



COVID-19 Public Health School Safety Plan Checklist

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

This supplementary checklist resource is to be used in conjunction with 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 [Supporting schools during COVID-19](#).

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

Adapted with permission from Wellington-Dufferin-Guelph Public Health's COVID-19 Public Health School Safety Plan Checklist (August 12, 2020).

A. SCHOOL/SCHOOL BOARD RECOMMENDATIONS

1.0	GENERAL MEASURES/POLICIES	<input checked="" type="checkbox"/>	NOTES
1.1	<p>COVID-19 related policies/procedures/protocols are developed and include:</p> <ul style="list-style-type: none"> • Screening/Exclusion • Daily attendance records • Drop-off and pick-up • Visitor limitations (e.g. protocols for school access by regulated health professionals, social service professionals, and paraprofessionals) • Cohorting and staffing • Physical distancing • Enhanced cleaning and disinfection • Use of PPE • Protocol is in place if a student, parent/guardian, visitor or staff experiences symptoms and/or is exposed to COVID-19 (e.g., a COVID-19 Case Response Plan, COVID-19 Outbreak Management Plan) <p>Staff are trained in all policies and procedures and staff completion of training is documented.</p>	<input type="checkbox"/>	
1.2	A copy of the COVID-19 related policies and procedures and COVID-19 Response Plan is accessible to all staff, parents/guardians and emergency contacts.	<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 Response Plan 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>Occupational Health and Safety Act</i> (OHSA) and its regulations.	<input type="checkbox"/>	



2.0	COMMUNICATION	<input checked="" type="checkbox"/>	NOTES
2.1	<p>In advance of the school year, parents/guardians receive and are aware of the enhanced COVID-19 related measures, expectations and guidelines:</p> <ul style="list-style-type: none"> • New school protocols • Instructions for screening/exclusion • Drop-off/pick-up procedures • Information on physical distancing and hand hygiene • Protocols for symptomatic student/staff 	<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:</p> <ul style="list-style-type: none"> • Signs and posters 	<input type="checkbox"/>	
2.4	Parents/guardians have provided an emergency contact that is able to pick up student whenever needed. Emergency contact is aware of all COVID-19 measures for physical distancing, hand hygiene and self-monitoring.	<input type="checkbox"/>	
2.5	Some staff and students may be at a higher risk of adverse outcomes from COVID-19 (e.g., those with underlying medical conditions). These individuals may attend school as per usual, however they should work with their healthcare provider to make an informed decision.	<input type="checkbox"/>	



3.0	SCREENING	<input checked="" type="checkbox"/>	NOTES
3.1	<p>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"> • COVID-19 Reference document for symptoms • Ontario's COVID-19 Self-Assessment • COVID-19 Screening Poster • COVID-19 Screening tool for students 	<input type="checkbox"/>	
3.2	<p>Parents/guardians perform <u>daily</u> 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"> • Check their child's temperature (fever $\geq 37.8^{\circ}\text{C}$) • Monitor for signs and symptoms (including atypical symptoms) of COVID-19 • If any signs or symptoms, student must stay home and school must be contacted. 	<input type="checkbox"/>	
3.3	<p>All staff complete a <u>daily</u> self-assessment screen for COVID-19 symptoms BEFORE arriving at school.</p> <ul style="list-style-type: none"> • Staff must check their own temperature • If any signs or symptoms, staff must stay home and school must be contacted. 	<input type="checkbox"/>	
3.4	<p>Only essential visitors are permitted on school property (e.g., Public Health Nurse, 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"> • If any signs or symptoms, essential visitor must not enter school. 	<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.</p> <p>Resources:</p> <ul style="list-style-type: none"> • COVID-19 Assessment Centre and Care Clinics 	<input type="checkbox"/>	



3.6	<p>Hand hygiene stations with alcohol based hand rub (ABHR minimum 60%) are available at all school entrances along with COVID-19 information/<u>signage</u> (e.g., screening information, hand hygiene, physical distancing).</p> <p>Resources:</p> <ul style="list-style-type: none"> • Hand washing factsheet • Hand washing poster • Hand sanitizing poster • All Hand Hygiene Resources 	<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"> • Name • Contact information • Time of arrival and departure • Screening Completion 	<input type="checkbox"/>	

