

CoViD-19 Operational Plan

Terry Fox Elementary School
(K-5)

Academic Year 2020-2021

Covid-19 Operating Plan – Checklist

Section	To Do List:	Status (Done, In Progress, Not Started, N/A)
1) Communications	Communication to our school families will go out via FB and our school website; supplemented with paper copies and School Connect messages as needed. Classroom teachers will establish a communication platform (e.g.: dojo, Facebook, website teacher page) to keep families updated on classroom specific items associated with this plan.	IP
2) Building Access	Signs are posted and include the school’s office phone number for a parent to call to make an appointment if necessary.	IP
3) Risk Assessment	Section 3 completed	Done
4) Physical Distancing	“Stay to the right (by railing)” signage on stairs. Stop signs for lines moving to music and phys. ed. (routes to these classes: to-via custodial hallway and from-via office hallway) 6ft distance signage posted throughout school Determine zones for recess times (1. Playground Equipment, 2. Soccer Field, 3. Outdoor Classroom & Swings, 5. Basketball Nets and Field, and 6. Bus Oval).	IP
5) Transition Times	Clear communication with staff on arrival and dismissal protocols. This will be done during the initial days of the school year (Aug. 31-Sept. 4 th).	IP
6) Screening	As per directives from Public Health: passive screening for staff and students. Prepare an isolation area (Library Office).	IP
7) Cleaning & Disinfection Procedures	As per directives from Province/District. Administration to ensure policy is followed by custodians (thorough desk cleaning during recess times), regular cleaning of high touch surfaces (washrooms, door knobs, hand rail).	IP
8) Personal Hygiene Etiquette	Signage throughout school. Video to help younger students. To be taught by teachers during first weeks of school and reinforced/reviewed as needed.	IP Beginning Sept. 8 th
9) Protective Measures	Signage. Masks and shields Professional Visitor log. Have disposable masks available front door station and office for visitors. Plexiglass barriers as a supplemental precaution for each classroom (district purchase).	Done Done Done
10) OHS Regulation Requirements	As per directives from Barbara MacFarlane (HSC).	IP

11) Outbreak Management Plan	As per directives from Barbara MacFarlane (HSC).	IP
12) Mental Health Support	Guidance to monitor. Brochures distributed to staff + available in staff room staff bulletin board) and office area.	IP
13) Additional Considerations		

SCHOOL COVID-19 OPERATIONAL PLAN

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

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

This plan belongs to:	
School Name:	Terry Fox Elementary School
Principal (Signature):	_____
District Official (Signature):	_____
Implementation Date:	September 2020

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

Plan Review Schedule

Name	New Ver. No.	Date	Name	New Ver. No.	Date
Shari Smith-Ellis & Paula Chapman	1	Summer, 2020	TFES Teaching Staff	2	August 31, 2020

¹ All schools and district offices are required to implement a COVID-19 Operating Plan and have a written copy of it on-site. Reference to “Return to School, September 2020” document and its appendices provide the primary support for this document.

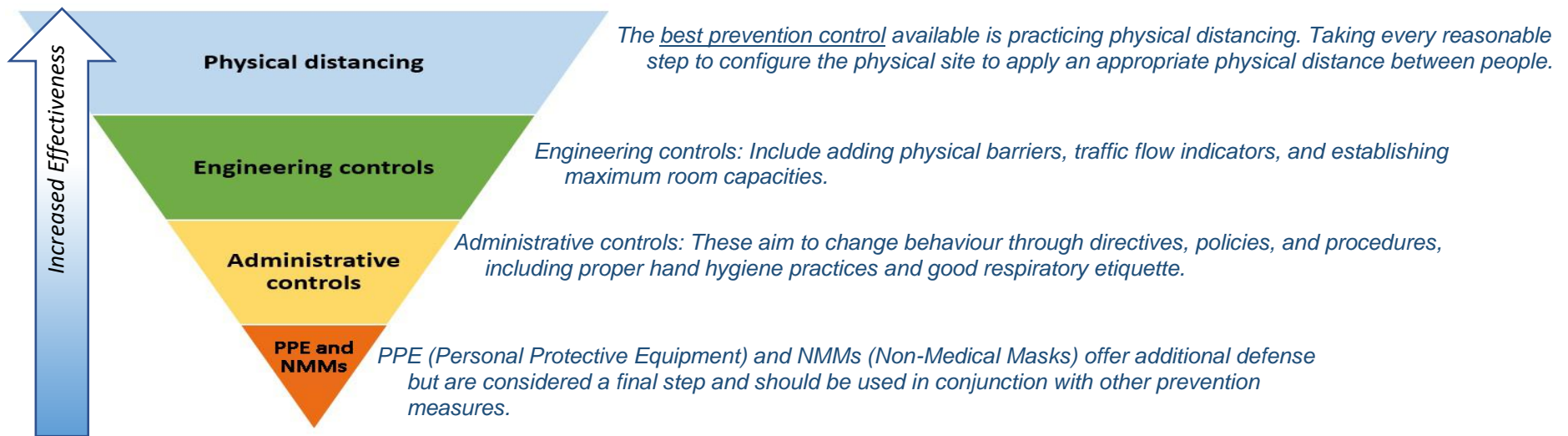
RATIONALE

Without a vaccine or effective treatment, we must learn to live and work in a COVID-19 world. Assuming we can reduce the risk to zero is unrealistic. Therefore, the focus of our efforts must be placed squarely on practicing the best **prevention** measures in order to reduce the **likelihood** of the virus entering and spreading in our schools while simultaneously preparing to lessen the **severity of impact** on the school and community populations should a confirmed or suspected case arise.

As you complete your plan, continue to reference the K-12 Return to School September 2020 document, this is the comprehensive and first reference point for this document.

