



## 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 7<sup>th</sup>. A draft of the completed template should be shared with school councils and the local Yukon First Nation by August 5<sup>rd</sup> 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 12<sup>th</sup>. 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:	December 3, 2020

**1. Supporting Social-Emotional Wellness and Trauma Informed Learning**

<p>Supporting Social-Emotional Wellness and Trauma Informed Learning</p>	<p>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:</p>
<p>For staff</p>	<ul style="list-style-type: none"> <li>-meet with staff individually prior to Aug. 18, hear where they are at, discuss concerns</li> <li>-Aug 18&amp;19:             <ul style="list-style-type: none"> <li>- whole school connect - openly discuss concerns, fears, anxieties, self-care, connection</li> <li>- staff-only run throughs of all hygiene/safety routines</li> <li>-discuss self-care and self-regulation: breathing, self-checking, reach out to colleagues and ‘tag out’ when you need a break</li> <li>-discuss and develop as team – hallway movement expectations, hygiene practices, classroom movement, line ups, common language (ex. Caribou space, 2 meters, 6 feet rule)</li> <li>-inform staff of work expectations, sick leave, leave if children get sick, when to stay home from work, substitute plan expectations,</li> <li>-discuss importance of establishing relationships, routines, and well-being with students</li> <li>-acknowledge that students may have experienced inconsistent behavioural and learning expectations since mid-March, 2020</li> <li>-meet students where they are at and plan forward</li> </ul> </li> <li>-check ins with staff, individually, during first 2 weeks of school</li> <li>-EFAP poster visible in staff room; contact info emailed to all staff 1-867-668-3227; <a href="http://www.hwrc-fseap.ca">http://www.hwrc-fseap.ca</a></li> <li>-Staff meetings throughout the year – start with unstructured check-ins</li> <li>-provide regular communication with new information, as required</li> </ul>

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<p>For students</p>	<ul style="list-style-type: none"> <li>-provide parents with information regarding safety protocols and expectations in the school environment prior to Aug 20 by way of email and school website</li> <li>-focus on developing relationships, routines, social-emotional wellbeing with students</li> <li>-post visuals for line ups, hand washing, physical distancing</li> <li>-Teach Safe 6 practices; re-teach often throughout the year</li> <li>-reminders about “Safe Six” practices, rather than reprimands</li> <li>-Teach and model self-regulation skills - Breathing, Zones of Regulation, Incredible 5 point scale, Count to 10,</li> <li>-school wide soft start and connection with students; students engage in a variety of independent activities that allow for staff check-ins with students</li> <li>-all staff participate in daily welcoming routines: greetings, hand-washing, reminders</li> <li>-offer breaks, food, water, and staff connection often</li> <li>-continue using established resources and practices at the school: Second Step, Mind Up, Growth Mindset, Zones of Regulation, Soft Starts, Character Education monthly themes</li> <li>-use children’s books to highlight well-being, kindness, optimism, inclusion, flexibility, growth mindset</li> <li>-establish regular check ins throughout the day – circle time, morning meetings, home time closing circle,</li> <li>-use school website to provide information and updates to parents and community members</li> <li>-email families and use school website to invite parents to ask questions and voice concerns</li> <li>-post FAQ on school website</li> <li>-Teachers develop a communication system with parents that limits the daily transferring of items between school and home such as emails and phone/text messages as opposed to agendas, communication books</li> </ul>
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**2. Physical distancing**

