

2020 Reopening

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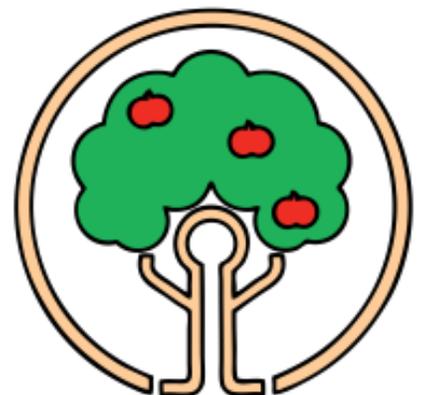
# COVID-19 PUBLIC HEALTH SCHOOL SAFETY PLAN CHECKLIST

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Current as of August 14, 2020

**Renfrew County and District  
Health Unit**

*"Optimal Health for All in Renfrew County and District"*





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## COVID-19 Public Health School Safety Plan Checklist

### When to use this checklist?

This checklist is intended to support the safe reopening of schools and improve their overall preparedness and management of COVID-19. It includes considerations for the development of policies and procedures, adherence to infection prevention and control practices, and appropriate response planning to ensure the health and safety of school staff, students, parents/guardians and essential visitors.

This supplementary checklist resource is to be used in conjunction with Ministry of Education, Ministry of Health and Public Health directives, guidelines, and recommendations. For additional information refer to the [Guide to reopening Ontario's schools](#) and [Renfrew County and District Health Unit's website](#).

Please note that this checklist resource was designed to support the conventional full day and the modified/adaptive school day reopening models. All items in this resource should be considered and discussed.

SCHOOL INFORMATION	
Name of School:	
Address:	
Person Completing the Checklist:	
Date:	



## A. School/School Board Recommendations

1.0	GENERAL MEASURES/POLICIES	<input checked="" type="checkbox"/>	NOTES
1.1	<p>COVID-19 related policies/protocols are developed and include:</p> <ul style="list-style-type: none"> <li>• Screening/Exclusion</li> <li>• Daily attendance records</li> <li>• Drop-off and pick-up</li> <li>• Visitor restrictions</li> <li>• Cohorting and staffing</li> <li>• Physical distancing</li> <li>• Enhanced cleaning and disinfection</li> <li>• Use of PPE</li> </ul> <p>COVID-19 Response Plan is in place if a student, parent/guardian, visitor or staff experiences symptoms and/or is exposed to COVID-19</p> <p>Staff are trained in all policies and procedures and staff completion of training is documented.</p>	<input type="checkbox"/>	
1.2	<p>A copy of the COVID-19 related policies and procedures and COVID-19 Response Plan is accessible to all staff, parents/guardians and emergency contacts.</p>	<input type="checkbox"/>	
1.3	<p>Staff are aware that if any person at the school is exhibiting symptoms of COVID-19 or has been exposed to COVID-19, the COVID-19 Response Plan shall be implemented immediately.</p>	<input type="checkbox"/>	
1.4	<p>Given the stringent screening, students and staff may spend many more days away from school. Consider how to manage additional student and staff absenteeism.</p>	<input type="checkbox"/>	
1.5	<p>Schools are required to follow all existing worker health and safety requirements, as outlined in the <i>Occupational Health and Safety Act</i> (OHSA) and its regulations.</p>	<input type="checkbox"/>	



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2.0	COMMUNICATION	<input checked="" type="checkbox"/>	NOTES
2.1	<p>In advance of the school year, parents/guardians receive and are aware of the enhanced COVID-19 related measures, expectations and guidelines:</p> <ul style="list-style-type: none"> <li>• New school protocols</li> <li>• Instructions for screening/exclusion</li> <li>• Drop-off/pick-up procedures</li> <li>• Information on physical distancing and hand hygiene</li> <li>• Protocols for symptomatic student/staff</li> </ul>	<input type="checkbox"/>	
2.2	Encourage the use of video and telephone calls with parents/guardians in place of in-person meetings.	<input type="checkbox"/>	
2.3	Signs are posted at entrances to the school to remind students, staff, parents/guardians and essential visitors about COVID-19 protocols (e.g., <a href="#">screening information</a> , <a href="#">hand hygiene</a> , <a href="#">physical distancing</a> ).	<input type="checkbox"/>	
2.4	Parents/guardians have provided an emergency contact that is able to pick up student whenever needed. Emergency contact is aware of all COVID-19 measures for physical distancing, hand hygiene and self-monitoring.	<input type="checkbox"/>	
2.5	Some staff and students may be at a higher risk of adverse outcomes from COVID-19 (e.g., those with underlying medical conditions). These individuals may attend school as per usual, however they should work with their healthcare provider to make an informed decision.	<input type="checkbox"/>	
3.0	SCREENING	<input checked="" type="checkbox"/>	NOTES
3.1	<p>A self-assessment must be completed by all individuals prior to entering the school. Educate staff, students, parents/guardians and essential visitors on the signs and symptoms of COVID-19.</p> <p>Resources:</p>	<input type="checkbox"/>	