Prevention

When working through this document and assessing the numerous places, people, and things in your school apply the following hierarchy in your decision-making process. For each hazard being assessed, work from physical distancing (the best prevention measure) exhausting each category all the way down to PPE and NMMs. Applying as many control measures as possible (and practical) will achieve a superior layered approach (i.e. one might wear a NMM *while* maintaining appropriate physical distancing *while* ensuring they practice good hand hygiene and respiratory etiquette).



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

Clear Communication

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

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

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



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

Everyone must practice proper hand hygiene and good respiratory etiquette.

Everyone Is Responsible

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

Legend:



Helpful idea or suggestion



Things to do or things to consider



Helpful link or template provided



Something referenced previously in the document

Risk Assessment Tool

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

Likelihood

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

Impact

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

Mitigation Measures

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

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

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

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

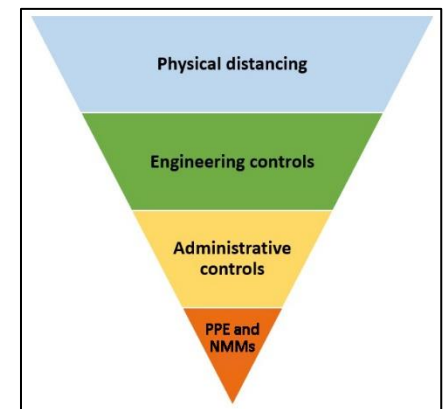


Figure 1: Modified Hierarchy of Controls for COVID-19¹

School Risk Assessment Tool

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

To assess each space, consider the following two categories²: **Contact Intensity** (*close or distant, prolonged or brief*) and **Modification Potential** (*degree to which the activity can be modified to reduce risk: an activity that is highly modifiable means that superior controls like physical distancing or engineering controls can be implemented*).

Consider the following framework for assessments:

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

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

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

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

² Categories and spirit of this table were adapted from: [“Public Health Principles for a Phased Reopening During Covid-19: Guidance for Governors”](#) by the Johns Hopkins Bloomberg School of Public Health

Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	Front door–Close/Medium Back door–Close/Medium Dragon Door-Close/Medium (recess times) Library Door-Close/Medium (recess times)	Medium	<p>Staff (wearing masks) will hold the exterior door open during entry times. Interior doors will be kept open so that students do not have to touch doorknobs. Staff on duty will give each student a squirt of sanitizer before the student enters the building.</p> <p>Students will go directly to their hook to place their outdoor footwear + pick up their indoor footwear and then proceed immediately to their classroom upon morning arrival. They will take off their outdoor clothing and unpack their bookbag They will then go out to their hook to hang up their bookbag and outdoor clothing and then return to their classroom</p> <p>Teachers on morning arrival duty will remind students to wear their masks from the time they exit their bus or car until they have returned to their classroom after hanging up their items on their hooks.</p> <p>Students will be taught to enter the building in single file and encouraged to keep a space around them that is as wide as their arm span.</p>
Main office	Close/Med.-High	High	<p>Staff will, whenever possible, communicate with the office via email/SKYPE/PA System. Staff will enter briefly to get mail from their mailbox. Students will not use the phone. Our administrative assistant, the VP or P will make any calls to student’s homes.</p> <p>Maximum occupancy of office area is: 2 additional adults (beyond AA, VP and P)</p>
Hallways	Close/Medium & Distant/Low	High	<p>Before entering a hallway at any time everyone must wash or sanitize their hands.</p> <p>Masks will be worn in hallways during all transitions.</p> <p>Traffic going to the music room or gymnasium will use the hallway by the custodian’s room and proceed to the designated wait area in the cafeteria close to lift.</p> <p>Traffic leaving the music room or gymnasium will use the hallway by the front office.</p> <p>Teachers will lead lines to these learning areas so that they can safeguard that class bubbles are maintained.</p> <p>Staff will wear a mask &/or shield when in the hallways.</p>

			Students will be taught to not touch walls in hallways or tables in cafeteria.
Stairwells	Close/Distant-Medium/Low	High	Masks will be worn, and traffic will stay to the right when on the stairwell. Teachers will lead lines when classes are using the stairs and the class going upstairs will pause in the hallway leading to the stairs to monitor and yield to any class coming downstairs.
Staffroom	Distant/Medium	High	Maximum capacity for seating in this room is 3. Teachers will sanitize touched surfaces such as microwave/fridge/Keurig/taps after use.
Staff washrooms	Distant/Low	High	There are 3 staff washrooms in our school (2 downstairs & 1 upstairs). If occupied, staff waiting to use the washroom will distance themselves 2m from the washroom door until the washroom is vacated.
Student lounge	NA		
Student washroom	Distant/Low– K and K-1 students will use the washroom in their classroom. Close/Medium: Grade 1 & 2 Students will use the K-2 hallway washrooms Students in Music or Phys. Ed. Will use the cafeteria washrooms. Students in 2-3, Grades 3-5 will use the upstairs student washrooms.	Medium	Students will be strongly encouraged to wear their mask when proceeding to and using a hallway washroom. They will wash/sanitize their hands before leaving their classroom, go to a hallway washroom and upon returning to their classroom. This is in addition to being taught to wash their hands in the washroom. A maximum occupancy in hallway and cafeteria washrooms will be 2 at a time. A limit of one student at a time may be away from their class at any given time to use the washroom. Teachers will set up their classroom protocol to ensure this happens. This protocol will not include any sort of pass that students take with them to the washroom and then return to the classroom. Signage for hand washing procedures will be posted in all washrooms by the sinks and on the inside of bathroom stalls. Classroom teachers will teach hand washing procedure to all students during the first week of school and will revisit/review throughout the school year. As part of this teaching process, teachers will encourage students to not linger or have conversations while in the washrooms.
Classrooms	Close/High	Low	Prior to entering their classroom, students will sanitize their hands. Each class will have a sanitizing station immediately inside their classroom door. Any staff member or visiting personnel entering a classroom bubble will sanitize their hands upon entering and prior to exiting the classroom. Maintain classroom bubbles.

