

CoViD-19 Operational Plan

Rexton Elementary School

Acedemic Year 2020-2021
Version 001



Covid-19 Operating Plan – Checklist

Section	To Do List:	Status (Done, In Progress, Not Started, N/A)
1) Communications	Initial Communication to Parents go out via voice mail, FB and website	IP
2) Building Access	Sign to be posted by the door to include phone number of the school. Clear communication with parents same as above.	IP IP
3) Risk Assessment	Section 3 completed	Done
4) Physical Distancing	Directional arrows – hallways and stairway Social Distancing signs Determine Zones for outdoor recess	IP IP IP
5) Transition Times	Clear communication with staff on arrival and dismissal protocols will be done first days back.	IP
6) Screening	Follow directives of Barb & Public Health. Isolation Room – office by the gym with washroom	IP Done
7) Cleaning & Disinfection Procedures	Follow directives from ASD-N Administration to ensure policy is followed by custodians (thorough desk cleaning during recess times) Regular cleaning of high touch surfaces (washrooms, doorknobs, railings)	IP
8) Personal Hygiene Etiquette	Signage throughout building. Videos for students Trained and re-enforced by Homeroom teachers	IP IP IP
9) Protective Measures	Signage Videos Visitor & Professional Visitors Log One page summary for visitors	IP IP Done IP
10) OHS Regulation Requirements	Follow directives from Barb	IP
11) Outbreak Management Plan	Follow directives from Public Health	IP
12) Mental Health Support	Guidance to monitor ESST to monitor Administration to monitor	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:	Rexton Elementary School
Principal (Signature):	<i>Charlene Robinson</i>
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

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.