	<ul style="list-style-type: none"> <li>• <a href="#">COVID-19 Reference document for symptoms</a></li> <li>• <a href="#">Ontario's COVID-19 Self-Assessment</a></li> </ul>		
3.2	<p>Parents/guardians perform <u>daily</u> screening of their child(ren) for COVID-19 symptoms BEFORE leaving for school using a <i>self-assessment</i> checklist.</p> <p>Direct parents/guardians to:</p> <ul style="list-style-type: none"> <li>• Check their child's temperature (fever <math>\geq 37.8^{\circ}\text{C}</math>)</li> <li>• Monitor for signs and symptoms (including atypical symptoms) of COVID-19</li> <li>• If any signs or symptoms, student must stay home and school must be contacted.</li> </ul>	<input type="checkbox"/>	
3.3	<p>All staff complete a <u>daily</u> self-assessment screen for COVID-19 symptoms BEFORE arriving at school.</p> <ul style="list-style-type: none"> <li>• Staff must check their own temperature</li> <li>• If any signs or symptoms, staff must stay home and school must be contacted.</li> </ul>	<input type="checkbox"/>	
3.4	<p>Hand hygiene stations with alcohol based hand rub (ABHR minimum 70%) are available at all school entrances along with COVID-19 information/signage (e.g., <a href="#">screening information</a>, <a href="#">hand hygiene</a>, <a href="#">physical distancing</a>).</p>	<input type="checkbox"/>	
3.5	<p>Only essential visitors are permitted on school property (e.g., maintenance, fire marshal, public health). Essential visitors complete a self-assessment screen for COVID-19 symptoms BEFORE arriving/entering school. If any signs or symptoms, essential visitor must not enter school.</p>	<input type="checkbox"/>	
3.6	<p>Daily records (e.g. attendance and visitor sign in) of anyone entering the school setting must be maintained and kept on-site (includes staff, students, parents/guardians and essential visitors).</p> <p>Each record should include:</p>	<input type="checkbox"/>	



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	<ul style="list-style-type: none"> <li>Name</li> <li>Contact information</li> <li>Time of arrival and departure</li> <li>Screening Completion</li> </ul>		
3.7	Staff working in multiple locations should be screened as visitors and kept on record.	<input type="checkbox"/>	
<b>4.0</b>	<b>DROP-OFF AND PICK-UP</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
4.1	Identify locations and times for drop-off/pick-up and plan staffing requirements for monitoring student arrivals/departures via private transportation and active travel (e.g., walking, wheeling).	<input type="checkbox"/>	
4.2	Create signage or landmarks to make drop-off and pick-up locations easy to identify.	<input type="checkbox"/>	
4.3	Drop-off/pick-up procedures should support physical distancing and cohorting using strategies that may include: <ul style="list-style-type: none"> <li>Only one designated parent/guardian drop-off</li> <li>Separate cohort entrances (if applicable and possible)</li> <li>Use multiple entrances and exits to disperse student entry and exit if possible</li> <li>Staggering entry or limiting the number of people in entry areas</li> <li>Physical distancing ground markings</li> </ul>	<input type="checkbox"/>	
4.4	Limit student personal belongings brought to school (e.g., toys, games, etc.).	<input type="checkbox"/>	
<b>5.0</b>	<b>COHORTING AND STAFFING (if applicable)</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
5.1	Students remain in contact with only their classmates and a single teacher for as much of the school day as possible (cohort).  Cohort group does not mix with other cohort groups.	<input type="checkbox"/>	



