

# CoViD-19 Operational Plan

Tabusintac Community School

Academic Year 2020-2021  
Version 002

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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>	Initial communication to parents to go out via School Messenger, the Tabusintac Community School Facebook page and the school website	Done
2) <b>Building Access</b>	Signs are posted and will include the office phone number for those wishing to make an appointment. This will be clearly communicated to parents and visitors	Done
3) <b>Risk Assessment</b>	Section 3 Completed	Done
4) <b>Physical Distancing</b>	“Stay to the Right” signage posted  6ft physical distancing signage posted	Done  Done
5) <b>Transition Times</b>	Clear communication with staff regarding arrival and dismissal protocols done at beginning of the year staff meeting	Done
6) <b>Screening</b>	Follow the directives of Public Health  Prepare an isolation area (room 110)	Done  Done
7) <b>Cleaning &amp; Disinfection Procedures</b>	Follow directives from District Administration will ensure policy is followed by custodians, staff and students where applicable (ie thorough desk cleaning during recess times, regular cleaning of high touch surfaces – washrooms, doorknobs, etc)	Done
8) <b>Personal Hygiene Etiquette</b>	Signage posted throughout building Video shown to help younger students Reinforced by staff members	Done Done Done
9) <b>Protective Measures</b>	Signage Visitor’s Log Disposable Masks available at office for visitors Face shields provided for each staff member	Done Done Done Done
10) <b>OHS Regulation Requirements</b>	Follow Directives from Barb MacFarlane	Done
11) <b>Outbreak Management Plan</b>	Follow Directives from Public Health	Done
12) <b>Mental Health Support</b>	Ensure brochures are available in staff room and office area	IP

<b>13) Additional Considerations</b>		
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## 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:	
<b>School Name:</b> Tabusintac Community School	
Principal (Signature): _____	Superintendent (Signature): _____
Director of Fin. & Admin. (Signature): _____	Health & Safety Coord. (Signature): _____
<b>Implementation Date:</b> <u>September 2020</u>	

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
Beverly Morris	1	September 3, 2020			
Beverly Morris	002	September 16, 2020			

