |
| EAs/SIWs | Med/Med | Admin. Control/Med | During breaks and lunches (Clean and disinfect their area) |
| Custodians | Brief/Low | Admin. Control/Low | Custodians-briefed the temporary person. Will talk to new person when assigned to Harcourt School. |
| Students | Prolonged/High | Prolonged/High | Transitions in hallways. Single file, minimal traffic and staggered classes in the hall for dismissal. |
| Resource Students | Prolonged/Med | Prolonged/Med | Extra support occurring in classrooms /Social distancing will occur within third (spare) classroom. |
| Parents/Guardians | Brief/Med | Admin. Control/Med | Wait in vehicle-pick up and drop off times. Enter the building by appointment only. (Protocol for entering building- with masks Screening). Signs posted. |
| Visiting Professionals | Prolonged/High | Admin. Control/Med | Protocol summary given and read prior to meeting with staff and students. Log in with log sheets and visiting data recorded. |
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| --- | --- | --- | --- |
| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | N/A |  | Undecided at this point. If used, staff will control this appliance –operation and disinfecting. |
| Staff room appliances | Brief/High | Admin. Control/Low | Wipe down after each use. |
| Water fountains | Brief/High | Admin. Control/Low | Bring own water bottles for refills. (Admin will rent water cooler until district modifications are in place.) EA’s assigned to fill bottles twice per day. |
| Shared books/handouts | Brief/low | Admin. Control/Low | “At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students.” RTS Document, August 25, 2020 |
| Shared computers | Brief/High | Admin. Control/Med | Staff and students responsible for after-use disinfecting. (Explain protocol –staff monitored). Signs posted. |
| Shared tools | Brief/High | Admin. Control/Med | Disinfect after use. Math manipulatives remaining in bubble. P.E gear. |
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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, and situations where individuals will be within 1m need to be assessed on a case by case basis. | Harcourt School, because of its small numbers, will be considered in a communal bubble for the better part of each day. Exceptions are considered during noon breaks, washroom breaks, and PE class. At these times social distancing will be promoted. | Classroom teachers  Duty staff | Staff have been briefed. |
| * 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. | As a reinforcement and reminders, (distancing etc. protocol), signs (direction arrows, stop signs, cleaning of tools signs, disinfect signs, hand washing signs etc.) will be placed throughout the building. Daily reminders will be stated through morning messages, emails, and personal discussions. Staff room capacity has been set for 2 people. There is limited space allocated for Speech, PT, and the C&Y team; at this point the gym will be the best open area for these meetings. Meetings with parents or with the staff can occur safely in the cafeteria. All visitors will need to enter the building through the main door where they will need to buzzed-in and our Admin Assistant will ask screening questions prior to letting them in. Once inside the building, the AA will log names and phone numbers. If they are here for a meeting they will remain at the door until they are directed to enter the designated area for the meeting. We will also log all participants of that meeting. Appointments will need to be made prior to coming to the school to avoid congestion at the door. | Admin. Team | Done  IP |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | People will be housed in the staff room while waiting for meetings etc. | Custodian | IP |
| * 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 | Directional arrows will be placed on the floor for both directions, however, due to the very narrow hallways, we will include a stop sign if anyone approaching. Person on right allows person on left side to go first. Social distancing posters will be placed strategically throughout the building as reminders. Directional arrows and posters will be placed in front of the stairway that is utilized for going down to washrooms, PE class, and lunch. Conversely, arrows will be placed on the return-stairway to the main floor after washroom breaks, PE class and lunch. Stairway Capacity signs will be posted and staff will daily, verbally reinforce the allowable number. Staff Room – 2 people; Front Office – 2 people; Student washrooms- 3 people. Signs at each doorway as a reminder to wash hands.(Staff monitored) | Admin team  Custodians | Done  Done |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | Acrylic partition in AA and principal offices. | Mr. Scully | 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 | Students will need to wear masks if they go to the washroom unescorted. Lunch will be eaten in Cafeteria utilizing three separate tables for social distance. Staggered lunch to ensure minimal (discussion time for youngest students- ‘spray’ food when they eat and talk). No cafeteria service this year. All students will bring bag lunches. If Microwave is used, it will be operated by one staff member per day. That member will be responsible for disinfection of the appliance. | Teachers | Staff have been briefed |
