



## 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 timelines 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

School name:	Hidden Valley School
Address (physical location):	5 MacPherson Rd
Contact name:	John Duclos
Phone:	(867)332-7052
Email:	John.duclos@gov,yk.ca
Signature:	Click or tap here to enter text.
Date:	August 7 <sup>th</sup> , 2020

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

<p>Supporting Social-Emotional Wellness and Trauma Informed Learning</p>	<p><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></p>
<p>For staff</p>	<ul style="list-style-type: none"> <li>-staff meeting to start the year, discuss concerns, fears anxieties</li> <li>- continued check-ins on a regular basis for the first 4 months</li> <li>- open door policy (admin)</li> <li>- principal contacts staff members 1 week before school starts</li> <li>-ensure staff know that they can wear masks and/or gloves if they so choose</li> <li>-reviewing trauma-informed practices used at the school (during new teacher orientation and during school start-up PD)</li> <li>-Ensure staff know how to access help/resources, including EAP program.</li> <li>-opportunity for the staff to review this plan and to discuss concerns/procedures before school start-up</li> <li>-all teachers will have access to a mentor on the School-Support Team for weekly check-ins or as needed</li>   <li>-open dialogue and primary/intermediate channels on Teams</li> </ul>
<p>For students</p>	<ul style="list-style-type: none"> <li>-<i>morning announcements</i></li> <li>-<i>check in with teachers, re students at the end of the day</i></li> <li>-<i>trauma-informed approaches to teaching and relationship building</i></li> <li>-<i>additional break times outside for students/teachers (more than just PE)</i></li> <li>-<i>encourage play based learning approach</i></li> <li>- <i>Our mental wellness teacher will be scheduled to support the school with the assistance of the school support team.</i></li> <li>-<i>teachers to have a soft start at the beginning of each day and to check in on students who may need emotional support</i></li> <li>-<i>teachers encouraged to do wellness physical activities (eg. Walking on forest trails)</i></li>   <li>-<i>we will be starting the school year by focusing on Place-Based learning. For the first 2-3 weeks will be doing a Forest School model that will have all classes in the outdoors full time.</i></li> <li>-<i>we will be focusing on the transition back school through an inquiry model which innately focuses on open communication and relationship building.</i></li> </ul>

**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
---	---	---

CONFIDENTIAL

<p>Between staff</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 if they are not all in one area and can keep a safe distance of 2 meters from each. Physical distancing by and among staff is <u>strongly recommended</u>.</p>	<ul style="list-style-type: none"> <li>- <b>we will limit the number of staff members in the staff room by staggering lunch and recess breaks</b></li>   <li>- <b>Staff meetings on Teams and recorded for those who cannot make it., The gym for all staff small group meetings can be booked or the library</b></li>   <li>- <b>Workroom will see a rotation of teachers, 2 max at one time</b></li>   <li>- <b>Spray and/or wipes available in workroom &amp; staff room. Staff trained to wipe down photocopier, cutter arm, laminator arm, fridge handle, microwave.</b></li>   <li>- <b>Dishes will only be washed in the dishwasher or taken home.</b></li>   <li>- <b>Set up schedule before/after school when the workroom is busy</b></li>   <li>- <b>Reminder about physical distancing on tables in staffroom</b></li>   <li>- <b>Potlucks and soup club are canceled</b></li>   <li>- <b>Workroom &amp; reading recovery area sanitized on a regular basis throughout the day using sanitizing wipes</b></li>   <li>- <b>Social distancing maintained during all meetings</b></li>   <li>- <b>In-person meetings will take place in the library, with physical distancing</b></li>   <li>- <b>Use of Teams for primary communication between teachers</b></li> </ul>
----------------------	---	---

<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>	<ul style="list-style-type: none"> <li>-use of posters and floor stickers to remind anyone in the building of physical distancing (includes foot stickers, directional arrows, wall posters)</li> <li>-staff to use a variety physical cues to direct students to the appropriate locations for activities</li> <li>-teachers, EA’s, LAT, PE teacher, and any available staff will monitor physical distancing, especially at the beginning and end of the school day</li> <li>-sensory room used to assist students to self-reg when necessary</li> <li>-hygiene stations at each entrance way and in each classroom (includes hand sanitizer, hand-washing soap, paper towels)</li> <li>-sanitizing wipes to be readily available – mostly for teacher use</li> <li>- teachers educate students on the proper use of sanitizing station equipment</li> <li>- if staff have to enter the space of a 1:1 student or for in case of an injury all staff will have a mask accessible.</li> <li>- Staff member that will be entering multiple classrooms will have masks that they will wear when interacting with the students and staff members in that class (in cases where they cannot maintain 6’ distance).</li> <li>- For classroom teachers and EA’s they will only be interacting with the classrooms that are in their hallway (four in the primary and 5 in the intermediate hallway).</li> </ul>
-----------------------------------	--	--

