



## COVID-19 initial school operational plan template

The Department of Education is collaborating with the Health Emergency Operations Centre and the Chief Medical Officer of Health to develop detailed operational guidelines that will support the resumption of face-to-face classes in the fall. The intent is to provide schools with as much detail as possible by the end of June, with the goal of ensuring every Yukon student attends school every day.

In the interim, an operational plan template has been developed to facilitate preliminary planning of the 2020-2021 school year. School administrators are required to review the public health guidance below and determine what actions will be taken to implement key infection prevention and control measures. All administrators must follow this template when developing their operational plan, regardless of school enrolment or physical space.

Administrators must complete and submit the following sections of the operational plan template to their area Superintendent by June 15<sup>th</sup>:

- Contact information
- Physical distancing
- Minimizing group mixing
- Playgrounds, recess and breaks
- Hand washing/sanitizer stations

In August, final approved operational plans should be made available for parents and education partners at school main offices and on school websites. Schools should maintain a copy of their 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.

We encourage your input and suggestions, as we work together through the initial planning of the new school year. The Schools and Student Service Branch will plan to provide additional support.

### Contact information

School name:	
Address (physical location):	
Contact name:	
Phone:	

Email:	
Signature:	
Date:	

**Physical distancing**

To prevent the transmission of COVID-19, physical distancing measures are anticipated to be in place throughout the school year. This means **keeping students and staff at least 2 metres from each other**. However, it is recognized that physical distancing is not always possible, particularly with younger children. This should be considered when developing expectations for students.

**Actions taken:**

Measures used to maintain physical distancing	Steps taken to ensure minimal interaction between individuals
Between staff	<p>Example:</p> <ul style="list-style-type: none"> <li>Limiting teacher staff-room capacity</li> <li>Conducting staff meetings remotely where possible</li> <li>Assessing teacher work area and limiting capacity</li> </ul> <p>Our school's point-form summarized plan:</p>
Between staff and students	<p>Example:</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>Minimize the number of adults working per class</li> </ul> <p>Our school's point-form summarized plan:</p>

<p>Between students</p>	<p>Example:</p> <ul style="list-style-type: none"> <li>• Changing configuration and placement of desks to observe 2-meter 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>• Staggering class schedules</li> <li>• Plans developed for safe hallway movement and minimized congestion by staggering transition times</li> <li>• Examine every classroom to determine how to maximize space</li> </ul> <p>Our school's point-form summarized plan:</p>

Physical distancing measures will have an impact on the number of people permitted in a classroom. The Chief Medical officer of Health understands that not all schools will be able to meet physical distancing requirements. Alternative solutions to mitigate risk may be required like adjusting class size.

The following example and questions will help school staff and Superintendents better understand the impact that increased physical distancing will have on program delivery and scheduling.

The scenario of a classroom caps of 15 and 20 students may help schools plan for various scenarios. Through this exercise you may conclude for example, that non-enrolling staff may need to be reassigned to different teaching duties. It is important to think about and determine which staff this

may affect, and let them know now that this is may be a reality if the CMOH determines the risk of virus transmission to be higher. Additionally, even with creative use of existing spaces in a school, there may not be enough space to accommodate all students at either a cap of 15 or 20. This could mean that alternative locations need to be identified to house some classes. This, too, is critical information to have prior to schools breaking for the summer.

Classroom Cap Implications

Essential questions to work through:

<p><b>1. Do you have enough teaching spaces to keep class sizes within the cap?</b></p> <ul style="list-style-type: none"> <li>- how many additional teaching spaces are needed?</li> <li>- which spaces can be used or re-purposed as classrooms?</li> </ul>	
<p>15 Student Cap:</p>	<p>20 Student Cap:</p>
<p><b>2. Do you have enough teachers?</b> (Not all questions may be relevant to your school)</p> <ul style="list-style-type: none"> <li>- what are the implications for scheduling?</li> <li>- what are the class compositions by grades/courses?</li> <li>- who teaches what class/course?</li> <li>- do teachers have the curricular expertise to teach a new class?</li> <li>- how would you utilize your non-enrolling teachers (LATs, counsellors, admin, specialist teachers who cover preps for others)?</li> <li>- can low-enrolling classes be closed to create extra sections of classes that are larger than 15/20?</li> </ul>	
<p>15 Student Cap:</p>	<p>20 Student Cap:</p>

