



COVID-19 Detailed School Health and Safety Operational Plan

Administrators must complete and submit the following sections of the COVID-19 Detailed School Health and Safety Operational Plan to their area superintendent by August 7th. A draft of the completed template should be shared with school councils and the local Yukon First Nation by August 5th for feedback. We know these are very tight time-lines and we will support you in this work. Please consult with your superintendent.

Approved operational plans should be made available for parents and education partners by August 12th. Schools should maintain a copy of the operational plan onsite at all times. A Yukon Workers' Compensation Health and Safety Board Safety Officer may review it at any time your school is in operation.

Contact information

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Date:	August 4, 2020

1. Supporting Social-Emotional Wellness and Trauma Informed Learning

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Supporting Social-Emotional Wellness and Trauma Informed Learning	<i>The document “Five Steps to Guide the Social Emotional Wellness of Staff and Student’s Return to School: Regulate-Reason-Relate, contains suggestions of how to support student and staff wellness. From this document (and other resources/ideas you may have) indicate how you will support staff and student wellness:</i>
For staff	<i>First day of school meet with staff to openly discuss their concerns etc. We will remind them of the supports out there for them including; cultural awareness, trusting relationships, respect of beliefs and awareness of power differentials. Visuals will be posted to ensure both physical and psychological safety.</i>
For students	<i>We will continue to use resources that are already in place that support student well-being and promote a positive school culture. Examples are zones of regulation, growth mindset, soft starts and mind up. Staff will work with the school counsellor to ensure that we check in with students at the start of the year to see how everyone is and make sure they understand that school is different but still a safe place to be.</i>

2. Physical distancing

Measures used to maintain physical distancing	Applicable Information from “Health and safety guidelines for K-12 school settings”	Detailed implementation actions and/or program change
Between staff	The current limits on social gatherings <u>do not apply to school settings and school-related activities</u> . There can be any number of students and staff in a school setting at any given time if they are not all in one area and can keep a safe distance of 2 meters from each. Physical distancing by and among staff is <u>strongly recommended</u> .	<p><i>Provide Details on:</i></p> <ul style="list-style-type: none"> • <i>Maximum # of staff in staff-room capacity</i> • <i>Detail how you will conduct staff meetings</i> • <i>Provide schedule and maximum capacity of teacher work area</i> • <i>What steps will be taken to ensure safety at in-person meetings</i> • <i>Maximum 8 (2 per table) staff in staff-room. An overflow will be setup in the Multipurpose Room</i> • <i>All cutlery, plates, coffee pots and microwave will be removed from the staff-room</i> • <i>Staff meetings will be done on Zoom or in the Multipurpose Room with social distancing in place</i> • <i>We will have a schedule set up on our staff teams site to give slots for using the work room. A sign-up sheet will also be available for open times</i> • <i>We will make sure that staff are sitting 6 feet apart at meetings and that everyone has used the hand sanitization station</i>

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		<p><i>before entering the meeting. Handouts will not be used but all documents will be sent by email and put on teams</i></p>
<p>Between staff and students</p>	<p>Physical distancing will not always be possible, particularly with younger students and students with special needs. Measures should be appropriate for a student’s developmental stage and ensure optimal academic, social and emotional learning.</p> <p>When physical distancing cannot be maintained, focus should be placed on minimizing physical contact and emphasizing other measures such as hand hygiene, enhanced cleaning and disinfection and staying home when sick.</p>	<p><i>Provide details on:</i></p> <ul style="list-style-type: none"> • <i>Building physical distancing into all staff student interactions, inside or outside the school</i> • <i>Develop use of visual cues to establish safe boundaries for teacher-student interactions.</i> • <i>Provide map of school traffic “flow” and specifics about entering and exiting</i> • <i>School specific ways of limiting the number of adults working per class</i> • <i>Provide details on how students with physical, health or social-emotional needs will be supported (see also Section 5).</i> <ul style="list-style-type: none"> • <i>We will have signage all over the school promoting safe distancing. We have ordered green arrows for direction in halls, social distancing floor markers for the main office and other main traffic areas and 6 - foot distancing foot prints for in the hall</i> • <i>Classes will enter the entry door closest to their classroom. Each of these doors will have a hand sanitizing tower. Each classroom will have a hand sanitization station</i> • <i>Each class will have a max of one teacher and one EA in it. Each class will be its own bubble. They will still go to PE class and Music class with social distancing in place as they transition to the other class</i> • <i>Students with physical and or social emotional needs will be assisted by the classroom teacher, school counsellor, administration and any consultants from the Department of Education or any other outside agencies that are needed</i>