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

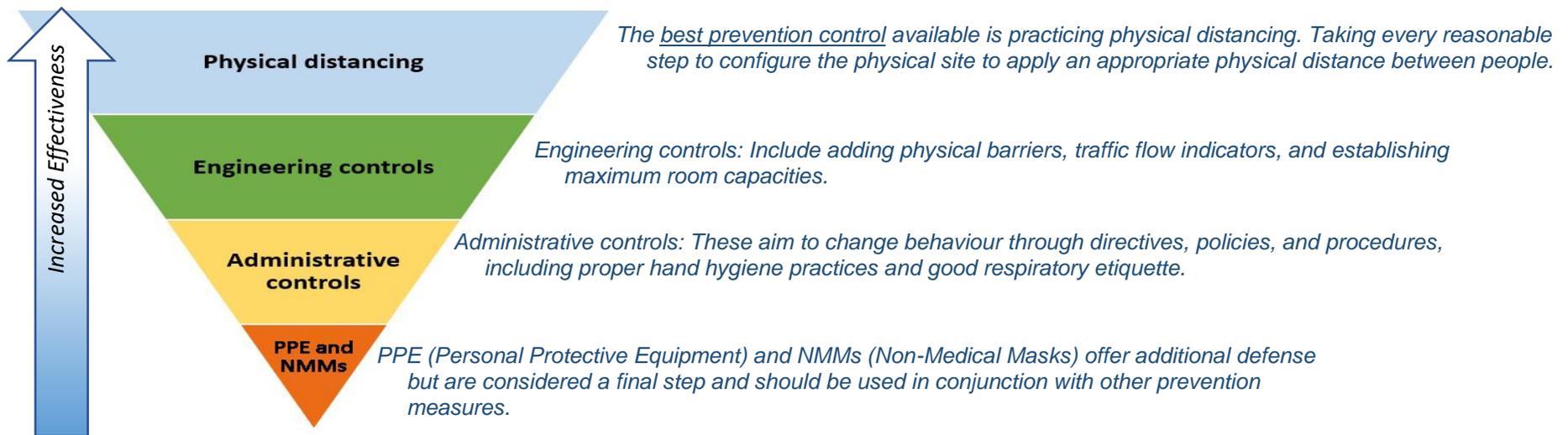
## RATIONALE

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

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

## Prevention

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



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

## Clear Communication

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

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

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



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

**Everyone must practice proper hand hygiene and good respiratory etiquette.**

## Everyone Is Responsible

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

### Legend:



Helpful idea or suggestion



Things to do or things to consider



Helpful link or template provided



Something referenced previously in the document

# 1. Communications

Communications	Resources (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
1) <b>Communicate operational strategies, provide orientation to school personnel and students.</b>	District/Department Communication	Teachers – at Staff Meeting EAs – at Staff Meeting Students – Video Message	B. Morris	Done
2) <b>Communicate operational strategies, provide orientation to visiting professionals</b>	District/Department Communication and Regulations	Posted Memo and Signage Verbal Communication upon entry	B. Morris	Done
3) <b>Communicate operational strategies to parent/caregiver and school community.</b>	District Communications	TCS Facebook Page School Website Written Memo School Messenger Voice Message	B. Morris	Done

## Communication - Strategies



Describe how school operational strategies are to be communicated.

**Operational strategies are to be communicated to staff via meetings and posted materials. Parents will be informed through the school website, Facebook Page, School Messenger voice mail, email and memos.**

## 2. Building Access

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person Responsible	Status (Done, In Progress, Not Started, N/A)
<b>1) Controls are in place to prevent the public from freely accessing the operational school.</b>	<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> </ul>	<p>Doors are always locked – no entry unless appointment has been made through the office. Phone number posted on the door.</p> <p>In the event of an emergency, visitors will call to announce their purpose and follow the direction of administration</p> <p>Visitor's log kept indicating name, contact number, time in/out, all students visited and room/location used</p>	<p>B. Morris A. Forbes J. Holmes</p> <p>B. Morris A. Forbes</p> <p>B. Morris A. Forbes</p>	<p>Done</p> <p>Done</p> <p>Done</p>
<b>2) Procedures are in place to control congestion during the school start and dismissal times</b>	<ul style="list-style-type: none"> <li>→ Staggered start/end times?</li> <li>→ What time will teachers begin to supervise?</li> <li>→ Will students be able to wait in a space designated for their 'bubble'? (classroom? taped out space in gym?)</li> <li>→ Review your floor plans for help if needed</li> </ul>	<p>All students go directly to their classroom upon arrival no earlier than 7:45am</p> <p>2:30pm – all students who will be picked up will exit with support staff (staying to the right of the hallway)</p> <p>2:35pm – all students taking the bus will exit (staying to the right of the hallway) and buses will be loaded from back to front</p>	<p>B. Morris R. Doucette</p> <p>B. Morris Support Staff</p> <p>B. Morris Homeroom teachers</p>	<p>Done</p> <p>Done</p> <p>Done</p>
<b>3) Provide COVID controls for staff working outside of the classroom.</b>	<ul style="list-style-type: none"> <li>→ <i>Return to School</i> document</li> <li>→ How are you controlling ASD-N staff that travel from school to school?</li> </ul>	<p>Staff who will be working with students outside of their bubble or in common areas will wear a mask/face shield if they cannot maintain the 2m distance</p> <p>Staff from District will maintain 2m distance and wear mask/shield and fill out information in the visitor's log</p>	<p>All Staff</p> <p>Visiting ASD-N Staff</p>	<p>Done</p> <p>Done</p>

Building Access – Strategies:



Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. Visitor logs must be used. Controlled access measures for COVID-19 cannot adversely affect emergency response.

Access will go through the main office. Staff will stay with their bubbles unless schedule dictates they will be with other students. In the case that 2m distance can't be maintained, they will wear a mask/face shield. All visiting staff must fill out Visitor's Log.

### 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) <b>Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.</b></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>Complete risk assessment to triage high risk areas and troubleshoot solutions</p>	<p>B. Morris</p>	<p>Done</p>
<p>2) <b>Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.</b></p>	<ul style="list-style-type: none"> <li>🔗 Outbreak Management Plan - Template</li> <li>🔗 <i>"Return to School"</i> document (EECD)</li> </ul>	<p>If someone shows signs of illness (symptoms listed for COVID 19), they will be masked, gloved and remain in the isolation room until they are able to leave the premises</p>	<p>B. Morris</p>	<p>IP</p>

**Risk Assessment – Strategies:**

 Consider the all the different spaces, people, and things in your school and how people interact in those spaces and with those things. This will be the most daunting part of your plan, but it is critical to the success of your overall plan and being thorough with it in the beginning will mean fewer surprises down the road.

