

Mission Public Schools - District No. 75

Return to School September 2020

Safety Guidelines for COVID-19

(updated September 8, 2020)

This document has been created to serve as a guide to keep SD75 employees, students, parents and community partners safe in this time of Novel Coronavirus (COVID-19).

This document outlines safety information and protocols that need to be considered. This plan will be updated, as necessary, to continue following guidelines outlined by the Provincial Medical Health Officer and the Minister of Education.

Please ensure you have the most recent version and this plan is posted at the work site

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Introduction

SD75 is working closely with WorkSafe BC, the Ministry of Health, the Office of the Provincial Health Officer and the BC Centre for Disease Control regarding COVID-19. The District is adjusting its plans as the situation evolves, while the province continues its response to this pandemic. We are committed to keeping parents, students, staff and the community informed about health and safety issues in relation to COVID-19.

These guidelines are intended to support K-12 education employees, students, parents, caregivers, administrators and school community members to:

- Be informed about public health measures and how they support a safe school environment;
- Understand their roles and responsibilities in maintaining and promoting safe and healthy schools.

Guiding Principles

1. Maintaining a healthy and safe environment for all students, families and employees;
2. Providing the services needed to support children of essential workers;
3. Supporting vulnerable students who may need special assistance; and
4. Providing continuity of educational opportunities for all students.
5. Integrating a human rights approach in response to COVID-19 by ensuring proactive measures to ensure accurate information and that stigmatizing and discriminatory behavior and practices are identified and stopped.

Schools are operating under the guidelines established by the Provincial Health Officer and the BC Centre for Disease Control to ensure the safety of students and education professionals. These guidelines include controlling access to buildings, maintaining physical distancing amongst staff, implementing distancing strategies for students who are in schools, and maintaining good hygiene practices.

Purpose of this Plan

The purpose of this COVID-19 Safety Plan includes:

1. Ensuring staff members are aware of Public Health protocols and school district procedures that allow them to safely care for children, colleagues and themselves;
2. Informing school district employees on best practices to reduce the risk of infections through the transmission of COVID-19; and
3. Ensuring all school district employees are aware of their responsibility to ensure the health and safety of themselves, other staff and students.

Responsibilities

SD75/Employer

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure required resources (e.g. safe work procedures, worker training, and personal protective

equipment required to implement and maintain plan are reasonably made available as practical when required.

- Ensure supervisors and workers are informed about the content of safety policies.
- Ensure workers use appropriate personal protective equipment (e.g. gloves and face shields).
- Conduct periodic reviews of the guideline's effectiveness.
- Maintain records of training and inspections.
- Ensure all employees have access to a copy of this plan.
- Re-examine all tasks in the workplace, especially those that require the direct care of students, and ensure that safe work procedures are updated with COVID-19 practices.
- Where possible, have workers perform only essential tasks to maintain the student's education and well-being. Tasks that are non-essential should be put on hold until directed otherwise by the provincial health officer.

Ensure employees do not come to work when:

- Exhibiting COVID-19-like symptoms such as fever, chills, sneezing, running nose, new or worsening cough, shortness of breath, sore throat, and new muscle aches or headache.
- Employees must self-isolate at home for a minimum of 10 days from onset of symptoms, and until their symptoms are completely resolved. Employees must call 8-1-1 and maintain communication with their supervisor.
- Living in the same household as a person who is self-isolating as a result of confirmed or clinical COVID-19.
- Anyone who has arrived from outside of Canada or who has had contact with a confirmed COVID-19 case must self-isolate for 14 days and monitor for symptoms.
- They have been directed by Public Health to self-isolate.

Supervisors

Supervisors have the following responsibilities:

- Ensure that workers are adequately instructed in the controls for hazards at the worksite location include controls required to minimize their risk of exposure to COVID-19.
- Ensure workers use appropriate personal protective equipment (PPE).
- Direct work in a manner that eliminates or minimizes risk to workers.

Workers

Workers have the following responsibilities:

- Know the hazards of the workplace and controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instructions.
- Follow established safe work procedures as directed by the employer or supervisor.
- Use any required personal protective equipment (PPE), as instructed.
- Report any unsafe conditions or acts to the supervisor.
- Know how and when to report exposure incidents.

Joint Occupational Health and Safety Committees

- Ensure a mechanism is in place for workers to raise any concerns about the risk of COVID-19 exposure at the workplace. These concerns should be expressed to the joint committee or worker representative.
- Committee members participate in a walk-through assessment of the work process(es) to identify any potential areas of concern.
- Ensure that all the joint committee members or worker representatives are involved in the development of control plans for different job tasks.
- Promote approved physical distancing measures.
- Provide feedback on the effectiveness of control measures implemented.

Director of Operations

- Maintaining an inventory of PPE for custodians, cleaning and disinfectant products, and well-maintained equipment used for cleaning and disinfecting.
- Providing adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this exposure control plan.
- Directing the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revising the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.

Workers' Rights and Responsibilities

Everyone in the workplace has distinct responsibilities regarding health and safety. Employers, supervisors, workers, and contractors have a role to play in keeping the workplace safe.

1. The right to know about hazards in the workplace.
2. The right to participate in health and safety activities in the workplace.
3. The right to refuse unsafe work without fear of discipline or termination of employment.

Procedure - Refusing Unsafe Work

1. Report the unsafe work condition to your supervisor.
2. Your supervisor must immediately investigate and ensure that any unsafe condition is remedied without delay.
3. The supervisor must inform an employee if they consider the reported unsafe condition to be safe.
4. If the employee still believes the work is unsafe and declines to carry out the work assigned, the supervisor must investigate this matter with the worker.
5. The investigation at this step must be done with a worker member of the Joint Occupational Health and Safety Committee (JOHSC) or an employee selected by the employee's union.

6. The employee may be given a temporary assignment to alternate work, without loss in pay, until the matter is resolved. The worker is required to accept the reassignment of work until the return to original duties.
7. The supervisor must inform the worker of the investigation results.

If the issue is not resolved after investigation with the committee member and the worker still believes it is unsafe to work, the worker and supervisor must immediately notify the Health and Safety Manager, who will then contact a WorkSafeBC Officer to investigate the work refusal.

COVID-19

Coronaviruses are a large family of viruses found mostly in animals. In humans, they can cause diseases ranging from the common cold to more severe diseases such as Severe Acute Respiratory Syndrome (SARS) and Middle East Respiratory Syndrome (MERS). The disease caused by the new coronavirus has been named COVID-19. While many of the characteristics of COVID-19 are still unknown, mild to severe illness has been reported for confirmed cases. The World Health Organization (WHO) declared COVID-19 a pandemic in March 2020.

The [BC COVID-19 Self-Assessment Tool](#) is available for anyone that develops [symptoms](#) and can be used to help determine if you need further assessment or testing for COVID-19.

Symptoms

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. Symptoms include:

- Fever
- Chills
- New or worsening cough
- Sneezing
- Shortness of breath
- Sore throat and painful swallowing
- Stuffy or runny nose
- Loss of sense of smell
- Headache/Muscle aches
- Fatigue
- Loss of appetite

*Average normal body temperature taken orally is about 37°C. For more on normal body temperature and fevers, see HealthLinkBC's information for [children age 11 and younger](#) and for [people age 12 and older](#).

