A close up of a sign

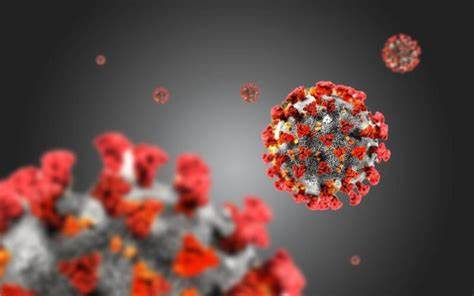
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CoViD-19 Operational Plan

L.E.Reinsborough School

Acedemic Year 2020-2021

Version 001



# SCHOOL COVID-19 OPERATIONAL PLAN

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

The following document is intended to provide a check list with spaces for site-specific points for each main topic area and resources to help the plan owner (the Principal) outline their school’s Operational Plan. Communication plans must consider and include staff, students, parents/guardians, visiting community professionals, and public. The District Occupational Health and Safety Coordinator is expected to be a primary support with staff and students in consideration. The 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: | L.E. Reinsborough |  |
| Principal: | R. Cyr |  |
| District Official: | M. Noel |  |
| 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** |
| Reggie Cyr &  Cynthia Harquail | 1 | July 30, 2020 |  |  |  |
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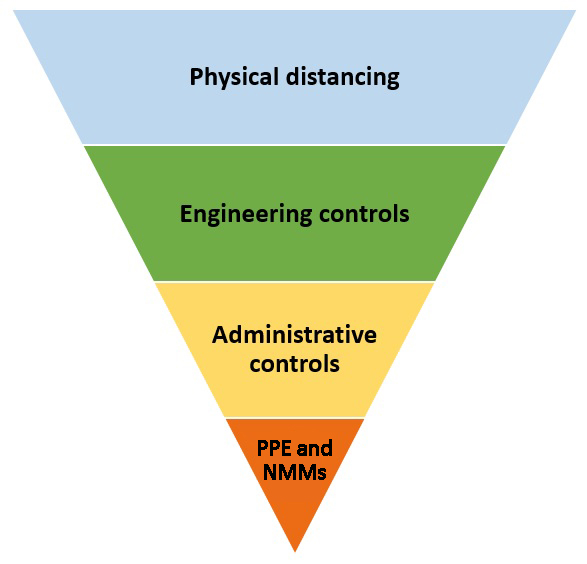
## RATIONALE

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 behavior 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.** |  | Presented to staff on August 31st full administration day.  Procedures and routines to be shared and rehearsed with students as part of teacher’s opening days. | R. Cyr  C. Harquail  Teachers | In Progress |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** |  | Sharing of operational strategies at Education Support Service Team Meeting. EST-Resource will share via email to potential visiting professionals (i.e. OT, APSEA, etc.). | R. Cyr  C. Harquail  S. MacPhee | In Progress |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications | Plan placed on School FB Site; Main points of the Plan in bullet form placed on school FB site; ERB community will place OP on their community site; Voicemail sharing tentpoles of plan and letting school community know that the plan in its entirety can be found on the school FB site; District Communications; Present plan at first PSSC; Teachers share plan at first Open House which will be virtual. | R. Cyr  C. Harquail  Teachers | In Progress |
| **Communication - Strategies** | | | | |