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<p>Between students</p>	<ul style="list-style-type: none"> ● Students from the same household do not need to maintain physical distance from each other. ● Organize classrooms into smaller groups and/or spread students out to minimize direct physical contact. <ul style="list-style-type: none"> ○ Consider modifying classroom configurations (e.g. separating tables, placing student desks in a row) and locations (e.g. gymnasiums, cafeterias, and outdoors) that allow greater distance between students and staff. ● Groups of students should stay together throughout the day and not mix with other groups. <ul style="list-style-type: none"> ○ Staff should remain with the same group whenever possible and limit the number of student groups they interact with throughout the day. ● Manage flow of people in common areas especially smaller areas such as hallways. ● Consider staggering pick-up and drop-off times, recess, lunch and class transitions to support physical distancing. ● Close greetings such as hugs and handshakes should be avoided. Instead, encourage non-physical gestures such as “air fives”, waves or nods. ● Students should be regularly reminded to keep their hands to themselves. ● Help young students learn about physical distancing and less physical contact by creating games that promote safe spacing and include basic principles such as “two arm lengths apart”. ● Incorporate more individual activities or activities that encourage more space between students and staff. 	<p><i>Provide details, if applicable, on:</i></p> <ul style="list-style-type: none"> ● <i>Changing configuration and placement of desks to maximize physical distancing</i> ● <i>Repurposing larger spaces like gyms, libraries or multi-purpose spaces for classes.</i> ● <i>Marking distances for reference between desks/tables</i> ● <i>Plans developed for safe hallway movement and minimized congestion by staggering transition times (floor maps welcome)</i> ● <i>Ways your school has maximized space</i> ● <i>Ways your school will minimize mixing of groups</i> ● <i>Provide staggered recess schedule</i> ● <i>Plan for assemblies and other school-wide events virtually</i> <p><i>In our classrooms, teachers have moved out anything that is not absolutely needed. We will have 3 - foot radius space between each student in desks. In the younger grades we will have a mix of tables, desks and floor spaces for students to work at.</i></p> <p><i>We should not have to repurpose any of our large spaces to make classrooms at this time.</i></p> <p><i>We will use tape and the decals we bought to mark out the distances between work areas and desks.</i></p> <p><i>Our halls are 16 feet wide. We will have a line down the middle to not cross. From the wall we will measure 6 feet and put a dotted line that the students and staff should not cross. This will give about four feet of spacing in the halls down the middle of the halls. Students and staff will be encouraged to walk closely to the halls. This will be encouraged by having decals on the floor that are space out 6 feet apart. Students will exit out different doors and we will stagger when classes are in the halls. Our plan for now is to have designated places on the playground for each class to play in.</i></p> <p><i>We have tried to keep classes around twenty in size and have also converted one teaching position into a classroom teacher to accommodate class sizes.</i></p>
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	<ul style="list-style-type: none"> ● Adapt group activities to minimize physical contact and reduce shared items, when feasible and reasonable. ● Close physical contact may be necessary (e.g. to comfort an upset student). <ul style="list-style-type: none"> ○ Hand washing and personal practices will help mitigate the risk associated with physical contact. <p>Recess/playgrounds</p> <ul style="list-style-type: none"> ● The risk of COVID-19 transmission is lower in outdoor settings than it is indoors, as a result outdoor recess and breaks are encouraged. ● Whenever possible, schools should stagger recess and breaks to reduce mixing between groups. ● Students and staff members should practice hand hygiene before and after any recess or break period. <ul style="list-style-type: none"> ○ Students should wash their hands after using playground equipment 	<p><i>We will have each class act as a social bubble to minimize interaction with other classes.</i></p> <p><i>We will use Zoom and hope to have assemblies on either Epson boards in the classroom or live streamed in through apple televisions.</i></p>
<p>Teaching materials, toys and manipulatives</p>	<ul style="list-style-type: none"> ● If developmentally appropriate, remove toys that encourage group play in close proximity or increase the likelihood of physical contact. Keep toys that decrease the likelihood of physical contact. ● Avoid sharing toys/objects between students as much as possible or if they do share, clean and disinfect after each use. ● Objects and materials brought from home by students should be cleaned with soap and water or disinfectant before use in the classroom. ● There is no evidence that textbooks, paper and other paper-based products transmit the COVID-19 virus. Books and paper-based educational resources can be distributed or shared with students. 	<p><i>When considering developmental appropriateness and suitability for sanitizing, what toys and manipulatives will remain/be removed?</i></p> <p>Following the guidelines staff will look in their classrooms and see what toys and manipulatives will be removed from the classroom. Once this is done Administration will check to see if anything else should be removed.</p>

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3. School cleaning and disinfecting procedures

Please note that we began a process for tracking and coordinating cleaning practices in the spring. Custodians are using checklists and log sheets to ensure all spaces are cleaned. Custodians will:

- use log sheets for disinfecting areas during the school day including bathrooms, common areas, and high touch surfaces such as water fountains and handrails
- use log sheets to document that the overnight cleaning and disinfecting is completed

COVID 19 METHOD OF CLEANING GENERAL GUIDELINES

- Color coding of buckets for different areas to avoid cross contamination
- Color coding of cloth/rags used for classrooms and washrooms to avoid cross contamination
- EP 50 Dilution Ration: Cleaning 1:38, Disinfecting 1:12
- CAVICIDE: Disinfecting; use as is, no mixing ratio
- Air dry when applying aerosol, wipes, and sprayer to surface for effective results.

