

# COVID-19 Public Health School Safety Plan 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 your school board's reopening plan along with any Ministry of Education, Ministry of Health and Public Health directives, guidelines, and recommendations. For additional information refer to Ontario's [Guide to reopening Ontario's schools](#) and [Operational guidance: COVID-19 management in schools](#).

Please note, this is not an exhaustive list of recommendations as each task requires its own assessment and plan to address infection control against communicable diseases and other hazards. All items in this resource should be considered and discussed, but may not always be appropriate or applicable for your school.

Additional information and resources can be found on the [Back to School section](#) of the Haldimand-Norfolk Health Unit's website.

1.0	Transportation (including busing, drop-off and pick-up)	<input checked="" type="checkbox"/>	Notes
1.1	<p>Procedures for student loading, unloading and transfers that support physical distancing of 2 metres between all persons (except household members), should be developed.</p> <ul style="list-style-type: none"> <li>• Students should start loading from the back seats to the front of bus.</li> <li>• Where feasible, limit the number of students per bench unless from the same household. Ideally, one student per bench every other bench can help prevent transmission of COVID-19 in buses.</li> <li>• Students start unloading from the front seats to the back of bus.</li> <li>• Establish designated drop-off/pick-up times and locations for bus transportation that support physical distancing and limit congregation of students.</li> </ul>	<input type="checkbox"/>	
1.2	Parents, students and others should not be in the pick-up area or enter the bus if ill.	<input type="checkbox"/>	
1.3	<p>The driver should be provided with a protective zone, which may include:</p> <ul style="list-style-type: none"> <li>• 2 metres physical distance;</li> <li>• Physical barrier; or</li> <li>• Non-medical mask</li> </ul>	<input type="checkbox"/>	
1.4	Persons should perform hand hygiene using hand sanitizer containing at least 60% alcohol content or a non-alcohol-based hand sanitizer approved by Health Canada upon entering and leaving the bus.	<input type="checkbox"/>	
1.5	<p>Students should be assigned seats.</p> <ul style="list-style-type: none"> <li>• Record of this seating plan should be kept for at least 14 days in order to assist with contact tracing should a student be identified as a case of COVID-19.</li> <li>• Students who live in the same household should be seated together.</li> </ul>	<input type="checkbox"/>	
1.6	Arrange to accommodate transportation of immunocompromised and medically vulnerable students (e.g. separate vehicle, additional protective measures in place on bus).	<input type="checkbox"/>	
1.7	Masks should be available for students who become ill during the bus trip. The driver should contact the school to make the appropriate arrangements to pick up the student.	<input type="checkbox"/>	

1.8	When feasible, windows should be opened to increase ventilation.	<input type="checkbox"/>	
1.9	Enhanced cleaning and disinfecting process is established and must include: <ul style="list-style-type: none"> <li>• Frequently touched surfaces should be cleaned and disinfected at least twice daily (e.g. prior to each run and between bus routes for different schools)</li> <li>• Training staff on enhanced cleaning and disinfecting procedures.</li> <li>• Cleaning and disinfection of high-touch surfaces, such as door handles, window areas, rails, steering wheel, mobile devices and GPS should be increased.</li> <li>• A cleaning schedule and log must be posted in each bus and used to track cleaning.</li> </ul>	<input type="checkbox"/>	
1.10	Where possible, bus routes should avoid transporting students attending different schools at the same time.	<input type="checkbox"/>	
1.11	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"/>	
1.12	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 COVID-19 self-assessment tool.</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"/>	
1.13	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"/>	
1.14	Use physical and visual cues on the bus (e.g., signs, seat markers)	<input type="checkbox"/>	
1.15	Schools should encourage active forms of transportation (walking, cycling, etc.) and encourage parents to drive children to school in order to assist with physical distancing and limit potential exposures on buses.	<input type="checkbox"/>	
1.16	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"/>	

