

# CoViD-19 Operational Plan

DRHS

Acedemic Year 2020-2021  
Version 001

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# Covid-19 Operating Plan – Checklist

Section	To Do List:	Status (Done, In Progress, Not Started, N/A)
1) <b>Communications</b>	Opening days with staff, talk mail, school webpage, procedures and routines to be informed and rehearsed on Aug 31	Done
2) <b>Building Access</b>	Communicated to parents/guardians (voicemail, social media, school webpage). Signs will be posted with the school phone number to access an appointment	IP
3) <b>Risk Assessment</b>	Refer to section 3	IP
4) <b>Physical Distancing</b>	Traffic flow will be outlined using directional arrows. Signs indicating physical distancing (2 meters). Five sections for middle level breaks will be established. Waiting areas indicated (cafeteria/breakfast program, office, washroom)	Done
5) <b>Transition Times</b>	Arrival and dismissal protocol Bell schedule will include staggering if necessary – leeway will be given for sanitization as well as waiting for individuals with physical distancing in mind.	Done
6) <b>Screening</b>	Set up isolation room. Alter protocols via District Occupational Health and Safety Coordinator as well as Public Health.	IP
7) <b>Cleaning &amp; Disinfection Procedures</b>	Follow directives from District. Administration will work with facilities management in order to ensure that custodians have proper support for thorough cleaning. desk sanitizing during non-instructional time, regular cleaning of high touch surfaces - washrooms, doorknobs, handrails etc.).	Done
8) <b>Personal Hygiene Etiquette</b>	Reminders via signage in areas with sanitization stations and near washrooms. Reinforcement from teachers during shared material sanitizing.	IP
9) <b>Protective Measures</b>	Visitor policy/appointments Signage. Professional visitor log. Disposable masks will be made available.	IP
10) <b>OHS Regulation Requirements</b>	Communicate with the Occupational Health and Safety Coordinator regarding procedural updates and changes.	IP

<b>11) Outbreak Management Plan</b>	Follow directives from Public Health	Done
<b>12) Mental Health Support</b>	ESST (guidance) to monitor students that require support. Ensure information is communicated to staff regarding the EAP program. Support initiatives put forth by the school wellness representative	IP
<b>13) Additional Considerations</b>		

## 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”<sup>1</sup> 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:	Dalhousie Regional High School
Principal (Signature):	
District Official (Signature):	
Implementation Date:	<b>September 2020</b>

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
Jonathan Watts/Lori Johnson	1	August 22, 2020			
Jonathan Watts/Lori Johnson	2	September 3 <sup>rd</sup> , 2020			

<sup>1</sup> 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.

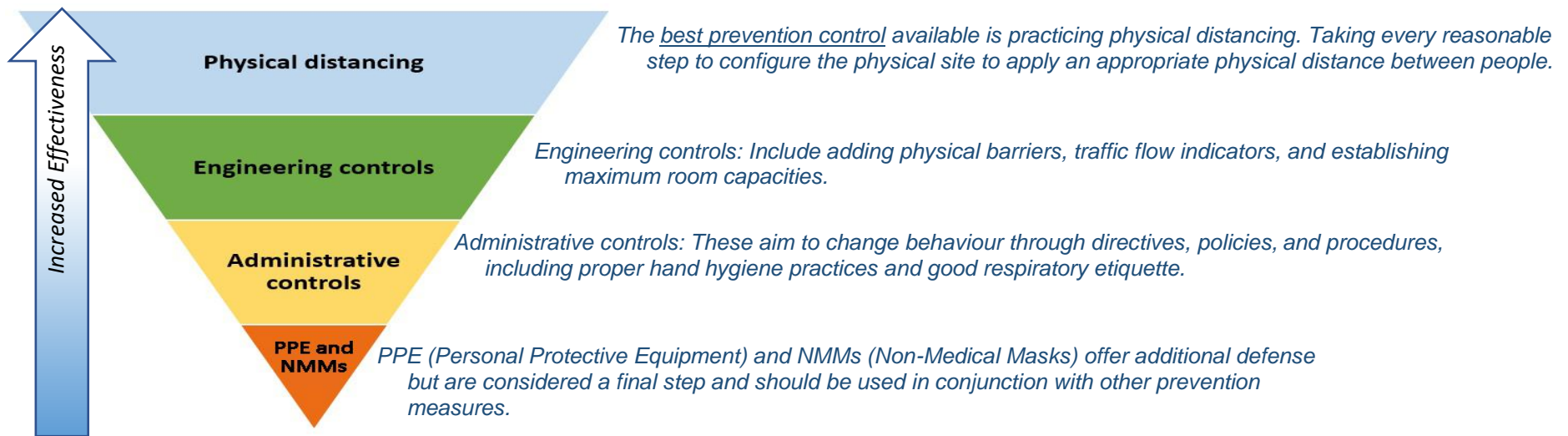
## RATIONALE

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

# 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 - Staff Meeting – EAs – staff meeting Students – social media posts and grade level protocol orientation.	Administration	Done
2) Communicate operational strategies, provide orientation to visiting professionals	District/Provincial Communications and Regulations	Signage – posted as reminders of protocol Visitation will be limited as much as possible. Where required school administration will be contacted to ok visitation where a copy of the schools' operational plan will be provided for review of protocols	Administration	IP
3) Communicate operational strategies to parent/caregiver and school community.	District Communications	Facebook Page Website Voice Mail A point form rundown of the major changes of the plan will be placed on the school FB site and website. ERB will place OP on their community site.	Administration	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) <b>Controls are in place to prevent the public from freely accessing the operational school.</b></p>	<ul style="list-style-type: none"> <li>→ Ensure all doors are always secure (cannot impede emergency egress)</li> <li>→ Procedure for visitors to request appointment</li> <li>→ Signage on doors indicating number to call to make an appointment or contact administration</li> <li>📄 Visitor logs must be maintained (see template)</li> </ul>	<p>All doors are locked, video cameras monitor the building, custodians are required to monitor door closures and locking.</p> <p>Visitation – contact is required 24 hours in advance to approve a visit and it must be cleared by administration.</p> <p>Entrance into the school without granted permission is strictly prohibited and will result in disciplinary action.</p> <p>Logging of visitors will be required at the general office.</p> <p>The community use of schools' policy will be respected and minimized access when not a requirement</p> <p>Plexiglass has been installed around the administrative assistant's post.</p>	<p>Custodians</p> <p>Administration</p>	<p>Done</p>
<p>2) <b>Procedures are in place to control congestion during the school start and dismissal times</b></p>	<ul style="list-style-type: none"> <li>→ Staggered start/end times?</li> <li>→ What time will teachers begin to supervise?</li> <li>→ Will students be able to wait in a space designated for their 'bubble'? (classroom? taped out space in gym?)</li> <li>→ Review your floor plans for help if needed</li> </ul>	<p>All students will go directly to their assigned classroom upon arrival no earlier than 7:55. In the event that students are to wait for teachers they will physically distance (6-8) in the common area, and (9-12) in forum.</p> <p>Dismissal:</p> <ul style="list-style-type: none"> <li>- To avoid congestion students will be dismissed by bus.</li> <li>- Students being picked up will be able to walk down the ramp and make their way towards the parental/guardian pickup spot near the Industrial Arts section of</li> </ul>	<p>Supervising teachers.</p> <p>Homeroom teachers</p> <p>Administration</p> <p>Homeroom/last period teachers</p>	<p>Done</p>