| * **Evaluate options to reduce those required onsite.** | * Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)? | Virtual meetings with outside agencies Phone interviews with parents. ISD meetings virtually set up to discuss feasibility. (Subject to change.) | Teachers  ESTR | 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. | See below | Admin  Duty teachers. |  |
| **Physical Distancing – Strategies:** |  |  |  |  |
| Lightbulb**Describe how physical distancing is being implemented and communicated.**  Student arrival: BUS 1.One bus will unload at a time 2. Directed to designate door to enter the building. 3. Proceed with social distance, single file 4.Masks not required at this time.  PERSONAL VECHICALS 1.Vechicals will need to proceed to a designated area where the student(s) will disembark safely. 2. Students proceed to their designate door to enter the building. 3. Proceed with social distance 4. Masks not required at this time. 5. Drop-off time will be 7:50-8:10 am. ENTERING THE BUILDING 1.Everyone will need to wash their hands with the foam hand liquid provided and then proceed to designated classroom under the direction of duty staff.  2. Students proceed directly to their hook/locker to prepare for the day. 3. Duty teachers will ensure students are not gathering in the hallway and social distancing is maintained. 4. Classroom hand cleaning will occur again. 5. Enter classroom/bubble and proceed with their daily routine. 6. Will wear masks if directed.  Daily Routines BATHROOM VISITS Unsupervised 1.Students must wear masks. 2. Stop at the door to check capacity prior to entering. (See capacities above) 3. Hands must be washed after each bathroom visit. 4. Hands must be washed again prior to entering the classroom.  Supervised visits 1.Teachers will coordinate and schedule as to when group classroom washroom visits will occur. 2. Hands must be washed after use. 3. Hands must be washed again prior to entering the classroom.  HALLWAYS 1.Remain to the right of the hallway while walking (arrows and dots) 2. Line-up in single file. 3. Avoid touching walls, lockers, hooks, water fountains, etc. 4. Masks may be worn if directed. 5. Keep travelling in the hallway to a minimal (arrival, recess, PE, specialists, dismissal) 6. All unsupervised movement in the hallway by students, masks must be worn.  MORNING SNACKS 1.Will be eaten in the classrooms or outdoors during recess times. Absolutely no sharing of snacks.  \*NOTE – Homeroom teachers will be encouraged to engage students in the outdoors for classes when weather permits.  LUNCH  To alleviate issues of congestion, teachers may choose to have students eat lunch in classrooms. Teacher will do a visual scan of any materials that need to be placed in garbage. Cleanup will be initiated by teachers and students will be responsible for disinfection. 2. Microwaves will be available and utilized by staff for all students. Rotation basis of duty. 3. No sharing of food. 4. Cafeteria will not be functioning as usual. Once per week or bi-weekly, staff will prepare lunch for students (possibly pre-cooked the evening before).  SPECIALITY CLASSROOM 1. All specialty classes will take place as usual (disinfection protocol for PE and other use of equipment-staff monitored.) DISMISSAL 1.Classroom teachers will organize themselves so half will get ready in the hallway and half will get ready in the classrooms.  BUSSING 1.Class groups will remain in their room until directed by duty teacher to proceed to the bus. Teacher will lead and direct to maintain social distancing until busses are boarded. Grade 4-5 will proceed first. K-3 will proceed second.  STUDENT PICK-UP 1.Teachers will walk their students to the pick-up area and the Duty teacher will help guide the student to their parent’s car while the parent(s) remain in the vehicle. 2. Pick-up time will be 2:25 pm | | | | |

5. Transition Times

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**    1. School layout guide maps to inform students, staff, visitors, and public are encouraged. | * Facilities staff for school scheduling/busing * Your HSC: Barbara McFarlane, 625-0285 * 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 | Harcourt School will begin with a staggered start. 4/5 Monday, Add grade 3 Tuesday, add grade 2 Wednesday, Add grade 1 Thursday and K will come Friday by themselves.  This will enable staff to model and rehearse school entry, social distance, time to wear mask, disinfecting-when and how; student groupings, and the protocol for washroom breaks, lunch, and outdoor recess.  Signs and arrows will be posted throughout the building in appropriate areas. Practice walking to and from bathroom, PE, and lunch.  School operational plan will be posted/connects messages sent out to homes to encourage the reading of the return to school document prior to school start. | All Staff | Parents informed.  Done  Done |
