

# COVID-19 Operational Plan

Eleanor W Graham Middle  
School

Academic 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>	School Messenger Facebook School Website	In progress (some highlights shared)
2) <b>Building Access</b>	Document for visiting professionals Signage Sign-in sheet	In progress
3) <b>Risk Assessment</b>		Done Will review at later date
4) <b>Physical Distancing</b>	Barrier in upper seating of cafeteria, water fountain, in front of larger tables. 7 total, signage installation	In progress, awaiting maintenance
5) <b>Transition Times</b>	Plan for travel to break, lunch, dismissal, and specialties	Done
6) <b>Screening</b>	Communicate self-screening tool for parents and staff Posted on doors Communicated with staff Parent communication in near future	In progress
7) <b>Cleaning &amp; Disinfection Procedures</b>	Ensure BLC has procedures  Ensure students are trained on using products to disinfect work areas in specialties and disinfecting equipment	Done  In Progress
8) <b>Personal Hygiene Etiquette</b>	Create plan to instruct each child and staff Signage	In progress
9) <b>Protective Measures</b>	Ensure face shields are available for staff who wish to use Mask use when entering building and moving in the building	In Progress
10) <b>OHS Regulation Requirements</b>	Requirements done during start-up	Done
11) <b>Outbreak Management Plan</b>	Waiting for final document	In Progress

<b>12) Mental Health Support</b>	Communicate to students/staff Wellness block, extra PE classes included in schedule.	In progress
<b>13) Additional Considerations</b>		

Draft

## 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:	Eleanor W Graham Middle School
Principal (Signature):	_____
District Official (Signature):	_____
Implementation Date:	September 2020

### 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.**

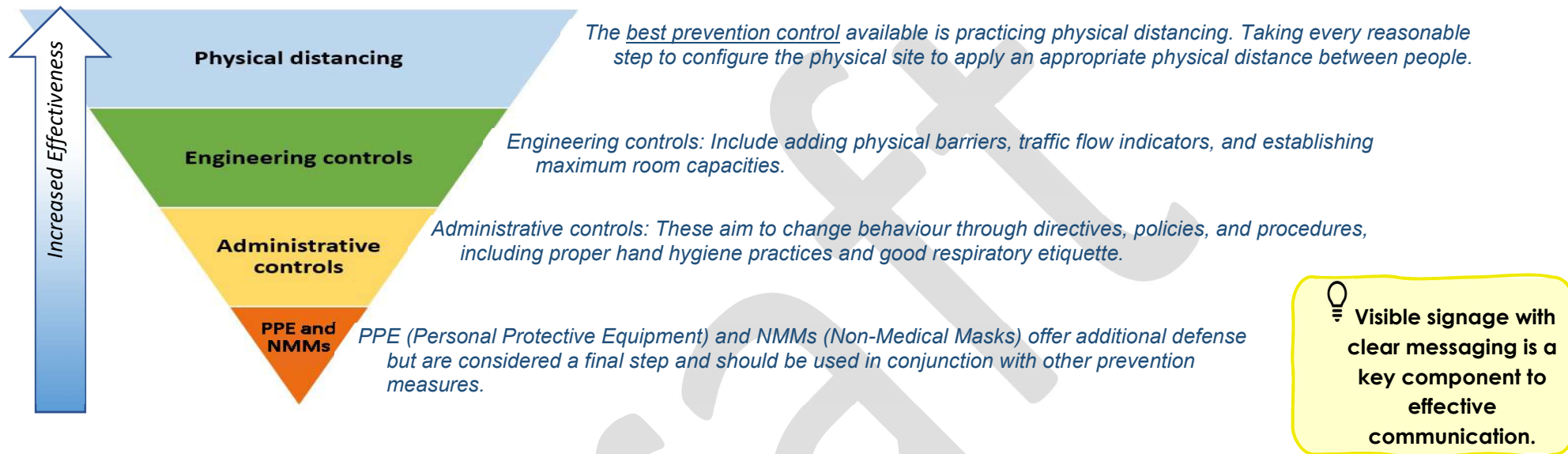
### Prevention

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

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<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.

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.