		<ul style="list-style-type: none"><li>- Our mental wellness teacher will be spending time with each class to ensure common language. He will also be working with the school support team to ensure we are able to support all our students as a team.</li></ul> <p><b>Place-Based Learning Procedures:</b></p> <ul style="list-style-type: none"><li>- The classes will not be intermingling for their PBL at the beginning of the year.</li><li>- Classroom Teachers and EA's will be staying with their groups of students.</li><li>- New teachers will have a School Support team member with them in order to support them with getting to know their students and maintaining safety for the first three days.</li></ul>
--	--	--

<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, encourage non-physical gestures such as “air fives”, waves or nods.</li> <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> </ul>	<p><i>Provide details, if applicable, on:</i></p> <ul style="list-style-type: none"> <li>• <i>Changing configuration and placement of desks to maximize physical distancing</i></li> <li>• <i>Repurposing larger spaces like gyms, libraries or multi-purpose spaces for classes.</i></li> <li>• <i>Marking distances for reference between desks/tables</i></li> <li>• <i>Plans developed for safe hallway movement and minimized congestion by staggering transition times (floor maps welcome)</i></li> <li>• <i>Ways your school has maximized space</i></li> <li>• <i>Ways your school will minimize mixing of groups</i></li> <li>• <i>Provide staggered recess schedule</i></li> <li>• <i>Plan for assemblies and other school-wide events virtually</i></li> </ul> <p><b>-In classrooms that are using desks, desks will be spaced out in rows, to maintain physical distancing in the classroom</b></p> <p><b>-to promote spacing, students will use alternative seating when possible (e.g lap tables while sitting on floor)</b></p> <p><b>- most of our classes have tables. In these rooms, we will be utilizing pods of students and these student groupings will be static and spaced away from other pods in the classroom.</b></p> <p><b>- each intermediate class will have ‘pods’ and the students will interact only with other pod members. Pods will have labeled seating. Entrance and exit from the school will be done by pod to minimize interactions.</b></p> <p><b>-to facilitate social interaction and developmentally-appropriate learning opportunities, each primary class will be considered to be a single pod. The class will enter and exit the building as a whole. Centre time and Circle time will be permitted. Emphasis will be on regular, careful hand-washing, including washing both before and after Centres. Students are still encouraged to use individual supplies.</b></p>
-------------------------	---	--

	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>- <b>teachers and EA’s primarily work with their class and all pods within that class</b></li> <li>-<b>teachers will have individual hand sanitizer in their bags when outside</b></li> <li>-<b>only one student permitted to leave a classroom to go to the bathroom at a time</b></li> <li>-<b>families who wish can have children wear masks</b></li> <li>-<b>students will be given lessons on how to physically distance and wash hands</b></li> <li>- <b>staggered entry and exit out of the school so that everyone does not come in at the same time – monitored by inside and outside school staff as per supervision schedule</b></li> <li>- <b>in primary and early intermediate grades, hooks will be colour coded by pod and spaced out in a pattern that will allow physical distancing</b></li> <li>- <b>outside – when the bell rings, students will line up in their designated colour coded area, so that a staggered entrance can occur, at 2 min intervals (we are considering this process).</b></li> <li>- <b>upon entry and after students are ready to enter the classrooms, they must wash/sanitize their hands before sitting down</b></li> <li>- <b>recess breaks will also be staggered</b></li> <li><b>Group 1- 10-10:15, lunch recess 12-12:20 (Grades - to be determined)</b></li> <li><b>Group 2- 10:25-10:40, lunch recess 12:30-12:50</b></li> </ul>
--	---	---