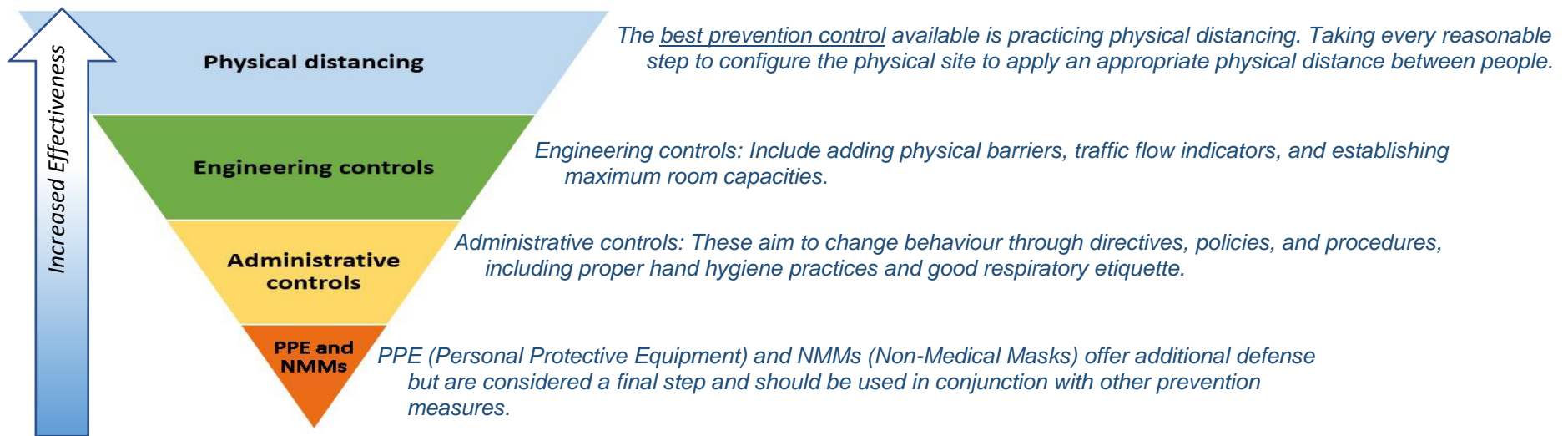
RATIONALE

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

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.	Skype meeting Personal meetings Classroom instruction	-Meet with the whole staff through Skype & Teams -Meet with EAs, custodians, & teachers in person in the cafeteria where people can sit separately. -Teachers will explain the procedures to their students/bubble. Students will also practice the procedures directed. -Letters mailed home to Kindergarten students explaining their first day and how it will work.	Admin Team Admin Team HR Teachers Teachers	IP IP Done
2) Communicate operational strategies, provide orientation to visiting professionals	In person when they arrive Paper copy	The visiting professionals will -ring the bell at the door -passive screening -wash their hands by the office -given a one page summary of our procedures they will read prior to entering the building. Any questions arise they can be asked at the office -given a log sheet listing the students they will be seeing. -will walk to the classrooms to pick up students to be seen but not entering the classroom.	Admin. Teamt Chair of meeting	IP
3) Communicate operational strategies to parent/caregiver and school community.	District Communications- school messenger Facebook RES Website Paper copy	-Before school beginning, memos will be placed on Facebook and the RES website asking parents to have their child/children practice certain procedures ie hand washing. -The plan will be placed on the RES website and on Facebook -Phone message will be sent explaining these items are online. -A hard copy will also be sent home. -Creation of videos explain and show new procedures.	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)
1) Controls are in place to prevent the public from freely accessing the operational school.	<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) 	<ul style="list-style-type: none"> -All doors remain locked. Only entrance into the building for visitors is thru the main door where they have to be buzzed in. -Visitors are asked to make appointments when visiting the school. If someone else arrives without an appointment, they will be asked to wait outdoors until the first visitor leaves. -School number is found on the website of the school and the district as well as on their agendas. A sign will be posted on the door stating the school number. -Visitors must wear a mask when entering the building. -Visitors who will be remaining in the building will be signed in and asked for their phone number A summary of the procedures will be given.. 	<p>Custodian (CII)</p> <p>Admin Assistant</p> <p>Admin Team</p> <p>Admin Assistant</p>	<p>Done</p> <p>IP</p> <p>IP</p> <p>IP</p>
2) Procedures are in place to control congestion during the school start and dismissal times	<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>Student Entrance to the Building</p> <p>-Far end (left of the main door) Kindergarten and Gr.1</p>	<p>Week of Sept. 8-11, 2020 There will be a staggered entry schedule put in place.</p> <p>Sept. 8 – Grade 5</p> <p>Sept. 9 – Grades 4 & 3</p> <p>Sept. 10 – Grades 2 & 1</p> <p>Sept. 11 - Kindergarten</p> <p>Bus:</p> <p>-Upon arrival one bus will empty at a time.</p>	Duty Teacher	IP

	<ul style="list-style-type: none"> -Door (directly to the left of the main door) Grade 2 and Grade 1 -Door close to the music room Grade 3 and Grade 4 -Far end door (to the right of the main door) Grade 5 and Grade 3/4 	<ul style="list-style-type: none"> -Will walk to the door with social distancing unless they are from the same direct household. -Students will be entering certain doors depending where their classroom is located. <p>Personal Vehicles</p> <ul style="list-style-type: none"> -Duty teacher will direct the students to their door -All students will walk to the door with social distance. <p>Entering the Building</p> <ul style="list-style-type: none"> -Go directly to their hooks/lockers -Go into their classroom -Sanitize hands -Duty teachers will be in the hallway and will direct students as to where to go if the hallway becomes congested. 	Duty Teacher	IP
			Duty Teacher	

3) Provide COVID controls for staff working outside of the classroom.	<ul style="list-style-type: none"> → <i>Return to School</i> document → How are you controlling ASD-N staff that travel from school to school? 	<p>Visiting Professionals will need to wear a mask upon entering the building.</p> <p>Follow entrance procedures.</p> <p>Will be given a log in sheet to mark the students they will be seeing.</p> <p>They will be logged in at the office.</p> <p>They will be given a protocol summary to follow.</p> <p>Student retrieval – picked up by professionals</p>	Admin Team	IP
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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"> ❖ See Risk Assessment Tool (pg. 6-9) 📎 "Risk Mitigation Tool for Workplaces/Businesses Operating During the COVID-19 Pandemic" Risk Assessment Guideline Health Canada – Public Health Canada 📎 "Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic Risk Mitigation Tool" – Public Health Canada 	<p>Completed risk assessment to triage high risk areas and trouble shoot solutions</p> <ul style="list-style-type: none"> -Staff Room – 8 people -Cafeteria – only used for meetings and staff eating lunch -Outside recess- areas will be marked off and exits & entrances have been figured out so there is no congestion ■ Hallway- Recess time is staggered and students will be separated enough to get ready. 	<p>Admin Team</p> <p>Teaching Staff</p>	<p>Done</p> <p>Done</p> <p>IP</p>
2) Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.	<ul style="list-style-type: none"> 📎 Outbreak Management Plan - Template 📎 "Return to School" document (EECD) 	<p>Isolation Room</p> <ul style="list-style-type: none"> - Small room with bathroom by the gym. 	Admin Team	Done

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.

