



Sioux Lookout  
First Nations  
Health Authority



# COVID-19 Public Health School Safety Plan Checklist

April 24, 2020

## ABSTRACT

This checklist is intended to support the safe reopening of schools and improve their overall preparedness and management of COVID-19

Sioux Lookout First Nations Health Authority

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## **Introduction**

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 the Ministry of Education, Ministry of Health and Public Health directives, guidelines, and recommendations. For additional information refer to [Guide to reopening Ontario's schools, Approach to reopening schools for the 2020-2021 school year](#) and [Sioux Lookout First Nations Health Authority website](#).

Please note that this checklist resource was designed to support the conventional full day and the modified/adaptive school day models. All items in this resource should be considered and discussed but may not always be appropriate or applicable for your setting or school.

*This document was adapted with permission from the Northwestern Health Unit.*

## School/School Board Recommendations

1.0	General Measures/Policies	✓	NOTES
1.1	<p>COVID-19 related policies/procedures/protocols are developed and include:</p> <ul style="list-style-type: none"> <li>• Screening/Exclusion</li> <li>• Daily attendance records</li> <li>• Drop-off and pick-up</li> <li>• Visitor limitations (e.g. protocols for school access by regulated health professionals, social service professionals, and paraprofessionals)</li> <li>• Cohorting and staffing</li> <li>• Physical distancing</li> <li>• Enhanced cleaning and disinfection</li> <li>• Use of PPE</li> <li>• Protocol is in place if a student, parent/guardian, visitor, or staff experiences COVID-19 related symptoms.</li> <li>• Protocol is in place if a student, parent/guardian, visitor, or staff has tested positive for COVID-19</li> </ul> <p>Staff is trained in all policies and procedures and PPE use and staff completion of training is documented.</p>	<input type="checkbox"/>	
1.2	A copy of the COVID-19 related policies and procedures are accessible to all staff, parents/guardians, and emergency contacts.	<input type="checkbox"/>	
1.3	Staff are aware that if any person at the school is exhibiting symptoms of COVID-19 or has been exposed to COVID-19, the COVID-19 relevant procedures shall be implemented immediately.	<input type="checkbox"/>	
1.4	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"/>	
1.5	Schools are required to follow all existing worker health and safety requirements, as outlined in the <i>Canada Labour Code Part II</i> and its regulations.	<input type="checkbox"/>	

2.0	Communication	✓	NOTES
2.1	<p>In advance of the school year, parents/guardians receive and are aware of the enhanced COVID-19 related measures, expectations and guidelines:</p> <ul style="list-style-type: none"> <li>• New school protocols</li> <li>• Instructions for screening/exclusion</li> <li>• Drop-off/pick-up procedures</li> <li>• Information on physical distancing and hand hygiene</li> <li>• Protocols for symptomatic student/staff</li> <li>• Busing</li> </ul>	<input type="checkbox"/>	
2.2	Encourage the use of video and telephone calls with parents/guardians in place of in-person meetings.	<input type="checkbox"/>	
2.3	<p>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, Do Not Enter signage, hand hygiene, physical distancing).</p> <p>Resources: <a href="http://www.slnha.com">www.slnha.com</a></p>	<input type="checkbox"/>	
2.4	Parents/guardians have provided a primary and secondary emergency contact that is able to pick up student whenever needed and as soon as possible. Emergency contact is aware of all COVID-19 measures for physical distancing, hand hygiene and self-monitoring.	<input type="checkbox"/>	
2.5	Some staff and students may be at a higher risk of adverse outcomes from COVID-19 (e.g., those with underlying medical conditions). These individuals may attend school as per usual, however they should work with their healthcare provider to make an informed decision.	<input type="checkbox"/>	