4.0	DROP-OFF AND PICK-UP	<input checked="" type="checkbox"/>	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).	<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	<p>Drop-off/pick-up procedures should support physical distancing and cohorting using strategies that may include:</p> <ul style="list-style-type: none"> • Only one designated parent/guardian drop-off • Separate cohort entrances (if applicable and possible) • Outdoor drop-off/pick-up (unless there is a need for parent/guardian to enter the school) • Staggering entry or limiting the number of people in entry areas • Physical distancing ground markings 	<input type="checkbox"/>	
4.4	Limit student personal belongings brought to school (e.g., backpack, clothing, sun protection, water bottles, food).	<input type="checkbox"/>	



5.0	COHORTING AND STAFFING	<input checked="" type="checkbox"/>	NOTES
5.1	Maintain a limit of 15 students in a typical classroom at one time (for adaptive delivery model only).	<input type="checkbox"/>	
5.2	Students remain in contact with only their classmates and a single teacher for as much of the school day as possible (cohort). Cohort group does not mix with other cohort groups.	<input type="checkbox"/>	
5.3	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"/>	
5.4	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"/>	
5.5	Ensure a plan to prevent mixing of cohorts in washrooms/changerooms.	<input type="checkbox"/>	
5.6	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"/>	
5.7	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"/>	
5.8	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	<input checked="" type="checkbox"/>	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"> • Remove unnecessary furniture • Increase physical distance between chairs, tables, desks in all rooms (including cafeteria, library, staff areas) • Desks should face forward rather than in circles or groups • Incorporate more individual activities. Avoid planning activities involving shared objects/toys • Create designated routes for students/staff to get to and from classrooms • Use markings on floors and walls to promote physical distancing, including for lines/queues (e.g., tape on floors, signs on walls) • Use a temporary, floor to ceiling physical barrier when two cohorts are using the same indoor space (e.g., gym) • Move activities and lessons outdoors to allow for more space • Stagger periods of student movement around school and discourage student congregating in hallways • Stagger student/staff lunch/break times, recess times and use of communal spaces (e.g., library, gym, cafeteria, staff room). <p>Resource:</p> <ul style="list-style-type: none"> • Practice physical distancing 	<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	<p>Limit the number of employees gathering in common areas and limit number in an elevator to allow for physical distancing.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Elevator poster 	<input type="checkbox"/>	
6.9	<p>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.</p>	<input type="checkbox"/>	



7.0	SHARED ITEMS AND PROGRAMMING	<input checked="" type="checkbox"/>	NOTES
7.1	<p>Limit personal belongings being brought into school. Any personal items (e.g., backpack, clothing, water bottles, food, etc.) should be labeled and kept in an area designated for the student and should not be handled by other students.</p> <p>Staff must wash hands or use ABHR before and after touching any student personal belongings.</p>	<input type="checkbox"/>	
7.2	<p>Ensure all supplies, toys and equipment used in the classroom are made of materials that can be cleaned and disinfected (e.g. avoid plush toys, playdough) or are single use and are disposed of at the end of the day (e.g., craft supplies).</p>	<input type="checkbox"/>	
7.3	<p>Do not use water or sensory tables.</p>	<input type="checkbox"/>	
7.4	<p>Limit sharing of supplies, equipment, and toys among students. If possible, each cohort should have designated supplies and equipment (e.g., balls, loose equipment).</p> <p>Items should be cleaned and disinfected prior to use by another cohort.</p>	<input type="checkbox"/>	
7.5	<p>Physical distancing is maintained in activities that are part of physical education (PE) classes.</p>	<input type="checkbox"/>	
7.6	<p>Resume extracurricular sports, clubs, committees and activities that maintain physical distancing between students. Consider whether extracurricular they can be conducted virtually.</p> <p>High contact sports (e.g., rugby, football, wrestling) should be postponed.</p>	<input type="checkbox"/>	
7.7	<p>For all structured and unstructured play (including: recess, playground use, PE classes, extracurricular sports/activities):</p> <ul style="list-style-type: none"> • Students/staff must practice proper hand hygiene before and after play/use of equipment • Clean and disinfect shared equipment (not expected of play structures) between cohort/group use • Activities should take place outdoors where possible • Encourage students to practice physical distancing in playgrounds, changerooms/showers • Students must not share personal items (e.g., water bottles, towels) 	<input type="checkbox"/>	
7.8	<p>Choir and band practices or performances should be postponed unless they can take place virtually.</p> <p>For music/band: Wind or brass instruments (e.g., flutes, clarinets, trumpets, saxophones) should not be used. Percussion or string</p>	<input type="checkbox"/>	



	instruments (e.g., piano, drums) can be used while ensuring physical distancing between musicians. Any shared instruments must be cleaned and disinfected between users.		
7.9	Promote co-op placements that can be completed virtually.	<input type="checkbox"/>	