5.2	Cohorts remain in the same classroom/space as much as possible. If a different teacher is required, staff should come to the classroom to prevent student movement to other rooms.	<input type="checkbox"/>	
5.3	Ensure a plan to prevent mixing of cohorts in washrooms/change rooms.	<input type="checkbox"/>	
5.4	Records should be kept regarding which students/staff are assigned to each cohort. Daily attendance records should be kept within each cohort.	<input type="checkbox"/>	
<b>6.0</b>	<b>PHYSICAL DISTANCING</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
6.1	Physical distancing (i.e., 2 metres) is maintained between and within cohorts in both indoor and outdoor learning and play spaces.  The school should have a plan to monitor/enforce physical distancing.	<input type="checkbox"/>	
6.2	Physical distancing strategies are incorporated in the school: <ul style="list-style-type: none"> <li>• Increase physical distance of chairs and tables/desks in all rooms (including cafeteria, library, staff areas)</li> <li>• Arrange student desks 2 metres apart</li> <li>• Incorporate more individual activities. Avoid planning activities involving shared objects/toys</li> <li>• Create designated routes for students/staff to get to and from classrooms</li> <li>• Use markings on floors and walls to promote physical distancing, including for lines/queues (e.g., tape on floors, signs on walls)</li> <li>• Use a temporary, floor to ceiling physical barrier when two cohorts are using the same indoor space (e.g., gym)</li> <li>• Move activities outside to allow for more space</li> <li>• Stagger periods of student movement around school</li> </ul>	<input type="checkbox"/>	



	<p>and discourage student congregating in hallways</p> <ul style="list-style-type: none"> <li>Stagger student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room).</li> </ul> <p>Post <a href="#">physical distancing signage/posters</a>.</p>		
6.3	Close communal spaces where strategies to support physical distancing cannot be implemented.	<input type="checkbox"/>	
6.4	If physical distancing cannot be maintained consider closing every second sink and urinal in communal washrooms.	<input type="checkbox"/>	
6.5	Capacity in changerooms should be limited and showers should be cleaned between uses.	<input type="checkbox"/>	
6.6	Assign staff to dedicated work areas where possible and discourage sharing desks, phones, tools, equipment, etc.	<input type="checkbox"/>	
6.7	Set capacity limits for staff rooms and consider establishing virtual staff rooms (e.g. for staff meetings, breaks, socializing) to avoid staff congregating.	<input type="checkbox"/>	
6.8	Cancel all large gatherings/assemblies. Consider virtual alternatives where appropriate.	<input type="checkbox"/>	
6.9	Limit the number of employees gathering in common areas and limit number in an elevator to allow for physical distancing. See <a href="#">elevator poster</a> .	<input type="checkbox"/>	
6.10	When it comes to unstructured outdoor time (e.g., recess), students should be taught about the importance of distancing but its recognized that this is challenging to enforce.	<input type="checkbox"/>	
6.11	If 2 metres cannot be arranged between desks/table, students should be arranged so they are not facing each other (e.g. arranged in rows rather than in small groups of 4 or a semi-circle). This way, if a student coughs or sneezes, they are not likely to cough or sneeze directly on the face of another student.	<input type="checkbox"/>	



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7.0	SHARED ITEMS	<input checked="" type="checkbox"/>	NOTES
7.1	<p>Limit personal belongings being brought into school. Any personal items (e.g., backpack, clothing, water bottles, food, etc.) should be labeled and kept in an area designated for the student (e.g., cubbies, lockers) and should not be handled by other students.</p> <p>Staff must wash hands or use ABHR before and after touching any student personal belongings.</p>	<input type="checkbox"/>	
7.2	<p>Ensure all supplies, toys and equipment used in the classroom are made of materials that can be cleaned and disinfected (e.g. avoid plush toys, playdough) or are single use and are disposed of at the end of the day (e.g., craft supplies).</p>	<input type="checkbox"/>	
7.3	<p>Do not use water or sensory tables.</p>	<input type="checkbox"/>	
7.4	<p>Staff should not share teaching supplies, but if necessary must be disinfected between uses. Consider keeping supplies in a tote/Ziploc.</p>	<input type="checkbox"/>	
7.5	<p>Limit sharing of supplies, equipment, and toys among students.</p> <p>If possible, each cohort should have designated supplies and equipment (e.g., balls, loose equipment).</p> <p>Items should be cleaned and disinfected prior to use by another cohort.</p>	<input type="checkbox"/>	
8.0	SPORTS & PROGRAMMING	<input checked="" type="checkbox"/>	NOTES
8.1	<p>Physical distancing is maintained in activities that are part of physical education (PE) classes.</p>	<input type="checkbox"/>	