3.0	Screening	✓	NOTES
3.1	<p>Educate staff, students, parents/guardians and essential visitors on the signs and symptoms of COVID-19. A self-assessment must be completed by all individuals prior to entering the school.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">COVID-19 Reference document for symptoms</a></li> <li>• <a href="#">Ontario's COVID-19 Self-Assessment</a></li> <li>• <a href="#">SLFNHA Daily Before School Screening tool</a></li> <li>• <a href="#">SLFNHA Assessment Poster</a></li> </ul>	<input type="checkbox"/>	
3.2	<p>Parents/guardians perform daily screening of their child(ren) for COVID-19 symptoms BEFORE leaving for school using a self-assessment checklist.</p> <p>Direct parents/guardians to:</p> <ul style="list-style-type: none"> <li>• Check their child's temperature (fever &gt; 37.8oC)</li> <li>• Monitor for signs and symptoms (including atypical symptoms) of COVID-19</li> <li>• If any signs or symptoms, student must stay home, and school must be contacted.</li> <li>• <a href="#">SLFNHA Daily Screening Before Going To School Flowchart</a></li> </ul>	<input type="checkbox"/>	
3.3	<p>All staff complete a daily self-assessment screen for COVID-19 symptoms BEFORE arriving at school.</p> <ul style="list-style-type: none"> <li>• Staff must check their own temperature</li> <li>• If any signs or symptoms, staff must stay home, and school must be contacted.</li> <li>• <a href="https://covid-19.ontario.ca/self-assessment/">https://covid-19.ontario.ca/self-assessment/</a></li> </ul>	<input type="checkbox"/>	
3.4	<p>Only essential visitors are permitted on school property (e.g., plumber). Essential visitors complete a self-assessment screen for COVID-19 symptoms BEFORE arriving/entering school.</p> <p>It is encouraged that school staff screen visitors prior to entry.</p> <ul style="list-style-type: none"> <li>• If any signs or symptoms, essential visitor must not enter school.</li> </ul>	<input type="checkbox"/>	

3.5	<p>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 at the direction of the SLFNHA.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• FAQ COVID-19 Testing</li> </ul>	<input type="checkbox"/>	
3.6	<p>Hand hygiene stations with alcohol-based hand sanitizer (minimum 60%) are available at all school entrances along with COVID-19 information/signage (e.g., screening information, hand hygiene, physical distancing).</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• How to wash hands (English and Oji-Cree)</li> <li>• How to use Hand Sanitizer (English and Oji-Cree)</li> <li>• <a href="#">Handwashing video</a></li> </ul>	<input type="checkbox"/>	
3.7	<p>Daily records (e.g. attendance and visitor sign in) of anyone entering the school setting must be maintained and kept on-site (includes staff, students, parents/guardians and essential visitors).</p> <p>Each record should include:</p> <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"/>	

4.0	Drop-Off and Pick-Up	✓	NOTES
4.1	Identify locations and times for drop-off/pick-up and plan staffing requirements for monitoring student arrivals/departures via private transportation and active travel (e.g., walking, wheeling). <ul style="list-style-type: none"> <li>• Can different doors be designated for entry and exit?</li> <li>• Or Can arrival/departure times for various cohorts be staggered to avoid congestion?</li> </ul>	<input type="checkbox"/>	
4.2	Create signage or landmarks to make drop-off and pick-up locations easy to identify.	<input type="checkbox"/>	
4.3	Drop-off/pick-up procedures should support physical distancing and cohorting using strategies that may include: <ul style="list-style-type: none"> <li>• Only one designated parent/guardian drop-off</li> <li>• Separate cohort entrances (if applicable and possible)</li> <li>• 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 groundmarkings</li> </ul>	<input type="checkbox"/>	
4.4	Family transportation: <ul style="list-style-type: none"> <li>• Vehicle cohorts are used as much as possible               <ul style="list-style-type: none"> <li>○ Households travel together</li> <li>○ If anyone else is in the vehicle, they are in the same cohort every day</li> </ul> </li> </ul>	<input type="checkbox"/>	
4.5	Limit student personal belongings brought to school (e.g., backpack, clothing, sun protection, water bottles, food).	<input type="checkbox"/>	
4.6	Bus Transportation: <ul style="list-style-type: none"> <li>• Driver protection               <ul style="list-style-type: none"> <li>○ A 2-metre physical distance is maintained (i.e. block off front seats) or</li> <li>○ There is a physical barrier around the driver (i.e. plexiglass) or</li> <li>○ If a physical barrier is not present, driver wears a non-medical mask</li> </ul> </li> <li>• Students:               <ul style="list-style-type: none"> <li>○ Hand hygiene is carried out upon entering the bus</li> <li>○ Seating is assigned – household members can sit together; others should be separated (may need to block off some seats)</li> <li>○ Loading from back seats to front seats, unloading from front to back</li> </ul> </li> <li>• Cleaning               <ul style="list-style-type: none"> <li>○ Regular cleaning schedules and cleaning logs have been established</li> <li>○ High touch surfaces are cleaned and disinfected prior to each run</li> </ul> </li> <li>• Establish procedures should a student develop symptoms while on the bus</li> </ul>	<input type="checkbox"/>	