Day – Custodian:

- Sweeping floor with damp mop/bucket. Use multi surface solution cleaner for rinsing the mop head (no dry mopping/ or sweeping, as this can distribute virus droplets into the air), when feasible to do so, floor scrubber shall be used to clean floors with recommended cleaning solution.
- Cleaning high traffic areas with multi-surface cleaner or EP50: wipe down surfaces that have obvious dirt/impurities with a damp rug and cleaning solution.
- Spraying of disinfectant in all high traffic contact areas, students contact areas, occupant contact areas after first break. Disinfectant must air dry for most effective results.
- Spraying of disinfectant at toilet rims, toilet seats, faucets, flush levers, and at wall mounted sanitary napkin disposal bin after lunch. Surfaces must be cleaned if there are any form of impurities in all types of surfaces prior to disinfecting.
- Washing washroom floors and change room floors with disinfectant after lunch

Day – Teachers/School Staff:

- Hand held sprayer and Aerosol:
 - Wipe down surfaces with damp rag or damp paper towel to remove soil/obvious impurities prior to spraying disinfectant.
 - Spray disinfectant to surfaces
 - Allow to air dry for most effective results.
- Wipes:
 - Directly wipe surface area and air dry for most effective results.

Night – Custodian:

- Shift shall start at 3:30 PM to minimize contact from school occupants and to observe social distancing
- Wiping down or removing dirt, soils, and other impurities on all desk and tables, all students contact areas; toys, books, etc., and occupant contact areas with damp cloth/rags using EP50 or degreaser or multi surface cleaner (following proper dilution for cleaning) to be completed prior to spraying with EP50 or Cavicide (following proper dilution for disinfecting) or any product recommended by Health Canada. Product will be dependent on supply availability.
- Vacuuming floor
- Washing classroom floors with multi-surface cleaner or disinfectant.
- Washing washroom floors/change room floors with disinfectant solution in a mop bucket. Weekly pressure washing with disinfectant in all surface area of the washrooms and change rooms including walls.
- Washing gym floors with floor scrubber with multi surface cleaner solution

NEED Procedure of how this will be tracked/monitored by custodians to ensure work is done

4. Hand hygiene, respiratory etiquette and Covid-19 instruction

Please refer to the following websites for information on accessing posters and signs:

[COVID-19 posters for offices and workplaces](#)

[YG Printing Services for COVID-19 signage](#)

For information on acquiring floor decals and arrows contact Anne Daub at Anne.Daub@gov.yk.ca or by phone at 667-5931. Student focused Elementary and Secondary posters for handwashing a safe practice will be sent to schools.

Applicable Information from “Health and safety guidelines for K-12 school settings”	Detailed implementation actions and/or program change
<ul style="list-style-type: none"> ● Thorough hand washing with plain soap and water for at least 20 seconds is most effective at reducing the spread of illness and least likely to cause harm if accidentally ingested. Antibacterial soap is not needed for COVID-19. ● Soap and water must be used when hands are visibly dirty. ● Alcohol based hand rub can be used if hands are visibly clean. <ul style="list-style-type: none"> ○ Technical grade ethanol should not be used as it is not approved by Health Canada for use with children or pregnant women. ● Portable, refillable bottles can be used, however only identical contents may be refilled into the bottles/containers. <ul style="list-style-type: none"> ○ Perform diligent hand hygiene and clean/disinfect bottles before refiling. ● Alcohol based hand rub should be made available at school entrances and exits, entry points to classrooms and other high traffic areas. ● Alcohol based hand rub should be safely stored out of the reach of young students. ● Students and young children in particular should be supervised when using alcohol-based hand rub to prevent misuse. ● Staff and students should be provided with age-appropriate education in proper hand hygiene and respiratory etiquette. Posters or signage should be placed around the school. Examples include: <ul style="list-style-type: none"> ○ https://www.canada.ca/en/public-health/services/publications/diseases-conditions/reduce-spread-covid-19-wash-your-hands.html ○ https://yukon.ca/sites/yukon.ca/files/hss/hss-imgs/hss_sign-handwashing_2020.pdf 	<ul style="list-style-type: none"> ● <i>Describe details for posting signs and floor markings. Attaching a floor map with these details will suffice and can be included on “foot traffic flow” map.</i> ● <i>Developmentally appropriate instruction on Covid-19 has been developed. This instruction must be provided to students in the first two days of school. Indicate who will be responsible for delivering this instruction</i> <p>As described above signage will be on the floors in the form of decals, arrows and other signage that has been ordered through Anne Daub.</p> <p>Classroom teachers will be responsible to make sure that the developmentally responsible instructions for Covid-19 are delivered to the students. Administration will be responsible to check in and make sure this was done and if any further instruction is needed.</p> <p>Staff will remind students to sanitize their hands (back and front of hands) every time they come in and out of the classroom. This will also be done after recess and lunch time. At the entry doors to the school staff will ensure that students are using the foot operated sanitizing stations.</p>