8.2	<p>Resume extracurricular sports, clubs, committees and activities that maintain physical distancing between students. Consider whether extracurricular activities can be conducted virtually.</p> <p>High contact sports (e.g., rugby, football, wrestling) should be postponed.</p>	<input type="checkbox"/>	
8.3	<p>For all structured and unstructured play (including: recess, playground use, PE classes, extracurricular sports/activities):</p> <ul style="list-style-type: none"> <li>• Students/staff must practice hand hygiene before and after play/use of equipment</li> <li>• Clean and disinfect shared equipment between cohort/group use</li> <li>• Activities should take place outdoors where possible</li> <li>• Encourage students to practice physical distancing in playgrounds (e.g. Gaga Ball), changerooms/showers</li> <li>• Students must not share personal items (e.g., water bottles, towels)</li> </ul>	<input type="checkbox"/>	
8.4	<p>Choir and band practices or performances should be postponed unless they can take place virtually.</p> <p>For music/band: Any shared instruments must be cleaned and disinfected between users. Wind or brass instruments (e.g., flutes, clarinets, trumpets, saxophones) should not be used. Percussion or string instruments (e.g., piano, drums) can be used while ensuring physical distancing between musicians.</p>	<input type="checkbox"/>	
<b>9.0</b>	<b>EATING AND DRINKING</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
9.1	<p>All staff and students perform hand hygiene before and after eating.</p> <p>Stagger student/staff lunch times to accommodate for hand washing or ABHR use at communal stations (e.g., washrooms) and in shared spaces (e.g., cafeterias).</p>	<input type="checkbox"/>	



	<p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Handwashing with soap and water</a></li> <li>• <a href="#">How to wash your hands</a></li> <li>• <a href="#">How to wash hands and use ABHR</a></li> </ul>		
9.2	Where possible, students eat in their classroom with their cohort. Ensure physical distancing is maintained while students are eating.	<input type="checkbox"/>	
9.3	<p>Increase physical distance of chairs and tables in cafeterias and staff lunchroom. Encourage staff and students to eat in the classroom or outdoors and limit numbers in staff room.</p> <p>Clean and disinfect shared eating areas (e.g., cafeterias) between cohort use.</p>	<input type="checkbox"/>	
9.4	<p>Students/staff fill water bottle rather than drinking directly from water fountains.</p> <p>Water fountain knobs and push buttons are considered high touch surfaces, and should be regularly cleaned and disinfected. Consideration can be given to having students fill water bottles rather than having them drink directly from the mouthpiece of a fountain.</p>	<input type="checkbox"/>	
9.5	<p>Ensure students have their own individual meal or snack.</p> <p>Ensure <b>"No sharing"</b> policies and procedures are created and reinforced: food, water bottles or personal items. Personal items should be clearly labelled with each student's name.</p>	<input type="checkbox"/>	
9.6	Remove self-serving food items (e.g., in cafeterias, student nutrition programs).	<input type="checkbox"/>	
9.7	Do not plan activities that involve students in preparing or serving food.	<input type="checkbox"/>	



9.8	Third party food services/nutrition programs can continue to operate. All surfaces, bins and containers for food must be disinfected prior to and after use. "Grab and Go" format is preferred.	<input type="checkbox"/>	
9.9	<p>There should be no common food items (e.g., salt and pepper shakers, ketchup).</p> <p>Food Service Programs (Cafeteria)- Remove/rearrange dining tables to maintain physical distancing.</p> <p>Place tape or other markings on floors to maintain a physical distancing of 2 metres.</p> <p>Stagger meal service times to reduce the numbers of people present at any one time.</p> <p>Adapt other areas to serve as additional dining space to increase spacing among persons in the same room.</p> <p>Dispense cutlery, napkins and other items to students/children, rather than allowing them to pickup their own items</p>	<input type="checkbox"/>	
<b>10.0</b>	<b>HAND HYGIENE AND RESPIRATORY ETIQUETTE</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
10.1	<p>Encourage frequent hand hygiene practices by staff and students:</p> <ul style="list-style-type: none"> <li>• Soap and water for at least 20 seconds</li> <li>• At regular time intervals throughout day</li> <li>• Before/after eating food</li> <li>• After using washroom</li> <li>• Before/after outdoor play</li> </ul> <p>All staff, students and essential visitors conduct hand hygiene upon entering the school.</p>	<input type="checkbox"/>	