<p>Measures used to maintain physical distancing</p>	<p>Applicable Information from “Health and safety guidelines for K-12 school settings”</p>	<p>Detailed implementation actions and/or program change</p>
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<p><b>Between staff</b></p>	<p>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 <b>provided they can maintain physical distancing</b>. Physical distancing by and among staff is <u>strongly recommended</u>.</p>	<p>Provide Details on:</p> <ul style="list-style-type: none"> <li>• Maximum # of staff in staff-room capacity</li> <li>• Detail how you will conduct staff meetings</li> <li>• Provide schedule and maximum capacity of teacher work area</li> <li>• What steps will be taken to ensure safety at in-person meetings</li> </ul> <p>-staff will maintain 2 metre physical distancing from each other in all common areas and in the classroom. When physical distancing cannot be maintained, staff will wear non-medical masks.</p> <p>-staff are required to wear non-medical masks in all indoor settings outside of the classroom including hallways</p> <p>-staff room maximum capacity: 5 people          -teacher work room maximum capacity: 2 people          -main office maximum capacity: 3 people          -principal's office maximum capacity: 2 people          -staff meetings held in open spaces (library, gym, kinder classroom) with chairs spread apart          -in person meetings: sanitize hands prior to entering, keep 2 meters apart, bring your own writing tool, bring your own food (no potlucks, sharing), sanitize tables before and after meetings</p>
<p><b>Between staff and students</b></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>Provide details on:</p> <ul style="list-style-type: none"> <li>• Building physical distancing into all staff student interactions, inside or outside the school</li> <li>• Develop use of visual cues to establish safe boundaries for teacher-student interactions.</li> <li>• Provide map of school traffic "flow" and specifics about entering and exiting</li> <li>• School specific ways of limiting the number of adults working per class</li> <li>• Provide details on how students with physical, health or social-emotional needs will be supported (see also Section 5).</li> </ul>

		<ul style="list-style-type: none"><li>-masks are not required in the classroom. Staff will strive to keep a 2 meter distance between staff and students; however we recognize this will not be possible in all circumstances</li><li>-staff will wear a non-medical mask during planned, prolonged periods of interactions with children in the classroom, when a 2 meter distance cannot be maintained</li></ul> <p>-strong focus on: staying home when ill, hand hygiene,</p> <ul style="list-style-type: none"><li>-greetings such as “air fives” will be used rather than hugs and high fives</li><li>-physical distancing with primary aged students (ages 4-9) is not possible during many activities including circle time, story time, playtime, dressing for outside time, holding hands while walking, teaching fine motor skills, when children are upset, hurt, or in distress</li><li>-after physical contact has been made (ex. hug, hand-holding) – both student and teacher will wash/sanitize their hands</li><li>-for the most part, students will remain in their classes throughout the day.</li><li>-each class will be divided into 4 groups. Banks of coat hooks will have one student from each group. Students will be called by group to use the coat hooks, ensuring that each child is distanced from the others</li><li>-Kindergarteners and Grade 1/2 have their own school entrance/exits. Grade 1 and Grade 3 share the same school entrance/exit. Students will enter and exit the school by the 4 groupings.</li><li>-As much as is possible, classroom teachers and EAs will remain with one class for most of the day to minimize the number of adults interacting with a class</li><li>-Students with physical, health, or social-emotional needs will be supported by the same teacher/EA as much as</li></ul>
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		<p>possible</p> <p>-Learning assistance will occur in the classroom as much as possible. When necessary, students will use the learning studio and the equipment used will be wiped after use. Typically, only students from the same class will be in the learning studio at the same time.</p>
<p>Between students</p>	<ul style="list-style-type: none"> <li>• Students from the same household do not need to maintain physical distance from each other.</li> <li>• Organize classrooms into smaller groups and/or spread students out to minimize direct physical contact.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li>• Groups of students should stay together throughout the day and not mix with other groups.             <ul style="list-style-type: none"> <li>○ Staff should remain with the same group whenever possible and limit the number of student groups they interact with throughout the day.</li> </ul> </li> <li>• Manage flow of people in common areas especially smaller areas such as hallways.</li> <li>• Consider staggering pick-up and drop-off times, recess, lunch and class transitions to support physical distancing.</li> <li>• Close greetings such as hugs and handshakes should be avoided. Instead,</li> </ul>	<p>Provide details, if applicable, on:</p> <ul style="list-style-type: none"> <li>• Changing configuration and placement of desks to maximize physical distancing</li> <li>• Repurposing larger spaces like gyms, libraries or multi-purpose spaces for classes.</li> <li>• Marking distances for reference between desks/tables</li> <li>• Plans developed for safe hallway movement and minimized congestion by staggering transition times (<i>floor maps</i> welcome)</li> <li>• Ways your school has maximized space</li> <li>• Ways your school will minimize mixing of groups</li> <li>• Provide staggered recess schedule</li> <li>• Plan for assemblies and other school-wide events virtually</li> </ul> <p>-masks are not required for our students because they are all under the age of 10; however students may choose to wear a mask if they wish</p> <p>-Classes have been organized into small groups. At present, each class has no more than 13 students. There will be 4 classroom spaces in use. Each classroom has 2 sinks and an exit door leading directly outside. 3 classes have 2 bathrooms; 1 class has 1 bathroom.</p> <p>-all classrooms have 4 tables, a horseshoe table and a long counter (there are few desks in the school). Tables will be spread throughout the class to maximize physical distancing</p> <p>-Each student will have their own “tool kit” with basic</p>