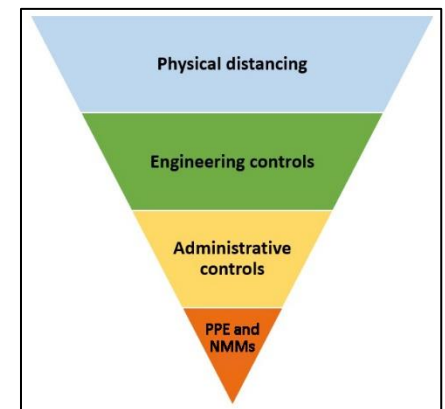


Figure 1: Modified Hierarchy of Controls for COVID-19¹

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	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	Brief-high	Social distancing/Med.	Making sure students and adults are social distancing when entering the building.
Main office	Prolonged - distant	Administrative Controls/High	Limited capacity
Hallways	Brief –high/medium	Administrative control/Med	Scheduled bathroom breaks (no mask). Individual breaks students will need to wear masks. Staggered preparation for recess.
Stairwells	Brief-low	Administrative control/Med	One way traffic going up and down the stairs.
Staff lounge	Prolonged - High	Administrative control/high	Lounge restricted to 8 people maximum and two dedicated rows of tables in the cafeteria for staff.
Staff washroom	Brief - low	Engineered Control/low	Individual staff washrooms
Lockers/Coat hooks (hallway)	Prolonged - High	Administrative control/Med	Classes will be staggered when using lockers/coat hooks – one class will remain in the hallway with the neighboring class students gathering items and getting dressed in the classroom – this will allow for social distancing between class bubbles.
Student washroom	Prolonged - High	Administrative control/Med	Classes will be staggered when using student washroom within their bubble. Individual use – will adhere to capacity signage and wear masks.
Classrooms	Prolonged - High	Administrative control/Low	K-2 Classes will have a maximum of 15 students within the classroom bubble, 3-5 Classes will have regular capacity.
Gym	Prolonged - High	Administrative control/Low	Each classroom bubbles will attend physical education as a group. Equipment used will be disinfected after each class.
Library	Prolonged-Med.	Administrative control/Low	Schedule so there is time to clean in between primary classes in pm. In the am teachers will need to wipe down areas. Grades 3-5 can wipe down their chairs & tables.
Cafeteria	NA	NA	NA
Playground	Prolonged - high	Physical Distancing/Med	Each class will be playing in a separate area separated by lines painted on the ground.
Computer Lab	Prolonged - High	Administrative control/Low	Staggered Computer Lab Schedule will be developed where there is a time between each scheduled class which will allow for cleaning and disinfecting.

Music room	NA	Administrative control/Low	Music Teacher will be presenting curriculum within each classroom bubble.
Maker Space	Brief-low	Administrative control/Low	Maker Space materials and activities will be presenting within each classroom bubble.

People	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Teachers	Med/Med	Admin. Control/Med	Meetings will take place in cafeteria with social distancing
EAs/SIW's	Med/Med	Admin. Control/Med	During breaks and lunches
Custodians	Brief/Low	Admin. Control/Low	Custodians have their own area to clean.
Students	Prolonged/High	Admin. Control/Med	Transitions in hallways. Single file, minimal traffic and staggered classes in the hall for dismissal
Resource Students	Prolonged/Med	Admin. Control/Low	Extra support occurring in EST-R classrooms Social distancing will occur within EST-R room.
Parents/Guardians	Brief/Med	Admin. Control/Med	Wait in vehicle-pick up and drop off times Enter the building by appointment with masks
Visiting Professionals	Prolonged/High	Admin. Control/Med	Protocol summary given and read prior to picking up students. Professional log with student's names.

Items	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Cafeteria Microwaves	N/A		
Staff room appliances	Brief/High	Admin. Control/Low	Wipe down after use.
Water fountains	Brief/High	Admin. Control/Med	Bring own water bottles for refills
Shared books/handouts	Brief/Low	Admin. Control/Low	Refer to Appendix G in EEC'D Return to School Plan Paper is safe to handle from person to person
Shared computers	Brief/High	Admin. Control/Med	Disinfect after use.
Shared tools	Med/High	Admin. Control/Med	Disinfect after use. Math manipulatives remaining in bubble.