		<p><b>(Grades – to be determined)</b></p> <ul style="list-style-type: none"><li>- when one group is on lunch recess, the other group is eating lunch</li><li>- any time a group comes in from the outside, they must wash their hands.</li><li>- classes will play in designated areas (zones) on the playground</li><li>- school assemblies will be done in smaller groups, in the gym, or over the PA system or through the use of video applications (to be determined)</li><li>- we would like to limit the use of tape in our school since we do not have multiple hallways to get to locations we continue to walk down the right hand side of the hallways. (which is already common practice in our school)</li><li>- we will be discussing our common greetings that we can use in the school because we have instilled morning greetings in our school culture over the years.</li></ul> <p><b>Place-Based Learning Procedures:</b></p> <ul style="list-style-type: none"><li>- the classes will be separated from all other classes. There will be designated areas around the school property that classes will rotate through.</li><li>- each teacher will have a classroom kit that include a mobile classroom, first aid kit, bear safety kit, and walkie-talkie so they can communicate at all times.</li></ul>
--	--	---

		<ul style="list-style-type: none"><li>- Students will have individual sit-spots in order to connect with nature and maintain the social distancing in their outdoor classroom.</li><li>- We rented portable bathrooms so the students will not have to enter the school to use the washroom.</li></ul>
--	--	--

CONFIDENTIAL

<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>- <b>in the primary grades, esp in K and gr 1, small groups of students will be assigned their own manipulatives</b></li> <li>- <b>students need to be taught how to sanitize manipulatives after use so the they are ready for the next group</b></li> <li>- <b>teachers also need to make certain they are able to spray down or sanitize popular objects on a regular basis</b></li> <li>- <b>students should not bring material or toys to share from home, unless they are used in self-regulation</b></li> <li>- <b>Rotate toys/manipulatives each day and store used toys for 2-5 days before taking them out again</b></li> <li>- <b>all stuffed animals and pillows have been removed from the primary classrooms.</b></li> <li>- <b>Clorox wipes available and students taught to wipe laptop keyboard and case after every use</b></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 Ratio: 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: (Note we have staff that allergic to aerosol disinfectants.)
  - 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

CONFIDENTIAL

#### 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
---	---

- 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.
  - 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.
  - 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:
  - <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](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 entering the classroom. Additional hand hygiene practices should be performed at the following times indicated in Appendix 2.
- Students and staff should cough and sneeze into their elbow, sleeve or a tissue.

- 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.
- 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

**- Students will move throughout the hallways on the right-hand side of the hall.**

**- We will put a hand sanitizer station at the entrances of the school and the students will also wash their hands when they enter their classes.**

**- we will put posters above all wash stations with the proper procedures.**

**- we will also put distancing posters up by the front office for guests that come to the school. Whereas, they will not be part of the Covid bootcamp that the students and staff will have.**

**Place-based Programming:**

**- we will bring sanitizer stations into the entrance of the woods (back of the parking lot) and additional stations will be set up by the portable washrooms. Each teacher will have individual hand sanitizer bottles with them outside.**

- 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.
  - Hand washing supplies should be well stocked at all times, including soap, paper towels and alcohol based hand rub (sanitizer).

CONFIDENTIAL



Hand washing stations	Location
Staff	Staffroom, the staff washrooms, the kitchen, the 8 classrooms have sinks but there will be between one to three makeshift classrooms that will not have sinks.
Students	The 8 classrooms have sinks but there will be between one to three makeshift classrooms, including the half classroom that will not have sinks. The students have sinks in the gendered bathrooms and the gender-neutral bathroom only has access to the sink in the sick room.
Hand sanitizer stations	Location
Staff	We will need one installed inside the staff parking lot entrance.
Students	We will need one in the foyer and in the common area in both hallways. Initially we will also need one in the woods behind the school by the portable washrooms. We will also need one in the staff parking lot just before the students go into the woods. This parking lot station will be brought into the school nightly and returned in the morning.
Public	We will need one in the foyer when you first enter 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 with the students’ belongings and must not be shared with others.</li> </ul> </li> </ul> <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> </ul> </li> </ul>	<p><i>Provide details, if applicable:</i></p> <ul style="list-style-type: none"> <li>● <i>Does your school have a nutrition program?</i></li> <li>● <i>Will your school be taking lunch in the classroom more often?</i></li> <li>● <i>Indicate plan for distribution of food (nutrition programs/cafeterias)</i></li> <li>● <i>Plan for physical distancing (2m) in cafeteria or when picking up food</i></li> <li>● <i>Messages/signs about no food sharing/buffets or potlucks</i></li> </ul> <p><b>We offer a breakfast program and a lunch program at our school.</b></p> <ul style="list-style-type: none"> <li>- <b>we will following the guidelines that have been set out for distributing cutlery and napkins.</b></li> <li>- <b>the students will practice social distancing during the breakfast program.</b></li> <li>- <b>the lunch program is a pickup window in which the students return to their classrooms to eat their lunch.</b></li> <li>- <b>we will do direct teaching and monitoring around not sharing food with others.</b></li> <li>- <b>we have a water bottle filler station in the school. However, there are two classrooms that do not have drinkable water. One room does not have safe drinking water and the other does not have water access in their room.</b></li> <li>-<b>students will wash their hands before eating lunch and snacks.</b></li> <li>-<b>students will be required to have a water bottle at school</b></li> <li>-<b>adult will pour cereal and milk, instead of self-serve.</b></li> <li>-<b>breakfast/lunch dishes must be washed in the dishwasher</b></li> <li>-<b>physical-distancing spots will be marked out on the floor in front of the lunch club window</b></li> <li>-<b>signage will be posted as per Department policies</b></li> </ul>
--	---