| 1. **Provide time for food preparation and mealtimes.** | * Will students be eating snacks and lunches in their classroom? * Consider breakfast program * Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches? * Can mealtimes be staggered and accommodate all? If so, by how long? | Breakfast Program – because of different arrival times, students will continue to have breakfast in the cafeteria (if arrival times are not consistent at the start of school year, children will be encouraged to eat in their respective classrooms.). Staff will rotate and provide fruit, granola bars, cheese, yogurt, toast and milk, as per our usual routine.  Lunch will start with K-3 group. Followed by 4/5 group.  Students will remain in classrooms and teachers will move to them. Students will leave their rooms to attend PE. | Staff  Admin | IP |
| **Transition Times – Strategies:** |  |  |  |  |
| Lightbulb**Describe how transition times/staggering is being managed.** | | | | |

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 | Screening Policy for Staff and Students will be sent via e-mail and will be posted on our FB page and website. Parents will be asked to follow the passive screening protocol provided by EECD. Paper copy of a simple screening checklist will be sent home with students. | Admin Team | Done |
| 1. **Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed.**   \*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day. | * Determine isolation space * EECD **Outbreak Management Plan** * *“Return to School”* document (EECD) * Inform employees of the contents of the Outbreak Management Plan * Provide teachers with simplified decision tree for what to do if they suspect a case | Isolation room is located in Staff Room. There is a washroom close to this room. (Will follow RPH direction.) Outbreak Management Plan (Coming)  Return to school document. Meet with staff regarding the plan. Staff will follow Decision Tree protocol when suspicion of COVID case. | Admin Team  Admin | Done signs posted  IP |
| **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. 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.** |
| **Screening – Strategies:** |  |  |  |  |
| Lightbulb**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 | Wipe down desks/chairs & shared materials before leaving Sanitizing stations. Handwashing signs by classrooms and washrooms in classroom. | Teachers K-3 Students 4-5 Custodians Admin Team | IP  Done |
| 1. **Ensure availability of all necessary supplies for cleaning and disinfecting. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.**    1. Designate personnel responsible for monitoring supply levels and communicating with administrators. | * District facilities management * School custodial staff * Designate locations for ‘stations’ * Designate person responsible for stations * Determine what/if sign out procedures will be required * Who will be responsible for ensuring supply levels of onsite product are sufficient?   + Custodian? | Classroom station checked by custodial staff. Sanitize stations at all entrances and exits. Spray bottles and wipes in classrooms. | Custodians | Done |
| 1. **Washrooms:**     1. Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.    2. Foot-operated door openers may be practical in some locations. | * School custodial staff * District facilities management | Maintain disinfecting stations. Ordering and replenishing supplies i.e. Disinfecting and cleaning supplies in a timely fashion. | Custodian | Done |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Hand-washing posters will be posted in keys areas as well as all washroom areas. | Admin Team | Done |
| * 1. For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements. | * Post maximum occupancy (outside and reminder inside) * Floor markings inside, in case of wait time for sink * Floor markings outside for line ups * ‘Remove’ every second sink from use (tape) * Communicate washroom use expectations and etiquette to students (how? who?) * Consider how this will be enforced | Primary Student washrooms will be limited to two students at a time. Hand washing will be limited to one student at the basin at a time. Monitored by staff. | Staff | IP |
| 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** | Maintain disinfecting stations and review consistency with hand care. | Custodian | IP |
| * 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 | Harcourt will post signage wherever common objects/surfaces are located: Staff rooms, copier rooms library, gym, cafeteria Music equipment Maintain disinfecting stations | Admin Team  Custodian | 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 * 8 Cleaning & Disinfecting Schedule (Excel) | All high touch areas (for example: doors and door knobs, railings, light switches, desk and table tops, washroom toilet flushing handles and sinks, etc.) will be disinfected and cleaned as per ASDN cleaning standards three times per day. (Cleaning schedule in Health and Safety Teams section.) | Custodian | 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 | Remind teaching staff to open class room windows as much as possible. (Assigned staff member.) | Teaching Staff | IP |