4. Physical Distancing

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
 Implement physical distance protocol.	 <u><i>"Return to School"</i></u> document (EECD) → K-8 = no PD within bubble and 1m minimum between bubbles → 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis.	Will maintain 2m between class bubbles in common areas. Will be in their bubble all day except for noon recess, washroom breaks and PE class. At these times masks will be encouraged and social distancing will be mandated Outdoor recess-areas will be marked with pylons Recess and locker times will be staggered by homeroom	Classroom Teachers	IP
a) Consider staff, students, visiting professionals, parents/guardians, and community members.	 <u><i>"Return to School"</i></u> document (EECD) → How will people move at a safe PD throughout? → Staff rooms (maximum capacities) → Students: PD in each classroom → Allocated room for visiting professionals → Parents/guardians: appointments, room allocated for meetings → Community members: Restrict where possible, else limit access.	Signs will be placed through out the building, reminders will be stated periodically through morning messages, emails, personally. Staff room capacity has been set for 8 people.. There is an allocated room for Speech, PT, and the C&Y team. Meetings with parents or with the staff can occur in the cafeteria safely. All visitors will need to do a passive screening prior to entering the building. Admin Assistant will ask if questions were read, if so they will be allowed in. When approaching the office window they will need to sanitize their hands. Then our AA will log their name and phone number. If they are here for a meeting they will remain at the door until they are directed to enter the cafeteria. There is another log that will be filled in of all participants of that meeting.	Admin. Team	IP

		<p>Appointments will need to be made prior to coming to the school to avoid congestion at the door.</p> <p>Professional visitors will have a log to record all students seen.</p>		
b) Arrange furniture to promote the physical distancing requirements. (Include a reception area).	<p>📎 <i>"Return to School"</i> document (EECD)</p>	Remove bench from lobby	Custodian	Done
c) Provide visual cues on floor, indicate directional movement where appropriate, "no-stopping" areas in narrow hallways, etc.	<p>→ Can be done using DIY supplies or pre-ordered professional type</p> <p>📎 Consider using similar rules as driving to add game theory to your design</p> <p>📎 Contact Facilities staff to see what supplies will be available</p> <p>→ Post 'traffic' patterns on floor plan throughout building.</p> <p>📎 Contact Facilities staff for a blank floor plan</p>	<p>Directional arrows will be placed on the floor for both directions.</p> <p>Social distancing posters will be placed in a few areas for reminders.</p> <p>Directional arrows and posters stating the stairway by the elevator will be used to go up only and the stairway by the staff parking lot will be to go down only.</p> <p>Capacity signs will be posted.</p> <p>Staff Room – 8 people</p> <p>Office – 3 people</p> <p>Gym student washrooms – 1 person</p> <p>Grs. 3-5 student washroom – 2 people (upstairs and down)</p> <p>K-2 – student washroom – 3 people</p> <p>Signs at each doorway to remind them to wash their hands.</p>	<p>Admin Team</p> <p>Custodians</p>	<p>IP</p> <p>&</p> <p>Done</p>
d) Determine if installation of physical barriers, such as partitions, is feasible.	<p>→ Contact Facilities staff for assistance if barriers are needed.</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>Students will need to wear masks if they go to the washroom unescorted.</p> <p>Lunch will be eaten in their classrooms.</p> <p>Cafeteria orders will be delivered to the classrooms.</p>	Teachers	IP
<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 interviews with parents</p>	Teachers/ EST-R	IP
<p>🔗 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.</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 Risk Assessment Tool (pg. 6-9)</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>	See below	All staff	IP

Physical Distancing – Strategies:

Arrival AM for Students

BUS

1. One bus will unload at a time
2. Will forward to their designated door to enter the building.
3. Walking with social distance
4. Masks are encouraged to be worn..