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 * Signage on doors indicating number to call to make an appointment or contact administration * Visitor logs must be maintained (see template) | All doors are locked; video cameras monitor and record school entrances; Custodial daytime assignment requires door checks to be completed at specific times and a record maintained of such recordings; In accordance with EECD, there is no admittance of visitors into the school unless a request for an appointment was made. The school, exigencies excluded, requires request to enter the school be made 24 hours in advance of the visit. Parents/Guardians who are granted an appointment are not permitted to go beyond office area. A Plexiglass divider has been added to the visitor counter; logs are maintained; Staff are not permitted to allow visitors entrance if staff leave the school at lunch or during breaks. Entrance into the school without granted permission is prohibited. | K. Adams  Bruno LeCouffe  Gavin Letourneau  R. Cyr  C. Harquail  S. MacPhee  All Staff | Done | |
| 1. **Procedures are in place to control congestion during the school start and dismissal times** 2. **Provide COVID controls for staff working outside of the classroom.** |  | Additional hallway supervision has been arranged to ensure that students enter their designated classroom without superfluous time spent in the hallway at start-up; Social distancing floor markers placed to designate where each classroom lines up during dismissal ensuring social distancing between classroom bubbles; Teachers escort their students right to the buses at dismissal ensuring that students remain with their classroom bubbles.  The school will, as much as possible, have all paraprofessional work inside homeroom classroom. If they are not able to, the EST-R room will be utilized if necessary. | All Staff  EST-R | In Progress | |
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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 | Complete risk assessment to determine if there are any necessary changes to current plan.  JHSC will meet again during opening week to assess current mitigation measures. | JHSC | 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) | The L.E.R. designates the least restrictive environment room (Room#234) as the designated isolation location.  When a parent/guardian is notified that his/her child is suspect, pick-up is to occur within an hour of notification. Caregivers must be aware that this is an expectation. When arriving at the school to pick-up the child, parents/guardians will remain outdoors, and the student will be brought to the parent.  .   * Symptomatic students must be immediately separated from others in a supervised area until they can go home. Where possible, anyone providing care to an ill learner should maintain social distancing from said student. * The group of combined students/staff the symptomatic student was with will not mix with the rest of the school population until the ‘suspected case’ is assessed. * If circumstances allow, the student should wear a community mask while waiting in isolation location. * Hygiene and respiratory etiquette must be practiced while the ill student is waiting to be picked up. * Environmental cleaning and disinfection of the isolation area must be conducted once the ill learner has left the facility. * If an outbreak is confirmed, post appropriate notices for caregivers at all entrances to the facility to ensure that appropriate information is available for staff and caregivers if needed or requested. * The school will follow directives of Public Health. | R. Cyr  C. Harquail  S. MacPhee | In Progress |