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<ul style="list-style-type: none"> • Students and staff are required to perform hand hygiene when entering and exiting the school as well as before entering the classroom. Additional hand hygiene practices should be performed at the following times indicated in Appendix 2. • Students and staff should cough and sneeze into their elbow, sleeve or a tissue. <ul style="list-style-type: none"> ○ Used tissues should be throw away and hand hygiene performed immediately. ○ Lined, no-touch wastebaskets (foot pedal-operated, hand sensor, open basket) should be used, where possible. • Staff and students should have the supplies they need to conduct appropriate hand hygiene and respiratory etiquette. <ul style="list-style-type: none"> ○ Hand washing supplies should be well stocked at all times, including soap, paper towels and alcohol-based hand rub (sanitizer). 	
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Hand washing stations	Location
Staff	These will be located in all classrooms with sinks, the staff room and staff washrooms
Students	These will be located in all classrooms with sinks and washrooms
Hand sanitizer stations	Location
Staff	Entry and exit doors (foot operated sanitizing stations), classroom entries, main office, staff room, work rooms.

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Students	Classroom entries and entry and exit doors.
Public	Main entrance at front of the school and main office. (foot operated sanitizing stations)

Applicable Information from “Health and safety guidelines for K-12 school settings”	Detailed implementation actions and/or program change
<p>Meals and food handling</p> <ul style="list-style-type: none"> ● Students and staff should observe proper hand hygiene before and after eating. ● Physical distancing should be maintained while students are eating. ● Where possible students should take their lunch in their classroom. ● Schools should have a “no food and drink sharing” policy. <ul style="list-style-type: none"> ○ Food from home should be stored with the students’ belongings and must not be shared with others. <p>School cafeterias</p>	<p><i>Provide details, if applicable:</i></p> <ul style="list-style-type: none"> ● <i>Does your school have a nutrition program?</i> ● <i>Will your school be taking lunch in the classroom more often?</i> ● <i>Indicate plan for distribution of food (nutrition programs/cafeterias)</i> ● <i>Plan for physical distancing (2m) in cafeteria or when picking up food</i> ● <i>Messages/signs about no food sharing/buffets or potlucks</i> <p>We have food available at the office usually for students. We will work with teachers on the best way to ensure that students who need food are still getting it but in a safe way.</p> <p>We already do lunch in the classrooms so students are already used to this for their routine.</p> <p>We will educate our students that they cannot be sharing food at lunch time. We will ask parents to send a separate lunch and snack so that students do not have to keep going back to the same lunch bag. There is always a staff member with the classes at lunch so this will be monitored by staff.</p> <p>We already encourage students to use their own water bottles and will put this in the first letter home on August 12. We will let students know that water fountains are off limits. We will have classes fill up their water bottles at the start of the day. Any students who do not have a water bottle will be given one. Water bottles will have each student’s name on it.</p> <p>There will be message put onto our school website reminding everyone that there will be no food sharing or buffets and potlucks at the school until further notice. We will also put this message in the letter that we send home. Signage will also be posted at every entry door and in every classroom saying this. Signage will also be put up in the main foyer, Multi-Purpose room, staffroom and in the kitchen area.</p>

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<ul style="list-style-type: none">• Students should keep a distance of two meters between each other as much as possible. Promote physical distancing by:<ul style="list-style-type: none">○ Reducing the number of students dining together at one time.○ Removing/rearranging dining tables.○ Placing tape or other markings on the cafeteria floors.○ Staggering meal service times to reduce the number of students present at any one time.○ Adapt other areas to serve as additional dining space to increase spacing among students in the same room.• All staff who are handling food must practice diligent hand hygiene and a food safety certificate is recommended.• Do not use buffets. Food should be served in individual portions or food items individually wrapped using single-use food grade packaging.• Cutlery, napkins and other items should be provided to students, rather than allowing them to pick up their own items.	<p style="text-align: center; opacity: 0.2; font-size: 48px; transform: rotate(-30deg);">CONFIDENTIAL</p>
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<p>Water fountains</p> <ul style="list-style-type: none"> • Consider having students fill water bottles rather than having them drink directly from the mouthpiece of a water fountain. <ul style="list-style-type: none"> ○ Non-touch or automatic water filling stations are ideal. 	
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5. Personal Protective Equipment