**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
- PD= Physical Distancing  
 AA = Administrative Assistant (secretary)  
 BLC = Brunswick Learning Company (the company that owns the building)

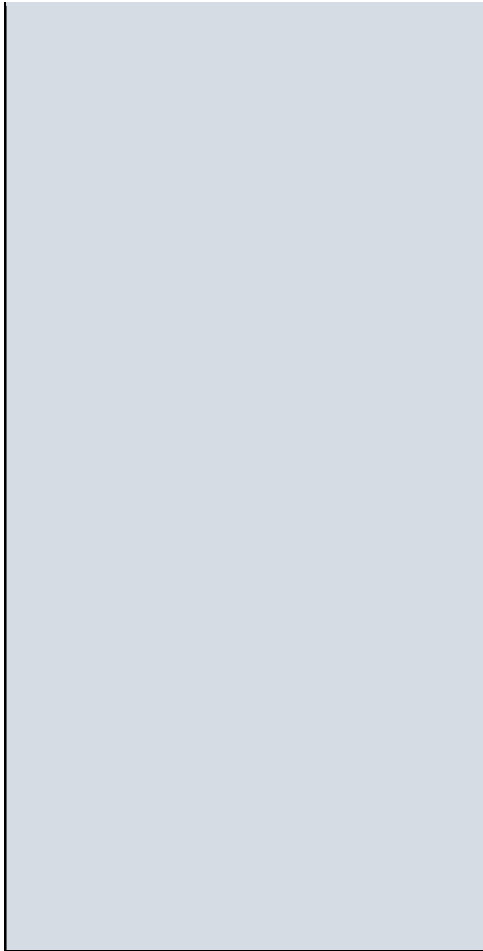
# 1. Communications

Communications	Resources (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
1) <b>Communicate operational strategies, provide orientation to school personnel and students.</b>	Video provide by district Documents from health authorities	Staggered start for students and provide training or these days with reinforcement throughout the year	Administration	In Progress
2) <b>Communicate operational strategies, provide orientation to visiting professionals</b>		Posted on Aesop/ Provide to professional before entry via paper or direct to school website	Administration	In Progress
3) <b>Communicate operational strategies to parent/caregiver and school community.</b>	District Communications	School Messenger Facebook School Website	Administration	In Progress

## 2. Building Access

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
<p><b>1) 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 if required</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> <li>📎 Audio /Video access already in place in place</li> </ul>	<p>Doors will be locked. Communication through intercom. Visitors will use a disposable “push stick” to activate intercoms and/or ring door bell.</p> <p>Visitors must self-screen using signage and may call 523-7970 to book an appointment. Video access will control unannounced visitors. Screen with posted “COVID” screening questions and all must wear a community mask.</p> <p>Login sheet is located at office for visitors, AA will ensure each person entering the building signs and leaves contact information</p> <p>Audio Visual access already in place</p>	<p>Admin team and AA</p>	<p>Done</p>
<p><b>2) Procedures are in place to control congestion during the school start and dismissal times.</b></p>	<ul style="list-style-type: none"> <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>Buses will drop students in bus drop off zone after 0800, one bus at a time. Students will exit the bus maintaining physical distance and wearing community mask. Pylons and /or sidewalk chalk will mark PD if there is a bottleneck at entrance. Supervision of this area will be required until last bus arrives starting at 0800.</p> <p>All students will be able to maintain PD in their bubbles in the cafeteria area. They will wear their mask until seated. Seating will be assigned to each student that will be maintained throughout the school year; however, during bus unloading students will fill bubble areas as far away as possible from common travel areas within the cafeteria. Supervision of this</p>	<p>Admin team/ supervising teacher</p> <p>Admin team/ supervising teacher</p>	<p>Done</p>