Symptoms can range from mild to severe. Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days. People infected with COVID-19 may also experience gastrointestinal symptoms like diarrhea, nausea and vomiting a few days after the onset of the above symptoms. If you only have gastrointestinal symptoms you may not have COVID-19. The symptoms may appear 2-14 days after exposure.

Illness & Self-Assessment Policies and Protocols

School districts and schools must develop local protocols that:

- Ensure school staff and other adults (e.g. parents, caregivers, visitors) entering the school are aware of their responsibility to:
 - assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school (e.g. emails/letters to parents and staff, orientation video, signage on doors).
 - stay home and self-isolate if they have symptoms of COVID-19 **OR** travelled outside Canada in the last 14 days **OR** were identified as a close contact of a confirmed case or outbreak.
 - seek assessment by a health-care provider and self-isolate while they await the results if they have cold, influenza, or COVID-19-like symptoms.
- Clearly communicate with parents/caregivers their responsibility to assess their children daily before sending them to school.

Consider having parents and caregivers provide a copy of a completed daily health check form that confirms they understand how to complete the daily health check and that it must be completed daily.
- Alternatively, conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.
- Establish procedures for students and staff who become sick while at school to be sent home as soon as possible.
 - Some students may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably that is separated from others and provide them with a non-medical mask if they don't have one.

SELF-ASSESSMENT

- Daily assessment of children for symptoms by parents/caregivers, and staff self-assessment.
 - Schools could recommend using BCCDC's Daily Health Check
- If a student, staff or other adult has any symptoms, they must not enter the school.

SELF-ISOLATION AND SYMPTOMS

- Any student, staff or other person within the school who has symptoms of COVID-19 **OR** travelled outside Canada in the last 14 days **OR** was identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers. ○ For a list of symptoms of COVID-19, see the BC Centre for Disease Control website.
- Any student, staff, or other person within the school who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider and self-isolate while they await the results.
- Those unsure if they or a student should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool.
- If concerned, they can be advised to contact 8-1-1 or the local public health unit to seek further input.
- They can also be advised to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.
- Students or staff may still attend school if a member of their household has cold, influenza, or COVID-19-like symptoms, provided the student/staff is asymptomatic. As per public health guidance, it is expected the symptomatic household member is seeking assessment by a health-care provider.
- Students and staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms, they should seek assessment by a health-care provider.

What to do if You have Symptoms

Any staff member who develops the symptoms of influenza or COVID-19 during the workday while at school must immediately distance themselves from others, report the concern to their supervisor, and remove themselves from the facility without delay. They will call a medical practitioner and stay home as advised.

When someone is symptomatic, they shall self-isolate and follow direction provided by their health care provider. Self-isolation is also advised for those who are considered to be a close contact of a confirmed case and are waiting to see if they develop COVID-19 illness.

Staff and students will be assessed by their health care provider and tested for COVID-19. Staff and caregivers will maintain regular communication with their direct supervisor/administrator and follow the direction of Public Health.

If a person is found to be confirmed case of COVID-19, Public Health staff will ensure there is robust contact tracing and management of any cluster outbreaks. Public Health will ensure that students, staff and parents have access to health care providers and that appropriate supports are in place.

The [BC COVID-19 Self-Assessment Tool](#) is available for anyone that develops symptoms and can be used to help determine if you need further assessment or testing for COVID-19.

For more information on what to do if you have COVID-19, if you think you may have it, or believe you may require medical care, visit the BC Centre for Disease Control [If you are sick](#) page.

COVID-19 and Children and Youth

- COVID-19 virus has a very low infection rate in children and youth. In BC, less than 1% of children and youth tested have been COVID-19 positive. Most children and youth are not at high risk for COVID-19 infection.
- Children under 1 year of age and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of severe disease (visit the BCCDC Priority Populations page for further details).
- Children who are considered more vulnerable can receive in-person instruction. Parents and caregivers are encouraged to consult with their health care provider to determine if their child should attend in-person instruction if they are uncertain.
- Children and youth typically have much milder symptoms of COVID-19 most often presenting with low-grade fever and a dry cough. Gastrointestinal symptoms are more common over the course of disease, while skin changes and lesions, are less common.
- Many children have asymptomatic disease. However, there is no conclusive evidence that children who are asymptomatic pose a risk to other children or to adults.
- Evidence indicates transmission involving children is primarily limited to household settings, and from COVID-19 positive adults to children. Most cases in children have been linked to a symptomatic household member.
- Clusters and outbreaks involving children and youth are unusual and tend only to occur in areas where there are high levels of community spread.
- Children are not the primary drivers of COVID-19 spread in schools or in community settings.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children and youth.

- Prevention measures and mitigation strategies involving children and youth must be commensurate with risk.
- Adolescent children should physically distance themselves where possible when outside the family unit or household.
- For younger children maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.

COVID-19 and Adults

While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:

- Aged 65 and over
- With compromised immune systems, or
- With underlying medical conditions

Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.

Transmission

Coronaviruses are not known to spread through ventilation systems or through water. Coronaviruses are most commonly spread from an infected person through:

- Respiratory droplets when coughing or sneezing.
- Close personal contact, such as touching or shaking hands.
- Touching something with the virus on it, then touching eyes, nose, or mouth before washing hands.

