A close up of a sign

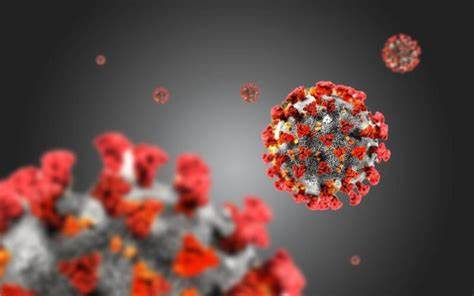
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CoViD-19 Operational Plan

Miramichi Rural School

Acedemic Year 2020-2021

Version 001



Covid-19 Operating Plan – Checklist

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

# SCHOOL COVID-19 OPERATIONAL PLAN

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

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

|  |  |  |
| --- | --- | --- |
| This plan belongs to: | | |
| School Name: | Miramichi Rural School |  |
| Principal (Signature): |  |  |
| District Official (Signature): |  |  |
| Implementation Date: | **September 2020** |  |
|  |  |  |

This plan is to be reviewed internally as needed to capture the latest regulatory guidelines and/or to assess any new risk that has presented within the school/district environment. Review must occur monthly at a minimum. It is ASD-Ns recommendation that this review occur with the JHSC whenever possible. The signatory, however, must be the Principal or Vice Principal. **This sheet is to be kept independently of the plan as a record.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Plan Review Schedule | | | | | |
| Name | ***New Ver. No.*** | **Date** | **Name** | ***New Ver. No*.** | **Date** |
| Zoella Vienneau | 1 | August 21, 2020 |  |  |  |
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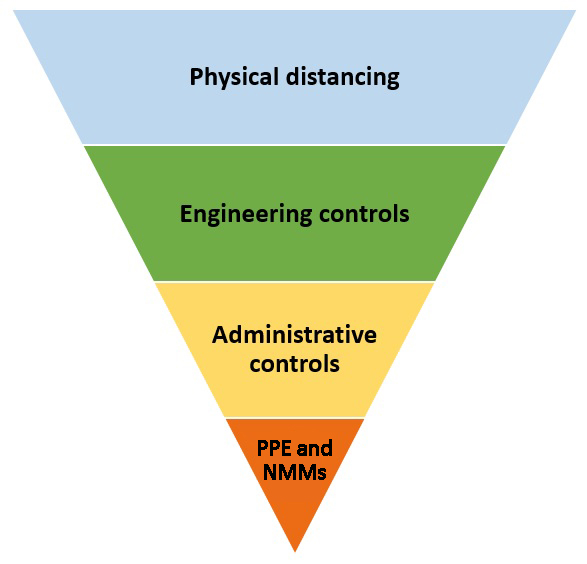
## RATIONALE

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 behaviour through directives, policies, and procedures, including proper hand hygiene practices and good respiratory etiquette.*

*PPE (Personal Protective Equipment) and NMMs (Non-Medical Masks) offer additional defense but are considered a final step and should be used in conjunction with other prevention measures.*

**Stress increases when people feel helpless. Even though we cannot eliminate the risk of COVID-19 entirely without a vaccine, it is important to focus on what we CAN do which is limit the spread of the virus and minimize the impact of it on our communities.**

**Clear Communication**

School administration will be expected to continually reinforce clear messaging about expected safe behaviours. Clear consistent messaging on visible signage throughout the school and through announcements will be key to effective communication.

Such messaging should focus on reinforcing that the following core personal health measures be maintained for the duration of the pandemic and include at minimum:

* Practicing good hand hygiene – washing hands often with soap and water, using hand sanitizer in-between washes and always after coughing or sneezing.

**Visible signage with clear messaging is a key component to effective communication.**

* Avoiding touching face: mouth, nose, and eyes.
* Practice good respiratory etiquette by coughing or sneezing into tissue or elbow and always direct away from others.
* Staying home when feeling ill.
* Maintain appropriate physical distancing whenever possible – avoid spaces where this cannot be achieved or apply other controls. Always be respectful of the personal space of others.
* Cleaning and disinfecting of common and high touch surfaces.
* Wearing required PPE and/or NMMs when directed.
* Respecting posted traffic flow patterns and maximum room occupancy.
* Avoid in person meetings whenever possible.
* Be kind and supportive to one another.

**Everyone must practice proper hand hygiene and good respiratory etiquette.**

**Everyone Is Responsible**

One of the cornerstones of workplace health and safety is that everyone shares the responsibility. During COVID-19, everyone will be expected to do their part and play an important role in keeping our schools and offices as safe as possible. Staff, students, parents, and caregivers will be expected to protect their own personal health and assist in protecting others. This messaging should be a repetitive theme throughout your plan and should be communicated often as part of a school’s effective communication strategy.