<p>will be necessary If movement within the cafeteria is necessary, they will wear a community mask. Bubble classes will be sent to homerooms one at a time and exit cafeteria wearing a mask and will exit in a manner that keeps them as far away as possible from other bubbles. Exit from cafeteria will be staggered so that each bubble will be able to use lockers (wearing a mask) without having to pass other bubbles in the hallway. Each homeroom will be dismissed so that homerooms at rear of building will exit first. Teachers will supervise hallways and locker areas at this time. Lockers will be assigned to allow maximum PD between classes</p> <p>At end-of-day dismissal students will gather in their homerooms and buses will be called over the intercom a minimum of 3 times. Hallway and exit supervision will ensure students PD while exiting the building. Student will secure mask when leaving their classroom. Students walking or being picked up will be called to gather in the cafeteria and will sit in their class bubble. PD from other bubbles.</p>		
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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)
<p>1) Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.</p>	<ul style="list-style-type: none"> <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>	<p>Completed below</p>	<p>Administration</p>	<p>Done</p>
<p>2) Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.</p>	<ul style="list-style-type: none"> <li>📎 Outbreak Management Plan - Template</li> <li>📎 <i>"Return to School"</i> document (EECD)</li> </ul>	<p>Students who show signs of illness we be isolated in two isolation rooms (former copier and multisensory room) near the office. Students must wear a mask while in isolation. Parents will be notified to pick up their child within 1 hour and advised to call 811..</p>	<p>Administration</p>	<p>Done</p>
<p>3) Provide COVID controls for staff working outside of the classroom.</p>	<p>Return to School document</p> <p>How are you controlling ASD-N staff that travel from school to school?</p>	<p>Teachers that travel between schools will follow the same protocols aa a substitute teacher. 2m PD from staff/ students. If PD is not possible a mask will be worn. In common areas mask will be worn at all times.</p> <p>Substitute teachers will be up to date on operational plan and be provided orientation.</p>	<p>Admin</p>	<p>In Progress</p>

## 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.

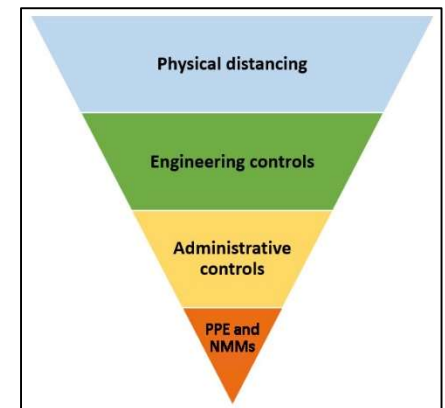


Figure 1: Modified Hierarchy of Controls for COVID-19<sup>1</sup>

## 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:

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.

<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

## Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	low	high	Supervision, one bus unloads at a time, main door access only (with the exception of students accessing north door by special arrangements). Door access button to be used by supervising teacher only or by designated staff. Students will not touch the doors or door handles to enter or exit the building. PD marked in 2m increments to maintain PD between students. Students sit with bubble that is PD from other bubbles in the cafeteria. Masks will be worn until seated with their class. Students and staff are required to sanitize hands upon entry. Signage outlining process has been posted.
Main office	Low/Medium	high	Waiting area will be outside office area with plastic chairs 2m apart and sanitized after use. Masks must be worn if meeting with students in VP or principal's office as 2m will not be possible. Chairs should be plastic for cleaning purposes. A table will be placed in front of reception area to maintain PD between visitors/students and AA. Phone communication between students and parents will be "emergency only" and will be through the AA/Admin staff, who will call on their behalf or with the student handheld phones, sanitized before and after use.
Hallways	medium	high	Traffic arrows indicating direction of flow and a center line to maintain PD. Students move in single file. Students wear NNM. Staff directs traffic flow to minimize contact with other classes.
Stairwells	N/A		NA
Staff lounge	high	high	Moved to atrium where PD can be maintained. Sanitation of appliances will be completed after each use by staff. Staff will be required to bring their own utensils and dishes, etc. Old staff room will be used as a copier room and max occupancy of 3.

			Former copier room will be an alternate isolation room. Mailboxes for staff (teachers/EA/bus drivers/ C&Y team) will be accessed through administration and admin assistant.
<b>Staff washroom</b>	low/medium	high	Cleaning minimum 3 times a day Waiting area for washrooms will have 2m spacing if there is a line up. Office waiting for students will be moved from this area to area outside office.
<b>Student lounge</b>	N/A		
<b>Student washroom</b>	low /medium	high	Urinals and toilets will be closed where PD is not possible. Max of 2 persons in washroom (signage posted). Masks must be worn. 1 person at a time at sink. (signage posted). Handwashing protocols posted near sink.
<b>Classrooms</b>	medium	medium	Teachers and EAS will wear mask when PD is not possible. Barriers/face shields available for use when working with students where PD is not possible. Teacher work area will be sanitized after use. Plexiglass divider and masks will be used by teacher/EA when working in close proximity ( <b>To be delivered</b> ). Hand sanitation will be used each time students/staff enter the room.
<b>Gym</b>	medium	medium	PD between teacher and students. Equipment sanitized after each use by students under teacher supervision. See Appendix F of RTSD.
<b>Library</b>	N/A		
<b>Cafeteria</b>	high	high	Line up is marked with 2m distance, masks to be worn by servers and students, server will be 2m away from customer and pass food, money on tray. One person will handle money and another handle food to pass out. Table are organized in "bubbles". Entrance and exits will be mandated to minimize potential contact between bubbles. Dotted lines will be installed on floor to keep movement of students from other class bubbles.
<b>Playground</b>	N/A		