5.0	Cohorting And Staffing	✓	Notes
5.1	Students remain in contact with only their classmates and a limited number of staff for as much of the school day as possible (cohort). Cohort group does not mix with other cohort groups.	<input type="checkbox"/>	
5.2	All members of a cohort (students/staff) practice physical distancing (including between members of the same cohort) and infection prevention and control practices as much as possible.	<input type="checkbox"/>	
5.3	Cohorts remain in the same classroom/space as much as possible. If a different teacher is required, staff should come to the classroom to prevent student movement to other rooms.	<input type="checkbox"/>	
5.4	Ensure a plan to prevent mixing of cohorts in washrooms and change rooms.	<input type="checkbox"/>	
5.5	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"/>	
5.6	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).	<input type="checkbox"/>	
5.7	When assigning supply teachers to schools, consideration should be given to assigning supply teachers to one school for long periods of time to minimize exposures for all staff and students.	<input type="checkbox"/>	

6.0	Physical Distancing	✓	NOTES
6.1	Physical distancing is promoted between and within cohorts in both indoor and outdoor learning and play spaces.	<input type="checkbox"/>	
6.2	Staff practice physical distancing from students and other staff.	<input type="checkbox"/>	
6.3	<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)</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 and traffic flow (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> <li>• Stagger student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room).</li> </ul> <p>Resource:</p> <ul style="list-style-type: none"> <li>• FAQ Physical Distancing</li> </ul>	<input type="checkbox"/>	
6.4	Close communal spaces where strategies to support physical distancing cannot be implemented.	<input type="checkbox"/>	
6.5	Assign staff to dedicated work areas where possible and discourage sharing desks, phones, tools, equipment, etc.	<input type="checkbox"/>	
6.6	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"/>	
6.7	Cancel all large gatherings/assemblies. Consider virtual alternatives where appropriate.	<input type="checkbox"/>	
6.8	Limit the number of employees gathering in common areas and limit number in an elevator to allow for physical distancing.	<input type="checkbox"/>	
6.9	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"/>	

7.0	Shared Items and Programming	✓	NOTES
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 alcohol-based hand sanitizer 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).	<input type="checkbox"/>	
7.3	Do not use water or sensory tables.	<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).	<input type="checkbox"/>	
7.5	Physical distancing is maintained in activities that are part of physical education (PE) classes.	<input type="checkbox"/>	
7.6	If extracurricular sports, clubs, committees and activities are resumed, they must maintain physical distancing between students. Consider whether they can be conducted virtually.  High contact sports (e.g., basketball, football, and 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 (not expected of play structures) between cohort/group use</li> <li>• Activities should take place outdoors where possible</li> <li>• Encourage students to practice physical distancing in playgrounds, change rooms/showers</li> </ul> Students must not share personal items (e.g., water bottles, towels)	<input type="checkbox"/>	

	Items should be cleaned and disinfected prior to use by another cohort.		
7.8	Choir and band practices or performances should be postponed unless they can take place virtually.  For music/band: Instruments should be assigned to one student and not shared. Instruments should be cleaned and disinfected after use.	<input type="checkbox"/>	
7.9	Promote co-op placements that can be completed virtually.	<input type="checkbox"/>	