		the building at the beginning of the sidewalk that leads to the main entrance ramp.		
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### 3. Risk Assessment

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
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.	<ul style="list-style-type: none"> <li>❖ See <b>Risk Assessment Tool</b> (pg. 6-9)</li> <li>📎 <i>"Risk Mitigation Tool for Workplaces/Businesses Operating During the COVID-19 Pandemic"</i> <a href="#">Risk Assessment Guideline Health Canada</a> – Public Health Canada</li> <li>📎 <i>"Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic"</i> <a href="#">Risk Mitigation Tool</a> – Public Health Canada</li> <li>📎 Your HSC: Barbara McFarlane, 625-0285</li> </ul>	Evaluate the school's high-risk areas and brainstorm solutions to mitigate risk and potential problematic situations.	Administration	IP

<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"> <li>📎 Outbreak Management Plan - Template</li> <li>📎 <u>"Return to School"</u> document (EECD)</li> </ul>	<p>Isolation room – if a student is symptomatic our isolation room will be in the library which was formerly known as the therapeutic isolation room. Until the flagged individual is able to leave the premises a community mask and gloves will be a non-negotiable requirement.</p>	<p>Administration Supervising staff</p>	<p>IP</p>
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## 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.

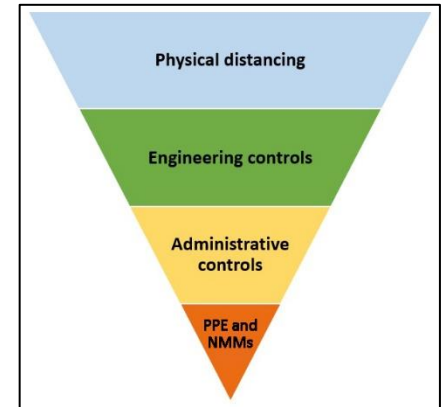


Figure 1: Modified Hierarchy of Controls for COVID-19<sup>1</sup>

### 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 categories<sup>2</sup>: **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:

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<sup>2</sup> 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

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.

### Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	Brief/Medium	Medium	<p>Morning entry will be supervised where doors can be propped/held open by staff members wearing the proper PPE. Sanitization will occur after mass morning entrance as students proceed to their classroom bubbles.</p> <p>Entrance will take place from the front ramp with designated entrance and exit doors at each end. All other entrances will be marked to indicate to use the main entrance. Additional entry points will be indicated as emergency exits. Exclusions for this will be for middle level breaks where each bubble will transition individually. The other exclusion will be in the event of an unplanned evacuation.</p>

<b>Main office</b>	Prolonged/Medium	High	Staff members are advised to no longer enter the office freely. Rationale for entering the office for staff will be for mail access and use staff washroom; no congregation. Staff will not use the main entry point of the office for washroom use and mail access they will use the secondary door. No students are to wait at the office. If a student requires phone usage a secondary phone has been installed. The administrative assistant will call students to the office if they are required. The general office will no longer become a waiting and arrival area. The administrative assistant's workspace will be enclosed with plexi-glass.
<b>Hallways</b>		High	Masks are a non-negotiable requirement in hallways/common areas during transitions and non-instructional time. Arrows will be followed on either side of the hallway to keep to the right. Physical distancing of two meters will be mandatory.
<b>Stairwells</b>	Brief/Low	High	One-way traffic. On the high school side foot traffic will flow up stairwell closest to the elevators and down the stairwell towards the industrial arts area. Stairwells on the middle level will be utilized by classroom bubbles only at one time. However, as the middle level stairs are wider and can promote physical distance foot traffic can stick to the right.
<b>Staff lounge</b>	High/Medium	High	Physical distancing possible. Self-Sanitize after use. Congregation is discouraged.
<b>Staff washroom</b>	Low/High	High	One person at a time. Physical distancing will be mandatory when waiting.
<b>Student washroom</b>	Brief/Medium	Medium	Students are only permitted to use their area washrooms. When students leave their bubble to use the washroom masks are a requirement. Student washroom doors, as they currently are, will remain open to avoid constant contact of entry. Signage indicating proper hand washing etiquette will be placed in student washrooms.

<b>Classrooms</b>	Prolonged/High	Low	<p>Within the 6-8 middle level portion of DRHS classroom bubbles will be established. Our schedule has been altered so classroom bubbles will not be compromised through the entirety of the day. Middle school students will be responsible for disinfecting any shared materials using only school provided cleaning products. This cleaning etiquette will also take place within the 9-12 classes and will include but is not limited to classroom desks and chairs. Within classroom bubbles in the middle level masks are not required but physical distancing is encouraged. At the high school level 1-meter distancing between students is required and up to 2 meters if the space is available would be ideal.</p>
<b>Gym</b>	Prolonged/High	Medium	<p>As gym equipment is shared material the students led by the Phys. Ed teacher will disinfect and used items using only school provided cleaning products. Gym teacher to collect students from class once other class is dismissed (no passing in hallway).  Students must use gym bag – no loose items.  Sanitize bench and touch surfaces before new class enters.  The gymnasium will have an indicated entrance (large green doors by the music room/theatre). The exit will be the door towards the changing rooms.</p>
<b>Library</b>	Prolonged/Low	Low	<p>Classroom bubbles will be required to schedule a time. Strict adherence to classroom bubble scheduling will be followed. Teachers will no longer be able to send one student at a time to get a book outside of their scheduled time. There will be no flexibility for roamers to enter the library as a working or waiting area. Although there is no evidence indicating that paper can carry Covid-19 students will still be required to clean their used materials using only school supplied cleaning products. For the returning of books this will be done using the book return bin outside of the library.</p>
<b>Cafeteria</b>	Prolonged/High	High	<p>6-8 classroom bubbles will sit together in designated sections with within their bubbles. Dismissal will take place by class using one-way traffic with masks required.</p>

