



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 5rd 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 5, 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	<p>Check-in with staff regularly to ensure they are feeling supported and to address any concerns. Ensure staff have information for Employee and Family Assistance Program. Check in time with staff during staff meetings. When reviewing new procedures, make connections of how they can be integrated into core competencies, behaviours for success, to help teachers meet curricular outcomes. Monday Minders as a continued practice of communication. New staff will have a buddy who will be able to answer questions and give guidance on school protocol. Continue to ensure teachers are maintain their wellbeing by not over working and setting healthy boundaries with parents.</p>
For students	<p>Continue with soft start to allow for check in with students and allow students body and mind to prepare to engage in school. Mind Up/Deep breathing routine after all recesses. Afternoon regulation break. Continue classroom use of Zones of Regulation, Second Step, and Growth Mindset. Continue with our practice of regulate, relate, reason and restorative practices with students.</p>

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	<p>The current limits on social gatherings do not apply to school settings and school-related activities. 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 metres from each. Physical distancing by and among staff is strongly recommended.</p>	<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> <p>- Limiting teacher staff-room capacity to 12 - Teachers prep area is their classroom - Conduct staff meetings remotely (Zoom) and/or in gymnasium - Teacher work area is in their classroom - Limit hallway interactions, conversations to take place in a room - Shared workspaces will have wipe down supplies before and after</p>

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		<p>use (photocopiers, paper cutters) - Front Office; max of 4 individuals at a time</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> <p>- Physical distancing during staff student interactions inside or outside school - Use of visual cues to establish safe boundaries - Only essential adults in each classroom - when appropriate, specialists move to students - Signage, hand gestures, and common messaging explicitly taught to students around physical distancing - EA's remain with same cohort all day as much as possible - Floor decal to show flow of traffic - Assigned seating in classrooms - PPE when physical distancing cannot be in place for students with special needs, health, and social emotional needs - Hand washing after physical distancing cannot be adhered to - Assigned entry and exit doors for classes -</p>

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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”. 	<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> <ul style="list-style-type: none"> - Desk placement to maximize work space between students - Desk are in rows with students facing forward - Marking where all desks should be positioned in each room - Staggering entry and exits: 6 separate entrances - Staggered lunch recess for primary and intermediate students (TBA when supervision schedule is finalized) - Hallway/staircase signage indicating flow of traffic (stick to the right side) - Class entry routine re-worked so no hallway congestion, putting shoes on at desk etc. - Teachers lead their class in from recess in a line and exit their class in a line. - When able to, specialist teachers go to classrooms to teach their lesson - Regularly remind students to keep hands to one's self, not to touch others - Outdoor PE for as long as possible - When possible, small groups for library book sign-out - Promote and teach non-contact games which can be played at recess (through PE) - Teach no-contact “high-five” alternatives

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	<ul style="list-style-type: none"> ● Incorporate more individual activities or activities that encourage more space between students and staff. ● 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 	<ul style="list-style-type: none"> - Teach handwashing after contact with another student/hand sanitizing - Prep teachers will go to classrooms when appropriate - Preps will be back to back intermediate/primary classes to avoid mixing -Assemblies will be virtual or will be made into video format
<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 	<p><i>When considering developmental appropriateness and suitability for sanitizing, what toys and manipulatives will remain/be removed?</i></p> <p>Educational manipulatives, toys, and objects will be left in the classroom. All objects will be disinfected after use with appropriate method (aerosol disinfectant, wipes, spray solution and wipe down). If/when possible, students will be assigned a specific object to use over the course of the unit/project. Toys from home will not be permitted unless for a specific educational purpose and then returned home after completion.</p>

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	COVID-19 virus. Books and paper-based educational resources can be distributed or shared with students.	
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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 has an 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](#)

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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 ● Students and staff are required to perform hand hygiene when entering and exiting the school as well as before 	<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>Signs will be posted at each entrance of hand hygiene and physical distancing. Floor decal displaying foot traffic flow will be displayed in each hallway. Physical distancing markers for line ups will be posted in the library, outside the gymnasium, in front of music room and in washrooms. Classroom teachers in conjunction with the school counsellors will discuss and instruct on Covid-19. Students will be instructed on the new changes (handwashing, disinfecting our spaces, maintaining our personal bubble, coughing/sneezing into elbow, etc). As well, to discuss why you may see some staff wearing masks and what could occur if a student is sick (staff wearing PPE gear and student being asked to put on a mask and moved to sick room). Posters and signage from examples given will be used and placed around the school.</p>

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<p>entering the classroom. Additional hand hygiene practices should be performed at the following times indicated in Appendix 2.</p> <ul style="list-style-type: none"> ● 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	Sinks with soap dispensers are in every classroom, staffroom, washroom, and kitchen.
Students	Sinks with soap dispensers are in every classroom, washroom, and kitchen.
Hand sanitizer stations	Location
Staff	They are located at each entrance of the building, by washrooms in each hallway.