**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.

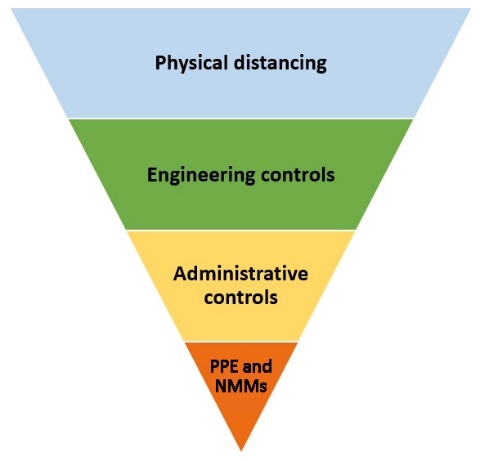


Figure 1: Modified Hierarchy of Controls for COVID-19

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 |

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| Space | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Points of entry |  |  |  |
| Main office | Distant/Prolonged | High | Physical Distancing=Floor signage.  Engineering=Plexiglass with drop slot on counter.  Administrative Controls=Limiting access to office.  NMM=Education professionals and parents/guardians who are granted access. |
| Hallways | Medium/Low | Medium | Physical Distancing=Hall traffic to use far left or far right of hallways.  Administrative Controls=Increased supervision during bus arrival to aid in quicker entrance to classrooms by students.  NMM=Strongly recommended that students wear facemask when not in designated classrooms. All staff are to wear NMM when in common areas. |
| Stairwells | Close/Brief | Medium | Administrative Controls: Limiting directional flow by designating stairwells for accessing first and second floor, which is negated during an exigency.  NMM=Strongly recommended that students wear face mask when not in designated classrooms. All staff are to wear NMM when in common areas. |
| Staff lounge | Close/Prolonged | High | Physical Distancing: Respecting 2m rule when in lounge.  Administrative Control: Each staff member will disinfect handles, faucets, etc. after use. Self-sanitize as much as possible after use. |
| Staff washroom | Distant/Brief | Low | Administrative: Increased cleaning by daytime custodian(s) of all bathrooms. Self-sanitize as much as possible after use. |
| Student washroom | Distant/Brief | Low | Administrative: Strategic times for homeroom teachers that do not have classroom bathrooms to bring their students to the washroom area limiting entrance to two at a time thus thwarting students from contact with peers outside their classroom bubble.  Classroom teachers who do not have a classroom washroom will keep a log of student requests for bathroom use outside scheduled times. Exigencies due occur; however, this may discourage unnecessary hall traffic and students from contact with peers outside their classroom bubble. |
| Classrooms | Close/Prolonged | Low | Physical Distancing: Since the best prevention measure is exhausting each category all the way down to PPE and NMM, staff, even within classroom bubbles, are encouraged to wear a face mask/face shield when unable to maintain a 1m distance from students.  All other teachers that come into a classroom bubble (i.e. ELA teacher) that are still from within the school must maintain a minimum 1m or wear a mask.  A supply teacher coming into the school must maintain a 2m distance from students or wear a mask. The school will suggest that supply teachers wear face masks.  Engineering: Desktop barriers to be installed.  Administrative: Hand sanitizing stations in all classrooms. |
| Gym | Close/Prolonged | Low | Administrative: Equipment cleaned after each use.  Physical education teachers retrieve students at their classrooms and return them to class after instructional time.  Students bring water bottles to gym.  NMM: If Physical Education is not being delivered by the homeroom teacher, the Physical Education teacher will wear face mask/and or shield when not able to maintain 2m distance from students. |
| Library | Distant/Brief | Medium | Administrative: Hand sanitizing before entrance into library.  Library books viewed placed on librarian’s desk and cleaned after each use.  Classroom bubbles with scheduled classroom times only.  NMM: Librarian will wear facemask/and or shield when not able to maintain 2m distance from students. |
| Cafeteria | Distant/Prolonged | Medium | Physical Distancing: Staggered lunch for K-2 and 3-5.  Tables 2m apart.  Administrative: Whole-class bathroom breaks and hand sanitizing prior to arriving at cafeteria.  Table supervisors assigned to selected tables to ensure consistency for classroom bubbles.  Table supervisors retrieve lunch for students who are purchasing to eliminate the need for cafeteria lineups.  Table supervisors dismissing K-2 students and leading them back to class to ensure class bubbles and distancing in the hallway.  3-5 teachers dismiss their students from assigned seating and lead their students to class to ensure class bubbles and distancing in the hallway.  NMM: Table supervisors will wear NMM |
| Playground | Close/Prolonged | Medium | Administrative: Rotational indoor and outdoor recesses to lower the number of students on playground.  Zoned areas for classroom bubbles. |
| Locker areas | Close/Brief | Low | Physical Distancing: 2m distancing between class lockers when possible or strategic end of class dismissal. |
| Theatre | Close/Prolonged | Medium | When theater is used, there are strategic assigned classroom seating areas to ensure social distancing. |

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| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Distant/Brief | Low | Physical Distancing: Alternative staff meeting location s (theater, library, or cafeteria). |
| EAs/SIWs | Distant/Brief | Low | Physical Distancing during breaks.  Assigned, as much as possible, to classroom bubbles.  EAs designated to multiple classrooms will wear masks in classrooms where they spend the least percentage of their workday.  NMM: SIW wear face mask/and or shield when not able to maintain 1m distance from students. |
| Custodians | Distant/Brief | Low | Physical Distancing:  Day time custodians will wear masks when entering classrooms.  Custodians have designated areas to sanitize. |
| Students | Close/Prolonged | Low | Physical Distancing: Classroom bubbles.  Administrative controls: One-way traffic areas.  NMM: Encouraged to wear masks in all common areas. |
| Resource Students | Distant/Brief | Low | Administrative: Resource students remain in classroom bubbles as much as possible.  Individual work areas in resource room 2m apart if necessary.  NMM: Teachers, EAs, and visiting professionals will wear face mask/and or shield when not able to maintain 1m distance from students. |
| Parents/Guardians | Distant/Brief | High | Administrative: Parent(s)/Guardian(s) wait outside main entrance if retrieving their son/daughter. A staff member will lead student to the door to verify safe pickup.  No entry without first making an appointment.  NMM: Must wear mask if granted entrance to the school. |
| Visiting Professionals | Distant/Prolonged | Medium | Administrative: By appointment only. Visiting professional must complete visitor log.  NMM: Visiting professionals will wear facemask/and or shield when not able to maintain 2m distance from students. |