8.0	Shared Items and Programming	✓	NOTES
8.1	<p>All staff and students perform proper hand hygiene before and after eating.</p> <p>Stagger student/staff lunch times to accommodate for hand washing or alcohol-based hand sanitizer use at communal stations (e.g., washrooms) and in shared spaces (e.g., cafeterias).</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Proper Hand washing</li> <li>• Proper Hand sanitizing</li> </ul>	<input type="checkbox"/>	
8.2	<p>Where possible, students eat in their classroom with their cohort. Ensure physical distancing is maintained while students are eating.</p>	<input type="checkbox"/>	
8.3	<p>Increase physical distance of chairs and tables in cafeterias and staff lunchroom. Encourage staff to eat in classroom and limit numbers in staff room.</p> <p>Clean and disinfect shared eating areas (e.g., cafeterias) between cohort use.</p>	<input type="checkbox"/>	
8.4	<p>Students/staff fill water bottles at water filling stations or taps. Water fountains should be disabled.</p>	<input type="checkbox"/>	
8.5	<p>Ensure students have their own individual meal or snack.</p> <p>Ensure “No sharing” policies and procedures are reinforced: food, water bottles or personal items. Personal items should be clearly labelled with each student’s name.</p>	<input type="checkbox"/>	
8.6	<p>Remove self-serving food items (i.e. ketchup and other condiments, buffet style serving, etc.)</p>	<input type="checkbox"/>	
8.7	<p>Do not plan activities that involve students in preparing or serving food</p>	<input type="checkbox"/>	
8.8	<p>Third party food services/nutrition programs can continue to operate. All surfaces, bins and containers for food must be disinfected prior to and after use. Food must be served in "grab and go" format (i.e. individual portions)</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Meal and Snack Programs</a></li> </ul>	<input type="checkbox"/>	

9.0	Hand Hygiene and Respiratory Etiquette	✓	NOTES
9.1	<p>Encourage proper and frequent hand hygiene practices by staff and students:</p> <ul style="list-style-type: none"> <li>• Soap and water for at least 20 seconds or alcohol-based hand sanitizer</li> <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 *soap and water should always be used</li> <li>• Before/after outdoor play</li> </ul> <p>Alcohol-based hand sanitizer can also be used if handwashing is not possible.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Proper Handwashing</li> <li>• Proper hand sanitizing</li> </ul>	<input type="checkbox"/>	
9.2	<p>Hand hygiene products are available in all rooms and at school entrances (i.e., hand wash sink or alcohol-based hand sanitizer).</p> <p>All staff, students and essential visitors conduct proper hand hygiene upon entering the school.</p>	<input type="checkbox"/>	
9.3	<p>Staff provides supervision/assistance for student hand hygiene practices when necessary</p>	<input type="checkbox"/>	

9.4	<p>Staff and students practice proper respiratory etiquette. Use education posters at the entrance and in areas where they are likely to be seen.</p> <p>Respiratory etiquette includes:</p> <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> <p>Resources:</p> <ul style="list-style-type: none"> <li>• Cover your cough</li> <li>• Do a dab!</li> </ul>	<input type="checkbox"/>	
9.5	Use lined, no-touch waste baskets (i.e., foot pedal-operated, hand sensor, open basket).	<input type="checkbox"/>	

10.0	Enhanced Cleaning and Disinfection	✓	NOTES
10.1	Cleaning and disinfecting process, schedule and log are developed. <ul style="list-style-type: none"> <li>• Review existing practices to identify required cleaning enhancements (e.g., locations, frequency, timing, PPE, staffing, signage)</li> <li>• Identify inventory needs</li> <li>• A cleaning log must be posted and used to track cleaning.</li> </ul>	<input type="checkbox"/>	
10.2	Only use cleaners and disinfectants with a Drug Identification Number (DIN) or Natural Product Number (NPN).  Refer to the list of approved disinfectants and use these products to clean and disinfect properly.	<input type="checkbox"/>	
10.3	Train staff on enhanced cleaning and disinfecting procedures. Cleaning and disinfecting products are provided and accessible to staff.	<input type="checkbox"/>	
10.4	Shared rooms/spaces must be cleaned and disinfected before and after using the space.	<input type="checkbox"/>	
10.5	Clean and disinfect common areas and items including high touch surfaces (e.g., doorknobs, handrails, light switches, sink and toilet handles, keyboards, touch screens, desks, sports equipment) <b>at least twice daily</b> and as often as necessary.  Resources: <ul style="list-style-type: none"> <li>• General Cleaning and Disinfecting Information Sheet</li> <li>• Cleaning of Public Spaces Information Sheet</li> <li>• Bleach Solutions for Cleaning Information Sheet</li> <li>• Bathroom Cleaning Information Sheet</li> </ul>	<input type="checkbox"/>	