10.2	Hand hygiene products are available in all rooms and at school entrances (i.e., hand wash sink or ABHR). ABHR can also be used if handwashing is not possible.	<input type="checkbox"/>	
10.3	Staff provides supervision/assistance for student hand hygiene practices when necessary.	<input type="checkbox"/>	
10.4	Staff and students practice respiratory etiquette. Use education posters at the entrance and in areas where they are likely to be seen. <a href="#">See respiratory etiquette poster.</a>	<input type="checkbox"/>	
10.5	Use lined, no-touch waste baskets (i.e., foot pedal-operated, hand sensor, open basket).	<input type="checkbox"/>	
<b>11.0</b>	<b>ENHANCED CLEANING AND DISINFECTION</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
11.1	<p>Cleaning and disinfecting process, schedule and log are developed.</p> <ul style="list-style-type: none"> <li>• Review existing practices to identify required cleaning enhancements (e.g., locations, frequency, timing, PPE, staffing, signage)</li> <li>• Identify inventory needs</li> <li>• A cleaning log must be posted and used to track cleaning.</li> </ul>	<input type="checkbox"/>	
11.2	<p>Only use cleaners and disinfectants with a Drug Identification Number (DIN) or Natural Product Number (NPN).</p> <p>Refer to the <a href="#">list of approved disinfectants</a> and use these products to clean and disinfect.</p>	<input type="checkbox"/>	
11.3	Train staff on enhanced cleaning and disinfecting procedures. Ensure cleaning and disinfecting products are provided and accessible to staff.	<input type="checkbox"/>	
11.4	Area rugs and soft furnishings that cannot be easily cleaned and disinfected should be removed.	<input type="checkbox"/>	



11.5	Shared rooms/spaces must be cleaned and disinfected before and after using the space.	<input type="checkbox"/>	
11.6	Clean and disinfect common areas and items including high touch surfaces (e.g., door knobs, handrails, light switches, sink and toilet handles, keyboards, touch screens, desks, sports equipment) <b>at least twice daily</b> and as often as necessary.	<input type="checkbox"/>	
11.7	Shared equipment, supplies and objects (e.g., physical education equipment, play structures, art supplies, toys, games) must be cleaned and disinfected between cohort use.	<input type="checkbox"/>	
<b>12.0</b>	<b>PERSONAL PROTECTIVE EQUIPMENT (PPE)</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
12.1	<a href="#">Risk assessment</a> is conducted to determine PPE required for each task and role.	<input type="checkbox"/>	
12.2	See <b>Appendix A</b> for a chart outlining type of PPE that is recommended for various staff roles.	<input type="checkbox"/>	
12.3	Staff have completed/reviewed the <a href="#">Public Health Ontario</a> PPE training resources outlined in Appendix A. See <a href="#">Putting On and Taking Off PPE</a> poster.	<input type="checkbox"/>	
12.4	School/school board has secured and sustained an adequate supply of PPE available for use (e.g., gloves, surgical/procedural masks, gowns, eye protection).	<input type="checkbox"/>	
12.5	<p>Staff and essential visitors must wear a mask, though physical distancing should still be practiced.</p> <p>Staff and essential visitors are responsible for the safe use and cleanliness of their mask and its disposal.</p> <p>See resources: <a href="#">The Do's and Don'ts of Wearing a Non-medical Mask</a></p>	<input type="checkbox"/>	



12.6	<p>Parents must send a face covering (e.g., non-medical mask) to school for child(ren) grades 4-12 to wear.</p> <p>Parents are responsible for ensuring cleanliness of the face covering.</p>	<input type="checkbox"/>	
<b>13.0</b>	<b>AIR CIRCULATION</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
13.1	<p>Implement practices to support adequate air circulation in classrooms and staff rooms:</p> <ul style="list-style-type: none"> <li>• Ensure clean filters</li> <li>• Avoid recirculating air</li> <li>• Use outdoor ventilation when possible (e.g., opening windows, increasing the outdoor air ratio of the HVAC system)</li> </ul> <p>If practices are not feasible for whole facility, prioritize higher risk areas (e.g., where crowding may occur).</p>	<input type="checkbox"/>	
13.2	<p><u><a href="#">Minimize use of other air current generating devices</a></u> (e.g., bladed and bladeless fans, portable air conditioners):</p> <ul style="list-style-type: none"> <li>• Limit use during the day</li> <li>• Place on lowest setting</li> <li>• Adjust placement and positioning to direct airflow upwards away from surfaces and people</li> </ul> <p>Practice regular device maintenance:</p> <ul style="list-style-type: none"> <li>• Surface cleaning (including fan blades)</li> <li>• Follow manufacturer's guidelines</li> <li>• Remove moisture/water collected by portable air conditioners</li> </ul>	<input type="checkbox"/>	