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	<p>encourage non-physical gestures such as “air fives”, waves or nods.</p> <ul style="list-style-type: none"> <li>● Students should be regularly reminded to keep their hands to themselves.</li> <li>● 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”.</li> <li>● Incorporate more individual activities or activities that encourage more space between students and staff.</li> <li>● Adapt group activities to minimize physical contact and reduce shared items, when feasible and reasonable.</li> <li>● Close physical contact may be necessary (e.g. to comfort an upset student).             <ul style="list-style-type: none"> <li>○ Hand washing and personal practices will help mitigate the risk associated with physical contact.</li> </ul> </li> </ul> <p><b>Recess/playgrounds</b></p> <ul style="list-style-type: none"> <li>● The risk of COVID-19 transmission is lower in outdoor settings than it is indoors, as a result outdoor recess and breaks are encouraged.</li> <li>● Whenever possible, schools should stagger recess and breaks to reduce mixing between groups.</li> <li>● Students and staff members should practice hand hygiene before and after any recess or break period.             <ul style="list-style-type: none"> <li>○ Students should wash their hands after using playground equipment</li> </ul> </li> </ul>	<p>school supplies including pencils, crayons, markers, glue, scissors, eraser, ruler. These tool kits will be used in their class, and if they are needed in any other part of the school.</p> <ul style="list-style-type: none"> <li>-Students will be learning outdoors as much as possible to allow for greater distance between students</li> <li>-when desk/table work is required, students will spread out as follows: 2 students per table facing the same direction, 3 students at side counter, 2 students at horseshoe table facing the same direction.</li> <li>-Flexible work environments will include: sitting on floor with a clip board, laying on the floor, standing near a book shelf ledge or window sill</li> <li>-French instruction (prep time) will be delivered in the classroom to minimize hallway traffic</li> <li>-Each class will have library on a separate day to minimize hallway traffic and to minimize using that space. Library tables will be wiped after each group of students has used the library</li> <li>-Shared space in the learning studio will be wiped between groups of students</li> <li>-Students will store lunches in their classroom to minimize the number of students in the hallway at lunch time</li> <li>-As much as possible, students will stay together as a group for the entire day</li> <li>-To minimize mixing students with other classes, there will be no buddy reading between classes, and no family groupings for traditions including: Activity Afternoon, Playground afternoon, Christmas Crafternoon, Mini-Rendezvous, Sports Day</li> <li>-Given our student population of approximately 50 students, we will not need staggered recesses, lunches, drop offs or pick ups. All children will be on the</li> </ul>
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		<p>playground at the same time for recess, with handwashing before and after recess</p> <ul style="list-style-type: none"> <li>-This year, there will be no indoor school wide assemblies</li> <li>- greetings such as “air fives” will be used rather than hugs and high fives between students</li> </ul>
<p>Teaching materials, toys and manipulatives</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Avoid sharing toys/objects between students as much as possible or if they do share, clean and disinfect after each use.</li> <li>● Objects and materials brought from home by students should be cleaned with soap and water or disinfectant before use in the classroom.</li> <li>● 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.</li> </ul>	<p><i>When considering developmental appropriateness and suitability for sanitizing, what toys and manipulatives will remain/be removed?</i></p> <ul style="list-style-type: none"> <li>-Play is foundational for primary aged students.</li> <li>-For our students, playing, sharing, and interacting is essential for development</li> <li>-Students will wash hands upon entry to the classroom</li> <li>-Toys and learning tools will remain in classes</li> <li>-It is expected that students will share toys and educational objects and play in close proximity with each other</li> <li>-Toys will not be brought from home into the school</li> <li>-Show and tell items will not be shared or passed around between students</li> <li>-Students will regularly wash hands to minimize risk</li> </ul>