			9-12 students will be a minimum of 1 meter apart for physical distancing in class only and 2m outside of class. Students can intermingle as there are no bubble requirements for this grade range but alternatively there is a responsibility of proper respectful hygienic etiquette. The sanitization of tables and seating before the next entry will occur (custodial responsibility).
<b>Playground</b>	Prolonged/High	High	In the 6-8 level there will be 5 outdoor zones indicated by classroom bubble. These bubbles can rotate on a five-day schedule. Classes will be dismissed by bubble and will enter the building one bubble at a time.
<b>Outdoor sports field</b>	Brief/Medium	Medium	This area can be used as a dividing recreational area for 2-3 classroom bubbles during recess and noon non-instructional time.
<b>Fitness Rooms</b>	Prolonged/Medium	Medium	Currently our fitness room is equipped with a smart board where the P.E teacher has access to bring classes into the room to watch short clips or to support any instruction with technology. Any fitness activity will be done through consultation and approval from the P.E teacher as it is shared classroom work space and will require proper sanitization after use. If proper disinfection is not possible the equipment will be off limits.
<b>Computer Labs</b>	Prolonged/High	Medium	It has been deemed appropriate by EECD to have all computers remain. Students, 9-12, are to distance with a minimum of 1-meter distance. 6-8 students can access technology without constraints as long as their bubble is not compromised. High school students have been requested to have their own device by the minister of education which will limit the amount of sanitization that is required. Technology will be cleaned with oxivir provided by the district.
<b>Locker areas</b>	Brief/Low	Low	Lockers will be reassigned with distancing in mind. Access to a locker will be by request only via homeroom teachers. However, if this is not possible students will be dismissed from class at staggered intervals to minimize congestion. If a student has to wait for another student to finish at their locker, they will have to do so at a physical distance

			of 2 meters. Masks will be required by all students from 6-12 when transitioning from class to class at all grade levels.
<b>Resource</b>			See “resource students” section below.
<b>Music Rooms</b>	Prolonged/High	Low	These rooms will follow a teacher led disinfecting protocol at the end of class using school supplied materials as there are multiple shared materials. These rooms will be locked and unavailable during break times unless coordinated and supervised by the music teacher.
<b>Culinary lab</b>	Prolonged/High	Low	All shared classroom materials are to be disinfected at the end of class properly using school provided materials. No food is to circulate within the building for distribution.
<b>Science lab</b>	Prolonged/High	Low	At the end of class time will be set aside for teacher led materials disinfecting using school provided materials. All shared materials will be cleaned including chairs/stools, and tables.
<b>Meeting room</b>	Prolonged/medium	Medium	Meetings will be done virtually unless it is on an emergency basis. If a meeting does transpire within a school the meeting members are responsible for cleaning of their work -pace and will require a community mask and are expected to physical distance. If the cleaning is not possible the added custodian for Covid specific cleaning will be alerted of the cleaning needs of the area.
<b>Breakfast program</b>	Brief/Low	Medium	The breakfast program will no longer feature consumables such as toast, and spreads. To limit food handling pre-packaged items such as granola bars, milk etc. will be offered.
<b>Industrial Arts</b>	Prolonged/High	Low	With regards to cleaning, custodians are not responsible for the disinfection of the shop equipment. Oxivir has been deemed non harmful for hard surfaces/shop equipment. When available assigned materials will be given to each student (ex: hammers). However, for communal equipment cleaning after each use will be necessary.



People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	Medium/Medium	Low	<p>If staff meetings can not be done virtually the theater will be used. Masks will be recommended with a minimum 1-meter physical distance.</p> <p>Masks recommended or distancing classroom as opposed to conference room to allow for spacing). Face shields and desktop barriers will be provided. Shields must be worn in conjunction with a mask. Buffs and gaiters have not been approved by public health.</p>
EAs/SIW's	Brief/Low	Low	<ul style="list-style-type: none"> <li>• EA's may have a schedule where they have contact with more than one bubble. EAs must wear a community mask at all times in common areas. Even when PD can be maintained. Common areas do not include your classroom or staff room. EAs are expected to wear their community mask in the staff room if 2m cannot be guaranteed.</li> <li>• <b>6-8:</b> EAs that work with multiple children in one school can choose 1 child to 'bubble' with. In this bubble they would not be expected to wear a community mask. All other children they work with outside this bubble are considered outside and the EA must wear a community mask if 1m PD cannot be maintained.</li> </ul> <p>○ Use of a <b>physical barrier</b> when working within 1m would remove the <i>requirement</i> of wearing a mask.</p> <p>Face shields and desktop barriers will be provided as per reasonable request. Shields must be worn in conjunction with a mask. Buffs and gaiters have not been approved by public health.</p>