14.0	MANAGEMENT OF SYMPTOMATIC PERSONS	<input checked="" type="checkbox"/>	NOTES
14.1	<p>Staff to monitor self and students for symptoms during operating hours.</p> <ul style="list-style-type: none"> <li>• Staff are provided with information on signs and symptoms of COVID-19 in children.</li> <li>• Staff teach students how to identify symptoms and to speak to staff if they experience any symptoms.</li> </ul> <p>See resource: <a href="#">COVID-19 Reference Document for Symptoms</a></p>	<input type="checkbox"/>	
14.2	<p>Symptomatic individuals should contact <a href="#">Renfrew County Virtual Triage and Assessment Centre</a> or their health care provider for assessment.</p>	<input type="checkbox"/>	
14.3	<p>Symptomatic student is immediately separated from others and is supervised in a designated room/space and parent/guardian is contacted for immediate pick up.</p> <p>Symptomatic staff and essential visitors must go home immediately. If they cannot return home immediately, they must be isolated in a designated room/space until their departure.</p>	<input type="checkbox"/>	
15.0	ISOLATION AREA	<input checked="" type="checkbox"/>	NOTES
15.1	<p>Isolation Area should contain:</p> <ul style="list-style-type: none"> <li>• Alcohol-based hand rub (≥70% alcohol)</li> <li>• Tissues</li> <li>• Foot activated or open topped garbage bin for tissue disposal</li> <li>• Multiple PPE kits (gloves, surgical/procedural masks, eye protection and gown) assembled and stored in a closed area</li> </ul>	<input type="checkbox"/>	



	<ul style="list-style-type: none"> <li>• Additional PPE kits assembled and accessible</li> <li>• Instructions on use of PPE should be available on the outside of the kit. See <a href="#">Public Health Ontario's Instructions</a></li> </ul>		
15.2	<p>Designated staff member(s) providing care to a symptomatic student, staff member or visitor must:</p> <ul style="list-style-type: none"> <li>• wear all PPE</li> <li>• maintain a distance of 2 metres (if possible)</li> <li>• avoid contact with the symptomatic person's respiratory secretions</li> <li>• perform frequent hand hygiene</li> </ul>		
	Identify additional isolation rooms should they be needed or determine how to segregate spaces to accommodate more than one student while maintaining physical distancing.	<input type="checkbox"/>	
15.3	A surgical/procedural mask must be worn by the symptomatic person (if tolerated) and have their own tissues and receptacle.	<input type="checkbox"/>	
15.4	<p>The designated room/space and items touched by the symptomatic individual must be cleaned and disinfected immediately.</p> <p>Identify contaminated areas and items within the school used by the symptomatic individual and conduct cleaning and disinfection of these items.</p> <p>Place any soiled personal items in a securely tied plastic bag and send home with the student's parent/guardian. Soiled items must <b>not</b> be rinsed and/or washed at school.</p> <p><a href="#">PPE donning and doffing signage</a> procedure in room.</p>	<input type="checkbox"/>	



## B. Bussing Transportation Recommendations

1.0	GENERAL MEASURES	<input checked="" type="checkbox"/>	NOTES
1.1	School bus drivers and parents/guardians of student riders are aware of adapted or new COVID-19 related protocols and enhanced measures.	<input type="checkbox"/>	
1.2	School board and transportation consortia develop COVID-19 related communication protocol. Must include: <ul style="list-style-type: none"> <li>• Bus driver notifying employer and school if they screen positive using the daily <a href="#">COVID-19 self-assessment tool</a>.</li> <li>• Bus driver notifying school of any instances of a symptomatic child while riding bus.</li> <li>• School notifying consortia if student develops symptoms while at school and will not be riding bus home.</li> </ul>	<input type="checkbox"/>	
2.0	SCREENING	<input checked="" type="checkbox"/>	NOTES
2.1	All bus drivers complete a <u>daily self-assessment screen</u> for COVID-19 BEFORE arriving at work. <ul style="list-style-type: none"> <li>• Staff must check their own temperature</li> <li>• Symptomatic individuals should contact <a href="#">Renfrew County Virtual Triage and Assessment Centre</a> or their health care provider for assessment</li> </ul>	<input type="checkbox"/>	
2.2	Students who have symptoms associated with COVID-19 or have been exposed to COVID-19, or in self-isolation dues to travel must stay home. They should not use student transportation services.	<input type="checkbox"/>	
2.3	If a student develops symptoms while at school, they should not take the school bus home and should be picked up by a parent/guardian. In such instances, the school must notify the transportation consortia.	<input type="checkbox"/>	