**Legend:**

Helpful idea or suggestion

* Things to do or things to consider
* Helpful link or template provided
* Something referenced previously in the document

1. Communications

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communications** | **Resources**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate operational strategies, provide orientation to school personnel and students.** | District/Provincial Communication | Teachers - Staff  Meeting/Email/Voicemail  EAs – meeting/Email/Voicemail  Students – direct teaching | Z. Vienneau | Done |
| 1. **Communicate operational strategies, provide orientation to visiting professionals** | District/Provincial Communications and Regulations | Posted Memo & Signage  Verbal Communication upon entry | Z. Vienneau | IP |
| 1. **Communicate operational strategies to parent/caregiver and school community.** | District Communications and Regulations | Facebook Page  Website  Written Memo  Voice Mail | Z. Vienneau | IP |
| **Communication - Strategies** | | | | |
| Lightbulb**Describe how school operational strategies are to be communicated.**  **Come back to this after your plan is complete! Else you will not really know what you intend to communicate.** | | | | |

2. Building Access

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Controls are in place to prevent the public from freely accessing the operational school.** | * Ensure all doors are always secure (cannot impede emergency egress) * Procedure for visitors to request appointment if required * Signage on doors indicating number to call to make an appointment or contact administration * Visitor logs must be maintained (see template) | Ensure all doors are locked.  No entry unless previous appointment  made through office. Post phone number on door.  Delivery personnel will ring the door bell and be directed to leave packages or deliveries at the main door to be collected by Admin. or staff.  Clear logs kept indicating: name, time  in/out, all classes or students visited,  and room/location used. | Staff  Staff  Staff  Z.Vienneau  B. MacDonald | Done  IP  IP  Done |
| 1. **Procedures are in place to control congestion during the school start and dismissal times** | * Staggered start/end times? * What time will teachers begin to supervise? * Will students be able to wait in a space designated for their ‘bubble’? (classroom? taped out space in gym?) * Review your floor plans for help if needed | Staggered entry for first 2 days of  school. All students will go directly to  their assigned classroom no earlier  than 7:30am.  After the first 2 days, students will be  supervised on the playground or in  the gym (areas will be sectioned off  according to classroom bubbles)  upon arrival. Classroom bubbles will  be assigned a place to line-up for  entry into the building.  Dismissal: K-2 will line up in their  designated area (remaining within  their bubble) and escorted to buses.  Dismissal: Gr.3-8 students will remain  in their classroom and called down  over the intercom to board buses. | Z. Vienneau  Staff  Staff  Staff  Staff | IP  IP  IP  IP |
| **Building Access – Strategies:** | | | | |
| Lightbulb**Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.** | | | | |

3. Risk Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person Responsible** | **Status** (Done, In Progress, Not Started, N/A) | |
| 1. **Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.** | * See **Risk Assessment Tool** (pg. 6-9) * *“Risk Mitigation Tool for Workplaces/Businesses Operating During the COVID-19 Pandemic”* [*Risk Assessment Guideline Health Canada*](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/risk-informed-decision-making-workplaces-businesses-covid-19-pandemic.html)– Public Health Canada * *“Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic* [*Risk Mitigation Tool*](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/covid-19-risk-mitigation-tool-child-youth-settings-operating-during-pandemic.html)*”* – Public Health Canada * Your HSC: Barbara McFarlane, 625-0285 | Completed risk assessment to triage  high risk areas and troubleshoot  solutions. | Z. Vienneau | 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) | If persons show signs of illness they  will be masked and gloved and  remain in the isolation room (Rm.20)  until they are able to be  picked up. | Z. Vienneau  Staff | IP | |
| **Risk Assessment – Strategies:** | | | | |  | | | *Return to School* document. |
| **LightbulbConsider the all the different spaces, people, and things in your school and how people interact in those spaces and with those things. This will be the most daunting part of your plan, but it is critical to the success of your overall plan and being thorough with it in the beginning will mean fewer surprises down the road.** | | | | | | |

**Risk Assessment Tool**

Risk assessments are a tool used to assess hazards on their potential to cause harm. The level of ‘risk’ is determined by quantifying (or qualifying) the **likelihood** of an incident and the **impact** of that incident. Once a level of risk is determined, all appropriate and available **mitigation measures** are applied to reduce overall risk by lowering the likelihood, or impact, or both.

**Likelihood**

What is currently known about the spread of the virus that causes COVID-19 is that transmission occurs mainly through prolonged, close contact. Public Health Canada defines prolonged as being 15 minutes or more (at one time or cumulative) and close contact as being within 6ft (2m).

**Impact**

The foremost potential impact is widespread transmission through a school and surrounding population and the resultant adverse effects on the health and economic well-being of the community. To limit the impact of COVID-19, infection rates must be reduced as low as possible. This is accomplished by adhering to mitigation measures applied and by adopting and employing a coordinated rapid response with Public Health Authorities to suspected or confirmed case(s) of COVID-19.

