



**DURHAM CATHOLIC  
DISTRICT SCHOOL BOARD**  
*Learning and Living in Faith*

## **Safe and Healthy Learning Environment**

### **START-UP CHECKLIST**

A start-up checklist prior to the start of the school year will be required to follow COVID-19 related measures. The checklist includes:

- Physical Distancing measures in place
- Screening Process - Self Assessment
- Daily contact tracing sign-in sheet is available for visitors
- Signage - Posters in place providing awareness (hand hygiene, physical distancing, screening, respiratory etiquette, directional arrows, etc.)
- Access to PPE and process in place to monitor supply
- Soap and paper towels in classrooms with sinks. Hand sanitizer in classrooms without sinks.
- Cleaning and Disinfection Process - Custodian
- Hand Hygiene - decals in place in washrooms and classroom sinks
- Sick room equipped with a COVID-19 Kit (list supplies required)
- First aid kit equipped with additional masks and gloves

### **STAFF INFORMATION AND TRAINING**

In accordance with the Ontario Occupational Health and Safety (OHS) Act, employers have a responsibility to provide information and instruction to workers to make them aware of hazards in their workplace. To ensure staff are aware of the risks of COVID-19 exposure in Board schools/sites, and to ensure newly introduced health and safety measures are understood and followed, a training e-module will be created for all staff.

The e-module will include information:

- about COVID-19 and its transmission
- prevention methods, e.g. physical distancing, hand hygiene, respiratory etiquette
- self-assessment and screening
- environmental cleaning and disinfection, including Board-specific cleaning protocols
- Board-specific health and safety measures applicable to all schools/locations, e.g. cohorts, access/entry protocols, Main Office modifications, room/area closures, one-way directional flow, illness/absence protocols, etc.
- Personal Protective Equipment (PPE) – use, care, maintenance and disposal of masks, face shields, gloves, goggles, disposable aprons, etc.

The e-module will be made available to all staff online via the Board intranet to ensure itinerant and occasional staff also have access to the information.

## PHYSICAL DISTANCING

- Encourage physical distancing of at least 2 metres between students, cohorts, staff and essential visitors
- Spread students into different areas; using visual cues such as tape on the floor, corridors, bathrooms and outside areas; scheduling recess in small groups and holding physical education or other classes outdoors.
- Signage reminders will be located through the building to direct students through the steps for entry and exit of the school building
- Outside of cohort arrangements, younger children and children with special needs will have a harder time following advice for physical distancing and may require other strategies (e.g. smaller class sizes for younger children). Information should be presented to students in an age- and developmentally appropriate way.
- As much distancing as possible between students, between students and staff and between staff members should always be promoted. Physical distancing measures are to be supplemented with other public health measures supported by health and safety strategies, such as screening, adapted school environment, cohorting, hand hygiene, enhanced cleaning and masking.
- Classroom sizes in Ontario schools vary in size, but schools are encouraged to remove unnecessary furniture and place desks with as much distancing as possible, and to allow teachers as much teaching space as possible. Desks should face forward rather than in circles or groupings.

## DAILY SCREENING

- Staff and students should not come to school if they are symptomatic or ill or if someone they have come in close contact with, including within their household, is ill with suspected COVID-19 and is awaiting test results or positive COVID-19 in the past 14 days
- **Student screening: Parents/caregivers should be provided a checklist** to perform daily screening of their children before arriving at school
- Students who have symptoms associated with COVID-19 or think they have been exposed to COVID-19 should not be taking student transportation and should stay home. They or their parent/guardian should visit [Ontario's COVID-19 website](#) on their behalf to determine if they need a test and to find an assessment centre
- **Staff screening:** Staff should self-assess by visiting the Self-assessment tool [Ontario's COVID-19 website](#) to ensure awareness of possible symptoms of COVID-19. Staff who suspect they may have symptoms should stay home and seek testing.
- Signs will be posted at entrances to the school to remind students, staff, parents/ caregivers, and essential visitors with information on policies.

- Teachers and other staff members should be provided with information on signs and symptoms of COVID-19 in children so that appropriate action can be taken if children develop symptoms during the day. Students in particular should be monitored for atypical symptoms and signs of COVID-19 using the Ministry of Health's COVID-19 reference document:  
[http://www.health.gov.on.ca/en/pro/programs/publichealth/coronavirus/docs/2019\\_reference\\_doc\\_symptoms.pdf](http://www.health.gov.on.ca/en/pro/programs/publichealth/coronavirus/docs/2019_reference_doc_symptoms.pdf)
- Teach children/youth how to identify symptoms of COVID-19 and instruct them to speak to a staff member immediately if they are experiencing symptoms
- School bus drivers, monitors, and aides should not report to work if they have symptoms associated with COVID-19 or they think they have been exposed to COVID-19
- 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 or caregiver

## HAND HYGEINE AND RESPIRATORY ETIQUETTE

Handwashing with soap and water is the preferred method for cleaning hands. Incorporate additional hand hygiene opportunities into the daily schedule.

- When there is no access to soap and water, alcohol-based hand rub (ABHR) containing a minimum of 60% alcohol can be used, only if hands are not visibly soiled
- If ABHR is used on children, they must be supervised. Follow the manufacturer's directions for proper use
- Hands should be clean before entering into the facility, touching any foods, eating and preparing foods. Wash hands after using the washroom, returning from playing outside and sneezing/coughing into hands. Wash hands when hands are visibly soiled
- Have regular scheduled hand hygiene breaks based on a pre-specified schedule
- Follow proper cough and sneeze etiquette (cough or sneeze into your sleeve or cover your mouth and nose with a tissue and throw the tissue out immediately. Wash your hands afterwards)
- Avoid touching eyes, nose and mouth with unwashed hands
- Avoid contact with people who are sick and their items
- Ensure hand hygiene supplies are available and easily accessible
- Post signage to promote personal protective practice

Recommendations for when hand washing should occur:

When staff must hand wash	When children must wash hands
<ul style="list-style-type: none"> <li>• After arriving to work, &amp; before leaving.</li> <li>• After removing gloves.</li> </ul>	<ul style="list-style-type: none"> <li>• After arriving at school.</li> <li>• Before &amp; after eating/drinking.</li> </ul>

