

## COVID-19 OPERATIONAL PLAN FOR SCHOOLS

To ensure safe school environments each must apply risk mitigation measures consistent with Public Health guidance and the *Occupational Health and Safety Act* and regulations. All schools, and district offices, must develop a written COVID-19 operational plan to provide the safe environment needed for students and staff.

The following 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 each 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.

Refer to EECD's *Return to School*, September 2020 document and its appendices for primary support for the requirements listed below.

School Name: **Garden Creek School**

Principal (Signature): Katherine Campbell

School District Official (Signature): \_\_\_\_\_

Plan Implementation Date: September 2020

Plan has been reviewed internally to assess any new risks or changes to regulatory guidelines; Oct to May, monthly, and as increased hazard/risk conditions warrant:

_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date
_____ Name	_____ Date	_____ Name	_____ Date

**RATIONALE – Effective Risk Mitigation – Infection and Prevention Controls**

The best prevention controls in a workplace are achieved by first focusing on recommended physical distancing and taking every reasonable step to configure the physical site to apply an appropriate physical distance between people. All must practice appropriate hand hygiene and respiratory etiquette. Once all reasonable options in this category have been exhausted, move to engineering controls (e.g., barriers) and conduct the same exercise, then administrative controls (directives), and so on until personal protective equipment (PPE) as a final step, if required.

In addition to the guidelines and regulations, everyone in the school is responsible for ensuring their own safety and the safety of all others.

Visible signage with clear messaging is a key component to effective on-site communication regarding the prevention and control of COVID-19.

The K-12 *Return to School September 2020* document is the comprehensive and first reference point for this document.

Communications	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<u>Communications</u>		
Communicate operational strategies, provide orientation to school personnel and students.		
Communicate operational strategies, provide orientation to visiting professionals		
Communicate operational strategies to parent/caregiver and school community.	District Communications	

**Describe how school operational strategies are being communicated.**

**School personnel:**

- \*Plan was communicated via e-mail upon District approval. They will be asked to read the plan prior to the first day of work.
- \* Aug 31: TEAMS staff meeting at 10:00 AM to review plan. If a member is not in attendance (EAs), this will be reviewed with them on September 4th

**Students:** \* Plan communicated by homeroom teachers via student staggered entry.

**Supply Staff:** \*Plan provided in advance through attachment on AESOP when accepting jobs.

**Visiting professionals:** \* Given plan in advance of visit plus in -person orientation on first visit of the year to review the school plan.

**Parents and school community:** \* Plan/plan summary will be sent to each family through email distribution in a memo and will be posted on the school website. Parents will be encouraged to respond to the Principal with any questions or concerns they may have.

Building Access	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<b><u>Building Access</u></b>		
Controls are in place to prevent the public from freely accessing the operational school.		
Procedures are in place to reduce congestion and follow physical distancing requirements during the school start and dismissal times.		
Provide COVID controls for staff working outside of the classroom.	<i>Return to School</i> document	

**Parents/guardians:** They will be informed that they are not to enter the school without an appointment and will need to wear a mask. This will be reinforced in schoolwide weekly memo.

**For students who need to leave the school for appointments:** Parents are to let the homeroom teacher know in advance, with the date, time and name of the person picking up. The teacher will inform the office when such a note is received. When the person picking up arrives, they will call the school or ring the bell and wait outside. The student will be called down and will wear a mask. A staff member will walk the student to the front door and note the time of departure and watch the student get picked up.

**Students who arrive at school after 8:15:** They will be permitted into the building by the administrative assistant. Parents will remain outside until the child is permitted inside. Child will wear a mask through the halls. The administrative assistant will record when the child arrived as well as the reason the child was late.

**For all other members of the public:** When they arrive at the school, they are to ring the bell to state their business and be appropriately directed by the admin assistant. Signage to be posted on the door to ring the bell.

**School start procedures:** Parents will be asked to have their child wear a mask when dropped off at school until they get to the classroom. Drop off is by the concrete barrier up to 6 cars at a time with 2 staff members on drop off/front duty. Students arriving on the school bus will also be asked to wear their mask when dropped off until they get to their classrooms. Students will sanitize when they enter at the station and proceed directly to their classrooms. When available, disposable masks will be given at front doors to those who forgot theirs. This will be supervised by extra EA hours for the early morning, and later to the extent possible.