11.0	Personal Protective Equipment (PPE)	✓	NOTES
11.1	<p>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.</p> <p>Students should not wear a mask if they:</p> <ul style="list-style-type: none"> <li>• Are not able to put on or take off the mask without help.</li> <li>• have medical conditions like breathing or cognitive difficulties or a disability that stops them from wearing it safely.</li> <li>• are under the age of five either chronologically or developmentally if they are unable or refuse to wear it.</li> </ul>	<input type="checkbox"/>	
11.2	<p>At minimum, all school staff are to wear a medical mask or face covering. Risk assessments should be conducted to determine additional PPE required for each task and role. See Appendix A for a chart outlining type of PPE that is recommended for various staff roles.</p>	<input type="checkbox"/>	
11.3	<p>Staff have completed/reviewed the Public Health Ontario PPE training resources outlined in <b>Appendix A</b>.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Putting on and Taking Off PPE Poster</a></li> </ul>	<input type="checkbox"/>	
11.4	<p>School/school board has secured and sustained an adequate supply of PPE available for use (e.g., gloves, surgical/procedural masks, gowns, eye protection).</p>	<input type="checkbox"/>	
11.5	<p>Visitors providing services to children must wear a medical mask, and physical distancing should still be practiced.</p>	<input type="checkbox"/>	
11.6	<p>Students should bring a clean face covering, or be supplied with one, each day. Face coverings should be changed during the day if it becomes dirty or damp.</p>	<input type="checkbox"/>	
11.7	<p>Students are trained on how to remove and store their mask while eating and during recess.</p>	<input type="checkbox"/>	

12.0	Air Circulation	✓	NOTES
12.1	<p>Implement practices to support adequate air circulation in classrooms and staff rooms:</p> <ul style="list-style-type: none"> <li>• Ensure clean filters</li> <li>• Avoid recirculating air</li> <li>• Use outdoor ventilation when possible (e.g., opening windows, increasing the outdoor air ratio of the HVAC system)</li> </ul> <p>If practices are not feasible for whole facility, prioritize higher risk areas (e.g., where crowding may occur).</p>	<input type="checkbox"/>	
12.2	<p>Minimize use of other air current generating devices (e.g., bladed, and bladeless fans, portable air conditioners):</p> <ul style="list-style-type: none"> <li>• Limit use during the day</li> <li>• Place on lowest setting</li> <li>• Adjust placement and positioning to direct airflow upwards away from surfaces and people</li> </ul>	<input type="checkbox"/>	
12.3	<p>Practice regular device maintenance:</p> <ul style="list-style-type: none"> <li>• Surface cleaning (including fan blades)</li> <li>• Follow manufacturer's guidelines</li> <li>• Remove moisture/water collected by portable air conditioners</li> </ul>	<input type="checkbox"/>	

13.0	Management of Symptomatic Persons	✓	NOTES
13.1	<p>Staff to monitor self and students for symptoms during operating hours.</p> <ul style="list-style-type: none"> <li>Staff teach students how to identify symptoms and to speak to staff if they experience any symptoms.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li><a href="#">COVID-19 Reference Document for Symptoms</a></li> </ul>	<input type="checkbox"/>	
13.2	<p>Symptomatic individuals should be assessed and tested for COVID-19 if appropriate. They should remain excluded from school pending test results.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li>Contact the nursing station</li> <li>FAQ on COVID-19 Testing</li> </ul>	<input type="checkbox"/>	
13.3	<p>With consideration for the wellbeing of the student, any symptomatic student is immediately separated from others and is supervised in a designated room/space and parent/guardian is contacted for immediate pick up.</p> <p>Symptomatic staff and essential visitors must go home immediately. If they cannot return home immediately, they must be isolated in a designated room/space until their departure.</p>	<input type="checkbox"/>	
13.4	<p>A 'kit' should be available for use by the ill individual and staff member attending to them. The kit should contain alcohol-based hand sanitizer, gloves, surgical/procedural masks, eye protection (face shields or goggles), and a gown. Instructions on proper use of PPE should be available on the outside of the kit.</p> <p>Tissues should be provided along with guidance on proper disposal of the tissues.</p>	<input type="checkbox"/>	
13.5	<p>Designated staff member providing care to a symptomatic student, staff member or visitor must wear PPE as required, maintain a distance of 2 metres (if possible), avoid contact with the symptomatic person's respiratory secretions and perform hand hygiene.</p>	<input type="checkbox"/>	
13.6	<p>A surgical/procedural mask is worn by the symptomatic person (if tolerated).</p>	<input type="checkbox"/>	
13.7	<p>Clean and disinfect the designated room/space, and any items touched by the symptomatic individual once they have left.</p> <p>Identify contaminated areas and items within the school used by the symptomatic individual and conduct cleaning and disinfection of these items.</p>	<input type="checkbox"/>	
13.8	<p>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.</p>	<input type="checkbox"/>	