PERSONAL VEHICLES

1. Vehicles will need to proceed to a designated area where the student(s) will disembark safely.
2. Will forward to their designated door to enter the building.
3. Walking with social distance

4. Masks are encouraged to be worn..

5. Drop-off time will begin 7:50 am.

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ENTERING THE BUILDING

Doorway to be used:

Grades 5IF, 5FI, & 4/3 FI main door

Grades 3A, 4A, & 3FI door by the music room

Grades 2A, 2B, 1B, KA & 2C door by 2B's classroom

Grades KC, KB, 1C, 1A, & 2/1 D door at the end

1. Everyone will need to wash their hands with the foam hand liquid provided

2. Go directly to their hook/locker to prepare for the day.

3. The teacher on duty will keep an eye open to make sure students are not gathering in the hallway and social distancing continues.

4. Go to the classroom door and sanitize their hands again.

5. Enter classroom/bubble and proceed with their directed routine.

6. Masks are encouraged to be worn..

Daily Routines

BATHROOM VISITS

Unsupervised

1. Students must wear masks.

2. Stop at the door to check capacity prior to entering. (See capacities above)

3. Hands must be washed after use.

4. Hands must be sanitized again prior to entering the classroom.

Supervised visits

1. Classrooms will coordinate with other classrooms in the wing as to when classroom washroom visits will occur.

2. Hands must be washed after use.

3. Hands must be sanitized again prior to entering the classroom.

HALLWAYS

1. Remain to the right of the hallway while walking.

2. Line-up in single file.

3. Avoid touching walls, lockers, hooks, water fountains, etc.

4. Masks may be worn if directed.
5. Keep travelling in the hallway to a minimal (arrival, recess, PE, specialists, dismissal)
6. All unsupervised movement in the hallway by students, masks must be worn.

MORNING SNACKS

1. Will be eaten in the classrooms.
 2. Will be remaining indoor.
 3. Teacher on duty in the hallway.
- *NOTE – Homeroom teachers may take their students outdoors for their classes within their bubble.

LUNCH

1. Will be eating in the classroom.
 2. No microwaves will be available.
 3. No sharing of food.
 4. Cafeteria will be functioning. Looking at food to be packaged and sent to classrooms. Would like to see if we could have the parents order on-line or pay weekly.
- Cleaning will occur after students have eaten by the teacher.

SPECIALITY CLASSROOM

1. All specialty classes will take place within each bubble except for PE.

Dismissal

PREP FOR DISMISSAL

1. Classroom teachers will organize themselves so half will get ready in the hallway and half will get ready in the classrooms.

BUSSING

1. Classes/Bubbles will social distance themselves when bringing their class/bubble to the buses.
 - Grade 2 first
 - Grade 1
 - Kindergarten
2. Classes/Bubbles will exit their assigned doorway.

STUDENT PICK-UP

1. Teachers will walk their students to the pick-up area and the Duty teacher will help guide the student to their parent's car while the parent(s) remain in the vehicle.
2. Pick-up time will be 2:10. & 3:10

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>❖ 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 again to your floor plan to map out areas</p>	<p>Will be in their bubble all day except for noon recess, washroom breaks and PE class.</p> <p>At these times masks will be encouraged and social distancing will be mandated</p> <p>When unescorted in the hallways students will be mandated to wear masks (going to the washroom, office, etc.)</p> <p>Outdoor recess-areas will be marked with pylons</p> <p>Recess and locker times will be staggered by homeroom</p>	All Staff	IP
<p>2) Provide time for food preparation and mealtimes.</p>	<p>→ Will students be eating snacks and lunches in their classroom?</p> <p>→ Consider breakfast program</p> <p>→ Consider cafeteria – if students eat in classroom, how will they get food from cafeteria? Will you be encouraging homemade lunches?</p> <p>→ Can mealtimes be staggered and accommodate all? If so, by how long?</p>	<p>Breakfast Program – looking at food items to be brought to the classrooms to be eaten there if needed. Items such as fruit, granola bars, cheese, and more.</p> <p>See Lunch schedule below</p> <p>Lunches will be eaten in class.</p> <p>K-2 teachers will eat with them.</p> <p>Grades 3-5 teachers will have hallway duty.</p>	<p>Volunteers</p> <p>Non-Homeroom Teachers & Homeroom Teachers</p>	IP

Group A	Group B	Group C	
%A	3A	1A	
5B	3B	1B	
4/3b	4A	2B	
KA	KB	KC	
2A	1C	2/1D	
		2C	
Lunch Schedule			
	Group A	Group B	Group C
11:30-12:00	Eating	Outside	Class
12:00-12:30	Outside	Eating	Eating
12:30-1:00	Class	Class	Outside