<ul style="list-style-type: none"><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><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>	<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-30deg);">CONFIDENTIAL</p>
--	---

**5. Personal Protective Equipment**

Applicable Information from “Health and safety guidelines for K-12 school settings”	Item	Detailed implementation actions and/or program change
	<b>Location of Sick-Kit</b>	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  <b>- In the office and sick room</b>
	<b>Location of sick area</b>	Describe where this is located/mark on floor map  <b>- We have an established sick room in the school that is equipped with a washroom and sink.</b>

<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 <u><a href="#">Wearing a non-medical mask in Yukon</a></u>.</li> </ul> <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"> <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)</li> </ul>	<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> <ul style="list-style-type: none"> <li><b>- Due to the number of high needs students in our school we will be equipping all staff with face masks. The staff will not wear them all the time, only if the students' needs will not allow for social distancing.</b></li> <li><b>- We will have 14 staff members that will be required to have PPE. This includes all 1:1 EA's, the school support team, the administrative assistant and the principal.</b></li> </ul>
---	---	--

<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><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 after removing gloves.</li></ul></li><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>		
--	--	--

CONFIDENTIAL

**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><b>The music teacher will be modifying his programming to accommodate these regulations.</b></p> <p><b>He will focus on other aspects of music creation, appreciation and movement.</b></p> <p><b>Music teacher and Southern Tutchone teacher will hand-sanitize before entering a classroom.</b></p>
Physical Education	<ul style="list-style-type: none"> <li><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></li> <li><i>Physical education classes should follow the contact sports and <a href="#">sport and recreation</a> guidelines.</i></li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p><b>- we will be using the outdoors as much as possible in reference to physical education.</b></p>

COVID-19 Detailed School Operational Plan

<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> <ul style="list-style-type: none"> <li>- <b>we will not be using the kitchen as a teaching space this year. The kitchen is too small to social distance.</b></li> <li>- <b>precautions will be considered when food preparation happens in the class and the teacher/EA's will do the final cooking in the kitchen space.</b></li> </ul>
<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> <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>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <ul style="list-style-type: none"> <li>- <b>We will be utilizing the outdoors exclusively upon our initial return to school.</b></li> <li>- <b>We are going to be focusing of Place-Based learning and will not be doing bus trips initially from the school, but we will be exploring our immediate surroundings as our classrooms.</b></li> <li>- <b>when we expand our bubble away from the school, we will follow the precautions of transportation.</b></li> </ul>



<p>Libraries</p>	<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> <ul style="list-style-type: none"> <li>- <b>Our School library will remain closed to the public. We will only be distributing books to the teachers and classes.</b></li> <li>- <b>At this time only staff members will enter the library and they will be responsible for tracking the books that are checked out of the library.</b></li> <li>- <b>we will continue to use the database to track the books coming in and out of the school.</b></li> <li>- <b>we will continue to have the community librarian and school librarian managing the collection.</b></li> </ul>
<p>Computer labs and Instructional Tech</p>	<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> <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 <u>cleaning and disinfecting in the work place</u>.</li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <ul style="list-style-type: none"> <li>- <b>We will not be able to afford to buy keyboard covers for all of the computers so we will wipe the keyboards and computers down after each use.</b></li> <li>- <b>The computer lab was removed so we only have laptops, iPads and iPods left in the school. These devices will be wiped down between users.</b></li> </ul>

COVID-19 Detailed School Operational Plan

Extra-curricular programming	<i>Guidelines are being finalized and will be sent shortly...</i>	<i>Guidelines on extra-curricular programs are being developed...</i> Click or tap here to enter text.
------------------------------	---	---