13.9	<p>As each situation is unique, school will work closely with SLFNHA and the nursing station 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, SLFNHA or the community-based team will notify the school and provide further information on contact tracing and outbreak management.</p>	<input type="checkbox"/>	
13.10	Review and follow any workplace insurance policies (i.e. WSIB) or federal or provincial legislation that applies to your work environment.	<input type="checkbox"/>	
13.11	<p>School must report any known, or lab confirmed cases of COVID-19 to the Sioux Lookout First Nations Health Authority</p> <p>COVID line: 1-807-737-4466 or 1-877-317-4797</p>	<input type="checkbox"/>	

14.0	Equity Considerations	✓	NOTES
14.1	<p>Consider how the chosen model will impact students and families in the community inequitably. Develop strategies to reduce the impacts.</p> <ul style="list-style-type: none"> <li>• Does the model make social (gender, language), economic, ability and other challenges and barriers worse than children and families already face?</li> <li>• Does the model create new social (gender, language), economic, ability and other challenges and barriers for children and families?</li> </ul>	<input type="checkbox"/>	
14.2	Establish guidance and supports for children and families greatly impacted by chosen model due to social, economic, ability and other challenges and barriers.	<input type="checkbox"/>	
14.3	Tailor COVID-19 prevention and response measures appropriately for students with medical and/or behavioural complexities as appropriate.	<input type="checkbox"/>	

15.0	Other Public Health Considerations	✓	NOTES
15.1	<p>Consider the physical and mental health impacts of the chosen model on children, family and staff.</p> <ul style="list-style-type: none"> <li>• Does the model increase risk of negative mental health or mental illness?</li> <li>• Does the model increase risk of chronic disease? (i.e. less physical activity)</li> </ul>	<input type="checkbox"/>	
15.2	<p>Review Ministry of Education/Health and Public Health Guidance to proactively establish COVID-19 mitigation strategies and measure risk. These strategies should include public health measures outlined in this checklist (screening, hand hygiene, infection prevention and control and physical distancing, etc.) as well as whether community transmission is taking place.</p> <ul style="list-style-type: none"> <li>• Is there any additional risk to a daily school model?</li> </ul>	<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 2 metres (6 ft) as much as possible.
- Consider the use of a face covering when physical distancing is difficult to maintain.
- Additional PPE for symptomatic people or those caring for someone with symptoms (see table below)
- Practice, 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 (faceshield)</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)	Droplet and Contact Precautions, including: <ul style="list-style-type: none"> <li>• Medical mask</li> <li>• Eye protection (faceshield or goggles)</li> <li>• Gown</li> <li>• Gloves</li> </ul>
School staff cleaning up bodily fluids with the risk of splashing/soiling of clothing	Droplet and Contact Precautions, including: <ul style="list-style-type: none"> <li>• Medical mask</li> <li>• Eye protection (faceshield or goggles)</li> <li>• Gown</li> <li>• Gloves</li> </ul>