8.0	EATING AND DRINKING	<input checked="" type="checkbox"/>	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 ABHR use at communal stations (e.g., washrooms) and in shared spaces (e.g., cafeterias).</p> <p>Resources:</p> <ul style="list-style-type: none"> • Hand Hygiene Resources 	<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 bottle rather than drinking directly from water fountains.</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 (e.g., in cafeterias).</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. “Grab and Go” format is preferred.</p>	<input type="checkbox"/>	



9.0	HAND HYGIENE AND RESPIRATORY ETIQUETTE	<input checked="" type="checkbox"/>	NOTES
9.1	<p>Encourage proper and frequent hand hygiene practices by staff and students:</p> <ul style="list-style-type: none"> • Soap and water for at least 20 seconds or ABHR • Once entering school and before leaving • At regular time intervals throughout day • Before/after eating food • After using washroom • Before/after outdoor play <p>ABHR can also be used if handwashing is not possible.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Hand Hygiene Resources 	<input type="checkbox"/>	
9.2	<p>Hand hygiene products are available in all rooms and at school entrances (i.e., hand wash sink or ABHR).</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"> • Covering nose and mouth during coughing and sneezing with a tissue or sneezing or coughing into your sleeve or elbow. • Disposing of used tissues into the garbage immediately after use. • Practicing proper hand hygiene immediately after coughing or sneezing or touching one's face. <p>Resources:</p> <ul style="list-style-type: none"> • Respiratory etiquette poster 	<input type="checkbox"/>	
9.5	<p>Use lined, no-touch waste baskets (i.e., foot pedal-operated, hand sensor, open basket).</p>	<input type="checkbox"/>	



10.0	ENHANCED CLEANING AND DISINFECTION	<input checked="" type="checkbox"/>	NOTES
10.1	<p>Cleaning and disinfecting process, schedule and log are developed.</p> <ul style="list-style-type: none"> • Review existing practices to identify required cleaning enhancements (e.g., locations, frequency, timing, PPE, staffing, signage) • Identify inventory needs • A cleaning log must be posted and used to track cleaning. 	<input type="checkbox"/>	
10.2	<p>Only use cleaners and disinfectants with a Drug Identification Number (DIN) or Natural Product Number (NPN).</p> <p>Refer to the list of approved disinfectants and use these products to clean and disinfect properly.</p>	<input type="checkbox"/>	
10.3	<p>Train staff on enhanced cleaning and disinfecting procedures. Cleaning and disinfecting products are provided and accessible to staff.</p>	<input type="checkbox"/>	
10.4	<p>Shared rooms/spaces must be cleaned and disinfected before and after using the space.</p>	<input type="checkbox"/>	
10.5	<p>Clean and disinfect common areas and items including high touch surfaces (e.g., door knobs, handrails, light switches, sink and toilet handles, keyboards, touch screens, desks, sports equipment) at least twice daily and as often as necessary.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Cleaning and Disinfecting Public Spaces • Cleaning and Disinfecting for Public Settings 	<input type="checkbox"/>	
10.6	<p>Shared equipment, supplies and objects (e.g., physical education equipment, play structures, art supplies, toys, games) must be cleaned and disinfected between cohort use.</p>	<input type="checkbox"/>	



11.0	PERSONAL PROTECTIVE EQUIPMENT (PPE)	<input checked="" type="checkbox"/>	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.</p> <p>Students in Kindergarten to Grade 3 will be encouraged but not required to wear masks in indoor spaces.</p> <p>Resources:</p> <ul style="list-style-type: none"> • My mask protects you and your mask protects me poster 	<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 Appendix A.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Putting On and Taking Off PPE Poster • OPH Safely putting on and taking off a mask 	<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>Staff and essential visitors must wear a medical mask, and physical distancing should still be practiced.</p>	<input type="checkbox"/>	
11.6	<p>Parents are responsible for ensuring cleanliness of the face covering.</p>	<input type="checkbox"/>	