1.17	Create signage or landmarks to make drop-off and pick-up locations easy to identify.	<input type="checkbox"/>	
1.18	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>• Outdoor drop-off/pick-up (unless there is a need for parent/guardian to enter the school)</li> <li>• Staggering entry or limiting the number of people in entry areas</li> <li>• Physical distancing ground markings</li> </ul>	<input type="checkbox"/>	
<b>2.0</b>	<b>Screening</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
2.1	Educate staff, students, parents/guardians and essential visitors on the signs and symptoms of COVID-19.	<input type="checkbox"/>	
2.2	A daily self-assessment must be completed by all individuals prior to entering the school/school bus, including: <ul style="list-style-type: none"> <li>• Students</li> <li>• Staff</li> <li>• Bus drivers</li> <li>• Essential workers/visitors scheduled to be in the school</li> </ul>	<input type="checkbox"/>	
2.3	Post signage (i.e. passive screening) at public and staff entrances to prompt anyone to not enter if they feel unwell, have symptoms of COVID-19, have travelled outside of Canada in the past 14 days, or been in close contact with a confirmed case of COVID-19.	<input type="checkbox"/>	
2.4	Only essential visitors are permitted on school property (e.g., fire dept, public health, plumber). <ul style="list-style-type: none"> <li>• Consider signage indicating visitors/parents to not go past the screening area.</li> <li>• If visitors are allowed entry they should be screened and wear a mask.</li> </ul>	<input type="checkbox"/>	
2.5	Symptomatic individuals or anyone who has come into close contact with a suspected or confirmed case of COVID-19 in the past 14 days should be tested for COVID-19.	<input type="checkbox"/>	

2.6	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). Each record should include: <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>	<input type="checkbox"/>	
<b>3.0</b>	<b>Cohorting</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
3.1	Cohort in accordance with provincial and ministry requirements at minimum. Reduced cohort sizes should be strived for where possible to reduce potential transmission and, subsequently, lost school attendance in the event of an ill student and management of their close contacts.	<input type="checkbox"/>	
3.2	Students should remain in contact with only their classmates and a single teacher for as much of the school day as possible (cohort). Cohort group should not mix with other cohort groups.	<input type="checkbox"/>	
3.3	Maintain physical distancing within a cohort whenever possible (even where masks are worn) to minimize the risk for disease transmission. <ul style="list-style-type: none"> <li>• Schools and staff will need to recognize that some students may be present in several cohorts (e.g., class cohort, bus cohort, before/after-school program cohort).</li> </ul>	<input type="checkbox"/>	
3.4	Young students may require an escort to their cohort or classroom after drop off. Older students should be directed to their cohort or classroom following drop off. If students need to stay outside prior to entering the school, designate areas for each cohort to stay in while awaiting entry into the school.	<input type="checkbox"/>	
3.5	Timetables should be developed to support contact tracing in accordance with provincial and ministry requirements at minimum. Student class schedules should be developed such that indirect and direct students' contacts are minimized.	<input type="checkbox"/>	
3.6	Recess, lunch and bathroom break schedules should be staggered to support cohorting and physical distancing.	<input type="checkbox"/>	
3.7	Young students may require an escort to accompany them to other locations (e.g. washroom, recess) to help avoid potential interaction with others outside their cohort.	<input type="checkbox"/>	

3.8	Staff should work at only one location if at all possible. Supply/replacement staff should be assigned to specific cohorts.	<input type="checkbox"/>	
3.9	Staff members assigned to a group of students should not work or interact with other staff or children during the work day. If there is need to speak with other staff, they should maintain a distance of 2 metres and wear and mask. <ul style="list-style-type: none"> <li>If staff are required to change to other duties involving potential interaction with another cohort, it is important that they wear a mask when entering the space of the other cohort. The staff member should practice hand hygiene when entering and leaving the space.</li> </ul>	<input type="checkbox"/>	
3.10	Cohorts remain in the same classroom/space as much as possible. <ul style="list-style-type: none"> <li>If a different teacher is required, staff should come to the classroom to prevent student movement to other rooms.</li> </ul>	<input type="checkbox"/>	
3.11	Ensure a plan to prevent mixing of cohorts in washrooms/change rooms.	<input type="checkbox"/>	
3.12	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"/>	
3.13	Each cohort should have designated equipment. If unable to do so, ensure that equipment is cleaned and disinfected before and after each cohort use.	<input type="checkbox"/>	
<b>4.0</b>	<b>Physical Distancing</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
4.1	Physical distancing is promoted between and within cohorts in both indoor and outdoor learning and play spaces. Reorientating the physical environment to support physical distancing may reduce the reliance on individual-level behavioural measures that may be difficult, particularly for younger students.	<input type="checkbox"/>	
4.2	Staff practice physical distancing from students and other staff.	<input type="checkbox"/>	