Applicable Information from “Health and safety guidelines for K-12 school settings”	Item	Detailed implementation actions and/or program change
	Location of Sick-Kit	<p>Provide details of location of sick-kit, ensure appropriate supplies are available (hand sanitizer, disposable gloves/masks) for use by the symptomatic individual and supervisor</p> <p>We have a sick room in our main office. All of the required materials are available in this room.</p>
	Location of sick area	<p>Describe where this is located/mark on floor map</p> <p>We have two staff with Asthma. They have indicated that they do not need any PPE at this point. We have masks, gloves and hand sanitizer stocked at the school if this becomes a problem.</p>

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<p>Personal protective equipment (PPE) is not recommended in school settings, beyond what is normally used by staff as a regular precaution for hazards encountered in the workplace.</p> <p>Teachers and other staff may choose to wear a non-medical mask; however, this is a personal choice.</p> <ul style="list-style-type: none"> Wearing a non-medical mask is not an appropriate substitute for physical distancing or other control measures in a school setting. If worn, masks should be changed when visibly soiled, damp or damaged. If masks are worn or disposed of incorrectly, risk of infection can increase. For additional information refer to Wearing a non-medical mask in Yukon. <p>Masks are not recommended for use by children unless advised to do so by a health care provider.</p> <ul style="list-style-type: none"> In young children in particular, masks can be irritating and may lead to increased touching of the face and eyes. <p>Specific situations may require the use of PPE:</p> <ul style="list-style-type: none"> A PPE kit should be available in case a student or staff becomes ill while at school (see appendix 1 for more information) 	<p>Which staff will require PPE due to job duties?</p>	<p>Some staff may be required to perform some duties that require PPE. Identify who those staff are and describe why they anticipate needing PPE. Ensure you have supplies ordered and only available for those staff who require it. Describe the anticipated PPE needs including the total amount of masks and gloves needed.</p> <ul style="list-style-type: none"> At this time, we do not have any staff who have indicated that they will need PPE. With that said we do have PPE stocked for the start of the school year.
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<ul style="list-style-type: none"> ○ The kit should contain alcohol-based hand rub, disposable gloves and masks, for use by the ill ○ Individual and staff member attending to them. ● Custodial and teaching staff should follow routine processes when cleaning blood or body fluids. <ul style="list-style-type: none"> ○ High level disinfection is required e.g., 1:9 dilution or 5000ppm ○ Staff must wear disposable gloves and wash hands before wearing and after removing gloves. ● Staff members whose regular job duties mean physical distancing is not possible. <ul style="list-style-type: none"> ○ For example, when assisting students with activities of daily living. 		
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6. Programming and Activity Guidelines

Program Area	Applicable Information from “Health and safety guidelines for K-12 school settings”	Detailed implementation actions and/or program change

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<p>Arts, Music, Drama Considerations</p>	<ul style="list-style-type: none"> • <i>Singing and playing woodwind and brass instruments must not occur at this time, as these activities increase the risk of spreading the virus due to aerosolized respiratory fluids.</i> 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <ul style="list-style-type: none"> • Our music teacher is working on revamping the program to be an art and music course. It will look like drama (social distancing), art and bucket drums as examples.
<p>Physical Education</p>	<ul style="list-style-type: none"> • <i>The risk of COVID-19 transmission is lower in outdoor settings than it is indoors. Wherever possible physical education classes should be held outside.</i> • <i>Physical education classes should follow the contact sports and sport and recreation guidelines.</i> 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>For our PE program students will be outside as long as weather permits. The PE teacher will go and get each class and take them outside. The PE teacher will have sports all organized for inside that do not involve physical contact. Examples are but not limited to, skipping, yoga and dance to name a few. Each student will use the hand sanitizing station when they enter and leave the gym.</p>
<p>Cooking Classes</p>	<ul style="list-style-type: none"> • All students and staff should sanitize their hands prior to cooking and meal preparation. • Kitchen workspaces should be reconfigured to ensure 2 meters physical distancing can be maintained. • Where possible, staff members should eliminate the sharing of cooking equipment and instruments. • Classroom surfaces, workstations, equipment, utensils and containers must be cleaned and disinfected between each class/use. See <i>Cleaning and disinfection</i> section for more information. 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>We do not have cooking classes. If we use the kitchen it will be one or two students at a time. Hand sanitizing and washing will occur before and after handling the food and before and after entering the kitchen area.</p>
<p>Outdoor Education</p>	<ul style="list-style-type: none"> • The risk of COVID-19 transmission is lower in outdoor settings than it is indoors; as a result, outdoor education and on the land programming is encouraged. 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p>