Symptomatic student (suspect case of COVID-19)	<ul style="list-style-type: none"> <li>• Medical mask (if tolerated)</li> </ul>
Custodial and caretaker staff (no direct care or close contact with students or other staff)	<ul style="list-style-type: none"> <li>• Mask or face covering</li> <li>• Gloves as required (as per manufacturer's instructions).</li> </ul>
Cook, food handler	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 meters (6 ft) as much as possible.</li> <li>• Mask or facecovering</li> </ul>
Maintenance Staff	
Counsellors/ Child and Youth Workers	
Bus driver	
Essential Visitors	<ul style="list-style-type: none"> <li>• Practice physical distancing of 2 meters (6 ft)</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
<b>7 Steps of Hand Hygiene</b>	<a href="https://www.publichealthontario.ca/en/videos/7-steps-handhygiene">https://www.publichealthontario.ca/en/videos/7-steps-handhygiene</a>	<input type="checkbox"/>
<b>Putting on Gloves</b>	<a href="https://www.publichealthontario.ca/en/videos/ipac-gloves-on">https://www.publichealthontario.ca/en/videos/ipac-gloves-on</a>	<input type="checkbox"/>
<b>Putting on Mask and Eye Protection</b>	<a href="https://www.publichealthontario.ca/en/videos/ipac-maskeyes-on">https://www.publichealthontario.ca/en/videos/ipac-maskeyes-on</a>	<input type="checkbox"/>
<b>Putting on Full Personal Protective Equipment</b>	<a href="https://www.publichealthontario.ca/en/videos/ipac-fullppe-on">https://www.publichealthontario.ca/en/videos/ipac-fullppe-on</a>	<input type="checkbox"/>
<b>Taking Off Mask and Eye Protection</b>	<a href="https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off">https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off</a>	<input type="checkbox"/>
<b>Taking Off a Gown and Gloves</b>	<a href="https://www.publichealthontario.ca/en/videos/ipac-gowngloves-off">https://www.publichealthontario.ca/en/videos/ipac-gowngloves-off</a>	<input type="checkbox"/>
<b>Taking Off Full Personal Protective Equipment</b>	<a href="https://www.publichealthontario.ca/en/videos/ipac-fullppe-off">https://www.publichealthontario.ca/en/videos/ipac-fullppe-off</a>	<input type="checkbox"/>

## Appendix B: Recommended Disinfectant Use in Public Facilities during COVID-19 Pandemic

Use	Disinfectant and Concentration Required	Contact Time
To Disinfect High Touch Surfaces and Common Areas (i.e. doorknobs, light switches, sink taps, washrooms, staff rooms, etc.)	Use a disinfectant that has a Drug Identification Number (DIN) and a virucidal claim (efficacy against viruses). or Chlorine a solution of sodium hypochlorite which acts as a strong oxidizer. e.g. *Bleach (5.25% Chlorine) 1:50 solution of Javex® or Clorox®  1000ppm – 20mL (4 tsp) household bleach to 1 litre water	Follow manufacturer’s instructions  One minute
To Disinfect Food Contact Surfaces, *Toys, and other environmental surfaces	Chlorine a solution of sodium hypochlorite which acts as a strong oxidizer. e.g. 1:500 solution of Javex® or Clorox® bleach  100ppm – 2mL (1/2 tsp) household bleach to 1 litre water  *Use a 100ppm chlorine solution to disinfect washable toys	Two minutes
	QUATS (Quaternary Ammonia Solution)  200ppm	Follow manufacturer’s instructions  Note: QUATS cannot be used with cotton cloths (microfiber recommended)
	0.5 % Hydrogen Peroxide Enhanced Action (with a disinfectant claim) Accelerated Hydrogen Peroxide e.g. Virox®	Follow manufacturer’s instructions Product must have a DIN issued by Health Canada
	Iodine  12.5 – 25ppm	Follow manufacturer’s instructions

<p>Always clean surfaces with soap and water before disinfecting.</p> <p>*Household Bleach Dilution ratio: These solutions should be mixed daily for best results.</p> <p>Refer to AHS COVID-19 Public Health Recommendations for Environmental Cleaning of Public Facilities:  <a href="https://www.albertahealthservices.ca/assets/info/ppih/if-ppih-covid-19-environmental-cleaning-public-facilities.pdf">https://www.albertahealthservices.ca/assets/info/ppih/if-ppih-covid-19-environmental-cleaning-public-facilities.pdf</a></p>	<p>* Test disinfectants using appropriate test strips to ensure proper concentration</p>
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Source: Indigenous Services Canada. (2020). COVID-19 Public Health considerations when planning for In-Person School attendance in First Nations Communities in Alberta: Checklist for Schools.