4.3	<p>Physical distancing strategies are incorporated in the school:</p> <ul style="list-style-type: none"> <li>• Remove unnecessary furniture</li> <li>• Increase physical distance between chairs, tables, desks in all rooms (including cafeteria, library, staff areas) <ul style="list-style-type: none"> <li>○ Where 2 m is not possible, the greatest possible spacing is recommended.</li> </ul> </li> <li>• Desks should face forward rather than in circles or groups</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 and lessons outdoors to allow for more space</li> <li>• Stagger periods of student movement around school and discourage student congregating in hallways</li> </ul> <p>Stagger student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room).</p>	<input type="checkbox"/>	
4.4	Close communal spaces where strategies to support physical distancing cannot be implemented.	<input type="checkbox"/>	
4.5	Assign staff to dedicated work areas where possible and discourage sharing desks, phones, tools, equipment, etc.	<input type="checkbox"/>	
4.6	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"/>	
4.7	Cancel all large gatherings/assemblies. Consider virtual alternatives where appropriate.	<input type="checkbox"/>	
4.8	When it comes to unstructured outdoor time (e.g., recess), students should be taught about the importance of distancing, but it is recognized that this is challenging to enforce.	<input type="checkbox"/>	
4.9	Limit the total number of people at the school. Have staff work from home whenever possible (i.e. administrative staff). Restrict visitors and limit entry to only essential personnel.	<input type="checkbox"/>	
4.10	Pick-up and drop-off of students should happen outside the school unless there is a determined need for the parent/guardian to enter.	<input type="checkbox"/>	

4.11	Place signage and markers to notify students, staff and others attending of physical distancing requirements. Consider using signage/markings on the ground to direct students through the entry steps and within the building(s).	<input type="checkbox"/>	
4.12	Consider how to best address traffic flow throughout the schools. This may include one-way hallways and designated entrance and exit doors (while adhering to Fire Code requirements). Periods of student movement should be staggered to limit student congregation in hallways and other areas.	<input type="checkbox"/>	
4.13	Set and post occupancy limits for indoor areas. Smaller public areas within the school (e.g. washrooms, library, staff lunchrooms, supply rooms, change rooms) should also have occupancy limits that are posted.	<input type="checkbox"/>	
4.14	Avoid carpooling. Where sharing vehicles is required, passengers should sit in back seats (if available). Commuters should wear masks and open windows if possible.	<input type="checkbox"/>	
4.15	Consider using auxiliary space such as gyms and libraries to deliver education programming to aid in physical distancing.	<input type="checkbox"/>	
<b>5.0</b>	<b>Hand Hygiene and Respiratory Etiquette</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
5.1	Handwashing with soap and water is the preferred method for cleaning hands. <ul style="list-style-type: none"> <li>Alcohol Based Hand Rub (ABHR/hand sanitizer) can be used if washing with soap and water is not possible, but only if hands are not visibly soiled.</li> </ul>	<input type="checkbox"/>	
5.2	Encourage proper and frequent hand hygiene practices by staff and students using soap and water for at least 20 seconds or ABHR: <ul style="list-style-type: none"> <li>Once entering school and before leaving</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>	<input type="checkbox"/>	
5.3	Place hand sanitizer containing at least 60% alcohol content or a non-alcohol-based hand sanitizer approved by Health Canada in entrances, exits, and classroom entrances as well as near high-touch equipment such as copiers, microwaves, vending machines and in other high traffic areas.	<input type="checkbox"/>	

5.4	Incorporate additional hand hygiene opportunities into the daily schedule.	<input type="checkbox"/>	
5.5	Where possible, supervise handwashing. Young children should always be supervised if using hand sanitizer.	<input type="checkbox"/>	
5.6	Position hand sanitizer stations in accessible but safe locations. Dispensers should not be in locations that can be accessed by young children.	<input type="checkbox"/>	
5.7	Post signage to encourage proper handwashing in washrooms and food handling areas.	<input type="checkbox"/>	
5.8	Ensure handwash stations are adequately supplied with soap and paper towels at all times.	<input type="checkbox"/>	
5.9	Staff and students practice proper respiratory etiquette. Use education posters at the entrance and in areas where they are likely to be seen.  Respiratory etiquette includes: <ul style="list-style-type: none"> <li>• Covering nose and mouth during coughing and sneezing with a tissue or sneezing or coughing into your sleeve or elbow.</li> <li>• Disposing of used tissues into the garbage immediately after use.</li> <li>• Practicing proper hand hygiene immediately after coughing or sneezing or touching one's face.</li> </ul>	<input type="checkbox"/>	
5.10	Use lined, no-touch waste baskets (i.e., foot pedal-operated, hand sensor, open basket).	<input type="checkbox"/>	
<b>6.0</b>	<b>Enhanced Cleaning and Disinfection</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
6.1	A thorough cleaning and disinfection of school facilities must be completed prior to re-opening.	<input type="checkbox"/>	