**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](#)

For information on acquiring floor decals and arrows contact Anne Daub at [Anne.Daub@gov.yk.ca](mailto: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"> <li>• Thorough hand washing with plain soap and water for at least 20 seconds is most effective at reducing the</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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<p>spread of illness and least likely to cause harm if accidentally ingested. Antibacterial soap is not needed for COVID-19.</p> <ul style="list-style-type: none"><li>• Soap and water must be used when hands are visibly dirty.</li><li>• Alcohol based hand rub can be used if hands are visibly clean.<ul style="list-style-type: none"><li>○ Technical grade ethanol should not be used as it is not approved by Health Canada for use with children or pregnant women.</li></ul></li><li>• Portable, refillable bottles can be used, however only identical contents may be refilled into the bottles/containers.<ul style="list-style-type: none"><li>○ Perform diligent hand hygiene and clean/disinfect bottles before refiling.</li></ul></li><li>• Alcohol based hand rub should be made available at school entrances and exits, entry points to classrooms and other high traffic areas.</li><li>• Alcohol based hand rub should be safely stored out of the reach of young students.</li><li>• Students and young children in particular should be supervised when using alcohol based hand rub to prevent misuse.</li><li>• 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"><li>○ <a href="https://www.canada.ca/en/public-health/services/publications/diseases-conditions/reduce-spread-covid-19-wash-your-hands.html">https://www.canada.ca/en/public-health/services/publications/diseases-conditions/reduce-spread-covid-19-wash-your-hands.html</a></li><li>○ <a href="https://yukon.ca/sites/yukon.ca/files/hss/hss-imgs/hss_sign-handwashing_2020.pdf">https://yukon.ca/sites/yukon.ca/files/hss/hss-imgs/hss_sign-handwashing_2020.pdf</a></li></ul></li><li>• Students and staff are required to perform hand hygiene when entering and exiting the school as well as</li></ul>	<ul style="list-style-type: none"><li>• <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></li></ul> <p>Thorough handwashing with soap and water for 20 seconds will be taught and practiced throughout the year.</p> <p>Each class has 2 sinks. Students will wash hands by groupings. (each class has 4 groups).</p> <ul style="list-style-type: none"><li>-School signs for handwashing will be posted by each sink</li><li>-Students and staff will practice handwashing upon entry to the class, with the exception of transition times where a teacher may be back and forth between hallway and classroom in a short amount of time</li><li>-All waste baskets in the school are lined and open</li><li>-Students will be taught and reminded of Covid-19 health and safety measures including: sneeze/cough into elbows, to sanitize hands after using tissues, washing hands for 20 seconds with soap and water</li></ul>
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<p>before 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"> <li>• Students and staff should cough and sneeze into their elbow, sleeve or a tissue.             <ul style="list-style-type: none"> <li>○ Used tissues should be throw away and hand hygiene performed immediately.</li> <li>○ Lined, no-touch wastebaskets (foot pedal-operated, hand sensor, open basket) should be used, where possible.</li> </ul> </li> <li>• Staff and students should have the supplies they need to conduct appropriate hand hygiene and respiratory etiquette.             <ul style="list-style-type: none"> <li>○ Hand washing supplies should be well stocked at all times, including soap, paper towels and alcohol based hand rub (sanitizer).</li> </ul> </li> </ul>	
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Hand washing stations	Location
Staff	Each classroom has 2 sinks, the staffroom has 1 sink, there are 2 sinks in the office staff washrooms.
Students	Each classroom has 2 sinks.
Hand sanitizer stations	Location

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Staff	Entrance to the school
Students	Entrance to the school, spray bottles in classrooms (managed by the staff)
Public	Entrance to the school

Applicable Information from “Health and safety guidelines for K-12 school settings”	Detailed implementation actions and/or program change
<p><b>Meals and food handling</b></p> <ul style="list-style-type: none"> <li>● Students and staff should observe proper hand hygiene before and after eating.</li> <li>● Physical distancing should be maintained while students are eating.</li> <li>● Where possible students should take their lunch in their classroom.</li> <li>● Schools should have a “no food and drink sharing” policy.                             <ul style="list-style-type: none"> <li>○ Food from home should be stored</li> </ul> </li> </ul>	<p><i>Provide details, if applicable:</i></p> <ul style="list-style-type: none"> <li>● Does your school have a nutrition program?</li> <li>● Will your school be taking lunch in the classroom more often?</li> <li>● Indicate plan for distribution of food (nutrition programs/cafeterias)</li> <li>● Plan for physical distancing (2m) in cafeteria or when picking up food</li> <li>● Messages/signs about no food sharing/buffets or potlucks</li> </ul> <p>-Food for Learning food items will be individually wrapped and available for students. Staff handling that food will wash hands prior to handling food, and use single-use food wrappings. Food will be available in classrooms to reduce students in the hallway coming to the office to get a snack.</p> <p>-Disposable cutlery will be provided in each classroom, wrapped in single use food wrapping.</p> <p>-Students will eat their snacks and lunches in their classrooms maintaining physical distancing. All students will wash hands prior to and after eating. Students will not eat food on the playground.</p> <p>-Students will not share food</p> <p>-Staff will not share food with each other (this includes potlucks, “treat day”, staff meeting treats, etc.) Signage will be placed in the staffroom and discussed at the beginning of the year.</p> <p>-Students will fill water bottles from the filling station outside the Grade 1/2 classroom. Staff will</p>