			<p>Shared materials within the classroom bubble do not have to be disinfected after each use.</p> <p>Periodic hand washing --- key times will include but not limited to: prior to and following recess, lunch and hallway entry & exit.</p> <p>Plexiglass barriers will be provided by district for each classroom to enable teachers to set up a close proximity area to work 1:1 (this is a supplemental resource for classrooms as provincial protocol states that teachers and students within a classroom do not need to maintain a social distance of 2m).</p> <p>Teachers will be provided, by district, with face shields.</p> <p>Teachers will post a hand washing sign by their classroom sink.</p>
Gym	Close & Distant/ High & Med.	Medium	<p>The physical education teacher will ensure that any touch surfaces (including benches) are sanitized before a new class enters.</p> <p>Protocols in the NB Return to School document (Appendix F) will be adhered to and monitored by the physical education teacher.</p> <p>Baskets will be set up for each classroom's use, stored in the phys. ed. storage area and accessed by the phys. ed. teacher.</p> <p>When items need to be shared by classes, the phys. ed. teacher will ensure they are properly sanitized between uses.</p> <p>Students will sanitize their hands upon entering the gym and prior to exiting the gym. The phys. ed. teacher will hold the door so that students are not touching it as their class enters or exits.</p>
Library	Close & Distant/High-Medium	Medium	<p>Only 1 classroom bubble is permitted in the library at any one time. There will be a strict adherence to scheduled class times.</p> <p>Students will sanitize their hands immediately upon entering the library and prior to exiting the library.</p> <p>Students will enter to return and borrow books.</p> <p><i>If a classroom teacher uses the tables, chairs, or vinyl floor cushions they, or a designate (which may include having older students perform this task), must sanitize these prior to leaving and the next class coming into the library. Barb is checking to see if the librarian can be responsible for this.</i></p>
Cafeteria	Distant/Medium	High	<p>Classes will be escorted to the cafeteria by their teacher and will use the hallway in front of the custodian's room (lunch tables closest to this hallway) or the office hallway (lunch tables closest to this hallway).</p> <p>Students will wear their mask until seated at their table and must remain at their seat until dismissed and escorted back to their homeroom by a staff member. Upon arrival to homeroom after lunch (if an outdoor</p>

			<p>recess), students will deposit their lunch cans at their hooks, gather their outdoor clothing (exception footwear) and proceed into their homeroom to dress and leave their indoor shoes under their classroom chair. Once dressed students will line up and the supervisor will monitor having the students re-enter the hallway to put on their outdoor shoes and proceed to their outdoor play zone. Class bubbles are respected with designated tables for K-5 for the three sittings for lunch.</p> <p>There will be 2m spacing between tables/classroom bubbles while in the cafeteria.</p> <p>Dismissal will be by class with all exits from the cafeteria leaving via the same hallway they arrived from. Students will put their mask on to leave their table and exit the cafeteria. The following are the three pods of lunchtime sittings, listed by classroom homeroom teacher and in order of dismissal from cafeteria:</p> <p>Pod A : Lois, Cheryl, Manon, Sonia, Brittany Pod B: Barb, Lyndsay, Celina, Jessi, Christy Pod C: Charles, Patrick, Kezia, Sophie, Nikki</p> <p>Custodians and cafeteria staff will clean and sanitize cafeteria tables between sittings.</p> <p>Cafeteria staff will place lunch trays on cafeteria tables. There will be no cafeteria line ups this year.</p> <p>All lunches must be pre-ordered and there will only be one lunch selection this year and there will not be any á la carte items.</p> <p>A garbage can will be placed at the end of each cafeteria table and an adult will be assigned to supervise each table. Students who have ordered a lunch will be responsible to put their cutlery in a dish situated at the end of each table. They will put the rest of the items left on the tray in the garbage and stack their trays next to the utensil deposit dish. The cafeteria will be using paper plates, milk cartons & some juice boxes this year.</p>
<p>Playground</p>	<p>Between Class Bubbles: Distant/Low</p>	<p>High</p>	<p>Class bubbles will be designated a zone to play in for staggered lunch recess. The zones are: 1. Playground equipment (Dragon Door), 2. Soccer field Back Door), 3. Outdoor classroom & Swings (Back Door), 4. Basketball nets and Field area (Back Door <i>or</i> Library Door (TBD)) and 5. Bus Oval Grass Area (Library Door) *Pylons will be kept inside this door & supervising teachers in this area will be responsible for taking them out and bringing them in as an added precaution for the bus lane.</p>

Outdoor sports field	Brief/Medium	Medium	Used as zone for staggered lunch recess.
Fitness Rooms	NA		
Onsite Daycare	Close/Distant/High	Medium	The library will be used from 2-3pm and then a section of our cafeteria will be used following 3pm. Daycare workers are asked to have parents, if possible, phone when they arrive to pick up their child so that a daycare worker can walk the student to the door as parents will not be entering the building for pick ups this year. Also, daycare workers will be responsible to sanitize the library chairs and tables after use. Sanitizing the cafeteria tables that they use will also be the daycare providers responsibility and will occur prior to leaving at the end of their shift. The bathrooms off the cafeteria will be used for the daycare and will be cleaned by our school's custodian. Daycare students are not to use the adult washrooms.
Locker areas	N/A		
Music Room	Close/High within Classroom Bubble	Low	The music teacher will ensure that any touch surfaces (including risers) are sanitized before a new class enters. Protocols outlined in The NB Return to School document (Appendix E) will be adhered to and monitored by the music teacher.
Maker Space	N/A		
Computer Lab	Close/High within Classroom Bubble	Medium	Only 1 classroom bubble is permitted in the computer lab at any one time. The classroom teacher will ensure that chairs, keyboards and desk areas are sanitized prior to leaving this area.