12.0	AIR CIRCULATION	<input checked="" type="checkbox"/>	NOTES
12.1	<p>Implement practices to support adequate air circulation in classrooms and staff rooms:</p> <ul style="list-style-type: none"> • Ensure clean filters • Avoid recirculating air • Use outdoor ventilation when possible (e.g., opening windows, increasing the outdoor air ratio of the HVAC system) <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"> • Limit use during the day • Place on lowest setting • Adjust placement and positioning to direct airflow upwards away from surfaces and people 	<input type="checkbox"/>	
12.3	<p>Practice regular device maintenance:</p> <ul style="list-style-type: none"> • Surface cleaning (including fan blades) • Follow manufacturer's guidelines • Remove moisture/water collected by portable air conditioners 	<input type="checkbox"/>	



13.0	MANAGEMENT OF SYMPTOMATIC PERSONS	<input checked="" type="checkbox"/>	NOTES
13.1	<p>Staff to monitor self and students for symptoms during operating hours.</p> <ul style="list-style-type: none"> • Staff are provided with information on signs and symptoms of COVID-19 in children. • Staff teach students how to identify symptoms and to speak to staff if they experience any symptoms. <p>Resources:</p> <ul style="list-style-type: none"> • COVID-19 Reference Document for Symptoms 	<input type="checkbox"/>	
13.2	<p>Symptomatic individuals should be tested for COVID-19 and remain excluded from school pending test results.</p> <p>Resources:</p> <ul style="list-style-type: none"> • COVID-19 Assessment Centre and Care Clinics 	<input type="checkbox"/>	
13.3	<p>Symptomatic student is immediately separated from others and is supervised in a designated room/space and parent/guardian is contacted for immediate pick up.</p> <p>Symptomatic staff and essential visitors must go home immediately. If they cannot return home immediately, they must be isolated in a designated room/space until their departure.</p>	<input type="checkbox"/>	
13.4	<p>A 'kit' should be available for use by the ill individual and staff member attending to them. The kit should contain ABHR, gloves, surgical/procedural masks, eye protection, and a gown. 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> <p>A thermometer should be available if needed to verify the temperature of an ill individual. The thermometer must be covered with single use protective covers (discarded after each use) or cleaned and disinfected after each use.</p>	<input type="checkbox"/>	



13.5	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.	<input type="checkbox"/>	
13.6	A surgical/procedural mask is worn by the symptomatic person (if tolerated).	<input type="checkbox"/>	
13.7	Clean and disinfect the designated room/space, and any items touched by the symptomatic individual. Identify contaminated areas and items within the school used by the symptomatic individual and conduct cleaning and disinfection of these items.	<input type="checkbox"/>	
13.8	Place any soiled personal items in a securely tied plastic bag and send home with the student's parent/guardian. Soiled items must not be rinsed and/or washed at school.	<input type="checkbox"/>	
13.9	As each situation is unique, school will work closely with OPH on exclusion and isolation requirements for close contacts and other individuals from the same cohort. In the event of a confirmed COVID-19 case, OPH will notify school and provide further information on contact tracing and outbreak management.	<input type="checkbox"/>	
13.10	Any instances of occupationally acquired infection shall be reported to WSIB within 72 hours of receiving notification of illness. If the staff member's illness is determined to be work-related, in accordance with the <i>Occupational Health and Safety Act (OHSA)</i> and its regulations, the employer must provide a written notice within four days of being advised that a staff member has an occupational illness, including an occupationally-acquired infection, or if a claim has been made to the Workplace Safety and Insurance Board (WSIB) by or on behalf of the staff member with respect to an occupational illness, including an occupational infection to the: <ul style="list-style-type: none"> • Ministry of Labour, Training and Skills Development; • Joint health and safety committee (or health and safety representative); and trade union, if any. 	<input type="checkbox"/>	



13.11	<p>School must report any known, or lab confirmed cases of COVID-19 to OPH.</p> <p>Resources:</p> <ul style="list-style-type: none"> • OPH Outbreak Reporting Line 613-580-2424 Extension 26325 <p>Discussion of separate reporting line for schools monitored by CSST</p>		
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B. BUSSING TRANSPORTATION RECOMMENDATIONS

1.0	GENERAL MEASURES	<input checked="" type="checkbox"/>	NOTES
1.1	School bus drivers and parents/guardians of student riders are aware of adapted or new COVID-19 related protocols and enhanced measures.	<input type="checkbox"/>	
1.2	<p>School board and transportation consortia develop COVID-19 related communication protocol. Must include:</p> <ul style="list-style-type: none"> • Bus driver notifying employer and school if they screen positive using the daily COVID-19 self-assessment tool. • Bus driver notifying school of any instances of a symptomatic child while riding bus. • School notifying consortia if student develops symptoms while at school and will not be riding bus home. 	<input type="checkbox"/>	