<b>Custodians</b>	Brief/Low	Low	2-meter distancing and a mask is required at all times. When on breaks in the staff room a mask is required if a distance of 2 meters is not established.
<b>Students</b>	Prolonged/High	Low	During transitional time masks and 1-meter distancing will be required. Communal areas will require sanitization after usage. 2-meter distancing is required while eating. Medical masks are the only approved masks at this time. Buffs and gaiters have not been approved by public health.
<b>Resource Students</b>	Prolonged/Medium	Low	These students will be assigned to a bubble classroom. If they leave their bubble for the resource room or another area a mask and 1-meter distancing will be required (when applicable). The resource room will require masks and 2-meter distancing if more than one student is in the room that is not from the same bubble. Certain students will have an individualized PLP goal that masks, and other Covid-19 protocol will be worked towards.
<b>Parents/Guardians</b>	Brief/Low	High	Parents/guardians will be required to wait in their vehicle. Designated student pick up/drop will be indicated with signage (Area TBD – spots at welcome sign, student parking lot, or the industrial arts parking). Entry without an appointment will be prohibited. Wearing a mask in the building is a non-negotiable.
<b>Visiting Professionals</b>	Prolonged/High	High	An appointment will be required via our administrative assistant. Signage at the main entrance (front ramp) will indicate the procedure of calling (main office number will be posted) the administrative assistant to book an appointment to mitigate in person contact and office access. Phone conversations will prevail. Currently, if a guest is at our main entrance there is technology to screen and question the arrival via intercom and video. Staff members will be encouraged to not allow guests to enter the building at random by unlocking the door through the office entrance access button or by opening the door manually.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	Medium	Low	Cleaning materials will be placed on top of each microwave for student disinfection after use.
Staff room appliances	Medium	Low	Disinfect appliances thoroughly after using.
Water fountains	High	High	Students will be asked to bring their own water bottles to school for refills. Currently there are two refilling stations (cafeteria, gym).
Shared books/handouts	Low	Medium	Students will be required to disinfect the shared material items after use.
Shared computers	Medium	High	These will be used within the defined classroom bubbles and require teacher led sanitization after use.
Shared tools	Medium	High	These will be used within the defined classroom bubbles and require teacher led sanitization after use.

## 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"> <li>Implement physical distance protocol.</li> </ul>	<ul style="list-style-type: none"> <li><u>"Return to School"</u> document (EECD)</li> <li>→ K-8 = no PD within bubble and 1m minimum between bubbles</li> <li>→ 9-12 = 1m between students in class and 2m outside of class</li> <li>→ 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis.</li> </ul>	<p>Physical distancing (minimum 2 m) and a community mask are imposed when students and staff are not in their bubbles.</p> <p>For the 6-8 level there will be five sections divided up for each bubble to be maintained when outdoors. These bubbles will rotate on a daily basis.</p> <p>Hallways will be arrowed for one way traffic and or "stay to the right" in order to limit foot traffic congestion and crossing over.</p>	<p>All persons in the building</p> <p>Administration</p>	IP
<ul style="list-style-type: none"> <li>a) Consider staff, students, visiting professionals, parents/guardians, and community members.</li> </ul>	<ul style="list-style-type: none"> <li><u>"Return to School"</u> document (EECD)</li> <li>→ How will people move at a safe PD throughout?</li> </ul>	One-way traffic only/divided hallways.	All persons in the building	Done

	<ul style="list-style-type: none"> <li>→ Staff rooms (maximum capacities)</li> <li>→ Students: PD in each classroom</li> <li>→ Allocated room for visiting professionals</li> <li>→ Parents/guardians: appointments, room allocated for meetings</li> <li>→ Community members: Restrict where possible, else limit access.</li> </ul>	<p>No parent/guardian admittance. The school appointment/pick-up/drop-off protocol will be followed.</p> <p>Visitors must visit the hand sanitization station upon entry and are required to wear a mask at all times.</p> <p>Physical distancing is required in break rooms and no congregating is recommended.</p> <p>If professional visitors are required (example – ASIST) they are to follow the visitor protocol and are required to check in with the office for logging purposes in the event that contact tracing is required.</p> <p>The most ideal way to meet will be virtually. Virtual meetings will be maintained until advised by government officials (Public Health) that in person meetings are appropriate.</p>	Administration	
<b>b) Arrange furniture to promote the physical distancing requirements. (Include a reception area).</b>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> </ul>	<p>Remove green chairs at the entrance of the office waiting area.</p> <p>Dismantle the current library configuration to become a cafeteria overflow eating location.</p> <p>Cafeteria tables spaced accordingly (2m when not in a middle level classroom bubble).</p>	Administration Custodians	Done
<b>c) Provide visual cues on floor, indicate directional movement where appropriate, "no-stopping" areas in narrow hallways, etc.</b>	<ul style="list-style-type: none"> <li>→ Can be done using DIY supplies or pre-ordered professional type</li> <li>☞ Consider using similar rules as driving to add game theory to your design</li> <li>☞ Contact Facilities staff to see what supplies will be available</li> <li>→ Post 'traffic' patterns on floor plan throughout building.</li> <li>☞ Contact Facilities staff for a blank floor plan</li> </ul>	<p>Arrows on floor to direct traffic. Stay to the right where one-way traffic is not possible.</p> <p>Standing spots for line-ups and waiting areas (cafeteria, washrooms)</p> <p>Appropriate signage throughout the building (Physical distancing, handwashing, sanitize, masks).</p>	Admin. Team Facilities	IP
<b>d) Determine if installation of physical barriers, such as partitions, is feasible.</b>	<ul style="list-style-type: none"> <li>→ Contact Facilities staff for assistance if barriers are needed.</li> </ul>	<p>The only area this would be feasible would be in the general office where the administrative assistant's work-station is located</p>	Administration	IP

