



# SD42 Communicable Disease Prevention Plan

*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 information and guidance evolve, updates to this document may be needed.*

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## Introduction

School supports students in developing their potential and acquiring the knowledge, skills and abilities they need for lifelong success. In-person learning, as part of a student's education, provides the opportunity for peer engagement, which supports social and emotional development as well as overall wellness. It also provides many students access to programs and services that are integral to their overall health and well-being.

Based on guidance from the BC Centre for Disease Control and experience to date within B.C. and other jurisdictions showing schools as low risk sites for COVID-19 transmission, even with increased risk of COVID-19 in some communities, K-12 students can participate in full-time, in-class instruction in accordance with current public health guidelines for schools.

## Objectives

This document was developed with the guidance from the Ministry of Education, who collaborated with the BC Centre of Disease Control (BCCDC), Indigenous rightsholders and education partners – including teachers, parents and school leaders – to outline the principles and requirements for maintaining safe environments. These comprehensive guidelines build on the [Public Health Communicable Disease Guidance for K-12 Schools](#) developed by the BCCDC to ensure schools have effective measures in place to prevent the transmission of COVID-19.

These guidelines (**September 6, 2022**) will support K-12 education employees, students, parents, caregivers, administrators and school community members to:

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

## 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 4-step [Communicable disease prevention: A guide for employers](#). The district Communicable Disease Prevention Plan for COVID-19 will serve as a compliance guide for COVID-19.

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.

## Communicable Disease Prevention Plans

The provincial health officer's statement on June 17, 2021 clarifies employers are no longer required to maintain a COVID-19 Safety Plan but must instead transition to a communicable disease prevention plan. Communicable disease prevention focuses on reducing the risk of workplace transmission of COVID-19 and other communicable diseases, and includes both ongoing measures (e.g., hand hygiene, cleaning) and additional measures to be implemented by public health.

The four-step guide outlines the process to reduce the risk of communicable disease transmission in the workplace. Steps include understanding the risk, implementing appropriate measures, communicating policies and procedures, and updating measures and safeguards as required.

Schools and district sites must regularly review their communicable disease plans with their site-based health and safety (HS) committees and address areas where there are identified gaps in implementation. BCCDC has developed a [COVID-19 School Communicable Disease Checklist](#) that can support these communicable disease prevention plan reviews.

## Regional Differences

Medical health officers continue to be able to place local public health orders requiring additional health and safety measures beyond the guidance in this document at their own discretion, based on their authority under provincial legislation. These measures may be put in place during times of increased community transmission of COVID-19, and within communities with low vaccination uptake, based on local epidemiology and in proportion to the medical health officer's assessment of risk.

Local public health orders may be placed for entire regions or communities, including but not limited to schools (unless schools are specifically exempted), or for specific settings or activities within a health region. For schools, the local medical health officer may issue a recommendation for an individual school, a grouping of schools, a school district, all schools within the health authority region, or some combination thereof, to implement specific additional health and safety measures during elevated risk.

Additional regional measures are likely to be similar to some of those in place during the 2020/21 school year, and may include:

- Limits on gathering and events
- Reconfiguring room arrangements or incorporating more activities that maximize space between people and reduce face-to-face contact
- Limiting visitors
- Recommending mask use

Learning groups are not expected to be an additional prevention measure for regional recommendations.

## Infection Prevention and Exposure Control Measures

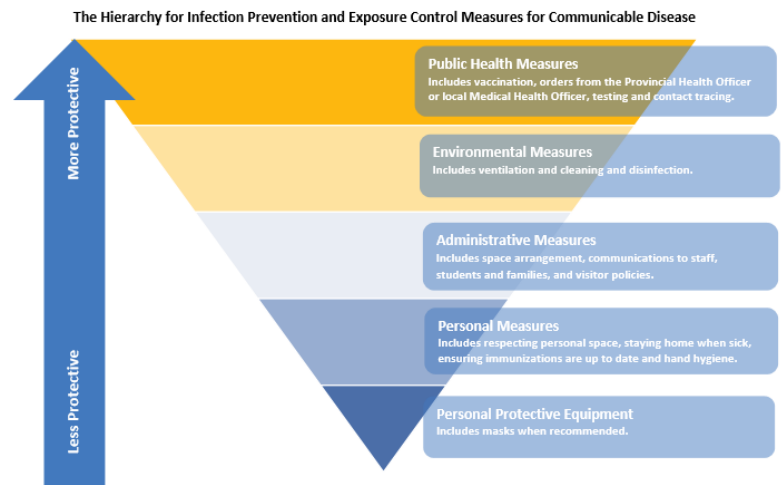
Infection prevention and exposure control measures (also called communicable disease measures or health and safety measures) help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in settings such as schools where there is a relatively consistent grouping of people and multiple measures of various effectiveness can be routinely and consistently implemented, including:

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

- Robust illness policies for students and staff
- Reinforcement and adoption of effective personal practices (e.g., hand hygiene, respiratory etiquette)
- Various environmental measures (e.g, enhanced cleaning and disinfecting practices, ensuring HVAC systems are operating properly, etc.)

## 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:

- Having staff model these behaviours.
- Sharing reliable information – including information from the BC Centre for Disease Control and the Office of the Provincial Health Officer – with parents, families, and caregivers.

Staff should use positive and inclusive approaches to engage students in personal preventive practices aligned with existing professional practices to address behaviour. Approaches should not exclude students from participating in school or potentially result in stigma.

Staff should also utilize a trauma-informed lens when planning school activities (e.g. gatherings and events) and interacting with other staff and students, including considerations around respecting others personal space.

Students and staff may choose to wear masks, face shields or other personal protective equipment in schools beyond the required circumstances outlined in this document, and those choices must be respected.

School administrators are encouraged to review the information in this section with their school community to increase awareness and support from staff, students, and families.

## Vaccines

Vaccination protects from serious illness due to COVID-19 and is the most effective way to reduce the impact of COVID-19 on our communities. BCCDC strongly recommends adults interacting with children to be fully vaccinated. All COVID-19 vaccines approved for use in Canada protect against serious complications, including the Omicron variant. See BCCDC for trusted information on [COVID-19 vaccines](#).

Schools and school districts are expected to work with their local health authority to share evidence-based information about vaccination (e.g. from BCCDC and ImmunizeBC), and to explore opportunities to establish school-based vaccination clinics when requested.

## Understanding COVID-19

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. SARS-CoV-2 is a new strain of virus that 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:

- Fever
- Chills
- Cough or worsening of chronic cough
- Shortness of breath
- Sore throat
- Runny nose
- Loss of sense of smell or taste
- Headache
- Fatigue
- Diarrhea
- Loss of appetite
- Nausea and vomiting
- Muscle ache

Less common symptoms also include:

- Stuffy nose
- Conjunctivitis (pink eye)
- Dizziness, confusion
- Abdominal pain
- Skin rashes or discoloration of fingers or toes.

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 airborne 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.

## 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.

More specific information can be found in the BCCDC document on the evidence of COVID-19 in BC, schools, and children - [COVID-19 Public Health Guidance for K-12 School Settings](#).

Based on [national and international](#) evidence collected between January – July 2021 with respect to COVID-19 and schools:

- There is little high-quality evidence to suggest that having schools open meaningfully contributes to community transmission.
- The likelihood of a person attending school while infectious with COVID-19 reflects local community prevalence.
- The consistent implementation of prevention measures, particularly in communities with higher transmission and/or lower vaccination uptake, is critically important to limiting the spread of COVID-19.
- Within clusters and outbreaks, adult to adult transmission appears more common than child to adult or adult to child.
- Widespread asymptomatic transmission is not commonly occurring within schools.
- Evidence continues to be gathered about the impact of staff and student vaccinations on mitigating risk of COVID-19 transmission at school.

Continue to read more on the documented evidence: [COVID-19 Public Health Guidance for K-12 School Settings](#)

## Creating a Safe Physical and Emotional Environment

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 what is helpful for 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 help 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 staff 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 play an important advisory and inspection role. For example, in support of COVID-19 risk reduction controls and protocols, the site health and safety (HS) committees will continue to:

- Conduct regular inspections with site administrators to ensure all safety protocols are reviewed with staff.
- 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, including those regarding COVID-19, to their administrator/supervisor in a timely fashion.
- Participate with site administration with the health and safety orientation for staff at each school and district site, and as changes arise.
- Conduct monthly meetings. 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 regional COVID-19 control measure implementation.
- Continue with other regular HS committee responsibilities.