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| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Staff room appliances | Close/Brief | Low | Administrative: Each staff will sanitize handles/buttons etc. after each use. |
| Water fountains | Close/Brief | High | Administrative: Students will have their own bottles for filling. Water fountains will be retrofitted by end of September early October. Teachers will fill water bottles for students. |
| Shared books/handouts | Distant/Prolonged | Low | Administrative: Teachers, as much as possible, will provide students with their own materials such as math manipulatives. Disinfect anything shared before redistributing.  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 | Close/Prolonged | Medium | Administrative: Class bubbles. Computers disinfected after use. |
| Shared tools | Distant/Prolonged | Medium | Administrative: Teachers, as much as possible, will provide students with their own handouts such as math manipulatives. Disinfect anything shared before redistributing. |

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 * 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis. | Social Distancing floor decals are strategically placed so that classes remain 2 meters apart during bus dismissal; Directional arrows are placed in narrow hallways; Designated stairwells for the flow of traffic; Rotational indoor & outdoor recess with designated playground locations; Strategically timed whole-class washroom visits to prevent classroom bubble interactions; Designated cafeteria tables with consistent table supervisors; Tables are 2m apart; Students who purchase lunch will have lunch brought to them by their table supervisor. | All Staff | In Progress |
| * 1. **Consider staff, students, visiting professionals, parents/guardians, and community members.** | * *“Return to School”* document (EECD) * Staff rooms (maximum capacities) * Allocated room for visiting professionals * Parents/guardians: appointments, room allocated for meetings * Community members: Restrict where possible, else limit access. | Staff rooms will have a maximum capacity ensuring 2m distancing.  Room 209 is the designated room for visiting professionals.  Room 168, which is situated on the first floor away from main classrooms, is the designated room for visiting parents/guardians who have been granted permission by administration to enter the school to meet with staff members. | All Staff | Done |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | Tables in the cafeteria have been placed to ensure 2m distancing. Also, additional tables are placed in the foyer area for upper-elementary. There are designated K-2 and 3-5 lunch hours. The additional tables allow for the quick serving of lunch to upper-elementary students without needing to wait until lower-elementary tables are properly sanitized. | Supervising Staff | 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. | Directional arrows and floor signage indicating appropriate start and stop points. | Admin | Done |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. | Plexiglass placed on counter in office. | Admin | Done |
| * **Establish protocols to ensure people don’t congregate in groups**      1. (staggered arrival, start, break/recess, lunch and release times and locations, virtual rather than in-person meetings, limit access to common areas, etc.). | * *“Return to School”* document (EECD) * Consider what protocols you might put in place for certain times of day (i.e. wearing NMMs in common areas? PD indicators on floor? Will students eat in classrooms/bubbles? PD in line for cafeteria) * Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way | Students are encouraged to wear face masks and staff will wear facemask when outside their classrooms and are in common areas such as hallways.  Rotational indoor and outdoor recess, staggered lunch breaks, | Staff | In Progress |
| * **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)? | Continue to hold weekly virtual *Education Support Team* meetings to reduce the number of visiting professionals. | Admin | In Progress |
|  |  |  |  |  |
| Lightbulb**Describe how physical distancing is being implemented and communicated.**   * **Kindergarten to Grade 2**  1. In school full-time with a teacher 2. Reduced group sizes whenever possible 3. Children within groups may interact but must distance from other groups.  * **Grades 3 to 5**  1. In school full-time with a teacher 2. Reduced group sizes, wherever possible 3. Children within groups may interact but must distance from other groups   **Morning breakfast program** will be temporarily on-hold as social distancing regulations will substantially increase the time required to run the program resulting in a loss of instructional time. Also, maintaining classroom bubbles would not be feasible. Therefore, we will increase the number of snacks in individual classroom food baskets. Food baskets will be delivered at the end of the day so that the food is in the classroom for morning arrival. Baskets will be placed outside the classroom by the teacher at 12:45 for sanitation and refilling.  **Mathematical manipulatives** have been divided so that each class has a set. These are then distributed within the classroom pods. A student toolbox/bag of personal manipulatives can be made to further avoid cross contamination. The teacher will ensure proper sanitation of manipulatives prior to redistribution if student toolboxes/bag is not utilized.  **Cafeteria procedure** will no longer have students, who are purchasing, line up to retrieve their meals. Instead, all students will go to their designated tables. Supervisors will bring purchased meals to students. Students will, therefore, remain at their assigned tables thus ensuring distancing from other groups.   * 3 supervisors will cover two tables each for a total of 6 tables. The tables are appropriately placed to ensure social distancing between bubbles. * Teachers will take their students to the bathroom before arriving at the café. * Students, as much as possible, should not be leaving the cafeteria to use the first-floor washroom.   **Washroom procedure**: Classrooms that do not have student washrooms within them will schedule whole-class bathroom breaks at designated times at designated washrooms. The objective is to adhere to EECD’s directive that children within groups may interact but must distance from other groups. Custodians will be provided teacher whole-class bathroom schedules to quickly disinfect areas.  **Water Fountain procedure**: Fountains will need to be closed until retrofitted.  **Dismissal**: Floor decals and spacing between classes/groups.  **First Recess**: The first recess of 15 minutes will be indoor with students remaining in their classrooms for free time. Each room will have a designated EA remain in the room during recess. In-the-area-supervision will occur with two teachers circulating the hallways stopping at each classroom doorway. Classroom teachers will decide on a list of appropriate and approved choices for the students. The list should be visible to the supervisor and the classroom EA.  **Second Recess:** The playground will be divided into 3 play zones. The middle section will have a supervisor stand observing play areas. K-2 has 6 classes and 3-5 has 5 classes. Two classes from each group may use the playground per day. The other classes would have a second indoor recess with EA and one teacher supervising like first recess. K-2 teacher will meet their class at the playground doors and walk them back to class. | | | | |