<p><b>3. Can you manage physical distancing during breaks/lunch/before-school/after-school with 100% students in attendance?</b></p> <ul style="list-style-type: none"> <li>- see 'Physical Distancing' above</li> </ul>	

<p><b>If YES to <u>all</u> q.1-3 for a particular max cap:</b></p> <ul style="list-style-type: none"> <li>➤ <b>School can operate with 100% student attendance within that class cap</b></li> </ul>
<p><b>***If NO to <u>any</u> of Q.1-3:</b></p> <ul style="list-style-type: none"> <li>➤ Consider accessing spaces in buildings that are not part of your school</li> <li>➤ Consider alternative approaches to different grade bands</li> <li>➤ Consider approaches that reduce the overall number of students in the building</li> <li>➤ Consider coordinating program and logistic planning with another school or schools</li> </ul>

**The following is a completed example for one elementary school:**

<p><b>1. Do you have enough teaching spaces to keep class sizes within the cap?</b></p> <ul style="list-style-type: none"> <li>- how many additional teaching spaces are needed?</li> <li>- which spaces can be used or re-purposed as classrooms?</li> </ul>	
<p>15 Student Cap:</p> <ul style="list-style-type: none"> <li>- Two classrooms available:                             <ul style="list-style-type: none"> <li>o One Primary</li> <li>o One Intermediate</li> </ul> </li> </ul>	<p>20 Student Cap:</p> <ul style="list-style-type: none"> <li>- None</li> </ul>
<p><b>2. Do you have enough teachers?</b> (Not all questions may be relevant to your school)</p> <ul style="list-style-type: none"> <li>- what are the implications for scheduling?</li> <li>- what are the class compositions by grades/courses?</li> <li>- who teaches what class/course?</li> <li>- do teachers have the curricular expertise to teach a new class?</li> <li>- how would you utilize your non-enrolling teachers (LATs, counsellors, admin, specialist teachers who cover preps for others)?</li> <li>- can low-enrolling classes be closed to create extra sections of classes that are larger than 15/20?</li> </ul>	
<p>15 Student Cap:</p> <ul style="list-style-type: none"> <li>- Primary (grade 2/3)</li> <li>- Intermediate (5 to 7)</li> </ul>	<p>20 Student Cap:</p> <p>Specialist teaching continues</p>

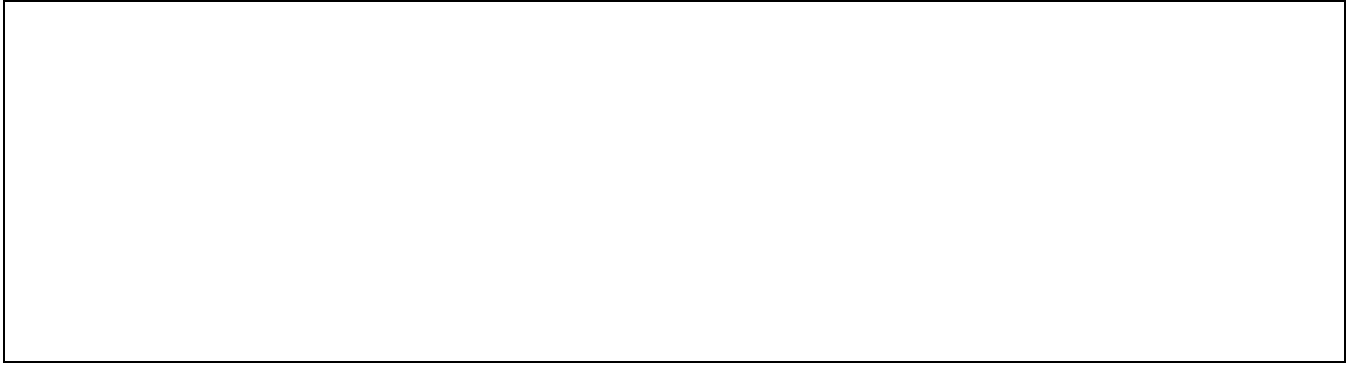
<ul style="list-style-type: none"> <li>- Primary (.5 French/.5 PE)</li> <li>- Intermediate (LAT reassigned)</li> </ul> <p>Little opportunity for Enrichment curricular programming by a specialist.</p> <ul style="list-style-type: none"> <li>- Reassigned staff not comfortable with new role</li> </ul> <p>4 day week with prep on 1 day for all</p>	<ul style="list-style-type: none"> <li>- No need to disrupt staff teaching assignments</li> </ul> <p>5 day school week - no significant change</p>
<p><b>3. Can you manage physical distancing during breaks/lunch/before-school/after-school with 100% students in attendance?</b></p> <ul style="list-style-type: none"> <li>- see 'Physical Distancing' above</li> </ul>	
<p><b>YES:</b></p> <ul style="list-style-type: none"> <li>➤ <b>School can operate with 100% student attendance within 20 student class cap</b></li> <li>➤ <b>School can operate with 100% of students with 15 class cap, but would need significant reassignment of some staff</b></li> </ul>	