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<p>with the students' belongings and must not be shared with others.</p> <p><b>School cafeterias</b></p> <ul style="list-style-type: none"><li>• 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"><li>○ Reducing the number of students dining together at one time.</li><li>○ Removing/rearranging dining tables.</li><li>○ Placing tape or other markings on the cafeteria floors.</li><li>○ Staggering meal service times to reduce the number of students present at any one time.</li><li>○ Adapt other areas to serve as additional dining space to increase spacing among students in the same room.</li></ul></li></ul>	<p>stagger refills to minimize line ups and hallway traffic.</p> <p>-Water fountains can be used. Student will be taught and encouraged not to touch the mouthpiece while drinking from the fountain.</p>
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<ul style="list-style-type: none"><li>• All staff who are handling food must practise diligent hand hygiene and a food safety certificate is recommended.</li><li>• Do not use buffets. Food should be served in individual portions or food items individually wrapped using single-use food grade packaging.</li><li>• Cutlery, napkins and other items should be provided to students, rather than allowing them to pick up their own items.</li></ul> <p><b>Water fountains</b></p> <ul style="list-style-type: none"><li>• 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"><li>○ Non-touch or automatic water filling stations are ideal.</li></ul></li></ul>	
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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>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"> <li>Wearing a non-medical mask is not an appropriate substitute for physical distancing or other control measures in a school setting.</li> <li>If worn, masks should be changed when visibly soiled, damp or damaged.</li> <li>If masks are worn or disposed of incorrectly, risk of infection can increase.</li> <li>For additional information refer to <a href="#">Wearing a non-medical mask in Yukon</a>.</li> </ul> <p>Masks are not recommended for use by children unless advised to do so by a health care provider.</p>	<p><b>Location of Sick-Kit</b></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>Sick kit will be located in the first aid filing cabinet located in the staff washroom.</p>
	<p><b>Location of sick area</b></p>	<p>Describe where this is located/mark on floor map</p> <p>Located in the “fishbowl” room, inside the main office</p>
	<p><b>Which staff will require PPE due to job duties?</b></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>It is not anticipated that any staff will be required to perform duties that require PPE.</p>



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<ul style="list-style-type: none"><li>• In young children in particular, masks can be irritating and may lead to increased touching of the face and eyes.</li></ul> <p>Specific situations may require the use of PPE:</p> <ul style="list-style-type: none"><li>• A PPE kit should be available in case a student or staff becomes ill while at school (see appendix 1 for more information)<ul style="list-style-type: none"><li>○ The kit should contain alcohol-based hand rub, disposable gloves and masks, for use by the ill</li><li>○ Individual and staff member attending to them.</li></ul></li><li>• Custodial and teaching staff should follow routine processes when cleaning blood or body fluids.<ul style="list-style-type: none"><li>○ High level disinfection is required e.g., 1:9 dilution or 5000ppm</li><li>○ Staff must wear disposable gloves and wash hands before wearing and</li></ul></li></ul>		
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<p>after removing gloves.</p> <ul style="list-style-type: none"> <li>• Staff members whose regular job duties mean physical distancing is not possible.             <ul style="list-style-type: none"> <li>○ For example, when assisting students with activities of daily living.</li> </ul> </li> </ul>		
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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
Arts, Music, Drama Considerations	<ul style="list-style-type: none"> <li>• <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></li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>Soft voice chants, jingles, and attention signals will be used to aid in memory, skill development, and routines.</p> <p>As per the singing and music: COVID-19 guidelines, general class singing time may occur. Students will face forward while singing. Singing time will be 30 minutes or less per session</p>