**Mitigation Measures**

While the risk posed by COVID-19 in schools is considered high by virtue alone of the number of people present, we can limit the likelihood of spread and/or reduce the impact on schools and surrounding communities by applying appropriate and effective mitigation measures.

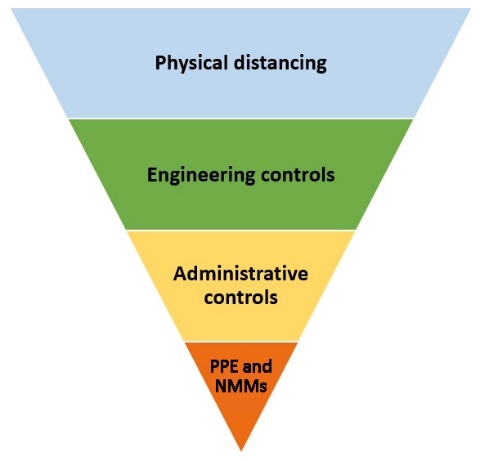


Figure 1: Modified Hierarchy of Controls for COVID-19

To reflect the current reality of COVID-19 and the lack of a vaccine that would otherwise eliminate the risk associated with the virus, the classic hierarchy of controls has been modified to reflect available mitigation measures against COVID-19. It is important to acknowledge that no mitigation measure alone or in combination can reduce the risk of COVID-19 to zero. We can, however, apply various known mitigation measures to our environment and personal conduct that can effectively reduce the likelihood of spread and the impact of infection on our schools and communities.

The inverted triangle in Figure 1 is meant to convey effectiveness of each level of control with Physical Distancing being the strongest and PPE/NMMs considered the last line of defense. However, while each should be considered in sequence, layering (applying more than one measure of control) should be applied whenever possible (i.e. practicing proper hand washing/sanitizing, *and* maintaining 6ft distance, *and* wearing and NMM).

* **Physical Distancing** – Strategies that encourage 6ft (2m) distance between people whenever possible
* **Engineering Controls** – Physical barriers that minimize contact between people or with high touch surfaces
* **Administrative Controls** – Policies, procedures, and protocols put in place change how people interact
* **Personal Protective Equipment (PPE) and Non-Medical Masks (NMM**) – PPE and NMM are worn to offer additional protection from the hazard what people wear as a last line of defense between them and a hazard.

**School Risk Assessment Tool**

Schools are a collection of many different spaces and forms of interaction between the people and things in these spaces. Determining which mitigation measures can be applied to reduce the risk imposed by the space and those who occupy it requires consideration of each space independently against the characteristics of the interpersonal interactions that take place within it. There is no “one size fits all” risk assessment solution however, systematic inspection and meaningful consideration of the risk presented in each space will lead to the application of the most effective available mitigation measures.

To assess each space, consider the following two categories[[2]](#footnote-2): **Contact Intensity** *(close or distant, prolonged or brief) and* **Modification Potential** *(degree to which the activity can be modified to reduce risk: an activity that is highly modifiable means that superior controls like physical distancing or engineering controls can be implemented).*

Consider the following framework for assessments:

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| --- | --- | --- |
| **Contact Intensity** | | |
|  | **Prolonged**  (>=15 min.) | **Brief** |
| **Close** (<6ft/2m) | High | Medium |
| **Distant** | Medium | Low |

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| --- | --- | --- | --- | --- | --- | --- |
| **Modification Potential** | | | | | | |
|  | **High** | | **Medium** | | **Low** | |
| **Physical Distancing** (>= 6ft/2m) | X |  |  |  |  |  |
| **Engineering Controls** |  | X | X | X |  |  |
| **Administrative Controls** |  | X | X |  | X |  |
| **PPE and NMMs** |  | X |  | X | X | X |

**Remember, every space is different, and every school is different.**

The following tables are meant as a prompt only. Your lists may be longer or shorter. The important thing is that you consider each item and apply the hierarchy of controls (Physical distancing down to PPE). Your first draft will likely be a rough sketch of ideas that is refined over time.