<ul style="list-style-type: none"> <li>• After coughing, sneezing, or blowing your nose or helping a child.</li> <li>• After touching own or someone else's face.</li> <li>• After using the toilet, or helping each child to use the toilet.</li> <li>• Before &amp; after administering medication, lotions, creams, to self or child etc.</li> <li>• Before and after cleaning/bandaging cut, scrape, wound.</li> <li>• After cleaning &amp; disinfecting.</li> <li>• After taking a toy that has been put in child's mouth, sneezed or coughed on out of rotation.</li> <li>• When hands are dirty.</li> <li>• After being outside.</li> <li>• After changing garbage bags, taking out garbage.</li> </ul>	<ul style="list-style-type: none"> <li>• After coughing, sneezing, or blowing nose.</li> <li>• After using the toilet.</li> <li>• Before and after playing outside.</li> <li>• When hands are dirty.</li> <li>• After handling shared toys/items.</li> </ul>
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### **STAFF/STUDENTS WITH POSSIBLE COVID-19**

- Staff, parents/guardians and children must not attend the school if they are sick, even if symptoms resemble a mild cold
- Staff who become ill should be sent home immediately and directed to seek assessment and testing at a COVID-19 Assessment Centre.
- If a child begins to experience symptoms of COVID-19 while attending school:
  - Isolate the sick child and notify parents/guardians or emergency contacts for pick up immediately. The sick child should be kept at least 2 metres (6 feet) from others. Provide the child with tissue and remind him/her of hand hygiene and proper respiratory etiquette and disposal of soiled tissues.
  - Provide the sick child with a surgical/procedural mask if tolerable and above the age of 2
  - Provide the staff member responsible for supervising with appropriate PPE.
  - The students and teacher of the sick child should be temporarily moved to another space in the school (e.g. stage, library, etc.) to allow the room and items used by the sick child to be cleaned and disinfected. This will likely need to be an end of day measure, so the room should be locked until the evening cleaning staff are available.
  - Clean and disinfect the space and items used by the sick child
  - Items that cannot be cleaned (e.g. paper, books and cardboard puzzles) should be removed and stored in a sealed container for a minimum of 72 hours

- A 'kit' should be available in case a student, staff or essential visitor becomes ill while at the school for use by the ill individual and staff member attending to them; the kit should contain alcohol-based hand rub, gloves, surgical/procedural masks, eye protection, and a gown. Instructions on proper use of PPE should be available on the outside of the kit. Avoid contact with child's respiratory secretions. Perform meticulous hand hygiene.
- If COVID-19 is ruled out by a health care provider, the child may return to school 48 hours after symptom resolution
- Contact the Durham Region Health Department – Health Protection Division if you suspect COVID-19 in a child or staff member
- Siblings of the sick child are also to be picked up and excluded from attending school

### **STAFF/STUDENTS WITH CONFIRMED COVID-19**

- If a COVID-19 positive case is identified in a school, a COVID-19 outbreak will be declared by the Durham Region Health Department. Further direction will be provided by the Durham Region Health Department on who else in the school may need testing and/or monitoring/isolation at that time.
- Staff/ children who are being managed by the Durham Region Health Department (e.g. confirmed cases of COVID-19, household contacts of cases) must follow instructions from public health to determine when to return to school.
- For further questions about COVID-19 in the school please direct staff/families to contact the Durham Health Connection Line at (905) 668-2020 (Monday to Sunday 8am - 6pm) or [www.durham.ca/coronavirus](http://www.durham.ca/coronavirus)

### **ISOLATION ROOM(S)**

All schools must:

- Identify a room or rooms in the school (where available) where students showing symptoms of COVID-19 can be isolated from other students and staff. These rooms need to be identified on the site planning checklist so all staff are aware of their location. The isolation room should be located as close to an exit (preferably the main entrance/exit) as possible. Signage should be placed on the door to identify the space as an isolation room
- Have a clearly defined process to notify parents/caregivers if their child begins to show symptoms of COVID-19 while at school, including the need for immediate pick-up. This process includes directing parents (with a mask) to sign in and go directly to the isolation room
- Each isolation room must be supervised by a staff member with supervisory responsibilities
- Each isolation room shall contain a COVID-kit
- The kit is to be used by the ill individual and staff member attending to them
- In the event that the number of symptomatic children outnumber the number of vacant rooms available then they can isolate in the same room, using physical

distancing and PPE, but preference is that each individual be isolated in a separate room whenever possible

- If an isolation room(s) is used it shall be locked once the individual has left, and then deep cleaned before being used again
- All supervisory staff and students in an isolation room must:
  1. Maintain a minimum distance of two metres from each other at all times
  2. Wear all PPE available in the kit
  3. Practice proper hand hygiene (i.e. washing hands and/hand sanitizing)

## **ATTENDANCE RECORDING AND CONTACT TRACING**

- **Daily records of attendance of all persons within the school building will be kept up to date and available to Durham Region Health Department** to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak.
- All occasional staff, itinerant staff, board staff and contractors must report to the main office so their time at the school can be tracked.
- At the end of each day, the sign in sheet (electronic sign in is allowed, but hand sanitizer needs to be available beside the sign-in iPad) will be scanned electronically so that the information can be obtained quickly after hours if needed for contact tracing.
- Please ensure that staff and student contact information, as well as their emergency contact person information is current.
- **All Visitors** wishing to access a school or central office must call the school or central office to schedule an appointment before appearing on site. Unscheduled visitors and family members of a child(ren) may not be able to enter the location. Wherever possible, telephone/video-conferencing meetings with parents/guardians, vendors and outside agencies will be held.
- Schools must keep daily records of anyone entering the school setting
- Records (e.g. name, contact information, time of arrival/departure, self-assessment, etc.) must be kept up to date and available to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak

## **SANITIZATION STATIONS**

- A sanitization station will be placed at the two main entry points and other points in the building as needed
- Classrooms without sinks, including portables, will have a sanitization station or a pump dispenser available

## **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

- As outlined by the Ministry of Education, level 1 adult surgical/procedural masks will be available for all staff use during the day when physical distancing cannot

be maintained. It is good practice to have it with you and to be wearing it throughout the day