6.2	<p>Review existing practices to determine where enhancement should or could be made including:</p> <ul style="list-style-type: none"> <li>• Inventory to determine items stored, moved or removed to reduce handling, cleaning and disinfection</li> <li>• Frequency and timing of cleaning and disinfection</li> <li>• Areas to clean and/or disinfect</li> <li>• Choice of cleaning and disinfection products</li> <li>• Student and staff safety</li> <li>• Staffing</li> <li>• Signage</li> <li>• PPE</li> </ul>	<input type="checkbox"/>	
6.3	<p>Develop a schedule for increased, routine cleaning and disinfection as well as daily 'complete' cleaning before and during operation. The schedule should include cleaning and disinfection plans for:</p> <ul style="list-style-type: none"> <li>• High contact surfaces (including water fountains);</li> <li>• Washrooms;</li> <li>• Shared equipment;</li> <li>• Auxiliary spaces and common rooms; and</li> <li>• Others areas that may apply</li> </ul>	<input type="checkbox"/>	
6.4	Cleaning and disinfecting schedule and log must be posted and used to track cleaning.	<input type="checkbox"/>	
6.5	Disinfectants used should have a Drug Identification Number (DIN) and virucidal claim.	<input type="checkbox"/>	
6.6	Area rugs and soft furnishings that cannot be easily cleaned and disinfected should be removed. Non-essential furniture and items should also be removed to reduce the amount of cleaning and disinfection required.	<input type="checkbox"/>	
6.7	Water fountain knobs and push buttons are considered high-touch surfaces, and should be regularly cleaned and disinfected.	<input type="checkbox"/>	
6.8	Ensure all shared items and common surfaces used at the school are made of material that can be cleaned and disinfected.	<input type="checkbox"/>	
6.9	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"/>	
6.10	Washrooms are to be cleaned and disinfected at least twice per day and when visibly soiled.	<input type="checkbox"/>	

6.11	Ensure staff are trained in proper use of cleaning and disinfection products (e.g. contact times, if PPE needs to be worn)	<input type="checkbox"/>	
6.12	Clean and disinfect high touch surfaces such as door knobs/handles, phones, railings, faucets, toilets, photocopiers, and other shared items frequently.  Surfaces should be immediately cleaned following spills or where someone displays respiratory (e.g. cough or sneeze) or enteric (e.g. diarrhea or vomiting) symptoms in the area.  Remove items that cannot be properly cleaned or disinfected (e.g. stuffed animals) after becoming contaminated.	<input type="checkbox"/>	
6.13	Playgrounds including high touch surfaces made of plastic or metal can be cleaned with soap and water.	<input type="checkbox"/>	
6.14	Wash, rinse, disinfect, and then sanitize food contact surfaces, food preparation surfaces, and food preparation equipment.	<input type="checkbox"/>	
6.15	Ensure that cleaning or disinfecting product residues are not left on table surfaces. Residues could cause allergic reactions or cause someone to ingest the chemicals.	<input type="checkbox"/>	
6.16	Ensure safe and correct use and storage of disinfectants to avoid harm to staff, students and other individuals. This includes storing products securely away from children.	<input type="checkbox"/>	
6.17	Use gloves when removing garbage bags or handling and disposing of trash. Wash hands after removing gloves.	<input type="checkbox"/>	
<b>7.0</b>	<b>Shared Items and Programming</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
7.1	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.  Staff must wash hands or use ABHR before and after touching any student personal belongings.	<input type="checkbox"/>	