## Staff Reporting COVID-19-Related Concerns

As per the district's standard processes in reporting health and safety concerns, COVID-19 concerns must be reported to an 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 video conference (*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. Please try to resolve at the site level before contacting the district health and safety department. To contact district HS, email: [amanda\\_reber@sd42.ca](mailto:amanda_reber@sd42.ca) or [rachel\\_welsh@sd42.ca](mailto:rachel_welsh@sd42.ca). Bargaining unit members can contact their representatives at any stage to help clarify any concerns as well.

## 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

The *BCCDC COVID-19 Guidance for K-12 School Settings (Aug. 24, 2021)* has advised all BC school districts that:

**"School administrators or staff should not provide notifications to staff or students' families about potential or confirmed communicable diseases cases (including COVID-19) unless the school administrator is directed to do so by the school medical officer. School Administrators are to follow processes outlined in [Covid-19 Protocols for School and District Administrators: Management of Illness and Confirmed Cases.](#)"**

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 these with their school administrator/supervisor, who can seek clarification from the school district or public health.

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 the new files. Check back often for the most recent updates.

## Prevention Measures

The following prevention measures are in place in Maple Ridge and Pitt Meadows schools and align with the [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#).

### School Gatherings

There are no restrictions or capacity limits for school or inter-school gatherings. Examinations or assessments are not considered school gatherings, however they must still be delivered in accordance with the health and safety guidelines outlined in this document.



### Health Awareness

Students and staff must continue to monitor their health daily to ensure they are not experiencing symptoms of illness (including but not limited to [COVID-19 symptoms](#)) and should stay home if they are sick or unable to participate fully in routine activities. If your child has symptoms that may be COVID-19, use the online [self-assessment tool](#). The BC Centre for Disease Control provides guidance on self-isolation, including when one can end self-isolation after a COVID-19 infection.

School administrators should ensure that everyone entering a school is aware and routinely reminded of their responsibility to practice health awareness, including not come to school if they are sick. This can be supported through communications (e.g., emails/letters to parents and staff), orientation activities and other reminders.

#### *What to do when sick*

BCCDC Guidance: The When to Get Tested for Covid-19 resource or the B.C. Self Assessment Tool provides more information on whether you should get a test for COVID-19. Those unsure or concerned about their symptoms should connect with a health care provider or call 8-1-1.

Staff, children, or other persons in the school setting who test positive for COVID-19 should follow the guidance on the BCCDC website as to how long they should self-isolate. They can return to school when they no longer need to self-isolate as long as symptoms have improved, and they are well enough to participate in regular activities. Schools should not require a health care provider note to confirm the health status beyond the regular practices.

*If the person is experiencing other symptoms, isn't recommended to take a COVID-19 test (most people) or tests negative for COVID-19:*

BCCDC Guidance: Staff, children, or other persons can attend school if their symptoms are consistent with a previously diagnosed health condition (seasonal allergies) or symptoms have improved to where they feel well enough to return to regular activities and their fever has resolved without the use of fever-reducing medication (e.g., ibuprofen, acetaminophen).

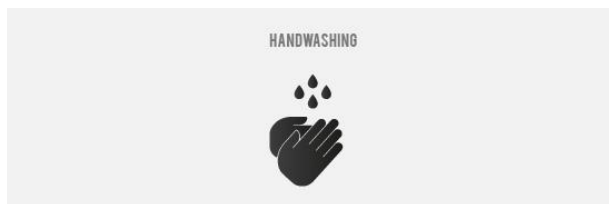
Follow public health guidance, BCCDC guidance, and / or the recommendation of their care provider when they are sick.

### *What to do when sick at school / work*

BCCDC Guidance: If a Staff, children, or other persons develops symptoms of illness at school and is unable to participate in regular activities, they should be supported to go home until their symptoms have improved. Appropriate infections control precautions should be taken while the person is preparing to leave the school premises, including use of appropriate hand hygiene and cleaning/disinfection of surfaces soiled with bodily fluids. They may use a mask if they are experiencing respiratory symptoms.

School administrators should also establish procedures for students and staff who become sick while at school/work.

- Continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one (for both the person who is sick and for those who may be assisting them).
- Make arrangements for the student/staff to go home as soon as possible (e.g., contact student's parent/caregiver for pick-up).
- Some students or staff may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably and are separated from others
  - Younger children must be supervised when separated. Supervising staff can wear a non-medical mask, and should avoid touching bodily fluids as much as possible and practice diligent hand hygiene.
- Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the person's bodily fluids may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. Cleaning/disinfecting the entire room the person was in (a "terminal" clean) is not required in these circumstances.
- Request that the individual stay home until symptoms have improved and they feel well enough to participate in all school-related activities.