- Each staff person will be provided a reusable face shield for use when physical distancing cannot be maintained
- Additional PPE (i.e.; gowns, gloves, etc.) for specific interactions by designated staff will be available as required
- Students in Grades 4 to 12 will be required to wear non-medical or cloth masks indoors in school, including in hallways and during classes. Outdoor time like recess can be used as opportunities to provide students with breaks from wearing masks within their cohorts
- Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces
- Students may wear their own non-medical masks
- Reasonable exceptions to the requirement to wear masks are expected to be put in place by schools and school boards. Staff or students with sensory or breathing difficulties may be exempted by the school principal, guided by school board policies
- **Visitors** should be required to self-screen and to **wear a medical mask** while on school premises
- **To see how to properly put on, and take of a mask, please visit the following site: <https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off>**

Employee Group	Task/Duty	PPE (if unable to maintain a physical distance of 2 meters or 6 feet)
Educational Assistants (Other staff supporting students with special needs)	Close proximity for support Potential exposure to bodily fluids	<ul style="list-style-type: none"> <li>○ Surgical/Procedure Face Mask</li> <li>○ Eye Protection (face shield or goggles)</li> <li>○ Disposable Gloves (if required – assisting with personal care)</li> <li>○ Gown (if required - behavioural situations)</li> </ul> <p>Assess the situation and follow Routine Practices</p> <p>Must also use PPE in accordance with product SDS</p>
Custodians/ Maintenance	Cleaning of Potentially Contaminated Areas (COVID-19 positive confirmed)	<ul style="list-style-type: none"> <li>○ Surgical/Procedure Face Mask</li> <li>○ Eye Protection (goggles) or Face Shield</li> <li>○ Disposable Gloves</li> </ul>

	Cleaning of Blood/Bodily Fluid Spills	<ul style="list-style-type: none"> <li>○ Gown (if required - blood and bodily fluid spill)</li> </ul> <p>Assess the situation and follow Routine Practices</p> <p>Follow SOP for Blood and Bodily Fluid Spills</p> <p>Must also use PPE in accordance with product SDS</p>
P/VP Main Office Staff	Close proximity for support	<ul style="list-style-type: none"> <li>○ Surgical/Procedure Face Mask</li> <li>○ Eye Protection (goggles) or Face Shield</li> </ul> <p>Assess the situation and follow Routine Practices</p> <p>Must also use PPE in accordance with product SDS</p>
Teachers, ECE and other support staff	Close proximity for support/instruction	<ul style="list-style-type: none"> <li>○ Surgical/Procedure Face Mask</li> <li>○ Eye Protection (goggles) or Face Shield</li> </ul> <p>Assess the situation and follow Routine Practices</p> <p>Must also use PPE in accordance with product SDS</p>
For Staff Involved with a First Aid Response		<ul style="list-style-type: none"> <li>○ Surgical/Procedure Face Mask</li> <li>○ Eye Protection (goggles) or Face Shield</li> <li>○ Disposable Gloves (if required- blood and bodily fluids)</li> <li>○ Disposable Gown (if required- blood and bodily fluids)</li> </ul>

<p>For Staff Involved with Sick Supervision (isolation of student or staff with suspected symptoms)</p>	<ul style="list-style-type: none"> <li>○ Surgical/Procedure Face Mask</li> <li>○ Eye Protection (goggles) or Face Shield</li> <li>○ Disposable Gloves</li> <li>○ Disposable Gown</li> </ul>
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- For the return to school, schools will be initially provided with a one-month supply of PPE
- Schools are to regularly monitor their PPE supplies. An inventory of PPE supplies will be delivered monthly
- Schools can request PPE supplies through a work order. The inventory will be monitored on eBase.
- The Board is receiving most PPE through the Ministry of Government and Consumer Services, and are placing orders each month based on requirements
- PPE must be kept in a secured locked place at schools with one person responsible for inventory and distributed to individuals for work-use as required
- Child Care will be responsible for supplying their own PPE and following directions for use by the Ministry of Education and Public Health

## **SIGNAGE & TRAFFIC FLOW**

- Post relevant information on the front door including:
  - Screening procedure. “Have you self-assessed?”
  - Hand hygiene expectations
  - Physical distancing reminders
- Inside the school:
  - Hand hygiene reminders and “Durham health – handwashing” posters in all washrooms and at all sinks
  - Directional flow arrows and distance reminders will be placed throughout the building. Some directional arrows may be placed on the floor and the walls. Suggested locations include:
    - Top and bottom of stairs
    - At hallway intersections
    - At designated entrances
  - “Behind the line” markers should be used to encourage the formation of lines into offices/washrooms in order to respect the limitations of physical distancing within the space
  - Proper cough/sneeze etiquette (respiratory etiquette) poster

## **ENTRANCE PROTOCOLS**

### **Entrance/Exit**

## Arrival and Dismissal

- Designate one entrance for walkers and parent drop-offs
- Designate a second entrance for bus students
- Students enter and exit the building in a staggered fashion to maintain distancing. Student entry/exit into the school will be staggered to provide for physical distancing and less congestion in hallways and corridors.
- Schools will need to establish a supervision plan for safe entry and hall/recess supervision. An example plan:
  - Assign doors based on class location.
  - Have Classroom Teachers meet their students outside and supervise their entry after the students have formed lines distanced from other cohorts. Classroom Teachers will bring hand sanitizer outside to the line and provide some in the hands of each student before bringing the class inside.
  - Have Non-Classroom Teachers and support staff supervise cohorts of students as they exit from the building.
- All doors should remain locked until entry time and be locked after students have entered the building, as per usual procedures
- Child Care providers will take all children outside 10-15 minutes prior to bell time to allow for students to line up and enter school with their cohort
- Plans for transitioning during inclement weather days should be planned between the school principal and child care supervisor to ensure traffic flow and distancing can occur
- **Secondary students are to enter the school at their designated doors** and proceed directly to class to avoid congregating. Student lockers will not be available until further notice
- Students are to keep belongings with them at their desks
- Additional doors can be designated to accommodate higher volume schools, but they should be supervised
- Staff should be using the same entrance as the walkers use where possible
- Parent drop off should limit staff involvement. Staff to supervise all entry points. Consideration should be given to supervision at the designated entry doors, as well as strategically within the building to ensure students proceed to proper locations safely
- Personal belongings brought to school should be minimized. If brought to school, personal items, e.g. backpack, clothing, sun protection, water bottles, food, etc., should be labeled and kept with the student during the day

## During Instructional Hours

- Students, parents, and support staff access the building through the Main Entrance only
- Other doors can be designated as entry and exit points if necessary

## Student late arrivals

### Elementary students

- In order to facilitate physical distancing, consider completing attendance after morning announcements. This would allow an additional ten minutes for students arriving late to proceed directly to their classrooms, rather than congregating by the front doors and office. Teachers could be reminded on the announcements to complete their attendance immediately following opening exercises and to record any student who arrived after the bell as “late”. Students arriving after this time will check in at the office, and should line up outside the office to limit the numbers in the office area. Once the student is checked in they should go directly to their class.