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	<ul style="list-style-type: none"> • When physical distancing is not possible (e.g. sitting on a bus), students should be assigned a partner or seat that does not change for the duration of the trip. • Schools should develop a plan if a student becomes symptomatic before or on an excursion or field trip. • Field trips within Yukon and Canada are permitted if public health guidelines are followed. Guidance is based on the current epidemiology of COVID-19 and will be re-evaluated at the beginning of the school year. <ul style="list-style-type: none"> ○ Outdoor overnight trips are permitted if students sleep in their own tent or are partnered with a family member. ○ Hotel stays are permitted, with no more than two students per room. • International field trips are not currently permitted. 	<p>We will follow all of the guidelines laid out in the different literature. We will encourage parents to drop off and pick up students if we go to say the Canada Games Centre. If busses must be used assigned seating will be put in place and those seats will not change for the duration of the trip. We will encourage walking to as many outdoor activities as possible. The area surrounding our school is ideal for outdoor activities. Each class already has designated areas of the forest for a classroom.</p>
<p>Libraries</p>	<ul style="list-style-type: none"> • There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. There is no need to limit the distribution or sharing of books or paper based educational resources to students. • Sign in logs should be maintained for members of the public accessing community libraries housed in schools. <ul style="list-style-type: none"> ○ Members of the public should be self-screening prior to entering a library housed in a school. Signs may be in place at the library entrance to remind the public to not enter if they are sick. 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>We will have hand sanitizing station set up so that when students come in and out of the library, they can sanitize their hands. A minimum of one class will be allowed into the library with social distancing in place.</p>
<p>Computer labs and Instructional Tech</p>	<ul style="list-style-type: none"> • Computer workstations should be reconfigured to ensure 2 meters physical distancing between each workstation. • Students should conduct proper hand hygiene before and after using shared IT equipment. • Where possible, IT equipment should be cleaned between each use using disinfectant wipes containing 70% alcohol. 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>We do not have a computer lab. When the computer carts are being used by a class. The teachers will work with the students to clean the keyboards with wipes. This will be done before and after use. A sign - up sheet will be put into place.</p>

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	<ul style="list-style-type: none"> ○ To facilitate cleaning, consider using covers that protect keyboards and other high touch areas on electronic devices. • Refer to the Yukon guidelines on cleaning and disinfecting in the work place. 	
Extra-curricular programming	<i>Guidelines are being finalized and will be sent shortly...</i>	<i>Guidelines on extra-curricular programs are being developed... Once we have the guidelines for this, we will come up with plans around this</i>

7. Itinerant staff, guest and public access

Applicable Information from “Health and safety guidelines for K-12 school settings”	Relevant issue or group	Detailed implementation actions and/or program change
<ul style="list-style-type: none"> • Educational specialists and consultants are permitted to enter the school if public health guidance is followed and movement within the building is limited as much as possible. • All visitors, including educational specialists and consultants, must report to the front office upon entering the school. 	Sign in procedure	<i>Your school’s sign in location and procedures</i> People coming to the school will come into the main office to sign in and out. A book will be set-up at a table with a hand sanitizing station beside it. They will be asked to sanitize their hands before and after signing the book. We have two rooms in our main office that can be used for specialists’ visits. We will set up a sign-up process.
	Space for itinerant staff	<i>Provide details of location of itinerant staff work space</i> Click or tap here to enter text.

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<ul style="list-style-type: none"> ○ Anyone who is ill or experiencing symptoms will not be permitted further entry. ○ A record of all visitors should be kept for a minimum of thirty days. ● All visitors should be reminded to practice diligent hand hygiene and maintain physical distance upon entering a school building. ● Visitors should use designated entrance and exit doors and limit their movement within the school as much as possible ● Stagger the timings of pick-up and drop-off if possible. 	<p>Visitor entrance/exit</p>	<p><i>We encourage limiting parent access to school except for programs that require parents/caregivers to be present. Indicate parent/caregiver waiting areas</i></p> <p><i>Procedure for those parents/ caregivers permitted to be present in classes (like Learning Together/Kindergarten)</i></p> <p><i>We will have two spots in the office where visitors can stand to interact with the front desk. Two waiting spots will be in the main hallway outside of the office. The front doors will remain locked and a phone number will be posted that visitors can call to be let in. When someone comes into the office, they will have sanitized their hands at the front door. A table will be set up for visitors to place any paper work in a bin. Front desk staff will look at the paper work to make sure that it is filled out correctly and let the visitor know if it is all correct or not.</i></p> <p><i>For the Learning Together Program we will have families access the school through the front doors.</i></p> <p><i>All visitors to the school will use the front entrance.</i></p>
<ul style="list-style-type: none"> ○ If there are multiple entrances, pick-up and drop off can be split at separate entrances to avoid parents gathering in large numbers. <p>Parents must wait for students in a designated area.</p>	<p>Parents</p>	<ul style="list-style-type: none"> ● <i>Procedures for parents to support early learning programs like Learning Together and Kindergarten (most direct access/access to these classrooms only).</i> ● <i>Directions/signs for all other parents – minimize access to classrooms/designated waiting area</i> <p><i>We will encourage all visitors to use the front entrance so that we can control who is coming in and out of the school. If a parent needs to speak with their child, we will have the child come down to the office. This would be repeated for interactions with staff. We will encourage phone, text, zoom(etc.) and email for communication.</i></p>
	<p>Drop-off/pick-up schedules</p>	<p><i>Indicate your school's plans for staggering drop-off and pick-up</i></p> <p><i>For now, our plan is to have drop-off/pick-up at the same time. If we find that this is not working, we will come up with a staggered schedule. We will have a better idea of what to do once we see the bus schedule.</i></p>