## 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).

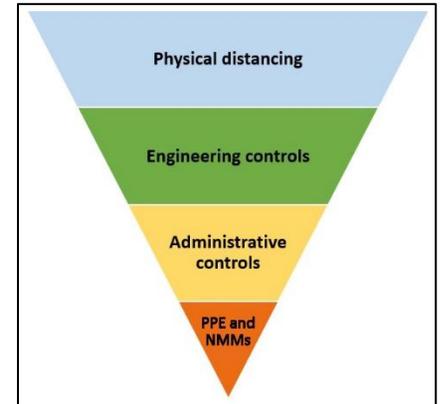


Figure 1: Modified Hierarchy of Controls for COVID-19<sup>1</sup>

- **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.

### School Risk Assessment Tool

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

To assess each space, consider the following two categories<sup>2</sup>: **Contact Intensity** (*close or distant, prolonged or brief*) and **Modification Potential** (*degree to which the activity can be modified to reduce risk: an activity that is highly modifiable means that superior controls like physical distancing or engineering controls can be implemented*).

Consider the following framework for assessments:

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

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

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

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

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

### Who, What, Where to Consider

Space	Contact Intensity	Modification Potential	Mitigation Measures/Resources
Points of entry	Main Door - Medium Portable Door - Low	Medium Low	Doors will be propped open so no one has to hold them High touch areas will be sanitized 3 times a day Grade 6-8 will enter through a separate door and wear masks until they are in their bubble
Main office	Prolonged/Medium to high	High	Staff will make sure no more than 1 person is there before entering to photocopy No students to be in the area – calls will be made to the office
Hallways	PE (Middle School) – Medium	Medium	Middle school students will wear masks in the hallway and keep to the right. K-5 will be encouraged to wear masks when they are on their way to the cafeteria/washroom

	To Lunch/Cafeteria - Medium	Medium	
<b>Stairwells</b>	N/A		
<b>Staff lounge</b>	High/Medium	Medium	Physically distanced with maximum capacity posted Sanitize equipment after use
<b>Staff washroom</b>	Low	Medium	One in building. Single stall.
<b>Student lounge</b>	N/A		
<b>Student washroom</b>	Prolonged/High	Medium	Students led to washroom area as a group with supervisor (max 2 at a time) Signage placed for handwashing No door to room, so no touching doorways Sanitizing 3 times per day for taps, stall doors
<b>Classrooms</b>	Prolonged/High	Low	Classroom bubbles established (including Gr 6-8 since they are one group) Shared materials are sanitized after use
<b>Gym</b>	Prolonged/High	Low	Classroom bubbles will go to gym alone and mostly outside. Equipment is sanitized after use.
<b>Library</b>	N/A		
<b>Cafeteria</b>	Prolonged/High	Low	2 bubbles at a time and spaced much further than 2m One microwave used by older students in their bubble and sanitized before the next group of students use it. One microwave is used only by a masked staff member for the younger students. Hand sanitizing takes place between uses.
<b>Playground</b>	Prolonged/High	Medium	Each bubble is on playground separately. Students will sanitize their hands before entering and upon exiting the playground area. Items have been purchased for each bubble so that they don't have to be shared (sidewalk chalk, kites, ribbons, bubbles) Field games will be encouraged
<b>Outdoor sports field</b>	Brief/Low	Low	Only used by our students in their bubble
<b>Fitness Rooms</b>	N/A		

<b>Onsite Daycare</b>	N/A		
<b>Locker areas</b>	N/A		
<b>Maker Space</b>	Low	Low	Only used by staff until further notice

<b>People</b>	<b>Contact Intensity</b>	<b>Modification Potential</b>	<b>Mitigation Measures/Resources</b>
<b>Teachers</b>	Medium	Low	Meetings a physically distanced No more than 2 on common prep at the same time
<b>EAs/SIW's</b>	Brief/Low	Low	Breaks are Physically Distanced
<b>Custodians</b>	Low	Low	Only 1 custodian
<b>Students</b>	Prolonged/High	Low	In bubbles Stay to the right in hallway/Masked in hallway
<b>Resource Students</b>	N/A		All students in classes all day long
<b>Parents/Guardians</b>	Brief/Low	Low	No entry without appointment Mask warn if 2m distance cannot be maintained Log filled out if they enter
<b>Visiting Professionals</b>	Prolonged/High	High	Appointment/Schedule only Log filled out if they enter Mask warn if 2m distance cannot be maintained

<b>Items</b>	<b>Contact Intensity</b>	<b>Modification Potential</b>	<b>Mitigation Measures/Resources</b>
<b>Cafeteria Microwaves</b>	Low	Low	One microwave used by older students in their bubble and sanitized before the next group of students use it.