**School dismissal procedure:** K-2 classes will dismiss in reverse age order from the end balcony doors with their teachers, ensuring 2m between classes. Pickups will be dropped off first then students will be taken to the bus area for bus-by-bus drop off in their class lines, remaining in their bubbles 2 m apart. Grade 3-5 classes will dismiss the same way. On Wednesdays, the office will call students to load buses by grade level in reverse order. The door will be propped open by a hook for these time periods (still waiting on hook installation at balcony doors).

**Staff working outside the classroom:** Hand sanitizer will be provided in all work areas. Staff working directly with students outside of a bubble classroom will wear masks, and maintain a 2m distance from students when possible/applicable. Students from the same bubble class will be in the same group for small group work. Between groups from different classes, materials/areas will be sanitized. These procedures will be reviewed and revised at meetings throughout the year.

**The risk assessment within the school:**

- Students will have interactions with approximately 1 – 5 people while at school.
- Students will have interactions with others at a distance of less than 2 m.
- Students will have prolonged interactions with others at less than 2m(longer than 15 minutes).
- The setting in some classrooms will be a high density of people.
- The classroom setting is primarily indoors with poor ventilation (no ventilation system other than windows/doors).
- Students have frequent contact with high-touch surfaces.
- Some staff and students belong to high risk groups and/or reside with someone belonging to a high-risk group.
- Insufficient number of washroom facilities to wash hands at frequent intervals.

**Mitigating factors to address the risks are as follows:**

- Students will be taught to follow hygiene practices such as frequent hand hygiene, respiratory etiquette, physical distancing and identifying when they are feeling ill and staying home. This information will be reviewed, daily to weekly as required to ensure all students are following these practices.
- High touch surfaces will be sanitized as per district guidelines.
- Students and school personnel will have frequent access to hand sanitizing stations.
- Encourage teachers to do outdoor learning and keep windows open when possible.
- Supplies are available to school personnel for sanitizing items.
- Supplies are available to students and staff to practice hygiene (hand hygiene supplies, tissues, waste baskets).

**Physical isolation elements:** Students exhibiting one symptom: temperature will be taken. If above 38 degrees, isolate in the old VP office (curtain for multiple students) or kitchen, and call home for pick up (within 1hr). Students with two symptoms, isolate in the same way and call home to pick up (within 1hr). Student will wear a mask in isolation (if tolerated/special needs students) and office/nearby staff will also wear a shield and mask and maintain 2m distance as possible while student is isolating. Staff who have illness will wear mask and go home rather than isolate at school.

Physical Distancing	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Implement physical distance protocol.	Return to School document Facilities staff Itinerant professional plans	
<ul style="list-style-type: none"> <li>• Consider staff, students, visiting professionals, parents/guardians, and community members.</li> </ul>		
<ul style="list-style-type: none"> <li>• Arrange furniture to promote the physical distancing requirements. (Include a reception area).</li> </ul>		
<ul style="list-style-type: none"> <li>• Provide visual cues on floor, indicate directional movement where appropriate, “no-stopping” areas in narrow hallways, etc.</li> <li>• Determine if installation of physical barriers, such as partitions, is feasible.</li> </ul>		
Establish protocols to ensure people don’t congregate in groups (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.).	Return to School document	
Evaluate options to reduce those required onsite,		
Evaluate the risk of individuals/class bubbles coming closer than one metre, or two metres in common areas at the high school level.  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.		

Risk Assessment	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<b>Risk Assessment</b>	<a href="#">Risk Assessment Guideline Health Canada</a>	
Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.	OHS Coordinators  Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic <a href="#">Risk Mitigation Tool</a>	
Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.	<i>Return to School</i> document.	

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Evaluate options to reduce those required onsite,		
Evaluate the risk of individuals/class bubbles coming closer than one metre, or two metres in common areas at the high school level.  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.		

**Physical Distancing:**

**Describe how physical distancing is being implemented and communicated:**

**Hallways:** Teachers will lead and stop/start classes so that they do not come within 2m of one another. Classes will wait where necessary until the other class is out of the way. Students in hallways without the teacher will wear their mask in case they encounter another student traveling in the opposite direction. During dismissal and recesses classes will be led in one-way direction outside by their teacher to their destination. They will use their designated door. These procedures will be reviewed and practiced. Arrows will be posted to the sides of the main hallways as well as a yellow line down the middle of both main hallways to show distancing in the hallways. After the first week of school, we will review these procedures.