### Secondary students

- In order to facilitate physical distancing, students should continue, as is current practice, and go directly to their class for fifteen minutes after the morning bell. This would allow an additional ten minutes for students arriving late to proceed directly to their classrooms, rather than congregating by the front doors and office. Teachers could be reminded on the announcements to complete their attendance immediately following opening exercises and to record any student who arrived after the bell as “late”. Students arriving after this time will check in at the attendance office, and should line up outside the office to limit the numbers in the office area. Once the student is checked in, they should go directly to their class.

## SCHOOL VISITORS

### Visitor Entry

- Visitors should be limited to essential visits or scheduled visits only
- Schools must keep daily records of anyone entering the school setting
- Records (e.g. name, contact information, time of arrival/departure, self-assessment, etc.) must be kept up to date and available to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak
- Essential Visitors should be required to **self-screen and to wear a medical mask** while on school premises

### Parents

- Establish a “Welcome Area”, with a table to drop of items or have expected visitors wait to be met by staff. This could be the school office or front foyer depending upon on the size and layout of the building, and giving full consideration to appropriate fire egress. It must be located near the front entrance
- Parents signing in/out students use the “Welcome Area”

- Continue to use a personal belongings and lunch drop-off table. Students will be notified when to pick up personal items or if food is dropped off. Reminders to parents about the importance of send their child with a lunch as access is limited
- Maintain physical distancing

#### Delivery Personnel

- Enter using the main entrance and proceed to the office
- Maintain physical distancing and wear a mask

#### SW/CYC/IT/Central Support Staff

- Enter using the main entrance
- Sign in at the “Welcome Area”
- Proceed to pre-established work location
- Maintain physical distancing

#### Volunteers

- To minimize health and safety risks, the number of individuals entering schools will be limited to staff, students and essential individuals
- Volunteers will not be permitted to support in-school activities with students until further notice

#### School Parent Council

- School Council meetings will be held virtually until further notice
- Elections will also have to take place virtually. Information about this will be sent to you from Communications Services in September 2020

## **TEACHING AND MAINTAINING PHYSICAL DISTANCING**

### **Cohorting**

Cohorting refers to the practice of keeping students together in a small group throughout their school day, with limited exposure to multiple teachers or a wide variety of classmates. This practice limits the number of other students that a single student is in contact with. This reduces the spread and facilitates contact tracing for confirmed COVID-19 cases or outbreaks.

- Elementary students should be cohorted with their classmates and their homeroom teacher, with limited contact with other subject teachers for classes such as French, the arts and physical education

- Secondary students should be limited to approximately 100 student contacts. It is also encouraged to keep in-person cohorts to two classes, or with their grade, depending on the size of their high school.
- While close contact may be unavoidable between members of a cohort, general infection prevention and control practices, and (for older students) physical distancing, should still be maintained where possible
- Where possible, the same teacher should remain with the class, or if different teachers are required, having staff come to the classroom so students do not have to change rooms
- The use of supplies and equipment should be limited to one cohort at a time, and the supplies and equipment should be cleaned and disinfected between use
- Cohorts that utilize a room/space that is shared by cohorts or has other user groups must ensure the room/space is cleaned and disinfected before and after using the space.
- In shared outdoor spaces, 2 metres should be maintained between cohorts and any other individuals outside of the cohort
- Prevent mixing of cohorts in washrooms/changerooms and frequently clean and disinfect shared surfaces in washrooms/changerooms.

### **Classroom spacing**

- Desks and chairs will be organized to maximize physical distancing
- Students should be reminded daily of the distancing and hand hygiene protocols
- Hand washing breaks should be scheduled into the day, using the sink in the classroom (if one is available) or the class will need to go to the washroom as a cohort
- Lesson planning – having only essential manipulatives/toys used that can be disinfected by classroom staff. Non-essential items to be stored securely in the classroom. If this is not possible, staff are encouraged to bring home non-essential or personal items
- If classes can be taken outside, that should be encouraged

### **Alternative Learning Environments**

- Many students access Alternative Learning Environments such as sensory and calming rooms. Ongoing communication between educators and Facilities Services/Custodial team members is essential in the access and cleaning of these spaces
- When these designated spaces are within a special education class setting, they are considered part of the program space and can be accessed by any student within the cohort with class-based cleaning protocols implemented (e.g., student specific materials brought in/out with individual student)
- When these designated spaces are accessed from a hallway, deeper cleaning between student/staff access is required as students/staff will be from a variety of cohorts within the school

## Office Referrals

- Staff only refer students to the office in emergency situations
- A designated area will be established for students to wait for parents or an administrator
- Maintain physical distancing

## CLASSROOM SET-UP

### Classroom Materials

- Only essential manipulatives are available for students. Declutter the space to reduce touch points
- Manipulatives/resources are distributed into a package or container for each student
- All materials and storage systems disinfected regularly

### Classroom Furniture and Equipment

- Minimize the amount of furniture and remove any extraneous items
- Rugs and porous items that are difficult to clean should be removed. No furniture other than the student and teacher desk and chairs should be in the classroom
- All desks and chairs should be spaced to maximize physical distancing
- Remove all items off the wall (docs, information, art work, children's pictures, etc.). Hand hygiene signs and health practice signage should be posted
- Reduce the number of books on the shelf, leave only hard cover books that are easily disinfected