6. Screening

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
1) Ensure that the staff understands and implements its screening process. a) Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school.	→ Staff are expected to actively screen before coming to work and expected to stay home if they feel ill. <ul style="list-style-type: none"> ○ Need policy outlining expectations for screening ○ Need school policy for casual workers → Post screening questionnaire throughout building	Screening Policy for Staff and Students is passive screening. Paper copy of a simple screening checklist will be sent home within student's handbook.	Admin Team	IP
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. *Regional Public Health will notify the school about what is to be done. Students and staff must self-monitor throughout the day.	✓ Determine isolation space ✓ EECD Outbreak Management Plan ✓ <u>"Return to School"</u> document (EECD) ✓ Inform employees of the contents of the Outbreak Management Plan ✓ Provide teachers with simplified decision tree for what to do if they suspect a case	Isolation room is a small room with a washroom attached. Students/Staff showing 2 or more symptoms. -Mask must be worn until they leave the building. -Students must go to isolation room until picked up. Staff must leave.	Admin Team	Done
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. Call 811 and comply with the instructions given.				IP

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)
1) Proper hand hygiene practiced before and after handling objects or touching surfaces.	<ul style="list-style-type: none"> 📎 Return to School document and appendices for guidelines Return to School document and appendices for guidelines 📎 Handwashing Poster 📎 Hand Sanitizing Poster 	<p>Wipe down desks/chairs & shared materials before leaving</p> <p>Sanitizing stations</p> <p>Handwashing signs for washrooms, and two classrooms. For all other classrooms, hand sanitizing signs.</p>	<p>Teachers K-2 Students 3-5</p> <p>Custodians</p> <p>Admin Team</p>	Done
2) Ensure availability of all necessary supplies for <u>cleaning and disinfecting</u> . Consider “Sanitization Stations” for accessing, borrowing and returning products by staff. a) Designate personnel responsible for monitoring supply levels and communicating with administrators.	<ul style="list-style-type: none"> 📎 District 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? ○ 	<p>Classroom station checked by custodial staff</p> <p>Sanitize stations at office</p> <p>Spray bottles and cloths in classrooms</p>	Custodians	IP
3) Washrooms: 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. b) Foot-operated door openers may be practical in some locations.	<ul style="list-style-type: none"> 📎 School custodial staff 📎 District facilities management 	<p>Maintain disinfecting stations</p> <p>Ordering of cleaning supplies</p> <p>Ordering of disinfecting</p>	<p>Custodians (CII)</p> <p>DO</p>	IP
c) Hand-washing posters must be posted.	📎 Handwashing Poster	Hand-washing posters will be posted in all washroom areas.	Admin Team	Done
d) For multiple stalls and sinks in washrooms, limit access through	→ Post maximum occupancy (outside and reminder inside)	Primary Student washrooms will be limited to three students at a time;		Done

a maximum number allowed in the space at one time based on distancing requirements.	<ul style="list-style-type: none"> → Floor markings inside, in case of wait time for sink → Floor markings outside for line ups → 'Remove' every second sink from use (tape) → Communicate washroom use expectations and etiquette to students (how? who?) → Consider how this will be enforced 	<p>Gym Student washrooms will be limited to one student at a time;</p> <p>Grade 3-4 Student washrooms will be limited to two students at a time;</p> <p>Grade 5 Student washrooms will be limited to two students at a time.</p>	Admin Team	
<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 before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others? → School Disinfection & Cleaning Standards 	Maintain disinfecting stations	Custodians	IP
b) Encourage proper hand hygiene before and after handling objects or touching surfaces.	<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 ○ Industrial classrooms: Shared tools ○ Art class: shared supplies ○ Music equipment 	<p>RES will post signage wherever common objects/surfaces are located:</p> <p>Staff rooms, copier rooms</p> <p>library, gym, cafeteria</p> <p>Music equipment</p> <p>Maintain disinfecting stations</p>	Admin Team	IP
c) Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	<ul style="list-style-type: none"> → School Disinfection & Cleaning Standards → Identify high touch areas in your building → 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? 	All high touch areas (for example: doors and door knobs, railings, light switches, desk and table tops, washroom toilet flushing handles and sinks, etc.) will be disinfected and cleaned as per ASDN cleaning standards which is 3 times daily.	Custodians	IP

