



## 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

School name:	Christ the King Elementary School
Address (physical location):	20 Nisutlin Drive
Contact name:	Jeanette Gallant
Phone:	667-3527 or 335-9400
Email:	Jeanette.gallant@gov.yk.ca
Signature:	<i>Jeanette Gallant</i>
Date:	November 17, 2020

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

Supporting Social-Emotional Wellness and Trauma Informed Learning	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:
For staff	Participation in Safer Schools webinar on August 18 Provide resources such as EAP, workplace safety resources and information that supports trauma-informed practices Have regular check-ins with staff throughout the school year
For students	Daily prayer to begin each morning End of day check-in with classroom teachers Trauma-informed approaches to teaching and relationship-building Salmon Room as a safe place for social-emotional regulation Teachers encouraged to have time outside with students as a regulation and learning environment

**2. Physical distancing**

Measures used to maintain physical distancing	Applicable Information from “Health and safety guidelines for K-12 school settings”	Detailed implementation actions and/or program change
Between staff	The current limits on social gatherings <u>do not apply to school settings and school-related activities</u> . There can be any number of students and staff in a school setting at any given time if they are not all in one area and can keep a safe distance of 2 metres from each. Physical distancing by and among staff is <u>strongly recommended</u> .	Provide Details on: <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> Staff room capacity is 10 people; a sign will be posted at the entrance Staff meetings to be physically distanced in our gymnasium or

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		<p>via MS Teams video conferencing          Access to photocopier area and storeroom/workareas to be one person at a time          In-person meetings will be held in the larger rooms, such as the gym, the library, or the multi-purpose room to allow for physical distancing</p>
<p>Between staff and students</p>	<p>Physical distancing will not always be possible, particularly with younger students and students with special needs. Measures should be appropriate for a student’s developmental stage and ensure optimal academic, social and emotional learning.</p> <p>When physical distancing cannot be maintained, focus should be placed on minimizing physical contact and emphasizing other measures such as hand hygiene, enhanced cleaning and disinfection and staying home when sick.</p>	<p>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> <p>Post signs reminding everyone to stand 6 ft apart          Within the building, floor arrows will indicate traffic flow; always walk on the right side of the hallway          Upon entry to the school, everyone must wash their hands          Each class will only work with the following 5-6 adults: classroom teacher, 1-2 EAs, a French teacher, the music teacher, and the teacher-librarian.</p> <p>The school has a “Salmon Room” self-regulation area which is used to support students who need extra time and space; EAs assigned to specific students will support them as needed; all staff will be trained in trauma-informed approaches to education</p>

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<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> </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 (<a href="#">floor maps</a> 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>Every classroom will use desks rather than tables; desks will be arranged in either a U-shape or in rows with students facing the same direction</p> <ul style="list-style-type: none"> <li>- We are re-purposing the old “Salmon Room” into an LAT room; the old LAT room will be re-purposed for a grade 4 class in order to relieve physical capacity in the classrooms</li> <li>- The Salmon Room will move to the gym stage</li> <li>- Teachers will mark spaces on the classroom floors to indicate desk placement as well as where to line-up for sink use, etc.</li> <li>- CKES will have staggered entry/exit procedures to mitigate the number of students in the hallways and on the playground:             <ul style="list-style-type: none"> <li>a. We do want student to use locker and hook storage spaces in order to make more space in classrooms. To make access possible while mitigating for physical distancing, we will place colour-coded stickers on each locker/coat hook in a repeating pattern, like blue, yellow, green, orange, repeat. This way, every 4th space would be the same colour.</li> </ul> </li> </ul>

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	<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>b. Students will be assigned to a colour group. These groups can be flexible, as teachers see how the dynamics unfold. The exception to this may be Kindergarten, which will operate as its own bubble and create their own procedures</p> <p>c. We will not use locks on lockers, in order to speed up transitions. The lockers will act more like cubbies. This may also prevent students from attaching to that space, so we can easily move students to different lockers if necessary.</p> <p>d. Outside doors will have pylons of the same colours spaced out on the walkways. When it is time for students to enter the school, they will need to stand by their assigned colour. They can then enter the building in ~ 2-minute intervals to access their storage space and enter the classroom. This also provides time for students to wash / sanitize hands in the classroom as they enter. The same process can be used to dismiss students for recess or at the end of day.</p> <ul style="list-style-type: none"> <li>- Student classes will not mix with other grade levels; each grade is its own cohort</li> <li>- Staggered recess times and groupings:             <ol style="list-style-type: none"> <li>a. Group 1 will have recess from 10:00 – 10:15 and lunch recess from 12:00 – 12:20</li> <li>b. Group 2 will have recess from 10:25 – 10:40 and lunch recess from 12:30 – 12:50</li> <li>c. Group 1 will consist of grades K, 2, 4 and 6</li> <li>d. Group 2 will consist of grades 1, 3, 5, 7</li> <li>e. When group 1 is outside on lunch recess, group 2 will eat lunch inside, and then the groups will switch</li> </ol> </li> <li>- All staff and students will need to wash their hands upon entry into the building and at all transition times</li> <li>- School assemblies and celebrations will be held over the PA or through various video conferencing applications, like Zoom or MS Teams</li> </ul>
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<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> <p>As much as possible, students will be assigned their own individual sets of manipulatives and teaching materials</p> <ul style="list-style-type: none"> <li>- For areas such as music, where instruments will be shared among different classes, a cleaning process will take place between each use. Students, with teacher supervision, will be trained to spray down the instruments and leave them to air dry before the next group arrives</li> <li>- In a similar fashion, teachers can also spray down shared materials in their own classrooms</li> <li>- Students will be strongly discouraged from bringing objects or materials from home</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:

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- 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.



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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 spread of illness and least likely to cause harm if accidentally ingested. Antibacterial soap is not needed for COVID-19.</li> <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> </ul> </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> <li>● 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</li> </ul> <p>See the attached map</p> <p>- Classroom teachers will be responsible for delivering instruction re: Covid 19</p>

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<ul style="list-style-type: none"> <li>○ <a href="https://yukon.ca/sites/yukon.ca/files/hss/hss-&lt;br/&gt;imgs/hss_sign-handwashing_2020.pdf">https://yukon.ca/sites/yukon.ca/files/hss/hss- imgs/hss_sign-handwashing_2020.pdf</a></li> <li>● 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.</li> <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	At the school entrance; in classrooms; staff washrooms
Students	At the school entrance; In classrooms; student washrooms; hallway hand sanitizer stations

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Hand sanitizer stations	Location
Staff	At the school entrance; near the entrances to more “communal spaces”: library, gym, music room;
Students	Same as above
Public	At the school entrance; in high traffic areas

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.</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>Our school does not have a nutrition program, except for Food for Learning (see below)</p> <ul style="list-style-type: none"> <li>- Lunches will be eaten in the classrooms</li> <li>- Students must wash their hands and clean their desks after eating</li> <li>- Students must bring their own lunches from home; there will be no sharing of food among students</li> <li>- Students must bring their own water bottles to and from school; the school has one bottle re-filling station. Where possible, students can also use classroom sinks to refill water bottles.</li> <li>- Two water fountains have been transformed into hallway sinks for handwashing purposes near the grade 4 and 5 classrooms, as these classrooms do not have sinks.</li> </ul>

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<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> <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</li></ul></li></ul>	<p>- Food for Learning: pre-packaged foods that are provided for those students who did not bring lunch</p>
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<p>among students in the same room.</p> <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><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>The front office has a sick kit. Sick kits will also be provided to every teaching space.</p>
	<p><b>Location of sick area</b></p>	<p>Describe where this is located/mark on floor map</p> <p>A “sick area” will be established in the kitchen area off of the gym. When necessary, office staff and/or EAs will be made available to supervise this area.</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>Staff who require PPE include:</p> <ul style="list-style-type: none"> <li>- Anyone attending to a sick student or staff member</li> <li>- LATs, Reading Recovery teachers, the counsellor, etc. may choose to wear masks when they work one-on-one with students or in a small group setting</li> <li>- Kindergarten teachers or EAs who work with students with toileting needs will wear masks and rubber gloves</li> </ul>

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<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)<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></ul></li></ul>		
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<ul style="list-style-type: none"> <li>○ Staff must wear disposable gloves and wash hands before wearing and after removing gloves.</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>		
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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> <ul style="list-style-type: none"> <li>- singing and playing of wind instruments will occur for less than 30 minutes each session</li> <li>- students will be spaced apart when singing or playing wind instruments</li> <li>- all shared musical instruments will be cleaned in-between uses; students are expected to clean hands</li> </ul>



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		<p>upon entry and exit of the music room</p> <ul style="list-style-type: none"> <li>- personal recorders will be used for specific grade levels</li> <li>- students never share music for reading / following along</li> <li>- it is noted that it takes 57 minutes for a complete air exchange of the room</li> </ul>
<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>When possible, PE classes will be held outside</p> <ul style="list-style-type: none"> <li>- No-contact sports will be the only athletic activities allowed</li> <li>- Students and staff will need to wash hands before and after PE activities</li> </ul> <p>Gym equipment will be cleaned or stored away for decontamination as deemed necessary</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>There will be no cooking classes</p> <ul style="list-style-type: none"> <li>- If a class chooses to do a cooking activity, students will be provided their own materials as much as possible and cleaning with soap and water will be mandatory</li> </ul>

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<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> <p>Outdoor classes are encouraged; we live in an area close to trails and beautiful outdoor spaces              - if bussing is needed, students will be spaced out on the busses as much as possible and assigned seats. They may also be asked to wear masks.</p>
<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</li> </ul> </li> </ul>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>The public will not have access to our library</p>

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	at the library entrance to remind the public to not enter if they are sick.	
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> <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>	<p><i>Details of your plan to mitigate risks associated with this program area</i></p> <p>We do not have computer labs            - Carts of computers and ipads will be distributed for use within different areas of the school; students and staff will be trained to wipe down keyboards and cases after each use, as well as wash/sanitize their hands</p>
Extra-curricular programming	Guidelines are being finalized and will be sent shortly...	Guidelines on extra-curricular programs are being developed...