## SHARED SPACES

- Shared space child care classrooms require core day and extended day educators to work collaboratively. Minimal furniture and equipment will be in the room in order to enable cleaning between programs.
- **Gyms** may be used to gather student cohorts after school and before the child care space is cleaned for use.
- **Library/Learning Commons** use should be limited as this space may be required during the day for alternate uses. If used for library services it will need to be scheduled, and use of library resources will need to be limited to cohorts. Cleaning of computers should be done by students under teacher supervision. Library books once used, should be left on a used desk, and categorized by usage date. After a period of 72 hours the books can be re-shelved and used

## WASHROOMS

### Washroom Access

- Kindergartens continue to use washrooms within the classrooms where possible

- Classrooms follow a washroom break schedule (based on their designated washroom area)
- If a student must use the washroom facilities outside their designated time, she or he is accompanied by an adult
- When in the washroom distancing should be maintained, and the maximum number allowed in should be limited to the number of stalls/urinals. For younger students an adult may need to check on the capacity of the washroom at time of use to determine if distancing can be maintained
- Students should use the washrooms with their cohorts, and washroom breaks should be scheduled throughout the day

## **OFFICES**

- The main office will have limited access. It will need to be set up to filter visitors towards the plexiglass barrier at the reception desk
- Seating in the office should be used to create physical barriers and should be discouraged from use. Standing to maintain distancing should be practiced
- A designated health room should be cleared of as many touch points as possible for the purposes of reducing disinfecting surfaces should it be required for isolating a student

## **TECHNOLOGY**

- Chromebook carts and shared computer equipment will need to be properly scheduled to reduce the requirement for disinfecting during the day
- When technology is shared it will need to be disinfected by the teachers and/or students under teacher supervision with the appropriate cleaning products

## **STAFFROOMS**

- Staff room tables and chairs can be used, but distancing should be maintained
- All shared utensils, plates, cutlery, appliances and food/drink items are not to be used
- Staff washrooms can be used, and the kitchen sink should be used to encourage frequent hand hygiene

## **STUDENT BELONGINGS & LOCKERS**

- Lockers will not be allowed to be used
- Students will keep their bags with them
- Outdoor clothing (jackets/boots) that are placed in the hall on hooks should be kept neat. One hook should be designated for each student. Alternating hooks based on cohorts. Students should visit hooks in small groups to maintain physical distancing
- Hand hygiene should be practiced before and after outdoor clothing is taken off or put on

## **OUT OF BOUNDS AREAS**

- Outdoor playground equipment should not be used as it can not be disinfected between uses

## **OUTDOOR ACTIVITIES**

- Children should perform hand hygiene before and after outdoor play
- Physical distancing protocols should be maintained when students are outside the building
- Sports and physical education classes should be encouraged and continue, according to available protocols. Restarting sports with a high degree of physical contact (i.e. rugby, football and wrestling) should be postponed or modified for the present time
- Physical activities should be designed to limit shared use of equipment

## **LUNCH ROOMS AND CAFETERIAS**

- Elementary students should remain in their classrooms for lunch
- Secondary students should remain in their classrooms for lunch, or if it can be scheduled, the cafeteria can be used with physical distancing setup of tables and chairs
- It is encouraged that staff and students bring their own lunch from home
- No sharing of food or drinks
- All empty food containers are to be taken back home with the student and staff
- Students and staff are to bring their own utensils and water bottles
- Third party food services, including nutrition programs, must be delivered in a way that any student who wishes to participate can do so. "Grab and Go format" is preferred. All surfaces, bins and containers for food must be disinfected prior to and after each use. Any food programs should only be served in pre-packaged items/meals and single use cutlery and dishes
- Students are not to leave the school premises during lunch periods
- Hand hygiene should occur before and after lunch periods

## **RECESS**

- Classes should remain together on recess, and will be zoned off into designated areas of the playground. This would only be applicable for modified model, and would need to be a scheduled recess to maintain numbers on the playground
- If indoor recess is required, it should be rotated through the gym. Where possible the gym should be divided into two areas by the curtain or divider wall where applicable
- Hand hygiene should occur before and after recess breaks

## **TECHNICAL/AUTOMOTIVE/SCIENCE/CO-OP CLASSES**

- Sharing of equipment should be minimized where possible, and scheduled use of specific equipment should be on a cohort or rotational roster which allows for disinfecting between use. Limiting to one cohort per day is recommended
- Disinfecting of equipment should be completed by students under the supervision of staff
- Specialist High Skills Majors (SHSM), Ontario Youth Apprenticeship Program (OYAP) or School-College-Work Initiative (SCWI) programs, schools should take into consideration the work environment that the student will be learning and working in. Co-operative teachers should follow the workplace risk assessment guide as it relates to COVID19 protocols at the workplace. Virtual and online options for these programs may be available as options

## **DRINKING FOUNTAINS**

- Drinking fountains will be bagged or shut off
- Bottle filling stations will be operational, and students should have their own labelled reusable water bottle to be filled at the filling stations

## **VENTILATION**

- Where windows can be opened they should be opened and closed by the teacher only at the beginning and end of the day
- Where it is safe and possible, the HVAC system settings will be adjusted to increase the amount of fresh air
- Filter changes will increase from 3 times per school year to 4 times per school year

## **ASSEMBLIES/GROUP GATHERINGS**

- No assemblies or group gatherings should be organized for staff or students

## **ELEVATOR/LIFTS**

- Elevators and lifts should be keyed off, and only used by staff or students requiring their use
- Access should be limited to occupants that can maintain physical distancing (in most of the elevators in our system that would mean a maximum of 2 at most)
- Where physical distancing cannot be maintained and is required for the safety of the individual in the elevator, then PPE shall be worn

## **EMERGENCY PROCEDURES**

Schools will continue to be required to meet the regulatory standard for emergency drills including Lockdown/Hold and Secure/Shelter in place, Bomb threat evacuation and fire drills.