3.0	PHYSICAL DISTANCING	<input checked="" type="checkbox"/>	NOTES
3.1	Establish designated drop-off/pick-up times and locations for bus transportation that support physical distancing and limit congregation of students.	<input type="checkbox"/>	
3.2	Students, parents/guardians and caregivers should maintain physical distancing (i.e., 2 metres) between people when waiting at school bus stops.	<input type="checkbox"/>	
3.3	Bus capacity and seating arrangements support physical distancing (i.e., 2 metres) between students and driver on the school bus. Strategies can include: <ul style="list-style-type: none"> <li>• One student per seat. Students of the same household are permitted to share seats.</li> <li>• Students of the same cohort sit in the same area.</li> <li>• Boarding/Exiting strategies (e.g., fill seats back-to-front or front-to-back to reduce student interaction).</li> </ul>	<input type="checkbox"/>	
3.4	Use physical and visual cues on the bus (e.g., signs, seat markers).	<input type="checkbox"/>	
3.5	Any physical barrier or modification (e.g., a plexiglass shield between driver and aisle/entrance) should be compliant with all federal and provincial legislation and not interfere with or affect the safe operation of the vehicle.	<input type="checkbox"/>	
4.0	ENHANCED CLEANING AND DISINFECTION	<input checked="" type="checkbox"/>	NOTES
4.1	Alcohol-based hand rub (ABHR) is available at the entrance of the school bus (ABHR minimum 70%).	<input type="checkbox"/>	
4.2	Enhanced cleaning and disinfecting process is established and must include: <ul style="list-style-type: none"> <li>• Review of existing practices to identify required cleaning enhancements (e.g., frequency, timing, PPE, signage).</li> <li>• Identifying inventory needs and availability on each bus.</li> <li>• Training staff on enhanced cleaning and disinfecting procedures.</li> </ul>	<input type="checkbox"/>	



	<ul style="list-style-type: none"> <li>A cleaning schedule and log must be posted in each bus and used to track cleaning.</li> <li>Cleaning and disinfecting frequently touched surfaces between each route/group of riders and at least twice daily (e.g., handrails, seats, seat belts, windows, steering wheel).</li> </ul> <p>See resources: <a href="#">Cleaning and Disinfecting Public Spaces</a>, <a href="#">Cleaning and Disinfecting for Public Settings</a></p>		
4.3	<p>Only use cleaners and disinfectants with a Drug Identification Number (DIN) or Natural Product Number (NPN).</p> <p>Use products with evidence of use against COVID-19 to clean and disinfect. See <a href="#">list of approved disinfectants</a>.</p>	<input type="checkbox"/>	
4.4	<p>Implement practices to support adequate ventilation and air circulation (e.g., opening windows).</p>	<input type="checkbox"/>	
<b>5.0</b>	<b>PERSONAL PROTECTIVE EQUIPMENT (PPE)</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
5.1	<p>Where physical distancing is challenging, bus driver should wear a face covering, or surgical/procedure mask and eye protection (goggles or face shield). Where direct contact with a student is required, driver must also wear gloves.</p>	<input type="checkbox"/>	
5.2	<p>Parents must send a face covering (e.g., non-medical mask) for their child(ren) to wear.</p> <p>Parents are responsible for ensuring cleanliness of the face covering.</p>	<input type="checkbox"/>	

## C. Other Reopening Model Considerations

<b>1.0</b>	<b>EQUITY CONSIDERATIONS</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
1.1	<p>Consider how the chosen model will impact students and families in the community inequitably and establish mitigation strategies.</p> <ul style="list-style-type: none"> <li>Does the model further exacerbate social (gender, race, language), economic, ability and other challenges and barriers that children and families in</li> </ul>	<input type="checkbox"/>	



	<p>your school or community already encounter?</p> <ul style="list-style-type: none"> <li>Does the model create new social (gender, race, language), economic, ability and other challenges and barriers for children and families in your school or community?</li> </ul>		
1.2	<p>Establish guidance and supports for children and families disproportionately impacted by chosen reopening model due to social, economic, ability and other challenges and barriers.</p>	<input type="checkbox"/>	
1.3	<p>Tailor COVID-19 prevention and response measures appropriately for students with medical and/or behavioural complexities as appropriate.</p>	<input type="checkbox"/>	
<b>2.0</b>	<b>OTHER PUBLIC HEALTH CONSIDERATIONS</b>	<input checked="" type="checkbox"/>	<b>NOTES</b>
2.1	<p>Consider the physical and mental health impacts of the chosen model on children, family and staff.</p> <ul style="list-style-type: none"> <li>Does the model increase risk of negative mental health or mental illness?</li> <li>Does the model increase risk of chronic disease?</li> </ul>	<input type="checkbox"/>	
2.2	<p>Review Ministry of Education/Health and Public Health Guidance to proactively establish COVID-19 mitigation strategies and measure risk. These strategies should include public health measures outlined in this checklist (screening, hand hygiene, infection prevention and control and physical distancing, etc) as well as whether community transmission is taking place.</p>	<input type="checkbox"/>	



## APPENDIX A: PPE Recommendations

For non-healthcare settings the use of PPE should be considered based on a [risk assessment](#) of the task, the individual and environment. Any Government of Ontario guidance documents for sector-specific job duties should be followed. Public Health Ontario has developed a [Technical Brief](#) outlining minimum expectations for PPE for care of individuals with suspected or confirmed COVID-19.