## 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.

### *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 once daily by the custodial staff.

### **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.

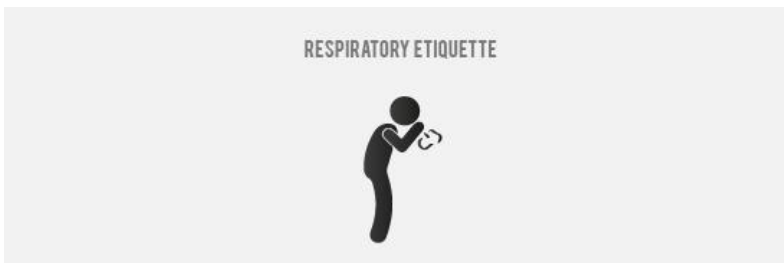
#### **Step-by-step procedure to effectively wash your hands:**

- 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 ABCs 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.

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.



### **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.



## Personal Space

Staff and students should be encouraged to respect the personal space of others (the distance from which a person feels comfortable being next to another person).

## The Use of Personal Protective Equipment

### Face Masks

#### **Public Health Guidance**

Personal protective equipment (including masks) can provide an additional layer of protection. 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.

In the event of a regional or provincial public health recommendation or Order requires stricter non-medical mask use than what is outlined in this document, that recommendation or Order should be followed.

The decision to wear a non-medical mask or face covering is a personal choice for staff, students and visitors. A person's choice should be supported and treated with respect.

Schools will continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one, or who become ill at school.

Masks should not be used in place of the other safety measures outlined in this document.

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; for translations: [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.

#### **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 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 (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).

## Personal Items

Staff and students can continue to bring personal items to school, but they should be encouraged to not share items that come in contact with the mouth (e.g. food, drinks, unwashed utensils, cigarettes, vaping devices, wind instruments).

Students can use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. Schools should implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.



## Toys and Sports Equipment

Shared toys, manipulatives and equipment that is used by a larger number of students and staff should be cleaned and disinfected once per 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 **schools** for cleaning toys, manipulatives and equipment.

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.**

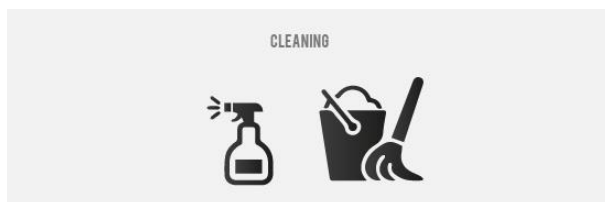
There isn't any need for additional cleaning throughout the day in addition to what our custodial staff are doing, so please do not start cleaning all areas of your classrooms with this product – it is only for the disinfection of toys, sporting equipment and manipulatives. We need to ensure our inventories 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 this document. This includes when different groups of students use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.).

- **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
- 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.
- 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.
- 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 **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.



## 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 to the BCCDCs guidelines.

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, surface dirt and oils are cleaned; disinfect the area by allowing the surface area to dry naturally. Custodians have cleaning procedures in place that are approved by *Health Canada* as effective in killing COVID-19 virus; these procedures 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:

- Regular practices should include general cleaning of the premises.
- Items used by multiple students and staff, and frequently touched surfaces must be cleaned and disinfected at least **once in 24 hours**. Frequently touched surfaces include items used by larger numbers of students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, and toilet handles, as well as shared equipment (e.g., computer keyboards, PE/sports and music equipment), appliances (microwaves) and service counters (library circulation desk), and may change from day to day based upon utilization.
- Frequently touched items like toys or manipulatives that may not be able to be cleaned often (e.g., fabrics) or at all (e.g., sand, foam, playdough, etc.) can be used. Carpets and rugs (e.g., in Kindergarten and StrongStart classes) can also be used.
- Clean and disinfect any surface that is visibly dirty.
- Only use cleaning and disinfecting supplies provided by the district.
- 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.

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 groups of [students/staff] use the same space or equipment (e.g. a classroom, gym, arts room, home economics or science lab, etc.).”

### 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.

- Students in grades K-12 are not required to wear a non-medical mask or face covering when receiving services, though may continue to based on their or their parent/caregiver's personal choice.

### 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 once daily by the teacher or education assistant. 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. Do not share items that students put in their mouths.
- Items such as a cozy swing or safe space for a designated student can be used by multiple students.