### **Fire Drills** (6 Drills a year – 3 in Fall/Winter 3- Spring)

- Fire drills should continue to be held as normal while practicing physical distancing
- Cohorts should remain together throughout the entire drill, and exit in single file lines
- If students have masks, and can quickly access them in a prearranged fire drill, they may put them on in these situations. However, in an emergency situation, students should not take time to locate masks
- School teams must review and if necessary, update your fire safety plans and ensure any changes to fire escape routes (due to hallway traffic directional concerns) and collection areas are clearly identified and communicated in order to ensure proper physical distancing measures are in place (2 m spacing) during any drill

### **Lockdown** (minimum 1 per year)

- A lockdown is called when there is a major incident or threat of school violence within the school. Considerations need to be in place concerning physical distancing during any drill
- During a drill any movement of students away from windows or doors needs to be done in such a way that tries to maintain physical distancing
- The plan should also consider the use of safe collection areas in the event of a lockdown for the movement of students from outside or non-secured areas
- If students have masks, and can quickly access them in a prearranged fire drill, they may put them on in these situations. However, in an emergency situation, students should not take time to locate masks
- **Note:** in the event of a real lockdown, student and staff safety is paramount and physical distancing safeguards can be ignored to ensure immediate safety

### **Hold and Secure** (minimum 1 per year)

- As per normal practice
- Plans should be reviewed regarding the use of any collection areas for students who may not be in a secured area at the time of a hold and secure in order to maintain physical distancing guidelines

**Shelter in Place** (very similar to Hold and Secure so optional but 1 per year recommended)

- As per normal practice
- Plans should be reviewed regarding the use of any collection areas for students who may not be in a secured area at the time of a hold and secure in order to maintain physical distancing guidelines

### **Localized Safety Protocol** (as required-optional)

- This protocol is to be used for any situation where a portion of the school is either evacuated or areas are cleared, and students are secured (classroom doors locked) for a safety response involving student behaviour that puts others at risk
- Any localized protocol which involves the movement of students for safety reasons will need to ensure appropriate physical distancing guidelines are maintained

### **Bomb Threat –** (Full or Partial Evacuation 1 per year)

- As per normal practice
- Plans should be reviewed regarding the use of evacuation routes and collection areas for students in order to maintain physical distancing guidelines

### **Medical Emergency/First Aid Response**

- Depending on the nature of a medical emergency it may be impossible to maintain physical distancing to tend to the emergency. It is important to consider the following in such an event where first aid may be required.
  - Wear appropriate personal protective equipment when attending to a situation that requires first aid. Additional masks, gloves, disposable gown and a face shield should be placed with all first aid kits. As a minimum, gloves a mask and face shield will be worn when performing first aid. If there is a potential for exposure to blood or bodily fluid, a disposable gown will also be worn
  - Follow Public Health Guidelines around hand hygiene following any first aid interaction
  - Dispose of any waste in a safe fashion

### **C.P.R. During COVID-19 (Canadian Red Cross and the Heart & Stroke Foundation of Canada)**

- While there is currently no specific data on COVID-19 transmission while performing CPR or giving first aid, it is reasonable to conclude that chest compressions have the potential to generate respiratory droplets or aerosols and close contact needed for some aspects of first aid may have risk of transmission

- The person performing CPR should be wearing a mask, eye protection (face shield) and gloves
- There are modifications to the usual hands-only CPR to be used during the COVID-19 pandemic. They apply to both adults and children. The following measures are recommended and may be associated with a decreased risk of transmitting the virus:
  - When assessing for normal breathing, it is recommended that the CPR/first aider look for signs of breathing but does not place their cheek near their mouth to listen or feel for the victim's breathing, as this will minimize potential exposure
  - CPR with breaths is recommended for people who have been trained in CPR, but this is at the discretion of the individual. As an alternative or when COVID-19 is suspected, hands-only CPR can be performed until help arrives
  - If the First Aider is delivering rescue breaths or has concerns the person may have COVID-19, they can perform hands-only CPR. They should first call 9-1-1, lay a cloth, a towel, or clothing over the person's mouth and nose to prevent any potential spread of the virus through contaminated air or saliva, and then push hard and fast in the centre of the person's chest until advanced help arrives. If available, use an Automated External Defibrillator (AED)
  - If the First Aider believes the person may have COVID-19, they should state their concerns to the emergency response telecommunicator so everyone who responds can be aware of the potential for COVID-19 transmission

### **AED Application & Use**

- No studies to date have shown that defibrillation generates respiratory droplets or aerosols, and it is known that prompt use of AEDs save the lives of cardiac arrest victims. AEDs are safe and easy to use. Once the defibrillator pads are secured, the current application of automatic external defibrillation using hands-free methods via adhesive pads that allow performance without direct contact with the victim
- If an AED is available, it should be applied and used consistently with the manufacturer's guidelines while waiting for emergency personnel to arrive
- The person using the AED should be wearing a mask, eye protection (face shield) and gloves
- The AED device should be cleaned with disinfectant after use

### **Allergic Reaction-Anaphylaxis Event**

- In the event of a life-threatening allergic reaction assisting the student to remain calm and possibly supporting the student in administering the use of an epi-pen may be required as a life preserving precaution. Staff are advised to act quickly and wear appropriate Personal Protective gear while supporting the student and waiting for medical assistance

## **DOCUMENT HANDLING**

The following guidelines are intended for general office staff who handle paper documents as part of their duties. Follow any specific procedures for your particular job and any specific instructions from your supervisor.

### **Working with documents for a short period of time**

Examples: opening mail, discarding envelopes and immediately placing mail in an inbox, and printing an invoice/letter for supervisor signature

If using paper documents that must be shared between staff:

- Wash hands before and after the activity. Avoid touching your face. Cover your coughs and sneezes using a tissue, sleeve or elbow. Wash your hands after coughing or sneezing.
- Do not “hand-off” documents from one person to another. Consider creating a tray or designated space to pick up and drop off papers that must be shared.
- Wear gloves if desired. Follow safety guidelines for the use of gloves.

### **Working with documents for an extended period of time**

Examples: entering data from a stack of papers taking over 1 hour; signing a large amount of documents.

Efforts should be made to minimize the number of people handling the same documents and files. Ideally, one person should handle documents from beginning to end.

As more is learned about the COVID-19 virus, there is no definitive information on how long the virus lasts on porous surfaces such as paper, although it has been determined that it does not remain as long on porous surfaces as it does on hard surfaces. The following procedure has been developed and will likely continue into next year and for the foreseeable future.