7.2	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) or labelled and assigned to one child.	<input type="checkbox"/>	
7.3	Avoid using water or sensory tables.  If sensory materials (e.g., playdough, water, sand, etc.) are offered, they should be provided for single use (i.e. available to the child for the day) and labelled with child's name, if applicable.	<input type="checkbox"/>	
7.4	Limit sharing of supplies, equipment, and toys among students.  If possible, each cohort should have designated supplies and equipment (e.g., balls, loose equipment).  Items should be cleaned and disinfected prior to use by another cohort.	<input type="checkbox"/>	
7.5	Physical distancing is maintained in activities that are part of physical education (PE) classes.	<input type="checkbox"/>	
7.6	Extracurricular sports, clubs, committees and activities that maintain physical distancing between students can be considered.  Explore whether these extracurriculars can be conducted virtually.  High contact sports (e.g., rugby, football, wrestling) should be postponed.	<input type="checkbox"/>	
7.7	For all structured and unstructured play (including: recess, playground use, PE classes, extracurricular sports/activities): <ul style="list-style-type: none"> <li>• Students/staff must practice proper 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 play areas, change rooms/showers</li> <li>• Students must not share personal items (e.g., water bottles, towels)</li> </ul>	<input type="checkbox"/>	

7.8	<p>Choir and band practices or performances should be postponed unless they can take place virtually.</p> <p>For music/band: 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> <p>Any shared instruments must be cleaned and disinfected between users.</p>	<input type="checkbox"/>	
7.9	Promote co-op placements that can be completed virtually.	<input type="checkbox"/>	
7.10	Postpone field trips and activities requiring group transportation.	<input type="checkbox"/>	
7.11	Reinforce “no food sharing” policies. If meals or snacks are provided, ensure each child has their own individual meal or snack. Multi-use utensils must be sanitized.	<input type="checkbox"/>	
7.12	Students should bring their own sunscreen where possible and it should not be shared. Staff may provide assistance to apply sunscreen to any child requiring it and should exercise proper hand hygiene when doing so (for example washing hands before and after application).	<input type="checkbox"/>	
7.13	Play structures should only be used by one cohort at a time.	<input type="checkbox"/>	
<b>8.0</b>	<b>Eating and Drinking</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
8.1	<p>Avoid offering any self-serve food or drink options.</p> <ul style="list-style-type: none"> <li>Where served, meals should be served in individual portions to the students.</li> </ul>	<input type="checkbox"/>	
8.2	Ensure there is no family style or sharing of food at meal times, classroom celebrations, instructional periods, recess, etc.	<input type="checkbox"/>	
8.3	Food/lunches brought from home should be stored with the student’s belongings.	<input type="checkbox"/>	
8.4	Close food preparation areas off that could be accessed by students, non-designated staff, or visitors.	<input type="checkbox"/>	

8.5	Ensure that food-handling staff practice hand hygiene and are excluded from work if they are symptomatic.	<input type="checkbox"/>	
8.6	There should be no common food items (e.g., salt and pepper shakers, ketchup) and no sharing of utensils.	<input type="checkbox"/>	
8.7	Use disposable food service items where possible (e.g., utensils, dishes, napkins, tablecloths). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water, or in a dishwasher. Employees should wash their hands after removing their gloves or after handling used food service items.	<input type="checkbox"/>	
8.8	Avoid food programs requiring delivery from outside service providers and delivery involving food delivery person(s) going from classroom to classroom/cohort to cohort (e.g. pizza days, snack programs, etc.)	<input type="checkbox"/>	
8.9	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"/>	
8.10	Students should neither prepare nor provide food that will be shared with others.	<input type="checkbox"/>	
8.11	Ensure proper hand hygiene is practiced for all individuals before and after eating.	<input type="checkbox"/>	
8.12	Where possible, students should practice physical distancing while eating. <ul style="list-style-type: none"> <li>• Where possible, students eat in their classroom with their cohort.</li> </ul>	<input type="checkbox"/>	
8.13	Classes that teach food preparation may occur as long as students do not share the food they prepare with other students or staff.	<input type="checkbox"/>	
8.14	Increase physical distance of chairs and tables in cafeterias and staff lunchroom. Encourage staff to eat in classroom and limit numbers in staff room.	<input type="checkbox"/>	
8.15	Where common lunchrooms are used by different cohorts at different times (i.e. staggering lunch times), ensure they are cleaned and disinfected after each cohort including all surfaces of the tables and chairs (including the underneath edge of the chair seat).	<input type="checkbox"/>	

