

# COVID-19

## Safety Plan & Handbook for Staff

### BC Government COVID-19 K-12 Education Plan – Stage 2

#### **Acknowledgement:**

This document is based on guidance provided by the Provincial Health Officer, BC Communicable Disease Control, Fraser Health, Vancouver Coastal Health, the BC Ministry of Education, and WorkSafeBC.

\*\*As COVID-19 information and guidance evolve, updates to this document may be needed.

February 26, 2021



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## BC Ministry of Education Priorities

The goal of the Ministry of Education, in collaboration with the Provincial Health Officer (PHO), and BC Centre for Disease Control (BCCDC), is to provide a healthy and safe environment for staff and students, from kindergarten to graduation (K-12), in support of in-class instruction.

In-class instruction was suspended in response to a COVID-19 pandemic being declared in BC. The BC Ministry of Education discontinued in-school instruction in March 2020. The priorities identified when in-class instruction was suspended in March remain the current priorities as in-class instruction is re-introduced. These priorities are:

1. Maintain a healthy and safe environment for all students, families, and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

From March to June 2020, BC and the school district provided remote learning and limited in-class learning opportunities for students with diverse needs and the children of essential service workers (ESW). In June 2020, the school district followed provincial direction and started providing a combination of some in-class and remote learning at all grade levels, with limits set based on reduced school density.

On July 29, 2020, the Ministry of Education announced the BC’s Back to School Plan, which includes the *Five Stage Framework for K-12 Education* summarized in the table below.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: N/A</li> <li>▪ Middle: N/A</li> <li>▪ Secondary: N/A</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 60</li> <li>▪ Middle: 60</li> <li>▪ Secondary: 120</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 30</li> <li>▪ Middle: 30</li> <li>▪ Secondary: 60</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 30</li> <li>▪ Middle: 30</li> <li>▪ Secondary: 30</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 0</li> <li>▪ Middle: 0</li> <li>▪ Secondary: 0</li> </ul>
<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 50% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 25% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 0% for all schools</li> </ul>
<b>IN-CLASS INSTRUCTION:</b> Full-time all students, all grades	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for all students for the maximum instructional time possible within cohort limits.  Self-directed learning supplements in-class instruction, if required.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>▪ children of essential service workers</li> <li>▪ students with disabilities/diverse abilities</li> <li>▪ students who require additional supports</li> </ul> In-class instruction for all other students for the maximum time possible within cohort limits.  Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>▪ children of essential service workers</li> <li>▪ students with disabilities/diverse abilities</li> <li>▪ students who require additional supports</li> </ul> Remote learning for all other students	<b>IN-CLASS INSTRUCTION:</b> Suspend in-class for all students

*Note: as Stage 1 is a return to regular operating procedures, and Stage 5 means that all in-class instruction is suspended, the following health and safety guidelines apply to Stages 2 to 4, unless specified otherwise.*

Starting September 2020, all BC schools will operate under Stage 2 of the framework. In Stage 2, 100% of students from K-12 will attend in-class instruction in learning groups/cohorts. See section on *Learning Groups/Cohorts* on page 11.

Although the structure of school at this time may not look like it did before, schools will operate based on public health advice, risk assessments, and strategies, and will continue to be safe and healthy places to connect with others, learn, and work.

## WorkSafeBC

WorkSafeBC and the *Occupational Health and Safety Act and Regulations* continue to apply during the COVID-19 pandemic. The school district has considered WorkSafeBC's 6-step *Guide to Reducing the Risk of COVID-19* and *WorkSafeBC K-12 Protocols for Returning to Operation* (August 2020). The district Safety Plan will serve as a compliance guide for COVID-19 and for ease of reference the steps are included below:

- Step 1: Assess the risk at your workplace
  - Risk assessment for COVID-19 is provided by public health
  - Identifying areas of risk requiring controls by the site supervisor in consult with the Site Health and Safety Committee
- Step 2: Implement measures to reduce the risk
- Step 3: Develop policies/procedures/practices
- Step 4: Develop communication plans and training
- Step 5: Monitor your workplace and update your plans as needed
- Step 6: Assess and address risks related to resuming operations

Responsibilities under WorkSafeBC remain unchanged. These are summarized below as related to COVID-19:

- District management/the employer is responsible for providing an overall healthy and safe workplace in accordance with the guidance of WorkSafeBC requirements, BCCDC, and the Provincial Health Officer.
- Supervisors (including administrators and managers) are responsible for ensuring the health and safety of those who report to them and for providing specific instruction and direction to staff relevant to their site and work tasks.
- Staff are responsible for participating in the district's health and safety program and working safely by following the district's implemented procedures and safety practices.

## COVID-19 Safety Plan Reviews

School medical officers noted that most school exposures in fall 2020 did not result in transmission within the school. However, some school exposures did result in additional cases, including clusters and a limited number of outbreaks. While each case was unique, a common recommended action from school medical officers was to review existing COVID-19 safety plans to ensure required measures were in place and were being consistently implemented. A review of the COVID-19 safety plan to ensure it adequately protects workers from transmission of COVID-19 in the workplace is required in the Provincial Health Officer's December 16, 2020 Workplace Safety Order.

With this in mind, school and district administrators must regularly review COVID-19 safety plans and should do so with their site-based safety committees to address areas where there are identified gaps in implementation. BCCDC has developed a COVID-19 [School Health & Safety Checklist](#) that can support these safety plan reviews. In addition, school medical officers have recommended the following key areas of focus for schools base on review of school exposures to date.

1. Prevent crowding and gathering; pay particular attention to the start and end of the day, and stagger recess, lunch and transition times for students and staff whenever possible.

2. Avoid close face-to-face contact whenever possible.
3. Assign staff to a specific learning group whenever possible.
4. Ensure that the use of masks does not reduce or replace practicing physical distancing between learning groups and other prevention measures, for both students and staff.
5. Ensure prevention measures are in place in staff only areas, including break and meeting rooms.
6. Implement music classes according to the British Columbia Music Educators' Association and Coalition for Music Education in British Columbia, [Guidance for Music Classes](#), updated Feb 4, 2021.
7. High intensity physical activity should occur outside whenever possible.

## 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 settings such as schools where there is a relatively consistent grouping of people and multiple measures of various effectiveness can be routinely and consistently implemented.

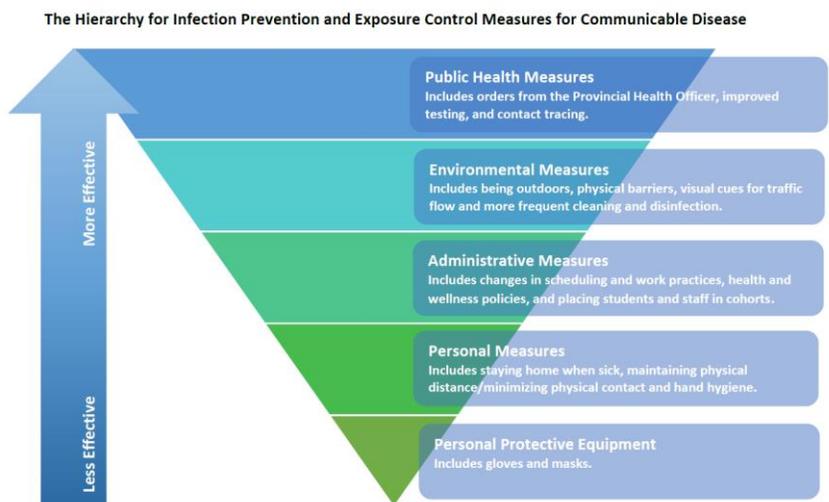
Schools are considered a “controlled” environment by public health. This is because:

- Schools include a consistent group of people
- Schools have robust illness policies for staff and students
- Reinforcement and adoption of effective personal practices (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.

## Hierarchy of Controls

Public health's *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. With the district, staff, students, and parents implementing and adhering to a combination of these control measures, the risk of COVID-19 will be reduced substantially in schools. Note: Occupational safety controls as per WorkSafeBC are applied in a similar hierarchy with eliminating the hazard at the top of the hierarchy in place of public health.



## Supportive School Environments

Schools can support students to practice personal preventive measures by:

- Sharing reliable information, including from the BC Centre for Disease Control and the Office of the Provincial Health Officer, to parents, families and caregivers.
- Promoting required safety measures in the school through the use of visual aids like floor markings and signage.

In line with the K-12 Education Restart Plan’s goal of maximizing in-class instruction for all students within current health and safety guidelines for schools, staff should utilize positive and inclusive approaches to engage students in preventive practices and should not employ measures that are punitive or stigmatizing in nature. This includes where a student, staff, or other adult (including visitors) cannot comply with a specific safety measure due to health or behavioural reasons in these circumstances, schools/districts should work with these individuals (and their parents/caregivers, if applicable to a student) to explore other environmental and administrative measures to ensure their safety and the safety of others.

## Understanding COVID-19

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. The SARS-CoV-2 virus, is a new strain of virus which first emerged in humans in 2019 and results in COVID-19 disease. COVID-19 resulted in a pandemic being declared globally. The virus can cause mild to serious illness and potentially death.

## Signs and Symptoms

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Fever</li> <li>• Chills</li> <li>• Cough or worsening of chronic cough</li> <li>• Shortness of breath</li> <li>• Sore throat</li> <li>• Runny nose</li> <li>• Loss of sense of smell or taste</li> </ul> | <ul style="list-style-type: none"> <li>• Headache</li> <li>• Fatigue</li> <li>• Diarrhea</li> <li>• Loss of appetite</li> <li>• Nausea and vomiting</li> <li>• Muscle ache</li> </ul> |
|---|---|

Less common symptoms also include:

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Stuffy nose</li> <li>• Conjunctivitis (pink eye)</li> <li>• Dizziness, confusion</li> </ul> | <ul style="list-style-type: none"> <li>• Abdominal pain</li> <li>• Skin rashes or discoloration of fingers or toes.</li> </ul> |
|--|--|

NOTE: Children have similar symptoms to adults, but are less likely to have fever, shortness of breath or cough. COVID-19 causes mild illness in the majority of cases in children.

**COVID-19 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. For a complete and current list of symptoms refer to: [www.bccdc.ca](http://www.bccdc.ca)

## Transmission Routes

COVID-19 is transmitted via liquid droplets that are dispersed when a person coughs or sneezes. Infected droplets can enter the body through the:

- Eyes
- Nose
- Throat/mouth

Transmission through infected droplets can occur via the following means:

1. Being in close contact of someone with COVID-19 when they cough or sneeze. Living in a household with someone with COVID-19 or having household-like contact with a COVID-19 case is the most common route of community transmitted COVID-19.
2. Touching a surface that is contaminated with COVID-19 and then touching your face and transferring the virus to the mucus membranes of your eyes, nose, throat. This is why public health recommends frequent and diligent hand hygiene to everyone.

Transmission Update from BCCDC:

**“Experiences of COVID-19 in hospital settings around the world, including in BC, suggest that COVID-19 is primarily spread by droplet contact.** While there is some discussion that COVID-19 can spread by staying in the air (by aerosols), there is no convincing scientific evidence to support this. An exception is aerosols produced by aerosol-generating medical procedures.”

## Risk Assessment for K-12

The assessment of risk with respect to COVID-19 pandemic is the jurisdiction of public health. In the case of the school district, this includes the Provincial Health Officer (PHO), BC Communicable Disease Control, and Fraser Health. The overall assessment of risk remains low for K-12. BC school districts are at Stage 2 in *BC’s Back to School Plan* developed by the Ministry of Education.

The following is reproduced from the BCCDC - [COVID-19 Public Health Guidance for K-12 School Settings](#):

### COVID-19 in BC

BC currently has variable community prevalence of COVID-19; some parts of the province have relatively low community transmission while other parts have relatively high levels of community transmission.

Since symptom-based testing began on April 21, over 1.5 million tests have been conducted in BC. While the proportion of people testing positive changed over time relative to the prevalence in the community, most people getting tested with COVID-19 like symptoms do not have COVID-19.

As of January 30, 2021, there were 66,779 confirmed cases in BC. For those who are positive, the likely source of transmission for approximately 2 out of 3 people was a known, confirmed COVID-19 case (i.e. not community transition).

### COVID-19 and Children (ages 0-19 years)

#### COVID-19 and Children

Most children are not at high risk for COVID-19 infection.

- COVID-19 virus has a relatively low infection rate among children (ages 0 to 18). In BC, from September 7 to December 31, 2020:
- ~3% of younger children (aged 5-12) and ~6% of older children (13-18) tested for COVID-19 were positive;
- ~12% of all confirmed cases of COVID-19 were among children (0-18), despite this group making up ~20% of the general population.
- Younger children (aged 5-12) comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 13 and 18.

To the end of December 2020, 47 children under 18 were admitted to hospital for COVID-19 in BC. There have been no deaths.

- Children do not appear to be the primary drivers of COVID-19 transmission in schools, community settings or households.
  - Based on published literature to date, the majority of cases in children are the result of household transmission from an asymptomatic adult family member with COVID-19. Within households and family groupings, adults appear to be the primary drivers of transmission. Older children are more likely to transmit than younger children.
- Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19 (visit the BCCDC Children with Immune Suppression page for further details).
  - Children who are at higher risk of severe illness from COVID-19 can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health-care provider to determine their child's level of risk. Additional information is available here.
  - Children who have health conditions that may place them at increased risk for more severe outcomes should speak to their health care provider to determine their individual level of risk.
- Children can experience the same symptoms as adults but may show symptoms differently. For example, fatigue may show in children as poor feeding, decreased activity, or changes in behaviour.

### *COVID-19 and Adults (Staff and Parents)*

Most of the people infected with COVID-19 in B.C. from September 8 to December 31st were adults (19 years or above). Adults represented ~88% of the cases, though make up ~82% of the population.

Some adults with specific health conditions are at an increased chance of developing severe illness or complications from COVID-19, including older people and those with chronic health conditions. Additional information is available from BCCDC.

Adults who have health conditions that may place them at increased risk for more severe outcomes should speak with their health care provider to determine their individual level of risk.

### *COVID-19 and Schools*

Schools do not appear to result in significant increases in community transmission of COVID-19.

- The likelihood of a person attending school while infectious with COVID-19 reflects local community prevalence.
- Increasing evidence supports that widespread asymptomatic transmission is not driving transmission in schools.
- Internationally, transmission within schools accounts for a minority of all COVID-19 cases.

Implementation of infection prevention and exposure control measures is critically important to limiting the spread of COVID-19 in schools.

- The risk of transmission in school settings is low when infection prevention and exposure control measures are in place and adhered to.
- Internationally, in-person attendance at school in the two weeks preceding a positive test has not been associated with increased likelihood of infection, as people who tested positive were more likely to have attended social activities and gatherings with others outside of the household.
- Within BC:

- School medical health officers note that most school exposures did not result in transmission within the school. When transmission occurred, it typically resulted in a small number of additional cases.
- In Vancouver Coastal Health, from September 10th to December 18th, approximately 700 students or staff (out of a total population of over 100 thousand), were diagnosed with COVID-19. Over 90 per cent of these cases did not result in any school-based transmission.

#### For adults working within schools:

- Transmission from staff to staff is more likely than among staff to students, students to staff, or students to students.
- There does not appear to be a higher risk of COVID-19 at school than in the community or in their household.
- There does not appear to be a higher risk of COVID-19 than other occupations that involve contact with others.

The detection of multiple COVID-19 cases within a school does not mean that transmission occurred within the school setting; these can be related to exposure within the community and households.

- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on children, including increased stress, and decreased educational outcomes, connectedness with peers and the broader community, and health behaviours. These outcomes disproportionately impact children with vulnerabilities.
- Prevention measures and mitigation strategies involving children must be commensurate with risk. This information is based on the best evidence currently available and will continue to be updated. For up-to-date information on COVID-19, visit the [BC Centre for Disease Control \(BCCDC\) website](https://www.bccdc.ca).

The above section was a reproduction of information provided by BCCDC. It will be updated as new information becomes available. For up-to-date information on COVID-19, visit [www.bccdc.ca](https://www.bccdc.ca).

## Creating a Safe Physical and Emotional Environment

As Stage 2 of the *BC's Back to School Plan* begins and students return to in-class instruction, staff will have a vital role in creating a safe physical and emotional environment. To this end, staff are encouraged to practice the 3 Rs: *Reassurance, Routines, and Regulation*.

- **Reassurance:** Social emotional learning is always an important focus for educators. When needed, reassure students about their safety and the safety of their family. It is the role of adults to keep children safe.
- **Routines:** Establish and maintain routines to provide students with a sense of safety and predictability.
- **Regulation:** Support self-regulation. When students are stressed, their bodies respond by activating stress response systems. To help them manage these reactions, it is important to both validate their feelings (e.g. “I understand how this might feel overwhelming …”) and encourage them to engage in activities that help them self-regulate (e.g. exercise, deep breathing, mindfulness, regular eating and sleeping routines). Decreasing student anxiety and stress is an important role of the school at this time.

### *Trauma-Informed Practice*

Trauma-informed practice works through a compassionate lens of understanding that is helpful to all children, youth and adults – especially those who have experienced traumatic events.

Trauma-informed practice includes:

- Providing inclusive and compassionate learning environments.
- Understanding coping strategies.
- Supporting independence.
- Helping to minimize additional stress or trauma by addressing individual student needs.