Infection Prevention and Exposure Control Measures

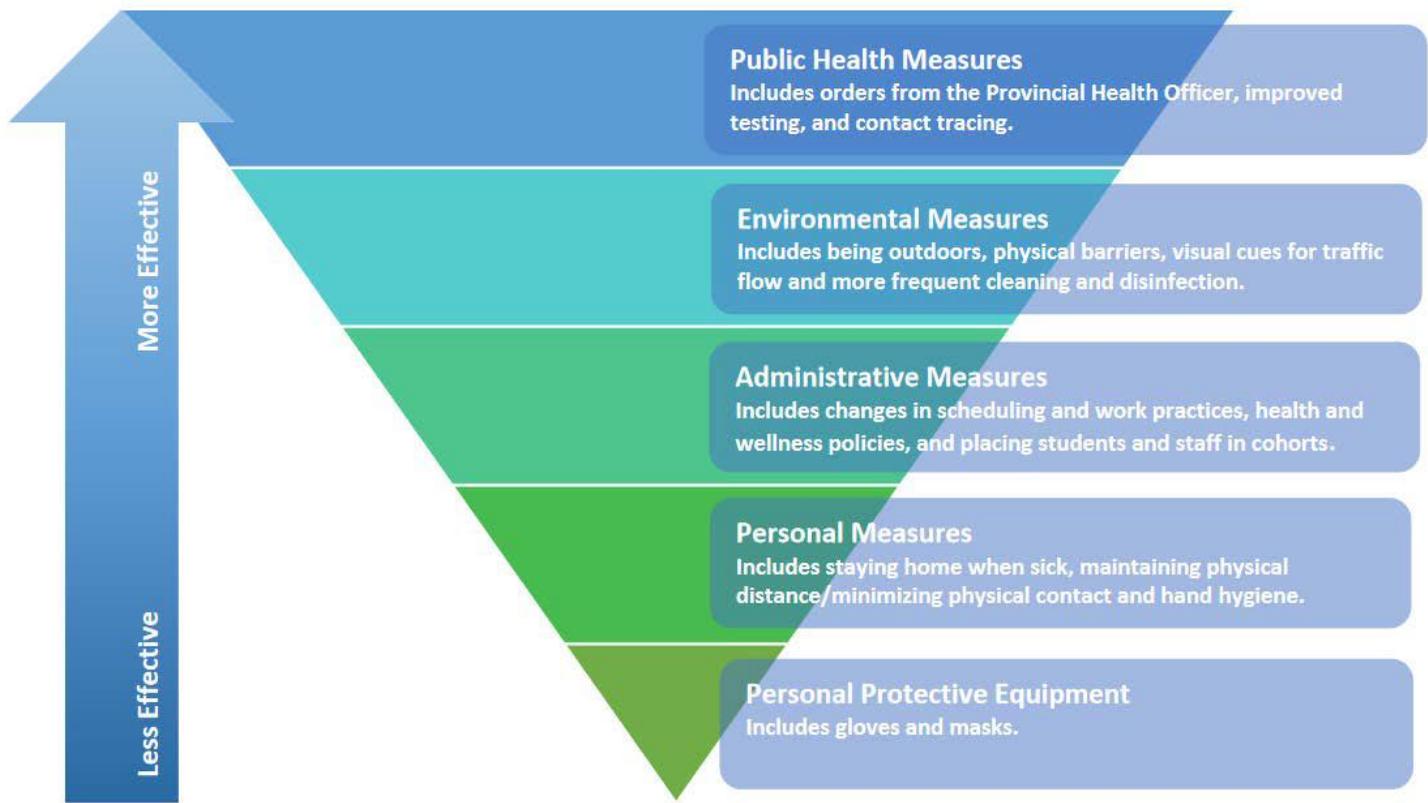
Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in “controlled” environments where multiple measures of various effectiveness can be routinely and consistently implemented.

Schools are considered a “controlled” environment by public health. This is because:

- Schools include a consistent grouping of people.
- Schools have robust illness policies for students and staff.
- Schools can implement effective personal practices that can be consistently reinforced and are followed by most people in the setting (e.g. diligent hand hygiene, respiratory etiquette, etc.).
- Schools can implement a variety of health and safety measures (e.g., enhanced cleaning and disinfecting practices, using outdoor space for learning activities, grouping students and staff in learning groups to limit in-person interactions, implementing staggered schedules, etc.)

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease describes measures that should be taken to reduce the transmission of COVID-19 in schools. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



COVID-19 Standard Precautions and Controls

1. Stay home if you are sick (Updated August 17, 2020)

No staff or student who have symptoms of the common cold, influenza, COVID-19 like symptoms, even mild ones are allowed to enter the building.
Staff and students who are ill need to stay home.

Health Screening will include the following questions:

- Have you been ill in the last 24 hours?
- Do you have any of the following symptoms?
 - Fever or chills,
 - Cough or shortness of breath,
 - Sore throat *and* painful swallowing,
 - Stuffy or runny nose,
 - Loss of sense of smell or loss of appetite,
 - Fatigue,
 - Headache or muscle ache.

If any staff or student answers yes to one of these questions, they are not permitted to enter the building or remain in the building. Please notify your supervisor immediately.

What to Do if a Student or Staff Member Develops Symptoms at School COVID-19 Guidance for K-12 Schools August 17, 2020

<i>If a Student Develops Symptoms of COVID-19</i>	<i>If a Staff Member Develops Symptoms of COVID-19</i>
IF STUDENT DEVELOPS SYMPTOMS AT HOME:	IF STAFF DEVELOPS SYMPTOMS AT HOME:
<p>Parents or caregivers must keep their child at home.</p> <p>The student must self-isolate for a minimum of 10 days from the onset of symptoms AND until symptoms resolve, whichever is longer.</p>	<p>Staff must be excluded from work and stay home.</p> <p>Staff must self-isolate for a minimum of 10 days from the onset of symptoms AND until symptoms resolve, whichever is longer.</p>
IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:	IF STAFF DEVELOPS SYMPTOMS AT WORK:
<p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic student from others in a 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 and tolerated, or use a tissue to cover their nose and mouth. 4. Provide the student with tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. 6. Once the student is picked up, practice diligent hand hygiene. 7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them (e.g., classroom, bathroom, common areas). 8. Contact 811 or the local public health unit to notify them of a potential case and seek further input. 	<p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 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 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 (e.g., classroom, bathroom, common areas). 5. If concerned, contact 8-1-1 or the local public health unit to seek further input.
<p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	
<p>If a student or staff member is assessed by their family physician or nurse practitioner and it is determined that they do NOT have COVID-19, they may return to school once symptoms resolve.</p>	

If a staff member can demonstrate documentation that they do not have COVID19 as determined by a medical practitioner, this may be evaluated by the HR Manager for an **EARLY RETURN** from leave. Please contact Jane Boutilier via email at jane.boutilier@mpsd.ca

School districts and independent school authorities should ensure that other preventative measures (e.g., assigning staff to a learning group, maintaining physical distance outside of a learning group, reconfiguring space, installing barriers, etc.) have been exhausted before requiring itinerant teachers/specialists to use a non-medical mask.

Learning Groups and Physical Distancing

Reducing the number of close, in-person interactions an individual has in a day continues to be a key component of B.C.'s strategy to prevent the spread of COVID-19. This can be accomplished in K-12 school settings through two different but complementary approaches: learning groups (cohorts) and physical distancing.

Learning groups are a recommended public health measure to help reduce the risk of transmission of COVID-19. Organizing students and staff into learning groups helps to reduce the number of different interactions and potential exposure to COVID-19 and supports better contact tracing if there is a confirmed case in a school community.

LEARNING GROUPS

A learning group is a group of students and staff who remain together throughout a school term (e.g. a school quarter, semester or year) and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students with the same courses.

INTERACTING WITH LEARNING GROUPS

Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. Those outside of a learning group must practice physical distancing when interacting with the learning group. For example, an itinerant educator (e.g. a teacher teaching on call, an Indigenous support worker, a teacher candidate, a district specialist) can teach/support multiple learning groups but should maintain physical distance from students and other staff as much as possible. In an elementary or secondary school, two classes from different learning groups can be in the same learning space at the same time if a two-metre distance can be maintained between people from different learning groups.

PHYSICAL DISTANCING

Physical distancing requirements vary between stages 2,3 and 4:

STAGE 2	STAGE 3	STAGE 4
<ul style="list-style-type: none"> Physical distancing (2m) for staff and for middle and secondary school students when interacting outside of their learning groups Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. 	<ul style="list-style-type: none"> Physical distancing (2m) for staff, middle and secondary school students at all times. Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. 	

To support physical distancing requirements, the following strategies should be implemented where possible: Avoid close greetings (e.g. hugs, handshakes).

Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc. as necessary.

Create space between students/staff as much as possible:

- Configure classroom and learning environment differently to allow distance between students and adults (e.g., different desk and table formations).

- Arrange desks/tables, so students are not facing each other and using consistent or assigned seating arrangements.
- Store excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
- Implement strategies that prevent crowding at pick-up and drop-off times.
- Where possible, stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
 - Organize learning activities outside including snack time, place-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside.
- Incorporate more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.
- For elementary students, adapt group activities to minimize physical contact and reduce shared items.
 - Offer manipulatives and items that encourage individual play, and that can be easily cleaned and reduce hand-to-hand-contact and cross-contamination.
 - Prioritize the acquisition of adequate amounts of high-touch materials, such as pencils or art supplies, in order to minimize sharing between children.
- For middle and secondary students, minimize group activities and avoid activities that require physical contact.
 - Note: for guidelines specific to courses/subject areas that tend to involve a significant number of group activities (e.g. culinary programs), see the section on Curricular, Programs and Activities.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
- Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language, etc.).
- Consider installing barriers made of transparent material in places where physical distance cannot be regularly maintained, and a person is interacting with numerous individuals outside of a learning group. This may include at a front reception desk where visitors check in, a library check out desk, or where food is distributed in a cafeteria. See guidance from WorkSafeBC on designing effective barriers for more information.

Staff Members:

- Greet with a wave instead of a handshake.
- Follow task specific safe work procedures outlined in this plan.
- Practice regular hand washing and physical distancing.
- Separate yourselves from others and go home as soon as you have any symptoms.

2. Hand Washing

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body, particularly the eyes, nose, and mouth or to other surfaces that are touched.

How to Wash Hands:

Thoroughly washing your hands with soap and water is the best protection against illness. Follow this instruction for handwashing:

- Wet hands with running water.
- Apply a small amount of liquid soap. Antibacterial soap is not required.
- Rub hands together for at least 20 seconds (sing the ABC's). Rub palms, backs of hands, between fingers and under nails/creating a lather.
- Rinse off all soap with running water.
- Dry hands with a clean, disposable towel.
- Turn off taps, using the paper towel – if required.
- Discard the used towel in the waste container.

Students Should Wash Their Hands:

- Immediately upon arrival at work or school and before going home.
- Immediately after sneezing, coughing, using a tissue or into hands.
- Immediately after using the toilet.
- Before and after eating, and drinking
- After handling common resources such as equipment or supplies.
- Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions, breaks, sporting activities etc.).
- Before and after any break, e.g. lunch.
- Whenever hands are visibly dirty or greasy.
- Before and after assisting a student with eating.

Teachers, Administrators and Support Staff Should Wash Their Hands:

- When they arrive at school and before they go home.
- Before and after any breaks e.g. lunch.
- Before and after eating and drinking.
- Before handling food or assisting children with eating.
- Before and after giving medication to a student or self.
- After using the toilet.
- After contact with body fluids (i.e. runny noses, spit, blood, vomit).
- After cleaning tasks.
- After removing gloves.
- After handling garbage.
- Whenever hands are visibility dirty.

Alternatives:

- If a sink is not available, use hand sanitizer with 60%-70% alcohol agent. Please note, this is not as

effective as washing hands with soap and water. Antiseptic agents are to be used as a last line of defense only.

- If hands are soiled with visible contamination, they must first be washed with soap and water. The hand-sanitizer may then be used to further reduce the microorganism load on the skin.
- Do not touch your face, eyes, nose or mouth with unwashed hands.
- If you are unable to perform hand washing as above due to injury or medical skin conditions, please advise your supervisor.

3. Do Not Touch Your Face

- Do not touch your face, eyes, nose or mouth (especially with unwashed hands).

4. Respiratory Etiquette

Respiratory etiquette includes the following components:

- Cover your mouth and nose with a tissue when coughing or sneezing or cough and sneeze into the bend of your arm, not your hands.
- Use tissues to contain secretions and dispose of them promptly in a waste container. Wash hands immediately.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

5. Cleaning and Disinfecting

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces.

Schools should be cleaned and disinfected in accordance with the [BCCDC's Cleaning and Disinfectants for Public Settings document](#).

This includes:

- General cleaning and disinfecting of the premises should occur at least **once in a 24-hour period**. This includes items that only a single student uses, like an individual desk.
- In addition to the cleaning and disinfecting of the premises, cleaning and disinfecting of frequently touched surfaces at least **twice in 24 hours, including at least once during regular school hours**.
 - These include doorknobs, light switches, bathroom faucets, front desk counter, toilet handles, tables, shared desks/chairs, keyboards, service counters. Clean and disinfect any surface that is visibly dirty.
 - Use common, commercially available detergents and disinfectant products and closely follow the instructions on the label.
 - Limit items that are not easily cleaned (e.g., fabric or soft items);
 - Empty garbage containers daily.
 - Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.
 - Clean and disinfect any surface that is visibly dirty.
 - Empty garbage containers daily.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources because of COVID-19

Cleaning is the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from cleaning cloth. Cleaning for COVID-19 virus is the same as for other common viruses. All visibly soiled surfaces should be cleaned before disinfected.

Disinfection is the killing of viruses and bacteria. A disinfectant is only applied to objects, never on the human body. It is recommended that high-touch surfaces be disinfected at least twice each day.

Follow the procedures outlined in the BCCDC Cleaning and Disinfectants for Public Settings document when cleaning and disinfecting

General Cleaning Guidelines

- Clean and disinfect shared high-touch surfaces regularly:
 - Door handles and edges;
 - Bathroom faucets;
 - Front desk counter;
 - Shared tables.
- Shared spaces such as kitchens and bathrooms should also be cleaned more often.
- Clean areas where students and staff are/were present.
- Clean high-touch electronic devices (e.g. keyboards, tablets, smartboards) by spraying cloth or paper towel with provided spray bottle of disinfectant and wiping device.
- Use damp cleaning methods such as damp clean cloths and/or a wet mop for dusting and sweeping. Do not dust or sweep, as this can distribute virus droplets into the air.
- Cleaning to remove debris/soil (e.g. floor care and dusting will be done as time permits).

Cleaning Equipment

- Ensure adequate hand washing supplies at all times (e.g. soap, paper towels and alcohol-based hand sanitizer (minimum 60%) where hand washing is not readily available).
- Read and follow the manufacturer's instructions for safe use of cleaning and disinfecting products (e.g. wear gloves, use in well ventilated areas, allow enough contact time for disinfectant to kill germs based on the product being used).
- Reusable cleaning items can be washed using regular laundry soap and hot water (60-90 degrees Celsius).
- Clean and disinfect surfaces that people touch often.

Cleaning Responsibilities

- Regular, enhanced, and as needed cleaning will be performed by custodial staff:
 - Daytime custodians will disinfect contact surfaces and high contact areas.