			One microwave is used only by a masked staff member for the younger students. Hand sanitizing takes place between uses.
<b>Staff room appliances</b>	Low	Low	Staff members required to sanitize after usage
<b>Water fountains</b>	High	High	Water bottles/ bottle filler only
<b>Shared books/handouts</b>	Low	Low	Only used in bubbles
<b>Shared computers</b>	Medium	Medium	Only used in bubbles/no computer lab
<b>Shared tools</b>	N/A		

## 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)
☞ <b>Implement physical distance protocol.</b>	☞ <u>"Return to School"</u> document (EECD) → K-8 = no PD within bubble and 1m minimum between bubbles → 9-12 = 1m between students in class and 2m outside of class → 2m is ideal, 1m is minimum, situations where individuals will be within 1m need to be assessed on a case by case basis.	Physical Distancing (2m) will be used during transition times. Masks are mandatory (gr 6-8) and encouraged (K-5)	All Staff/ Students	Done
		Maximum 2 class bubbles in the cafeteria at one time	B. Morris	Done
<b>a) Consider staff, students, visiting professionals, parents/guardians, and community members.</b>	☞ <u>"Return to School"</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	"Stay to the Right" of the hallway/no arrows  No parent admittance without appointment  Visitors wear a mask	All staff/ Students/ Visitors  B. Morris  B. Morris	Done  Done  Done

	<ul style="list-style-type: none"> <li>→ Parents/guardians: appointments, room allocated for meetings</li> <li>→ Community members: Restrict where possible, else limit access.</li> </ul>	<p>Physical Distance in staff room</p> <p>Professional Visitors can use room 110 (unless occupied for isolation purposes). Log to be completed</p> <p>Virtual/phone meetings to replace face to face where possible.</p>	<p>All Staff</p> <p>B. Morris</p> <p>All Staff</p>	<p>Done</p> <p>Done</p> <p>Done</p>
<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>Furniture in lobby will be removed</p> <p>Cafeteria tables used will be the furthest ones apart</p>	<p>B. Morris</p> <p>J. Holmes</p>	<p>Done</p> <p>Done</p>
<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>Staff/Students stay to the right (Signage posted)</p> <p>Appropriate signage will be posted throughout the school</p>	<p>B. Morris</p> <p>J. Holmes</p>	<p>Done</p> <p>Done</p>
<b>d) Determine if installation of physical barriers, such as partitions, is feasible.</b>	<ul style="list-style-type: none"> <li>→ Contact Facilities staff for assistance if barriers are needed.</li> </ul>	N/A		
<ul style="list-style-type: none"> <li>☞ <b>Establish protocols to ensure people don't congregate in groups</b></li> <li>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.).</li> </ul>	<ul style="list-style-type: none"> <li>☞ <u>"Return to School"</u> document (EECD)</li> <li>→ 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)</li> <li>→ Always consider enforcement, if you cannot make sure it is being done right you need to think of a better way</li> </ul>	<p>Move immediately to classroom upon arrival and to bus upon departure</p> <p>Busses dismissed by classroom bubbles to fill bus from back to front</p> <p>Doors propped open at these times</p> <p>Masks required (Gr 6-8) and encouraged (Gr K-5) to and from bus area</p>	<p>Staff and Students</p>	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p>
<ul style="list-style-type: none"> <li>☞ <b>Evaluate options to reduce those required onsite.</b></li> </ul>	<ul style="list-style-type: none"> <li>→ Consider all who work/come to work onsite, can any work remotely? Can professionals work from their office (Skype)?</li> </ul>	<p>Virtual meetings encouraged</p> <p>Phone interviews with parents</p>	<p>All Staff</p>	<p>Done</p>