**Who, What, Where to Consider**

|  |  |  |  |
| --- | --- | --- | --- |
| Space | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Points of entry | Main Door- Close/Brief  Playground Door-  Close/Brief  Side Doors- Close/Brief | Medium | Main entrance door will be propped open as students enter and proceed directly to their assigned room.  During transition times (outdoor time) classes will be called to line-up by class bubbles to their designated line-up (coloured circles will mark each area by class). Teachers will be available to escort their class. Grades K-3 will line-up and enter the playground doors. Grades 4-8 will enter and exit the main front door. |
| Main office | Distant/Medium | High | Only 2 staff members at a time will be permitted to enter  the office. Mask must be worn if social distancing cannot be  maintained. |
| Hallways | Close/Brief | High | All staff and students will follow the arrows on the floor  (keeping to the right). Students in grades 6-8 will be  required to wear a mask when travelling in the hallways. K-  5 students will be encouraged to wear a mask. |
| Stairwells | N/A | N/A | N/A |
| Staff lounge | Close/Prolonged | Medium | Limit of 5 with social distancing. All staff should wash hand  upon entry and when leaving. Hand sanitizer will be  available. |
| Staff washroom | Close/Brief | Low |  |
| Student lounge | N/A | N/A | N/A |
| Student washroom | Close/Brief | Medium | Limit of 1 person in the washroom. A hook will be placed  outside the door to indicate there is someone in the  washroom and that you must wait to enter. Stand here  circle will be placed on the floor. |
| Classrooms | Close/Prolonged | Medium | Maintain classroom bubbles. |
| Gym | Close/Prolonged | High | Maintain classroom bubbles. Reduce the use of shared  equipment as much as possible. In the event that  equipment must be shared, proper sanitation and  disinfectant must occur prior to next use. |
| Library/Makerspace | Close/Prolonged | Low | Maintain classroom bubbles. Shared materials must be  cleaned prior to leaving space (by students and staff). |
| Cafeteria | N/A | N/A | N/A |
| Playground | Close/Prolonged | High | Maintain classroom bubbles by assigning sections that will  be rotated on a weekly basis and communicated via staff  and daily announcements. |
| Outdoor sports field | Close/Prolonged | Medium | Sports field will be a zoned area assigned to classroom  bubble. |
| Fitness Rooms | Close/Brief | High | Limit of 2 in the gym washroom/change rooms unless  students are from the same bubble. |
| Onsite Daycare | N/A | N/A | N/A |
| Locker areas | Close/Brief | Medium | Middle school students will wear a mask when at lockers.  Every attempt will be made to limit the amount of students  at their lockers. When allowing students to access lockers,  try to send students out that provides distance between  them (ex: locker 1, 3, 6, etc.). |
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| --- | --- | --- | --- |
| People | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Teachers | Close/Prolonged | Medium | Teachers will maintain their classroom bubble, but when  required to interact with other classroom bubbles (duty,  teaching another bubble), staff with wear a mask and make  an effort to maintain at least 1m distance. |
| EAs/SIWs | Close/Prolonged | Medium | Wear a mask when 1m distance cannot be maintained. |
| Custodians | Close/Prolonged | Medium |  |
| Students | Close/Prolonged | Low | Remain within their classroom bubble. Middle school  students will wear a mask when in common areas. |
| Resource Students | Close/Prolonged | Low | Students will be encouraged to wear a mask if 1m distance  cannot be maintained or work behind a clear desktop  barrier. |
| Parents/Guardians | Distant/Brief | Low | Parents and guardians will be asked to schedule  appointments to gain access to the school. Phone calls are  encouraged. If parents are picking up their child they should  inform the classroom teacher in writing and the child will be  dismissed and meet the parent outside of the school and the  indicated time. If the pickup is not scheduled, parents will  ring the doorbell and inform the Admin. Assistant or staff of  their business and the child will be informed and meet the  parent outside of the school. |
| Visiting Professionals | Close/Prolonged | Medium | All visiting professionals will ring the doorbell to gain access  to the building. Upon entry they must sign the visitors log  completing all the required information of the log. A mask  must be worn by visiting professionals if a distance of 2m  cannot be maintained. |
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| --- | --- | --- | --- |
| Items | Contact Intensity | Modification Potential | Mitigation Measures/Resources |
| Cafeteria Microwaves | N/A | N/A | N/A |
| Staff room appliances | Close/Prolonged | Low | Staff must be responsible for wiping down all appliances or  high touch surfaces after each use. |
| Water fountains | Close/Brief | Medium | Water fountains will be equipped with refillable water bottle  stations (we currently have one installed in the main lobby)  or classroom sinks can be used. Students and staff will  maintain a 2m distance while waiting (markers placed on the  floor). |
| Shared books/handouts | Distant/Brief | Low | According to the Return to School plan, “there is no  evidence that the Covid – 19 virus is transmitted via  textbooks, paper or other paper-based products.” |
| Shared computers | Close/Prolonged | High/Medium | Classroom bubbles will be maintained in the computer lab.  Classes will continue to sign out the lab as in previous years.  Each student will be assigned a computer and will be  required to disinfect their area after each use. |
| Shared tools | Close/Prolonged | High/Medium | Limit the amount of shared tools being used (individual  manip. Baggies, etc.). If tools must be shared, items must be  disinfected by users. Soft service items should not be  shared as they cannot be disinfected (playdough, soft toys,  etc.) |
|  |  |  |  |
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4. Physical Distancing