People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	Distant/Low	Low	Meetings: whenever possible virtual meetings will be used. If in person meetings occur, physical distancing of 2m will be adhered to or masks will be worn.
EAs/SIW's	Close-Distant/High-Low	Low	Breaks – Social distancing of 2m will be adhered to or masks will be worn.
Custodians	Distant/Low	Low	Breaks – social distancing of 2m will be adhered to or masks will be worn.
Students	Close/High within Classroom Bubble Distant/Low Between Classroom Bubbles	Low	Transitions – Students will wear masks when in common areas such as hallways, washrooms, stairwells and cafeteria (when not eating), as well as, prior to entering

			their classroom in the morning and when exiting their classroom at the end of the day.
Resource Students	Close/High	Low	Will be bubbled with their class or use their individualized room. When in common areas, entering or exiting they will wear their mask as is planned for all students (see above). ESS will have a discussion re: our higher needs students to help them use their masks effectively.
Parents/Guardians	Distant/Low	High	Parents will wait at, or in, their vehicle when dropping off or picking up their child(ren). Entry to the building will be by appointment. Virtual meetings or phone meetings will be the predominate method of meetings this school year. Should it be necessary for a parent to enter the building by appointment, he/she must wear a mask. A log will be kept of any parents entering the building.
Visiting Professionals	Distant/Low	High	Entry to the building will be by appointment. Virtual meetings or phone meetings will be the predominate method of meetings this school year. Should it be necessary for a visiting professional to enter the building by appointment, he/she must wear a mask. A log will be kept of any visiting professionals entering the building.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	N/A		
Staff room appliances	Close/High	Low	Staff members are responsible to sanitize any touched surfaces after use. Custodian II is responsible for maintaining a supply of sanitizer in this area.
Water fountains	Close/Medium	High	Everyone will bring their own bottle to school. Refills will occur in classrooms. Staff members will ensure that the top of the bottle does not touch the spout on the faucet. for refills.
Shared books/handouts	Close/High	Medium	"At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the

			distribution or sharing of books or paper based educational resources to students.” RTS Document, August 25, 2020
Shared computers	Close/High	High	Class bubbles Disinfect after use if shared with other classroom bubbles.
Shared tools	Close/High	High	Class bubbles Disinfect after use if shared with other classroom bubbles.

RESPONSE PLAN 2020-21

Terry Fox Elementary School

1. Communications

Communications	Resources (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
1) Communicate operational strategies, provide orientation to school personnel and students.	District/Provincial Communication	Teachers – Email & Staff Meetings EAs – Meeting (Sept. 2 nd) Students – Classroom Lesson (including video messages from district)	Admin. Team	IP-Teachers NS-EAs & Students
2) Communicate operational strategies, provide orientation to visiting professionals	District/Provincial Communications and Regulations	Posted Memo & Signage Visiting professionals will be asked to refer to our operational plan via our Facebook page or website.	Admin. team	IP
3) Communicate operational strategies to parent/caregiver and school community.	District/Provincial Communications and Regulations	Facebook Page Website Written Memo-as needed School Connect-as needed	Admin. Team	IP

2. Building Access

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) Controls are in place to prevent the public from freely accessing the operational school.</p>	<ul style="list-style-type: none"> → Ensure all doors are always secure (cannot impede emergency egress) → Procedure for visitors to request appointment if required → Signage on doors indicating number to call to make an appointment or contact administration → Visitor logs must be maintained (see template) 	<p>Doors are always locked. No entry unless previous appointment made through office. Post phone number on door.</p> <p>In the event of an emergency, visitors will ring the doorbell or call in to announce their purpose and follow direction of administration.</p> <p>Clear logs kept indicating: name, time in/out, all classes or students visited, and room/location used.</p>	<p>Custodial (C2) Admin. Team</p> <p>Admin. Team/ Admin. Assist.</p> <p>Admin. Team/ Admin. Assist.</p>	<p>IP</p>
<p>2) Procedures are in place to control congestion during the school start and dismissal times</p>	<ul style="list-style-type: none"> → Staggered start/end times? → What time will teachers begin to supervise? → Will students be able to wait in a space designated for their 'bubble'? (classroom? taped out space in gym?) → Review your floor plans for help if needed 	<p>All students will go directly to their assigned classroom upon arrival no earlier than 8am.</p> <p>2pm – Teachers will have students remove their indoor shoes and proceed to the hallway to leave these by their hook and pick up all outdoor clothing (excluding footwear) + bookbag and return to class to get ready for home. Teachers will monitor this process so that classroom bubbles are maintained. Students will line up in their classroom. Staggered exit in the following order: Grade 2-EP, 2FI-Jessi, 2FI-Manon, 1-2-Cheryl, 1-FI-Sonia, 1E-Lois, 1-2E-Barb, K-Brittany and K-Lyndsay, Teachers dismiss after school daycare students to proceed to end of K-2 hallway where they will be met by the daycare worker, then teachers will exit with their class via back door and load buses from the last to first and then wait with students being picked up until dismissed to their parent/guardian. Parents will wait in their cars until signalled to approach the dismissal zones. Grade 2 students will wait for parents at the gym door,</p>	<p>Door & Duty teachers in team area</p> <p>Homeroom teachers</p> <p>Admin. Team/ Homeroom teachers</p> <p>Late bus duty teachers</p>	<p>IP</p>