<p>🔗 <b>Evaluate the risk of individuals/class bubbles coming closer than one metre (1m), or two metres (2m) in common areas at the high school level.</b></p> <p>a) (Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down)</p>	<ul style="list-style-type: none"> <li>❖ Revisit <b>Risk Assessment Tool (pg. 6-9)</b></li> <li>❖ Revisit bullet above re: visual cues for traffic flow</li> <li>❖ Review floor plan</li> </ul> <p>→ Consider scheduling – who will be in hallways at same time? Can time between classes be extended to account for increased time for kids using one-way flow?</p> <p>→ Visualization: 'bubbles' of classes could be thought of like a school of fish – many individuals moving in unison.</p>	<p>Schedules will be followed and students will not be in common areas at the same time unless physical distancing can be maintained</p>	<p>All Staff</p>	<p>Done</p>
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**Physical Distancing – Strategies:**

<p>💡 Describe how physical distancing is being implemented and communicated.</p> <p><b>Students will be required (Gr 6-8) and encouraged (Gr K-5) to wear masks when in transition. Bubbles will be kept separate, even when outside for recess. Washroom breaks will be monitored by an adult, ensuring students aren't congregating in the washrooms.</b></p>
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## 5. Transition Times

Action Items	Resources/Considerations (Examples, Templates, Guidance Documents)	School Response	Person(s) Responsible	Status (Done, In Progress, Not Started, N/A)
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<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>	<p>→ Facilities staff for school scheduling/busing</p> <p>→ Your HSC: Barbara McFarlane, 625-0285</p> <p>❖ Refer to <b>PD_Masks_Descriptive Table</b></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>Physical Distancing will be used in cafeteria and will be classes in their bubbles</p> <p>Recess Times are staggered so no students will be in contact with other classes</p>	<p>All Staff</p> <p>All Staff</p>	<p>Done</p> <p>Done</p>
<p><b>2) Provide time for food preparation and mealtimes.</b></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>Snacks will be eaten in classroom bubbles</p> <p>Breakfast foods will be available in classroom bubbles</p> <p>Lunch will be brought from home</p> <p>Milk will be delivered to classrooms by masked staff member</p> <p>Masked staff member will be in charge of microwave for younger students. Older students will use the microwave in their bubble and sanitizing will take place between bubble uses.</p>	<p>Staff members on duty</p>	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p>

**Transition Times – Strategies:**

 Describe how transition times/staggering is being managed.

All classes will be on Recess and lunch separately except 2 bubbles will be physically distanced in the cafeteria at the same time.

## 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>Communicate policy</p> <p>Post policy</p>	<p>B. Morris</p> <p>B. Morris</p>	<p>Done</p> <p>Done</p>
<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>Isolation space is room 110</p> <p>Create a checklist protocol (decision tree)</p>	<p>B. Morris</p> <p>B. Morris</p>	<p>Done</p> <p>IP</p>
<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 with the instructions given. In the case the person showing signs of COVID-19 is a student, the parent or guardian is to call 811 and comply with the instructions given.</p>				

**Screening – Strategies:**

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

Parents will be informed that if their child begins to display symptoms related to COVID 19, their child will be isolated and the parent will be called to pick them up. They will be encouraged to call 811.

## 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"> <li>☞ <i>Return to School document and appendices for guidelines Return to School document and appendices for guidelines</i></li> <li>☞ Handwashing Poster</li> <li>☞ Hand Sanitizing Poster</li> </ul>	<p>Hand washing signage in washrooms and classrooms</p> <p>Sanitizing stations in classrooms and lobby</p> <p>Wipe down chairs/desks and shared materials before leaving (gr 6-8)</p>	<p>B. Morris</p> <p>J. Holmes</p> <p>Staff (K-2) Students (Gr 3-8)</p>	<p>Done</p> <p>Done</p> <p>Done</p>
2) Ensure availability of all necessary supplies for <u>cleaning and disinfecting</u> . Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.  a) Designate personnel responsible for monitoring supply levels and communicating with administrators.	<ul style="list-style-type: none"> <li>☞ District facilities management</li> <li>☞ School custodial staff</li> <li>→ Designate locations for ‘stations’</li> <li>→ Designate person responsible for stations</li> <li>→ Determine what/if sign out procedures will be required</li> <li>→ Who will be responsible for ensuring supply levels of onsite product are sufficient?               <ul style="list-style-type: none"> <li>○ Custodian?</li> </ul> </li> </ul>	<p>Classroom stations checked daily</p> <p>Sanitizing station at all entrance/exits checked daily</p> <p>Spray bottles and cloths for sanitizing in classrooms checked daily</p>	<p>J. Holmes</p> <p>J. Holmes</p> <p>J. Holmes</p>	<p>Done</p> <p>Done</p> <p>Done</p>
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.	<ul style="list-style-type: none"> <li>☞ School custodial staff</li> <li>☞ District facilities management</li> </ul>	<p>Maintain disinfecting stations</p>	<p>J. Holmes</p>	<p>Done</p>