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Students	They are located at each entrance of the building, by washrooms in each hallway.
Public	They are located at each entrance of the building, by washrooms in each hallway.

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>Lunch program will be conducted by staff member and will be brought to the student’s classroom. Staff will adhere to handwashing prior making lunches and delivering. All the students will be eating their lunch in their classrooms. Parents will be informed that no food can be brought in to be shared. Lunch kits will remain in students backpacks or for primary students in their own designated area. Students will be required to have their own individual water bottles.</p> <ul style="list-style-type: none"> - Different Primary recess and Intermediate Recess (lunch recess) - School assemblies done virtually or made in video format. - Outdoor activities are done in a staggered recess model (ex Terry Fox Run) - Schedule specialist classes with primary students grouped back to back/ intermediate grouped back to back as much as possible. - When appropriate, specialists go to classrooms - Bus line ups are appropriately distanced with an adult supervisor for each - Emphasis on teaching, modeling, practicing new school expectations for the first several weeks of school

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<ul style="list-style-type: none">● Students should keep a distance of two metres 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 practise 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.	
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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
	<p>Location of Sick-Kit</p>	<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>Office, Reading Recovery Room upstairs, and Staff Room</p>
	<p>Location of sick area</p>	<p>Describe where this is located/mark on floor map</p> <p>Intermediate hallway office will be the sick area. It has two big windows to be able to see the student and it has its own washroom. This ensures the student is not being exposed to other students.</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> <p>Simon Hoareau, Arika Peters, TBD</p> <p>These staff members will be working with students where physical distancing cannot be maintained. Masks and gloves will be needed. Totally number would be enough for the entire school year. Therefore, I anticipate 180 masks and 360 gloves.</p>
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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> <p>Music; no singing activities. Golden Microphone will be suspended for the foreseeable future. All instruments (African drums, xylophones, guitars) will be disinfected after use by students. Students will be assigned a specific instrument for the duration of the unit. Art: art supplies will be disinfected after each use. When working on a project.</p>
<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>All PE classes will be conducted outside as long as weather permits. Parents will be reminded through newsletters, emails from teachers, and agendas to have their students dressed appropriate to participate in PE outside. This includes the winter months.</p> <p>PE teachers will focus on games/sports which do not have physical contact and promote physical distance between participants. When equipment is used, it will be disinfected between uses by classes. When classes must be conducted in the gymnasium, intermediate students will be only required to change their top. Groups of 4 students will be permitted into the change room at a time.</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 metres physical distancing can be maintained. 	<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"> • 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>Groups of 4 students will be permitted in the kitchen. They will adhere to handwashing prior to cooking and will disinfect their area when finished.</p> <p>Staff will be responsible for cleaning of all cooking material to ensure it is done properly; hot water, soap, scrubbing. All items will be dried and put away immediately.</p> <p>If possible when there is an appropriate amount of dirty dishes, the dishwasher will be use and run on hot cleaning cycle.</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. • 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><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>Students will be assigned a partner to sit with for all school trips when riding the bus.</p> <p>Teachers will be required to carry with them a PPE excursion kit along with their class student contact list. If a student becomes ill, the parent/guardian will be notified and asked to come and collect their student. Last resort will be a member of the administration team to collect the student, while wearing PPE gear, and bring them to the sick room in the school until their parent/guardian can come.</p> <p>Teachers will be encouraged to engage in place based learning and integrate outdoor learning activities into their teaching.</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. 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>No members of the public are permitted to access the school library to sign out materials. It is for school use only. Students will be permitted to sign out material. Floor markers will indicate line up at sign out desk. When possible,</p>

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	<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. 	teachers will send smaller groups with another staff member.
Computer labs and Instructional Tech	<ul style="list-style-type: none"> • Computer workstations should be reconfigured to ensure 2 metres 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. <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. 	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>No computer or Tech labs. Laptops and iPads will be disinfected after each use by students and staff. Students will be assigned a specific laptop/iPad which they will use for the entire year. Wipes or disinfectant spray with paper towel will be made available on each cart.</p>
Extra-curricular programming	<i>Guidelines are being finalized and will be sent shortly...</i>	<i>Guidelines on extra-curricular programs are being developed... TBD when guidelines are released. At this time, no extra-curricular activities will be scheduled.</i>