- 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:

- Pack in and pack out is recommended to reduce the amount of garbage in school facilities, but not required.
- Do not share food and drinks or eating utensils if not cleaned.

## Food Services – Cafeterias

Schools can continue to include food preparation as part of learning and provide food services, including for sale and meal programs.

- If food services are provided in schools that are regulated under the Food Premises Regulation, no additional measures beyond those articulated in this document and regular requirements as outlined in the regulation need to be implemented (e.g. FoodSafe trained staff, a food safety plan, etc.).
- [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.
- 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.).
- 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.

## 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.

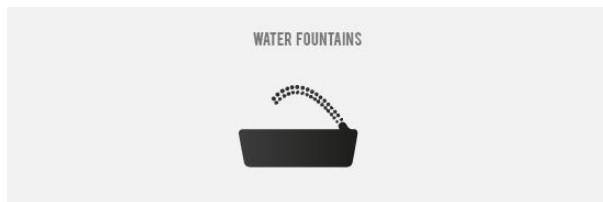
## School Food Events (fundraisers)

Regular food safety measures and requirements should be adhered to for school events and fundraisers (i.e. FoodSafe trained staff, a Food Safety Plan, etc.). If the fundraisers involve the sale of food items, they should also align with the [Guidelines for Food and Beverage Sales in B.C. Schools](#).

## Meal Programs

Schools can continue to accept food donations to support learning and the delivery of meal programs, breakfast clubs and other food access initiatives. School meal programs should follow regular operating practices.

Schools should continue to emphasize that food and beverages should not be shared.





## 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).
- **Access to water and to washrooms should not be restricted. Student washrooms should no longer have occupancy limits posted.**

## Additional Measures for Specific Shared Spaces and Activities

### Visitor Access / Community Use

BCCDC Guidance: Schools can follow normal practices for welcoming visitors and community use of schools.

Visitors, including community groups using the school, should follow applicable communicable disease prevention measures outlined in this document.

### Curriculum, Program & Activities

Schools should implement communicable disease prevention practices (e.g., cleaning and disinfecting, hand hygiene, respiratory etiquette) specific to the activity.

## Transportation

### Buses

BCCDC Guidance: For school buses, schools can follow normal seating and onloading/offloading practices.

- Buses used for transporting students should be cleaned and disinfected in line with the cleaning and disinfection practices outlined above.
- Bus drivers and students should be encouraged to practice hand hygiene and respiratory etiquette.
- Bus drivers, teachers and students in K-12 may choose to wear masks or face coverings when they are on the bus.

### Staff Driving Students

From time to time, extenuating circumstances (e.g. social, economic, health or wellness factors) may require that a child and youth care worker drive students.



- Ensure informed consent obtained from parent/caregiver and authorized by Principal
- Ensure pre-trip is conducted
- Plan route

- Worker must have means of communication when on route (district cell)
- Worker must advise office before leaving and provide approximate time of return
- Worker must advise office that they returned from their trip safely
- Ensure student has conducted their daily health check before embarking
- Worker and passenger must wear a district provided non-medical masks
- Passengers and drivers may choose to put on a mask on prior to embarking and after disembarking vehicle
- Open windows in the vehicle to allow air in
- There must be hand sanitizer for the worker and passenger to use when embarking and upon disembarking the vehicle
- Distance staff and students as much as possible
- Worker must ensure that all high contact areas in the vehicle are routinely cleaned with disinfectant wipes once per day. These include seatbelts, headrests, door handles, steering wheels, and hand holds.
- Always keep your route as short as possible, do not make any unnecessary stops along the way

## General Ventilation and Air Circulation

BCCDC Guidance: Continue to ensure all mechanical heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort of workers (Part 4 of the OHS Regulation), and that they are working properly. Open windows when the weather permits if it doesn't impact the functioning of ventilation systems. Taking students outside more often is no longer necessary for communicable disease prevention.

The district has ensured 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*).

It is important to think of HVAC systems holistically, factoring in both outdoor air supply and filtration. The combination of outdoor air supply and filtration can significantly influence indoor air quality. School districts and independent school authorities should regularly maintain HVAC systems for proper operation. Schools should consider guidance for school ventilation systems offered by ASHRAE.

Schools with recycled/recirculated air systems had their filters upgraded to finer grain filters. The HVAC systems have increase air exchanges in compliance with ASHRAE and WSBC requirements. Air distribution is managed through building automation control systems.