When documents are handled by one person for an extended period of time (e.g., principal signing class sets of report cards; one staff filing numerous documents), and these same documents are then passed to another individual, the following procedures should be followed:

1. Minimize the number of people handling the same documents whenever possible
2. Before handling documents, an individual must wash hands or use hand sanitizer
3. Gloves may be worn after washing/hand-sanitizing, if desired, but are not mandatory as gloves are no longer effective if an individual touches their eyes, nose or mouth while wearing them. Frequent hand washing/sanitizing is considered the most effective
4. The individual should wear a mask when handling the documents to minimize risk of water droplets reaching the documents in the event of a cough

5. The individual completes the task (signing, filing, etc.) and avoids touching their face while completing these tasks. If the individual touches their eyes, nose or mouth while completing this task, they must use hand sanitizer again or change gloves
6. The individual places documents in a location for pick-up by the next individual
7. No time gap is required between handling documents when following the above process

The above procedure is not required if a document is being passed quickly between individuals (e.g., single signature on a document).

### **CHILDCARES (BEFORE AND AFTER PROGRAMS)**

- Childcares operating in their own discrete leased spaces can continue under their own COVID19 protocols. Childcare staff and children should only enter the school through the front entrance of the school during the school day. If there is a connecting door into the school it should not be used during the school day, unless the childcare has a discrete room within the school.
- During before and after programs, the designated areas of the rooms and shared toys/equipment will be cleaned by the childcare staff whenever students are present.
- School custodial staff will clean the shared spaces after the childcare program has left for the day.
- School board staff are not to enter the shared spaces while they are occupied by the childcare for before and after programs.

### **PARTNERS**

- Partners to continue to operating in their leased spaces under their own COVID19 protocols. They should provide their protocols for our awareness.

### **COMMUNITY USE OF SCHOOLS**

- Suspend CUS until at least November 1<sup>st</sup>. Re-evaluate CUS closer to November 1<sup>st</sup>, once we have had time to assess the effectiveness of our re-opening.
- Potential considerations, would be to reduce the CUS times to only 6pm or 8pm permits to allow for custodial cleaning/disinfecting.
- No shared use of school equipment. Permit holders would be expected to provide their own equipment.

### **ENHANCED CLEANING**

- Frequently touched surfaces including doorknobs, light switches, toilet handles, electronic devices, desk/table tops and chairs, are most likely to become contaminated and must be cleaned and disinfected
- Kindergarten staff will need to increase the frequency of cleaning and disinfecting of objects and toys

- Disinfectant supplies in the school will be provided to staff for the supervised use. The disinfectants should not be left out for student use in younger grades
- Ensure all items are made of material that can be easily cleaned and disinfected (i.e. remove plush/absorbent items)
- Clean and disinfect toys and equipment between cohorts
- Designate toys and equipment for each room or cohort
- Shared toys and equipment should be cleaned and disinfected prior to being shared
- Sensory materials (e.g. playdough, water and sand play) should be used by one child and available to that child for the day. Label the materials with child's name, if possible. It is recommended that sand and water play may be something that is not completed during this time.
- Only Board approved or Ministry provided cleaning product can be used. Staff are reminded of the importance of not bringing in their own cleaning materials.
- Custodial staff can provide Board approved cleaning materials to staff for classroom use if requested.

### **Cleaning program**

- During the school day, the day time custodian(s) will maintain the normal operation of the school, with enhanced cleaning of the high touch points in common areas during the day.
- Afternoon custodian(s) will follow a pre-determined cleaning protocol that accounts for the following:
  - removal of garbage/recycling
  - sweeping of floors to remove debris
  - spot mopping stains or marks on the floors
  - disinfecting of high touch points in classrooms
  - washroom cleaning and disinfecting
  - other custodial duties as time permits

### **High touch surfaces**

- Cleaning plus disinfection twice daily is suggested at a minimum, however, more frequent cleaning and disinfection may be necessary, depending on use and soiling. Areas to be monitored include washrooms (e.g. toilet fixtures, faucets); eating areas (e.g. tables, sinks, countertops); doorknobs; light switches; handles; desks; phones; keyboards; touch screens; push buttons; handrails; computers; photocopiers; sports equipment.

Ministry of Health

## **COVID-19 Reference Document for Symptoms**

### **Version 6.0 – August 6, 2020**

This document outlines the symptoms which have been most commonly associated with COVID-19. This information is current as of August 6, 2020 and may be updated as the situation on COVID-19 continues to evolve. If there is a discrepancy between this list and other guidance, this list should be considered as the most up to date.

#### **Common symptoms of COVID-19 include:**

- Fever (temperature of 37.8°C or greater)
- New or worsening cough
- Shortness of breath (dyspnea)

#### **Other symptoms of COVID-19 can include:**

- Sore throat
- Difficulty swallowing
- New olfactory or taste disorder(s)
- Nausea/vomiting, diarrhea, abdominal pain
- Runny nose, or nasal congestion – *in absence of underlying reason for these symptoms such as seasonal allergies, post nasal drip, etc.*

#### **Other signs of COVID-19 can include:**

- Clinical or radiological evidence of pneumonia

**Atypical symptoms/clinical pictures of COVID-19 should be considered, particularly in children, older persons, and people living with a developmental disability.**

#### **Atypical symptoms can include:**

- Unexplained fatigue/malaise/myalgias
- Delirium (acutely altered mental status and inattention)

- Unexplained or increased number of falls
- Acute functional decline
- Exacerbation of chronic conditions
- Chills
- Headaches
- Croup
- Conjunctivitis

**Atypical signs can include:**

- Unexplained tachycardia, including age specific tachycardia for children
- Decrease in blood pressure
- Unexplained hypoxia (even if mild i.e. O<sub>2</sub> sat <90%)
- Lethargy, difficulty feeding in infants (if no other diagnosis)

**Multisystem inflammatory vasculitis in children (MIS-C)**

Information on this syndrome and its temporal association with COVID-19 is still emerging. As such, information on symptoms associated with MIS-C may evolve over time. Please see the [World Health Organization \(WHO\) Case Definition](#) or the [Canadian Paediatric Surveillance Program \(CPSP\) Case Definition](#) for diagnostic criteria.