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	<p>Elders, ESWs, CELCs, Education Advocates (new) and special presenters</p>	<ul style="list-style-type: none"> • <i>Detail your school plan for welcoming/sign-in/and procedures for Elders ESWs/CELCs, and special presenters. We have an elder’s lounge set up in our front foyer that will have signage to it. Our CELC already has an office space in the school.</i> • <i>Whitehorse schools only: Education Advocates (new program from FNED)</i> <p>We have been in contact with the lead of this program and will have them come to the office. Our elders’ space is and area they can use or we have an office space available as well.</p>
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8. After school use and Joint Use Agreement users

<p>Applicable Information from “Health and safety guidelines for K-12 school settings”</p>	<p>Item</p>	<p>Detailed implementation actions and/or program change</p>
<ul style="list-style-type: none"> • Public access for after school use should be permitted provided user groups follow the general guidelines contained in this document. These requirements should be communicated through an updated user group agreement. • As much as possible user group access and movement throughout the school should be restricted. For example, adapting entrance and exit protocols, locking hallway doors, providing floor markings as appropriate. 	<p>JUA and community use August –mid September</p>	<p><i>Details on JUA will provided early next week (Aug 4 or 5)</i> We feel strongly that at this time user groups should not be using the school. We are using our Multi-Purpose room for storage and as an area for staff to eat lunch as an overflow from the staff room.</p>
	<p>User group washrooms</p>	<p><i>Identify community use/user group washrooms</i> The two washrooms off the gym are for community use.</p>
	<p>User group restrictions</p>	<p><i>Identify areas that are restricted access in your school</i> Library, Multi-Purpose room, stage and gym.</p>

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<ul style="list-style-type: none"> • Cleaning and disinfection should take place between each user group. <ul style="list-style-type: none"> ○ To reduce the custodial burden consider having user groups use school’s facilities less frequently for a longer period of time. • User groups must have access to designated washrooms within the school. • Groups renting school spaces are responsible for maintaining sign in logs should the need for contact tracing arise. 		
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9. When someone becomes sick at school

Applicable Information from “Health and safety guidelines for K-12 school settings”	Item	Detailed implementation actions and/or program change
See Appendix 1	Staff and student instruction on what to do if one becomes sick at school	<p><i>Indicate the date of when and who will ensure that staff and students are informed about what to do if they become sick at school. Provide all staff with information in Appendix 1.</i></p> <p>This will be done on August 18 by Jeff Cressman and Jim Snider with staff. This will be done on August 20 by staff with the students.</p>
	Staff training	<p><i>Describe how staff will be trained for responding to symptomatic students and donning and doffing PPE. For the latest information on wearing non-medical masks please check refer to this website.</i></p>

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		<p><i>This will be done on August 18 as part of the staff training (PD) of the guidelines for K-12 school settings. A copy of this has been shared with the staff, parents, school council and First Nations.</i></p>
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10. Monitoring absenteeism

<p>Applicable Information from “Health and safety guidelines for K-12 school settings”</p>	<p>Item</p>	<p>Detailed implementation actions and/or program change</p>
<p>Reporting significant communicable diseases and high absenteeism rates is a responsibility of the Department of Education (as stated in the Agreement between Health and Social Services and Education, September 1st, 2010). Schools are requested to report absenteeism that is higher than expected (i.e. >5-10% above baseline), as determined by the school and that is thought to be due to a communicable disease. The existing reporting process and “Yukon School Surveillance Reporting Tool” should be completed. In addition to increased absenteeism, this form may also be used to report a suspect or confirmed communicable disease of significance within a school setting, regardless of absenteeism.</p> <p>Schools should monitor student absenteeism for extended absences as this may indicate that a student has COVID-19. Students returning from prolonged absences should be flagged for</p>	<p>Monitoring and reporting absenteeism</p>	<p><i>Indicate your plans for monitoring and reporting absenteeism. How will you monitor extended absences? How will you screen students returning after a prolonged absence?</i></p> <p>We will monitor absenteeism like in the past. A phone call will go out 15 minutes after school starts. Teacher keep track of who is away for long periods of time. They will come to the office and administration will contact the home to see what help we can provide.</p> <p>If we have more than 10% of staff or students away at any given time, we would contact our Superintendent for further guidance about closing the school. We would also use the Yukon School Surveillance Reporting Tool to track any suspected cases or confirmed case of a communicable disease.</p>