| **Cleaning & Disinfection – Strategies:** |  |  |  |  |
| Lightbulb**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) | Masks used when physical distancing (washroom with unsupervised use) / classroom bubbles may not be maintained (fire drills, evacuations) This is not implemented when doing an unannounced drill. | All Staff | NS |
| 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) | Signage will be posted throughout the school regarding the importance of proper handwashing. Regularly review the importance of distancing and handwashing- communicate through classroom teachers-announcements. Play district videos on personal hygiene. | Admin Team  Teachers | Done |
| * 1. Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate. | * Post signage through school about the importance of proper handwashing * Communicate through announcements? * School videos? |  |  |  |
| * 1. Provide minimum 60% alcohol-based hand sanitizer. | * [Hand Sanitizer Poster](https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/SanitizerDesinfectant.pdf) | Maintain disinfecting stations. | Custodian | 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? | Signage will be posted through school regarding the importance of proper respiratory hygiene/cough etiquette. Regularly communicate through modeling (staff) and announcements. | Admin Team  Custodian | Done |
| * 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 | Review Operational Plan daily to begin school year. Once per week at staff meetings.  All sanitizing stations checked daily. | Admin Team  Custodian | IP  Done |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| Lightbulb**Describe how personal hygiene measures will be communicated, trained, and enforced.** | | | | |

9. Protective Measures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.   \*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD) * District Student Support Services * Guidelines for itinerant (visiting) professionals | Guidelines will be maintained for visiting external professionals. Masks will be used when physical distancing cannot be maintained outside the bubble. Regular communication (“heads up for our school when these people will be visiting”.) | Professional Visitors Admin and staff. | NS |
| 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 | Disposable masks will be available when deemed necessary. Personal masks will need to be provided by individual (staff and students). Staff and parents will be reminded on a daily basis to wash masks each day. PPE will be worn by EA’s where they must broach the 1metre distance. Gloves will be provided to those who work with High risk children. (Chronic runny nose, cough etc.) | Admin Team | Done |
| 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 | EA’s will be isolated in “bubble room.” A log will be kept in individual classrooms for situations that are out of the norm. (Switching from room to room or child to child rotation.) | Admin Team | Done |
| * **Additional Protection** | | | | |
| * 1. Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols.   2. Considerations for schools licensed under Food Premises Regulations | * [Health Canada information on non-medical masks and face coverings](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html) * *“Return to School”* document (EECD) | If staff or students are showing two or more symptoms of COVID 19, they will be masked and asked to move to the isolation room (Room #). They will remain in this room until they are able to leave premises. Parents will be asked to pick up students within the hour and advised to contact 811. | Visitors  Teachers  Students | Policy in place.  IP |
| **Protective Measures – Strategies:** |  |  |  |  |
| Lightbulb**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 | \* All staff to review the PowerPoint on OHS Act & Regulations (on Teams) \*Supporting documents on Teams: -Handouts on Duties of Employer, Supervisor, Employee -Copy of OSH Act -Copy of General Regulation 91-191 | Admin Team | Done |
| 1. **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.** | * [OHS Guide-New Employee Orientation](https://ohsguide.worksafenb.ca/topic/orientation.html) | \*All staff to review PowerPoint on COVID-19 (on Teams) \* All staff & students to watch informational videos produced by ASDN | Admin Team | Done |
| 1. **Provide staff the employee training on the COVID-related work refusal process.** | * [Right to Refuse](https://www.worksafenb.ca/safety-topics/covid-19/covid-19-and-the-right-to-refuse/) Process * School District HR | \* All staff to review PowerPoint on the Right to Refuse Process (on Teams) \*All staff to review Vulnerable Employee Affirmation Form \*All staff to review Right to Refuse Form(s) – Not yet added to Teams | Admin Team | Done |