		which could potentially be evaluated for an update.		
<p>🔗 <b>Establish protocols to ensure people don't congregate in groups</b></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>🔗 <b>"Return to School"</b> 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>Students will be directed to get their materials at their lockers in the morning followed by directly. Heading to their classroom bubble/first period class.</p> <p>Buses will be dismissed by bus grade at the end of the day in order to limit student traffic congestion.</p> <p>Supervising teachers will prop and or hold the exit door for students upon their departure of the building.</p> <p>Community masks and physical distancing will be required while students are vacating their bubble.</p>	<p>Students</p> <p>Teachers/staff</p> <p>Administration</p>	<p>Done</p>
<p>🔗 <b>Evaluate options to reduce those required onsite.</b></p>	<p>→ Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)?</p>	<p>Outside agencies will require to do virtual meetings in order to adhere with the schools visitation policy.</p> <p>Phone communication and interviews with parents/guardians</p>	<p>Teachers</p> <p>EST-R's</p>	<p>Done</p>
<p>🔗 <b>Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.</b></p> <p>a) (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down)</p>	<p>❖ Revisit <b>Risk Assessment Tool (pg. 6-9)</b></p> <p>❖ Revisit bullet above re: visual cues for traffic flow</p> <p>❖ Review floor plan</p> <p>→ Consider scheduling – who will be in hallways at same time? Can time between classes be extended to account for increased time for kids using one-way flow?</p> <p>→ Visualization: 'bubbles' of classes could be thought of like a school of fish – many individuals moving in unison.</p>	<p>See risk assessment details.</p>	<p>Administration</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) <b>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.</b></p> <p>a) School layout guide maps to inform students, staff, visitors, and public are encouraged.</p>	<ul style="list-style-type: none"> <li>→ Facilities staff for school scheduling/busing</li> <li>→ Your HSC: Barbara McFarlane, 625-0285</li> <li>❖ K-8 = no PD within bubble and 1m minimum between bubbles</li> <li>❖ 9-12 = 1m between students in class and 2m outside of class</li> <li>❖ Refer again to school schedule and consider what modifications can be made</li> <li>❖ Refer again to your floor plan to map out areas</li> </ul>	<p>Arrowed walking directives will be pasted on the floors. A physical distance of 2 meter is required when not in classroom bubbles and mask wearing will be mandatory.</p> <p>During the middle level breaks bubble zones will be used by pre-determined sections.</p> <p>Physical distancing will be used in the cafeteria. While students are seated to eat a distance of 2 meters will be imposed.</p> <p>One-way traffic (where possible) in the building (taped directional arrows).</p>	<p>Administration</p> <p>Teaching staff via supervision schedule</p> <p>All persons in building.</p>	<p>IP</p>
<p>2) <b>Provide time for food preparation and mealtimes.</b></p>	<ul style="list-style-type: none"> <li>→ Will students be eating snacks and lunches in their classroom?</li> <li>→ Consider breakfast program</li> <li>→ Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches?</li> <li>→ Can mealtimes be staggered and accommodate all? If so, by how long?</li> </ul>	<p>Students will be encouraged to not bring microwavable meals for lunch. Student self-cleaning will take place after use. Proper cleaning supplies will be made available.</p> <p>Physical distancing will be imposed for the breakfast program. The traditional toast option will be no longer available. Non-perishable consumables such as granola bars will be offered.</p> <p>If there is any purchasing of meal items from the cafeteria the process will be for middle level class bubbles to go together and</p>	<p>Supervisory teachers/EAs</p> <p>Volunteers</p> <p>Teaching staff</p>	<p>IP</p>

		once they are completed the next bubble then may proceed. For the high school level indicated distancing spots will be indicated on the floor to mark out a 2 meter distance.		
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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><b>1) Ensure that the staff understands and implements its screening process.</b></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>	<p>→ Staff are expected to actively screen before coming to work and expected to stay home if they feel ill.</p> <ul style="list-style-type: none"> <li>○ Need policy outlining expectations for screening</li> <li>○ Need school policy for casual workers</li> </ul> <p>→ Post screening questionnaire throughout building</p>	<p>In the opening professional learning days, the staff will be presented with the operational plans screening policy.</p> <p>The screening policy via the operational plan will be posted in the JHSC bulletin board area.</p> <p>Casual employees will be questioned thoroughly similar to public stores upon entry: have you displayed any Covid -19 symptoms? Have you been in contact with anyone who has displayed any Covid -19 symptoms? Have you or anyone you in your personal bubble in contact with anyone that has travelled outside of the Atlantic Canadian bubble?</p>	Administration	IP
<p><b>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.</b></p> <p>*Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day.</p>	<ul style="list-style-type: none"> <li>☞ Determine isolation space</li> <li>☞ EECD <b>Outbreak Management Plan</b></li> <li>☞ <i>“Return to School”</i> document (EECD)</li> <li>☞ Inform employees of the contents of the Outbreak Management Plan</li> </ul>	<p>The isolation space will be in the library next to the online learning computer lab. A secondary isolation room will be in the former community school coordinator’s office in the online learning room. If parents do not respond within the hour on a case by case basis Social Development may be contacted. Additionally, if it has</p>	Administration	IP

<p>3) <b>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. Call 811 and comply with the instructions given.</b></p>	<p>☞ Provide teachers with simplified decision tree for what to do if they suspect a case</p>	<p>been evaluated that parental/guardian non-compliance has been exercised with regards to contacting Public Health regarding symptoms</p> <p>the non-compliance number will be called by the school - 1-844-462-8387. If students cannot go home a taxi will be issued with the driver being informed. A mask and distance (back seat) will be mandatory.</p> <p>Create checklist protocol (decision tree).</p>		
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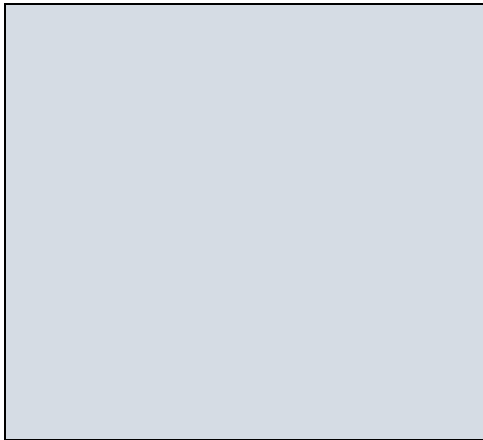
## 7. Cleaning & Disinfection Procedures

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1) <b>Proper hand hygiene practiced before and after handling objects or touching surfaces.</b></p>	<p>☞ <i>Return to School document and appendices for guidelines</i> <i>Return to School document and appendices for guidelines</i></p> <p>☞ Handwashing Poster</p> <p>☞ Hand Sanitizing Poster</p>	<p>Hand washing stations will be available at the entry of the building, as well as in the cafeteria and near the bathroom. Proper signage to remind of proper hand washing etiquette will be posted.</p> <p>Sanitizing stations will be available in classrooms.</p> <p>The cleaning of shared materials are the responsibility of the students after usage (6-12).</p>	<p>Administration</p> <p>Custodians</p> <p>Students (teacher led)</p>	<p>IP</p>