**Minimizing group mixing**

Minimizing group mixing is intended to prevent the transmission of COVID-19 by reducing mixing between discrete groups within the school and between staff and students.

**Actions taken:**

<p>Example:</p> <ul style="list-style-type: none"> <li>• Develop staggered times to coincide with outdoor breaks</li> <li>• Platoon students in scheduling</li> <li>• Planning for assemblies and other school-wide events virtually</li> <li>• Determining procedures for physical distancing during larger outdoor activities like Terry Fox Run</li> </ul> <p>Other school-specific measures:</p>
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### Playgrounds, recess and breaks

Operational plans must include a detailed approach to ensuring safe playgrounds, recess and breaks. A playground, recess and breaks operational guidance document is in development that will inform this operational plan.

#### Actions taken:

Example:

- Develop a staggered recess schedule
- Playground equipment “high-touch” areas will be cleaned daily
- Alternative group recess activities provided that promote 2m distancing
- Traditional soccer, basketball, or hockey activities are discouraged

Other school-specific measures:

### Hand hygiene and respiratory etiquette

Practicing good hand hygiene is an essential and effective part of preventing the spread of COVID-19. The following measures will help protect students and staff from getting sick:

- Students and staff should cough and sneeze into their elbow, sleeve, or a tissue. Throw away used tissues and immediately perform hand hygiene;
- Avoid touching your eyes, nose and mouth with your hands;
- Frequent hand washing with plain soap and water for at least 20 seconds (in addition to routine times such as after using the washroom, before eating and when handling food for the public);

- The use of hand sanitizer containing at least 60% alcohol content is recommended if running water is not available (e.g. students and staff are outdoors) and hands are not visibly dirty;
- Hand sanitizer should be made available at facility entrances, exits and other high traffic areas.

Hand washing stations	Location
Staff	
Students	
Hand sanitizer stations	Location
Staff	
Public	
Preferred hours of work for day-time custodian	Identify 3 hours of time and when this would occur e.g. 10 am – 1 pm

**Cleaning and disinfection of shared areas/surfaces**

**The following section is not required to be completed by schools at this time.**

This measure is intended to prevent the transmission of COVID-19 by ensuring that high-traffic surfaces and those frequently touched are correctly disinfected on a regular basis. Cleaning and disinfecting shared areas are particularly important in instances where physical distancing is more difficult to maintain (e.g. with small children or in tight spaces).

- Cleaning products remove visible soil and/or dirt from surfaces.
- Disinfecting products destroy bacteria and viruses.



<b>Cleaning product</b>	
<b>Mixing instructions</b>	
<b>Cleaning location</b>	<b>Frequency</b>

<b>Disinfecting product</b>	
<b>Mixing instructions</b>	
<b>Disinfecting location</b>	<b>Frequency</b>

**Additional areas of risk**

During the course of developing an operational plan, each school will likely identify additional public health risks that are unique to their school, community or student population. If additional public health risks are identified, please include a description of them in your operational plan. Where possible, provide steps that your school will take to mitigate these risks.

**Actions taken:**

<p>Additional public health risks and the steps taken to mitigate those risks:</p> <p>Example: Volunteers in the school</p>
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