**Stairwells by the front door/library:** all sufficiently wide to do two-way traffic if students keep tight to the right by the banisters. Arrows will be posted to remind directions. Teachers will ensure classes do not pass on all the other stairs. Students will be taught to wait if anyone else is on the narrow stairs (unless masked). The students will be taught these procedures by classroom teachers.

**Washrooms:** students will use the washroom for their floor (as usual). All students will wear a mask. Classes will have assigned times to do a pre- or post-recess and pre- or post-lunch washroom visit. During the class bubble washroom time, classes will sanitize their hands before entering (on leaving classroom) and wash hands before leaving. Classes will wait with their teacher until all students are done in the washroom. During the rest of the day, when students go individually, students will be taught to sanitize hands when leaving the classroom. The student who is in the hall outside of their bubble individually must wear their mask. This teaching will be done by classroom teachers.

**Staff Room:** Up to 4 people at a time in the staffroom with tables set out 2m apart, primarily used for specialist teacher/EA breaks. Other staff members, wearing masks, may walk into the area to access their food and/or to go to the washroom. Staff are asked to bring their own water bottle. Microwaves, fridges and Keurig will be available for use in staff room and kitchen only.

**Office Area:** As long as physical distancing can be maintained, staff and parents (by appointment) may enter the office wearing a mask, asking permission from admin assistant(s) if necessary (AA will decide if too many people in office). No one may go behind the administrative assistant's desk. All items for storing and heating up lunches and coffee breaks will be removed to downstairs kitchen for staff access.

<b><u>Transition Times</u></b>		
School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.	District OHS Coordinator Facilities Staff	
School layout guide maps to inform students, staff, visitors, and public are encouraged.		
Provide time for food preparation and mealtimes.	<i>Return to School</i> document	

**Transition:**

**Describe how transitioning/staggering is being implemented and maintained:** Staggered schedules are in place for recess/ lunch times ,specialists and class washroom breaks. Classes have been divided into 2 mixed level groups of 10 classes for the purpose of staggering and physical distancing. A 10-zone rotational playground plan (in keeping with the 10 classes per group) is in place for distancing. Zones will be delineated with spray paint, pylons, and natural markings where applicable. Dismissal will be staggered by grade. Staff meetings will be virtual except for some distanced, small-group team meetings.

Screening	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<b>Screening</b>		
Ensure that the staff understands and implements its screening process.  Staff must screen themselves, take their temperatures, before leaving residences. If there are symptoms of COVID, they should not be at school.		
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.	EECD Outbreak Management Plan <i>Return to School</i> document	
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.	EECD Outbreak Management plan.	

**Screening:**

**Outline how passive screening requirements are being met and communicated.**

**Parents/caregivers** : will be given the document on symptoms of COVID 19. They are to screen their child by referencing the document and take their child’s temperature prior to the child leaving for school **as needed**. They will be required to ensure that if their child is not feeling well, their child remains at home.

\*As per provincial protocol, parents/caregivers will need to have their child tested for COVID 19 when presenting with sufficient symptoms to require testing. Parents/caregivers will be asked to contact 811 if they are unsure as to whether or not testing is required.

\*Those who have an appointment to enter the building will be required to answer the posted COVID 19 questions prior to entering the building and wear a mask.

**School Personnel:** Passive screening will be required by school and district personnel. Signage will be posted at all entrances. Staff will be provided with a symptoms checklist to use to check prior to leaving for work each day. Staff should take their temperature when necessary.

**Awareness of symptoms:** If a member of the school’s personnel becomes aware that an individual is suspected of having COVID 19, he/she will notify the administration. A member of the administrative team will make contact with the individual to verify the information. School personnel and parents/caregivers are to report to administration if they or their child is suspected of having COVID 19. If being tested, school personnel and students will be required to stay at home until they have received confirmation that they do not have COVID 19.

Students and staff members are to self-monitor throughout the day. If students or staff members become ill with symptoms, they are to report this to their teacher, direct supervisor and/or administration immediately. Students will immediately move to isolation and be picked up by parents within 1 hour. Staff members will leave immediately. Students and staff who begin to feel ill will be required to wear a mask immediately following onset of symptoms.