Regular **needs-based** check-ins with others can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community.

The North American Centre for Threat Assessment and Trauma Response has released the following resource to assist the education sector in supporting the transition back to school: [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact](#). To support educators in developing compassionate learning communities through trauma-informed practice, the ministry has created [trauma-informed practice resources](#) that are available on the [erase website](#).

School district and school staff should practice awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.

Supports are in place for all staff should they be struggling with excessive worry or anxiety due to the COVID-19 pandemic. Staff and their immediate families can contact the district's *Employee and Family Assistance Program*: [WorkHealthLife](#)

The Ministry of Education has developed a [webinar](#) series to support educators as they navigate through times of uncertainty and change. The first webinar, Building Compassionate Communities in a New Normal, provides educators with information, ideas and strategies that they can use to create compassionate spaces for students, especially during times when the classroom environment is ever-changing.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a wide range of social emotional learning resources, including [Reunite, Renew, Thrive: A Social Emotional Learning Roadmap for Reopening Schools](#), that outlines a roadmap of action steps to implement SEL practices throughout the school year, for both educators and administrators.

## Health and Safety Committees

Site Health and Safety Committees continue to function and play an important advisory and inspection role during all COVID-19 restart Stages. For example, in support of COVID-19 risk reduction controls and protocols, the site Health and Safety (HS) Committees will continue to:

- Conduct the new [workplace inspection](#) with site administrators to ensure all safety protocols are reviewed and revised with staff.
- Assist with the revisions of the site based Safety Plan using the revised guidelines outlined in the document.
- Consult and share information with site staff on HS issues, including COVID-19.
  - Reminder: HS Committee members will continue to remind staff to report health or safety concerns in a timely fashion to their administrator/supervisor, including those regarding COVID-19.
- Conduct a meeting and site inspection of the school/site focusing on local COVID-19 controls in the week of September 1-4, 2020, **and on an ongoing basis as required.**
- Participate with site administration with the health and safety training of staff on September 8 at each school and district site, **and as changes arise.**

- Conduct monthly meetings while adhering to physical distancing measures. For clarity, local workplace procedures or staff concerns as they relate to COVID-19 are in scope for the Site HS Committee.
- Collaborate with and provide feedback to administration/management on local COVID-19 control measure implementation. Examples: arrival areas, hallways, traffic flow, etc.
- Conduct site inspections as a tool to advise the administration/management and district of areas where COVID-19 risk reduction methods may be an issue/concern.
- Continue with other regular HS Committee responsibilities.

## Staff Reporting COVID-19-Related Concerns

As per the district’s standard processes, with respect to reporting health and safety concerns, COVID-19 concerns must be reported to a staff member’s administrator/supervisor in a timely fashion (*WorkSafeBC* requirement). The process and options for reporting COVID-19 concerns to school administrators/supervisors are: in person, in writing, via email, or via videoconference (*e.g. MS Teams, Zoom*).

The Maple Ridge - Pitt Meadows School District health and safety department is also a resource to address COVID-19 questions or concerns from any supervisor or staff member. Please try to resolve at the site level prior to contact. To contact district HS, email: [amanda\\_reber@sd42.ca](mailto:amanda_reber@sd42.ca) or [rachel\\_welsh@sd42.ca](mailto:rachel_welsh@sd42.ca).

## Keeping Staff and Parents/Caregivers Informed

Clear and open lines of communications are critically important in times of uncertainty. In addition to regular communications, school administrators will keep staff and parents informed about what the school control measures are (in the school and in the classroom) and the extra precautions for COVID-19 that are in place.

### *Key Communication Tactics & Channels for Staff, Parents/Caregivers*

The school district will use the following key channels for the delivery of its messaging:

#### **Parent portal**

The Parent Portal is the school district’s primary tool for direct communication with families. Messages posted to the portal are delivered to each parent’s portal dashboard and a copy is delivered to the parent/guardian by email. The portal’s targeting feature allows the district/school to select specific schools, grades, classes, and/or individual students. The Regroup engine of the portal ensures that messages are delivered to all families on the portal within minutes, making this an extremely effective and efficient communication channel.

#### **All staff email**

The *all SD42 staff* category enables select senior staff to send out a district-wide email to all staff. This is an effective channel primarily reserved for important messaging concerning district operations or provincial announcements and will be used as a primary channel for communicating COVID-19 related updates to school district staff.

#### **In-person/virtual meetings**

In-person meetings and virtual meetings (e.g. staff meetings, superintendent meetings, regular elementary/secondary principals’ meetings and all managers meetings, health and safety meetings, training sessions, and partner group meetings) are effective for communicating complex information and provide a platform for raising and addressing questions and/or concerns.

## District website

The district website is the school district's primary pull communication channel for the sharing of messaging with families, staff, and the greater community.

The process for posting important ministry or school district COVID-19 updates is as follows: the message is posted under "announcements" so that it appears on the landing page, and a link to the announcement is included on the general and district-specific dedicated COVID-19 update pages. Announcements of greater urgency are also posted to the slider section of the website.

## *School Community Notification of COVID-19 Cases or People Who Are Ill or Unwell*

If a staff or student in a school is tested and confirmed by public health as positive for COVID-19, public health will directly notify contacts who have potentially been exposed as well as work with the district and school administrator to determine what actions, if any, are needed.

The *BCCDC COVID-19 Guidance for K-12 School Settings (July 2020)* has advised all BC school districts that:

**"Schools must not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health." (BCCDC)**

This is in keeping with best practices in public health and the *Personal Information Protection Act*.

Staff, parents, and students are asked to keep in mind that during COVID-19 there are many rumors and false reports of cases or exposures, and these understandably create anxiety and concern. Fraser Health follows-up with all actual COVID-19 cases as well as any credible reports brought to Fraser Health by the district or school administrators.

## Health and Safety Instructions for Staff

**All staff should review, understand, and follow the information and protocols and procedures provided in this document and by their school administrators/supervisors.** If staff have questions, they should discuss their questions with their school administrator/supervisor, who can seek district or public health clarity if they do not have the answers.

In addition to this document, posters, reminders, and worksite-based information and protocols will be provided to staff by school administrators/supervisors. In some instances (such as grounds, maintenance, and others) additional detailed safe work procedures have been developed, shared with relevant staff, and can be accessed through the school administrator/supervisor and the health and safety tile developed for staff on the district intranet, under the [COVID-19 tab](#). Please note that the tab is still under construction and we are still in the process of uploading files, check back often for the most recent updates.

## Prevention Measures

The following prevention measures are in place in Maple Ridge, Pitt Meadows schools to comply with Stage 2 requirements and provincial guidance.

## Mass Gatherings

The *Provincial Health Officer's Order for Mass Gathering Events* prohibits the gathering of more than 50 people for the purpose of an event. **This order does not apply to schools.** It also does not apply to workplaces such as office buildings, workshops, etc. The order is focused on one-time events where people gather and where control measures may be hard to implement. As such, there can be more than 50 students and staff in a school or learning group/cohort (see page 11 on *Learning Group/Cohorts*) given the many control measures in place in school settings.

## School Gatherings

School gatherings should occur within the learning group/cohort.

- Gatherings should not exceed the maximum learning group/cohort size in the setting, plus the minimum number of additional people required (e.g. school staff, visitors, etc.) to meet the gathering's purpose and intended outcome.
  - Additional people should be minimized as much as is practical to do so and remain physically distanced.
- These gatherings should happen minimally.
- Schools should seek virtual alternatives for larger gatherings and assemblies.
- Assemblies of staff and students larger than the learning group/cohort are not to be held in person<sup>1</sup>.
- Staff meetings, in-service and professional development activities, and other staff only gatherings should be held virtually wherever possible.
  - Staff should practice physical distancing (2m) for face-to-face interactions, whenever possible.
  - If physical distancing cannot be maintained and a barrier is not present, participants are required to wear masks.
  - The number of participants gathered, and the length of the gathering should be minimized as much as possible.

## Learning Groups/Cohorts

A learning group, also referred to as a cohort, is a group of students and staff who remain together throughout the school quarter, semester or year and who primarily interact with each other.

For example, a learning group/cohort could be made up of:

- A single class of students
- Multiple classes that sometimes join together for additional learning activities
- A group of secondary school students with the same courses

Learning groups/cohorts also include staff such as:

- Teachers
- Instructional support staff such as EAs, CCWs and ASWs
- Other staff as determined necessary at a school level

## Rationale for Learning Groups

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<sup>1</sup> The *School Regulation* requires principals to ensure school assemblies are held at least 3 times each school year, including the school day immediately preceding Remembrance Day.

Learning groups/cohorts provide a range of benefits for students including more in-class learning time, increased peer interaction and support, and decreased feelings of isolation.

Compared to other public settings, schools have a relatively consistent set of people accessing the building. By introducing learning groups, schools are further reducing the number of interactions between students and staff. The majority of people in a learning group/cohort are children, who are at lower risk of COVID-19 infection.

Schools also have a comprehensive set of safety measures in place, including enhanced cleaning and disinfecting protocols, frequent hand washing and/or sanitizing, and policies that require students and staff to stay home if they are ill. Note that other public settings, such as stores, transit, and restaurants, do not have these more controlled measures in place and, therefore, they have stricter physical distancing and mask recommendations.

### *Learning Group/Cohort Size*

As per the *BCCDC COVID-19 Public Health Guidance for K-12 School Settings*, there are set maximums for the number of people who can be in a learning group/cohort. These are:

- Elementary: 60 people/learning group (this includes students and staff)
- Secondary: 120 people/learning group (this includes students and staff)

Note: Learning group/cohort maximums from BCCDC are smaller in elementary schools due to the recognition that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact, and recognizing and articulating symptoms of illness.

### *School Schedule and Learning Groups*

Each school district in BC and school in the district is required to develop a custom learning group/cohort strategy and schedule.

Schools open on September 8, 2020, and staff will have time to reintroduce themselves to the school and plan for changes such as working within learning groups/cohorts and new schedules. Students will be provided with orientation on September 10-11, prior to curricular activities beginning.

#### **In elementary schools**

For implementation of Stage 2, learning groups in our elementary schools will be configured up to a maximum of 60 students and staff. We will be welcoming all students back to school for regular daily attendance. Predominantly, learning groups will be organized as single class/division groups of students with their enrolling teacher. Where appropriate, non-enrolling teaching staff and instructional support staff will also be strategically assigned to a single/specific learning group with the goal of maximizing service/support to students. In some cases, class/division groups will be paired with a same grade class/division to form a learning group of students and enrolling teachers. Again, as deemed appropriate, non-enrolling teaching staff and instructional support staff will also be strategically assigned to a single/specific learning group with the goal of maximizing service/support to students.

The school day across our 23 elementary schools will remain unchanged for all class/division groups as 8:30 am to 2:20 pm. In consultation with staff, principals will implement tightly controlled start-up and dismissal procedures with designated congregation locations outside of the school building for daily school entry and exit under the supervision of school staff (as implemented very successfully in June 2020).

In most cases, recess and lunch breaks at our elementary schools will remain the same for all division groups based on school enrolment and the size of the play area on the grounds. If deemed necessary, some of our

medium and large elementary schools (i.e. over 350 student enrolment) will schedule separate recess and lunch breaks for primary and intermediate students based on school enrolment and/or size of play area.

The school district also offers two programs of choice that include multi-grade programming for kindergarten to Grade 9 students. Students and staff at both the Odyssey program and Environmental school will organize learning groups within the limit of 60 students/staff.

### **In secondary schools**

Maple Ridge - Pitt Meadows School District high schools are middle- to large-sized schools, with the smallest enrolling 660 Ministry of Education-funded students and the largest enrolling 1,200 Ministry of Education-funded students. For implementation of Stage 2, all schools will use the quarter system and students and staff will be assigned to learning groups of no more than 120 people.

Students in grades 8 and 9, and where possible students in Grade 10, will be scheduled for daily full-time in-class delivery in learning groups of no more than 80 students. Additionally, some multi-grade electives and support blocks will be offered/timetabled outside of set learning groups where physical distancing will be required. Classes where students from more than one learning group are enrolled will be scheduled as semester or linear programs with physical distancing.

Students in grades 11 and 12, and Grade 10s in some instances, will be organized in learning groups of no more than 120. To accommodate elective choice, in some instances, the afternoon classes will be scheduled in a blended format. Within this model, students who can manage a blended model class will be scheduled for in-class on-campus instruction twice a week with one day dedicated to online learning. Within this model, daily in-class instruction will be provided to students who cannot manage the blended model. Additionally, some electives and support blocks will be offered/timetabled outside of set learning groups where physical distancing will be required. Some elective blocks and support blocks will be scheduled based on a semester or linear model.

All secondary schools will be staggering school start, lunch breaks, and dismissal times. Schools will manage physical distancing through separate dedicated entrances, exits, and eating areas. With some afternoon classes following a blended model and with smaller class sizes, the supervision of students during the lunch break will be more manageable. All schools will have entry and exit procedures with learning groups using assigned doors, washrooms, and classroom spaces.

Long-standing, instructional programming at Thomas Haney Secondary has been based on a self-directed model. THSS is striving to retain the integrity of the self-directed model while being responsive to physical distancing and all other health and safety guideline requirements.

Continuing Education (CE) – Learning groups will be defined for each course by the teachers teaching the course. Adult education programs operated by K-12 schools should follow the guidance outlined in this document, particularly the guidance provided for adults in a school environment. This includes respecting environmental and administrative measures, such as maintaining physical distance (2m). Note that learning groups cannot be applied to adult-only settings (an “all adult” learning group is not an acceptable public health measure).

The educational programs delivered in correctional facilities will be organized and delivered based on the health and safety regulations for each correctional facility.

Alternate Education - Students and staff in the Alternate Education program will be organized in learning groups not exceeding 120 people. Students will have individualized staggered arrival and departure times based on their learning group. Students will have the option to attend a face-to-face program or a blended learning program.

Trades - Where possible, students and staff will be organized in learning groups for each trades program. Learning group size is not going to exceed 120 people. For programs offered in partnership with post-secondary institutions, we established health and safety protocols in collaboration with each post-secondary institution. Where possible, trades programs are scheduled to have different start and end times than those for high school students. All students will have a personal set of tools. Cleaning protocols will be implemented for shared tools. All trades programs facilitated primarily by an SD42 employee are 100% face-to-face instruction. Trades programs facilitated primarily by a post-secondary school employee will involve a blended learning model (BCIT Construction, BCIT Electrician, BCIT Automotive Service, VCC Hairstyling, VCC Culinary Arts).

At all secondary schools, a change from linear programming to the quarter system requires a shift in curriculum delivery. Schools are all moving to a quarter system to meet the learning group size requirements with some movement out of the learning groups for retention of electives. While schools have attempted to retain student choice and teacher assignments, this has not been consistently possible at the senior grades. The first priority is to ensure graduation and that students get the classes they need for post-secondary opportunities. We have attempted to organize the full-time face-to-face classes for courses that have labs or are hands-on and require in-person instruction. Again, we have attempted to be strategic about which classes are offered in a blended manner. All of the high schools have agreed to primarily use one electronic learning platform so that students do not have to manage numerous learning platforms. Because students are not always able to get their chosen electives, we will also try to offer some creative opportunities for students with sponsor teachers (e.g. using BAA courses, outside of the timetable offerings, and IDS classes). Within our secondary structures/scheduling as set out, the learning groups are designed to enable schools to go down to learning groups of 60 or 30 people without disruption to class organizations.

### *Breaks in the School Day and Other Learning Groups/Cohorts*

#### Students

During break times (e.g. recess, lunch), students may want to socialize with peers in different learning groups/cohorts.

**With elementary students and staff**, students can socialize with peers in different learning groups/cohorts if they are outdoors and can minimize physical contact, **or** if they are indoors and can maintain physical distance. If at break solely within their learning group/cohort, they are to minimize physical contact as always.

- Elementary-aged students may be less able to consistently maintain physical distance. Outdoors is a lower-risk environment than indoors; outdoor learning will therefore be encouraged.

**With secondary students and staff**, students can socialize with peers in different learning groups/cohorts if they maintain physical distance. Students must maintain physical distance in these circumstances. If at break solely within their learning group/cohort, they are to minimize physical contact.

- Secondary-school students are expected to be capable of consistently maintaining physical distance when it is required. If a student is unable to physically distance, the student should socialize within their learning group/cohort only or where they can be supported to physically distance.

### Itinerant and On-Call Staff Interacting with Learning Groups

*The following will all vary based on the school, need, and on call staff availability.*

The district and schools will take steps to minimize the number of staff who interact with learning groups/cohorts they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment.