| 1. **Keep records/log of visitor and employee presence, as well as orientation, training and inspections.** | * Refer to logs previously referenced * Keep record of who attended training * How often/by who will inspect signage, sanitization stations | \*Visitor logs will be maintained by school admin. \*Records of staff orientation, training, instruction will be maintained by school admin staff. | Admin Team | 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 | \*Principals and Vice Principals to review protocols for working with Public Health as on the Outbreak Management Plan | Admin Team | Done |
| 1. **Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.** | * Facilities, DSSS, and HSC will provide support for this | \* When/if PPE is required proper instruction will be provided | Admin Team | Done |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | \* PPE (masks, face shields, gloves) will be made available to staff that require them. | Admin Team | Done |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | \*School Administration in concert with district HR will address violations to all policies and procedures (including COVID related) efficiently and appropriately and on a case by case basis. | Admin Team | Done |
| 1. **Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.** | * [OHS Guide-JHSC](https://ohsguide.worksafenb.ca/topic/fixed.html) * Involve your JHSC as much as possible! | \*This plan will be reviewed with the JHSC and they will be part of its regular review. | Admin Team | Done and 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) | \*School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes. | Admin Team | 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 Work Safe NB.** | * **EECD Outbreak Management Plan**    + 11, 12, 13, 14 are all addressed in the OMP * *Return to School* document | \*Review Outbreak Management Plan with all staff. \*Ensure staff understand how to manage a symptomatic individual \*Reinforce and promote the role of Public Health in guiding and supporting school in the event of a confirmed case(s). | Admin Team | IP |
| **Occupational Health and Safety – Strategies:** | |  |  |  |
| Lightbulb**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. | School personnel will cooperate and follow the Outbreak Management Plan as provided by ASDN in accordance with the guidelines set out in the EECD Return to School document Define location of isolation room. | Admin Team Custodian Admin Team Admin Team Admin Team | IP |
| **Outbreak Management Plan – Strategies:** | |  |  |  |
| Lightbulb**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 * School District Human Resources Staff | School admin will convey that positives of school restarting. We will incorporate morning Yoga/breathing techniques. We will have circle discussion about personal feelings. All conducted with social distancing. If anyone is experiencing mental health issues, John Fletcher will conduct in school or virtual sessions on positive thinking and resiliency. EAP will be recommended to the member. Family counseling as well. | Guidance ESST Admin Team | Discussed  In place. |
| 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 | Will review the NACTATR guide. Implement any applicable strategies that may quell or make livable, concerns or worries. If the issue is more than anxiety, or worry, refer to EAP. | Admin | IP |
| **Mental Health Support – Strategies:** |  |  |  |  |
| Lightbulb**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 (Dr’s apt 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. * Fire drills will occur as in pre-COVID times, mask wearing, and physical distancing will not be enforced during these drills. * Is there a designated waiting area? Is it supervised? Does it need to be? | Fire and Evacuation plans remain the same with the exception of wearing masks. Follow directional arrows and the lead of specified staff members.  Appointments arranged by parents and school informed ahead to have a staff member available for dismissal of that student. Parents have been informed that they must inform the school Admin assistant, in the am, of who will be picking up a student and time of pick up. Parents have been informed that simply dropping off their late child will not be permissible. In the past they would accompany their child into the school, sign in, and state the reason for tardy arrival. Parents will be required to call the front office prior to arrival to ensure that a staff member is available that protocol is followed. Upon arrival they are to call the office and remain in the car until it is safe for the child enter the building.  In the case of behavioral issues, Teachers will be directed to call the office to have the administrator come to the classroom for disruptive behaviour. If a child is sent to the office, that child will have to put on a mask and stop at the point on the floor in front of the office where the sign is posted. They will stay there until instructed to proceed into the office. | Admin team  Parents  Students  Admin Team  Teachers Admin | IP  Done |
| **Additional Considerations – Strategies:** | |  |  |  |
| Lightbulb**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)