<p><b>2) Ensure availability of all necessary supplies for <u>cleaning and disinfecting</u>. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.</b></p> <p>a) Designate personnel responsible for monitoring supply levels and communicating with administrators.</p>	<ul style="list-style-type: none"> <li>☞ District facilities management</li> <li>☞ School custodial staff</li> <li>→ Designate locations for ‘stations’</li> <li>→ Designate person responsible for stations</li> <li>→ Determine what/if sign out procedures will be required</li> <li>→ Who will be responsible for ensuring supply levels of onsite product are sufficient? <ul style="list-style-type: none"> <li>○ Custodian?</li> </ul> </li> </ul>	<p>Sanitization stations located in classrooms will be monitored daily by custodial staff and replenished when necessary.</p> <p>At the main entrance of the building (front ramp) there will be a sanitization station with signage reminders of proper hand cleaning.</p> <p>Students will be responsible as per EECD guidelines to clean their shared materials at the end of class.</p>	Custodians	IP
<p><b>3) Washrooms:</b></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> <p>b) Foot-operated door openers may be practical in some locations.</p>	<ul style="list-style-type: none"> <li>☞ School custodial staff</li> <li>☞ District facilities management</li> </ul>	<p>Maintain disinfecting stations</p> <p>Where appropriate washroom doors will remain propped in order to limit touching on the way in and out.</p> <p>NA</p>	Custodians	IP
<p>c) Hand-washing posters must be posted.</p>	<ul style="list-style-type: none"> <li>☞ Handwashing Poster</li> </ul>	<p>In washrooms there will be signage reminders of proper hand washing etiquette.</p>	Administration	IP
<p>d) 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"> <li>→ Post maximum occupancy (outside and reminder inside)</li> <li>→ Floor markings inside, in case of wait time for sink</li> <li>→ Floor markings outside for line ups</li> <li>→ ‘Remove’ every second sink from use (tape)</li> <li>→ Communicate washroom use expectations and etiquette to students (how? who?)</li> <li>→ Consider how this will be enforced</li> </ul>	<p>Maximum capacity of two.</p> <p>Waiting area outside of the washroom with waiting spots that are 2 meters apart.</p> <p>Students are required to use the washrooms in their vicinity. Roamers are not permitted to use the washroom in undesignated areas.</p> <p>This will be reminded on morning announcements. Homeroom teachers will review this protocol.</p>	Administration and teaching staff	IP

<p><b>4) Since physical barriers are not always possible:</b></p> <p>a) Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items.</p>	<p>🔗 Cleaning and Disinfection Guide for Schools</p> <p>→ Add hand sanitization stations throughout</p> <ul style="list-style-type: none"> <li>○ Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others?</li> </ul> <p>🔗 <b>School Disinfection &amp; Cleaning Standards</b></p>	<p>Multiple disinfecting stations will be available and maintained throughout the day.</p>	<p>Custodians</p>	<p>IP</p>
<p>b) Encourage proper hand hygiene before and after handling objects or touching surfaces.</p>	<p>→ Signage wherever common objects/surfaces are located:</p> <ul style="list-style-type: none"> <li>○ Staff rooms, copier rooms</li> <li>○ Consider again library, gym, cafeteria</li> <li>○ Industrial classrooms: Shared tools</li> <li>○ Art class: shared supplies</li> <li>○ Music equipment <ul style="list-style-type: none"> <li>▪ Singing should not be allowed unless ppl can be 6ft apart.</li> </ul> </li> </ul>	<p>Ensure that disinfecting stations are properly established and maintained.</p> <p>Order the proper signage and place it throughout the school accordingly.</p>	<p>Custodians</p> <p>Administration</p>	<p>Done</p>
<p>c) Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.</p>	<p>🔗 <b>School Disinfection &amp; Cleaning Standards</b></p> <p>→ Identify high touch areas in your building</p> <p>🔗 Educate/Train custodial staff on new cleaning measures (Facilities team and HSC) however, consider the importance of this duty and perhaps think of ways to show appreciation – include students?</p>	<p>Follow the lead of district staff to establish a Covid-19 cleaning schedule as per the outlined EECD/government protocol.</p>	<p>Custodians</p> <p>Facilities</p>	<p>Done</p>
<p>d) For ventilation, consult the <i>Return to School</i> document.</p>	<p>→ Facilities staff – will maintain filter systems as required</p> <p>→ No additional ventilation systems will be installed</p> <p>→ Classrooms that have windows that open are encouraged to do so when possible</p>	<p>Ensure that ventilation systems are properly functioning and are powered on daily. Filtration will be replaced to adhere to proper air quality if required.</p> <p><i>Ventilation and airflow are important factors to consider. The Department of Education and Early Childhood Development, in consultation with the Department of Transportation and Infrastructure, WorkSafe NB, and Department of Health has</i></p>	<p>Custodians</p> <p>Facilities</p> <p>Maintenance</p>	<p>Done</p>