**7. Itinerant staff, guest and public access**

<b>Applicable Information from “Health and safety guidelines for K-12 school settings”</b>	<b>Relevant issue or group</b>	<b>Detailed implementation actions and/or program change</b>
<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 building is limited as much as possible.</li> <li>• All visitors, including educational specialists and consultants, must report to the front office upon entering the school.</li> </ul>	Sign in procedure	<p><i>Your school's sign in location and procedures</i></p> <ul style="list-style-type: none"> <li>- <b>There is a sign-in and sign-out book in the main office.</b></li> <li>- <b>All visitors and specialists will wash/hand sanitize upon entry</b></li> <li>- <b>Guest teachers will be required to wear a mask at all times, and an identification label. They will be provided a COVID procedures handout on arrival.</b></li> </ul>

COVID-19 Detailed School Operational Plan

<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>	<p>Space for itinerant staff</p>	<p><i>Provide details of location of itinerant staff work space</i></p> <p><b>- Due to the limitations of space in our school we have set up working stations in the hallways. We have also set up a work desk in the dental office in the school. This year we will focus on using the dental office to limit the number of people in the halls.</b></p>
<ul style="list-style-type: none"> <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.</li> </ul>	<p>Visitor entrance/exit</p>	<p><i>We encourage limiting parent access to school except for programs that require parents/caregivers to be present. Indicate parent/caregiver waiting areas Procedure for those parents/ caregivers permitted to be present in classes (like Learning Together/Kindergarten)</i></p> <p><b>- We only authorize the front door for all visitors o the school.</b></p>
<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> <p>Parents must wait for students in a designated area.</p>	<p>Parents</p>	<ul style="list-style-type: none"> <li>• <i>Procedures for parents to support early learning programs like Learning Together and Kindergarten (most direct access/access to these classrooms only).</i></li> <li>• <i>Directions/signs for all other parents – minimize access to classrooms/designated waiting area</i></li> </ul> <p><b>- We only authorize the front door for all visitors to the school.</b></p>
	<p>Drop-off/pick-up schedules</p>	<p><i>Indicate your school's plans for staggering drop-off and pick-up</i></p> <p><b>- This is dependent on the bus schedule. However, we are staffing the school from 8:15 – 3:15. Parents will be encouraged to drop their students off in the drop-off loop and the students line up to enter the building with their class.</b></p>

COVID-19 Detailed School Operational Plan

	<p>Elders, ESWs, CELCs, Education Advocates (new) and special presenters</p>	<ul style="list-style-type: none"> <li>• <i>Detail your school plan for welcoming/sign-in/and procedures for Elders ESWs/CELCs, and special presenters.</i></li> </ul> <p><b>- They will be checking in at the office.</b></p> <ul style="list-style-type: none"> <li>• <i>Whitehorse schools only: Education Advocates (new program from FNED)</i></li> </ul> <p><b>- They will be checking in at the office. (if they come to our school)</b></p>
--	--	---

**8. After school use and Joint Use Agreement users**

<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>
<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> </ul>	<p>JUA and community use August –mid September</p>	<p><i>Details on JUA will provided early next week (Aug 4 or 5)</i>                      Click or tap here to enter text.</p>
	<p>User group washrooms</p>	<p><i>Identify community use/user group washrooms</i></p> <p><b>- there is only one set of washrooms in the school. They are located in the foyer.</b></p>

COVID-19 Detailed School Operational Plan

<ul style="list-style-type: none"> <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 should the need for contact tracing arise.</li> </ul>	<p>User group restrictions</p>	<p><i>Identify areas that are restricted access in your school</i></p> <p><b>- user groups will only be able to access the gym and the washrooms in the foyer. The remainder of the building will remain off limits to user groups. This has been the common practice at our school.</b></p>
---	--------------------------------	--

**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
---	------	---

COVID-19 Detailed School Operational Plan

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> <ul style="list-style-type: none"> <li>- <b>staff training will take place on August 18</b></li> <li>- <b>students will be taught what to do if someone becomes sick at school (first day of school)</b></li> </ul>
	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 <a href="#">website</a>.</i></p> <ul style="list-style-type: none"> <li>- <b>Staff will receive training on August 18.</b></li> </ul>

**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> <ul style="list-style-type: none"> <li>- <b>admin assistant will monitor student absences.</b></li> <li>- <b>for a prolonged student absence, the Principal will check in with the family.</b></li> <li>- <b>if necessary, the Principal will contact Communicable Diseases for direction.</b></li> </ul>
--	---	---

**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.

## 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.

CONFIDENTIAL

## 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>