- Custodial staff will ensure ongoing inspection and filling of hand washing supplies, including alcohol-based sanitizer dispensers in portables.
- Custodial staff will monitor supplies to ensure cleaning all necessary supplies are available.
- Evening custodial staff will thoroughly clean all areas.
- Other staff may also clean areas as needed in order to maintain a clean environment:
 - Cleaning supplies are provided;
 - Do not bring cleaners from home;
 - Do not take school materials home to clean.
- If cleaning is required, staff should notify the principal or school office.
- The principal or school office will request cleaning, per their protocol with custodial staff.
- Employees using district vehicles must clean and sanitize vehicles after use.

Cleaning Tools/Equipment and Desk/Workstations

Staff who must clean equipment will use gloves and a spray bottle, provided by the school district with disinfectant solution:

- To clean, spray surface and let disinfectant solution sit for 5-10 seconds, wipe off and dispose of towel.
- When cleaning the vehicle, make sure to clean outside in a well-ventilated area with the vehicle windows down.
- If any tools/equipment cannot be cleaned, please contact your supervisor for further direction.
- Limit sharing of any tools/equipment with other staff while on shift.

Cleaning of High Touch Surfaces

- School district BSW staff continue to clean and disinfect all high touch surfaces throughout the workday.
- If school-based staff or other school district site staff require cleaning for their personal desk/workstation/areas, they may request Lysol wipes from their admin. (site specific protocols)

Students Requiring Assistance with Personal Care:

During the school day, staff members working with students who require assistance with personal care should follow all of the steps above for students for whom maintaining physical distance is possible, in addition to the following steps:

- Follow all health and safety measures in place prior to the COVID-19 situation for provision of personal care assistance.
- Do not have other students in the room with the student.
- Where PPE has been identified for tasks prior to COVID-19 pandemic, continue to use this PPE when performing these tasks.
- If required to work within close proximity to a student such as assisting the student with personal care, a face shield shall be worn.

Summary of Controls

1. Stay at home if you have symptoms such as; fever, chills, sneezing, running nose, new or worsening cough, shortness of breath, sore throat, and new muscle aches or headache. Do not enter the building.
2. Wash hands, as outlined in this plan.

3. Do not touch your face.
4. Use respiratory etiquette.
5. Clean and disinfect frequently touched surfaces.
6. Use physical distancing where possible. It is understood this might be difficult and in certain situations, other controls may need to be put in place. It also makes other controls listed (1-5) essential.

Students for Whom Maintaining Physical Distance is NOT Possible

Maintaining physical distance is not possible for all students. This may include young students, students with intellectual disabilities, students whose functioning is impacted by specific neurological or health issue.

If staff are working with a student who requires toileting, feeding, dressing, mobility support, personal hygiene care, or the student is known to spit. Staff must be issued and wear a face shield. Face shields will be requested through school administrators and for itinerant staff, through their supervisor.

Physical Barriers

If a staff member has a station where physical distancing cannot be maintained, or a high traffic area example a front reception area. The following considerations must be made;

- Can the staff members desk be moved back or away from the area of traffic?
- Can the staff member move to another location?
- Move furniture to create barrier such as a bookshelf etc.
- Purchase edging/partition for desk,
- If you cannot come up with site specific solutions, please create a work request in the maintenance system and note that this request is CoVid-19 related.

*Please note if plexiglass is the selected choice, considerations should be reviewed to ensure the barrier does not impede communication.

The Use of Personal Protective Equipment (PPE)

BC Centre for Disease Control (BCCDC) guidance for K-12 school setting is that personal protective equipment, such as masks and gloves are not needed, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work.

Where PPE has been identified for tasks prior to COVID-19 pandemic, continue to use this PPE when performing these tasks.

Masks are **NOT** recommended for use by elementary school aged students, unless advised to do so by a health care provider. In young children in particular, masks can be irritating and may lead to increased touching of the face and eyes.

It is the responsibility of staff to create a safe and caring environment for students. Any use of personal protective equipment that impacts the employee's work must be reviewed by the Manager of Health and Safety in consultation with the supervisor.

Behaviour Support Plans and Employee Safety Plans

Children are screened case by case to determine levels of support required to safely bring students into the school environment and any support plans will be provided to the Administrator. Staff working with children that have Behaviour Support Plans and/or Employee Safety Plans in place must review these plans prior to working with the child.

Spitting Recommendations

Although this behavior is challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with handwashing and cleaning. A face shield will be worn by a worker if the student is known to spit or starts to show signs/behavior with the intent to spit.

- Wipe down any area contacted by saliva with approved sanitizer or disinfectant wipes.
- If in contact with saliva, wash hands and/or affected areas.

Biting Recommendations

- If in contact with saliva, wash hands and/or affected areas.
- Request Kevlar sleeves and/or other Kevlar products.
- Wear gloves.
- Wash hands before and after toileting.

Personal Care Plans

Students with complex health needs may have Personal Care Plans developed in conjunction with the health authority. The same personal protective equipment needed prior to COVID-19, such as masks, gloves, and gowns, as identified and required by the health authority for implementing a student's Personal Care Plan, continues to be required during this time of concern due to COVID-19. No additional personal protective equipment is required unless identified on a case by case basis by the health authority. For particularly complex cases, example feeding tubes, or those children who are severely immune compromised, direct inquiries to the Director of Student Services

School Site Protocols (Mandatory Protocols for School Sites)

The following protocols will ensure controlled access and movement for currently active school sites.

Arrival and Movement Procedures

Entering and Exiting

- Access to the school by non-school district personnel, including parents, is by appointment only. Principals must approve all visits.
- District support staff must access schools through appointment only.
- District maintenance and BSW staff must use sign in procedures when entering the building.
- Designated entrance(s) and exit(s) and reduce contact when passing.
- Signage on designated entrances and exits to provide instructions and public health information.
- Limit access times and days for staff or students to be in the building (e.g. Monday to Friday, 8:00am

to 4:00pm access only).

- Sign in/out for visitors – name, phone number, date, time in, time out, areas visiting.
- Hand washing/sanitizer at point of entry for use on arrival. See page 7 for proper handwashing etiquette.
- Part-time staff will enter/exit buildings according to their regular schedule.

Occupancy Limits in Rooms

In order to reduce risk of exposure to the virus that causes COVID-19, review small or shared spaces to limit the number of people in spaces. Click here to access that [Poster](#).

Visitors and Access to Schools

STAGE 2

Visitor access during school hours should be prioritized to those supporting activities that benefit student learning and well-being (e.g. teacher candidates, public health nurses, meal program volunteers, etc.).

- Schools must ensure that visitors are aware of health and safety protocols and requirements prior to entering the school (e.g., maintaining physical distance, requirement to wear a non-medical mask in high traffic areas such as buses and in common areas such as hallways, or whenever physical distancing cannot be maintained.)
- Schools are responsible for ensuring that all visitors confirm they have completed the requirements of a daily health check before entering.
- Schools should keep a list of the date, names and contact information for any visitors who entered the school.

Schools could include, as part of their visitor registration form, a checkbox for the visitor to confirm they have completed their daily health check.