2.0	SCREENING	<input checked="" type="checkbox"/>	NOTES
2.1	<p>All bus drivers complete a <u>daily</u> self-assessment screen for COVID-19 BEFORE arriving at work.</p> <ul style="list-style-type: none"> • Staff must check their own temperature • If any signs or symptoms, staff must stay home and employer and school must be contacted. • Staff who screen positive should be tested for COVID-19 <p>Resources:</p> <ul style="list-style-type: none"> • Ontario COVID-19 Self-Assessment tool • COVID-19 Assessment Centre and Care Clinics 	<input type="checkbox"/>	



2.2	Students who have symptoms associated with COVID-19 or have been exposed to COVID-19, or in self-isolation due to travel must stay home. They should not use student transportation services.	<input type="checkbox"/>	
2.3	If a student develops symptoms while at school, they should not take the school bus home and should be picked up by a parent/guardian. In such instances, the school must notify the transportation consortia.	<input type="checkbox"/>	



3.0	PHYSICAL DISTANCING	<input checked="" type="checkbox"/>	NOTES
3.1	Establish designated drop-off/pick-up times and locations for bus transportation that support physical distancing and limit congregation of students.	<input type="checkbox"/>	
3.2	Students, parents/guardians and caregivers should maintain physical distancing (i.e., 2 metres) between people when waiting at school bus stops.	<input type="checkbox"/>	
3.3	<p>If possible, bus capacity and seating arrangements should support physical distancing between students and driver on the school bus. Strategies can include:</p> <ul style="list-style-type: none"> • One student per seat. Students of the same household are permitted to share seats. • Students of the same cohort sit in the same area. • Boarding/Exiting strategies (e.g., fill seats back-to-front or front-to-back to reduce student interaction). • Seat behind driver should remain empty 	<input type="checkbox"/>	
3.4	Use physical and visual cues on the bus (e.g., signs, seat markers).	<input type="checkbox"/>	
3.5	If applicable, any physical barrier or modification (e.g., a plexiglass shield between driver and aisle/entrance) should be compliant with all federal and provincial legislation and not interfere with or affect the safe operation of the vehicle.	<input type="checkbox"/>	



4.0	ENHANCED CLEANING AND DISINFECTION	<input checked="" type="checkbox"/>	NOTES
4.1	Alcohol-based hand rub (ABHR) is available at the entrance of the school bus (ABHR minimum 60%).	<input type="checkbox"/>	
4.2	<p>Enhanced cleaning and disinfecting process is established and must include:</p> <ul style="list-style-type: none"> • Review of existing practices to identify required cleaning enhancements (e.g., frequency, timing, PPE, signage). <ul style="list-style-type: none"> ○ Frequently touched surfaces should be disinfected at least twice daily • Identifying inventory needs and availability on each bus. • Training staff on enhanced cleaning and disinfecting procedures. • A cleaning schedule and log must be posted in each bus and used to track cleaning. • Cleaning and disinfecting frequently touched surfaces between each route/group of riders and at least twice daily (e.g., handrails, seats, seat belts, windows, steering wheel). <p>Resources:</p> <ul style="list-style-type: none"> • Cleaning and Disinfecting Public Spaces • Cleaning and Disinfecting for Public Settings 	<input type="checkbox"/>	
4.3	<p>Only use cleaners and disinfectants with a Drug Identification Number (DIN) or Natural Product Number (NPN).</p> <p>Use products with evidence of use against COVID-19 to clean and disinfect.</p> <p>Resources:</p> <ul style="list-style-type: none"> • List of approved disinfectants 	<input type="checkbox"/>	
4.4	Implement practices to support adequate ventilation and air circulation (e.g., opening windows).	<input type="checkbox"/>	



5.0	PERSONAL PROTECTIVE EQUIPMENT (PPE)	<input checked="" type="checkbox"/>	NOTES
5.1	<p>Bus driver should wear a medical mask and eye protection (i.e face shield). Where direct contact with a student is required, driver must also wear gloves.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Health and Safety Guidance During COVID-19 for Student Transportation Employers • Federal Guidance for School Bus Operations during the COVID-19 Pandemic 	<input type="checkbox"/>	
5.2	<p>Students riding bus are required to wear non-medical mask or face coverings.</p> <p>Parents are responsible for the safe use/compliance during the school day and ensuring cleanliness of the face covering.</p>	<input type="checkbox"/>	