<b>Outdoor sports field</b>	low	high	Max occupancy for events 50
<b>Fitness Rooms</b>	N/A		
<b>Onsite Daycare</b>	N/A		
<b>Locker areas</b>	medium	low	Cleaned 3 times daily.
<b>Snoozlyn (Multi sensory) Room</b>	medium	high	Repurposed room for isolation room 1. Deep cleaning and sanitation after each use. Mask must be worn by students during isolation. Max occupancy 2.

<b>People</b>	<b>Contact Intensity</b>	<b>Modification Potential</b>	<b>Mitigation Measures/Resources</b>
<b>Teachers</b>			Masks worn outside of homeroom bubble. Plexiglass barriers used for close conferencing with students. Face shields are available for each staff member.
<b>EAs/SIW's</b>			EAs assigned to one bubble area when possible. PPE and NMM worn when necessary (ASD students, etc.) Face shields are available for each staff member.
<b>Custodians</b>			P3 school. Protocols to be followed and communicated through Brunswick Learning Center(BLC).
<b>Students</b>			Students will be housed in homeroom bubbles and teachers will come to them to deliver curriculum except for specialty (PE, Shop, music, art). Students will be instructed to sanitize materials and seating area after each class. Students will respect plexiglass barrier during close conferencing. NNM will be worn when entering and exiting the school. Masks will be worn in common areas at all times in the school, with the exception of when they are sitting and eating at break or lunch. Masks may be removed in the classroom except for when working closely with teachers/EAs. Student will be reminded to

			avoid touching rails and potential high touch areas as much as possible. Instruction on PD, mask use and care, hand washing, hand sanitizing will be provided and reinforced throughout the school year.
<b>Resource Students</b>			Students will be in Resource Room when not with their bubble class. PD/NMM will be maintained between students and teachers/EAs in addition to desk-top Plexiglas barriers.
<b>Parents/Guardians</b>			Access by appointment only. COVID 19 screening and NMM will be required before entering school.
<b>Visiting Professionals</b>			Access by appointment only. COVID 19 screening and NMM will be required before entering school.

<b>Items</b>	<b>Contact Intensity</b>	<b>Modification Potential</b>	<b>Mitigation Measures/Resources</b>
<b>Cafeteria Microwaves</b>			Request that parents send lunches that don't need to be microwaved.
<b>Staff room appliances</b>			Surfaces sanitized after each use.
<b>Water fountains</b>			Not in use. Students instructed how to fill water bottles to avoid contamination. EECD/ASDN will provide filling stations. Water coolers have been rented to be replaced by filling stations ASAP. 1 in gym area, 1 cafeteria, 1 in each wing of building (2). Dispenser will be depressed by hand and spout and dispenser will be sanitized after each use.
<b>Shared books/handouts</b>			Classroom libraries are mostly used. LA teachers will be responsible to maintain and circulate reading resources in classroom bubbles. No travelling to other classes for books. Pre-selection of independent reading materials by students will be encouraged. No evidence of COVID contamination on printed material. "At this time, there is no evidence that the COVID-19 virus is transmitted via



			<p>textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students.” RTS Document, August 25, 2020</p> <p>Most classes will use reading material in their room. Several classes will be using a common library set up in the atrium. Students from different classes will not be in this area at the same time. Masks will be worn and students will be escorted by a staff member to choose books. Books that move from students in one bubble to another will be rested for 72 hours or be sanitized before use by another student.</p>
<b>Shared computers</b>			Students sanitize computers and work area after each use.
<b>Shared tools</b>			Students sanitize tools and work area after each use.
<b>Pens for sign in</b>			Sanitize after use and before use.