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| * **Implement physical distance protocol.** | * *“Return to School”* document (EECD) * K-8 = no PD within bubble and 1m minimum between bubbles * 9-12 = 1m between students in class and 2m outside of class * 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis. | Physical distancing (2m) will be used during transition and waiting times (when students are not in their classroom bubbles). Masks encouraged when not in classroom bubbles.  Zoned areas during outdoor recesses. (Zones outlined with paint) and drawings created and posted).  Arrows placed on hallway floors  indicating traffic direction and  flow.Social distancing signage placed on floor in lobby and office to indicate waiting areas. | Staff  Staff  Z. Vienneau  K. Williston | IP  IP  Done |
| * 1. **Consider staff, students, visiting professionals, parents/guardians, and community members.** | * *“Return to School”* document (EECD) * How will people move at a safe PD throughout? * Staff rooms (maximum capacities) * Students: PD in each classroom * Allocated room for visiting professionals * Parents/guardians: appointments, room allocated for meetings * Community members: Restrict where possible, else limit access. | One-way traffic only/divided hallways indicated by arrows.  No parent admittance. Follow appointment/pick-up/drop-off protocol.  Visitors must wear a mask at all times.  Social Distance in break rooms. Main staff room capacity is 4.  Professional visitors to use available space when meeting with students (unless occupied for isolation purposes). Log to be completed.  Virtual/phone meetings to occur  whenever possible. | Staff  Staff  Staff  Staff  Staff  Staff | Done  Done  IP  Done  IP  IP |
| * 1. **Arrange furniture to promote the physical distancing requirements. (Include a reception area).** | * *“Return to School”* document (EECD) | Chairs in the lobby will be spaced at  least 2m apart. | 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. * Contact Facilities staff for a blank floor plan | Coloured arrows placed on the  hallway floors to indicate traffic flow. | Z. Vienneau  K.Williston | Done |
| * 1. **Determine if installation of physical barriers, such as partitions, is feasible.** | * Contact Facilities staff for assistance if barriers are needed. |  |  |  |
| * **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 | Limit access to common areas, such  as washrooms, etc. Supervision of  common areas during transition  times.  Masks to be worn when 2m cannot be  maintained.  Virtual meetings will be held as much  as possible. When not possible, a  suitable room will be used to ensure  social distancing can be maintained. | Staff  Staff/Students  Staff | IP  IP  IP |
| * **Evaluate options to reduce those required onsite.** | * Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)? | Virtual meetings with outside  agencies.  Phone interviews with parents. | Staff | IP |
| * **Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.**  1. (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down) | * Revisit **Risk Assessment Tool (pg. 6-9)** * Revisit bullet above re: visual cues for traffic flow * Review floor plan * Consider scheduling – who will be in hallways at same time? Can time between classes be extended to account for increased time for kids using one-way flow? * Visualization: ‘bubbles’ of classes could be thought of like a school of fish – many individuals moving in unison. | Staff will be responsible to assess  common areas prior to taking  classroom bubble into the hallway  and only allow access to bubble if no  other classroom bubbles are in the  area.  Supervision of playground bubbles  will be monitored to ensure students  remain within their bubble. | Staff  Staff | IP  IP |
| **Physical Distancing – Strategies:** |  |  |  |  |
| Lightbulb**Describe how physical distancing is being implemented and communicated.** | | | | |

5. Transition Times

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.**    1. School layout guide maps to inform students, staff, visitors, and public are encouraged. | * Facilities staff for school scheduling/busing * Your HSC: Barbara McFarlane, 625-0285 * K-8 = no PD within bubble and 1m minimum between bubbles * 9-12 = 1m between students in class and 2m outside of class * Refer again to school schedule and consider what modifications can be made * Refer again to your floor plan to map out areas | Students in grades K-3 will use the  playground door to access the  playground during recess and again  when entering. Students in grades 4-  8 will use the main door. Teachers  will escort their classes and ensure  physical distancing between bubbles  as they enter and exit. | All staff | IP |
| 1. **Provide time for food preparation and mealtimes.** | * Will students be eating snacks and lunches in their classroom? * Consider breakfast program * Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches? * Can mealtimes be staggered and accommodate all? If so, by how long? | Classroom bubbles will eat recess  snack and lunch in individual  classrooms.  Breakfast program will be available  and will be delivered to classroom  bubbles. | Staff  Z. Vienneau  Volunteer | IP  IP |
| **Transition Times – Strategies:** |  |  |  |  |
| Lightbulb**Describe how transition times/staggering is being managed.** | | | | |