8.16	Consider adapting other areas to serve as additional dining space in order to increase spacing among persons.	<input type="checkbox"/>	
8.17	Students/staff fill water bottle rather than drinking directly from water fountains.	<input type="checkbox"/>	
<b>9.0</b>	<b>Personal Protective Equipment (PPE)</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
9.1	Use of masks and other PPE are to meet provincial and ministry requirements at minimum. Criteria for exemption should be established by the school with alternative measures in place to mitigate or prevent risk of exposure.	<input type="checkbox"/>	
9.2	Students in Grades 4-12 are to wear non-medical or cloth masks indoors in school, including in hallways and during classes.  Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces.	<input type="checkbox"/>	
9.3	Staff and essential visitors must wear a medical mask, and physical distancing should still be practised.	<input type="checkbox"/>	
9.4	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"/>	
9.5	Parents/guardians are responsible for ensuring the cleanliness of their students' face coverings.	<input type="checkbox"/>	
9.6	Where persons cannot maintain physical distancing, install barriers (e.g. plexiglass) or provide appropriate PPE (e.g. masks for staff who may need to be within 2 m of visitors or other staff members).	<input type="checkbox"/>	
9.7	Appropriate PPE should be determined based on the task being completed (e.g. first aid). <ul style="list-style-type: none"> <li>See Appendix A for PPE recommendation</li> </ul>	<input type="checkbox"/>	
9.8	Ensure staff are trained as to how to don (i.e. put on) and doff (i.e. take off) PPE.	<input type="checkbox"/>	
9.9	Change out of work clothing at the end of each school day and wash them. Do not store your street clothes and work clothing in the same space unless both are clean.	<input type="checkbox"/>	

10.0	Air Circulation	<input checked="" type="checkbox"/>	Notes
10.1	HVAC systems should be checked to ensure good ventilation. Where possible, increase the ventilation system's air intake.	<input type="checkbox"/>	
10.2	Implement practices to support adequate air circulation in classrooms and staff rooms: <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 and doors)</li> </ul> If practices are not feasible for whole facility, prioritize higher risk areas (e.g., where crowding may occur).	<input type="checkbox"/>	
10.3	Minimize use of other air current generating devices (e.g., bladed and bladeless fans, portable air conditioners): <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> Practice regular device maintenance: <ul style="list-style-type: none"> <li>• Surface cleaning (including fan blades)</li> <li>• Remove moisture/water collected by portable air conditioners</li> </ul>	<input type="checkbox"/>	
10.4	Conduct more activities outside where/when possible (e.g. outdoor learning, DPA, Phys. Ed.)	<input type="checkbox"/>	
11.0	Management of Symptomatic Persons	<input checked="" type="checkbox"/>	Notes
11.1	Log all persons (e.g. students, staff, support service workers) attending the school on a daily basis. <ul style="list-style-type: none"> <li>• Ideally, absenteeism should also be recorded by cohort.</li> </ul>	<input type="checkbox"/>	
11.2	Seating charts, bus cohorts and before and after school cohorts must also be kept on record and available in the event contact tracing is needed.	<input type="checkbox"/>	

11.3	<p>Staff monitor themselves 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>	<input type="checkbox"/>	
11.4	Symptomatic individuals should be tested for COVID-19 and remain excluded from attending school in person pending test results.	<input type="checkbox"/>	
11.5	<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 isolation room/space until their departure.</p>	<input type="checkbox"/>	
11.6	<p>A 'kit' should be available for use by the ill individual and staff member attending to them. The kit should contain ABHR, gloves, surgical/procedural masks, eye protection, and a gown.</p> <ul style="list-style-type: none"> <li>• Instructions on proper use of PPE should be available on the outside of the kit.</li> <li>• Tissues should be provided along with guidance on proper disposal of the tissues.</li> <li>• A thermometer should be available if needed to verify the temperature of an ill individual. The thermometer must be covered with single-use protective covers (discarded after each use) or cleaned and disinfected after each use.</li> </ul>	<input type="checkbox"/>	
11.7	Designated staff member providing care to a symptomatic student, staff member or visitor must wear PPE as required, maintain a distance of two metres (if possible), avoid contact with the symptomatic person's respiratory secretions and perform hand hygiene.	<input type="checkbox"/>	
11.8	A surgical/procedural mask is worn by the symptomatic person (if tolerated).	<input type="checkbox"/>	