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 * Refer to **PD\_Masks\_Descriptive Table** | Students must attempt to reasonably maintain 2m social distancing when exiting the bus. When entering the school, students will clean their hands with a sanitizer immediately before entering their classroom. Custodians will disinfect high traffic area at the end of bus arrival.  Alternating indoor and outdoor recesses for classes to enable physical distancing and respecting student groupings. | Stacey MacPhee  Donna Duguay  Lisa Ann LaPointe  Admin | In Progress |
| 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? | Lunch breaks are staggered between upper and lower elementary.  Food is served to students who remain at designated cafeteria tables. | Admin | Done  In Progress |
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| **The supervising teachers, along with bus drivers, will ensure that one bus is unloaded at a time allowing the supervisor to remind students who are exiting the bus to remain 2m apart as they enter the school and go directly to their classrooms. One supervisor will be at the bus, one supervisor will be at the school entrance, and multiple supervisors will be in hallways.**  **Rotational outdoor and indoor recess will aid in social distancing of individual classrooms. A schedule has been created.**  **K-2 teachers will have an order in which students will be brought down to their designated cafeteria tables. This will be based on the order of their designated tables in the cafeteria and classroom location to prevent students from having to unnecessarily pass by other classes. However, there remains an acceptable amount of distance in front of each table if a class does have to pass other classes. There will be a staggered exit of K-2 classes by table supervisors.**  **3-5 teachers will have an order in which students will be brought down to their designated cafeteria tables. This will be based on the order of their designated tables in the cafeteria to prevent students from having to unnecessarily pass by other classes. However, there remains an acceptable amount of distance in front of each table if a class does have to pass other classes. There will be a staggered exit of 3-5 classes led by 3-5 teachers.**  **Bus dismissal will see students remain in designated locations marked by visual floor signage. As one class moves outdoors to enter the bus, in an ordinal manner, the next class moves up to the next floor marker.** | | | | |