6. Screening

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Ensure that the staff understands and implements its screening process.**     1. Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school. | * Staff are expected to actively screen before coming to work and expected to stay home if they feel ill.   + Need policy outlining expectations for screening   + Need school policy for casual workers * Post screening questionnaire throughout building | Communicate the policy to all staff.  Screening questions are posted on all  entrances, in the staff room and in the  main office. | Z. Vienneau | IP |
| 1. **Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed.**   \*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day. | * Determine isolation space * EECD **Outbreak Management Plan** * *“Return to School”* document (EECD) * Inform employees of the contents of the Outbreak Management Plan * Provide teachers with simplified decision tree for what to do if they suspect a case | Post Outbreak Management plan on  health and safety board and provide  all staff with an electronic copy.  Isolation room will be in Room 21.  Create a simplified decision tree and  provide all staff with a copy. Post  decision tree. | Z. Vienneau  Z. Vienneau | IP  IP |
| 1. **Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.** |
| **Screening – Strategies:** |  |  |  |  |
| Lightbulb**Outline how passive screening requirements are being met and communicated.** | | | | |

7. Cleaning & Disinfection Procedures

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Proper hand hygiene practiced before and after handling objects or touching surfaces.** | * *Return to School document and appendices for* guidelines *Return to School document and appendices for* guidelines * Handwashing Poster * Hand Sanitizing Poster | Hand washing signage placed in all  washrooms and above sinks (most  classrooms have sinks).  Hand sanitizer stations available at  entrances and in all classrooms. | Z. Vienneau  K. Williston | Done  IP |
| 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? | Teachers and students will disinfect  high use areas.  Sanitizing supplies will be placed in  each classroom for teacher use kept  out of reach of children.  Custodian will monitor supplies and  replenish as needed. | Staff/Students  K. Williston  K. Williston | IP  IP  IP |
| 1. **Washrooms:**     1. Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.    2. Foot-operated door openers may be practical in some locations. | * School custodial staff * District facilities management | Monitor soap and paper towels and  replenish when necessary.  Advise maintenance of water issues  immediately.  Washrooms to be cleaned 3X’s per  day as per directed by EECD Back to  School Plan. | K. Williston  Staff  Z. Vienneau  K. Williston | IP  IP  IP |
| * 1. Hand-washing posters must be posted. | * Handwashing Poster | Handwashing signage is posted in all  washrooms and near sink areas. | Z. Vienneau | Done |
| * 1. For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements. | * Post maximum occupancy (outside and reminder inside) * Floor markings inside, in case of wait time for sink * Floor markings outside for line ups * ‘Remove’ every second sink from use (tape) * Communicate washroom use expectations and etiquette to students (how? who?) * Consider how this will be enforced | Limit of 1 person in the washroom.  Bathroom break times will be  scheduled throughout the day by  classroom bubbles.  Floor signage will be placed to  indicate waiting area adhering to  physical distancing measures.  Signage will be placed on doors  indicating a maximum of 1.  Reminders will be given by staff  verbally, over announcements, etc. | Staff  Z. Vienneau  Staff  Z. Vienneau  Z. Vienneau | IP  IP  Done  IP |
| 1. **Since physical barriers are not always possible:**    1. Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items. | * + Cleaning and Disinfection Guide for Schools   + Add hand sanitization stations throughout   + Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? * **School Disinfection & Cleaning Standards** | Hand sanitizing stations will be  available throughout different areas.  Shared items will be kept at a  minimum.  Items that are shared will be  disinfected by users or by staff. | Z. Vienneau  K. Williston  Staff  Staff/Students | IP  IP  IP |
| * 1. Encourage proper hand hygiene before and after handling objects or touching surfaces. | * + Signage wherever common objects/surfaces are located:   + Staff rooms, copier rooms   + Consider again library, gym, cafeteria   + Industrial classrooms: Shared tools   + Art class: shared supplies   + Music equipment     - Singing should not be allowed unless ppl can be 6ft apart. | Post signage as reminders and  provide supplies needed for  compliance.  Students and staff will sanitize hands  before and after touching common or  items or surfaces  Shared items will be limited.  Avoid using soft surface items that  cannot be effectively sanitized. | Z. Vienneau  Staff/Students  Staff  Staff | IP  IP  IP  IP |
| * 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? | High touch areas will be identified and  signage will be posted to remind staff  of sanitizing protocols.  Custodian will follow district or EECD  guidelines for disinfection and  cleaning standards and attend  training when necessary. | Z. Vienneau  K. Williston | IP  IP |
| * 1. For ventilation, consult the *Return to School* document. | * + Facilities staff – will maintain filter systems as required   + No additional ventilation systems will be installed   + Classrooms that have windows that open are encouraged to do so when possible | Encourage staff to open classroom  windows to offer additional ventilation. | Staff | IP |
| **Cleaning & Disinfection – Strategies:** |  |  |  |  |
| Lightbulb**Describe the cleaning and disinfection procedures and how they are being managed.** | | | | |