7. Itinerant staff, guest and public access

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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. <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. <ul style="list-style-type: none"> ○ If there are multiple entrances, pick-up and drop off can be split at separate entrances to 	Sign in procedure	<p><i>Your school’s sign in location and procedures</i></p> <p>All guests (parents, guardians, consultants) will report immediately to the office. Signage at the front of the school will indicate this procedure.</p> <p>There will be a sign in sheet for visitors to sign in. (Full Name, Date, Time, Classrooms being visited, Contact Number)</p> <p>All visitors will be given a visitor pass which must be visible at all times. They will be asked to go and wash their hands prior to receiving their visitor pass. A reminder of physical distancing and to wash their hands upon entering a new classroom will be verbally given.</p> <p>When returning their visitor pass, they will be asked to exit the building by the main entrance, which they entered from.</p> <p>Student sign and sign out log book will be housed in the office as well.</p>
	Space for itinerant staff	<p><i>Provide details of location of itinerant staff work space</i></p> <p>The file room in the office is the only available space and the staff room. Disinfectant supplies will be made available to wipe down their work area after completion.</p>
	Visitor entrance/exit	<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>All visitors can only access the building from the main entrance. Signage at the entrance in regards to physical distancing, hand hygiene, and reporting to the office for sign in procedure. Parents/Guardians picking up/dropping off a student will be asked to report to the office to fill in sign in/sign out log. Signage will indicate this at the entrance of the building.</p>

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<p>avoid parents gathering in large numbers.</p> <p>Parents must wait for students in a designated area.</p>	Parents	<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>Parents/Guardians supporting Kindergarten programming will follow visitor procedures. Parents/Guardians picking up students will wait by blue bench directly in front of office.</p>
	Drop-off/pick-up schedules	<p><i>Indicate your school's plans for staggering drop-off and pick-up</i></p> <p>Pick up and drop off is determined by the Standard Bus schedule.</p>
	Elders, ESWs, CELCs, Education Advocates (new) and special presenters	<ul style="list-style-type: none"> • <i>Detail your school plan for welcoming/sign-in/and procedures for Elders ESWs/CELCs, and special presenters.</i> <p>All guest will follow visitor protocol. When appropriate, a member of the administration team will meet with the guest and review hand hygiene and physical distancing. Teachers will be asked to debrief their guest on school operational procedures in advance.</p> <ul style="list-style-type: none"> • <i>Whitehorse schools only: Education Advocates (new program from FNED)</i> <p>See above.</p>

8. After school use and Joint Use Agreement users

Applicable Information from "Health and safety guidelines for K-12 school settings"	Item	Detailed implementation actions and/or program change

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<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. • 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. 	JUA and community use August –mid September	<i>Details on JUA will provided early next week (Aug 4 or 5)</i> Click or tap here to enter text.
	User group washrooms	<i>Identify community use/user group washrooms</i> User groups will only have access to the gymnasium. Washrooms are located in the change rooms and in front of music room.
	User group restrictions	<i>Identify areas that are restricted access in your school</i> User groups are only permitted to use the gymnasium via the gym door. No school equipment will be used. User groups will be responsible to disinfect benches, door handles, equipment left at school (Karate club) and any other high touch area during their activity when custodial staff is finished their work hours. Signage of hand hygiene and physical distancing will be displayed in gymnasium and exterior entrance.

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>Staff will be informed and provided Appendix 1 on the Health Training day August 18th, 2020. Students will be informed by their teacher in conjunction with school counsellors. All students will be provided information by the end of the school day Friday August 21, 2020.</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> <p>Staff will receive information on proper protocol as seen in Appendix 1. Location of PPE gear kits will be identified. Sick room location will be identified and a staff member will walk the student to this location. This will one of the main topics on the health training day August 18, 2020. Staff will view the videos: Donning https://www.youtube.com/watch?v=H4jQUBAIBrI Doffing https://www.youtube.com/watch?v=PQxOc13DxvQ</p>

10. Monitoring absenteeism

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

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<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 screening by administration upon their return and asked if they have any COVID-19 symptoms before returning to class.</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>Teachers will report students who have been absent for a week to Administration. If the absence is unexcused or is due to illness, upon the student returning, the student will be asked to go to the office for screening or Administration will meet with the student at their classroom to determine they are symptom free from illness. When parents/guardians are phoning in to the administrative assistant, they will be reminded that students must be symptom free prior to returning to school.</p> <p>Administration will fill out the required reporting tool when absences are higher than expected and is thought to be due to communicable disease.</p>
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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.

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.

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