11.9	<p>Clean and disinfect the designated room/space, and any items touched by the symptomatic individual.</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>Remove all items that cannot be cleaned (paper, books, etc.) and store them in a sealed container for a minimum of 7 days.</p>	<input type="checkbox"/>	
11.10	Place any soiled personal items in a securely tied plastic bag and send home with the student's parent/guardian. Soiled items must not be rinsed and/or washed at school.	<input type="checkbox"/>	
11.11	<p>As each situation is unique, school will work closely with HNHU on exclusion and isolation requirements for close contacts and other individuals from the same cohort.</p> <p>In the event of a confirmed COVID-19 case, HNHU will notify the school and provide further information on contact tracing and outbreak management.</p>	<input type="checkbox"/>	
11.12	<p>School must report any known, or lab confirmed cases of COVID19 to HNHU.</p> <p>Notify HNHU when there is an increase in absenteeism due to symptoms consistent with COVID-19.</p>	<input type="checkbox"/>	
<b>12.0</b>	<b>Communication</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
12.1	<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"/>	
12.2	Encourage the use of video and telephone calls with parents/guardians in place of in-person meetings.	<input type="checkbox"/>	
12.3	Signs are posted at entrances to the school to remind students, staff, parents/guardians and essential visitors about COVID-19 protocols (e.g., screening information, hand hygiene, physical distancing).	<input type="checkbox"/>	

12.4	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"/>	
<b>13.0</b>	<b>General Measures</b>	<input checked="" type="checkbox"/>	<b>Notes</b>
13.1	Ensure your school's water system is ready after a prolonged facility shutdown.	<input type="checkbox"/>	
13.2	Prepare for at-home learning options, especially for management of vulnerable/accommodated staff and students as well as those who become ill or are deemed a close contact and may have to be home for 14 days or longer.	<input type="checkbox"/>	
13.3	Avoid cash transactions. Online payment, debit or credit using 'tap' options are preferred.	<input type="checkbox"/>	
13.4	Consider implementing a system for virtual and/or telephone consultations/parent conferences when and where possible. Non-essential face-to-face appointments should be postponed or converted to virtual appointments.	<input type="checkbox"/>	
13.5	Conduct meetings (including staff meetings) so that everyone is 2 m or more apart, online or via teleconference.	<input type="checkbox"/>	
13.6	Offer options for vulnerable employees at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limits their exposure risk (e.g., modified job responsibilities).	<input type="checkbox"/>	
13.7	Given the stringent screening, students and staff may spend many more days away from school. Consider how to manage additional student and staff absenteeism.	<input type="checkbox"/>	
13.8	Schools are required to follow all existing worker health and safety requirements, as outlined in the Occupational Health and Safety Act (OHSA) and its regulations.	<input type="checkbox"/>	
13.9	Establish guidance and supports for children and families disproportionately impacted by chosen reopening model due to social, economic, ability and other challenges and barriers.	<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).
- All school-based staff are required to wear medical masks.
- Droplet and contact precautions are recommended for the care of someone suspected or confirmed with COVID-19.
- Practice physical distancing of two metres (six feet) as much as possible.
- Consider the use of a face covering when physical distancing is difficult to maintain.
- Practise, and increase the frequency of, proper hand hygiene.

Staff / Role	Type of PPE (and/or face covering)
Teachers, Office administration, Principal, Vice Principal	All school-based staff are required to wear masks or face coverings.
EAs and specialized staff for students with special needs	Staff who are in close contact with students (i.e., any physical distancing is not possible) must wear: <ul style="list-style-type: none"> <li>• Medical masks</li> <li>• Eye protection (face shield)</li> <li>• Where direct contact with a student is required, staff must also wear gown and gloves.</li> </ul>
Supervision staff (e.g., for various cohorts, before/after school supervision) and Occasional teachers	
School staff providing care for a sick child (suspect case of COVID-19)	
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>• Medical mask</li> <li>• Eye protection (face shield)</li> <li>• Gown</li> <li>• Gloves</li> </ul>
Symptomatic student (suspect case of COVID-19)	Medical mask (if tolerated)
Custodial and caretaker staff (no direct care or close contact with students or other staff)	<ul style="list-style-type: none"> <li>• Mask or face covering</li> <li>• Gloves, as required (as per manufacturer's instructions)</li> </ul>
Cook/food handler Maintenance staff Counsellors/ Child and Youth Workers Bus driver	<ul style="list-style-type: none"> <li>• Practice physical distancing of two metres (six feet) as much as possible</li> <li>• Mask or face covering</li> </ul>
Essential Visitors	<ul style="list-style-type: none"> <li>• Practice physical distancing of two metres (six feet)</li> <li>• Mask or cloth face covering</li> </ul>

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"/>