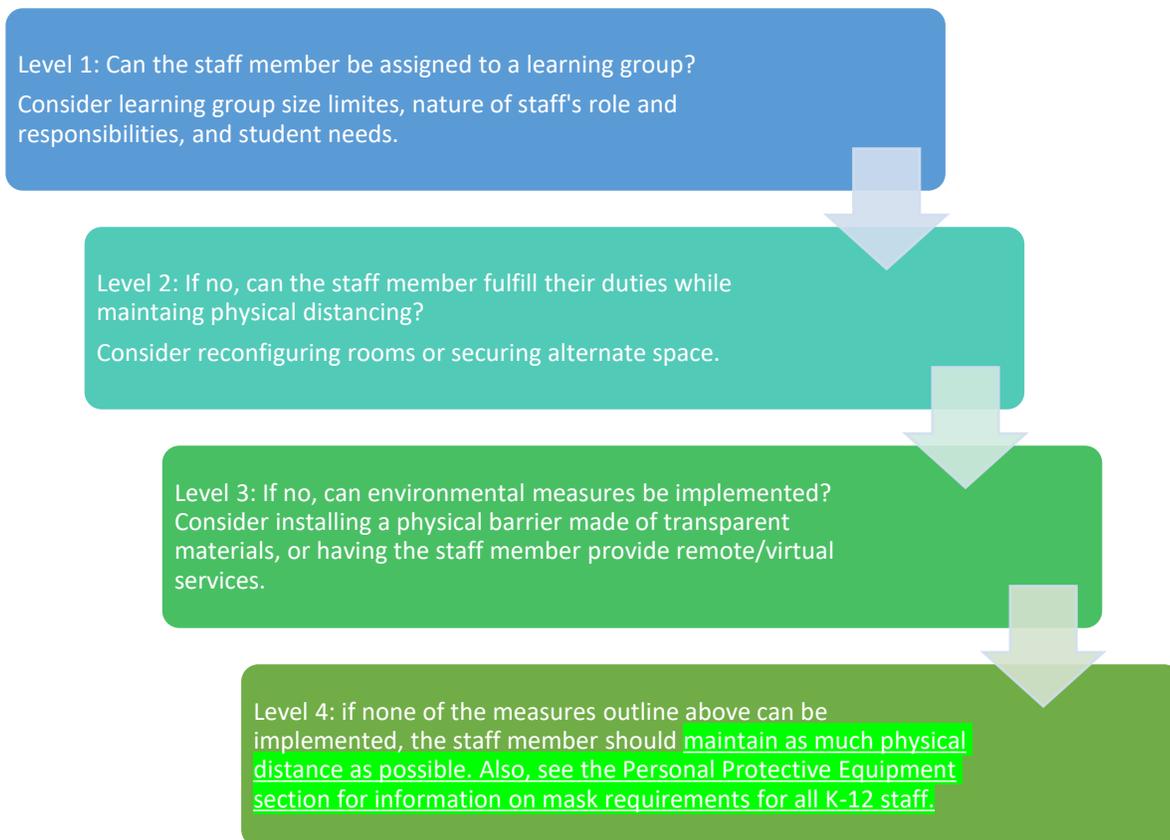
To help minimize the number of interactions between students and staff, where possible, the following will be implemented:

The school district is working to strategically organize our site-based and itinerant workforce to best meet the needs of all students while working within the defined health and safety guidelines. Again, site-based enrolling, non-enrolling and instructional support staff will be strategically assigned to single learning groups as deemed appropriate with the goal of maximizing service/support to students. It is understood that in most cases site-based enrolling, non-enrolling and instructional support staff will also be working with students outside of their assigned learning group. In such circumstances, the flow chart below will guide the practise of both site-based staff and our full complement of itinerant district-based staff providing service at both elementary and secondary schools.

Staff outside of a learning group must practice physical distancing (2m) when interacting with the learning group. For example, an itinerant educator (e.g. TTOC, an Indigenous support worker, a teacher candidate, a district specialist) can teach/support multiple learning groups but must maintain physical distance from students and other staff and avoid close face-to-face interactions.

Unless staff members belong to the same learning group, they should maintain physical (2m) from one another at all times. Masks are not a replacement for physical distancing between staff from different learning groups.

All TTOC and casual instructional support staff will be provided training on these guidelines and the district's updated COVID-19 health and safety plan/procedures before being dispatched for duties/work.



Source: Provincial COVID-19 Health & Safety Guidelines for K-12 Settings - Considerations for Staff

Staff outside of a learning group/cohort **must** practice physical distancing when interacting with the learning group/cohort. For example, a resource teacher, counsellor, prep teacher, speech and language pathologist, behaviour consultant, SSW (who are outside of the learning group), or members of the Urgent Intervention Team, can work with students from multiple learning groups/cohorts by maintaining physical distance.

In situations where staff outside a learning group/cohort cannot practice physical distancing, other measures must be explored at the school level, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, or providing virtual services where possible. **If none of the strategies outlined above are viable options, staff should practice physical distancing as much as possible while providing services. In addition, all K-12 staff 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) in schools – see the PPE section for more information.**

Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons.



## Daily Health Assessments & Illness Policies and Protocols

It must be communicated to staff, students, and any authorized adults (e.g. parents, caregivers, visitors) that they must not attend a school/worksite and must stay home if they:

- Are ill or have any symptoms of a cold, flu, or COVID-19 as identified in the daily health checks for staff, visitors and students.
- Have travelled outside Canada in the last 14 days (PHO Order).
- Have been identified by public health as a close contact of a confirmed COVID-19 case or outbreak by their local health authority.
- Live in a household with someone who has been tested and public health has confirmed is a COVID-19 case.
- Have been directed by public health to self-isolate or awaiting COVID-19 testing results.

Staff, Students, and any authorized adults (parents, caregivers, visitors) must 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.

### *Staff Daily Health Self-Assessment*

Staff must assess/check their own health daily for symptoms of cold, flu, COVID-19 or other infectious respiratory disease prior to entering the school or attending work. **If unwell with cold, flu, or COVID-19 symptoms, an employee must stay home AND self-isolate** (see self-isolation definition on page 22). If symptoms warrant, the employee should be tested for COVID-19. If off work or unwell for other reasons, staff must continue to report their absence in the ADS (as per the district's usual procedure).

The *Daily Health Self-Assessment* (checklist) for all employees is provided in Appendix D. A copy of this checklist will be provided to all district employees at their safety orientation. For ease of reference, it is recommended that a copy of the checklist be kept in a convenient location at home.

All district employees are required to assess their health before they come to work and sign the health check declaration at the work site, staff must also declare that they have not been directed by the health authority to self-isolate. They must never enter the building if they do not pass the health assessment.

**All district employees** must complete a [digital district form](#) at the beginning of the school year, indicating their understanding that they have a daily responsibility to assess themselves for symptoms of cold, influenza, COVID-19 or other infectious respiratory disease. Click on the digital district form link and follow these instructions: My Info > Documents & eForms > My eForms list > Health and Safety File (as seen below) > Staff Health Screening.

## Submit a New Form

-  My Forms
  -  Expense Reimbursement
    -  Employee Expense Form
    -  Mileage Form
    -  Pro-D And Travel Form
  -  Health And Safety
    -  Staff Health Screening
    -  Workers Report Of Injury

### *Student Daily Health Assessment*

Parents and guardians must assess/check their child's health daily for symptoms of cold, flu, COVID-19 or other infectious respiratory disease before sending them to school. **Parents must keep their child home from school if they have been directed to self-isolate by their local health authority.** This applies to elementary and secondary students. The *Daily Health Assessment* checklist to which all parents must refer when conducting a daily health check of their child(ren) is provided in Appendix D. Prior to school start in September, a copy of the checklist will be distributed to all families. It is recommended that families keep a copy of the list in a convenient location at home for daily reference. **If a student is unwell or symptomatic, they must stay home and self-isolate** (see below). In such circumstances, the parent/guardian should call the school office to report the absence to the school as usual.

On a one-time basis, parents/guardians will be asked to complete one checklist to the school confirming they understand: 1) how to conduct the *Daily Health Assessment*, 2) that this health assessment/check must be conducted daily, and 3) that they must keep their child(ren) home if their child(ren) are have symptoms or are ill, and seek the advice or a healthcare professional. This has been launched through the Parent Portal.

**TABLE: Managing Staff and Students who Develop Symptoms of COVID-19**

The following are the procedures for managing when a staff member and students develop symptoms of COVID-19.

Staff	Students
<p><b>IF STAFF DEVELOP SYMPTOMS <u>AT HOME</u>:</b></p> <p><b>Staff must be excluded from work and stay home</b> until they have sought guidance from public health (811) to exclude COVID-19 or other infectious diseases, AND their symptoms have improved.</p> <p><b>IF STAFF DEVELOPS SYMPTOMS <u>AT WORK</u>:</b></p> <p><b>Staff must report their condition, leave the building/worksite immediately, and go home as soon as possible.</b></p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> <li>1. Symptomatic staff should separate/isolate themselves into an area away from others (e.g. outside, in the designated health/waiting room).</li> <li>2. Maintain a distance of 2 metres from others.</li> <li>3. Use a tissue or mask to cover their nose and mouth while waiting to be picked up.</li> <li>4. Once the staff member has been picked up/gone home, building custodial staff must clean and disinfect the space where the staff member was separated/isolated along with any other areas they may have used (e.g. classroom, bathroom, common areas).</li> <li>5. The school administrator should notify Health and Safety and their assistant superintendent of the potential case and seek further advice.</li> </ol>	<p><b>IF A STUDENT DEVELOPS SYMPTOMS <u>AT HOME</u>:</b></p> <p><b>Parents/guardians must keep their child at home</b> until they have sought guidance from public health (811) to exclude COVID-19 or other infectious diseases, AND their symptoms have improved.</p> <p><b>IF A STUDENT DEVELOPS SYMPTOMS <u>AT SCHOOL</u>:</b></p> <p><b>Staff must supervise the student and take the following steps:</b></p> <ol style="list-style-type: none"> <li>1. Immediately separate the symptomatic/ill student from others in the designated health/waiting room.</li> <li>2. Contact the student’s parent/guardian to pick them up as soon as possible.</li> <li>3. Where possible, maintain a distance of 2 metres from the ill student. If it is not possible to maintain 2 metre distance from the ill student, staff should wear a non-medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth.</li> <li>4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.</li> <li>5. Avoid touching the student’s body fluids (e.g. mucous, saliva). If staff do have contact with the student’s bodily fluids, they must practice diligent hand hygiene right away.</li> <li>6. Once the student is picked up, staff must practice diligent hand hygiene.</li> <li>7. Custodial staff must clean and disinfect the space where the student was separated and any areas they may have used (e.g. classroom, bathroom, common areas).</li> <li>8. School administrator should notify Health and Safety and their assistant superintendent of the potential case and seek further advice.</li> </ol> <p><b>Parents/guardians must pick up their child as soon as possible if they are notified their child is ill.</b></p>
<p><b>Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved</b></p>	

Additionally, staff and parents may wish to contact 8-1-1 or their local public health unit to seek further advice. In BC and in the Fraser Health region, testing is readily available to all people who are ill or who have symptoms of COVID-19. Results are available within 24-48 hours (subject to change).

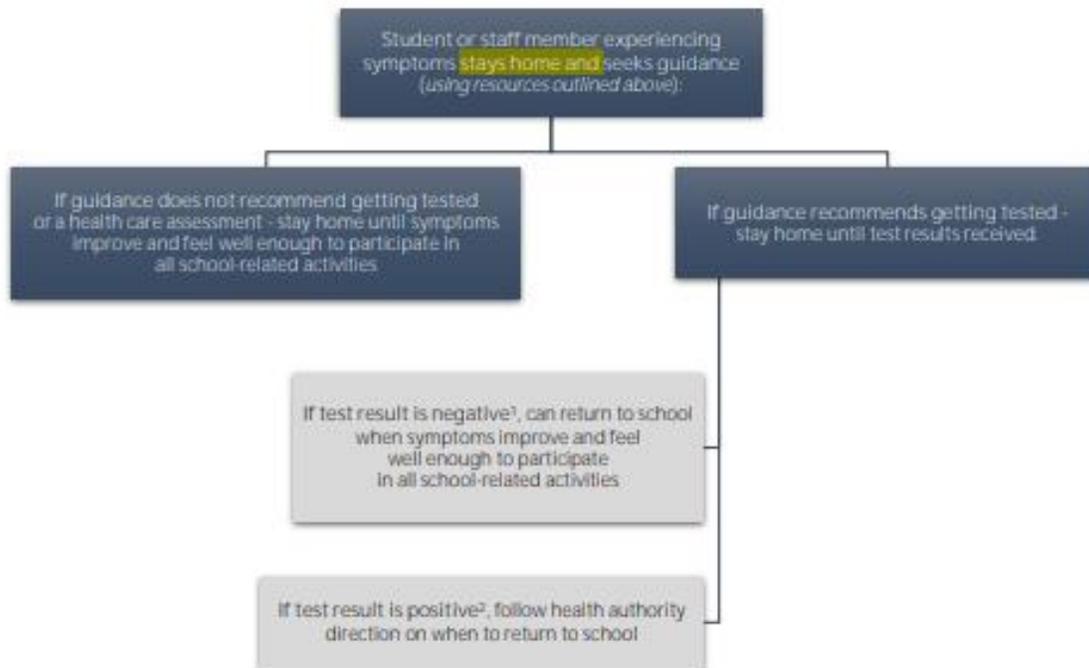
School administrators are to advise Health and Safety and their assistant superintendent **when there is excessive absenteeism at the school or an unusual number of students and/or staff leave the school in a 24 - 48 hour period** with symptoms consistent with a cold, flu, or COVID-19.

### Symptoms of Illness and Return to School

Students, staff or other adults should stay at home when sick, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- Parents/caregivers and students can use the [K-12 Health Check App](#)
- Staff and other adults can refer to BCCDC’s “[when to get tested for COVID-19](#)”
- Staff, students and parents/caregivers can also use the BCCDC online [Self-Assessment Tool](#), call 8-1-1 or their health care provider.

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the K-12 Health Check app and BCCDC “When to get tested for COVID-19 resources”) and if a COVID-19 test is recommended, see diagram below. A person who has been tested for COVID-19 **must stay home** while they are waiting for the test result.



1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. [BCCDC](#) has information on receiving negative test results.

2. Public health will contact everyone with a positive test. Visit the [BCCDC](#) website for more information on [positive test results](#).

### *Allergies and People with Chronic Medical Conditions with COVID-19-Like Symptoms*

Students or staff who experience seasonal allergies or other COVID-19-like symptoms that are related to an existing condition **can continue to attend school or work when they are experiencing these symptoms as normal**. If they experience any change or worsening in symptoms, they should seek assessment by a health-care provider. It will be important for people with these conditions to generally share that they have such a condition and to be treated with respect by others.

### *Family or Household Members of Staff or Students with COVID-19*

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. Staff and students who are close contacts (including household contacts) of a public health confirmed COVID-19 case must self-isolate (VCH).

### *Self-Isolation - Defined*

When a person is to self-isolate, they must remain at home and stay isolated from others in the household and not get together with any other individuals, including family members. For more information visit [www.bccdc.ca](http://www.bccdc.ca).

**A person who has been tested for COVID-19 must stay home while they are waiting for the test result.**

### *COVID-19 – Space to Separate Any Person Who Becomes Symptomatic While at School*

A space will be designated at each school as a health room for isolating a sick student (or staff member) while awaiting pick-up by the parent/guardian. WSBC has recommended that schools with OFA II requirements, that the First Aid rooms not be used for this purpose. However, if distancing and location make the area a poor choice, each site should identify another space in the school. Features of the area will include:

- A sink for hand washing or hand sanitizer available in the room and a plastic lined waste receptacle.
- A sign that can be posted while the room is “in use.” All staff are to be advised of the area’s location.
- Enough space to maintain physical distancing from one or two students/people (i.e. 2 metres).
- Decluttered space to allow for ease of cleaning.
- Located as close to the school entrance as possible, for efficient parent/guardian pick-up. Parents/guardians must NOT enter the school; instead, staff will accompany the student to the closest entrance/exit for pick-up.

NOTE: If this space is used, the custodian will be notified and conduct enhanced cleaning of this area.

### *Self-Isolation for International Travellers Returning to BC*

**All students and staff who have travelled outside of Canada are required to self-isolate for 14 days.** This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before school begins to adhere to the self-isolation orders.

**Fair Notice:** All staff, students, or parents of students travelling internationally (including to the United States) for any reason or duration, must self-isolate for 14 days and cannot attend school or work. Teachers will not be expected to provide added supports during the student’s period of self-isolation resulting from international

travel. For staff, this self-isolation will be without pay, or by applicable leave provisions within the Collective Agreement.

If someone in a household has to self-isolate due to international travel, the traveller needs to self-isolate, family members do not, and staff and students may attend work and school.

## Protocol in the Event of a Confirmed COVID-19 Case in a School

If a student or staff member is confirmed to have COVID-19, and were potentially infectious while they were at school:

- Public health will perform an investigation to determine if there were any potential close contacts within the school. (To learn more about contact tracing, visit the [BCCDC website](#)).
  - Students and staff who have interacted with the confirmed case may be asked to stay home while public health completes their investigation.
- If it is determined that there are close contacts within the school, public health will notify the school administrators to request class and bus lists to assist with contact tracing and provide guidance on what steps should be taken.
- Public Health may then:
  - Recommend 14-day isolation if necessary (for confirmed close contacts)
  - Recommend monitoring for symptoms if necessary
  - Provide follow-up recommendations if necessary
- Schools must continue to provide learning supports to students require to self-isolate
- Together, the school district and public health officials will determine if any other actions are necessary

## Controlling Access to the School/Site

School administrators and site supervisors will implement a system to manage access to the building by employees and others. Schools and most district sites remain closed to the general public. Each school and site will consider the following access items/practices:

Restrict non-district adults from entering the school building except for **essential business only**.

**Access by parents is by appointment only**, approved directly by the school administrator and for **essential school business or on an emergency basis only**. All other communication and business should occur by phone, virtual meeting or email.