- Continue to follow SD75 Visitor procedures (e.g. sign in at the main office).
- Limit school visits. Visitors must phone office to make an appointment (e.g. pick up student information, materials, etc.).
- Parents/caregivers can leave messages for staff/teachers to call back when available.
- Contact information for making appointments posted on school website and school door.
- Drop off and pick up of children will be **outside** only and if available, located at the exterior classroom door. If this is not available, a school plan will be developed to ensure limited number of students are in one area.
- Office waiting area with designated sitting/standing area; adjust furniture and use signage.
- Visitors who have travelled or had any symptoms in the past 14 days **must** not enter the school.

Movement by Staff in Schools

To accommodate staff members being in schools and worksites and to ensure physical distancing, the following guidelines must be followed:

- All staff are encouraged to practice physical distancing at all times where possible.
- All staff entering or exiting schools or buildings must sign in each day. This can be done paper based or using an electronic Form. (This process **MUST** be documented).

- Any staff demonstrating any symptoms of cold, flu, or COVID-19 must remain at home under self-isolation. Staff are asked to use the online self-assessment tool [BC COVID-19 Self-Assessment Tool](#) to determine if their symptoms pose a risk to public health.
- If a staff member has been in a building and subsequently develops symptoms, this must be reported to the principal/supervisor immediately.
- During the re-engagement period for staff, principals/supervisors will develop a schedule for staff to access/exit the building. This will ensure that only a specific number of people will be using the entrance to the building at any one time.
- No part of the school or facility may be used for personal business, including self-isolation.

Movement by Staff and Students in Schools

- School teams will create a plan for entrance and exit with physical distancing during lunch, recess, and the beginning and end of school. Outside classroom doors will be used.
- A plan for recess and lunch will be developed to ensure students play within their designated cohorts in specific areas. Consider a rotation schedule so each group has an opportunity to use each area of outdoor space over the course of a week. You may need to consider staggering time outdoors for breaks and scheduling times and spaces for outdoor learning times, depending on the size of the school.
- Limit contact of students and staff from different classrooms by staggering time outdoors (e.g. schedule shifts), break/recess time, lunch time in classrooms, and staggering entry times.

Use of Water Dispensers and Water Fountains

- Students and staff should bring their own water bottles.
- Fill stations (water dispensers) can be used to fill individual water bottles.
- Do NOT use fountain or mouthpiece features of the water dispensers.
- Do NOT use water fountains.

Use of Washrooms by Students in Schools

- Student access to the washrooms should be staggered to avoid congregation.
- Doors to washroom entrance should remain open.
- Custodians will clean washroom faucets, surfaces, and door handles regularly.
- Washrooms should be designated to allow for appropriate cleaning.

Classrooms

- As a precautionary measure, classrooms should limit the number of students entering at the same time to ensure physical distancing of two meters.
- Furniture should be spread out to reduce close contact when students are sitting.
- Students should practice physical distancing.
- Students should wash their hands when they enter and leave the classroom/school.

Fire and Emergencies

- In the event of a fire alarm or other emergency, physical distancing may not be possible.
- Follow all regular emergency procedures outlined in the school emergency management plan.

Staff Meetings, Assemblies and Large Gatherings

- No school assemblies or gatherings larger than a learning cohort will occur. In-person staff meetings will not occur unless social distancing can be maintained.
- Online platforms should be used for staff meetings and class/school presentations.

School Based Requirements

Isolation/Recovery Room

- Students that present symptoms of illness must use the isolation/recovery room until they can be picked up by a parent/guardian.
- Principals will select a room with a door that can be used for isolating a sick student and/or staff member while waiting for a parent/caregiver or transportation to arrive.
- The selected area will ideally have a sink with running water and hand washing supplies. Hand sanitizer should be available if no running water is available.
- The room must have an isolation sign posted while this room is in use.
- The selected isolation room must not impede the timely provision of school first aid services.

De-Cluttering of Classrooms

- Classrooms must be decluttered to minimize the number of surface contacts and items that will need to be cleaned and disinfected.
- Attempts should be made to minimize the number of learning resources made available to students. This includes toys and manipulatives.
- Unnecessary or unused items should be removed from the classroom.
- Desktops and counter surfaces must be kept clear to facilitate ongoing cleaning and disinfection.
- Teaching staff will direct students to take home any unnecessary personal items and keep their desks tidy and desktops cleared off.
- No soft toys, furniture or items should remain in the classroom (e.g. teddy bears). Exceptions may be made for students with sensory needs. The Director of Student Services will oversee this process as needed.

Handwashing and Sanitizers

- When available, students and staff members should use classroom sinks to wash hands regularly with soap.
- Classrooms without sinks must have hand sanitizers available for staff and student use, unless in close proximity to a washroom. Classes with access to sinks should be used utilized first.

Desk/Workstation Placement

- Classrooms should be organized in a manner that promotes physical distancing.

- Workspaces and desks must be separated from each other by a minimum of two meters, where possible.

Keyboards and Electronic Devices

- Mobile phones and other frequently touched electronics like tablets, remotes, keyboards, mice, Chromebooks and gaming consoles can carry germs. These electronics should be cleaned and disinfected after use.
- The BC Centre for Disease Control advises:
 - First, remove visible dirt, grease, etc.
 - Check the manufacturer's instructions for cleaning and disinfecting.
 - If no manufacturer guidance is available, use disinfectant wipes or sprays with at least 70% alcohol.
 - Dry surfaces thoroughly to avoid pooling of liquids.
 - Do not immerse devices in liquids. Hydrogen peroxide and vinegar do not work and may damage screens.
 - Consider using plastic covers or screen protectors to make cleaning and disinfection easier.
 - Keyboards, mice, controllers and electronic devices will be disinfected using handsanitizer and paper towels/tissues or antiseptic wipes before use.
 - Turn off any electronics and unplug all connections before cleaning (remove batteries from anything with a removable battery).
 - Disinfecting wipes and/or a 70% isopropyl alcohol solution will work for cleaning most devices. Ensure the cloth is damp and lint-free. Do not soak the cloth.
 - Avoid using aerosol sprays and window cleaners, as well as cleaning products with abrasives, hydrogen peroxide, chlorine, acetone, ammonia or bleach. These products may discolor or otherwise harm your devices.
 - Ensure your cloth is soft. Avoid paper towels and other abrasive items.
 - Gently wipe all hard, nonporous surfaces (displays, keyboards, frames, etc.) on devices.
 - Do not spray cleaner on devices or submerge devices in cleaners. Spray cleaner onto a cloth to avoid getting unwanted moisture in any places where it should not be. Consider testing this cleaner on fabric, leather or other porous surfaces to ensure the product will not damage the device.
 - Do not clean inside any ports or openings. Use a dry cloth to remove debris from ports or openings.

Musical Instruments

- Instruments should not be shared at this time. If students are playing musical instruments, each instrument should be labelled for individual use and disinfected after each use.
- A piece of equipment may be used by multiple students, as long as a disinfecting process is established prior to each use.

Physical and Health Education

- Students need to participate in activities, preference is for activities that allow them to use their own

equipment (e.g. yoga, individual skills, running).

- Activities should be chosen that does not encourage physical contact. Example a soccer game with opposing teams is not an ideal choice as contact would most likely occur. A few students taking shots at a goalie is an acceptable alternative.

Weight rooms

Currently weight rooms are not available to students.