## 4. Physical Distancing

<b>Action Items</b>	<b>Resources/Considerations</b> (Examples, Templates, Guidance Documents)	<b>School Response</b>	<b>Person(s) Responsible</b>	<b>Status</b> (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>“Return to School” document (EECD)</li> <li>→ K-8 = no PD within bubble and 1m minimum between bubbles</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 will be maintained during school entry and exit, breaks and lunch.</p> <p>Washrooms will have PD requirements posted. Sign-out to regulate washroom use</p> <p>Staff will maintain PD with each other and with students.</p> <p>When unable to maintain, community mask is to be worn. Face shields</p>	School admin/ staff	Done

		and barriers may be implemented if necessary		
<b>a) Consider staff, students, visiting professionals, parents/guardians, and community members.</b>	<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> <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>Visiting professionals/parents/guardians will be required to wear a community mask and sanitize their hands before entering the building, and will wear mask when travelling within the building. COVID 19 screening questions will be employed.</p> <p>Staff room contents will be relocated to the Atrium. This will also be used as a staff prep area. Previous staffroom will be repurposed as photocopy/telephone/prep area. Previous copy room will be used as an isolation area.</p> <p>Conference room will be utilized for visiting professionals and parent meetings. By appointment only. PD and NMM will be used.</p>	Admin	Done
<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>Waiting area to be moved from main office outside main office with chairs that are easily cleaned and maintain PD requirements.</p> <p>Front row of desks to be no closer than 1m to instruction area in front of smartboard unless teacher and student uses NMM.</p>	Admin/teachers	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>Traffic flow in entry way and office will be indicated.</p> <p>Traffic flow toward gymnasium will be indicated. Supervision of transitions by "sending" and "receiving" teachers required.</p> <p>Center of hallways will be marked and traffic flow indicated</p> <p>Line for cafeteria purchases will be marked with 2m increments.</p>	Admin/teachers	In progress

		Garbage will be placed where students can place refuse as they leave the cafeteria at break/ lunch. Recyclable materials left at table to be cleared by custodians.		
<b>d) Determine if installation of physical barriers, such as partitions, is feasible.</b>	→ Contact Facilities staff for assistance if barriers are needed.	Physical barrier needed in cafeteria at seven identified points. Ron L has been contacted. Maintenance worker has visited EWG to receive instruction and make a sketch.	District Maintenance	In progress
☞ <b>Establish protocols to ensure people don't congregate in groups</b>  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.).	☞ <u>"Return to School"</u> document (EECD) → 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) → Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way	NMM will be worn when moving between classes/breaks/dismissal  Atrium will be used for teacher workspace/ staff room. PD will be employed. Sanitation will be performed after use by the teacher.  Staff room will be repurposed as a copy/prep room	Admin	Done
☞ <b>Evaluate options to reduce those required onsite.</b>	→ Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)?	Skype/phone calls will be used when appropriate.	Admin	Done
☞ <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>  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)	❖ Revisit <b>Risk Assessment Tool (pg. 6-9)</b> ❖ Revisit bullet above re: visual cues for traffic flow ❖ Review floor plan → 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? → Visualization: 'bubbles' of classes could be thought of like a school of fish – many individuals moving in unison.	Teacher supervision during movement in the hallways to ensure PD is maintained between classes.  2m spacing marked in office, washrooms, and cafeteria line  Students will move to gym staying to right and encouraged to not touch railing. Whenever possible students will not pass each other in gym corridor. Teachers will supervise their movement so as to maintain PD from other classes.  Hallways will have directional arrows marked and a means to separate the hallway.	Admin/teachers	In progress

## 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><b>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.</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>→ Refer to PD_Masks_Descriptive Table</li> <li>❖ K-8 = no PD within bubble and 1m minimum between bubbles</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>Signage, instruction and supervision to maintain PD.</p> <p>Physical barriers where PD is not possible.</p> <p>After school activity period has been suspended.</p> <p>Arrival and dismissal, break and lunch routines modified to adhere to PD requirements.</p> <p>Directional arrows and PD requirements will be posted</p>	Admin	In Progress
<p><b>2) 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>Breakfast program will be administered through classroom breakfast baskets..</p> <p>Breaks and lunches will be in common area (cafeteria) as PD of bubbles are possible.</p> <p>Parents are ask to send items that do not need microwaves.</p> <p>Cafeteria will offer packaged lunches, line and service will respect PD guidelines. A sliding tray will be used to pass food and money. Cafeteria will have its own Operational Plan.</p> <p>Increased supervision</p>	Admin	In Progress

# 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>Training will be provided during start up week.</p> <p>Questionnaire posted and shared electronically.</p> <p>Orientation and screening will be provided before new casual workers enter the building.</p>	Admin/ teachers	In Progress
<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> <li>☞ Provide teachers with simplified decision tree for what to do if they suspect a case</li> </ul>	<p>Rooms adjacent to main office will be repurposed as isolation rooms. AA/admin can visually check on student in person and from main office.</p> <p>Main isolation room will accommodate three students. They must wear a mask while in isolation room. Cleaning must occur after they vacate.</p>	Admin/ teachers	In progress
<p><b>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.</b></p> <p>The person showing signs of COVID-19 is to call 811 and comply</p>		<p>Overflow isolation room will be old copier room (one occupant)</p>		

with the instructions given. In the case the person showing signs of COVID-19 is a student, the parent or guardian is to call 811 and comply with the instructions given.