b) Foot-operated door openers may be practical in some locations.		n/a		
c) Hand-washing posters must be posted.	☞ Handwashing Poster	Handwashing posters in bathrooms and classrooms	B. Morris	Done
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.	<ul style="list-style-type: none"> <li>→ Post maximum occupancy (outside and reminder inside)</li> <li>→ Floor markings inside, in case of wait time for sink</li> <li>→ Floor markings outside for line ups</li> <li>→ 'Remove' every second sink from use (tape)</li> <li>→ Communicate washroom use expectations and etiquette to students (how? who?)</li> <li>→ Consider how this will be enforced</li> </ul>	<p>Maximum 2</p> <p>Taped waiting areas</p> <p>Team washroom use only</p> <p>Video message prepared for students and reinforced by staff</p>	B. Morris Staff members	<p>Done</p> <p>Done</p> <p>Done</p> <p>IP</p>
<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>	Maintain disinfecting stations	J. Holmes	Done
b) Encourage proper hand hygiene before and after handling objects or touching surfaces.	<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>	<p>Maintain disinfecting stations</p> <p>Signage posted</p>	B. Morris J. Holmes	<p>Done</p> <p>Done</p>
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>☞ Cleaning &amp; Disinfecting Schedule (Excel)</li> <li>☞ Educate/Train custodial staff on new cleaning measures (Facilities team and</li> </ul>	Maintain disinfecting stations	J. Holmes	Done

	HSC) however, consider the importance of this duty and perhaps think of ways to show appreciation – include students?			
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>	Maintain filters/ventilation	District Maintenance	IP

**Cleaning & Disinfection – Strategies:**

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

**Custodian given 1 hour per day overtime to complete sanitizing schedule**

# 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>	Masks used when physical distancing/ classrooms bubbles may not be maintained	Staff and Students	Done
2. Promote appropriate hand and respiratory hygiene. <ul style="list-style-type: none"> <li>a) Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>☞ <a href="#">Handwashing Poster</a></li> <li>→ Post signage through school about the importance of proper handwashing</li> <li>→ Communicate through announcements?</li> <li>→ School videos?</li> </ul>	Communicate wash and sanitize hands regularly with signage/ announcements	All Staff	Done
<ul style="list-style-type: none"> <li>b) Provide minimum 60% alcohol-based hand sanitizer.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Hand Sanitizer Poster</a></li> </ul>	Maintain disinfecting stations	J. Holmes	Done
<ul style="list-style-type: none"> <li>c) Communicate frequently about good respiratory hygiene/cough etiquette.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Coronavirus disease (COVID-19): Prevention and risks</a></li> <li>- Post signage through school about the importance of proper handwashing</li> <li>- Communicate through announcements?</li> </ul>	Communicate wash and sanitized hands regularly with memos, Facebook page, website and school messenger	B. Morris	Done
<ul style="list-style-type: none"> <li>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.</li> </ul>	<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>	Evaluate Operational Plan regularly  Classroom stations checked daily by custodial staff	B. Morris  J. Holmes	IP  Done

**Personal Hygiene – Strategies:**

💡 Describe how personal hygiene measures will be communicated, trained, and enforced.

Students will hear about this from homeroom teachers and all other staff members. Signage is posted. Videos will be produced and shared.