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screening by administration upon their return and asked if they have any COVID-19 symptoms before returning to class.		
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11. Communication

Two communication documents will be provided for you on Wednesday, August 5th to help you with communicating your school-specific plans to parents and our partners. These must be sent out by August 12 to parents, School Council, First Nation, and partners.

1. Cover letter for parents
2. School routines, schedules and programs for 2020-21.

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12. Appendices

Appendix 1

What to do if a student or staff gets sick?

These protocols should be shared with school administrators, staff members, parents, guardians and students to provide clear expectations for what happens when a staff member or students gets sick.

Staying home when sick

Parents and caregivers should assess their children for symptoms before sending them to school. All students and staff should stay home if they:

- have any symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease, OR
- travelled outside of British Columbia, Northwest Territories or Nunavut in the last 14 days, OR
- had close contact with someone diagnosed with COVID-19 and have been directed to self-isolate by Yukon Communicable Disease Control.

Parents and caregivers should keep their children at home if they are displaying symptoms. To help assess symptoms, parents can use the [COVID-19 self-assessment tool](#) or contact a health care provider for additional guidance.

Students can return to school when they are symptom free or if a health care provider has cleared them to return to school.

Staff should assess themselves daily for symptoms. Staff should stay home if they are experiencing symptoms until a health care provider has cleared them to return to school.

What should students and staff members do if they are diagnosed with COVID-19?

Students and staff members that have been diagnosed with COVID-19 should self isolate at home and follow the instructions of public health officials. After self-isolation is completed and on the advice of public health officials, students and staff members can return to school.

What should you do when student or staff member shows symptoms of COVID-19 at school?

Responding quickly and calmly if a staff member or student develops symptoms of COVID-19 at school has the potential to reduce the transmission of the virus to other staff and students.

If a student develops symptoms of Covid-19

Staff must take the following steps:

1. Immediately separate the symptomatic student from others in a designated, supervised area.
2. Contact the student's parent or caregiver to pick them up as soon as possible.
3. Where possible, maintain a distance of 2 metres from the ill student. If not possible, staff may wear a mask if available, or use a tissue to cover their nose and mouth.
4. Provide the student with a mask or tissues to cover their coughs or sneezes. Throw away used masks and tissues as soon as possible and perform hand hygiene.
5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, thoroughly wash your hands with soap and water or disinfect with alcohol-based hand rub.
6. Once the student is picked up, wash your hands with soap and water or disinfect with alcohol-based hand rub.
7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them.
8. All items the student touched/used while isolated must be cleaned and disinfected as soon as the student has been picked up.

If a staff member develops symptoms of Covid-19

Staff should go home as soon as possible. If unable to leave immediately:

1. Symptomatic staff should separate themselves into an area away from others.
2. Maintain a distance of 2 metres from others.
3. Use a tissue or mask to cover their nose and mouth while they leave the school or wait to be picked up.
4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them.
5. If concerned, staff should be encouraged to use the [COVID-19 self-assessment tool](#) or contact a family physician or nurse practitioner.

School administration is responsible for supplying the masks and cleaning materials necessary for safely responding to symptomatic students and staff members.

What should students and staff members do if they are diagnosed with COVID-19?

Should a COVID-19 positive person be identified significant efforts will be undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe in a school or workplace.

Schools **should not** notify students, parents, caregivers and staff if someone is diagnosed with COVID-19. Information about any potential or confirmed cases should be treated as confidential. All necessary notifications will be done by Yukon Communicable Disease Control in conjunction with the Department of Education.

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Appendix 2

When to wash hands

When students should wash their hands	When staff should wash their hands
<ul style="list-style-type: none">• Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions)• Whenever hands are visibly dirty• After using the washroom• Before eating and drinking• After sneezing or coughing into hands• After playing outside	<ul style="list-style-type: none">• Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions)• Whenever hands are visibly dirty• After using the washroom• Before eating and drinking• After sneezing or coughing into hands• Before handling food or assisting students with eating• After contact with body fluids (i.e., runny noses, spit, vomit, blood)• After cleaning tasks• After removing gloves• After handling garbage