## 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>	<ul style="list-style-type: none"> <li>✓📄 <i>Return to School document and appendices for guidelines</i></li> <li>✓📄 <i>Return to School document and appendices for guidelines</i></li> <li>✓📄 Handwashing Poster</li> <li>✓📄 Hand Sanitizing Poster</li> </ul>	<p>Post signage and instruct each student and staff</p> <p>Reviewed regularly with students by classroom teachers</p>	<p>Admin/ teachers</p>	<p>In Progress</p>
<p>2) <b>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>→ Cleaning &amp; Disinfecting Schedule (Excel)</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>Admin team will monitor supplies. Supplies provided through ASD-N. Sanitation stations will be established in classrooms and in “high-use” areas (copier, computer rooms, gym, shop, art, music).</p> <p>Cleaning schedule shared with BLC.</p>	<p>Admin</p>	<p>In Progress</p>

<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>Max occupancy for washroom posted (2), supplies monitored, handwashing posters visible.</p> <p>Air dryers will be used in place of paper towel.</p>	Admin	Done
<p>c) Hand-washing posters must be posted.</p>	<ul style="list-style-type: none"> <li>🔗 Handwashing Poster</li> </ul>	Posted in each washroom	Admin	In Progress
<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>One person at hand washing station at a time and posted.</p> <p>Training for students during start up</p> <p>"Stand here" stickers for outside washroom waiting area</p> <p>Urinals and stalls that don't meet PD will be closed and signage DO NOT USE</p>	Admin/teachers	In Progress
<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>	<ul style="list-style-type: none"> <li>🔗 Cleaning and Disinfection Guide for Schools</li> <li>→ Add hand sanitization stations throughout <ul style="list-style-type: none"> <li>○ Consider before entering office area, library, gym, cafeteria entrance, at entrances, outside washrooms, others?</li> </ul> </li> <li>🔗 <b>School Disinfection &amp; Cleaning Standards</b></li> </ul>	<p>Upon entry students are instructed to sanitize their hands. Before eating in the classroom and after eating when returning to classrooms.</p> <p>Shop/Computer lab/music room and gym will be sanitized. Students will sanitize hand upon entry to classrooms.</p>	Admin/teachers	In progress
<p>b) Encourage proper hand hygiene before and after handling objects or touching surfaces.</p>	<ul style="list-style-type: none"> <li>→ Signage wherever common objects/surfaces are located: <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</li> </ul> </li> </ul>	Signage will be posted and sanitation products and protocols will be provided in each area listed.	Admin/teachers	In progress

c) Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	<ul style="list-style-type: none"> <li>☞ <b>School Disinfection &amp; Cleaning Standards</b></li> <li>→ Identify high touch areas in your building</li> <li>☞ 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?</li> </ul>	<p>High touch: Cafeteria, door access, railings, light switches copier, student phone</p>	BLC/Admin	In Progress
d) For ventilation, consult the <i>Return to School</i> document.	<ul style="list-style-type: none"> <li>→ Facilities staff – will maintain filter systems as required</li> <li>→ No additional ventilation systems will be installed</li> <li>→ Classrooms that have windows that open are encouraged to do so when possible</li> </ul>	<p>Director of Finance and Administration has confirmed that ventilation is within specifications.</p>	BLC	Done



## 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>		Admin	In Progress
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>	Mask use and care, hand sanitizing, hand washing, PD, sanitation procedures, etc., will be presented and reiterated to students during start up and reinforced throughout the year.  Signage will be posted.		
b) Provide minimum 60% alcohol-based hand sanitizer.	<ul style="list-style-type: none"> <li>☞ <a href="#">Hand Sanitizer Poster</a></li> </ul>			
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>			
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>			