Staff or Students Who Become Symptomatic at School

Staff who Become Symptomatic While at Work

Any staff member who develops the symptoms of influenza or COVID-19 during the workday while at school will immediately distance themselves from others, report the concern to their supervisor, and remove themselves from the facility without delay. They will call a medical practitioner and stay home as advised.

Students who Become Symptomatic While at School

If a child starts to show signs and symptoms of what could be influenza or COVID-19, isolation and pick-up by the child's parent or guardian without delay will occur.

Isolation or Private Waiting Room Set-Up

- Designate a sufficiently large room, preferably close to the childcare pick-up doorway entrance. Put signage up on doorway (e.g. isolation or treatment room).
- Select a room with a sink in it.
- Designate a washroom nearby for use by symptomatic students only. Put signage up on the washroom door.
- Ensure several tables and chairs are set up for use by symptomatic students so that social/physical distances (2m or 6ft) are maintained.
- If possible, have available a box of tissue and dedicated waste basket nearby for students to access if the student requires one.

Parent Contact

- Immediately report to the administrator when a student has become symptomatic.
- The administrator or office staff will contact the student's parent/guardian to come and pick them up immediately at the designated door/entrance.

Other Protective Actions

- Separate and accompany the student to the isolation/treatment room, while maintaining social/physical distances (two meters) as best as possible.
- Staff will direct students to wash hands immediately upon arrival at the isolation/treatment room at the internal sink or at the designated washroom.
- Staff should direct a student to a chair and table/desk and direct them to sit and remain seated and wait.
- Staff will supervise the student from the doorway as much as possible and maintain social/physical distances (two meters) when this is not possible when they must enter the room. However, if the child

- requires care, support or first aid, then this should be provided and may require closer proximity.
- Remind the student to try not to touch their face and other surfaces nearby as they are waiting.
- Continue to remind student to practice good respiratory hygiene such as coughing into elbows, instead of hands and if tissues are used, that they immediately be thrown out into the waste basket.
- Once the student has been picked up, inform the administrator that the isolation/treatment room requires cleaning/disinfecting of surfaces such as the chair/tables, removal of waste and they will advise the custodian.
- Remind parent/guardian the need for their symptomatic child to stay home and follow Public Health's advisory.
- Staff will wash their own hands as often as possible during this period and avoid touching their face.

Absenteeism Reporting Process

Schools will continue to follow the current school district policy regarding absenteeism reporting.

Reporting to Public Health

- School leaders must report unusual absenteeism patterns or symptoms in staff or students who recently attended the school.
- School leaders should notify the Manager of Health and Safety when absenteeism rates of students or staff members is greater than would be expected (10%) or severe illness is observed.

Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with provincial K-12 health and safety guidelines. Electives (e.g. Fine Arts education, etc.) are important to student health and well-being and staff in these programs should be:

- reassured these programs will continue throughout each stage; and
- be supported in finding creative ways to redesign/deliver courses, if needed.

Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines outlined in this document, and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.

For guidelines specific to visitor access during school hours (e.g. guest speakers), see the Visitor Access section in this document. As visitors are not part of learning groups, they would need to adhere to the physical distancing requirements outlined in the Physical Distancing section of this document.

FIELD TRIPS - Stage 2

When planning field trips, staff should follow existing policies and procedures as well as the COVID-19 health and safety guidelines. Additional measures specific to field trips should be taken, including:

- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administration.
- For transportation, see guidance in the transportation section in this document.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines.
- Ensure field trip numbers align with the PHO guidance.
- Field trips to outdoor locations are preferable.

- Conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
 - Schools/districts should consider developing a risk assessment specific to field trips under Stage 2, in accordance with their school/district policies and the guidelines outlined in this document.
- If using public transportation for field trips (e.g., SkyTrain, public buses), schools should adhere to local transit authorities guidance (e.g., mandatory mask use for Translink and BC Transit, as well as practicing hand hygiene before and after use).
- No overnight field trips should occur.
- International Field Trips - cancelled until further notice.

FOOD / CULINARY PROGRAMS

Schools can continue to include food preparation as part of learning programs for students. The following guidelines should be applied: Food Safety

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:
 - Continue to follow normal food safety measures and requirements
 - Implement the cleaning and disinfecting measures outlined in the Cleaning and Disinfecting section of this document Hand Hygiene and Cleaning Protocols
- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
 - at the beginning and at the end of the class
 - before and after handling food
 - before and after eating and drinking
 - whenever hands are visibly dirty
- Refer to the Cleaning and Disinfecting section for cleaning/disinfecting protocols.

FOOD SERVICES

If food is prepared within or outside a school for consumption by people other than those that prepared it (e.g., meal program, cafeteria), it is expected that the WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.). Some of the guidance within may not be relevant to a school's food services. For example, the July 23, 2020 Order of the Provincial Health Officer Restaurants, Coffee Shops, Cafes, Cafeterias and Licensed Premises, Including Pubs, Bars, Lounges, Nightclubs and Tasting Rooms does not apply to schools. As such, the restriction of six patrons at a table does not apply.

Food Safety Legislation and the Guidelines for Food and Beverage Sales in B.C. Schools continue to apply as relevant. Schools should not allow homemade food items to be made available to other students at this time (e.g.. birthday treats, bake sale items).

Administering First Aid Safe Work Procedure - COVID-19

SAFE WORK PROCEDURE – First Aid COVID-19

DATE PREPARED: Aug 2020

DATE REVISED:

PREPARED BY:

APPROVED BY:

DESCRIPTION

The purpose of this document is to provide a procedure for staff to follow while performing first aid to either students or staff at schools/sites during COVID-19 to ensure worker safety.

Personal Protective Equipment (PPE)

Nitrile Gloves, Face Shield

Procedure

Before performing administering first aid, first aid attendant must wash their hands.

Procedure - Flu like Symptoms

1. First aid attendants are not to assess or approach patients with suspected flu like symptoms. Should a staff or a student begin to show flu like symptoms:
 - Ensure physical distance of 6 feet / 2 meters and reassure the patient.
 - Ask the student or staff member to go to and remain in isolation room.
 - Staff – ensure safe ride home is arranged, work with the Principal or supervisor.
 - Student – alert the Principal or supervisor.
 - Ensure after the isolation room is cleared, notify site custodian to ensure cleaning begins immediately.

Procedure - Non-Flu like Symptoms - Standard First Aid

First aid attendant must wash their hands before rendering first aid. Perform hand washing as per Hand Washing procedure.

1. Wear required PPE.
 2. Gather first aid supplies.
 3. Perform injury assessment verbally and visually prior to administering first aid while maintaining physical distancing.
 4. If possible, provide the supplies to the staff or student and instruct the staff or student to render first aid under your direction. If not, render appropriate first aid.
1. Remove personal protective equipment:
 - Remove Face Shield.
 - Remove Gloves - remember the outside of the gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under other glove at wrist and peel off.
 - Discard in regular waste.
 - Wash hands.
 - Disinfectant all equipment used.
 - Wash your hands again.
 2. Complete First Aid Record for both staff and students. If staff, advise them to complete a Workers Report of Injury.