**Symptoms associated with this MIS-C may include:**

- Persistent fever
- Conjunctivitis
- Gastrointestinal symptoms, such as nausea/vomiting, diarrhea, and abdominal pain
- Rash

## **CLASSROOM SETUPS**

### **PORTABLE CLASSROOM SETUP**



**NOTE: RED/BLUE CARDS ON DESKS REPRESENT COHORT STUDENTS.**

### **CLASSROOM SETUP #1 30 DESKS**



NOTE: RED/BLUE SCISSORS ON DESKS REPRESENT COHORT STUDENTS.

CLASSROOM SETUP#2 32 DESKS



NOTE: RED/BLUE SCISSORS ON DESKS REPRESENT COHORT STUDENTS.

## FULL LIST OF CLEANING DETAILS AND FREQUENCIES

### **Main entrances / Entrances**

- Entrance mats / Runners (D)
- Dust mop Floors (DAR)
- Damp mop Floors (DAR)
- Full vacuum of space-AREAS RUGS, OFFICE (D)
- Empty waste containers (D)
- Entrance Glass (2D)
- Disinfecting of high touch points:(knobs, buttons, light switches, windows/door handles, ODO, railing, elevator control panel, fence latch, gates...etc. (2D)
- Disinfecting of P/A Handsets and students' phone (D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **Stairwells, Hallways & Elevators**

- Dust mop Floors (D)
- Damp mop Floors (D)
- Disinfecting of high touch points:(knobs, buttons, light switches, windows/door handles, ODO, railing, elevator control panel, fence latch, gates...etc. (2D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **Student washrooms/Barrier free Washrooms**

- Dust mop Floors (D)
- Damp mop Floors (D)
- Empty waste containers (D)

- Interior windows/door glass (D)
- Restock paper towel (AR)
- Restock toilet paper (AR)
- Restock soap (D)
- Disinfecting of toilets (2D)
- Disinfecting of urinals (2D)
- Disinfecting of partitions (2D)
- Disinfecting of hand dryers (2D)
- Disinfecting of dispensers (2D)
- Disinfecting of faucets (2D)
- Disinfecting of sinks (DAR)
- Disinfecting of mirrors (D)
- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Cleaning & disinfecting of walls (AR)

### **FDK Washrooms/STAFF WASHROOMS**

ALL school staff routinely disinfect after each use of the staff washroom

Kindergarten Teachers and EAs to support washroom cleaning during the day after each use.

- Dust mop Floors (D)
- Damp mop Floors (D)
- Empty waste containers (D)
- Interior windows/door glass (D)
- Restock paper towel (AR)
- Restock toilet paper (AR)
- Restock soap (1D+1N)
- Disinfecting of toilets (1D+1N)
- Disinfecting of partitions (1D+1N)
- Disinfecting of hand dryers (1D+1N)
- Disinfecting of dispensers (1D+1N)
- Disinfecting of faucets (2D)
- Disinfecting of sinks (DAR)
- Disinfecting of mirrors (D)
- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Cleaning & disinfecting of walls (AR)

### **Classrooms/Portables**

- Dust mop Floors (D)
- Damp mop Floors (D)

- Empty waste containers (D)
- Empty recycling (AR)
- Interior windows/door glass (D)
- Restock paper towel (DAR)
- Restock soap (D)
- Disinfecting of sinks (DAR)
- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Disinfecting of counters in classrooms (DAR)
- Disinfecting of student desks, tables and chairs (D)
- Disinfecting of P/A handsets and students' phone (D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **MAIN OFFICE/PROGRAM SUPPORT OFFICE/OTHER OFFICES**

ALL staff to assist with cleaning and disinfecting their own working areas throughout the day

- Dust mop Floors (D)
- Damp mop Floors (D)
- Full vacuum of space- areas rugs, office (D)
- Empty waste containers (D)
- Empty recycling (AR)
- Interior windows/door glass (D)
- Entrance Glass (D)
- Restock paper towel (AR)
- Restock soap (D)
- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Disinfecting of counters in classrooms (DAR)
- Disinfecting of P/A handsets and students' phone (D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **Health Room**

- Dust mop Floors (D)
- Damp mop Floors (D)
- Empty waste containers (D)
- Restock paper towels (AR)
- Restock soap (D)
- Disinfecting of hand dryers (2D)

- Disinfecting of dispensers (2D)
- Disinfecting of faucets (2D)
- Disinfecting of sinks (DAR)
- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Disinfecting of counters-classroom (DAR)
- Disinfecting of student's desk (D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **Sensory Rooms**

- Dust mop Floors (per use)
- Damp mop Floors (per use)
- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **MFP Copier & Custodial Equipment**

Wipes/disinfectant will be available for each staff to disinfect after each use

- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (2D)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **Mechanical, Storage & Custodial Rooms**

- Dust mop Floors (AR)
- Damp mop Floors (AR)
- Disinfecting of door frames (D)
- Cleaning & disinfecting of walls (AR)

### **Water fountains and Bottle Fillers Stations**

- Disable and bag all water fountains
- Disinfect bottle filler stations every hour

### **Chrome carts**

Teaching staff and students (while supervised) to disinfect technology after each use

- Disinfecting of high touch points: knobs, buttons, window/door handles, ODO, Railing, elevator control panels, fence latch, gates (D)

### **Chapels**

- Pending board's direction

### **Stage Area - Gymnasiums - Gym Changerooms, equipment and bleachers**

- Pending board's direction

### **Learning Common**

- Pending board's direction

### **Cafeteria and servery**

- Pending board's direction

### **Lockers**

- Pending board's direction

### **Shops**

- If open, will require programming support
- Pending board's direction

### **STAFF ROOMS**

- Pending board's direction

### **LEGEND (These are at a minimum)**

- H = HOURLY
- D=DAILY
- 2D = TWICE DAILY
- DAR = DAILY AS REQUIRED (BUT AT LEAST ONCE A DAY)
- AR = AS REQUIRED

### **“Deep Clean” scheduled every night**

- Utilize a soap and water solution to clean all surfaces.
- Follow with an approved disinfectant solution
- Deep clean all contact surfaces: light switches, doors and doorknobs, faucets, countertops.
- Deep clean all underlying surfaces which may come in contact with children\staff and that are often not part of disinfection).