		<p>Grade 1 students will wait for parents at the front door and K students will wait for parents at the library door. Lyndsay is responsible for letting the bus driver at the first of the line know that the bus drivers are cleared to leave.</p> <p>3pm – Teachers will follow the same procedure for indoor shoes/outdoor clothing + bookbags as K-2 dismissal time. Staggered exit will begin with Grade 5-FI-Charles, 4E-Patrick 3-E-Celina, 3-FI-Manon, 5-IF-Kezia, 4-5-FI-Sophie, 3/4 FI Nikki. Teachers will dismiss after school daycare students first to proceed to the library where they will be met by the daycare worker, then teachers will exit with their class bubble via the back door and load buses from the last to the first and then wait with their students who are being picked up. M. and Mr. will wait at the gym door, Mrs. Knowles, Mme. LeBreton and Mme. Kezia's classes will wait at the front entrance, and Mlle. Sophie and Mme. Nikki's classes will wait at the library door. Manon is responsible for letting the bus driver at the first of the line know that the bus drivers are cleared to leave.</p>		
<p>3) Provide COVID controls for staff working outside of the classroom.</p>	<ul style="list-style-type: none"> → Return to School document → How are you controlling ASD-N staff that travel from school to school? 	<p>Staff that travel from school to school will ensure that they are wearing a community mask in common areas.</p> <p>A portable plexiglass may be employed by these staff members when working with a student(s). The staff member's mask may be removed once the staff member and student are on opposite sides of the plexiglass barrier.</p> <p>As with all staff, these staff members will ensure that they are complying with protocols including, screening, physical distancing and personal hygiene etiquette.</p>	<p>Staff travelling from school to school.</p> <p>Admin. Team</p>	<p>IP</p>

3. Risk Assessment

Action Items	Resources/Considerations (Exemples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.</p>	<ul style="list-style-type: none"> ❖ See Risk Assessment Tool (pg. 3-4) ❖ <i>“Return to School”</i> document (EECD) ❖ Risk Assessment Guideline Health Canada – Public Health Canada ❖ <i>“Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic Risk Mitigation Tool”</i> – Public Health Canada ❖ HSC: Barbara McFarlane 	<p>Completed risk assessment to triage high risk areas and troubleshoot solutions.</p>	<p>Admin. Team</p>	<p>DONE</p>
<p>2) Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.</p>	<ul style="list-style-type: none"> 📎 Outbreak Management Plan - Template 📎 <i>“Return to School”</i> document (EECD) 	<p>If persons show signs of illness they will be masked and gloved and remain in the library office until they are able to leave premises.</p>	<p>Admin. Team</p>	<p>Done</p>

4. Physical Distancing

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<ul style="list-style-type: none"> ☞ Implement physical distance protocol. 	<ul style="list-style-type: none"> ☞ <u>"Return to School"</u> document (EECD) → K-8 = no PD within classroom bubble and 2m minimum between bubbles 	<p>Physical distancing (2m) will be implemented whenever possible when students are not in their classroom bubbles. Masks are strongly encouraged when not in classroom bubbles.</p> <p>Zoned areas during outdoor recesses.</p>	<p>All persons in the building</p> <p>Admin. Team to communicate</p>	<p>IP</p>
<ul style="list-style-type: none"> a) Consider staff, students, visiting professionals, parents/guardians, and community members. 	<ul style="list-style-type: none"> ☞ <u>"Return to School"</u> document (EECD) → How will people move at a safe PD throughout? → Staff rooms (maximum capacities) → Students: PD between each classroom → Allocated room for visiting professionals → Parents/guardians: appointments, room allocated for meetings → Community members: Restrict where possible, else limit access. 	<p>Unless an emergency, parents must make an appointment to enter the building. Follow appointment/pick-up/drop-off protocol.</p> <p>Visitors must wear a mask at all times.</p> <p>Social Distance in staff room and break rooms. Maximum capacity is 3 in our staff room.</p> <p>Professional visitors to use conference room or yellow room off cafeteria when meeting with students. Log to be completed.</p> <p>Virtual/phone meetings to occur whenever possible.</p>	<p>All persons in the building</p> <p>Admin. Team to communicate</p>	<p>IP</p>
<ul style="list-style-type: none"> b) Arrange furniture to promote the physical distancing requirements. (Include a reception area). 	<ul style="list-style-type: none"> ☞ <u>"Return to School"</u> document (EECD) 	<p>Remove benches in lobby and cafeteria areas.</p> <p>Have 1 chair in office waiting area.</p> <p>Cafeteria tables spaced accordingly (2m classroom bubbles).</p>	<p>Admin. Team</p> <p>Custodians</p>	<p>IP</p>
<ul style="list-style-type: none"> c) Provide visual cues on floor, indicate directional movement where appropriate, "no-stopping" areas in narrow hallways, etc. 	<ul style="list-style-type: none"> → Can be done using DIY supplies or pre-ordered professional type ☞ Consider using similar rules as driving to add game theory to your design ☞ Contact Facilities staff to see what supplies will be available → Post 'traffic' patterns on floor plan throughout building. 	<p>Stay to the right signage for stairwells..</p> <p>Signage to indicate waiting areas (cafeteria, washrooms, parent pick ups).</p> <p>Appropriate signage throughout (physical distancing, handwashing, sanitizing and masks).</p>	<p>Admin. Team</p> <p>Facilities</p>	<p>IP</p>

<p>d) Determine if installation of physical barriers, such as partitions, is feasible.</p>	<p>→ Contact ASD-N facilities staff for assistance if barriers are needed.</p>	<p>Completed for administrative assistant area in office.</p> <p>Portable physical barriers are being ordered by Tim Dunn and will be delivered to our school when they arrive.</p>	<p>Facilities</p>	<p>Done</p> <p>IP</p>
<p>☞ Establish protocols to ensure people don't congregate in groups</p> <p>a) (staggered arrival, start, break/recess, lunch and release times <u>and</u> locations, virtual rather than in-person meetings, limit access to common areas, etc.).</p>	<p>☞ <u>"Return to School"</u> document (EECD)</p> <p>→ Consider what protocols you might put in place for certain times of day (i.e. wearing NMMs in common areas? PD indicators on floor? Will students eat in classrooms/bubbles? PD in line for cafeteria)</p> <p>→ Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way</p>	<p>Proceed immediately to classroom upon arrival in the morning.</p> <p>Busses dismissed by classroom bubbles at end of day.</p> <p>Staff will hold doors open at these times. Staff members will wear masks when doing this duty. See schedule.</p> <p>Masks are encouraged to be worn to and from bus area.</p>	<p>Students</p> <p>Teachers/staff</p> <p>Admin. Team to communicate</p>	<p>IP</p>
<p>☞ Evaluate options to reduce those required onsite.</p>	<p>→ Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)?</p>	<p>Virtual meetings with outside agencies.</p> <p>Phone or virtual interviews/meetings with parents.</p>	<p>Admin. Team</p> <p>Teachers</p> <p>EST-R & EST-A</p>	<p>IP</p>