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<p>Physical Education</p>	<ul style="list-style-type: none"> <li>• The risk of COVID-19 transmission is lower in outdoor settings than it is indoors. Wherever possible physical education classes should be held outside.</li> <li>• Physical education classes should follow the contact sports and <a href="#">sport and recreation</a> guidelines.</li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>As weather permits, PE classes will be held outdoors. Contact sports will be minimized.</p> <p>Primary aged students do not typically sweat. The gym will be used for low-cardio movement breaks and regular PE classes when weather does not permit outdoor classes.</p>
<p>Cooking Classes</p>	<ul style="list-style-type: none"> <li>• All students and staff should sanitize their hands prior to cooking and meal preparation.</li> <li>• Kitchen workspaces should be reconfigured to ensure 2 metres physical distancing can be maintained.</li> <li>• Where possible, staff members should eliminate the sharing of cooking equipment and instruments.</li> <li>• 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.</li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>Cooking classes do not occur on a regular basis at the school. However, there are times when a small group of students cooks under the supervision of a staff member. All students and staff will sanitize hands prior to cooking and food handling.</p>
<p>Outdoor Education</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>Outdoor education and on the land programming is encouraged. Several classes employ forest schooling strategies. The school is located with a greenbelt on school property and bussing is not necessary for on the land learning.</p>

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	<ul style="list-style-type: none"> <li>• Schools should develop a plan if a student becomes symptomatic before or on an excursion or field trip.</li> <li>• 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"> <li>○ Outdoor overnight trips are permitted if students sleep in their own tent or are partnered with a family member.</li> <li>○ Hotel stays are permitted, with no more than two students per room.</li> </ul> </li> <li>• International field trips are not currently permitted.</li> </ul>	
Libraries	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sign in logs should be maintained for members of the public accessing community libraries housed in schools.             <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>Tables in the library will be sanitized between groups that use the library.</p>
Computer labs and Instructional Tech	<ul style="list-style-type: none"> <li>• Computer workstations should be reconfigured to ensure 2 metres physical distancing between each workstation.</li> <li>• Students should conduct proper hand hygiene before and after using shared IT equipment.</li> </ul>	<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"> <li>• Where possible, IT equipment should be cleaned between each use using disinfectant wipes containing 70% alcohol.             <ul style="list-style-type: none"> <li>○ To facilitate cleaning, consider using covers that protect keyboards and other high touch areas on electronic devices.</li> </ul> </li> <li>• Refer to the Yukon guidelines on <a href="#">cleaning and disinfecting in the work place</a>.</li> </ul>	The school does not have a computer lab. Students will conduct proper hand washing before and after using iPads and laptops.
Extra-curricular programming	Guidelines are being finalized and will be sent shortly...	Guidelines on extra-curricular programs are being developed... Click or tap here to enter text.

**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"> <li>• Educational specialists and consultants are permitted to enter the school if public health guidance is followed and movement within the</li> </ul>	Sign in procedure	Your school's sign in location and procedures Consultants will sign in at the office, using established procedures. The log will be maintained and kept by the Administrative Assistant.