Only where HVAC system function will not be negatively impacted and the weather permits, open windows where possible.

## Ventilation and Power Outage Contingency Plans

### *HVAC system*

Each SD42 facility has unique measures in place for improving ventilation and indoor air quality in the event the HVAC system is temporarily out of service. To determine risk levels, buildings experiencing a power outage should consult with the health and safety manager, who will require the following information:

- Number of occupants

- Square footage of room
- Ceiling height
- Availability of opening windows/doors
- Type of activity taking place

If staff are unable to open outside windows or doors during an HVAC system outage, class can be held outside (if weather permits), in the gymnasium, in the library, or in any other available learning space until the risk assessment is complete.

### *Outage occurs during the school day*

If a power outage occurs during the school day and ventilation units stop working, students and staff can remain in the building. To improve air flow and reduce risk, staff should:

- Open outdoor windows and/or doors
- Space students and staff out as much as possible
- If weather permits, engage in outdoor learning activities
- In cold temperatures, windows and doors can be opened for a few minutes at a time, which will allow for acceptable levels of air circulation and improve air quality
- Take regular outdoor breaks to allow for ventilation of the room
- Refrain from singing, strenuous activity, speaking loudly, and yelling as these activities increase aerosol droplets
- If classroom windows do not open, outdoor classroom doors should be opened

If a power outage occurs after hours, custodians may not be able to perform their evening disinfection requirements. Custodians must report the outage to the custodial supervisor, who will determine the estimated time until power is restored. If custodians have enough daylight to perform priority tasks, they are required to:

- clean washrooms (if light allows)
- disinfect desks/tables and high touch surfaces
- take out garbage (perishable items)

If power is not restored and custodians are unable to finish their tasks, they must list for their supervisor the rooms and duties that are incomplete. The supervisor will relay the information to the operations manager, who will work with the principal to create a plan to complete the work in the morning.

At the discretion of the custodial supervisor or manager on-call, custodial staff at schools without power will be redirected to work at other sites until power has returned or will remain onsite for security or fire watch.

### *Closures during working hours*

For closures during day-time hours, a decision will be made whether teachers/staff will remain on site, be reassigned, or be sent home to work remotely. The closure of the district education office will follow decisions made around school closures.

If buildings are closed to students and staff, only staff critical to attending to the extreme-weather situation will be expected to come to work. Those considered to be part of the Inclement Weather Response Team include:

- senior staff

- school principals and vice principals
- HR representative (dispatch coordinator)
- IT representative (to be determined)
- maintenance grounds and custodial staff

Bargaining unit members who are regularly scheduled and expected to work during inclement weather closures, will be remunerated with time in lieu. Please note that during times of inclement weather, casual custodians may be offered work to assist with the emergent situation.

Administrators are asked to remain at their school to ensure students who may not be able to be picked up are safe. Administrators unable to remain at their school due to the extreme weather conditions are asked to report to their assistant superintendent so an alternative plan for school representation may occur.

### *Closures prior to school opening*

For closures occurring prior to school opening, TTOC/casuals will be notified that their shift has been cancelled. If human resources have made contact with the TTOC/casual prior to them leaving home, the TTOC/casual will not be paid. If the TTOC/casual is contacted on route to work/or has arrived at work, the provisions of the collective agreement will apply.

It may be necessary to temporarily close facilities when extreme weather conditions exist that could endanger the health and safety of students and staff. For closures occurring prior to the start of the school day, schools will be closed for both students and staff. Classes may be conducted remotely if technology permits.

The decision to close schools due to inclement weather will be at the discretion of the superintendent in consultation with the secretary treasurer and director of maintenance. In some cases, closures may occur during working hours. In situations where the closure is made prior to the start of the school day, the decision will be made by 6:30 a.m. and announced on:

- the SD42 website
- the SD42 Facebook feed ([SD42Facebook](#))
- the SD42 Twitter feed ([@sd 42news](#))
- News 1130, CKNW, and CBC 690 radio stations

## **Music / Physical Health Ed / Outdoor / Food & Culinary / Theatre, Film & Dance / Other Shared Equipment Programs**

Students should be encouraged to practice proper hand hygiene before and after shared equipment use. Equipment that touches the mouth (e.g., instrument mouth pieces, water bottles, utensils) or has been in contact with bodily fluids should not be shared unless cleaned and disinfected uses.