5. Transition Times

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.</p> <p>a) School layout guide maps to inform students, staff, visitors, and public are encouraged.</p>	<p>→ Facilities staff for school scheduling/busing</p> <p>→ HSC: Barbara McFarlane</p> <p>❖ K-8 = no PD within bubble and 1m minimum between bubbles</p> <p>❖ Refer again to school schedule and consider what modifications can be made</p> <p>❖ Refer to PD-Masks-Descriptive Table</p>	<p>Physical distancing of 2m (strongly encouraged to wear masks).</p> <p>Bubble zones will be used during outdoor recess.</p> <p>Physical distancing will be used in cafeteria. Assigned seating in bubbles with 2m between bubbles.</p>	<p>Admin. Team</p> <p>Duty teachers to monitor</p> <p>All persons in building.</p>	<p>IP</p>

<p>2) Provide time for food preparation and mealtimes.</p>	<ul style="list-style-type: none"> → Will students be eating snacks and lunches in their classroom? → Consider breakfast program → Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches? → Can mealtimes be staggered and accommodate all? If so, by how long? 	<p>Our breakfast program this year will consist of items such as cereal bars which will be provided to classrooms for distribution as needed throughout the school day.</p> <p>Recess snacks will be eaten in classrooms prior to or following play time.</p> <p>Cafeteria...see notes above re: procedures...only one meal option, all meals to be pre-ordered, cafeteria staff to place meals on tables (no line ups), garbage cans placed at the end of each cafeteria table, paper plates used for meals, utensil container for each table, trays stacked at the end of each table for efficient removal and cleaning between groupings</p> <p>Staggered lunch times will be:</p>	<p>Admin. Team</p> <p>Duty teachers/EAs</p> <p>Duty teachers</p>	
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6. Screening

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) Ensure that the staff understands and implements its screening process.</p> <p>a) Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school.</p>	<ul style="list-style-type: none"> → Staff are expected to actively screen before coming to work and expected to stay home if they feel ill. → EECD Outbreak Management Plan → <u>“Return to School”</u> document (EECD) → Post screening questionnaire throughout building 	<p>Communicate policy.</p> <p>Screening questionnaire posted on entrance door...staff and all who enter building are asked to self screen using these questions</p>	Admin. Team	IP
<p>2) Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed.</p>	<ul style="list-style-type: none"> ☞ Determine isolation space ☞ EECD Outbreak Management Plan ☞ <u>“Return to School”</u> document (EECD) 	<p>Our isolation space will be the library office area..</p> <p>EECD Outbreak Management Plan is Appendix K in the Return to School Document. A link for the</p>	Admin. Team	IP

<p>*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day.</p>	<p>☞ Inform employees of the contents of the Outbreak Management Plan</p>	<p>most up to date Return to School Document has been shared with teachers.</p>		
<p>3) Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up.</p> <p>The person showing signs of COVID-19 is to call 811 and comply with the instructions given. In the case the person showing signs of COVID-19 is a student, the parent or guardian is to call 811 and comply with the instructions given.</p>				






7. Cleaning & Disinfection Procedures

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) Proper hand hygiene practiced before and after handling objects or touching surfaces.</p>	<p>☞ <i>Return to School document and appendices for guidelines</i></p> <p>☞ <i>Return to School document and appendices for guidelines</i></p> <p>☞ Handwashing Poster</p> <p>☞ Hand Sanitizing Poster</p>	<p>Hand-washing signage in washrooms (posted by sinks and on the back of stall doors) and classrooms (posted by sinks)</p> <p>Sanitizing stations inside each classroom door</p>	<p>Admin. Team</p> <p>Custodians</p> <p>Teachers & Students 2-5?</p>	<p>IP</p>

<p>2) Ensure availability of all necessary supplies for <u>cleaning and disinfecting</u>. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.</p> <p>a) Designate personnel responsible for monitoring supply levels and communicating with administrators.</p>	<ul style="list-style-type: none"> ☞ ASD-N facilities management ☞ School custodial staff → Designate locations for ‘stations’ → Designate person responsible for stations → Determine what/if sign out procedures will be required → Who will be responsible for ensuring supply levels of onsite product are sufficient? <ul style="list-style-type: none"> ○ Custodian? 	<p>Classroom stations (sanitizer and soap) checked daily and replenished by custodial staff. This will include paper towel.</p> <p>Sanitize station at all entrance/exits.</p> <p>Spray bottles and paper towels in classrooms, library, gym, music room, staffroom, photocopy room, staff washrooms..</p>	Custodians	IP
<p>3) Washrooms:</p> <p>a) Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.</p>	<ul style="list-style-type: none"> ☞ School custodial staff ☞ ASD-N facilities management 	Maintain disinfecting stations	Custodians	IP
<p>b) Hand-washing posters must be posted.</p>	<ul style="list-style-type: none"> ☞ Handwashing Poster 	Hand-washing signage in washrooms (posted by sinks and on the back of stall doors) and classrooms (posted by sinks)	Admin. Team Teachers	IP
<p>c) For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements.</p>	<ul style="list-style-type: none"> → Post maximum occupancy (outside and reminder inside) → Floor markings outside for wait area → Communicate washroom use expectations and etiquette to students (how? who?) 	<p>Maximum 2</p> <p>Wait area designated with floor signage</p> <p>During instructional times, if a student looks down the hallway and sees someone waiting outside the bathroom, he/she does not leave their classroom entrance until the waiting spot outside the washroom is vacant. Note: Students must always ask permission to go to the washroom so that classrooms do not have more than 1 person out of the room at a time and to ensure that there are not long lineups in the hallway outside the washroom.</p>	Admin. Team	IP