d) For ventilation, consult the <i>Return to School</i> document.	<ul style="list-style-type: none"> → Facilities staff – will maintain filter systems as required → No additional ventilation systems will be installed → Classrooms that have windows that open are encouraged to do so when possible 	Remind teaching staff to open classroom windows as much as possible.	Teachers	Done
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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.	📎 "Return to School" document (EECD)	Masks used when physical distancing / classroom bubbles may not be maintained (fire drills, evacuations)	All Staff	IP
2. Promote appropriate hand and respiratory hygiene. 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 → Post signage through school about the importance of proper handwashing → Communicate through announcements? → School videos?	Signage will be posted through school about the importance of proper handwashing and sanitizing. Regularly communicate through announcements the importance of personal hygiene and handwashing Create and/or us videos to help teach the importance of personal hygiene and handwashing	Admin Team All Teachers DO	Done
b) Provide minimum 60% alcohol-based hand sanitizer.	📎 Hand Sanitizer Poster	Maintain disinfecting stations	Custodians	IP
c) Communicate frequently about good respiratory hygiene/cough etiquette.	📎 Coronavirus disease (COVID-19): Prevention and risks 📎 Post signage through school about the importance of proper handwashing 📎 Communicate through announcements?	Signage will be posted through school about the importance of proper respiratory hygiene/cough etiquette. Regularly communicate through announcements the importance of respiratory hygiene/cough etiquette.	Admin Team	Done
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.	📎 School Disinfection & Cleaning Standards ❖ Revisit Cleaning & 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	Review Operational Plan regularly. Classroom stations checked daily	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"> 📎 <u>"Return to School"</u> document (EECD) 📎 District Student Support Services 📎 Guidelines for itinerant (visiting) professionals 	<p>Guidelines for itinerant (visiting) professionals will be followed.</p> <p>Masks will be used when physical distancing cannot be maintained outside the bubble</p> <p>Regular communication</p>	<p>Professional Visitors</p> <p>Everyone</p> <p>Admin Team Teachers</p>	Done
<p>2. Provide personal protective equipment – only for those situations that require it:</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"> 📎 <u>OHS Guide-PPE</u> 📎 <u>PPE Poster</u> 📎 District Student Support Services 📎 Complex Case – Risk Assessment 	<p>Disposable masks will be available when deemed necessary. Personal masks will need to be provided by individual (staff and students).</p>	Admin Team	Done
<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>	<ul style="list-style-type: none"> 📎 <u>"Return to School"</u> document (EECD) → Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged. → Logs must be kept onsite and readily available to Public Health 	<p>Main Office – will keep record of all visitors (name and phone numbers)</p> <p>Professional visitors – will have a log stating all of the students they see.</p> <p>Meeting logs – will keep records of all who attended the meeting with phone numbers..</p>	Admin Team	IP

→ 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>📎 <u>"Return to School"</u> document (EECD)</p>	<p>Staff and students will be required to have a clean non-medical face covering with them when attending school.</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. 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>	<p>Visitors Teachers Students</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) Communicate to staff and supervisors their responsibilities and rights under the <i>OHS Act</i> and regulations.	<ul style="list-style-type: none"> OHS Guide-Three Rights Responsibilities of Employer, Supervisor, Employees 	<p>* All staff will 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	<p>Done Teachers Admin. Assistant Custodians</p> <p>Not done EAs</p>
2) Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.	<ul style="list-style-type: none"> OHS Guide-New Employee Orientation 	<p>*All staff will review PowerPoint on COVID-19 (on Teams)</p> <p>* All staff & students to watch informational videos produced by ASDN</p>	Admin Team	Done
3) Provide staff the employee training on the COVID-related work refusal process.	<ul style="list-style-type: none"> Right to Refuse Process School District HR 	<p>* All staff will review PowerPoint on the Right to Refuse Process (on Teams)</p> <p>*All staff will review Vulnerable Employee Affirmation Form</p> <p>*All staff will review Right to Refuse Form(s) – Not yet added to Teams</p>	Admin Team	IP
4) Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.	<ul style="list-style-type: none"> Refer to logs previously referenced → Keep record of who attended training → How often/by who will inspect signage, sanitization stations 	<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>	Admin Team	Done
5) Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.	<ul style="list-style-type: none"> Supervisors = Principals and Vice Principals - this will be done by HSC & PH 	*Principals and Vice Principals to review protocols for working with Public Health as on the Outbreak Management Plan	Admin Team	IP
6) Ensure all <u>employees</u> receive information, instruction and training on the applicable <u>personal protective equipment</u> required to	<ul style="list-style-type: none"> Facilities, DSSS, and HSC will provide support for this 	* When/if PPE is required proper instruction will be provided	Admin Team	IP





