

RATIONALE – Effective Risk Mitigation – Infection and Prevention Controls

The best prevention controls in a workplace are achieved by first focusing on recommended physical distancing and taking every reasonable step to configure the physical site to apply an appropriate physical distance between people. All must practice appropriate hand hygiene and respiratory etiquette. Once all reasonable options in this category have been exhausted, move to engineering controls (e.g., barriers) and conduct the same exercise, then administrative controls (directives), and so on until personal protective equipment (PPE) as a final step, if required.

In addition to the guidelines and regulations, everyone in the school is responsible for ensuring their own safety and the safety of all others.

Visible signage with clear messaging is a key component to effective on-site communication regarding the prevention and control of COVID-19.

The K-12 Return to School September 2020 document is the comprehensive and first reference point for this document.

Communications	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Communications		
Communicate operational strategies, provide orientation to school personnel and students.	Staff Orientation Day Talk mail/Facebook for caregivers -Orientation - staggered entry PLEP Plan Documents	In Progress
Communicate operational strategies, provide orientation to visiting professionals	Visitors QR code survey required to enter building Appointment required to visit/sign in. Post Signs for QR code- advise caretakers to add QR reader to their device Provide I pad at entry to allow families without a personal device to sign in. PLEP Plan Documents.	In Progress
Communicate operational strategies to parent/caregiver and school community.	District Communications	In progress

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Communication Strategies:

Describe how school operational strategies are being communicated

- [Plan developed with leadership team/Work Safe: Lou MacNarin School Face Book Page, Lou MacNarin School Web Page, Lou MacNarin School Talk Mail, PSSC Committee/PSSC](#)
- [Plan shared with staff](#)
- [Plan shared with caregivers/community stakeholders](#)
- [Signage posted.](#)

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Building Access	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<u>Building Access</u>		
Controls are in place to prevent the public from freely accessing the operational school.	<p><u>The Front door is the only door the public may enter the school and must be buzzed in by office staff. All public must complete Covid 19 survey via QR code survey on phone or I pad provided by the school.</u></p> <p><u>All doors PLEP Plan Documents</u></p> <p><u>Doors kept locked during instructional time.</u></p> <p><u>Sign and PPE in stations for soft entry posted at all entrances.</u></p> <p><u>3rd Party Professionals will fill out Online survey for contact tracing. When travelling in the school, they are expected to wear a mask when students are in the building and when 2 meter distancing is not possible... Door 1 Entrance. Staff will use Door 2 or bubble door with key entry. requires admittance by SAA</u></p> <p><u>Cafeteria space Staff will have tables for homerooms set up for drop off of items with no contact door keys to allow entrance.</u></p>	In Progress
Procedures are in place to reduce congestion and follow physical distancing requirements during the school start and dismissal times.	<p><u>Entry points K – 1 hallway – middle K – 2 playground door. Door 3</u></p> <p><u>Upstairs – West side – West Parking door Door 2</u></p> <p><u>Upstairs – East Side – East Parking Door 5</u></p> <p><u>PLEP Plan Documents</u></p> <p><u>Students will be required are to enter through go directly to their bubble door. See attached map. Appendix A.</u></p> <p><u>Teacher scheduled outdoor breaks – Recess and Lunch will be indoor. Outdoor play by class.</u></p> <p><u>Playground divided into 6 different zones assigned to a class for the week and rotated on a six week schedule.</u></p> <p><u>Dismissal time: K – 2 – Students will leave through their bubble door by bubble. Single file, masks on. They will go around the school, travelling west to east ending at the 3 – 5 parking side to complete drop off to parents.</u></p> <p><u>3 – 5 – bus students will stay in their class. Buses will be called. Students will wear a mask in the hallway until they board the bus. Students will leave through their bubble door for Immersion classes and the 3 Prime students through 4- 5 entrance and walk around the school to load on their bus after entering the building.</u></p>	In Progress
Provide COVID controls for staff working outside of the classroom.	<p><u>Return to School document –</u></p> <p><u>Staff will complete survey and diary of which students they work with. This document will be provided to the</u></p>	In Progress

	<p><u>office as they leave to maintain contact tracing protocols.</u></p> <p><u>3 rd party professionals will wear masks at sign in, in the hallway and in class if they cannot maintain 2 meter distancing.</u></p> <p><u>Resource teachers will work in a variety of classes wearing masks, when unable to maintain 2 meter distancing. Exceptions may be required for working with special needs students.</u></p>	
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Building Access:

Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. E.g., use visitor logs.

QR Code Surveys for visitors. Parents must have an appointment to visit the school. Drop off and pick up of items/children will require a QR code survey and drop off items in the cafeteria. Homeroom teacher will be notified to have items picked up.