Cleaning and Disinfection Procedures	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
	<i>Return to School</i> document and appendixes for guidelines	
<ul style="list-style-type: none"> <li>• Proper hand hygiene practiced before and after handling objects or touching surfaces.</li> </ul>	<a href="#">Hand Sanitizer Poster</a>	
<p>Ensure availability of all necessary supplies for cleaning and disinfecting. Consider "Sanitization Stations" for accessing, borrowing and returning products by staff.</p> <p>Designate personnel responsible for monitoring supply levels and communicating with administrators.</p>		
Washrooms		
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Foot-operated door openers may be practical in some locations.</li> </ul>	Schools Custodial and District Facilities Management	
<ul style="list-style-type: none"> <li>• Hand-washing posters must be posted.</li> </ul>	<a href="#">Handwashing Poster</a>	
<ul style="list-style-type: none"> <li>• For multiple stalls and sinks in washrooms, limit access through a maximum numbers allowed in the space at one time based on distancing requirements.</li> </ul>		
<b>Since physical barriers are not always possible:</b>		
<ul style="list-style-type: none"> <li>• Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items.</li> </ul>	Cleaning and Disinfection Guide for Schools	
Encourage proper hand hygiene before and after handling objects or touching surfaces.		
Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	Cleaning and disinfecting guide	
For ventilation, consult the <i>Return to School</i> document.	Facilities staff	

**Describe the cleaning and disinfection procedures and how they are being managed.**

**Proper hand hygiene practice:** Hygiene will be reviewed with staff and students. Homeroom teachers will have copies of sanitizing procedure in their classrooms and handwashing will be posted at washroom locations.

**Custodian Responsibilities** Cleaning and disinfection of student desks and chairs is to be done daily as part of the nightly cleaning; Frequently touched, shared surfaces should be cleaned and disinfected at least twice a day; Washrooms and change rooms should be cleaned and disinfected frequently (at least 3 times a day); the designated isolation area is to be cleaned and disinfected after each use-office will let custodians know when this needs to be done. A schedule will be maintained with all necessary procedures as well as posted in the custodial rooms, Aesop as possible for custodial subs to use.

**Phys. Ed. and music teachers** will sanitize items used in their classes, time between classes has been built into their schedule for this task.

**Access to Sanitizer:** Staff will have access to sanitizer and cleaner in stations located upstairs and downstairs in custodial rooms. Custodians will be responsible for filling/managing supplies.



<b>Personal Hygiene Etiquette</b>	<b>Resources</b> (Examples, Templates, Guidance Documents)	<b>Status</b> (Done, In Progress, Not Started, N/A)
Use masks according to the <i>Return to School</i> document protocols.	<i>Return to School</i> document.	
Promote appropriate hand and respiratory hygiene.		
<ul style="list-style-type: none"> <li>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>	<a href="#">Handwashing Poster</a>	
<ul style="list-style-type: none"> <li>Provide minimum 60% alcohol-based hand sanitizer.</li> </ul>	<a href="#">Hand Sanitizer Poster</a>	
<ul style="list-style-type: none"> <li>Communicate frequently about good respiratory hygiene/cough etiquette.</li> </ul>	<a href="#">Coronavirus disease (COVID-19): Prevention and risks</a>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	Cleaning and Disinfection Guide for Schools	

<b>Protective Measures</b>	<b>Resources</b> (Examples, Templates, Guidance Documents)	<b>Status</b> (Done, In Progress, Not Started, N/A)
To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers. *To ensure that members of vulnerable populations and students with complex needs are accommodated.	<i>Return to School</i> document District Student Support Services Guidelines for itinerant (visiting) professionals	
<b>Provide personal protective equipment – only for those situations that require it:</b>		
<ul style="list-style-type: none"> <li>Hand protection (nitrile, rubber or latex gloves)</li> </ul>	<a href="#">OHS Guide-PPE</a> <a href="#">PPE Poster</a>	
<ul style="list-style-type: none"> <li>Eye protection (safety glasses, goggles or face shield)</li> </ul>	District Student Support Services	
<ul style="list-style-type: none"> <li>Other PPE as determined necessary through the risk assessment</li> </ul>		
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. This is in addition to regular school attendance logs. 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.	<i>Return to School</i> document	
<b>Additional Protection</b>		
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.	<a href="#">Health Canada information on non-medical masks and face coverings</a>	
Considerations for schools licensed under Food Premises Regulations	<i>Return to School</i> document	

**Personal Hygiene:**

**Describe how requirements for personal hygiene are being met and communicated. E.g. training for use of products and PPE.**

**Staff PL:** Training will be provided as needed on use of cleaning materials, and how to sanitize safely. Will be provided by district OH&S coordinators according to return to school document.