### **LAUNDRY**

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



## School Libraries/Learning Commons

Regular book browsing and circulation processes can occur as per routine practice.

## 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 by the teacher in elementary schools or by students in secondary if supervised once per day.

### Wind Instruments Specifics

- Wind instruments are permitted in schools.
- 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 are used 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.
  - 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 Program & Entry

Frequently touched items like toys or manipulatives that may not be able to be cleaned often (such as fabrics) or at all (e.g., sand, foam, playdough) and carpets and rugs can be used.

## Extracurricular Activities

Intra- and inter-school extracurricular activities and special interest clubs can occur in alignment with the guidelines in this document and requirements of relevant local, regional and provincial public health recommendations and orders for community gatherings and events.

## Field Trips and Camps

When planning field trips, staff should follow existing policies and procedures as well as the guidance in this document. Schools should consider guidance provided for overnight camps from [BCCDC](#) and the BC Camps Association when planning overnight trips that include group accommodation.

## Emergency Procedures

Emergency and evacuation planning, and drills should consider communicable disease prevention plans. In the event of an actual emergency, communicable disease prevention measures can be suspended to ensure for a time, efficient, and safe response.

## 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. Wear a non-medical face mask.
- 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, try to remain 2 metres from the injured/ill staff member and wear appropriate PPE.
  - If providing direct care 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 and wear appropriate PPE.
  - 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 and a non-medical disposable 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 especially with the variants of concern. 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.

District monitoring and assessment will be conducted as stages change or as directed by public health.

## 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
  - Conduct needs-based assessments and regular ‘check-ins’ after the orientation session, and provide contact information to students/ staff for requesting additional supports
  - Provide information on how to access counselling services during school start up
  - For staff: consider sharing [Building Compassionate Communities in a New Normal](#) webinar link. This free webinar 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 student.

## 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-guidelines.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-distancing-IS-children.pdf>




- NACTAR - Managing the Social Emotional and Traumatic Impact SCHOOL VERSION  
<https://nactatr.com/news/files/01GuideRe-Entry.pdf>





# 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\_001



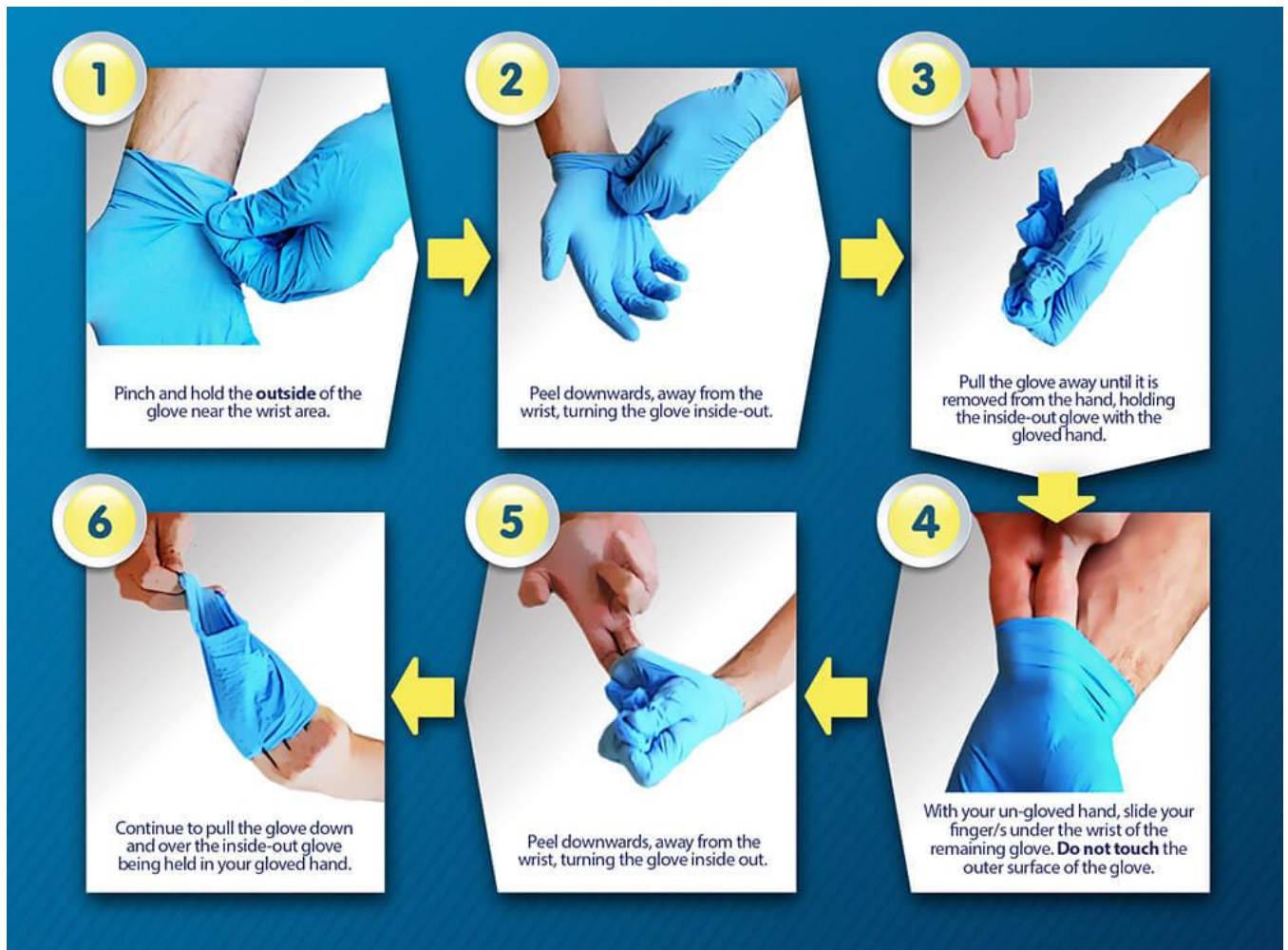
 **BRITISH COLUMBIA** Ministry of Health