Key Recommendations:

- N95 respirators are not indicated for use in the school setting (unless otherwise indicated as PPE for protection against workplace hazards)
- Droplet and contact precautions are recommended for the care of someone suspected or confirmed with COVID-19.
- Practice physical distancing of 2 metres (6 ft) as much as possible.
- All school-based staff will be required to wear masks, with reasonable exceptions for medical conditions.
- Practice, and increase the frequency of, hand hygiene.

Staff Role	Type of PPE (and/or face covering)
EAs and specialized staff for students with special needs	Staff who work in close proximity to students (i.e., less than 2 metres) must wear: <ul style="list-style-type: none"> <li>• Surgical/procedure mask or face covering</li> </ul> Based on a risk assessment the following may be required: <ul style="list-style-type: none"> <li>• Eye protection (goggles or face shield)</li> <li>• Gown and gloves where direct contact with a student is required.</li> </ul>
Supervision staff (e.g. for various cohorts, before/after school supervision) and Occasional teachers	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 metres (6 ft)</li> <li>• Surgical/procedure mask</li> </ul>
School staff providing care for a sick	Droplet and Contact Precautions, including:



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Staff Role	Type of PPE (and/or face covering)
child (suspect case of COVID-19)	<ul style="list-style-type: none"> <li>• Surgical/procedure mask</li> <li>• Eye protection (goggles or face shield)</li> <li>• Gown</li> <li>• Gloves</li> </ul>
School staff cleaning up bodily fluids with the risk of splashing/soiling of clothing	Droplet and Contact Precautions, including: <ul style="list-style-type: none"> <li>• Surgical/procedure mask</li> <li>• Eye protection (goggles or face shield)</li> <li>• Gown</li> <li>• Gloves</li> </ul>
Symptomatic student (suspect case of COVID-19)	<ul style="list-style-type: none"> <li>• Surgical/procedure mask (if tolerated)</li> </ul>
Custodial and caretaker staff (no direct care or close contact with students or other staff)	<ul style="list-style-type: none"> <li>• Surgical/procedure mask</li> <li>• Gloves, as required (as per manufacturer's instructions).</li> </ul>
Cook, food handler	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 metres (6 ft) as much as possible.</li> <li>• Surgical/procedural mask</li> </ul>
Essential Visitors	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 metres (6 ft)</li> <li>• Surgical/procedure mask</li> </ul>
Maintenance staff	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 metres (6 ft) as much as possible.</li> <li>• Surgical/procedure mask</li> </ul>
Counsellors/ Child and Youth Workers	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 metres (6 ft).</li> <li>• Surgical/procedure mask</li> </ul>
Bus driver	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 metres (6 ft)</li> <li>• Surgical/procedure</li> </ul>



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Before using PPE, staff should be familiar with how to safely put it on and take it off. Public Health Ontario training videos are available below and should be viewed by all staff:

Topic	Link	Completed
7 Steps of Hand Hygiene	<a href="https://www.publichealthontario.ca/en/videos/7-steps-handhygiene">https://www.publichealthontario.ca/en/videos/7-steps-handhygiene</a>	<input type="checkbox"/>
Putting On Gloves	<a href="https://www.publichealthontario.ca/en/videos/ipac-gloves-on">https://www.publichealthontario.ca/en/videos/ipac-gloves-on</a>	<input type="checkbox"/>
Putting On Mask and Eye Protection	<a href="https://www.publichealthontario.ca/en/videos/ipac-maskeyes-on">https://www.publichealthontario.ca/en/videos/ipac-maskeyes-on</a>	<input type="checkbox"/>
Putting On Full Personal Protective Equipment	<a href="https://www.publichealthontario.ca/en/videos/ipac-fullppe-on">https://www.publichealthontario.ca/en/videos/ipac-fullppe-on</a>	<input type="checkbox"/>
Taking Off Mask and Eye Protection	<a href="https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off">https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off</a>	<input type="checkbox"/>
Taking Off a Gown and Gloves	<a href="https://www.publichealthontario.ca/en/videos/ipac-gowngloves-off">https://www.publichealthontario.ca/en/videos/ipac-gowngloves-off</a>	<input type="checkbox"/>
Taking Off Full Personal Protective Equipment	<a href="https://www.publichealthontario.ca/en/videos/ipac-fullppe-off">https://www.publichealthontario.ca/en/videos/ipac-fullppe-off</a>	<input type="checkbox"/>