8. Personal Hygiene Etiquette

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Use masks according to the *Return to School* document protocols.** | * *“Return to School”* document (EECD) | Staff will were masks when 1m  cannot be maintained outside of their  bubble.  Visitors must maintain 2m physical  distancing or wear masks.  Students in grades 6-8 will wear a  mask in common areas outside of  their classroom bubble.  K-5 students will be encouraged to  wear a mask in common areas  outside of their classroom bubble, but  this is not required. | Staff  Z. Vienneau  Staff/Students | IP  IP  IP |
| 1. **Promote appropriate hand and respiratory hygiene.** | * [Handwashing Poster](https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/coronavirus/covid-19-handwashing/covid-19-handwashing-eng.pdf) | Handwashing signage posted near all  sinks.  Hand sanitizer stations available  throughout the building.  Monitor supplies of soap and paper  towels. | Z. Vienneau  Z. Vienneau  Z. Vienneau  K. Williston | Done  IP  IP |
| * 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) | Advise district when supplies of hand  sanitizer is needed and ensure it is a  minimum of 60% alcohol-based. | Z. Vienneau | IP |
| * 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? | Communicate the importance of good  handwashing via posters,  announcements and direct teaching.  Communicate the importance of  coughing or sneezing into your elbow  via posters, announcements, videos  and direct teaching. | Staff  Staff | IP  IP |
| * 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 | Cleaning supplies will be provided,  monitored and maintained.  Disinfection and cleaning standards  will be communicated with all staff  and students and will be reviewed  frequently. | Z. Vienneau  K. Williston  Staff | IP  IP |
| **Personal Hygiene – Strategies:** |  |  |  |  |
| Lightbulb**Describe how personal hygiene measures will be communicated, trained, and enforced.** | | | | |

9. Protective Measures

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.   \*To ensure that members of vulnerable populations and students with complex needs are accommodated. | * *“Return to School”* document (EECD) * District Student Support Services * Guidelines for itinerant (visiting) professionals | Identify and communicate with staff  vulnerable students/staff.  Staff working with vulnerable students  will wear PPE where necessary.  Physical barriers will be used when  masks or face shields are not  possible. | Z. Vienneau  Staff  Staff | IP  IP  IP |
| 1. **Provide personal protective equipment – only for those situations that require it:** | * [OHS Guide-PPE](https://ohsguide.worksafenb.ca/topic/ppe.html) * [PPE Poster](https://www.york.ca/wps/wcm/connect/yorkpublic/a71d0985-7ab5-4a2d-9a10-808a17e10ca5/Personal+Protective+Equipment+Poster.pdf?MOD=AJPERES&CVID=mu8SU02) * District Student Support Services | PPE will be provided in situations that  require it. | Z. Vienneau | 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 visitors will be required to sign a  log and may be used for contact  tracing if necessary. | Z. Vienneau | Done |
| * **Additional Protection** | | | | |
| * 1. Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the *Return to School* document protocols.   2. Considerations for schools licensed under Food Premises Regulations | * [Health Canada information on non-medical masks and face coverings](https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html) * *“Return to School”* document (EECD) | Individuals who exhibit symptoms will  immediately go to the isolation room  and directed to put on a mask and  gloves (PPE will be provided if the  individual does not already have  some). | Staff | IP |
| **Protective Measures – Strategies:** |  |  |  |  |
| Lightbulb**Describe how requirements for personal hygiene are being met and communicated (i.e. training for use of products and PPE).** | | | | |