<p><i>developed a guidance document on ventilation in schools. Schools can consult with their school district for guidance.</i></p> <p><i>In general, the use of fans and other systems which do not introduce fresh air and only recirculate air within a space, such as portable air conditioners, air cleaners, or filter units, are not recommended at this time.</i></p>		
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# 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.	<ul style="list-style-type: none"> <li>☞ <a href="#">"Return to School"</a> document (EECD)</li> </ul>	Community masks will be used when physical distancing/classroom bubbles cannot be maintained (fire drills, bus loading).	All persons	Done
2. Promote appropriate hand and respiratory hygiene. <ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>☞ <a href="#">Handwashing Poster</a></li> <li>→ Post signage through school about the importance of proper handwashing</li> <li>→ Communicate through announcements?</li> <li>→ School videos?</li> </ul>	Communicate the importance of hand washing and sanitizing regularly via signage and announcements.	Administration Teaching staff	IP
b) Provide minimum 60% alcohol-based hand sanitizer.	<ul style="list-style-type: none"> <li>☞ <a href="#">Hand Sanitizer Poster</a></li> </ul>	Ensure that hand sanitizing stations are available in frequented areas.	Custodial staff	IP
c) Communicate frequently about good respiratory hygiene/cough etiquette.	<ul style="list-style-type: none"> <li>☞ <a href="#">Coronavirus disease (COVID-19): Prevention and risks</a></li> <li>☞ Post signage through school about the importance of proper handwashing</li> <li>☞ Communicate through announcements?</li> </ul>	Communicate to cough into elbows and to wear a community mask. Facebook webpage, School website, Voice Mail	Administration	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.	<ul style="list-style-type: none"> <li>☞ <b>School Disinfection &amp; Cleaning Standards</b></li> <li>❖ Revisit Cleaning &amp; Disinfection section for list of shared objects and common areas. Where they cannot be removed, ensure signage is visible and sanitization/disinfection supplies are present</li> </ul>	Update Operational Plan accordingly based on government protocols and best practices.  Have custodial staff ensure that sanitization stations are operable.	Administration  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"> <li>☞ <u><a href="#">"Return to School"</a></u> document (EECD)</li> <li>☞ District Student Support Services</li> <li>☞ Guidelines for itinerant (visiting) professionals</li> </ul>	<p>Community masks will be used when physical distancing/classroom bubbles cannot be maintained (fire drills, bus loading). Buses will be loaded in two rows at the front ramp entrance where students will wear their mask, and physically distance when loading the buses.</p> <p>Traditional communication methods – Facebook page, website, talk-mail</p>	<p>All persons</p> <p>Administration</p> <p>Teaching staff</p>	<p>Done</p>
<p>2. <b>Provide personal protective equipment – only for those situations that require it:</b></p> <p>a) Hand protection (nitrile, rubber, or latex gloves)</p> <p>b) Eye protection (safety glasses, goggles, or face shield)</p> <p>c) Other PPE as determined necessary through the risk assessment</p>	<ul style="list-style-type: none"> <li>☞ <a href="#">OHS Guide-PPE</a></li> <li>☞ <a href="#">PPE Poster</a></li> <li>☞ District Student Support Services</li> <li>☞ Complex Case – Risk Assessment</li> </ul>	<p>Boxes of disposable masks will be always on hand at the main office. If there is a situation where PPE's are required but the communication is not a necessity alternate means will be explored (conference calls, video calls etc).</p>	<p>Administration</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> <p>a) This is in addition to regular school attendance logs.</p> <p>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.</p>	<p>☞ <u><i>Return to School</i></u> document (EECD)</p> <p>→ Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged.</p> <p>→ Logs must be kept onsite and readily available to Public Health</p>	<p>School visitors will be required to complete their information on a tracking sheet indicating arrival and departure times, and list of students (people/classes) seen.</p>	<p>Administration</p>	<p>Done</p>
<p>→ <b>Additional Protection</b></p>				
<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>☞ <a href="#">Health Canada information on non-medical masks and face coverings</a></p> <p>☞ <u><i>Return to School</i></u> document (EECD)</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 (library – formerly therapeutic relaxation room). They will remain in this room until they are able to leave the premises.</p> <p>Staff or students that have medical evidence that impedes mask wearing are guided to: physically distance (2 m), use a shield, and a desktop barrier where appropriate by role.</p> <p>Parents will be asked to pick up students within the hour and advised to contact 811.</p>	<p>Parents/guardians Student body</p>	<p>IP</p>

# 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) <b>Communicate to staff and supervisors their responsibilities and rights under the OHS Act and regulations.</b>	<ul style="list-style-type: none"> <li>~ <a href="#">OHS Guide-Three Rights</a></li> <li>~ Responsibilities of Employer, Supervisor, Employees</li> </ul>	<p>On September 3rd, 2020 the Operational Plan will go live to parents on our FB web page as well as the school site. Prior to this staff will have the document available to discuss and give feedback before finalizing.</p> <p>A staff meeting on the opening days to discuss protocols will take place.</p>	Administration	Done
2) <b>Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.</b>	<ul style="list-style-type: none"> <li>~ <a href="#">OHS Guide-New Employee Orientation</a></li> <li>~</li> </ul>	<p>When documents become available, they will be shared via email.</p> <p>Students will be staggered upon entry by grade in order to inform them of the protocols within the school</p> <p>A staff meeting on the opening days will occur to discuss protocol regarding Covid 19.</p>	Administration	Done
3) <b>Provide staff the employee training on the COVID-related work refusal process.</b>	<ul style="list-style-type: none"> <li>~ Right to Refuse Process</li> <li>~ School District HR</li> </ul>	<p>This information will be available on the Worksafe NB webpage as well as in the Occupational Health and Safety Act.</p> <p>District Human Resources support will be available when applicable.</p>	Administration	Done
4) <b>Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.</b>	<ul style="list-style-type: none"> <li>~ Refer to logs previously referenced</li> <li>→ Keep record of who attended training</li> <li>→ How often/by who will inspect signage, sanitization stations</li> </ul>	<p>Visitors will have a tracking sheet indicating time in and out, and list of students (people/classes) seen.</p> <p>Maintain log in the general office.</p>	Administration	Done
5) <b>Ensure <u>supervisors</u> are knowledgeable of guidelines and</b>	<ul style="list-style-type: none"> <li>~ Supervisors = Principals and Vice Principals - this will be done by HSC &amp; PH</li> </ul>	<p>The operational plan and other pertaining documents will be</p>	Administration	Done

<p>processes established by Public Health.</p>		<p>shared via the principal's share drive.</p>		
<p>6) Ensure all <u>employees</u> receive information, instruction and training on the applicable <u>personal protective equipment</u> required to protect against COVID-19 in the school setting.</p>	<p>☞ Facilities, DSSS, and HSC will provide support for this</p>	<p>Documents shared via email. Staff meeting discussing protocols.</p>	<p>Administration</p>	<p>Done</p>
<p>7) Make available appropriate <u>personal protective equipment</u> for the school setting.</p>	<p>☞ District Student Support Services</p>	<p>EECD is providing face shields. Staff are required to provide their own masks. For students and visitors without masks it has been stated that disposable masks will be available. Desktop barriers will be ordered and used as per the request of the staff member.</p>	<p>Administration</p>	<p>Done</p>
<p>8) School district Human Resources confirm process for addressing employee violations of policies and procedures.</p>	<p>☞ HR Department to provide guidance</p>	<p>Documents shared via email. Staff meeting discussing protocols.</p>	<p>Administration</p>	<p>Done</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>☞ <a href="#">OHS Guide-JHSC</a> → Involve your JHSC as much as possible!</p>	<p>Documents shared via email. Staff meeting discussing protocols.</p>	<p>Administration JHSC</p>	<p>IP</p>
<p>10) Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.</p>	<p>☞ <a href="#">OHS Guide Topic-Supervision</a></p>	<p>Signs will be posted within the building. An equitable staff supervision schedule will be devised. Staff meeting discussing protocols.</p>	<p>Administration</p>	<p>IP</p>
<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>12) Schools must engage the district from the beginning.</p> <p>13) 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</p>	<p>☞ <b>EECD Outbreak Management Plan</b></p> <ul style="list-style-type: none"> <li>○ 11, 12, 13, 14 are all addressed in the OMP</li> </ul> <p>☞ <a href="#">Return to School document</a></p>	<p>Documents shared via email. Staff meeting discussing protocols.</p>	<p>Administration</p>	<p>Done</p>