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 | Sharing of policy  Casual employees screened prior to entering the school.  NMM: Face masks required for all casual employees. | Administrative Team | In Progress |
| 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 | As described in Risk Assessment (2).  Communication tree  As described in Risk Assessment (2). | Administrative Team  Administrative Team | In Progress |
| 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.** |

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 | Hand-washing signage posted in washrooms.  Sanitizing stations in each classroom. | Custodians  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? | All entrances will have sanitization stations.  Day time custodian and custodial 2 monitor supply levels at all stations throughout the school. | Custodians | In Progress |
| 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. | * School custodial staff * District facilities management | Regular monitoring throughout the day to ensure washrooms remain equipped with essentials.  New cleaning and disinfecting standards have been approved and they are part of the Return to School document.  EECD will indicate the amount of time on task required to perform the additional cleaning to meet standards. | Custodians | In Progress |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Hand-washing posters placed in all bathrooms. | Admin.  Custodians | In Progress |
| * 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 | Scheduled times for whole-class bathroom breaks shared with teachers.  Maximum 2 students in general washrooms at a time. | All Staff | In Progress |
| 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 station routines and procedures. | All Staff | In Progress |
| * 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 | Hand sanitizing station routines and procedures. | All Staff | In Progress |
| * 1. Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards. | * **School Disinfection & Cleaning Standards** * Identify high touch areas in your building * Educate/Train custodial staff on new cleaning measures (Facilities team and HSC) however, consider the importance of this duty and perhaps think of ways to show appreciation – include students? * Cleaning & Disinfecting Schedule (Excel) | New cleaning and disinfecting standards have been approved and they are part of the Return to School document.  EECD will indicate the amount of time on task required to perform the additional cleaning to meet standards.  A cleaning and disinfecting schedule has been provided by district. | Assistant  Facilities  Manager  Admin  Custodians |  |
| * 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 | Regular Maintenance | District  Maintenance |  |
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8. Personal Hygiene Etiquette

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Use masks according to the *Return to School* document protocols.** | * *“Return to School”* document (EECD) | Staff will wear face masks in common areas. Students will be encouraged to wear face masks when they are not in their classrooms. Classroom teachers are encouraged to wear a face shield when not able to maintain a minimum of 1 meter from students such as during guided reading.  All other teachers that come into that bubble that are still from within the school must maintain a minimum 1m or wear a mask.  A supply teacher coming into the school must maintain 2m or wear a mask. | All Staff | In Progress |
| 1. **Promote appropriate hand and respiratory hygiene.** | * [Handwashing Poster](https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/coronavirus/covid-19-handwashing/covid-19-handwashing-eng.pdf) | Staff will review and promote hand and respiratory hygiene to their students. | All Staff | In Progress |
| * 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) | Monitor and maintain hand sanitizing stations. | Day time Custodian & Custodian (C2) | In Progress |
| * 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? | Staff will review and promote hand and respiratory hygiene to their students.  Use morning announcements, school FB, and voicemail to routinely promote importance of hygiene/cough etiquette. | All Staff | In Progress |
| * 1. Evaluate the school, as a part of its risk assessment, for shared objects and common areas and increase frequency of cleaning of touched surfaces/objects (minimum twice daily) and availability of hand sanitizer. This includes washrooms. | * **School Disinfection & Cleaning Standards** * Revisit Cleaning & Disinfection section for list of shared objects and common areas. Where they cannot be removed, ensure signage is visible and sanitization/disinfection supplies are present | JHSC will Frequently Re-evaluate Operational Plan and make necessary changes. | JHSC  Custodian (C2) | In Progress |
| **Personal Hygiene – Strategies:** |  |  |  |  |