		Video message prepared for students. Reinforced by homeroom teachers.		
<p>4) Since physical barriers are not always possible:</p> <p>a) Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items.</p>	<ul style="list-style-type: none"> ☞ Cleaning and Disinfection Guide for Schools → Add hand sanitization stations throughout <ul style="list-style-type: none"> ○ Consider entrance points to office area, library, gym, cafeteria all entrances, washrooms, others? ☞ School Disinfection & Cleaning Standards 	<p>Maintain disinfecting stations</p> <p>As per notification from the office of the Fire Marshall...desks holding hand sanitizers will be placed inside e.g.: classroom entrances as they are not permitted to be placed in corridors.</p>	Custodians	IP
<p>b) Encourage proper hand hygiene before and after handling objects or touching surfaces.</p>	<ul style="list-style-type: none"> → Signage wherever common objects/surfaces are located: <ul style="list-style-type: none"> ○ Staff rooms, copier rooms ○ Consider again library, gym, cafeteria ○ Music equipment 	<p>Maintain disinfecting stations</p> <p>Signage posted</p>	Custodians Admin. Team	IP
<p>c) Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.</p>	<ul style="list-style-type: none"> ☞ School Disinfection & Cleaning Standards → Identify high touch areas in your building → Cleaning & Disinfecting Schedule (Excel) ☞ Educate/Train custodial staff on new cleaning measures (Facilities team and HSC) 	Maintain disinfecting stations	Custodians	IP
<p>d) For ventilation, consult the <i>Return to School</i> document.</p>	<ul style="list-style-type: none"> → Facilities staff – will maintain filter systems as required 	<p>Maintain filters/ventilation</p> <p>Fans are not permitted this year.</p> <p>Classrooms are encouraged to have windows open when possible at various points of the day.</p>	District Maintenance Teachers	IP

8. Personal Hygiene Etiquette

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1. Use masks according to the <i>Return to School</i> document protocols.	 "Return to School" document (EECD)	Masks used when physical distancing/classroom bubbles may not be maintained (planned fire drills, library, transitions, and bus times).	Everyone	IP
2. Promote appropriate hand and respiratory hygiene. <ul style="list-style-type: none"> a) Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate. 	 Handwashing Poster	Communicate importance of hand washing and sanitizing hands regularly signage/announcements.	Staff	IP
b) Provide minimum 60% alcohol-based hand sanitizer.	 Hand Sanitizer Poster	Monitor & maintain hand sanitizing stations throughout the school	Custodian (C2)	IP
c) Communicate frequently about good respiratory hygiene/cough etiquette.	 Coronavirus disease (COVID-19): Prevention and risks	Taught and reinforced/reviewed by teachers in classrooms.	Staff.	IP
d) Evaluate the school, as a part of its risk assessment, for shared objects and common areas and increase frequency of cleaning of touched surfaces/objects (minimum twice daily) and availability of hand sanitizer. This includes washrooms.	 Cleaning & Disinfecting Guide for Schools	Evaluate Operational Plan regularly.(include as regular part of monthly Health & Safety meetings, staff meetings) Classroom stations checked daily by custodial staff.	Admin. Team Custodians	IP

9. Protective Measures

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1. To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers.</p> <p>*To ensure that members of vulnerable populations and students with complex needs are accommodated.</p>	<ul style="list-style-type: none"> ☞ "Return to School" document (EECD) ☞ ASD-N Student Support Services ☞ Guidelines for itinerant (visiting) professionals 	<p>Masks will be used when physical distancing/classroom bubbles cannot be maintained.</p> <p>Regular communication</p>	<p>Everyone</p> <p>Admin. Team Teachers</p>	<p>IP</p>
<p>2. Provide personal protective equipment – only for those situations that require it:</p> <ul style="list-style-type: none"> a) Hand protection (nitrile, rubber, or latex gloves) b) Eye protection (safety glasses, goggles, or face shield) c) Other PPE as determined necessary through the risk assessment 	<ul style="list-style-type: none"> ☞ OHS Guide-PPE ☞ PPE Poster ☞ ASD-N Student Support Services 	<p>Disposable masks located in office ... available as needed.</p> <p>Shields are being provided for all staff by the district.</p>	<p>Admin. Team</p>	<p>IP</p>
<p>3. In areas where following the school physical distancing standards as set out in the <i>Return to School</i> document is not possible, maintain an accurate visitor log, and staff and student attendance log.</p> <ul style="list-style-type: none"> a) This is in addition to regular school attendance logs. b) Logs must be made available to Public Health for contact tracing purposes if it is identified that a person who tested positive for COVID-19 was present in the school. 	<ul style="list-style-type: none"> ☞ "Return to School" document (EECD) 	<p>Visitors tracking sheet indicating time in and out, and list of students (people/classes) seen.</p>	<p>Admin. Team</p>	<p>IP</p>

→ Additional Protection				
<p>c) Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the <i>Return to School</i> document protocols.</p> <p>d) Considerations for schools licensed under Food Premises Regulations</p>	<p>📎 Health Canada information on non-medical masks and face coverings</p> <p>📎 “<i>Return to School</i>” document (EECD)</p>	<p>All students and staff will have a mask for times when physical distancing/classroom bubble cannot be maintained.</p> <p>If staff or students are showing two or more symptoms of COVID 19, they will be masked and asked to move to the isolation room (Room #). They will remain in this room until they are able to leave premises.</p> <p>Parents will be asked to pick up students within the hour and advised to contact 811.</p>	Parents & staff	IP

10. Occupational Health and Safety Act & Reg. Requirements

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1) Communicate to staff and supervisors their responsibilities and rights under the <i>OHS Act</i> and regulations.	📎 OHS Guide-Three Rights	<p>* All staff to review the PowerPoint on OHS Act & Regulations (on Teams)</p> <p>*Supporting documents on Teams: -Handouts on Duties of Employer, Supervisor, Employee -Copy of OSH Act -Copy of General Regulation 91-191</p>	Admin. Team	IP
2) Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.	📎 OHS Guide-New Employee Orientation	<p>*All staff to review PowerPoint on COVID-19 (on Teams)</p> <p>* All staff & students to watch informational videos produced by ASDN</p>	Admin. Team	IP