## 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>Masks will be used when physical distancing/classroom bubbles cannot be maintained</p> <p>Regular Communication to all parties</p>	<p>All staff and students</p> <p>B. Morris All staff</p>	<p>Done</p> <p>Done</p>
<p>2. <b>Provide personal protective equipment – only for those situations that require it:</b></p> <p>a) Hand protection (nitrile, rubber, or latex gloves)</p> <p>b) Eye protection (safety glasses, goggles, or face shield)</p> <p>c) Other PPE as determined necessary through the risk assessment</p>	<ul style="list-style-type: none"> <li>🔗 <a href="#">OHS Guide-PPE</a></li> <li>🔗 <a href="#">PPE Poster</a></li> <li>🔗 District Student Support Services</li> <li>🔗 Complex Case – Risk Assessment</li> </ul>	<p>Disposable masks located in the main office for visitors</p> <p>Shields and gloves available to all staff members</p>	<p>B. Morris A. Forbes</p>	<p>Done</p> <p>Done</p>

<p>3. In areas where following the school physical distancing standards as set out in the <i>Return to School</i> document is not possible, maintain an accurate visitor log, and staff and student attendance log.</p> <p>a) This is in addition to regular school attendance logs.</p> <p>b) Logs must be made available to Public Health for contact tracing purposes if it is identified that a person who tested positive for COVID-19 was present in the school.</p>	<p>☞ <u><i>Return to School</i></u> document (EECD)</p> <p>→ Consider resource classrooms where support workers will be working within PD guidelines. All entering these rooms will need to be logged.</p> <p>→ Logs must be kept onsite and readily available to Public Health</p>	<p>Visitors will have a log indicating name and contact number, time in and out, list of students seen and classrooms used</p>	<p>B. Morris A. Forbes</p>	<p>Done</p>
<p>→ <b>Additional Protection</b></p>				
<p>c) Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the <i>Return to School</i> document protocols.</p> <p>d) Considerations for schools licensed under Food Premises Regulations</p>	<p>☞ <a href="#">Health Canada information on non-medical masks and face coverings</a></p> <p>☞ <u><i>Return to School</i></u> document (EECD)</p>	<p>If staff or students are showing two or more symptoms of COVID 19, they will be masked and asked to move to the isolation room (Room 110). 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>B. Morris A. Forbes</p>	<p>IP</p>

**Protective Measures – Strategies:**

💡 Describe how requirements for personal hygiene are being met and communicated (i.e. training for use of products and PPE).

All protocols are followed, information is sent out to staff.

# 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)
<b>1) Communicate to staff and supervisors their responsibilities and rights under the OHS Act and regulations.</b>	<ul style="list-style-type: none"> <li>- <a href="#">OHS Guide-Three Rights</a></li> <li>- Responsibilities of Employer, Supervisor, Employees</li> </ul>	<p>All staff to review the PowerPoint on OHS Act &amp; Regulations (on Teams)</p> <p>Supporting documents on Teams: -</p> <ul style="list-style-type: none"> <li>- Handouts on Duties of Employer, Supervisor, Employee</li> <li>- Copy of OSH Act</li> <li>- Copy of General Regulation 91-191</li> </ul>	B. Morris	IP
<b>2) Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.</b>	<ul style="list-style-type: none"> <li>- <a href="#">OHS Guide-New Employee Orientation</a></li> <li>-</li> </ul>	<p>All staff to review PowerPoint on COVID-19 (on Teams)</p> <p>All staff &amp; students to watch informational videos produced by ASDN</p>	B. Morris	IP
<b>3) Provide staff the employee training on the COVID-related work refusal process.</b>	<ul style="list-style-type: none"> <li>🔗 Right to Refuse Process</li> <li>- School District HR</li> </ul>	<p>All staff to review PowerPoint on the Right to Refuse Process (on Teams)</p> <p>All staff to review Vulnerable Employee Affirmation Form</p> <p>All staff to review Right to Refuse Form(s)</p>	B. Morris	IP