- All visitors must wear a non-medical mask when they are inside the school. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons.
- **Parents/caregivers and other visitors should maintain physical distance (2m) and avoid crowding while on school grounds, including outside.**
- Ensure all parents and guardians are aware that they **must remain outside of the school during drop off and pick up**.
- Assess reception and service desks to ensure physical distancing is maintained, and plan local alternatives if physical distancing is not possible at that location.
- Limit the number of people in the office at a time based on the office size and configuration to maintain physical distancing.
- Ensure all staff at a site have signed in.
- All approved non-school staff entering a building, including parents, must:

- Complete a self-assessment of their health before entering and not enter if ill or symptomatic, **and declare that they have not been directed by public health to self-isolate.**
- Wash their hands/practice diligent hand hygiene immediately upon entry.
- Maintain physical distance (2 metres) when they enter and are in the school.
- Limit their travel and access inside the school to essential areas only (i.e. the school administrator’s office and/or a designated meeting area outside of the school office)
- Wear a mask as required including in hallways and when physical distancing cannot be maintained.
- Be accompanied by an administrator (or designate) while in the building.
- Ensure all essential visitors – including parents, contractors, and district employees – sign in giving their name, phone number, date, in-time, out-time, and areas/people visiting and they MUST check a box on the sign-in log indicating that they have completed a *Daily Health Assessment*. The *Daily Health Assessment* is to be posted outside/at the designated visitor entrance.
  - Sign-in records will be kept for at least one month.
- Ensure contractors schedule essential onsite work in advance and advise the school administrator, school office as well as the custodian (emergency work or access is the only exception).
- Manage drop off and pick up to ensure that:
  - Parents/guardians must not enter the school at drop off/pick-up
  - Students are received on the field or in the play area, where feasible
  - External door to the class is used to receive students, where feasible
  - Students go outside to a defined pick up area/drop off area
- Late arrivals and early departures:
  - Each school will establish its own practice with respect to late arrivals/early departures
- Parents/guardians are expected to remain outside the school for both late arrivals or early departures.
- Physical distancing and arrival/departure needs of parents/guardians of learners with diverse needs can be addressed on a case-by-case basis by the school administrator and the specific staff responsible for the student involved.



## Hand Hygiene

**As per public health guidelines, ready access to hand hygiene facilities is important and will be provided by the district.** This will be achieved by staff and students having ready access to operating sinks, soap and paper towels or hand sanitizer. To support this, the district has made a concerted effort to upgrade some schools with touchless faucets.

### *Hand Hygiene Facilities and Supplies*

**Many classes will have a hand washing or hand sanitizing station within close proximity.**

Classrooms and spaces with sinks within them will be checked daily to ensure supplies (soap and paper towel) are available. Also, as high-touch surfaces, these will be cleaned twice daily by the custodial staff.

When multiple sinks exist in student washrooms, hand hygiene is prioritized over physical distancing. However, minimizing physical contact while washing hands will be further reinforced by signage in the bathrooms.

It is advised that where possible and where privacy can be maintained, multiple user washrooms should have the door propped open to diminish the need to touch the door on entering/exiting.

Where necessary only, signage will be posted at the entrance of required washrooms to limit number of occupants based on size and ability to physical distance/minimize physical contact.

### Hand Washing

Thoroughly washing hands with soap and water is the best protection against illness.

Staff will be advised of their responsibility to wash their hands and reinforce hand washing among students as per the K-12 provincial guidelines and instruction on this topic. Posters and reminders will be located throughout the site, at sinks and hand sanitizer stations.

#### Step-by-step procedure to effectively wash your hands:

- Wet hands with running water.
  - Temperature does not change the effectiveness of washing hands with plain soap and water, though warm water is preferred for personal comfort.
- Apply a small amount of liquid soap. Antibacterial soap is not required.
- Rub hands together for at least 20 seconds (sing the ABC’s or happy birthday twice). Rub palms, backs of hands, between fingers, thumbs, and under nails/creating a lather.
- Rinse off all soap with running water.
- Dry hands with a clean paper towel.
- Turn off taps, using the paper towel – if required.
- Discard the used towel in the waste container.

Students and staff are to perform hand hygiene procedures as per the following table and the provincial K-12 H&S guidelines (all Stages):

Students Should Perform Hand Hygiene:	Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none"> <li>• When they arrive at school.</li> <li>• Before and after any breaks (e.g. recess, lunch).</li> <li>• Before and after eating and drinking (excluding drinks kept at a student’s desk).</li> <li>• Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.).</li> <li>• After using the toilet.</li> <li>• After sneezing or coughing into hands.</li> <li>• Whenever hands are visibly dirty.</li> </ul>	<ul style="list-style-type: none"> <li>• When they arrive at school or work and before they go home.</li> <li>• Before and after any breaks (e.g. recess, lunch).</li> <li>• Before and after eating and drinking.</li> <li>• Before and after handling food or assisting students with eating.</li> <li>• Before and after giving medication to a student or self.</li> <li>• After using the toilet.</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> <li>• Whenever hands are visibly dirty.</li> </ul>

Resource: W.H.O. [Hand Washing Video](#); or [Appendix A: Hand Washing](#)

## Hand Sanitizer

Use of hand sanitizer is an acceptable alternative to hand washing when access to a sink is not available.

Hand sanitizer will be readily accessible in or at:

- School entrance(s)
- School main office
- Band rooms that do not have a sink
- In hallways where classrooms do not have access to a sink in their rooms and would lead to build up of students waiting to use a washroom sink
- In secondary classrooms that do not have access to a sink

For hand sanitizer to be as effective as hand washing, hand sanitizer must be applied using the same procedure as hand washing (see Hand Washing section above), minus the use of water and a paper towel, and on the same occasions (table above).

- Note: If hands are soiled with visible dirt or grease, they must be washed with soap and water as hand sanitizer is not effective on soiled hands.

A summary of how to properly hand wash or use hand sanitizer is in Appendix A. A video from World Health Organization is available at: <https://www.youtube.com/watch?v=3PmVJQUcm4E>

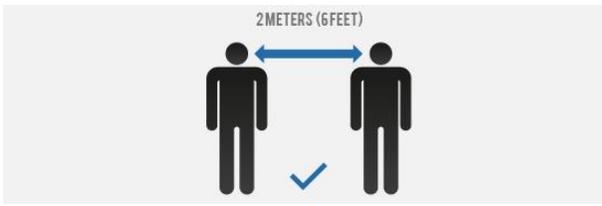


## Coughing and Sneezing (Respiratory Etiquette)

Staff and students should practice proper respiratory etiquette and reinforce it among their peers. Diligent respiratory etiquette involves:

- Coughing or sneezing into the crease of the elbow or a tissue and disposing of used tissue into a lined waste bin and perform hand hygiene.
- Refrain from touching your eyes, nose, or mouth with unwashed hands.
- Refrain from sharing any food, drinks, and unwashed dishes/utensils.

Note: Although we all sneeze, cough or clear our throats on occasion, it is important to understand that new or worsening coughing or sneezing not explained by a chronic health condition requires prompt action and for the individual to be separated from others. Those with allergies or other conditions that result in such symptoms may attend school and work. See section above under *Daily Health Assessment* and information on *Allergies and People with Chronic Medical Conditions with COVID-19-like Symptoms*.



## Physical Distancing and Minimizing Physical Contact

Physical distancing can be supported through a combination of classroom design, scheduling, monitoring and supervision. Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged close, face-to-face contact.

Practices to promote/reinforce physical distancing (maintaining 2 metres distance between one person to another) when and where recommended and/or practical and minimize physical contact with others include:

### *Reminder: Physical Distancing and Learning Groups*

Implementing Stage 2 learning groups/cohorts.

- Within learning group/cohort, students and staff do not need to maintain physical distancing, **however should spread out as much as possible within the space available**. Physical contact must be minimized at all grade levels.
- **Young children may not be able to consistently reduce physical contact.**
- Outside of a learning group/cohort, **secondary students and all staff** must practice physical distancing of two metres.
- Extracurricular activities will likely involve students interacting outside of their learning groups and appropriate physical distancing (2m) is required in those circumstances.
- **For situations where members of different learning groups interact:**
  - **If people will be in the same space for an extended period of time (>15 minutes), the space should be sufficiently large, and/or should have occupancy limits on the number of people so that (2m) of space is available between people from different learning groups.**
  - **If people will be in the same space for transition purposes (e.g. changing between classes), and other measures are in place (e.g. markings on the floor, staggered transition times), there should be enough space to ensure no physical contact but (2m) physical distancing is not required.**
- Within and outside of learning groups there should be no crowding.
- Staff and other adults should seek to reduce the number of close, face-to-face interactions with each other at all times, even if wearing a non-medical mask. This includes during break times and in meetings.

### *Physical Distancing and In-School Traffic Flow*

Physical distancing strategies by staff and students will be implemented locally as per each site plan and will include:

- Holding assemblies and other school-wide events virtually will avoid a large number of people or people from several learning groups/cohorts from gathering.
- Avoiding common close contact greetings, such as handshakes, handholding, hugs, etc.
- Regularly remind students about keeping their hands to themselves.
- 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 (where possible) and using consistent or assigned seating arrangements. This applies to single student desks/tables, not round tables, where students will be assigned seating at their tables.
- Keeping a distance of 2 metres from others as much as is practical; however, such distancing is only an expectation outside of a learning group/cohort.
- Physical distancing will be reinforced by:
  - Minimizing congestion at entrances and planning arrival and departure routines or arrangements (i.e. a separate staff entrance from student entrance, the number of entrances used will align with the size of the student population, learning groups/cohorts, etc.).
    - Important: **The number of exit doors from a school remains unchanged as per Maple Ridge Pitt Meadows Fire Bylaw.** Schools must not block or otherwise impede external exit doors from the school. However, signage such as “Emergency Exit Only” is acceptable.
    - Propping open high use doors, such as washroom doors, classroom doors, is recommended as long as privacy and education needs are also met and the door can quickly be closed by the occupant(s) in an emergency if necessary. Note: do not prop open internal fire separation doors.
    - Using directional signage to reinforce internal traffic flow (as needed).
    - Implementing physical distancing floor decals or other equivalent means where needed.
      - SD 42 issued signage, floor decals, etc. are available to schools/sites.
      - The use of signage and decals should be used with moderation, focusing on high congestion areas or hallway intersections. Overuse of directional signage may have the effect to elevate anxiety versus reinforce safe practices.
    - Identifying narrow stairwells as going up levels or down levels only.
    - Planning and scheduling work and breaks according to the school-specific schedule and learning groups/cohorts.
    - Assessing the proximity of workers in workspaces and changing seating arrangements by moving workers, as necessary, to achieve physical distancing.
    - Informing and reinforcing that occupants, especially in adult/office environments, stay to the right when transitioning between classes or workspaces rather than installing overly prescriptive signage.

## The Use of Personal Protective Equipment:

### Face Masks

#### Public Health Guidance

Although personal protective equipment (including masks) is the lowest level on the hierarchy of infection and prevention and exposure control measures, it can provide an additional layer of protection when more effective measures are not feasible. Non-medical masks and face coverings have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

Those wearing masks must still maintain physical distancing whenever possible. There must be no crowding or congregating of people even if masks are worn.

Masks should not be used in place of the other safety measures outlined in this document. For example, masks are not a replacement for the need for physical distancing for in-class instruction delivered to students from more than one learning group, unless supporting complex/diverse learners.

The use of masks should not reduce or replace other more effective infection prevention and exposure control measures in schools such as:

- Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check;
- Frequent hand hygiene;
- Enhanced cleaning and disinfection;
- Placing students and staff into consistent groupings of people (learning groups/cohorts);
- Ensuring physical distance can be maintained between learning groups/cohorts;
- Adapting learning environments to maximize the use of space; and
- Increasing ventilation.

### Secondary Students

All secondary students are required to wear a mask in schools – both within and outside of their learning group except when:

- Sitting in (or standing at) their seat or desk/workstation or learning space.
- There is a barrier in place
- Eating and drinking
- Outdoors

All secondary students are required to wear a mask on school buses.

Exceptions will also be made for staff who cannot tolerate masks (e.g. health or behavior reasons). Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff cannot wear a mask.

Specific guidance for mask use during music education and physical activities in secondary schools is detailed in the Music Programs, Physical and Health Education/Outdoor Programs and School Sports section of this document.

Staff should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature.

### Elementary Students

Non-medical masks are not recommended for elementary school students (K-Grade 7) due to the increased likelihood they will touch their face and eyes. Additionally, elementary school students require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

Elementary students are not required to wear a mask in schools or on school buses. Elementary students' mask use should be based on their personal or family/caregiver choice, and their choices must be respected.

- In line with current public health guidance, masks are not required for elementary school students based on international evidence regarding younger children's capacity to comply with the correct use of masks (e.g. frequent touching/removal of mask, wearing mask incorrectly, etc.) and potential impact of mask wearing on learning and development.

### Staff

All K-12 staff are required to wear a mask in schools-both within and outside of their learning groups except when:

- Sitting in (or standing at) their seat or desk/workstation in a classroom or learning space (learning space can include an area where reading activities take place as long as the staff can maintain 2m distance from others)
- There is a barrier in place

- When eating and drinking
- When outdoors.

All K-12 staff are required to wear a mask on school buses, face shields can be worn with the masks.

Exceptions will also be made for staff who cannot tolerate masks (e.g. health or behavior reasons). Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff cannot wear a mask.

#### **Masks and other PPE when Managing Students with Complex Behaviours or Care Plans**

Supporting students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical proximity or in physical contact with a medically complex or immune suppressed student.

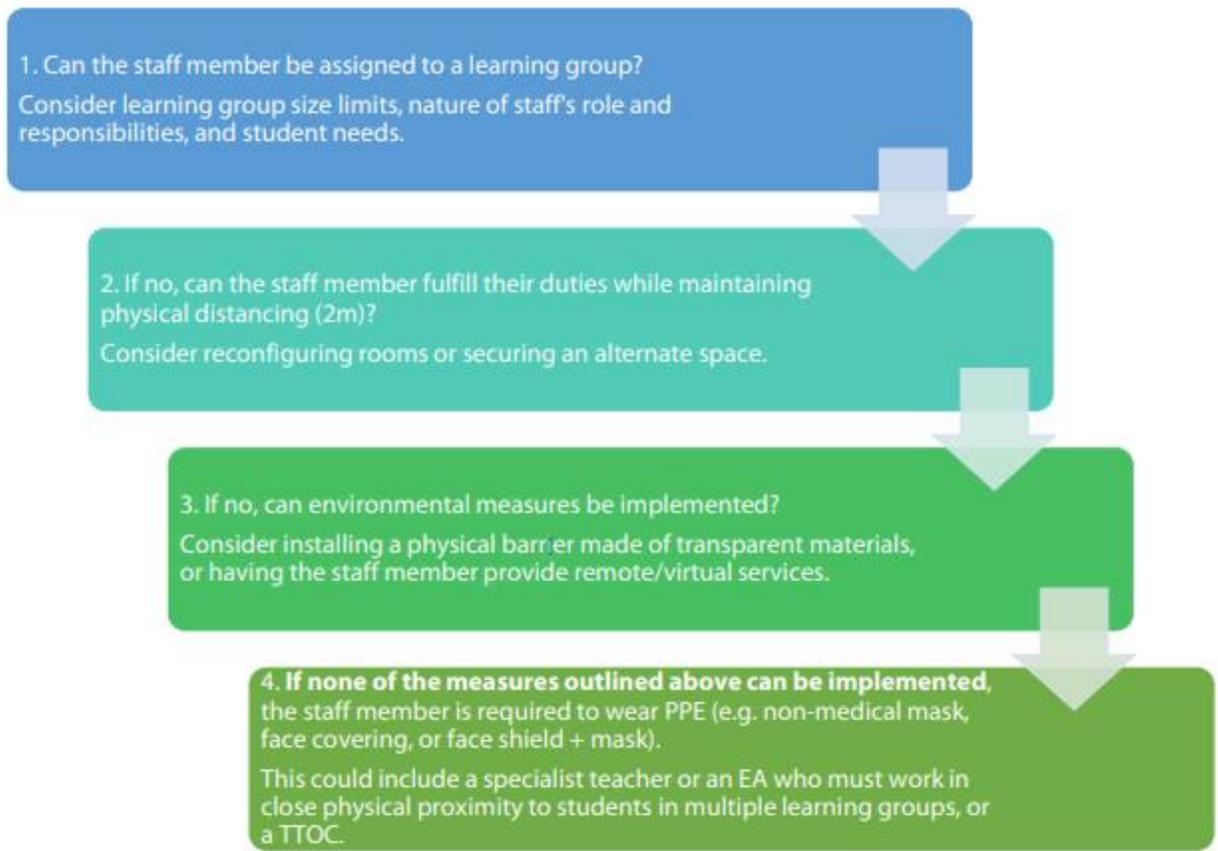
- People providing these services in schools should wear a mask when providing services and physical distancing cannot be practiced, or the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of a medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommend for the services they provide in school settings.

Schools will have non-medical masks and face shields available for staff.