9. Protective Measures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.   \*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD) * District Student Support Services * Guidelines for itinerant (visiting) professionals | Desktop barriers have been ordered by District and will be installed a.s.a.p.  Floor signage has been placed.  Least Restrictive Environment respecting social distancing designated for students with complex needs. | Admin  EST-R | In Progress |
| 1. **Provide personal protective equipment – only for those situations that require it:** | * [OHS Guide-PPE](https://ohsguide.worksafenb.ca/topic/ppe.html) * [PPE Poster](https://www.york.ca/wps/wcm/connect/yorkpublic/a71d0985-7ab5-4a2d-9a10-808a17e10ca5/Personal+Protective+Equipment+Poster.pdf?MOD=AJPERES&CVID=mu8SU02) * District Student Support Services | Staff who work with vulnerable students or students with maladaptive behavior tendencies have access to NMM, face shields, and other PPE. | EST-Resource | 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 | All professionals granted access to the L.E.R. school will not only sign the visitor book located in the main office, but also carry with them and complete a location log identifying the classes or students that they visited. This will be submitted to the office prior to leaving the building.  Logs will be housed in office to be made available to Public Health. | Admin | In Progress |
| * **Additional Protection** | | | | |
| * 1. Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols.   2. Considerations for schools licensed under Food Premises Regulations | * [Health Canada information on non-medical masks and face coverings](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html) * *“Return to School”* document (EECD) | NMM are available for individuals who exhibit symptoms.  In addition, NMM are required of all staff when in common areas.  Meet with Ronnie Doyle who is managing cafeteria services at the L.E.R. |  | Done  In Progress |
| **Protective Measures – Strategies:** |  |  |  |  |

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 | Operational Plan sent to all staff prior to opening day.  Forwarding all germane memos and updates to appropriate staff members.  All staff to review the PowerPoint on OHS Act & Regulations (on Teams)  \*Supporting documents on Teams: -Handouts on Duties of Employer, Supervisor, Employee -Copy of OSH Act -Copy of General Regulation 91-191 | Admin | In Progress |
| 1. **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.** | * [OHS Guide-New Employee Orientation](https://ohsguide.worksafenb.ca/topic/orientation.html) | Virtual Staff Meeting held on August 24th.  Staggered classroom numbers for the week of September 8th-11th (i.e. each class will have half their students) during opening days to aid in teaching new procedures and routines.  All staff to review PowerPoint on COVID-19 (on Teams)  \* All staff & students to watch informational videos produced by ASDN. | Teaching  Staff | In Progress |
| 1. **Provide staff the employee training on the COVID-related work refusal process.** | * [Right to Refuse](https://www.worksafenb.ca/safety-topics/covid-19/covid-19-and-the-right-to-refuse/) Process * School District HR | Documents shared electronically.  Reviewed at staff meetings  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 | In Progress |
| 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 | All professionals granted access to the L.E.R. school will not only sign the visitor book located in the main office, but also carry with them and complete a location log identifying the classes or students that they worked with. This will be submitted to the office prior to leaving the building.  Visitor logs will be maintained by school admin.  Records of staff orientation, training, instruction will be maintained by school admin staff. | Admin | In Progress |
| 1. **Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.** | * Supervisors = Principals and Vice Principals - this will be done by HSC & PH | Principal and Vice-Principal will meet with EST-R to review guidelines and processes established by Public Health.  Principals and Vice Principals to review protocols for working with Public Health as on the Outbreak Management Plan. | Admin | In Progress |
| 1. **Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.** | * Facilities, DSSS, and HSC will provide support for this | Forwarding all germane memos and updates to appropriate staff members.  When/if PPE is required proper instruction will be provided. | Admin | In Progress |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | Personal Protective Equipment such as face shields are available. | JHSC  Admin  EST-R | Done |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | Administration meets with staff to address concerns.  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.  Communication with Human Resources for recurring issues. | Admin | In Progress |
| 1. **Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.** | * [OHS Guide-JHSC](https://ohsguide.worksafenb.ca/topic/fixed.html) * Involve your JHSC as much as possible! | Regular JHSC meetings.  This plan will be reviewed with the JHSC and they will be part of its regular review. | JHSC | In Progress |
| 1. **Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.** | * [OHS Guide Topic-Supervision](https://ohsguide.worksafenb.ca/topic/supervision.html) | There has been an increase in the number of supervisors during student arrival and student lunch hours.  School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes. | Admin | In Progress |
| 1. **Communicate to all staff the requirement to co-operate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.** 2. **Schools must engage the district from the beginning.** 3. **Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.** 4. **Once the district is advised of a positive case, they must then report it to WorkSafeNB.** | * **EECD Outbreak Management Plan**    + 11, 12, 13, 14 are all addressed in the OMP * *Return to School* document | 11) Staff meetings.  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).  12) District approval of Operational Plan prior to operationalizing plan.  13) Operational Plan posted on FB after approval, a summation of the plan posted on FB, a voice mail sent to parents/guardians to review plan and send any questions via FB about the plan thus allowing for L.E.R. to develop a Frequently Asked Question section on our social media page.  14) Follow WorkSafe NB guidelines. | Lisa Pelletier  Admin | In Progress |
| **Occupational Health and Safety – Strategies:** | |  |  |  |