## Appendix C: Sample Cleaning Schedule

Enhanced Environmental Cleaning Measures:

- Thorough cleaning and disinfection of common areas and frequently touched/ “high touch” surfaces and equipment can assist in disrupting disease transmission.
- High touch surfaces must be cleaned and disinfected frequently during an outbreak i.e. if surfaces are being cleaned once this should be increased to **more than once a day and as needed**.
- Cleaning and disinfecting refer to a two-step process i.e. must clean before you disinfect.
- At the end of the outbreak a thorough cleaning and disinfection of all affected areas should be completed.

Community: \_\_\_\_\_

Facility: \_\_\_\_\_

Cleaned by: \_\_\_\_\_

Date: \_\_\_\_\_

	Entrance / Reception Area	After each use	Daily plus when necessary (increase frequency during outbreak)	Weekly	Monthly	Other
1	Floors are clean, including edges and corners. There is no dust or dirt present.		X			
2	Walls, doors, door frames, knobs and light switches have been wiped clean and disinfected.		X			
3	All furniture has been wiped clean.			X		When necessary
4	All washable toys have been wiped clean and disinfected. There are no soft toys present.	X				
5	Telephones have been wiped clean and disinfected.	X (if shared)	X			
6	Counters have been wiped clean and disinfected.	X (if shared)	X			
7	Waterless hand washing dispenser has been wiped clean and disinfected and the single cartridge replaced, if required.		X			
8	The area immediately inside the entrance door has been washed and disinfected.		X			
9	Garbage and recycling containers have been cleaned and disinfected and lined with new plastic bags.		X			

	<b>Classroom/Office Areas</b>	<b>After each use</b>	<b>Daily plus when necessary (increase frequency during outbreak)</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Other</b>
1	Overall appearance of the environment is tidy and uncluttered.		X			
2	Floors are clean and disinfected, including edges and corners. There is no dust or dirt present.		X			
3	Walls, door, door frames, knobs and light switches have been cleaned and disinfected.		X			
4	Storage areas and shelves have been cleaned.				X	When necessary
5	Desks and chairs have been wiped clean.		X			
6	Telephones have been wiped clean.	X (if shared)	X			
7	Window ledges have been wiped clean.			X		
8	Curtains or blinds are clean.				X	
9	Garbage container has been cleaned and disinfected and lined with a new plastic bag.			X		
	<b>Bathroom</b>	<b>After each Use</b>	<b>Daily plus when necessary (increase frequency during outbreak)</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Other</b>
1	Floors are clean and disinfected, including edges and corners. There is no dust or dirt present.		X			
2	The walls, doorframes, knobs and light switches have been cleaned and disinfected.		X			
3	The sink and taps are clean and disinfected.		X			
4	The soap dispenser: paper towel dispenser and toilet paper holder are filled, wiped clean and disinfected.		X			
5	The mirror has been wiped clean.		X			When necessary

6	The garbage container has been emptied, wiped clean, disinfected and lined with a new plastic bag.		X			
7	The toilet tank, bowl, top, and underside of the seat have been cleaned and disinfected.		X			
	<b>Kitchen and Food Preparation Area</b>	<b>After Each Use</b>	<b>Daily plus when necessary (increase frequency during outbreak)</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Other</b>
1	Floors are clean and disinfected, including edges and corners. There is no dust or dirt present.		X			
2	Door frames: knobs, and light switches have been cleaned and disinfected		X			
3	Counters and tables have been wiped clean and disinfected.		X			Before and after food prep
4	Microwave has been wiped clean, inside and outside.			X		When necessary
5	Refrigerator has been wiped clean, inside and outside; the freezer compartment is defrosted and clean.					When necessary
6	Stove top has been cleaned.		X			
7	Dishwasher has been wiped clean, inside and outside.		X			
8	Coffee maker has been wiped clean and the pot washed clean.		X			
9	All small appliances, e.g. toaster and kettle, have been wiped clean.		X			
10	Soap dispenser and paper towel dispenser are clean.		X			
11	Sink and taps have been thoroughly cleaned and disinfected.		X			
12	Garbage and recycle containers have been cleaned and disinfected and lined with new plastic bags.		X			

Source: Indigenous Services Canada. (2020). COVID-19 Public Health considerations when planning for In-Person School attendance in First Nations Communities in Alberta: Checklist for Schools.