**All staff and students are required to maintain physical distancing when outside of the learning group, regardless of whether they are wearing a mask, unless they must perform a task that requires close proximity such as personal care, or supporting a student with complex needs.**

For directions on wearing and caring for a mask refer to the section below *Safety Procedures for Donning and Doffing and Caring for a Non-Medical Face Mask* as well as Appendix C: *How to Wear a Mask* to wear a non-medical mask or face covering, or multilingual: [masks](#)

- More information about COVID-19 related mask use, including how to clean and store reusable masks, is available on the BCCDC website and the Government of Canada website.



**Distribution**

The district has been provided funding from the Ministry of Education for the purpose of supplying masks. The district will have reusable non-medical masks available for staff and students, and disposable masks for anyone who becomes ill while at school.

Masks will be distributed at the beginning of the school year.

- Staff will be issued 2 masks for the year and are responsible for the care and maintenance of their masks.
- Students will be issued one mask on an opt out basis. Students will be responsible for the care of their mask while at school only and staff will reinforce proper care. Parents/guardians are responsible for the daily care and maintenance of student masks. Replacement masks are in very limited supply and by request only. Requests will be tracked as older students are expected to practice diligence in the care of their masks.
- Masks will vary in colour depending on the people wearing them. In short, the colours are:
  - Staff – dark blue
  - Students – black
- Schools can order masks through a work order submitted to Facilities
- Schools can order face shields through Shawna Peake in HR

## Safety Procedures for Donning and Doffing and Caring for a Non-Medical Face Mask

### Putting your mask on

1. Wash your hands with soap and water for 20 seconds or use hand sanitizer for diligent hand hygiene.
2. Pick up your mask by the ties or loops ONLY to place the mask over your nose and mouth and secure it.
3. Adjust the mask if needed to make sure your nose and mouth are covered. You want the mask to be comfortable, but also tight enough that there are no gaps.
4. While wearing the mask avoid touching your mask or face or the mask, and practice hand hygiene if you do.

### Removing your mask:

1. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.
2. Remove it by the ties or loops without touching the front of the mask.
3. Fold the outer part of the mask together and place it inside a clean paper bag.
4. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.

### Storing your Mask:

When they are not using their mask, staff and students are to place it in a paper bag (ideally) or envelope or plastic sandwich bag. This keeps the mask clean until it is work again, or until it can be washed.

- Do not store masks unprotected in pockets, backpacks, drawers, or purses.

### Washing your mask:

Cloth masks should be washed at least once a day, or whenever they become damp or soiled. To clean masks:

- Put the mask directly into the washing machine, using a hot cycle, and then drying thoroughly.
- Alternatively, wash the mask thoroughly by hand using soap and hot water. Allow the mask to dry before wearing.

Note: For disposable single use masks, follow the above procedures for putting your mask on and removing your mask. In addition, proper disposal of these masks is required. The masks may be disposed of in regular waste (lined garbage bin). *Never dispose of a mask down the toilet.*

- [https://www.youtube.com/watch?time\\_continue=84&v=gvLA--hGU70&feature=emb\\_title](https://www.youtube.com/watch?time_continue=84&v=gvLA--hGU70&feature=emb_title)

### *Other PPE*

The use of other PPE by some staff continues to be required as always for protection from hazards they encounter during their regular course of work (i.e. personal care of student, first aid, some custodial and maintenance work, etc.).

- **Gloves** are not being provided for the purposes of COVID-19 protection as per public health advice. There are, however, other practices that routinely require gloves and these practices should continue (e.g. universal precautions, first aid, personal care, custodial duties, etc.). Instructions for putting on and removing gloves and the need to wash hands after glove removal by staff is provided in Appendix B. Remember that vinyl, nitrile, and latex gloves are single use only and must be properly disposed.

- **Safety eyewear/eyeglasses** are provided for first aid attendants and to others who normally and routinely require them (i.e. trades and grounds work, work in school shops, etc.).
- **Face shields** are not a replacement for a mask and are not required by staff or students for the purposes of protection against COVID-19 in schools. If they are wearing a face shield, staff must also wear a non-medical mask. Exceptions are specific non-enrolling instructional support staff and learning services itinerant staff who are routinely required to work in close proximity to many different students in many different learning groups/cohorts (i.e. speech and language pathologists, behaviour consultants, etc.).  
Note: Face shields are also used during activities where established practices and procedures call for them (i.e. managing severe spitting behaviour).

## Limit Use of Shared Items

To ensure the number of items exchanged between multiple individuals is limited, staff are asked to:

- Limit the use of items shared by multiple staff and students.
- Limit the use of shared items that are not easily cleaned.
  - Note that shared items must be cleaned by the staff who introduced the item(s) for use
- Limit the use of shared electronics and keyboards.
- Limit the sharing of pens, pencils and other school supplies including electronic devices.
  - Assign students a set of pencils/crayons, small toys etc. for their individual use.
- Limit the use of shared manipulatives.
- Limit or eliminate the use of plush or porous toys/equipment.
- Encourage individual activities among students where appropriate.
- Enforce no food sharing policies.
  - No staff or students are to share water bottles, dishes, utensils and are encouraged to bring their own.
- Advise parents/guardians to only send essential objects to school. Items sent from home are not to be shared and will not be cleaned or disinfected at school.

See the sections below on *Toys and Sports Equipment* as well as further detail under specific activities covered under Additional Measures for Specific Shared Spaces and Activities.



## Toys and Sports Equipment

The following control measures should be applied to the use of toys and equipment:

- Shared toys are to be minimized (consider introducing toys, **sports equipment** and manipulatives play once or twice per day), ensure diligent hand washing before, during and after play time.
- Consider assigning sets of individual toys where feasible if play activities are more frequent throughout the day.

[Vital Oxide SDS](#) – For **toy, sports equipment and manipulative cleaning (K-12)**

Instructions for use: Ensure you wipe clean any visibly soiled areas first, you can use regular dish soap and water for this, do not use any type of acid based cleansers such as vinegar and or hand sanitizer as it will have a reaction with product.

Vital Oxide will be provided to **intermediate classrooms and secondary schools** once the inventory of disinfectant wipes is depleted. **It will be used by instructional staff to clean toys, manipulatives and sporting equipment, the disinfectant wipes have now been depleted and Vital Oxide will be supplied and used for cleaning all toys, sporting equipment and manipulatives.**

Spray chemical on surface areas of toys and manipulatives and allow to air dry. There is no need to rinse the product unless there is residue build up. **Like any chemical, keep out of reach of children.**

There isn't any need for additional cleaning throughout the day in addition to what our custodial staff are doing, so please do not start cleaning all areas of your classrooms with this product, it is only for the disinfection of toys, sporting equipment and manipulatives. We need to ensure our inventories do not deplete over excessive and unnecessary use.

NO PPE Required – First Aid measures can be found on the [Vital Oxide SDS](#)

IMPORTANT NOTE: BCCDC advises that “There are no additional cleaning and disinfecting procedures beyond those that are implemented and those noted in the Safety Plan. This includes when different cohorts use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.)” No additional cleaning is required when a cohort changes at the end of a school term, beyond the cleaning and disinfecting procedures that are normally implemented.

- **Students and staff should practice diligent hand hygiene before and after playing with toys sporting equipment, and manipulatives:** wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Hand washing is the main control method for using shared equipment, books, resources and toys.
- Students and staff should wash or sanitize their hands in respect to shared items as follows:
  - before and after handling shared toys/equipment/resources;
  - whenever hands are visibly dirty
  - after touching face (putting hands or fingers in mouth, etc.)
  - after coughing, sneezing, and washroom use
- Utilize plasticized toys and equipment that are solid and made up of hard surfaces that are easily cleaned and disinfected.
- Items that encourage group play in close proximity or increase the risk of hand-to-hand contact should be avoided.
- Detailed cleaning is not necessary when using Vital Oxide
- Spray toys with a fine mist setting of Vital Oxide daily and shake or move toys around by hand in container to ensure the fine mist has reached surfaces (you do not need to empty the bins to spray the toys).

- Allow toys or **sports equipment** to dry in bins.
- Vital Oxide can be used on hard plastic, treated wooden toys, and soft surfaces.
- Vital Oxide may leave a residue after prolonged use, when residue builds simply rinse it off in the sink with water, or wipe with damp cloth.
- Cardboard untreated wood, and/or foam toys do not require disinfecting.
- Encourage as much play with crafts/paper bags, paper puzzles, etc. as possible that don't need cleaning.
- Toys and manipulatives need to be sprayed every day with Vital Oxide – especially for primary because they are more likely to put toys in their mouths. Once the disinfectant wipes inventory is depleted, Vital Oxide will be provided to intermediate classes for use on toys, manipulatives and sports equipment.
- Ensure toys and **sports equipment** that have bodily fluids on them are disinfected promptly.
- Students can play with others and do not need to stay in their seating arrangement groups for floor activities and play time. However, it is encouraged that students avoid hand-to-hand contact and close-proximity group play.
- There is no reliable information on how long germs live on plastic, and hard surfaces so do not “quarantine toys/manipulatives” – please clean with Vital Oxide, as per the guidelines.
- There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g., magazines and children’s books) and items with plastic covers (e.g., DVDs) can be contaminated if handled by a person with COVID-19; however, **the risk of transmission between users of borrowed items is very low.** In areas with low transmission in the community, evidence does not require libraries to quarantine or disinfect their loaned items. The focus should remain on ensuring physical distance and providing supplies to **ensure diligent hand washing** (B.C.CDC, Aug 11, 2020).

Note: BCCDC advises that: Sand, water, and playdough can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough. As a result, these items may be utilized if and when physical contact can be minimized.

See above section on *Limiting Use of Shared Items*.



## Cleaning and Disinfecting

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools are cleaned and disinfected in accordance with the [BCCDC’s Cleaning and Disinfectants for Public Settings](#) document and the *BCCDC COVID-19 Guidance for K-12 Settings*.

Staff must not bring cleaning supplies from home. Only use district provided cleaning/disinfecting products on district surfaces/items. The district uses PCS, **Clorox 360 disinfectant and Vital Oxide**, which are cleaning and disinfecting products. When friction is applied with the micro-fiber cleaning cloth it cleans the surface dirt and oil, while also disinfecting the area by allowing the surface area to dry naturally. The custodians have cleaning

procedures in place that are approved by *Health Canada* as effective in killing COVID-19 virus and have been confirmed to meet the BCCDC requirements, product, and concentration for all tasks.

During school/workdays and evening shifts, custodial staff will carry out required cleaning services as per the PHO/K-12 provincial guidelines. These guidelines include the following:

#### *All schools/sites:*

- General cleaning and disinfecting of schools and workplaces must occur at least **once in a 24-hour period**.
- **Items used by multiple students and staff, and** frequently touched surfaces must be cleaned and disinfected at least **twice in 24 hours, including at least once during regular school hours**.

These include:

- Doorknobs
- Light switches
- Toilet handles
- Faucet handles
- Handrails
- Desks, tables, chairs shared by multiple people
- Water fountains
- Service counters (e.g. office service window, library circulation desk)

IMPORTANT NOTE: BCCDC advises that “There are no additional cleaning and disinfecting procedures beyond those that are normally implemented **and** those noted in this document. This includes when different cohorts use the same space **or equipment** (e.g. a classroom, gym, arts room, home economics or science lab, etc.)” No additional cleaning is required when a cohort changes at the end of a school term, beyond the cleaning and disinfecting procedures that are normally implemented, and the guidelines outlined above.

**The recommended cleaning and disinfecting frequency for K-12 schools and other community settings outlined above was determined by infection prevention and control experts at the BC Ministry of Health, BC Centre for Disease Control and the Provincial Health Services Authority.**

- Clean and disinfect any surface that is visibly dirty.
- Only use cleaning and disinfecting supplies provided by the district.
- Empty garbage containers daily.
- Practice Universal Precautions - wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.

#### *First Aid Cot and Related Equipment*

- Clean and disinfect cots and mattresses before use and after they are used or soiled.
- Pillowcases and blankets are single use only and disposable by design; dispose of them immediately after single use.
- Use single-use tissues and paper towel or towelettes and dispose accordingly.
- Store linens in clean dry areas to prevent mould and mildew growth and keep them out of the way of everyday activities.

#### *Keyboards and Electronic Device Care*

If cleaning and disinfecting your keyboard or other electronic device, read and follow the manufacturer’s instructions on cleaning before proceeding. The cleaning of surfaces and electronics is done most efficiently when the alcohol-containing hand sanitizer is applied to a cloth or paper towel and wiped, rather than it (or other cleaners) being applied directly to the device. Do not immerse electronic devices in water or cleaner.

## Behaviour Support Plans, Employee Safety Plans and Personal Care Plans

Staff working with students who have *Positive Behaviour Support Plans, Employee Safety Plans, /or Personal Care Plans* should review these plans to refresh their memories or inform their safety and work practices before working with a student. Supporting students with disabilities/diverse abilities may require staff providing support to be in close physical proximity contact with a student.

When staff are working with a student indoors, physical distancing cannot be maintained, and the services cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which a non-medical masks should be worn in addition to the face shield).

When working with students where seeing facial expressions and/or lip movement is important, and physical distancing cannot be maintained, the strategies outlined in the Itinerant Staff and Specialists section should be explored. Where a mask is required, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth.

- For elementary school students, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE, when receiving services in close physical proximity.
- Secondary school students are also required to wear a non-medical mask or face covering when receiving services indoors, in close physical proximity and where there is no barrier between student and staff member.

Exceptions will be made for staff and students who cannot wear a mask for health or behavioral reasons.

For ease of access, some content is provided here:

### *Spitting Recommendations*

- Although spitting behaviour is challenging, if the student is asymptomatic and in good health, the risk of transmission is low, especially if the behaviour is paired with hand washing and cleaning.
- Medical grade face shields will be available.
- If you come into contact with saliva, wash hands and/or affected areas with soap and water for 20 seconds or more.
- Follow procedures below if you need to clean bodily fluids (saliva) from an area.

### *Cleaning Blood and Bodily Fluid*

Follow these procedures when cleaning and disinfecting bodily fluids (e.g. runny nose, vomit, stool, urine):

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g. gloves, kevlar sleeves) for blood and bodily fluids (e.g. toileting, spitting, biting).
- Use a disinfectant wipe to clean the surface area; allow 10 minutes to dry and then rinse with warm water and paper towel.

### *Biting/Saliva Recommendations*

- If in contact with saliva (but no injury/broken skin), wash hands and/or affected areas. If injured seek first aid.
- Staff must use kevlar sleeves and/or other kevlar products where so set out in a *Safety Plan*. Safety plans must be updated to reflect this requirement as needed.

### *Assisting Students with Feeding*

For students requiring support for eating and drinking, staff are to practice hand hygiene before and after the activity, use good hygiene practices when handling food (i.e. use utensils, deli napkins, etc. to handle food), and follow the existing care plan. Staff should wash their hands to reduce risk of transmission if you are handling foods.

Enlist the help of learning services professional staff to assist with *Behaviour Support Plans, Employee Safety Plans, Personal Care Plans*, visual supports, or other child or student centric needs.

If you are having difficulty implementing any of the recommended strategies, please contact the school administrator.

### *Toileting Recommendations*

- Wear gloves.
- Wash hands before and after toileting.
- Practice safe diapering and toileting.

### *Personal Care Plans*

- The same personal protective equipment needed before COVID-19 continues to be required during this time. This includes masks, gloves, and gowns, as identified and required by the health authority for implementing a student's *Personal Care Plan*.
- Students with delegated personal care plans will be reviewed in conjunction with learning services on a case-by-case basis before entry.

### *Self-Injurious Behaviours*

- Wash hands with soap and water for 20 seconds, if able.
- Use a verbal prompt with student.
- Request assistance.
- Follow plan for student safety.
- Maintain physical distance.
- Staff to assist if safe:
  - For head banging – place soft object between head and floor/wall/etc.
- Wash hands with soap and water for 20 seconds.

### *Hand over Hand Support*

- Staff should support students to wash hands as required.
- If student touches face, mouth or nose, whenever possible staff should support student to wash hands again.
- Staff to provide verbal cues for hand washing.
- If student requires hand over hand support, staff should remain at the student's side using diagonal supportive stance, ask student not to speak and to turn head away from worker, if able. Staff should wash both students and their own hands with soap and water, and dry with paper towels every time they have hand over hand contact. Use a non-medical mask if outside of learning group (cohort). Exceptions will be made for staff who cannot wear a mask for medical and/or disability-related reasons.

### *Programming*

- Self-regulation: student may use items (fidgets) identified specifically for them and kept in a clearly marked bin.

- Items to be disinfected by staff twice daily or after each use as required by the teacher or EA. Use a disinfection wipe for disinfection but ensure the item is rinsed with water if it is an object that the student is likely to put in mouth.
- Items such as a cozy swing or safe space for a designated student only must not be used by other students unless items/area can be wiped down with a disinfection wipe in between use of others outside of cohort.
- If student requires special reinforcers or items, place items in a bin clearly marked with the student's name; if using edible reinforcers, follow food guidelines for supporting learners with diverse needs below.

### *Medication Administration*

If staff are required to administer medication to students, they should follow these protocols:

- Wash hands with soap and water for 20 seconds.
- Wear gloves if required as per health care provider's recommendations.
- Administer medication.
- Remove gloves.

Proper glove removal: The outside of the gloves will be contaminated. To remove your gloves, grasp the palm area of your gloved hand and peel off the first glove. Then slide fingers of hand under the other glove at wrist and peel off. Discard in regular waste.