<p>and/or district during contact tracing.</p> <p>14) Once the district is advised of a positive case, they must then report it to WorkSafeNB.</p>			
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## 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"> <li>🔗 <b>EECD Outbreak Management Plan</b></li> <li>🔗 Train staff on OMP, their roles and responsibilities</li> <li>🔗 Designate isolation area, preferably if there is an area where an ill student could be supervised from 2m or more.</li> </ul>	<p>The isolation area will be the current therapeutic relaxation room in the library. The current materials will be removed where a chair and an exercise mat will remain for proper disinfecting purposes. Once the person has left the building, the area will be locked down until intense cleaning can occur.</p> <p>Notify District.</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</p>	<p>Administration</p> <p>Custodians</p> <p>Administration</p>	<p>IP</p>

# 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"> <li>🔗 <a href="#">GNB Mental Health Resource</a></li> <li>🔗 School District support staff               <ul style="list-style-type: none"> <li>○ John Fletcher</li> </ul> </li> <li>🔗 School District Human Resources Staff</li> </ul>	<p>EECD/district provided posters and brochures.</p> <p>ESST supported students through school guidance counsellor as well as ISD – C&amp;Y counsellors.</p>	<p>ESST (specifically 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 <a href="#">NACTATR Guide to School Re-Entry</a></p>	<ul style="list-style-type: none"> <li>🔗 School District Support Services</li> </ul>			

# 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. <b>Emergency Plans – Considerations under COVID</b></p> <p>2. <b>Address how students will be picked up from school (Drs appts etc.)</b></p> <p>3. <b>How will you handle learners that have/need to be sent to the office for discipline?</b></p>	<p>→ In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? <b>OFM is preparing guidelines.</b></p> <p>→ Is there a designated waiting area? Is it supervised? Does it need to be?</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/guardians will call to inform the school of their intention to pick up their child. Plans will then be made by the main office to get the student to their parents safely.</p> <p>Teachers will be directed to page the main office to have administration or designate to come to a classroom when needed to deal with student issues. Students are not to be sent to the main office. If another staff member (para-professional etc) is in the room and is flexible they can escort a student to the office where a designated waiting area (conference room) can be used.</p> <p>Students can wait for parental/guardian pick up in the front entrance off to the side. (maximum of two people in main entrance at non dismissal times).</p>		IP

# Cafeteria Operational Appendix

Cafeteria access times are as follows:

Middle level 6-8:

10:25-10:40	Recess
11:40-12:05	Lunch

Middle level bubbles will be maintained when accessing recess for purchasing, only one bubble at a time will be allowed to purchase. When seated for lunch the five designated middle level bubbles will be seated in sections in order to not compromise their bubble.

High school 9-12:

10:50-11:10	Break
12:15-1:00	Lunch

At the high school level while eating a two meter physical distancing will be imposed. Overflow seating has been established in the library where desks at two meter distancing will be set up.

The disinfection of cafeteria chairs and tables will be done by custodial staff between the designated break and lunch times.

Signage will be installed to remind students to physically distance and to use proper hygiene etiquette. When ordering there will be a line along the wall to the entry of the cafeteria with a designated entry and exit point. The line will make its way into the cafeteria for ordering and will wrap around the wall where the Condor school store once was. There will be approximately 30 dots placed on the floor and more can be installed if lines tend to extend beyond the capacity of 30. There will be placed on the floor a two meter distancing that will indicate where students will stand. Lattice work will divide the line from the rest of the cafeteria in order for students to remain in the pre-established spots and to stay 2 meters away from the cafeteria tables where students not ordering are eating.

Sanitization stations will be established upon entry to the cafeteria so students can disinfect their hands. To start the school year temporary pumps will be used until all hand sanitizing wall mounts are installed.

Microwaves will remain in the cafeteria. There will be oxivir cleaner and or wipes to wipe down the microwaves after use. Students will be encouraged not to bring microwavable lunches if possible. Only one student at a time will be able to use a microwave. All microwave stations will be at a 2-meter distance.

Plexi-glass barriers will be installed in the cafeteria serving line to act as another barrier between students and staff.

Shields and masks – Cafeteria staff will be asked to provide their own community mask. Shields can be provided to work in conjunction with the mask.

The breakfast program will no longer require the use of a toaster. Non-perishable items such as granola bars will be the offerings. 2-meter distancing for students to access morning food will be required and the proper sanitization of the area will be required (wiping down tables with district provided cleaners). This area will have a supervising staff member that will be masked who can provide the food, it will not be buffet style.

Food sharing between staff and students will be discouraged.

In past years, in cooperation with policy 711, our cafeteria provided vending services. This will be maintained; however, it will only be provided with cleaning supplies to be used after each use.

Trays and cutlery will now be placed behind the counter and cafeteria staff will be responsible to load cutlery and pass the tray to those ordering. Condiments will only be accessed by cafeteria staff as per request and distributed out via the pump machines.

# Alternative Learning Center Operational Appendix

The alternative learning location will use the same directives and protocols as Dalhousie Regional High School. The parameters of the learning center are slightly different based on the infrastructure. That said, all of the applicable distancing, mask wearing, and sanitization protocol apply to this extension of DRHS to ensure a smooth transition for students that begin attending and return at different timelines throughout the year.

Washrooms – one-person usage at a time. Waiting will be at a 2-meter physical distance.

Breakfast program – This will follow the same protocol as DRHS.

When eating students are required to maintain a two-meter physical distance. Any other interactions within instructional time can occur at a 1-meter distance.

Signage – Arrows will be displayed as necessary. Physical distancing and hygiene etiquette reminder signs will be posted.

Cleaning - To address the additional cleaning and sanitizing as per the new cleaning and disinfecting standard, ASD-N will be creating a new 40 hour custodial position with an 8 – 5 (1 hour lunch) shift. This person will sanitize the alternative learning site in the mid-morning and the midafternoon. The contractor will clean the alternative learning site as per their contract in the evening.

Two sanitization stations will be placed at each entrance.

All student shared materials are required to be disinfected by the students. As the DLC is a high school facility they will interact using the guidelines and protocols within the DRHS operational plan.