10. Occupational Health and Safety Act & Reg. Requirements

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Communicate to staff and supervisors their responsibilities and rights under the *OHS Act* and regulations.** | * [OHS Guide-Three Rights](https://ohsguide.worksafenb.ca/topic/rights.html) * Responsibilities of Employer, Supervisor, Employees | Communicate to all staff via meetings  or emails.  Provide staff with pertinent  documentation regarding OHS  standards and regulations. | Z. Vienneau  Z. Vienneau | IP  IP |
| 1. **Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.** | * [OHS Guide-New Employee Orientation](https://ohsguide.worksafenb.ca/topic/orientation.html) | Documents to be shared via email.  Staff meeting to discuss protocols. All  staff to be included | Z. Vienneau  Z. Vienneau | IP  IP |
| 1. **Provide staff the employee training on the COVID-related work refusal process.** | * [Right to Refuse](https://www.worksafenb.ca/safety-topics/covid-19/covid-19-and-the-right-to-refuse/) Process * School District HR | Documents to be shared via email.  Staff meeting to discuss protocols. All  staff to be included | Z. Vienneau  Z. Vienneau | IP  IP |
| 1. **Keep records/log of visitor and employee presence, as well as orientation, training and inspections.** | * Refer to logs previously referenced * Keep record of who attended training * How often/by who will inspect signage, sanitization stations | Logs will be maintained. | Z. Vienneau  B. MacDonald | IP |
| 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 | Review documents provided by HSC & PH. | Z. Vienneau | IP |
| 1. **Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.** | * Facilities, DSSS, and HSC will provide support for this | Communicate all relevant and  necessary information with staff that  is received. | Z. Vienneau | IP |
| 1. **Make available appropriate personal protective equipment for the school setting.** | * District Student Support Services | Contact DSSS if PPE is required. | Z. Vienneau | IP |
| 1. **School district Human Resources confirm process for addressing employee violations of policies and procedures.** | * HR Department to provide guidance | Provide sufficient supervision and  address issues as they occur.  Follow guidance from HR Department | Z. Vienneau  Z. Vienneau | IP  IP |
| 1. **Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.** | * [OHS Guide-JHSC](https://ohsguide.worksafenb.ca/topic/fixed.html) * Involve your JHSC as much as possible! | Consult health and safety  representative as needed and keep  staff up to date with any new policies. | Z. Vienneau | IP |
| 1. **Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.** | * [OHS Guide Topic-Supervision](https://ohsguide.worksafenb.ca/topic/supervision.html) | Ensure adequate supervision within  the building and on the playground. | Z. Vienneau | Done |
| 1. **Communicate to all staff the requirement to co-operate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.** 2. **Schools must engage the district from the beginning.** 3. **Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.** 4. **Once the district is advised of a positive case, they must then report it to WorkSafeNB.** | * **EECD Outbreak Management Plan**    + 11, 12, 13, 14 are all addressed in the OMP * *Return to School* document | Communicate with all staff the duty to  co-operate with Public Health where  necessary.  Advise district immediately of any  suspected cases of Covid-19.  Follow the lead of Public Health  regarding cases of Covid-19. | Z. Vienneau  Z. Vienneau  Z. Vienneau | IP  IP |
| **Occupational Health and Safety – Strategies:** | |  |  |  |
| Lightbulb**Outline how the requirements for OHS within a COVID-19 response are being met.** | | | | |

11. Outbreak Management Plan

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. **Using the Return to School document, outline how the requirements for COVID response are being met.** | * **EECD Outbreak Management Plan** * Train staff on OMP, their roles and responsibilities * Designate isolation area, preferably if there is an area where an ill student could be supervised from 2m or more. | Follow EECD Outbreak Management  Plan.  Provide all staff with the OMP and  provide training where necessary.  Establish an isolation room (Room  20). | Staff  Z. Vienneau  Z. Vienneau | IP  IP  Done |
| **Outbreak Management Plan – Strategies:** | |  |  |  |
| Lightbulb**Describe how Outbreak Management Plan will be communicated to staff and students.** | | | | |

12. Mental Health Support

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| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| 1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available. | * [GNB Mental Health Resource](https://www2.gnb.ca/content/gnb/en/departments/ocmoh/cdc/content/respiratory_diseases/coronavirus/mental-health-and-coping-during-covid-19.html) * School District support staff   + John Fletcher * School District Human Resources Staff | Make staff aware of available  resources.  Check in on staff frequently. | Z. Vienneau  Z. Vienneau | IP  IP |
| 1. Other, site-specific considerations:   FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact [NACTATR Guide to School Re-Entry](https://nactatr.com/news/files/01GuideRe-Entry.pdf) | * School District Support Services | Share available resources as they are  made available. | Z. Vienneau | IP |
| **Mental Health Support – Strategies:** |  |  |  |  |
| Lightbulb**Describe how any mental health considerations are being met.** | | | | |

13. Additional Considerations: School specific

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| --- | --- | --- | --- | --- |
| **Action Items** | **Resources/Considerations**  (Examples, Templates, Guidance Documents) | **School Response** | **Person(s) Responsible** | **Status** (Done, In Progress, Not Started, N/A) |
| **Emergency Plans – Considerations under COVID**  **Address how students will be picked up from school (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? | Emergency response (fire drill,  lockdown, etc.) will remain the same  until further direction is provided.  Parents are asked to notify the  homeroom teacher via a note or  phone call indicating an early pick-up.  At the designated time, the student  will dismissed from class and sent to  the lobby and meet parent outside of  the school.  Teachers will be encouraged to  address behavioural issues at the  class level first. In the event that the  student must be removed from the  learning environment, the Principal  will be called down to the class to  escort the student to the office.  Principals office can maintain 2m of  physical distancing.  In the event of non-compliance of  safety protocols or physical distancing  measures, home will be contacted  and the student may be sent home. | Staff  Staff  Staff  Z. Vienneau | IP  IP  IP  IP |
| **Additional Considerations – Strategies:** | |  |  |  |
| Lightbulb**Describe how any additional considerations will be addressed and communicated.** | | | | |

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