Training and Education

All school district personnel are required to:

1. Review this document;
2. Report concerns to your supervisor immediately;
3. Support site safety committee; and
4. Follow the guidelines outlined in this plan.

WHMIS

- Employees working with or using disinfectants, detergents or hand sanitizers must review safety data sheets and ensure products are stored out of the reach of children.
- Safety Data Sheets for all cleaning products are available through MSDS Online. These sheets and instructions can be accessed on the school district Intranet. School health and safety committees should have these sheets available for staff members.
- All chemicals must be properly labelled, in accordance with WHMIS requirements.

Student Transportation on Buses

It is important to note that students that opt for school bus transportation will be expected to wear a mask while on the bus, similar to other public transportation.

The following strategies are recommended for student transportation on buses:

- Buses used for transporting students should be cleaned and disinfected according the guidance provided in BCCDC's Guidelines on Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada.
- Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.
- Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when they cannot maintain physical distance or be behind a physical barrier in the course of their duties. Exceptions will be made for bus drivers who cannot wear masks for medical and/or disability-related reasons.
 - Schools will have non-medical masks and face shields available for staff.
 - See the Supporting Students with Disabilities/Diverse Abilities section for more information on safety measures when staff are required to be in physical contact with students.
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school.**
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
- Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape markings on pavement, etc.) where required.
 - Schools should provide support for students who are not able to physically distance.

- Middle and secondary students are required to wear non-medical masks when they are on the bus. Exceptions will be made for students who cannot wear masks for medical and/or disability-related reasons. For more information, see the Personal Protective Equipment section.
- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

To reduce the number of close in-person interactions on school buses, the following strategies are recommended:

- Use consistent or assigned seating arrangements.
 - Schools/school districts should keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur.
 - The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.)
- Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
- If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.

Additional measures related to student transportation can be taken, including:

- Consider installing a physical barrier made of transparent materials between the driver and students. For additional information with respect to safety considerations when deciding to install a physical barrier, read the Joint Guidance Document from Transport Canada and CSA D250 School Bus Technical Committee.
- Encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) where possible to decrease transportation density.
- See the Field Trips section for more guidance about safety measures for field trips.

Health & Safety Orientation Checklist

This checklist is intended to support school districts and independent school authorities in planning their health & safety orientation for staff and students. Orientation sessions should provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

- Provincial COVID-19 Health and Safety Guidelines for K-12 Settings
- BCCDC's COVID-19 Public Health Guidance for K-12 School Settings
- WorkSafeBC's Education (K-12): Protocols for returning to operation
- School/district health and safety plan

Schools and school districts should ensure their Joint Health and Safety Committee is established prior to the orientation session. At the beginning of the school year, schools/school districts are encouraged to hold Joint Health and Safety Committee meetings more frequently to help identify and address any health and safety concerns in a timely manner.

CONSIDERATIONS FOR STAFF AND STUDENTS

- Adopt a trauma-informed approach:
 - where possible, have an employee trained in trauma-informed practice deliver some of the orientation

- o conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports
- o provides information on how to access counselling services during school start up
- o for staff: consider sharing the Building Compassionate Communities in a New Normal webinar link. This free webinar (scheduled on September 9, 2020 at 10:00 am) developed by the Ministry of Education is intended to provide teachers, education assistants, and administrators with information, ideas and strategies that they can use to create compassionate spaces for students.

Highlight the process used to develop the school/district plan (e.g., alignment with provincial direction, engagement at the local level) and the provincial health and safety guidelines:

- o Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K- 12 students can return to full-time, in-class instruction in accordance with current public health guidelines for schools.
- o The Provincial COVID-19 Health and Safety Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the Ministry of Health, Indigenous rightsholders and education partners, including district/school leaders, teachers, support staff, and parents.
- o These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control.

Discuss the importance of implementing health and safety measures that promote equity and inclusion, and outline how these principles are reflected in the school/district plan

Review the health and safety guidelines and school/district plan, and describe what a school day will look like with the new guidelines (interactions between peers and staff, traffic flow throughout the school, transition time, recess/lunch, school schedule, etc.)

Outline how comprehensive prevention and exposure control measures are being implemented in schools to ensure student and staff safety (see the “Infection Prevention and Exposure Control Measures” section and the Prioritizing Health and Safety Flowcharts in the Provincial COVID-19 Health and Safety Guidelines for K-12 Settings for more information) 41

Discuss measures for extracurricular activities, as well as school-wide activities and events; provide opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events)

Review school emergency and evacuation procedures (e.g., fire drill) considering the new health and safety guidelines (e.g. establishing additional muster points to reduce gathering size)

Outline individual responsibilities (e.g., daily health check, stay home if sick, etc.) and remind everyone to do their part (e.g., practice diligent hand hygiene on a regular basis, only bring personal items if they are necessary, specific guidelines for visitors, etc.)

Outline measures in place to support students and staff who are immunocompromised

Implement strategies to ensure staff and students who cannot attend orientation are made aware of health and safety protocols (e.g., provide a booklet/a video on health and safety plans)

Provide enough time and space for staff, students and families to review the school/district plan, ask questions, and provide input; provide contact information for any future questions that may arise

Describe the process to address concerns and suggestions regarding the health and safety plan (e.g., suggestions to support continuous improvement)

Outline the process in place to assess and revise the school/district safety plan on an ongoing basis as well as how staff, students and families will be made aware of any changes in the plan

Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students and families are informed in a timely manner

Provide a list of resources and links for more information (e.g., BCCDC resources – including a poster on how to wear a mask, resources from the Government of Canada on how to put on, remove, store and clean a nonmedical mask/face covering, guidelines developed by provincial associations, Ministry-developed trauma informed practice resources or other resources such as videos from the BC Health Emergency Services)

CONSIDERATIONS SPECIFIC TO STAFF

- Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through what the first days of school will look like to welcome students back o If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise
- Ensure orientation includes specific health and safety protocols for itinerant staff and specialists (e.g., teachers teaching on call, counsellors, education assistants, teacher candidates) including protocols pertaining to site based scheduling and access to building
- Include itinerant staff as well as on call and auxiliary staff in orientation sessions
- Implement strategies to ensure staff who work at multiple sites are made aware of health and safety protocols in each of the sites (e.g., provide a booklet/a video on health and safety plans for different schools)
- Share procedures and contact information in case of emergencies
- Introduce members of the Joint Health and Safety Committee or any other safety representative (along with their contact information) and outline the committee/representative's role in helping maintain a healthy and safe workplace
- Outline the process to request and conduct a needs assessment pertaining to health and safety (e.g., implementing additional control measures in a specific setting such as a transparent barrier, signage in the school, etc.)

Additional Resources

For the latest resource materials, please reference the following:

[BC Centre for Disease Control](#)

[Orders, Notices & Guidance – Provincial health Officer](#)

[Provincial CoVId-19 H&S Guidelines for K-12 Settings](#) (Sept 3, 2020 update)

[Childcare and Schools \(BC CDC\)](#)

[Cleaning and Disinfectants for Public Settings \(BC CDC\)](#)

[W.H.O. Hand Washing Video](#)