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<p>building is limited as much as possible.</p> <ul style="list-style-type: none"> <li>• All visitors, including educational specialists and consultants, must report to the front office upon entering the school.                             <ul style="list-style-type: none"> <li>○ Anyone who is ill or experiencing symptoms will not be permitted further entry.</li> <li>○ A record of all visitors should be kept for a minimum of thirty days.</li> </ul> </li> <li>• All visitors should be reminded to practice diligent hand hygiene and maintain physical distance upon entering a school building.</li> <li>• Visitors should use designated entrance and exit doors and limit their movement within the school as much as possible</li> <li>• Stagger the timings of pick-up and drop-off if possible.                             <ul style="list-style-type: none"> <li>○ If there are multiple entrances, pick-up and drop off can be split at separate entrances to avoid parents gathering in large numbers.</li> </ul> </li> </ul>	Space for itinerant staff	<p>Provide details of location of itinerant staff work space</p> <p>The Admin Assistant will direct consultants to an available space, dependent on the needs of students.</p>
	Visitor entrance/exit	<p>We encourage limiting parent access to school except for programs that require parents/caregivers to be present. Indicate parent/caregiver waiting areas</p> <p>Procedure for those parents/ caregivers permitted to be present in classes (like Learning Together/Kindergarten)</p> <p>-All visitors are required to wear a non-medical mask when in common school areas</p> <p>The main office door will be used for all visitors. A hand sanitizer is located at the entrance to the school.</p>
	Parents	<ul style="list-style-type: none"> <li>• Procedures for parents to support early learning programs like Learning Together and Kindergarten (most direct access/access to these classrooms only).</li> <li>• Directions/signs for all other parents – minimize access to classrooms/designated waiting area</li> </ul> <p>-All parents are required to wear a non-medical mask when in the school</p> <p>Parents should plan on waiting for children outside the school, unless prior arrangements have been made: including picking up a child before the end of the school day, a pre-arranged meeting with a staff member, dropping something off at the office, etc.</p> <p>-At this time, parent volunteers are not encouraged in the school.</p>
	Drop-off/pick-up schedules	<p>Indicate your school's plans for staggering drop-off and pick-up</p> <p>-There is no bussing at the school</p> <p>-Parents can drop students off at the school between 8:00am and 8:30am. Parents will not typically come into the school.</p> <p>-Kindergarten parents and parents of new students to the school will be permitted to come into the</p>

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Parents must wait for students in a designated area.		<p>school to help their child adjust to a new school environment.</p> <p>-Parents/daycares pick up students from the playground at 3:00pm. Daycares will meet their children in designated spots.</p> <p>-It is expected that all students will be picked up as close to 3:00pm as possible. At 3:15pm, any students who have not been picked up will be brought to the hallway outside the office and parents will be called to pick up their children.</p>
	Elders, ESWs, CELCs, Education Advocates (new) and special presenters	<ul style="list-style-type: none"> <li>Detail your school plan for welcoming/sign-in/and procedures for Elders ESWs/CELCs, and special presenters.</li> </ul> <p>All visitors, Elders, Presenters will check in at the main office.</p> <ul style="list-style-type: none"> <li>Whitehorse schools only: Education Advocates (new program from FNED)</li> </ul> <p>Education Advocates will check in at the Main Office.</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"> <li>• 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.</li> <li>• 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.</li> <li>• Cleaning and disinfection should take place between each user group.             <ul style="list-style-type: none"> <li>○ To reduce the custodial burden consider having user groups use school's facilities less frequently for a longer period of time.</li> </ul> </li> <li>• User groups must have access to designated washrooms within the school.</li> <li>• Groups renting school spaces are responsible for maintaining sign in logs</li> </ul>	JUA and community use August –mid September	<p>Details on JUA will provided early next week (Aug 4 or 5)</p> <p>Click or tap here to enter text.</p>
	User group washrooms	<p>Identify community use/user group washrooms</p> <p>Washrooms in the gym foyer are available.</p>
	User group restrictions	<p>Identify areas that are restricted access in your school</p> <p>-The gym equipment room is restricted.</p>



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<p>should the need for contact tracing arise.</p>		
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**9. When someone becomes sick at school**

<p><b>Applicable Information from “Health and safety guidelines for K-12 school settings”</b></p>	<p><b>Item</b></p>	<p><b>Detailed implementation actions and/or program change</b></p>
<p>See Appendix 1</p>	<p>Staff and student instruction on what to do if one becomes sick at school</p>	<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>The principal will ensure that staff will be informed on Aug. 18, 2020                      Teachers will ensure that students are informed in the first week of school.                      The principal will ensure that parents are informed by way of a written notice, an email, and information on the website during the first week of school.</p>
	<p>Staff training</p>	<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 be trained on Aug. 18 and 19.</p>

**10. Monitoring absenteeism**

Applicable Information from “Health and safety guidelines for K-12 school settings”	Item	Detailed implementation actions and/or program change
<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. &gt;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 <a href="#">“Yukon School Surveillance Reporting Tool”</a> 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>The Yukon School Surveillance Reporting Tool will be used.</p> <p>The school admin assistant will follow up with parents of students who have been absent for a prolonged absence, and determine if they have any COVID19 symptoms.</p>

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**11. Communication**

Two communication documents will be provided for you on Wednesday, August 5<sup>th</sup> 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.

December 2020 approved revision

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