# 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>🔗 <a href="#">"Return to School"</a> document (EECD)</li> <li>🔗 District Student Support Services</li> <li>🔗 Guidelines for itinerant (visiting) professionals</li> </ul>	<p>Physical barriers will be installed where necessary (cafeteria between bubbles and in high traffic areas).</p> <p>Plexiglass barriers used when necessary.</p>	<p>District Maintenance</p> <p>Admin/teachers</p>	<p>In Progress</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>Face shields are being provided for each staff member.</p> <p>Additional PPE will be procured if necessary with DSS consultation.</p>	<p>Admin/ESS Team</p>	<p>In Progress</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>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> <li>→ Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged.</li> <li>→ Logs must be kept onsite and readily available to Public Health</li> </ul>	<p>Daily Attendance will be kept as usual.</p> <p>Visitor logs will be kept at main office as per standard protocol. Phone numbers will be added to visitor logs.</p>	<p>Admin/AA/ Teachers</p>	<p>In Progress</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>	<ul style="list-style-type: none"> <li>☞ <a href="#">Health Canada information on non-medical masks and face coverings</a></li> <li>☞ <u>"Return to School"</u> document (EECD)</li> </ul>	<p>NMM will be used as soon as symptoms are exhibited and will be required until they vacate the building.</p> <p>EWG Food Services will finalize an operational plan using template and with support of WorkSafe NB (Masks/face shields worn, PD will be maintained, food and money will be handled by separate, etc.) Will be shared with District OHS coordinator.</p> <p>If 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. Parents will be asked to pick up students within the hour and advised to contact 811.</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 OHS Act and regulations.	<ul style="list-style-type: none"> <li>☞ <a href="#">OHS Guide-Three Rights</a></li> <li>☞ Responsibilities of Employer, Supervisor, Employees</li> </ul>	Communicate during start up days and staff meetings. Materials/Resources will be supplied through DO.	Admin	In Progress
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"> <li>☞ <a href="#">OHS Guide-New Employee Orientation</a></li> <li>☞</li> </ul>	Student orientation conducted during staggered entry opening days. Reiterated by teachers during the year.	Admin/ teachers	
3) Provide staff the employee training on the COVID-related work refusal process.	<ul style="list-style-type: none"> <li>☞ Right to Refuse Process</li> <li>☞ School District HR</li> </ul>			
4) Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.	<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>			
5) Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.	<ul style="list-style-type: none"> <li>☞ Supervisors = Principals and Vice Principals - this will be done by HSC &amp; PH</li> </ul>			
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.	<ul style="list-style-type: none"> <li>☞ Facilities, DSSS, and HSC will provide support for this</li> </ul>			
7) Make available appropriate <u>personal protective equipment</u> for the school setting.	<ul style="list-style-type: none"> <li>☞ District Student Support Services</li> </ul>			
8) School district Human Resources confirm process for addressing employee violations of policies and procedures.	<ul style="list-style-type: none"> <li>☞ HR Department to provide guidance</li> </ul>			

<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 GuideS-JHSC</a>  → Involve your JHSC as much as possible!</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>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 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>	<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>			

# 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>Staff will be trained during start up days. Students will be informed on how OMP will work.</p> <p>Isolation areas close to office with visual supervision from main office (AA, EST-R and Admin). Alternate isolation room will be the former copier room.</p> <p>This plan will be shared once finalized by EECD.</p>	Admin	In Progress

# 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>Communicate supports via email and during start-up meetings.</p>	<p>Admin</p>	<p>In Progress</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>	<p>Review document</p>	<p>Admin/Guidance</p>	<p>In Progress</p>

## 13. Additional Considerations: School specific

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
<p>1. <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 drills will be conducted as usual as directed by Office of the Fire Marshall</p> <p>NMM will not be mandatory as risk of fire is more immediate and takes precedent over Covid 19 protocols. Class bubbles will be maintained and PD will be observed at designated areas outside the school and re-entry into school will be staggered to allow for PD.</p> <p>Lockdown drills will proceed as usual. NNM will not be required as directed by Office of the Fire Marshall. Bus evacuation drills will be conducted during the month of September within class bubbles and sanitized between classes.</p> <p>There will be a waiting area for students with chairs physically distanced outside the main office area. A conference will be conducted with student by Admin. Student will remain in PD in conference area and instructed to wear NMM. Depending on situation, admin response may include verbal/written warning, communication with parents, guidance referral or suspension. Parents may be required to pick up their child during the school day.</p>	Admin/ teaching staff	In Progress



Draft