<p>4) <b>Keep <u>records/log</u> of visitor and employee presence, as well as orientation, training and inspections.</b></p>	<ul style="list-style-type: none"> <li>☞ Refer to logs previously referenced</li> <li>→ Keep record of who attended training</li> <li>→ How often/by who will inspect signage, sanitization stations</li> </ul>	<p>Visitor logs will be maintained by school admin. Records of staff orientation, training, instruction will be maintained by school admin staff.</p>	<p>B. Morris A. Forbes</p>	<p>Done</p>
<p>5) <b>Ensure <u>supervisors</u> are knowledgeable of guidelines and processes established by Public Health.</b></p>	<ul style="list-style-type: none"> <li>☞ Supervisors = Principals and Vice Principals - this will be done by HSC &amp; PH</li> </ul>	<p>Principal to review protocols for working with Public Health as on the Outbreak Management Plan</p>	<p>B. Morris</p>	<p>Done</p>
<p>6) <b>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.</b></p>	<ul style="list-style-type: none"> <li>☞ Facilities, DSSS, and HSC will provide support for this</li> </ul>	<p>When/if PPE is required proper instruction will be provided</p>	<p>B. Morris</p>	<p>Done</p>
<p>7) <b>Make available appropriate <u>personal protective equipment</u> for the school setting.</b></p>	<ul style="list-style-type: none"> <li>☞ District Student Support Services</li> </ul>	<p>PPE (masks, face shields, gloves) will be made available to staff that require them.</p>	<p>B. Morris</p>	<p>Done</p>
<p>8) <b>School district Human Resources confirm process for addressing employee violations of policies and procedures.</b></p>	<ul style="list-style-type: none"> <li>☞ HR Department to provide guidance</li> </ul>	<p>School Administration in concert with district HR will address violations to all policies and procedures (including COVID related) efficiently and appropriately and on a case by case basis.</p>	<p>B. Morris</p>	<p>IP</p>
<p>9) <b>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.</b></p>	<ul style="list-style-type: none"> <li>☞ <a href="#">OHS Guide-JHSC</a></li> <li>→ Involve your JHSC as much as possible!</li> </ul>	<p>This plan will be reviewed with the JHSC and they will be part of its regular review.</p>	<p>B. Morris</p>	<p>IP</p>
<p>10) <b>Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.</b></p>	<ul style="list-style-type: none"> <li>☞ <a href="#">OHS Guide Topic-Supervision</a></li> </ul>	<p>School administration will ensure compliance to new COVID-19 related policies, procedures, and processes as they do all established policies, procedures, and processes.</p>	<p>B. Morris</p>	<p>Done</p>
<p>11) <b>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.</b></p> <p>12) <b>Schools must engage the district from the beginning.</b></p>	<ul style="list-style-type: none"> <li>☞ <b>EECD Outbreak Management Plan</b> <ul style="list-style-type: none"> <li>○ 11, 12, 13, 14 are all addressed in the OMP</li> </ul> </li> <li>☞ <a href="#">Return to School document</a></li> </ul>	<p>Review Outbreak Management Plan with all staff.</p> <p>Ensure staff understand how to manage a symptomatic individual</p> <p>Reinforce and promote the role of Public Health in guiding and</p>	<p>B. Morris</p>	<p>IP</p>



 Describe how Outbreak Management Plan will be communicated to staff and students.

It will be communicated via memo, FB page, Website and School Messenger reminders.

# 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"> <li> <a href="#">GNB Mental Health Resource</a></li> <li> School District support staff</li> <li> School District Human Resources Staff</li> </ul>	Brochures posted, shared and made available	B. Morris	IP
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>	<ul style="list-style-type: none"> <li> School District Support Services</li> </ul>			

**Mental Health Support – Strategies:**

 Describe how any mental health considerations are being met.

**Staff is made aware that there are district Mental Health support staff. They can also contact Human Resources.**

# 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>→ In the event of an emergency, response/evacuation will remain the same. <del>How will fire drills be conducted?</del> <b>OFM is preparing guidelines.</b></p> <p>→ Fire drills will occur as in pre-COVID times, mask wearing, and physical distancing will not be enforced during these drills.</p> <p>→ Is there a designated waiting area? Is it supervised? Does it need to be?</p>	<p>Fire, evacuation, and lock down drills will remain the same. Masks will be worn but not to the detriment of executing the emergency drill. Physical distancing will not be expected during emergency drills.</p> <p>Parents will call to inform school of plans to pick up child. Plans will then be made by main office to get the student to their parents safely.</p> <p>Teachers will be directed to page the main office to have administration come to classroom when needed to deal with student issues.</p> <p>Classroom EA can also walk with student to the office for disciplinary issues.</p> <p>Students who are being picked up from school will be escorted by their teacher to the office area. The parent will remain in the car until their child is delivered to them</p>	<p>B. Morris</p> <p>A. Forbes</p> <p>A. Forbes</p> <p>Staff</p> <p>Staff</p>	<p>IP</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p>

**Additional Considerations – Strategies:**

 Describe how any additional considerations will be addressed and communicated.