All doors are locked.

Supply teachers/EA's will need to sign in at the office for payroll.

Risk Assessment	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Risk Assessment	Risk Assessment Guideline Health Canada	
Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.	OHS Coordinators Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic Risk Mitigation Tool	In Progress
Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.	<u>Return to School document.</u> <u>Isolation Room outside of the office will be used to segregate student until they are picked up by caregiver. Staff (EA) will be assigned to supervise the student with physical distancing. 110</u>	<u>In Progress</u>

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Physical Distancing	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Implement physical distance protocol.	<i>Return to School</i> document Facilities staff	In Progress
<ul style="list-style-type: none"> Consider staff, students, visiting professionals, parents/guardians, and community members. 	Itinerant professional plans	In Progress
<ul style="list-style-type: none"> Arrange furniture to promote the physical distancing requirements. (Include a reception area). 	<u>2 meter markers on the walls. Directionality arrows on the walls. Wait markers for the floor in the common areas – washrooms, office, hallways.</u>	In Progress
<ul style="list-style-type: none"> Provide visual cues on floor, indicate directional movement where appropriate, “no-stopping” areas in narrow hallways, etc. 	<u>Closed cubicles and sinks to maintain social distancing. Bubble staircases. Center staircase split for directionality.</u>	In Progress
<ul style="list-style-type: none"> Determine if installation of physical barriers, such as partitions, is feasible. 	<u>Desks and tables arranged to maintain physical distancing where possible.</u> <u>Partitions requested to provide a barrier.</u>	In Progress
Establish protocols to ensure people don't congregate in groups (staggered arrival, start, break/recess, lunch and release times <u>and</u> locations, virtual rather than in-person meetings, limit access to common areas, etc.).	<i>Return to School</i> document <u>Staggared start to the school year. 1/3 Tuesda, 1/3 Wednesday, 1/3 Thursday – all students Friday.</u> <u>Lunch /snacks will be eaten in the classrooms.</u> <u>Waste will be taken home by students.</u> <u>Cafeteria when open will use online orders and payments exclusively.</u> <u>Breakfast club will be delivered to classroom</u> <u>Staff room has been moved to a larger location with physical distancing.</u> <u>Music will be in class.</u> <u>Plexi glass barriers will be purchased and installed.</u> <u>Staircases/hallways/will be assigned to bubbles.</u>	In Progress
Evaluate options to reduce those required onsite,		In Progress
Evaluate the risk of individuals/class bubbles coming closer than one metre, or two metres in common areas at the high school level. 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.		In Progress

Physical Distancing:

Describe how physical distancing is being implemented and communicated.

[Staff meeting, staff document, e mail, Facebook, talk mail.](#)

Transition Times		
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.	District OHS Coordinator Facilities Staff See playground schedule and zones Appendix B Staggered entry K – 5 Tuesday, Wed, Thursday.	In Progress
School layout guide maps to inform students, staff, visitors, and public are encouraged.		
Provide time for food preparation and mealtimes.	Return to School document Food Prep Cafeteria Kitchen Breakfast Club – Staff /Breakfast Club Kitchen Planning for food choices and delivery to classes.	In Progress

Transition:

Describe how transitioning/staggering is being implemented and maintained.

[Specialists will come to bubble classes and provide instruction in class or escort bubble group to the gym and return to class at the beginning and end of period. The gym will be separated into 2 bubbles. Each physical education specialist will maintain the same bubble groups. Students will wear masks when travelling in the hallways.](#)

[Students will wear masks going to washrooms and with third party professionals and when they are out of their bubbles.](#)

[See Appendix B.](#)

Screening	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Ensure that the staff understands and implements its screening process.	Staff meeting, document with processes.	In Progress

Outline how passive screening requirements are being met and communicated.

[Covid question survey, hand sanitizer, social distancing, community masks, Covid Question sign.](#)

[C1 \(daytime +1 person will maintain an inventory of sanitizing items.\)](#)



- QR code for deliveries and pick ups

QR code for third party professionals, appointments, supply staff, facilities, etc.



Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school.		
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.	EECD Outbreak Management Plan <i>Return to School</i> document	In Progress
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.	EECD Outbreak Management plan. Room 110	done

Screening:

Cleaning and Disinfection Procedures	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
	<i>Return to School</i> document and appendixes for guidelines	In Progress
<ul style="list-style-type: none"> Proper hand hygiene practiced before and after handling objects or touching surfaces. 	Hand Sanitizer Poster – in classes, washrooms	In Progress
<p>Ensure availability of all necessary supplies for cleaning and disinfecting. Consider "Sanitization Stations" for accessing, borrowing and returning products by staff.</p> <p>Designate personnel responsible for monitoring supply levels and communicating with administrators.</p>	Assign to staff member (2nd Daytime C1 to maintain inventory of of sanitizing.	In Progress
Washrooms		
<ul style="list-style-type: none"> 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. Foot-operated door openers may be practical in some locations. 	Schools Custodial and District Facilities Management	In Progress
<ul style="list-style-type: none"> Hand-washing posters must be posted. 	Handwashing Poster	In Progress
<ul style="list-style-type: none"> For multiple stalls and sinks in washrooms, limit access through a maximum numbers allowed in the space at one time based on distancing requirements. 	Stalls /sinks are identified as in use or not in use.	In Progress
Since physical barriers are not always possible:		
<ul style="list-style-type: none"> Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items. 	Cleaning and Disinfection Guide for Schools	In Progress
Encourage proper hand hygiene before and after handling objects or touching surfaces.	Hand sanitizer provided at entrance/exit of the school, self monitoring stations, wipes for I pads used for QR coding survey.	In Progress
Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	Cleaning and disinfecting guide	In Progress
For ventilation, consult the <i>Return to School</i> document.	Facilities staff	In Progress

Cleaning and Disinfection:

Describe the cleaning and disinfection procedures and how they are being managed.

K—2 library books will be put on carts to be delivered to classes.

3—5 library books will be booked out by individual visits rather than class.

Play equipment will be used by bubbles and not shared.

Physical education equipment will be sanitized between use by bubbles or equipment used will be limited to each bubble and sanitized when moved to a new bubble.

Staff must bring their own dishes and cutlery. Common items are not to be shared.

Frequent use items like door nobs will be sanitized repeatedly by C1.

Hand sanitizer will be available at all entrances to the school and in all classes.

Personal Hygiene Etiquette	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Use masks according to the <i>Return to School</i> document protocols.	<i>Return to School</i> document.	In Progress
Promote appropriate hand and respiratory hygiene.	Handwashing Poster Hand Sanitizer Poster Coronavirus disease (COVID-19): Prevention and risks	In Progress
<ul style="list-style-type: none"> Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate. 		Done
<ul style="list-style-type: none"> Provide minimum 60% alcohol-based hand sanitizer. 		In Progress
<ul style="list-style-type: none"> Communicate frequently about good respiratory hygiene/cough etiquette. 	Cleaning and Disinfection Guide for Schools	In Progress
<ul style="list-style-type: none"> 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. 		

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Protective Measures	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
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.	<i>Return to School</i> document District Student Support Services Guidelines for itinerant (visiting) professionals	In Progress
Provide personal protective equipment – only for those situations that require it:	OHS Guide-PPE	In Progress
• Hand protection (nitrile, rubber or latex gloves)	PPE Poster	In Progress
• Eye protection (safety glasses, goggles or face shield)	District Student Support Services	In Progress
• Other PPE as determined necessary through the risk assessment		In Progress
In areas where following the school physical distancing standards as set out in the <i>Return to School</i> document is not possible, maintain an accurate visitor log, and staff and student attendance log. This is in addition to regular school attendance logs. 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.	<i>Return to School</i> document Surveys developed for visitors to the building. Absence management will provide staff absences Third party professionals will be required to provide a list of who they visited.	In Progress See appendix C
Additional Protection		
Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the <i>Return to School</i> document protocols.	Health Canada information on non-medical masks and face coverings	In Progress
Considerations for schools licensed under Food Premises Regulations	<i>Return to School</i> document	

Personal Hygiene:

~~Describe how requirements for personal hygiene are being met and communicated. E.g. training for use of products and PPE.~~

~~Posters—Return to school document~~

~~PPE provided as requested.~~

~~Plexiglass dividers will be provided as requested.~~

Occupational Health and Safety	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Occupational Health and Safety Act and Regulation Requirements		
Communicate to staff and supervisors their responsibilities and rights under the <i>OHS Act</i> and regulations.	OHS Guide-Three Rights	In Progress
Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.	OHS Guide-New Employee Orientation	In Progress
Provide staff the employee training on the COVID-related work refusal process.	Right to Refuse School District HR	IN Progress
Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.		In progress. -
Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.		IN Progress
Ensure all <u>employees</u> receive information, instruction and training on the applicable <u>personal protective equipment</u> required to protect against COVID-19 in the school setting.		In Progress
Make available appropriate <u>personal protective equipment</u> for the school setting.	District Student Support Services	In Progress
*School district Human Resources confirm process for addressing employee violations of policies and procedures.		In Progress
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	In Progress
Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.	OHS Guide topic-Supervision	In Progress
<p>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.</p> <p>Schools must engage the district from the beginning.</p> <p>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.</p> <p>Once the district is advised of a positive case, they must then report it to WorkSafeNB.</p>	EECD and school outbreak management plan <i>Return to School</i> document	In Progress

Elements of the OH&S Act and Regulations – School-based COVID Response:

Outline how the requirements for OH&S within a COVID response are being met.