<p>3) Provide staff the employee training on the COVID-related work refusal process.</p>	<p>☞ Right to Refuse Process... see EECD Return to School Document</p> <p>☞ ASD-N HR</p>	<p>* All staff to review PowerPoint on the Right to Refuse Process (on Teams)</p> <p>*All staff to review Vulnerable Employee Affirmation Form</p> <p>*All staff to review Right to Refuse Form(s) – Not yet added to Teams</p>	<p>Admin. Team</p>	<p>IP</p>
<p>4) Keep records/log of visitor and employee presence, as well as orientation, training and inspections.</p>		<p>*Visitor logs will be maintained by school admin.</p> <p>*Records of staff orientation, training, instruction will be maintained by school admin staff.</p>	<p>Admin. Team</p> <p>AA</p>	<p>IP</p>
<p>5) Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.</p>		<p>*Principals and Vice Principals to review protocols for working with Public Health as on the Outbreak Management Plan</p>	<p>Admin.</p>	<p>IP</p>
<p>6) Ensure all employees receive information, instruction and training on the applicable personal protective equipment required to protect against COVID-19 in the school setting.</p>		<p>When/if PPE is required proper instruction will be provided</p>	<p>Admin. Team</p>	<p>IP</p>
<p>7) Make available appropriate personal protective equipment for the school setting.</p>	<p>☞ District Student Support Services</p>	<p>Face shields and portable protective * PPE (masks, face shields, gloves) will be made available to staff that require them</p>	<p>Tim Dunn</p> <p>Admin. Team</p>	<p>IP</p>
<p>8) School district Human Resources confirm process for addressing employee violations of policies and procedures.</p>	<p>☞ ASD-N HR Department to provide guidance</p>	<p>School Administration in concert with district HR will address violations to all policies and procedures (including COVID related) efficiently and appropriately and on a case by case basis.</p>	<p>Admin. Team</p>	<p>IP</p>
<p>9) Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.</p>	<p>☞ OHS Guide-JHSC</p>	<p>This plan will be reviewed with the JHSC and they will be part of its regular review.</p>	<p>Admin. Team</p>	<p>IP</p>
<p>10) Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies,</p>	<p>☞ OHS Guide Topic-Supervision</p>	<p>*School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all</p>	<p>Admin. Team</p>	<p>IP</p>

procedures and processes established.		established policies, procedures, and processes.		
<p>11) Communicate to all staff the requirement to co-operate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.</p> <p>Schools must engage the district from the beginning.</p> <p>Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.</p> <p>Once the district is advised of a positive case, they must then report it to WorkSafeNB.</p>	<ul style="list-style-type: none"> 🔗 EECD Outbreak Management Plan 🔗 Return to School document 	<p>Review Outbreak Management Plan with all staff.</p> <p>*Ensure staff understand how to manage a symptomatic individual</p> <p>*Reinforce and promote the role of Public Health in guiding and supporting school in the event of a confirmed case(s).</p>	Admin. Team	IP

11. Outbreak Management Plan

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) Using the Return to School document, outline how the requirements for COVID response are being met.</p>	<ul style="list-style-type: none"> 🔗 EECD Outbreak Management Plan 🔗 ASD-N Support Staff 🔗 ASD-N Human Resource Staff. 	<p>Isolation area will be the library office next to the main office. Once the person has left the building, the area will be locked down until intense cleaning can occur.</p> <p>Contact Public Health number. Notify District.</p> <p>Call 811</p> <p>School personnel will cooperate and follow the Outbreak Management Plan as provided by ASDN in accordance with the guidelines set out in the EECD Return to School document Define location of isolation room.</p>	<p>Admin. Team</p> <p>Custodian</p> <p>Admin.. Team</p> <p>Individual</p>	IP

12. Mental Health Support

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.</p>	<ul style="list-style-type: none"> 🔗 GNB Mental Health Resource 🔗 ASD-N support staff 🔗 ASD-N Human Resources Staff 	<p>Brochures posted, shared and made available.</p>	<p>Admin. Team Guidance</p>	<p>IP</p>
<p>2. Other, site-specific considerations: FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact NACTATR Guide to School Re-Entry</p>	<ul style="list-style-type: none"> 🔗 ASD-N Support Services 	<p>September Soft Launch.</p>	<p>Staff</p>	<p>IP</p>

13. Additional Considerations: School specific

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1. Emergency Plans – Considerations under COVID</p> <p>2. Address how students will be picked up from school (Dr. appointments etc.)</p> <p>3. How will you handle learners that have/need to be sent to the office for discipline?</p>	<p>→ In the event of an emergency, response/evacuation will remain the same.</p> <p>→ Fire drills will occur as in pre-COVID times, mask wearing, and physical distancing will not be enforced during these drills.</p> <p>→</p>	<p>Fire, evacuation, and lock down drills will remain the same. Masks will be worn but not to the detriment of executing the emergency drill. Physical distancing will not be expected during emergency drills.</p> <p>Parents will call to inform school of plans to pick up child. Plans will then be made by main office to get the student to their parents safely.</p> <p>.</p> <p>Students who are being picked up from school will be escorted by the classroom EA, whenever possible, to the office area. The student may also come to the office and the AA will facilitate the student being delivered to the parent/guardian. The parent will remain in the car until their child is delivered to them..</p> <p>Teachers will be directed to page the main office to have administration/SIW come to classroom when needed to deal with student issues.</p>	<p>Admin. Team</p> <p>Teachers Admin. Team</p> <p>Teachers</p> <p>Teachers/ Admin./SIW</p>	<p>IP</p> <p>IP</p> <p>IP</p> <p>IP</p>