 **CCC** 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

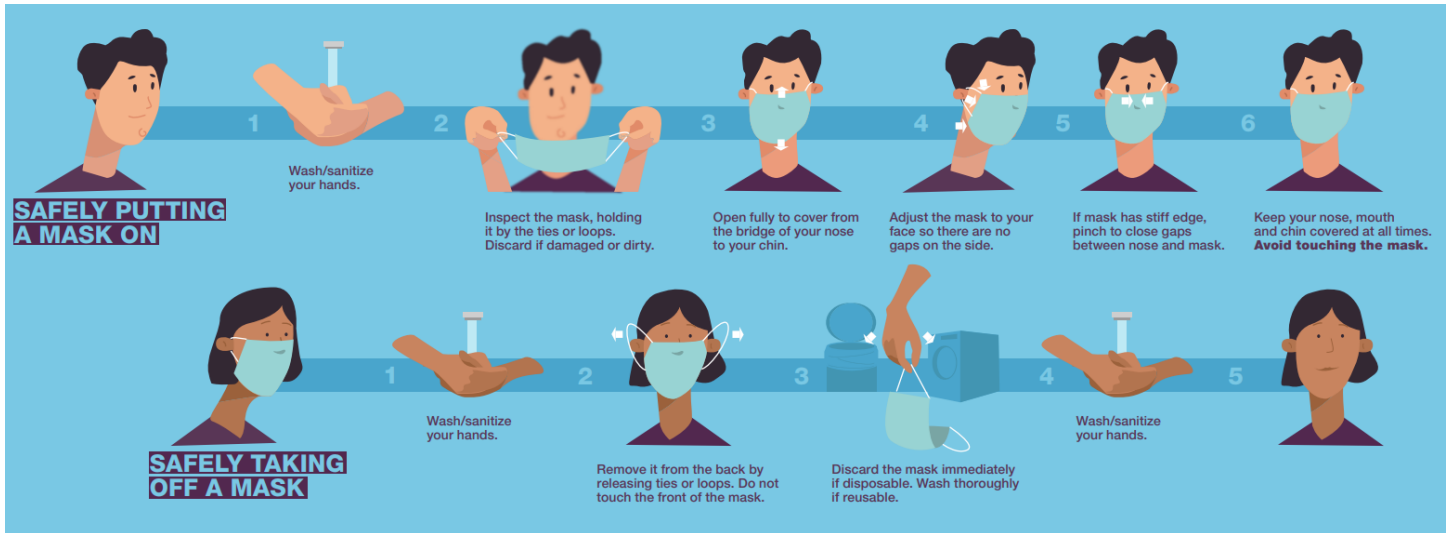
For First Aid attendants, personal care, or custodial/maintenance work.



## 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:

mask 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

### 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