- Wash hands with soap and water for 20 seconds.

### *Specialized Equipment (helmet, stander, stroller/wheelchair or lift)*

If staff need to support students with specialized equipment:

- Wash hands with soap and water for 20 seconds.
- Remain at student's side using diagonal supportive stance, ask student not to speak and turn head away from worker if able, wear a non-medical mask, face covering, or (face shield and mask) if outside of learning group or cohort.
- Support student as needed.
- Wash hands with soap and water for 20 seconds.



## Food

All food-related activities require staff and students follow diligent hand hygiene (see *Hand Hygiene* section). Specific staff overseeing food activities such as breakfast programs, home economics, culinary arts programs need to follow the *Cleaning and Disinfecting* guidelines for food services and FoodSafe guidelines.

## Food Brought from Home

Staff and students will be required to bring any food/drinks they need or wish to eat at school and follow these practices:

- **No food sharing** among either staff or students is permitted.
- Food should be brought in brown bags or clean containers (reusable or recyclable are ideal).
- Food containers, utensils, and water bottles must be individually labelled with the user's name. (Including division will be helpful in elementary.) This is required for all staff and students.
- All staff should keep their food with them at their workspace.
- Students and staff are asked to take any uneaten food home with them each day.
- Pack in and pack out is recommended to reduce the amount of garbage in school facilities.
- Students will be required to store food separate from other students (in their backpack, at their workspace).
- **IMPORTANT:** Schools must not allow homemade food items to be made available to other students or staff at this time (e.g. birthday treats, bake sale items, PAC lunches, potluck staff lunches, etc.). Individually prepared and packaged commercial items are acceptable.

## Food Services – Cafeterias

Schools can continue to include food preparation as part of learning and provide food services, including for sale and meal programs. The decision to sell cafeteria food will only commence once the culinary arts teacher is able to provide a safety plan as required by [WorkSafe BC](#), following the guidelines for restaurants, cafes, pubs and nightclubs. Once the plan is completed, it must be submitted to the health and safety manager for approval to ensure compliance is met.

- If food is prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those articulated in this document and normal food safety measures and requirements need to be implemented (e.g. FoodSafe trained staff, a food safety plan, etc.).
- If food is prepared within or outside a school for consumption by people other than those that prepared it (including for sale), 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.).
- **FOODSAFE Level 1 covers important food safety and worker safety information including foodborne illness, receiving, and storing of food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food practices.**



## Water Fountains

Water fountains can be used, students should bring a labeled reusable water bottle with them from home to keep at school to refill throughout the day.

- **Re-filling water stations can be used to refill personal containers (these should not include washroom sinks or other water sources not typically used for drinking water).**
- **Water fountains where a person drinks directly from the spout should be used minimally, and only if no other means of water access are available. Hand hygiene should be practiced before and after use.**

- Access to water and to washrooms should not be restricted. Student washrooms should no longer have occupancy limits posted.
- Washroom stalls should have an occupancy of one only.
- No loitering, gathering, or eating in washrooms is permissible (if this is a problem in your school, you need to place signage stating such, and monitor regularly).

### *Food-Related Curriculum – Culinary Arts and Home Economics*

Food may be prepared as part of Culinary Arts, Home Economics, Life Skills, or specialized school programs and may be consumed only by the student(s) who prepared it, with the following normal food safety measures in place. These safety measures include:

- Teaching or supervising staff being trained and certified in FoodSafe and follow FoodSafe guidelines in schools.

### *School Food Events*

Schools must wait until October before implementing any type of school-based food event including fundraisers. This precautionary measure is to allow a phased-in approach for students and staff to adapt to all safety procedures in September before introducing additional safety protocols.

Schools distributing food for sale (i.e. school fundraising) or providing food at school events (i.e. class party) are required to use food prepared by suppliers following the WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation as appropriate and as relevant to the school setting. This includes using individually packaged food items (e.g. individually boxed pizza or packaged grab-and-go serving containers). This is an additional requirement to normally implemented food safety measures and requirements (i.e. **FoodSafe trained staff, a Food Safety Plan**, etc.)

### *Meal Programs*

The school district will implement meal programs at school sites where they previously existed beginning the week of September 14. Meal programs will be structured in compliance with FoodSafe, WorkSafeBC, and CDC guidelines.

## Additional Measures for Specific Shared Spaces and Activities

### **Student Transportation on Buses**

- Students who show symptoms of COVID-19 will not be allowed to board the bus. 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, see the Daily Health Check section for more information if a child is sick, they must not take the bus or go to school.
- We are encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) by students where possible to decrease bus transportation density.
- 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, elementary school students will be assigned one to a seat.
- Secondary school students will be assigned two to a seat and will be required to wear a non-medical face mask while on the bus. **Students need to put on their mask prior to loading the bus.** Exceptions will be made for students who cannot wear a mask for medical and/or disability-related reasons
- COVID-19 related protections for the driver will be put in place by the bus company. These include

the following:

- Buses used for transporting students should be cleaned and disinfected according to the guidance provided in the *BCCDC's Cleaning and Disinfectants for Public Settings* document.
- Bus drivers are required to clean their hands often, including before and after completing trips, and it is recommended they regularly use hand sanitizer during trips. **It is required** that bus drivers wear a non-medical mask or face covering **except while driving or able to maintain physical distance (2m)**. Exceptions will be made for bus drivers who cannot wear masks for medical and/or disability-related reasons.
- When weather permits the windows on the buses shall remain open.
- To reduce the number of close, in-person interactions, the following strategies will be used:
  - Students will be given assigned seating on buses.
  - As much as possible, buses will be loaded from back to front and offloaded from front to back.
  - As much as possible, elementary school students will only share a seat with a member of their household or cohort.
  - 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.).
- Where only one student is using a seat on the bus the student shall sit beside the window.
- Up-to-date passenger lists shall be maintained by the bus drivers and they will be shared with public health should contact tracing need to occur.
- **Open windows when the weather permits.**

#### *Non-Medical Masks on Buses*

- Secondary students: Secondary students are **required to wear** non-medical masks or face coverings. These should be put on before loading and taken off after offloading. Exceptions will be made for bus drivers who cannot wear masks for medical and/or disability-related reasons.
- Elementary students: Non-medical masks are not recommended for elementary students on buses due to the increased likelihood they will touch their face and eyes, as well as required assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).
- All students: Students are not required to wear a non-medical mask if they do not tolerate it.
  - Note: Non-medical masks are recommended by public health in situations where physical distance cannot be maintained and the person is from outside of their regular contacts. This includes riding the bus to school where a student may be sitting next to a person outside of their cohort or household. Exceptions will be made for staff/students who cannot wear a mask for medical and/or disability-related reasons.

### General Ventilation and Air Circulation

At this time, there is no evidence that a building's ventilation system in good operating condition is contributing to the spread of the virus. **Good indoor air ventilation alone cannot protect people from exposure to COVID-19, however, it may reduce risk when used in addition to other preventative measures.**

The district will ensure that the heating, ventilation and air conditioning (HVAC) systems are operated and maintained as per standards and specifications for ongoing comfort for workers (as per part 4 of the *OHS Regulation*).

In order to enhance the ventilation in classrooms, schools, and other office/work areas:

- Classroom, other school-based staff, and other district staff can augment ventilation in the following ways:
  - Move activities outdoors when possible (for example, lunch, classes, physical activity, classes) when appropriate and time, space, and weather permits.

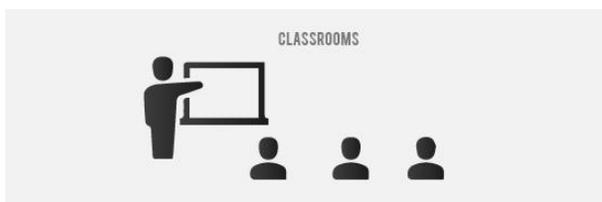
- Open exterior windows to allow in outside air.
- Ensure air vents are unimpeded (i.e. clear unimpeded of any clutter, do not block, cover, or blank off vents in classrooms.).
- If portable fan units are used, set them up to avoid blowing air directly from one person's breathing zone to other occupants of a room. Introducing horizontal cross breezes should be avoided. Ideally, place devices so that air flow moves downward (e.g. from a cabinet top).
- The maintenance department will:
  - Inspect and maintain HVAC system dampers at all facilities and ensure that the ventilation systems are operating properly.
  - Schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible; and
  - Where possible, operate the HVAC system with an increased proportion of outside air and increased air exchanges.
    - Note: No special cleaning or disinfecting of the HVAC system for COVID-19 is necessary when operating normally.
- Staff who travel in shared district vehicles should:
  - Turn on the vents or air conditioning controls to allow outdoor air to flow in. Do not set the vents to recirculate when sharing vehicles.
  - Leave windows partially open to allow as much outdoor air as possible into the vehicle. Avoid recirculating air and turn any recirculation functions off if sharing vehicles.

## Shared Office Space for Staff

Schools and school districts must follow WorkSafeBC guidance on Offices: Protocols for returning to operation for office settings occupied by adults only (e.g. Distributed Learning office, school/school district offices). Note that learning groups cannot be applied to adult-only settings (an "all adult" learning group is not an acceptable public health measure).

Adults in district offices are required to wear non-medical masks in all common areas with the exception of the following:

- When seated/standing at their workstation or desk
- When eating or drinking



## Classroom Spaces

- Desks and essential furniture should be moved to create more space between desks, however, 2 meters distance between student desks is not a requirement within learning groups/cohorts.
- Where possible arrange furniture to reduce face-to-face classroom configurations.
- IMPORTANT: The teacher's desk should be located to permit physical distancing of 2 meters distance from the closest student desk (where possible) and ideally at the front of the classroom (where possible).
  - This will assist teaching staff outside the learning group/cohort to maintain physical distancing if/when they need to teach a classroom (other specialty teachers, TTOCs, etc.).
- School-based staff and HS Committees should:

- Identify and recommend to school administrators items for permanent removal or disposal, such as furniture owned by classroom staff, large plush furniture, non-essential furniture that takes up floor space.
- Couches and other plush/donated residential chairs or similar items that cannot be appropriately disinfected and are communal in nature should be removed or disposed of.
- Note: School administration can arrange for disposal of furniture as deemed necessary via a work order to maintenance.
- Doors should be left open or ajar as much as possible so that they do not require use of hands to open.
- Classrooms are to be decluttered to facilitate cleaning and disinfecting surfaces.
- **All desk and table surfaces must be kept clear at the end of the day (and during times when students are not in the room) to facilitate cleaning.**
- Avoid demonstrations that require the class to gather closely around to view, **especially face-to-face** (where practical and does not interfere with learning goals and other safety concerns).

### Technical Studies, STEM/STEAM, Science Labs, Art/Textiles

- Due to the inherent challenges of cleaning every shared item touched in a shop or lab, STRICT staff and students hand hygiene should be reinforced.
- Students and staff will practice diligent hand hygiene:
  - At the beginning and end of each class
  - Before and after handling shared tools or equipment;
  - Whenever hands are visibly dirty (wash hand).
- Set up personal spaces and tools for students, as best as possible.
- Avoid sharing hand tools by numbering and assigning each student their own supplies (as feasible).
- **Machine controls and touch points can be cleaned and disinfected with disinfectant wipe by student or staff can spray with Vital Oxide, allow a 10 minute (to kill the virus) dwell time and then wiped by students with paper towel. \*Staff should always control the spray bottles\***
- Encourage students to use designated areas (e.g. designated desk areas or a marked side of the room) for leaving personal items when entering classroom spaces.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
- Collaboration and communication with post-secondary institutions (i.e. for Trades in Training or other pre-trades apprenticeship programs) should continue.
- Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
  - Reinforce diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.
- All labs, shops, and studios must be decluttered and unnecessary items taking up floor space removed/disposed of to allow for physical distancing, more efficient cleaning, and safety.
- These areas should be reviewed with the school administrator and subject/space specific staff for areas of unique concern. This is in addition to HS Committee inspections.

### Theatre, Film and Dance

- No in-person inter-school festivals/events should occur. Note: This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations. This could mean that:
  - portions of the class act as an audience and audit work, OR

- portions of the class work in alternate areas on their own small group or individual exercises.
- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- K-12 staff and secondary students are required to wear masks during these programs when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- Costume items should be limited in their shared use at this time.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film and dance, especially if working in theatres, green rooms and studios that have no windows.
- Consider alternatives for audience engagement such as online streaming, in class, or family-oriented presentations.
- The *Association of BC Drama Educators (ABCDE)* is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the *ABCDE* website for more information.

## Culinary Arts and Home Economics

- Schools can continue to include food preparation as part of learning experiences, including in Culinary Arts, Home Economics, Life Skills classes, and other specialized school programs.
- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. 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
- If food is prepared as part of learning and is consumed by the student(s) who prepared it, staff must be FoodSafe trained. Food prepared by students is not to be shared with others.
- Refer to the *Cleaning and Disinfecting* section of this document and to FoodSafe guidelines.
- No additional COVID-19 specific safety measures are required (unless there are food sales).

### LAUNDRY

Follow these procedures when doing laundry (Home Economics, Physical and Health Education, Life Skills Programs, etc.):

- Laundry should be placed in a laundry basket with a plastic liner.
- Do not shake dirty items.
- Wearing gloves is optional. If choosing to wear gloves, ensure hand hygiene is performed before and after use. No other PPE is required.
- Clean hands with soap and water immediately after removing gloves.
  - Wash with regular laundry soap and hot water (60-90°C).

KEYBOARDS AND ELECTONICS



## Computers and Shared Technology

- When a computer lab is used at secondary schools, students will be responsible for cleaning/disinfecting the keyboard and mouse before and after use with a disinfectant wipe. Do not allow excessive moisture on the keyboard, mouse or screen.
- Tablets and small electronics are allowed at this time but must be cleaned with an alcohol based cleaner twice per day if used by multiple people.
- The use of personal devices is permitted and cleaning and disinfecting of these devices is the responsibility of the owner/user.

## Counselling

- Maintain physical distancing (2 metres) from students unless assigned to a learning group/cohort, if they are unable to maintain a 2 metres distance, staff must use PPE (e.g. physical barrier, non-medical mask, face covering, or face shield and mask).
- Use empty classrooms, outdoor spaces, or meeting rooms for sessions as needed.
- Counselling offices may be used if they are large enough.
- Ensure tissues are available and students dispose of tissues in a centrally located garbage.

## Main Office/Reception

- Limit the number of students and staff who do not work within the office. Office sizes and layouts vary, however, the number can reasonably be determined considering that each person must be 2 metres from each other person. This applies to staff accessing their mailboxes and photocopiers. Markings for lining up may be useful.
- Physical distancing of two (2) metres must be maintained in the school office. Signage and markers reinforcing this should be used.
- Re-arrange waiting areas to allow for physical distancing and minimize the number of people entering the office. For example, move chairs into the hall outside of the school office, properly spaced, or use markers/signage.
- Use plexiglass barriers when physical distancing cannot be maintained.
- Plexiglass barriers may not be required in school offices when physical distancing and multiple other layers of controls are in place. Such as:
  - Restricting parents and non-essential visitors and district staff from entering schools.
  - Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check.
  - Frequent hand hygiene.
  - Enhanced cleaning and disinfection.
  - Limiting the numbers of staff and students who may enter the office at one time and relocating waiting area seats into the hallway/outside the office.
- School administrators are to submit work orders to facilities should physical distancing not be a viable option and it is believed that a barrier is required.

## Physical and Health Education and Outdoor Programs

K-12 staff are required to wear masks during PHE classes when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

### In Secondary Schools:

- For high intensity exercise activities (that significantly increase respiration rates):
  - Activities should take place outdoors, or be replaced with low-intensity exercise activities, if the 2 m distance cannot be maintained.

- Wearing masks during high-intensity exercise (indoor or outdoor) is left to personal choice, however masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary exercised indoors.
- All guidance for high intensity exercises applies within and between learning groups.
- For high intensity physical activities that involve movement (e.g. basketball, soccer), indoors or outdoors:
  - **Students within the same learning group** are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - **Students from different learning groups** are required to maintain physical distancing (2M).
  - Wearing masks during high-intensity physical activity (stationary or with movement, indoor or outdoors) is left to student's personal choice.
  -
- For low intensity exercise activities, secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and barrier is not present.
- Encourage outdoor programs as much as possible and create space between students and staff.
- Teachers should plan physical activities that limit the use of shared equipment and:
  - Minimize physical contact among those within a learning group/cohort.
  - Support physical distancing [2m] when activities involve people outside of learning group/cohort.
  - Physical distance (2m) will be maintained for elementary students when involved in physical activity outside of their learning group/cohort when indoors. Otherwise, minimize physical contact when outdoors.
- Due to the challenges of cleaning shared equipment and potential for physical contact, students and staff will practice STRICT hand hygiene before and after the use of shared equipment as well as participating in physical activity.
- Shared equipment should be cleaned and disinfected after use by the staff who opted to use the equipment with a disinfectant wipe, or staff can spray with Vital Oxide.
- As per *Physical and Health Education (PHE) Canada* guidelines:
  - Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games. Activities such as tag and touch football are low-risk, whereas activities such as wrestling or partner dancing should be avoided. Teachers are encouraged to adapt activities wherever possible to reduce physical contact, including within learning groups.
  - Explore local parks and green spaces to promote outdoor learning and activity.
  - Focus on activities that do not use equipment.
  - If equipment must be used:
    - Avoid sharing equipment by numbering and assigning each student their own supplies.
    - Assemble individualized PE kits that can be assigned to students.
    - Assist students to create their own PE kits to use at home or school.
    - Discuss any additional equipment needs with the school administrator.
    - Keep extra equipment on hand (where available) so that instructional time is not lost to re-cleaning equipment.
    - Disinfect teaching aids (e.g. clipboards, white boards, pens, plastic bins for transporting materials etc.).

- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms.
- Designate an area (as necessary) and/or direct students on where they should store and change into/out of their jackets or winter clothing as moving indoors and outdoors is encouraged routinely.

Why are masks not required during high intensity physical activity in secondary schools? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breath through; those wearing masks during high intensity activities should change them as soon as they become wet.

## Weight rooms

Weight room classes are an important component of physical and mental health. They will be utilized through elective classes. Where learning groups/cohorts cannot be maintained physical distancing must be adhered to. If staff utilize the weight rooms before or after work, they must adhere to all safety protocols just as students are expected to.

- Weight rooms will be open, physical distancing must always be adhered to.
- Users must wipe down equipment after each use with a disinfectant wipe or staff can spray with Vital Oxide and allow to air dry before the next usage. Note that clothing can be discolored by the disinfectant, opt to rinse with water after waiting the 10 minutes, and dry to avoid staining.
- Easy access to a hand washing station or hand sanitizer to ensure users can wash their hands frequently through their workout.
- Occupancy limits must be posted and adhered to.
- Clear policies requiring users to wipe down equipment after every use must be established and posted. Adequate supplies and garbage bins for disposing used materials must also be provided.
- Instruct users that they must allow equipment surfaces to air dry naturally before using.
- Consider keeping all non-stationary equipment in one area to facilitate cleaning and disinfecting in between uses.
- Some examples of non-stationary equipment include balls, blocks, mats, resistance bands, paralleltes, skipping ropes, wobble boards, and foam rollers.
- Consider the layout of equipment and fitness areas to ensure adequate spacing is available to staff and students. Position equipment at least 2 metres apart with greater distancing for aerobic fitness equipment where high exertion is common (e.g. treadmills, rowing machines, and spin bikes).
- Designate areas for the use of the equipment and for moving around the area to ensure physical distances are maintained. Consider using tape on the floor to define these areas.
- If equipment cannot be moved and will result in people being within 2 metres from one another, you may erect barriers, such as plexiglass, between pieces of equipment, or tag out of use.

PLAYGROUNDS



## Playgrounds

- Playgrounds are a safe environment.
  - BCCDC: There is no current evidence of COVID-19 transmission in playground environments.
- Use of playgrounds and playground structures (i.e. swings, slides, adventure playgrounds, etc.) are permitted.
- The following measures should be taken when using playgrounds:
  - Ensure appropriate hand hygiene practices before and after outdoor play.
  - Attempt to minimize direct physical contact between students.
  - Note: Sand and water outdoors can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that COVID-19 survives on sand or water.

## Sports

- Sports and physical activity should be held outdoors (when possible) and scheduled indoors within a learning group/cohort and in a large room that provides lots of space (i.e. gym, multipurpose room, drama studios for dance, etc.).
- Avoid sports/activities that require or encourage physical contact.
- Activities within a learning group/cohort requires that physical contact is minimized.
- Activities where staff and secondary students interact outside of a learning group/cohort requires that physical distance (2 metres) can be maintained.
- Physical distance (2 metres) will be maintained for elementary students when involved in physical activity outside of their learning group/cohort when indoors. Otherwise, minimize physical contact when outdoors.
- No in-person inter-school or regional sports leagues, competitions, or events will be held. This will be re-evaluated throughout the school year.
- Gym and other rooms hosting sports or physical activity should open windows or doors to increase air flow; weather permitting.
- No spectators are in attendance -aside from participants, only the minimum number of individuals required to run the activity should be present.
- Masks are worn by K-12 staff and other adults when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- The same protocols outlined in the Physical Health and Outdoor Education section apply to all sporting activities.

## School Libraries/Learning Commons

When visiting the library / learning commons, students and staff should remain in their learning group as much as possible and maintain physical distance from members outside of their learning group. For more information on learning groups and maintaining physical distancing, see the Learning Groups and Physical Distancing section of the Safety Plan. [B.C.CDC Guidance for Libraries](#) is a good resource for libraries.

The main way that COVID-19 spreads is person-to-person. The risk of getting sick from borrowed library items is very low (B.C. CDC, Aug 11, 2020):

- There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g., magazines and children's books) and items with plastic covers (e.g., DVDs) can be contaminated if handled by a person with COVID-19; however, **the risk of transmission between users of borrowed items is very low**. In areas with low transmission in the community, evidence does not require libraries to quarantine or disinfect

their loaned items. The focus should remain on ensuring physical distance and providing supplies to **ensure staff and customers can wash their hands** (B.C.CDC, Aug 11, 2020).

- Libraries are not required to ‘quarantine’ or disinfect their loaned items; however, some libraries are taking this extra step. If it makes you feel more comfortable, you can leave your borrowed library material in a bag [or bin] for at least 72 hours (B.C.CDC, Aug 11, 2020).
- School libraries / learning commons facilities should be open and book exchange can continue to occur during stages 1 to 4.
- **Students and staff should practice diligent hand hygiene:** wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Hand washing is the main control method for using shared equipment, books, resources and toys.
- Students and staff should wash or sanitize their hands:
  - upon entry to the library
  - before and after handling shared equipment/resources;
  - whenever hands are visibly dirty
  - after touching face (putting hands or fingers in mouth, etc.)
  - after coughing, sneezing, and washroom use
- Students should bring their personal school supplies for classes held within the space. For makerspace and STEM activities, see the STEM Programs section.
- Schools should install a barrier made of transparent material at the library check out desk if physical distance cannot be regularly maintained. See guidance from WorkSafeBC on designing effective barriers for more information.

## Paper, Textbooks, and Books

- Public health advises 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 to students because of COVID-19. *Note: This includes the dust jackets of books (source: Vancouver Coastal Health).*

## Music Programs

All K-12 STAFF and Secondary students must wear masks while singing indoors.

- All classes, programs and activities (e.g. Band, Choir) can continue to occur as the district and schools will meet the following physical distancing measures:
  - Physical contact is minimized for those within the same learning group/cohort, **and students and staff are spaced as far apart as possible.**
  - Physical distance (2 metres) will be maintained for staff and secondary school students when interacting with people outside of their learning group/cohort;
  - Students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.
  - **If multiple cohorts are using music equipment, the instruments are considered a high touch point, and must be cleaned twice per day.**
- conTeachers will be responsible for supervising students to ensure that they follow procedures diligently.
- Staff in music programs/classes should refer to the *Guidance for Music Classes in BC During COVID-19* developed by the *BC Music Educators' Association* and the *Coalition for Music Education in BC* for additional information.
- No in-person inter-school performances, competitions, or events should occur.

- This will be re-evaluated throughout the school year.
- Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

### *Choir and Singing*

Under Stage 2 (September 4, 2020 change from BC CDC):

- All K-12 STAFF and Secondary students must wear masks while singing indoors.
- Physical contact is minimized for those within the same learning group/cohort and space, and students and staff are spaces as far apart as possible.
- Physical distancing (2m) can be maintained for staff and for secondary school students when interacting outside of their learning group/cohort
- Physical distance (2 m) can be maintained for elementary students when interacting outside of their learning group/cohort.

Under Stage 3 to 4:

- Singing may occur at all grades as long as a minimum of physical distancing (2 m) is maintained between participants, including staff.
- Consider singing outdoors or in rooms large enough to accommodate greater than (2 m) of physical distancing. In rooms where singing is occurring, windows should be open.
- Consider taking singing activities outdoors if the weather permits, while maintaining (2 m) distance.
- Consider options to share performances virtually through MS Teams.

### *Instruments General*

- Students should wash their hands or use hand sanitizer before handling their instrument, case, or mouthpiece as well as at the conclusion of playing their instrument.
- Students should refrain from handling the instruments, cases, or mouthpieces of other students.
- While cleaning must meet the protocols in this document, it is understood that bleach-based products may be damaging long-term to some instruments. See the *B.C. Music Educators' Association* and the *Coalition for Music Education in B.C.* for additional information on cleaning.

### *Non-wind Instruments Specifics*

- Staff should carefully supervise students when cleaning instruments using standard practices and cleaning and disinfecting products (i.e. Sterisol, isopropyl alcohol, etc.).
- Assigned or individual student instruments are encouraged and ideal. Shared instruments should be limited as they will require cleaning after use by the teacher or by students in secondary if supervised.

### *Wind Instruments Specifics*

- Wind instruments are permitted in schools at this time.
- Maintaining physical distance (2 metres) is the goal for all students when playing wind instruments.
- Individual/personal wind instruments are ideal.
- Shared wind instruments are strongly discouraged. Where shared instruments are used, it is essential these instruments be cleaned and disinfected thoroughly before and after use. This cleaning must be supervised by the music or band teacher.
- Music and band teachers must allocate time at the beginning and end of any class where wind instruments and guide and supervise the safe assembly/disassembly, care, and cleaning of instruments used by students.
- Before and after each assembly/disassembly and cleaning phase of every class, each student must practice hand hygiene.
- Cleaning with standard wind instrument disinfectants (i.e. Sterisol, etc.) can be conducted by

students and must be supervised by an experienced music or band staff.

- If shared wind instruments are used, staff must carefully supervise cleaning and disinfection with standard disinfectants **before and after** each use to give everyone confidence that the instrument is clean and safe. (Vancouver Coastal Health)
- Cloths in woodwind instruments must be kept with the instrument.
- Common towels or cloths for drying instruments are not permitted.
- All water keys of brass instruments must be emptied onto paper towel thick enough to catch all moisture (located next to the student). No water keys are to be emptied straight onto the floor. Used paper towel must be disposed of by the musician into regular garbage such as a plastic-lined waste bin. Diligent hand hygiene must be performed before leaving the classroom. Staff and students are reminded to consider the environment when using paper towel in this way and use only as much paper towel as needed.

## Kindergarten Entry

Students transitioning into Kindergarten will need additional time to adjust to the new school environment and develop relationships with educators and peers in the context of COVID-19.

- Consider implementing pre-transition strategies to familiarize students with the people, spaces, and expectations as they start school.
  - send home a social story from the perspective of the student that describes what a day may look like, how they may feel, and what their choices are;
  - share a video of the school that outlines the health and safety measures used including signage, washing hands, and class environment;
  - provide an introduction to and a warm welcome from the educators in the building;
  - organize video calls to families from the classroom so children and families can see the space and ask questions.
- Provide clear, simple communications to parents about having to limit the number of adults in the building and the classroom, and the need for adults to maintain physical distance from each other and from children not their own.
- Implement gradual entry of students, commencing no earlier than when all students are welcomed into schools, and may include:
  - Scheduling fewer caregivers into the classroom at a time to account for physical distancing of adults;
  - Outdoor learning or transition activities with a caregiver in attendance. Please be mindful that we are discouraging parents from staying at the school after drop-off to allow for physical distancing guidelines.
- Students themselves will be part of a learning group. Ensure enough space for parents/caregivers to maintain physical distance.
- As students transition to full-time, consider frequent communication with families with photos and/or information about classroom activities.
- Provide research to parents, caregivers and staff that demonstrates low transmission rates in young children.
- Kindergarten students are expected to minimize physical contact. Consider how the room is configured and rearrange furniture to encourage small group and individual play.
- Provide clear communication to students about expectations for the classroom materials, play, and physical contact. Gently remind students of the expectations throughout the day and encourage students to kindly support one another.
- Teachers should continue to provide comfort and reassurance in a way that feels comfortable for the teacher and the student. Students can be comforted through different means, including:

- stories
- comfort objects
- drink of water
- songs
- soothing words
- Kindergarten classrooms should maintain a focus on play-based learning, while limiting the use of shared materials and following the cleaning and disinfecting protocols outlined in the Cleaning and Disinfecting section.

### Extracurricular Activities

- Extracurricular activities, including sports, arts or special interest clubs can occur if:
  - Under stage 2 to 4, physical distance can be maintained between members of different learning groups/cohorts; or
  - Under Stage 2, reduced physical contact is practiced by those within the same learning group/cohort, and adequate space is provided to avoid crowding.
- In-person inter-school events including competitions, tournaments and festivals, must not occur at this time.
- Non-educational activities such as student dances, performances, and in-person celebrations are considered to be events and must adhere to the requirements of the [PHO Gathering and Events Order](#).

### Field Trips and Camps

- Overnight camps are not permitted at this time.
- International field trips are cancelled until further notice.
- Field trips to outdoor locations are preferable.
  - Staff must conduct a risk assessment considering the field trip location, potential contact with others, hand hygiene options, etc.
  - Minimize interactions with people outside of learning groups/cohorts.
- Out of school activities should be local outdoor activities that support physical distancing and do not require use of a school bus or public transportation.
- When planning field trips, staff must follow existing policies and procedures as well as this *Safety Plan* and its procedures and protocols.
- 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 at this time.
  - Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines, including wearing a mask. Refer to the Prioritizing Health and Safety - Flow Charts on page 16 for guidance on health and safety measures if the volunteer is not part of the learning group/cohort.
  - Ensure field trip numbers align with the PHO guidance on mass gatherings (i.e. 50 people).

### Photocopier rooms

- Minimize the use or need for printed materials to minimize access to photocopiers.
- Only one person should be at a copier at a time.
- Plan or schedule large photocopier jobs.
- Place hand sanitizer in the copier room to ensure staff can sanitize their hands after using the copier

and any other shared tools in the workspace.

- An alcohol-based cleaner can be placed in the copier room for periodic cleaning of the copier touchscreen, each site will be responsible for ordering their own cleaner. As long as staff are using good hand hygiene routines it is not necessary to clean the copier before and after each use.

## Staff Rooms and Staff Only Spaces

Experience to date underscores the importance of COVID-19 prevention among adults, as well as students, in the school setting. Schools and school districts must ensure physical distancing is practiced within staff only spaces including during break times, regardless of whether or not masks are worn. Please ensure the following strategies are followed:

- Ensure staff practice physical distancing (2m) during face-to-face meetings. Staff are required to wear masks when indoors, unable to maintain physical distance, and a barrier is not present.
- Staff are required to wear masks in all common areas of the building, including hallways, photocopy rooms, meeting rooms and staff rooms (unless they are eating or drinking, and they need to maintain 2m distance).
- Staff room use should be limited, as should the use of any staff room equipment including the microwave, fridge and other appliances. Staff should try to bring their own lunch and a cooler pack for food items that do not require heating.
- Staff are encouraged to use and wash their own eating utensils and plates, and avoid using communal cutlery, plates, and cups. If refrigerators, microwaves, and coffee makers are being used, staff should wash their hands before and after use.
- Staff can periodically use disinfection wipes to clean the surfaces of any equipment (should be twice per day) they may have used in the staff room, including microwaves, kettles, toasters or other appliance. It is no longer necessary to clean between every use; ensure you wash your hands after you use the appliances/equipment/tools and before and after you eat.
- If staff leave the building for lunch, they must adhere to arrival and exit safety protocols upon their return.
- Staff are encouraged to eat in their classrooms, offices, outdoors, or other spaces their learning group/cohort occupy daily.
- All staff are encouraged to bring their own packaged lunch daily as well as any snacks and beverages.
- Students and staff are encouraged to use the pack-in and pack-out all food wrap and waste. The pack-in and pack-out approach will reduce surface contact associated with opening and closing organic bins and will also reduce the overall waste for the custodians, who can then focus on enhanced cleaning protocols.
- Do not share food (including condiments), beverages, utensils, dishes, or containers.
- All lunch and snack food must be eaten or properly disposed of by the end of each day. Food should not be stored over multiple days in the staff room or classrooms. This will aid in cleaning and pest control. Exceptions to this are home economics and culinary arts teaching spaces.
- Staff room doors should be propped open.
- **Physical distancing of 2 metres is required in all areas of the staffroom, including the kitchen area.**
- Wash your hands before and after you use of items in the staffroom and before leaving the staffroom.
- Wash your hands before and after you eat.

## Work Experience

- The district and school staff will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering Provincial Health Officer and WorkSafeBC guidance regarding COVID-19.
- Schools must obtain parent/guardian sign-off for all new and continuing placements during the

COVID-19 pandemic.

- Students can still engage in work placements in accordance with the following guidance:
  - The district must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines.
  - Information for work experience students is the same as for workers and is available on the WorkSafeBC COVID-19 webpage, including:
    - What workers should do
    - Staying safe at work
    - Information specific to various industries
- For current and any new placements, standards in the ministry *Work Experience Program Guide* must be followed. (Note: As part of setup and monitoring, worksite visits can now be conducted virtually if needed.)
- Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the health and safety guidelines of the district and the workplace (follow whichever is more stringent) including wearing PPE if required.

## Temporary Storage Area

- If temporary storage is required during this time, it will be designated by the school administrator in consultation with the facilities department, identified in the school specific plan, and used according to the school administrators' direction.
- Boiler rooms, electrical and mechanical rooms, service tunnels, confined spaces, attics, and other specialized spaces which may pose a hazard **must not be used for storage**.