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. | The L.E.R. designates the least restrictive environment room (Room#234) as the designated isolation location.  When a parent/guardian is notified that his/her child is suspect, pick-up is to occur within an hour of notification. Caregivers must be aware that this is an expectation. When arriving at the school to pick-up the child, parents/guardians will remain outdoors, and the student will be brought to the parent.  .   * Symptomatic students must be immediately separated from others in a supervised area until they can go home. Where possible, anyone providing care to an ill learner should maintain social distancing. * The group of combined students/staff the symptomatic student was with not mix with the rest of the school population until the ‘suspected case’ is assessed. * If circumstances allow, the student should wear a community mask while waiting in isolation location. * Hygiene and respiratory etiquette must be practiced while the ill student is waiting to be picked up. * Environmental cleaning and disinfection of the isolation area must be conducted once the ill learner has left the facility. * If an outbreak is confirmed, post appropriate notices for caregivers at all entrances to the facility to ensure that appropriate information is available for staff and caregivers if needed or requested. * The school will follow directives of Public Health.   Once room is vacant, the area will be disinfected.  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. | All Staff  Custodian | In Progress |

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 | The principal and vice-principal will increase informal ‘check-ins’ with all staff. | Admin | In Progress |
| 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 | Admin will consult with EST-Guidance | Admin  EST-R  EST-G | In Progress |
| **Mental Health Support – Strategies:** |  |  |  |  |

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? | We will increase the number of announced fire drills so that students and staff become accustomed to the routine and will have time to ensure face masks are worn.  Appointments and notes in advance are mandatory. Parents/Guardians are to go to main entrance and use the intercom to notify the administrative assistant. A staff member will lead the student down to the office, get required information from administrative assistant to ensure that they bring the student to the correct parent and guardian.  SIW will be sent to the classroom to support and help the student work through the issue. The L.E.R. uses the Zones of Regulation program, which aids students to self-regulate and remain in the classroom. In the event the student cannot regulate, the student can take a break in the designated SIW room. The room will have stations with calming items available. The items are to be disinfected once the student can return to class. Students are never sent to the office as the office is a very busy area and can be entertaining for students which can unintentionally reinforce the student’s maladaptive behavior. Administration may be called to assist if SIW and EST-R require additional assistance. | Admin  All Staff | In Progress |
| **Additional Considerations – Strategies:** | |  |  |  |

1. All schools and district offices are required to implement a COVID-19 Operating Plan and have a written copy of it on-site. Reference to “*Return to School, September 2020”* document and its appendices provide the primary support for this document. [↑](#footnote-ref-1)
2. Categories and spirit of this table were adapted from: [“Public Health Principles for a Phased Reopening During Covid-19: Guidance for Governors”](https://www.centerforhealthsecurity.org/our-work/pubs_archive/pubs-pdfs/2020/200417-reopening-guidance-governors.pdf) by the *Johns Hopkins Bloomberg School of Public Health* [↑](#footnote-ref-2)