[Meeting with Joint health and safety to go over the document.](#)

[Share document with staff and community.](#)

Outbreak Management Plan – COVID Response:

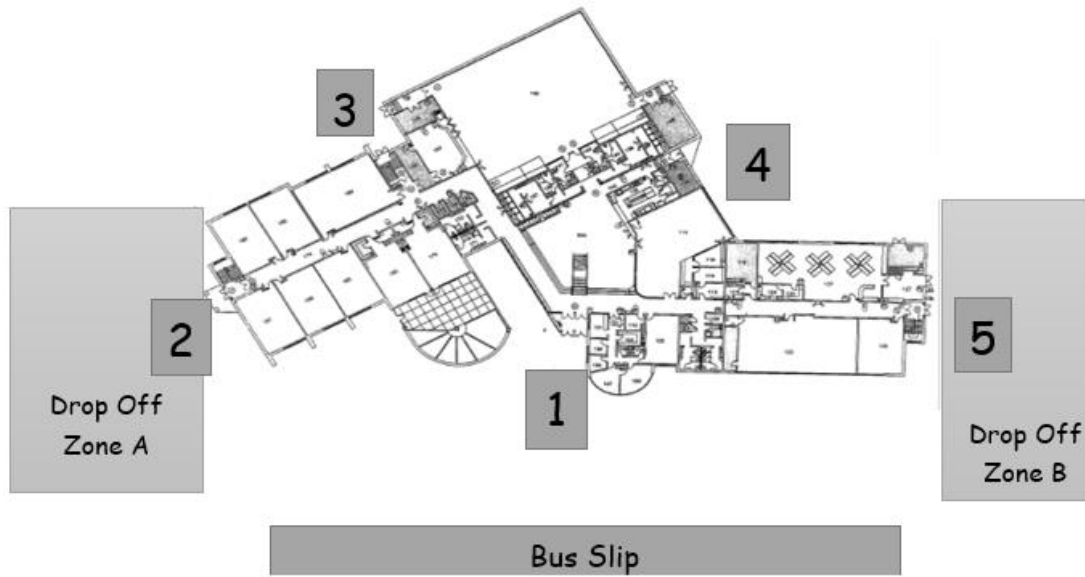
Using the *Return to School* document, outline how the requirements for COVID response are being met.

Additional Considerations: e.g., Mental Health Support	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.	GNB Mental Health Resource School District support staff School District Human Resources Staff	In Progress
Other, site-specific considerations: FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact NACTATR Guide to School Re-Entry	School District Support Services	In Progress

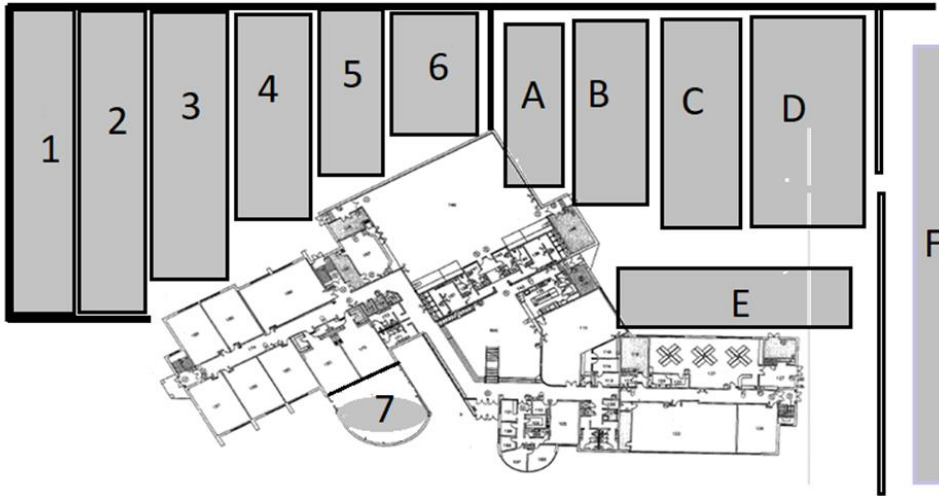
Additional Considerations:

Describe how any additional considerations are being met.

[Appendix A](#)



[Appendix B](#)



- QR code for deliveries and pick ups

Appendix C



- QR code for third party professionals, appointments, supply staff, facilities, etc.