## Emergency Procedures

District-wide emergency procedures remain unchanged as a result of COVID-19. Given the imminent and severe risk to life and health which prompt the use of the district's emergency procedures, they will continue unchanged with the exceptions noted below:

- Staff should be notified in advance of emergency evacuation drills (no "surprise" drills).
- Evacuation
  - Staff focus should remain on protecting other staff and students from the hazardous reason for the evacuation in the first place.
- The BC Fire Code requires schools to conduct "total evacuation fire drills" involving all occupants in the building. Partial evacuations involving smaller groups of students would not comply with the fire drill requirements of the Fire Code.
- Schools must continue to update their fire safety plans on an annual basis, as per the BC Fire Code, to ensure it takes account of the changes in use and other characteristics of the building (such as current pandemic protocols). School fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department and other regulatory authorities.
- In the event of an actual emergency, emergency procedures must take precedence over COVID-19 preventative measures.
- Room Clear
  - Staff must review their plans for room clear to ensure that, where possible, the designated area is within the same learning group/cohort in secondary schools.
- Lockdown – practice soft lockdown by reviewing procedures with staff and students.
- Hold and Secure – remains the same.
- Shelter in Place – remains the same.
- Drop, Cover, and Hold – remains the same.

# Administering First Aid

## General

IMPORTANT: Standard first aid procedures and protocols will be used during this time and the following is in addition to standard procedures and protocols:

- Recall that with *Daily Health Assessments* and associated protocols for staff and students to go home immediately if they develop any symptoms, it is highly unlikely that a person requiring first aid also happens to have COVID-19 symptoms.
- Encourage, supervise, and support self-care for minor injuries if appropriate and the person is both capable and able (i.e. provide the person the supplies and have them hold their own ice pack in place, compress their own nose bleed, clean their own scrape, apply their own Band-Aid, etc.).
- If self-care and/or waiting for an ambulance or parent pick-up, remain 2 metres from the injured/ill employee or student. No PPE is warranted.
- Before treating the patient, wash hands with soap and water for at least 20 seconds prior to putting on the appropriate PPE (gloves, safety eyewear or face shield, and disposable non-medical mask). For your information, hand sanitizer can also be used, but it must have evaporated completely before donning gloves and this may create delay.
- After treating the person, dispose of all single use supplies that were used in a waste bin and conduct hand hygiene.
- Document the treatment in the student *First Aid Record* and *First Aid Log* as per WorkSafeBC and district protocol.
- Advise custodian of areas used that may need to be cleaned. If there is any blood or bodily fluids, inform custodians in advance.
- Fill in the staff or student *First Aid Record* and *First Aid log* as per WorkSafeBC and district protocol.
- OFA's should review carefully:
  - Section on *Daily Health Assessment*, procedure table for *Managing Staff or Students with Symptoms*
  - [WSBC OFAA protocols during the COVID-19 pandemic](#).

## Staff – Additional Detail

- A point of care assessment is conducted by the OFA on the situation and injured/ill person to assess the risks and the injuries.
  - If self-care and/or waiting for an ambulance, remain 2 metres from the injured/ill staff member.
  - If providing direct care within 2 metres of a staff member/adult, don the appropriate PPE for the situations. PPE in such instances when treating co-workers/adults includes: Gloves, safety eyewear or face shield, and a disposable non-medical mask.
    - If able and available, direct the injured worker to put on a disposable mask and safety eyewear or face shield.

## Students – Additional Detail

- A point of care assessment is conducted by the OFA on the situation and injured/ill person to assess the risks and the injuries.
  - If self-care and/or waiting for an ambulance, remain 2 metres from the injured/ill staff member.
  - If treating children/students who require brief treatment for minor injury, such as scraped knees, minor cuts, etc. (not COVID-19 related symptoms), wear typical PPE such as gloves.
    - Note: OFAs/staff are not required to wear a disposable non-medical mask and safety eyewear or face shield in such circumstances due to the low risk associated with children (VCH).

- See section on *Risk Assessment for K-12, COVID-19 and Children (ages 0-19 years)*.
- If a student/child's injuries are major or long duration care is required within 2 metres, wear gloves, safety eyewear or face shield and a disposable non-medical mask.

### CPR

- Call 911 as soon as you are told or assess a medical emergency.
- Upon approaching the scene, the OFA will conduct a point of care assessment.
- Wear appropriate PPE (gloves, safety eyewear, disposable non-medical mask)
  - Note: *Do not delay care if PPE is not immediately available.*
- With PPE on, approach the person who is not breathing and begin CPR. Apply a one-way valve pocket mask to the person's breathing zone (mouth and nose). If no air movement is detected, begin continuous chest compression CPR at a rate of 100/minute. **No breaths or mouth to mouth contact is required.**
- Continue CPR until someone else takes over from you (another person trained in CPR or a paramedic).
- Wash your hands and face with soap and water for 20 seconds immediately after completing CPR.

## Monitoring and Assessing

Knowledge about COVID-19 continues to evolve. Health and safety protocols, procedures, and control measures put in place for COVID-19 will be monitored to confirm continued effectiveness. Site HS Committees play a key role in this process. As *the BC K-12 Restart Plan* moves between stages, the measures and resources in place will need to be reviewed locally at the site and by district Health and Safety.

District monitoring and assessment will be conducted as stages change or at least annually.

## Health & Safety Orientation Checklist (MOE)

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 provide 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)

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 non- medical 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.)

## **Other Resources and References**

- BCCDC and Ministry of Health - COVID-19 Public Health Guidance for K-12 School Settings  
[http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Guidance-k-12-schools.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf)
- Ministry of Education K-12 COVID-19 H&S Guidelines  
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidlines.pdf>
- BCCDC Cleaning and Disinfecting of Public Settings – including schools  
[http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting\\_PublicSettings.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf)
- *WorkSafeBC K-12 Education (K-12) Protocols for Returning to Operation*  
<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education>
- WorkSafeBC - OFAA protocols during the COVID-19 pandemic: A guide for employers and occupational first aid attendants  
<https://www.worksafebc.com/en/resources/health-safety/information-sheets/ofaa-protocols-covid-19-pandemic?lang=en>
- *B.C. Music Educators' Association and the Coalition for Music Education in B.C.*  
[https://7fd068f4-68ea-47f4-b927-7d1f32730842.filesusr.com/ugd/e89cf1\\_29d484fe08cb4becb025ec5978c0928a.pdf](https://7fd068f4-68ea-47f4-b927-7d1f32730842.filesusr.com/ugd/e89cf1_29d484fe08cb4becb025ec5978c0928a.pdf)
- BCCDC - Guidance for Families of Immunocompromised Children in School and Group Gatherings  
<http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19-easing-social-distrancing-IS-children.pdf>
- NACTAR - Managing the Social Emotional and Traumatic Impact SCHOOL VERSION  
<https://nactatr.com/news/files/01GuideRe-Entry.pdf>
- Maple Ridge Pitt Meadows Safety Plan and Handbook for Staff – Stage 3 (June - 2020)



# Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



## Hand Hygiene

**SOAP OR ALCOHOL-BASED HAND RUB: Which is best?**

Either will clean your hands: use soap and water if hands are visibly soiled.



**Remove hand and wrist jewellery**

### HOW TO HAND WASH

- 

Wet hands with warm (not hot or cold) running water
- 

Apply liquid or foam soap
- 

Lather soap covering all surfaces of hands for 20-30 seconds
- 

Rinse thoroughly under running water
- 

Pat hands dry thoroughly with paper towel
- 

Use paper towel to turn off the tap

### HOW TO USE HAND RUB

- 

Ensure hands are visibly clean (if soiled, follow hand washing steps)
- 

Apply about a loonie-sized amount to your hands
- 

Rub all surfaces of your hand and wrist until completely dry (15-20 seconds)

COVID19\_HH\_L001



Ministry of Health



BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.



## Appendix B: Donning and Doffing Gloves Procedure

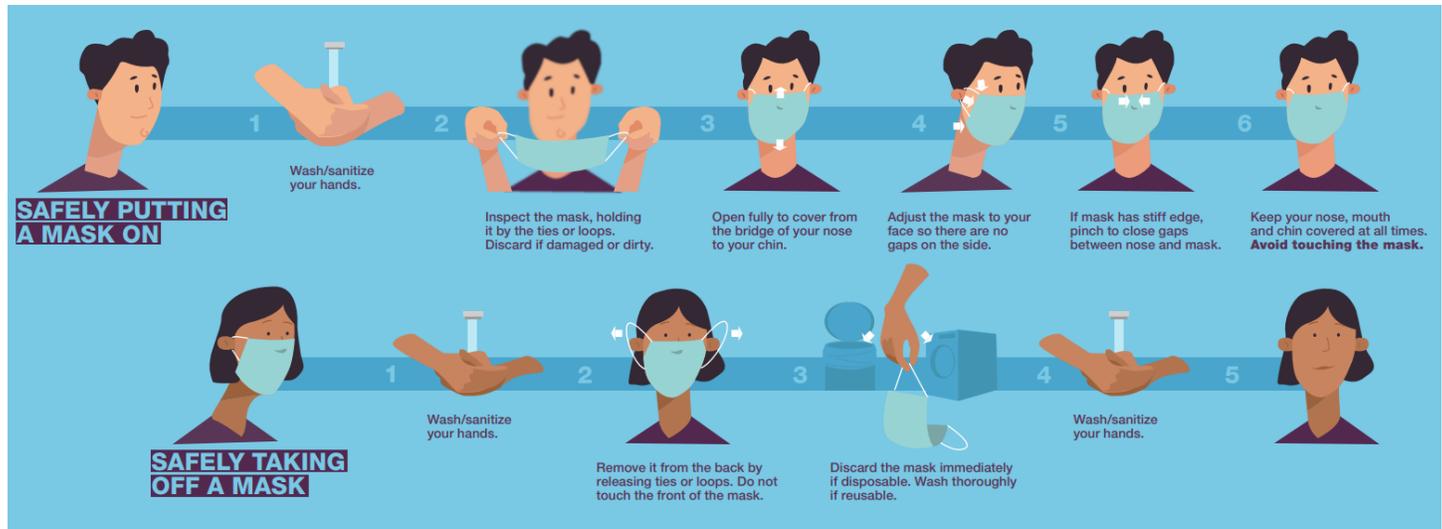
For First Aid attendants, personal care, or custodial/maintenance work.



## Appendix C: How to Wear a Face Mask

*Procedure for Donning, Doffing and Caring for a Non-Medical Mask (if required or you choose to wear one)*

- 6 Steps to Putting on a Mask
- 5 Steps to Taking Off a Mask



### IMPORTANT:

#### *Additional Protocols for Safely Wearing and Caring for a Face Mask*

##### DO:

- Make sure your mask isn't damaged, and it's clean and dry before wearing
- Replace your mask whenever it becomes damp or dirty
- Wash your hands for 20 seconds or use hand sanitizer before and after touching the mask
- Use the ear loops or ties to put on and remove your mask
- Make sure your nose and mouth are fully covered, it fits securely, and there are no gaps on the sides
- Store your mask in a clean paper bag when it is not in use
- Wash your mask with hot soapy water and let it dry completely before using it again

##### DON'T:

- Wear masks that are damaged, dirty, or moist
- Touch the mask while wearing it
- Wear a loose mask
- Hang the mask from your neck or ears
- Remove the mask to talk to someone
- Share your mask with anyone
- Store your mask where it may easily become soiled (i.e. unprotected in a purse, pocket, backpack, etc)

Sources: [open.alberta.ca/publications/covid-19-information-help-prevent-the-spread-poster](https://open.alberta.ca/publications/covid-19-information-help-prevent-the-spread-poster); [Health Canada.ca](https://www.healthcanada.ca) wearing a face mask

## Appendix D: Daily Health Assessments

The following are Daily Health Assessments which must be completed each day prior to staff attending work and students attending school.

STUDENT: [Daily Health Assessment](#) Prior to Student Attendance at School

### ✓ DAILY HEALTH CHECK

All parents, guardians, and/or caregivers MUST conduct a *Daily Health Check* of their child(ren) before sending them to school. The Daily Health Check is also available online at <https://www.k12dailycheck.gov.bc.ca/>

SYMPTOMS	WHAT TO DO
<ul style="list-style-type: none"><li>○ Fever (above 38°C)</li><li>○ Chills</li><li>○ Cough</li><li>○ Loss of sense of smell or taste</li><li>○ Difficulty breathing</li></ul> 	<p><b>1 or more of these symptoms:</b></p> <ul style="list-style-type: none"><li>● Stay home.</li><li>● Contact a health care provider or 8-1-1 about your symptoms and next steps.</li></ul>
<ul style="list-style-type: none"><li>○ Sore throat</li><li>○ Loss of appetite</li><li>○ Headache</li><li>○ Body aches</li><li>○ Extreme fatigue or tiredness</li><li>○ Nausea or vomiting</li><li>○ Diarrhea</li></ul> 	<p><b>1 symptom:</b></p> <ul style="list-style-type: none"><li>● Stay home until you feel better.</li><li>● Contact a health care provider or 8-1-1 about your symptoms and next steps.</li></ul> <p><b>2 or more of these symptoms:</b></p> <ul style="list-style-type: none"><li>● Stay home and wait 24 hours to see if you feel better. If symptoms don't improve or if they get worse, get a health assessment. Contact a health care provider or 8-1-1 about your symptoms and next steps.</li></ul>
<h4>CLOSE CONTACT</h4> <p>If you are a close contact of someone who has COVID-19 and have any of the symptoms listed above:</p> <ul style="list-style-type: none"><li>● Get tested and stay home.</li><li>● Fraser Health will advise you if you are a close contact. For more information on close contacts, go to <a href="http://www.bccdc.ca/covid19closecontacts">http://www.bccdc.ca/covid19closecontacts</a>.</li><li>● If you are unsure, please call 8-1-1.</li></ul>	
<h4>INTERNATIONAL TRAVEL</h4> <p>Have you returned from travel outside Canada in the last 14 days?</p> <ul style="list-style-type: none"><li>● All students and staff who have travelled outside of Canada are required to self-quarantine for 14 days after arrival under both provincial and federal orders.</li></ul>	
 If your child develops severe symptoms, such as difficulty breathing (eg. struggling to breathe or speaking in single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.	

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If you answered “YES” to one of the questions included under ‘Key Symptoms of Illness’ (excluding fever), you should stay home for 24 hours from when the symptom started. If the symptom improves, you may return to school when you feel well enough. If the symptom persists or worsens, seek a health assessment.

If you answered “YES” to two or more of the questions included under ‘Symptoms of Illness’ or you have a fever, seek a health assessment. A health assessment includes calling 8-1-1, or a primary care provider like a physician or nurse practitioner. If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved.

When a COVID-19 test is recommended by the health assessment:

- If the COVID-19 test is positive, you should stay home until you are told by public health to end self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is negative, you can return to school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.
- **If a COVID-19 test is recommended but is not done because you choose not to have the test**, or you do not seek a health assessment when recommended, and your symptoms are not related to a previously diagnosed health condition, you should stay home from school until 10 days after the onset of symptoms, and then you may return if you are feeling well enough.

If a COVID-19 test is not recommended by the health assessment, you can return to school when symptoms improve and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

If you answered “YES” to questions 2 or 3, use the COVID-19 Self-Assessment Tool to determine if you should seek testing for COVID19.

A health-care provider note (i.e. a doctor’s note) should not be required to confirm the health status of any individual.

# STAFF: Daily Health Assessment Prior to Staff Reporting to Work

All employees have the responsibility to conduct a Daily Health Assessment on themselves before leaving home to attend work. Employees are not required to submit this completed for each day, but are required to conduct this self-assessment each day.

Keep this Daily Health Assessment in a handy, reusable area (such as your kitchen) and incorporate this Daily Health Assessment questionnaire into your morning routine, before leaving for work.

Staff Daily Health Assessment			
1. Symptoms of Illness*		Does your have any of the following symptoms? Please circle ONE for each line.	
Fever		YES	NO
Chills		YES	NO
Cough or worsening of chronic cough		YES	NO
Shortness of breath		YES	NO
Sore throat		YES	NO
Runny nose / stuffy nose		YES	NO
Loss of sense of smell or taste		YES	NO
Headache		YES	NO
Fatigue		YES	NO
Diarrhea		YES	NO
Loss of appetite		YES	NO
Nausea and vomiting		YES	NO
Muscle aches		YES	NO
Conjunctivitis (pink eye)		YES	NO
Dizziness, confusion		YES	NO
Abdominal pain		YES	NO
Skin rashes or discoloration of fingers or toes		YES	NO
2. International Travel	Have you returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a confirmed contact of a person confirmed by public health to have COVID-19?	YES	NO
4. Directed to self-isolate by Public Health	Have you been directed by public health to self-isolate?	YES	NO
<p><b>IMPORTANT:</b> If you answered “YES” to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) you <b>MUST NOT</b> come to work.</p> <p>If you answered “YES” to questions 2 or 3, use the COVID-19 Self-Assessment Tool (<a href="https://bc.thrive.health">https://bc.thrive.health</a>) to determine if you should be tested for COVID-19. Please regularly check BCCDC’s Symptoms of COVID-19 regularly to ensure the list is up to date.</p> <p>If any of you are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8- 1-1, or a primary care provider like a physician or nurse practitioner.</p>			