protect against COVID-19 in the school setting.				
7) Make available appropriate <u>personal protective equipment</u> for the school setting.	 District Student Support Services	* PPE (masks, face shields, gloves) will be made available to staff that require them.	Admin Team	IP
8) School district Human Resources confirm process for addressing employee violations of policies and procedures.	 HR Department to provide guidance	*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.	Admin Team	IP
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.	 OHS Guide-JHSC → Involve your JHSC as much as possible!	*This plan will be reviewed with the JHSC and they will be part of its regular review.	Admin Team	IP
10) Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.	 OHS Guide Topic-Supervision	*School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes.	Admin Team	IP
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. 12) Schools must engage the district from the beginning. 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 and/or district during contact tracing. 14) Once the district is advised of a positive case, they must then report it to WorkSafeNB.	 EECD Outbreak Management Plan <ul style="list-style-type: none"> 11, 12, 13, 14 are all addressed in the OMP  Return to School document	*Review Outbreak Management Plan with all staff. *Ensure staff understand how to manage a symptomatic individual *Reinforce and promote the role of Public Health in guiding and supporting school in the event of a confirmed case(s).	Admin Team Teachers EAs	IP

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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)
1) Using the Return to School document, outline how the requirements for COVID response are being met.	<ul style="list-style-type: none"> EECD Outbreak Management Plan Train staff on OMP, their roles and responsibilities Designate isolation area, preferably if there is an area where an ill student could be supervised from 2m or more. 	<p>If a child is exhibiting 2 or more symptoms unless they have a pre-existing condition then it would be two on top of what they would normally experience. Except for the symptom of purple toes or fingers, then they go right away.</p> <p>Masks are to be put on right away and to be remained on until they leave the building (students/staff).</p> <p>Student will be escorted to the isolation room where they will be supervised until they are picked up.</p> <p>Call Parent/Guardian to pick student up within the hour.</p> <p>Upon pick up bring to the attention to the parents to call 811.</p> <p>If it is a staff member they will be asked to place a mask on right away and then asked to leave. If the staff member needs to wait for a drive, they will need to sit in the isolation room. Encourage them to call 811</p> <p>Once the person has left the room the area will be locked down and disinfected.</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>Isolation room – small room with bathroom by the gym</p>	<p>Admin Team</p> <p>Admin Team</p> <p>Custodian</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)
1. Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.	<ul style="list-style-type: none">  GNB Mental Health Resource  School District support staff <ul style="list-style-type: none"> o John Fletcher  School District Human Resources Staff 	<p>Contact to John Fletcher, EAP or anyone we can contact for support.</p> <p>John B. Fletcher Counseling Services FACEBOOK</p> <p>NBTA councillors</p> <p>Councillors through medical insurance</p>	<p>Guidance</p> <p>ESST</p> <p>Admin Team</p>	IP
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	<ul style="list-style-type: none">  School District Support Services 	<p>All homeroom classes will have first period as a wellness period to have talking circles, work on relationships, etc. To work on soft entry practice.</p> <p>Throughout the day, classes will practice deep breathing, meditation, etc.</p> <p>This is done for students as well as staff.</p>	All staff	IP

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)
1. Emergency Plans – Considerations under COVID	→ In the event of an emergency, response/evacuation will remain the same. How will fire drills be conducted? OFM is preparing guidelines.	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	Admin team	IP
2. Address how students will be picked up from school (Drs appts etc.)	Is there a designated waiting area? Is it supervised? Does it need to be? →	Appointments called in or by notes will be mandatory when a student arrives late or picked up early. Arriving late, the parent will need to walk their child to the door and buzz the office for their child to enter. The parent need not enter.	Parents Students Admin Team	IP
3. How will you handle learners that have/need to be sent to the office for discipline?		Students who are being picked up from school will be sent to the office wearing a mask. The parent will remain in the car or remain at the office until their child arrives. Teachers will be directed to call the office to have an administrator come to the classroom for a student issue. Classroom EA can also walk with student to the office for disciplinary issues. 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. Student will be escorted to the pick up area by the homeroom teacher.	Teachers Admin	IP