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

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Applicable Information from “Health and safety guidelines for K-12 school settings”	Relevant issue or group	Detailed implementation actions and/or program change
<ul style="list-style-type: none"> <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.                             <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> </ul>	Sign in procedure	<p><i>Your school’s sign in location and procedures</i></p> <p>All guests to the school must sign in at the front office</p>
	Space for itinerant staff	<p><i>Provide details of location of itinerant staff work space</i></p> <p>We have very limited spaces for itinerant staff to work. The previous ELL room will be re-purposed for use by consultants and speech therapy.</p>
	Visitor entrance/exit	<p><i>We encourage limiting parent access to school except for programs that require parents/caregivers to be present. Indicate parent/caregiver waiting areas</i></p> <p><i>Procedure for those parents/ caregivers permitted to be present in classes (like Learning Together/Kindergarten)</i></p> <p>All visitors must enter the school at the front doors. They must sanitize their hands and sign in .</p>
	Parents	<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>All parents must drop off and pick up their students outside the school. If a parent needs to enter the building when students are present, they are asked to wear a mask in the hallways.</p>
	Drop-off/pick-up schedules	<p><i>Indicate your school’s plans for staggering drop-off and pick-up</i></p> <p>Our school uses 4 different entrances, to which different grade levels are assigned. There is a separate entrance for each of the following grade</p>

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<ul style="list-style-type: none"> <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> <p>Parents must wait for students in a designated area.</p>		<p>groupings:</p> <ul style="list-style-type: none"> <li>- K/1; 2/3; 4/5; and 6/7</li> <li>- Students will always enter the school according to their grade and assigned colour grouping, as explained above. This procedure will allow for physical spacing and time for students to wash their hands upon entering the classroom in an organized fashion</li> </ul>
	<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>Special guests will be met at the door. They will sanitize their hands and then sign in. We have physically-spaced chairs set up in a waiting area in our foyer.</p> <ul style="list-style-type: none"> <li>• <i>Whitehorse schools only: Education Advocates (new program from FNED)</i></li> </ul> <p>Same as above</p>

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

<p>Applicable Information from “Health and safety guidelines for K-12 school settings”</p>	<p>Item</p>	<p>Detailed implementation actions and/or program change</p>
<ul style="list-style-type: none"> <li>• Public access for after school use should be permitted provided user groups follow the general guidelines</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>

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<p>contained in this document. These requirements should be communicated through an updated user group agreement.</p> <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 washrooms</p>	<p><i>Identify community use/user group washrooms</i>            These groups can access the washrooms directly off the foyer.</p>
	<p>User group restrictions</p>	<p><i>Identify areas that are restricted access in your school</i>            These groups are restricted from all other areas of the school beyond the gym and washrooms. They are also restricted from using the stage.</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
See Appendix 1	Staff and student instruction on what to do if one becomes sick at school	<p><i>Indicate the date of when and who will ensure that staff and students are informed about what to do if they become sick at school. Provide all staff with information in Appendix 1.</i></p> <p>CKES is following the “Stoplight Guide” if a student becomes ill while at school. Each classroom will be provided a “sick kit” containing an adult mask, a child-sized mask, gloves.</p>
	Staff training	<p><i>Describe how staff will be trained for responding to symptomatic students and donning and doffing PPE. For the latest information on wearing non-medical masks please check refer to this <a href="#">website</a>.</i></p> <p>Staff received training on August 18, as well as reminders and follow-up at staff meetings as necessary..</p>

**10. Monitoring absenteeism**

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<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>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>Our receptionist, Ms. Hornsby, will monitor absenteeism and inform the principal of any concerns. Students whom have been away for more than 2 weeks must meet with the principal before returning to class.</p> <p>- the Principal will communicate with the Communicable Disease folks if necessary</p>



## 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. Staff are to get the classroom “sick kit” and put on masks and gloves.
3. Staff ensure student puts on a mask. Staff may be required to assist student in putting on a mask.
4. Staff escort student to the pre-identified sick holding room – the small canteen room off the gym area.
5. Contact the student’s parent or caregiver to pick them up as soon as possible.
6. Inform the Principal of the situation.
7. Where possible, maintain a distance of 2 metres from the ill student.
8. Provide the student with tissues to cover their coughs or sneezes. Throw away used masks and tissues as soon as possible and perform hand hygiene.
9. 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.
10. Once the student is picked up, wash your hands with soap and water or disinfect with alcohol based hand rub.
11. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them.
12. All items the student touched/used while isolated must be cleaned and disinfected as soon as the student has been picked up.
13. Document as appropriate.

#### **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>