C. OTHER REOPENING MODEL CONSIDERATIONS

1.0	EQUITY CONSIDERATIONS	<input checked="" type="checkbox"/>	NOTES
1.1	<p>Consider how the chosen model will impact students and families in the community inequitably and establish mitigation strategies.</p> <ul style="list-style-type: none"> • Does the model further exacerbate social (gender, race, language), economic, ability and other challenges and barriers that children and families in your school or community already encounter? • Does the model create new social (gender, race, language), economic, ability and other challenges and barriers for children and families in your school or community? 	<input type="checkbox"/>	
1.2	Establish guidance and supports for children and families disproportionately impacted by chosen reopening model due to social, economic, ability and other challenges and barriers.	<input type="checkbox"/>	
1.3	Tailor COVID-19 prevention and response measures appropriately for students with medical and/or behavioural complexities as appropriate.	<input type="checkbox"/>	

2.0	OTHER PUBLIC HEALTH CONSIDERATIONS	<input checked="" type="checkbox"/>	NOTES
2.1	<p>Consider the physical and mental health impacts of the chosen model on children, family and staff.</p> <ul style="list-style-type: none"> • Does the model increase risk of negative mental health or mental illness? • Does the model increase risk of chronic disease? 	<input type="checkbox"/>	
2.2	<p>Review Ministry of Education/Health and Public Health Guidance to proactively establish COVID-19 mitigation strategies and measure risk. These strategies should include public health measures outlined in this checklist (screening, hand hygiene, infection prevention and control and physical distancing, etc) as well as whether community transmission is taking place.</p> <ul style="list-style-type: none"> • Is there any additional risk to a daily school model? 	<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.
- 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:
Supervision staff (e.g. for various cohorts, before/after school supervision) and Occasional teachers	<ul style="list-style-type: none"> • Medical masks • Eye protection (face shield) • Where direct contact with a student is required, staff must also wear gown and gloves.
School staff providing care for a sick child (suspect case of COVID-19)	Droplet and Contact Precautions, including: <ul style="list-style-type: none"> • Medical mask • Eye protection (face shield) • Gown • Gloves



Staff Role	Type of PPE (and/or face covering)
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"> • Medical mask • Eye protection (face shield) • Gown • Gloves
Symptomatic student (suspect case of COVID-19)	<ul style="list-style-type: none"> • Medical mask (if tolerated)
Custodial and caretaker staff (no direct care or close contact with students or other staff)	<ul style="list-style-type: none"> • Mask or face covering* • Gloves, as required (as per manufacturer's instructions).
Cook, food handler	<ul style="list-style-type: none"> • Practice physical distancing of 2 meters (6 ft) as much as possible. • Mask or face covering*
Maintenance staff	
Counsellors/ Child and Youth Workers	
Bus driver	
Essential Visitors	<ul style="list-style-type: none"> • Practice physical distancing of 2 meters (6 ft) • Mask or cloth face covering*

*Staff may choose to make their own face covering and can follow these online instructions on how to make [Homemade Cloth Face Coverings](#).

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

Topic	Link	Completed
7 Steps of Hand Hygiene	https://www.publichealthontario.ca/en/videos/7-steps-handhygiene	<input type="checkbox"/>
Putting On Gloves	https://www.publichealthontario.ca/en/videos/ipac-gloves-on	<input type="checkbox"/>



Putting On Mask and Eye Protection	https://www.publichealthontario.ca/en/videos/ipac-maskeyes-on	<input type="checkbox"/>
Putting On Full Personal Protective Equipment	https://www.publichealthontario.ca/en/videos/ipac-fullppe-on	<input type="checkbox"/>
Taking Off Mask and Eye Protection	https://www.publichealthontario.ca/en/videos/ipac-maskeyes-off	<input type="checkbox"/>
Taking Off a Gown and Gloves	https://www.publichealthontario.ca/en/videos/ipac-gowngloves-off	<input type="checkbox"/>
Taking Off Full Personal Protective Equipment	https://www.publichealthontario.ca/en/videos/ipac-fullppe-off	<input type="checkbox"/>