**Student training** will be done and discussed by classroom teachers, in collaboration with grade level teams and whole staff teaming. Posters will reinforce at key locations.

**Protective equipment** will be supplied as needed, and custodians will ensure the supplies are here.

**No hot lunch or milk will be offered this year until at least Christmas.**

Occupational Health and Safety	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<b>Occupational Health and Safety Act and Regulation Requirements</b>		
Communicate to staff and supervisors their responsibilities and rights under the <i>OHS Act</i> and regulations.	<a href="#">OHS Guide-Three Rights</a>	
Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.	<a href="#">OHS Guide-New Employee Orientation</a>	
Provide staff the employee training on the COVID-related work refusal process.	<a href="#">Right to Refuse</a> School District HR	
Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.		
Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.		
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.		
Make available appropriate <u>personal protective equipment</u> for the school setting.	District Student Support Services	
*School district Human Resources confirm process for addressing employee violations of policies and procedures.		
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.	<a href="#">OHS Guide-JHSC</a>	
Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.	<a href="#">OHS Guide topic-Supervision</a>	

<p>Communicate to all staff the requirement to co-operate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.</p> <p>Schools must engage the district from the beginning.</p> <p>Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.</p> <p>Once the district is advised of a positive case, they must then report it to WorkSafeNB.</p>	<p>EECD and school outbreak management plan <i>Return to School</i> document</p>	
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**Elements of the OH&S Act and Regulations – School-based COVID Response:**

<p>Outline how the requirements for OH&amp;S within a COVID response are being met:</p> <p>We will send the link to OHS “Three Rights” Document to staff as well as the right to refuse link (linked in the plan) and discuss at opening meetings. Supervisors have documents referenced.</p> <p>Operational plan was developed in consultation with interested volunteers from the staff. Guidelines in <i>Return to School</i> document and operational plan as well as use of PPE, are being shared and discussed with staff, as per plans outlined above, through meetings and discussions online.</p> <p>Revamped visitor log and mask requirements (as described above).</p> <p>PPE is being provided by district and school will purchase some additional resources if necessary.</p>
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**Outbreak Management Plan – COVID Response:**

<p>Using the <i>Return to School</i> document, outline how the requirements for COVID response are being met.</p> <p>Guidelines in <i>Return to School</i> document and operational plan as well as use of PPE, are being shared and discussed with staff, as per plans outlined above, through meetings and discussions online. Updated info shared as needed and as response levels change.</p>
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<b>Additional Considerations:</b> e.g., Mental Health Support	<b>Resources</b> (Examples, Templates, Guidance Documents)	<b>Status</b> (Done, In Progress, Not Started, N/A)
Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.	<a href="#">GNB Mental Health Resource</a> School District support staff School District Human Resources Staff	
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>	School District Support Services	

**Additional Considerations:**

Describe how any additional considerations are being met:

Staggered re-entry to school. Classroom teachers will work on wellness within their classroom with their students. Administrators will attend PL (NACTATR website) on managing traumatic impact for return to school for staff and students. Staff will do a PL/discussion on mental health/re-entry (Kevin Cameron session and follow up later in fall). This clear and concise operational plan (living document) will help mental health.

**ENTRANCE LOCATIONS FOR CLASSES FROM RECESSES (2m SPACED)**

**All classes will enter/leave front doors for beginning/end of day and doors for recesses (led by teacher 2m spaced)as described below**

**GROUP 1: recess 9:45-10:00 and lunch 11:40-12:10 (out) 12:10-12:30 (eating)**

**KK-back entrance**

**KM-back entrance**

**1FIC-back entrance**

**1FIE-balcony entrance**

**2FIA-balcony entrance**

**3M-portable entrance**

**5S-portable entrance**

**2FIR-front entrance**

**3FIB-balcony entrance**

**3/4FIG-front entrance**

**GROUP 2: recess 10:10-10:25 and lunch 12:20-12:50 (out) 12:50-1:10 (eating)**

1S-back entrance

KT-back entrance

1FIV-balcony entrance

2W-front entrance

4B-portable entrance

2FIF-front entrance

2FIL-balcony entrance

4FID-front entrance

5FIP-balcony entrance

5FIM-back entrance

**Rotational Playground Zones:**

