[redacted]

STAGE 2: RETURN TO SCHOOL

2020

COVID-19 Protocols for School Operations

Alan Rice, Secretary Treasurer

SD5 Southeast Kootenay

8/25/2020

COVID-19 Protocols for School Operations

Contents

General Information 2

COVID-19 Preventative Measures 3

Learning Groups 4

Infection Prevention and Exposure Control Measures 7

- Public Health Measures 8
- Environmental Measures 9
- Administrative Measures 11

Hand Washing Protocols 16

Personal Protective Equipment (PPE) 17

Students with Disabilities/Diverse-Abilities and Students Who Require Additional Supports 19

Some Additional Points to Remember in Situations Where You Interact with Students with Complex Needs 19

Arrival Procedures 22

Child Health Screening 22

Hazardous Materials 23

Appendix A: Summary of School-Based Control Measures 36

Appendix B: Daily Health Checks 37

Appendix C: What to do if Students or Staff Members Develop Symptoms 38

Appendix D: Hand Washing Protocol and When to Perform Hand Hygiene at School 39

Appendix D Enhanced Cleaning Procedures 41

Appendix E Universal Precautions 42

Appendix F Safe Diapering 43

Appendix G How to Use a Mask 44

COVID-19 Protocols for School Operations

General Information

As information on COVID-19 illness is evolving, up-to-date information on symptoms and prevention can be found on the Canada.ca, BCCDC and WHO Novel Coronavirus websites. This document is a living document with the most current version to be found on the School District 5 (SD5) website, refer to SD5 Website. This website also has the link to additional links and resources.

The Ministry of Education Five Stage Framework for K-12 includes comprehensive COVID-19 health and safety measures and aligns with B.C.'s Restart Plan. Based on new public health guidance for K-12 schools from the Provincial Health Officer, the Five Stages have been updated to outline expectations for B.C. elementary, middle and secondary schools for the 2020/21 school year. This includes organizing students into Learning Groups to help limit contact and potential exposure.

The September start-up will be supported by the four foundational principles established at the beginning of the COVID-19 pandemic:

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.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Learning Group Size ▪ Elementary: N/A ▪ Middle: N/A ▪ Secondary: N/A	**Learning Group Size** ▪ Elementary: **60** ▪ Middle: **60** ▪ Secondary: **120**	**Learning Group Size** ▪ Elementary: **30** ▪ Middle: **30** ▪ Secondary: **60**	**Learning Group Size** ▪ Elementary: **30** ▪ Middle: **30** ▪ Secondary: **30**	**Learning Group Size** ▪ Elementary: **0** ▪ Middle: **0** ▪ Secondary: **0**
DENSITY TARGETS: ▪ Not applicable	**DENSITY TARGETS:** ▪ Not applicable	**DENSITY TARGETS:** ▪ 50% for all schools	**DENSITY TARGETS:** ▪ 25% for all schools	**DENSITY TARGETS:** ▪ 0% for all schools
IN-CLASS INSTRUCTION: Full-time all students, all grades	**IN-CLASS INSTRUCTION:** Full-time instruction for all students for the maximum instructional time possible within cohort limits. Self-directed learning supplements in-class instruction, if required.	**IN-CLASS INSTRUCTION:** Full-time instruction for: ▪ children of essential service workers ▪ students with disabilities/diverse abilities ▪ students who require additional supports In-class instruction for all other students for the maximum time possible within cohort limits. Self-directed and remote learning supplements in-class instruction.	**IN-CLASS INSTRUCTION:** Full-time instruction for: ▪ children of essential service workers ▪ students with disabilities/diverse abilities ▪ students who require additional supports Remote learning for all other students	**IN-CLASS INSTRUCTION:** 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.*

COVID-19 Protocols for School Operations

COVID-19 Preventative Measures

Measures applicable to Staff, students and visitors:

- **Stay home if you have symptoms of COVID-19 or travelled outside of Canada in the last 14 days.**
    - The most common symptoms of COVID-19 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, or muscle aches.**
        - Additional symptoms may include: stuffy nose, conjunctivitis (pink eye), dizziness/confusion, abdominal pain, skin rashes or discoloration of fingers or toes.
    - **Parents will be required to monitor their children daily for symptoms and not send them to school if they are sick. Anyone who is sick will not be allowed in school.**
- Any student, staff, or other person within the school who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider.
    - Students or staff may still attend school if a member of their household has cold, influenza, or COVID19-like symptoms, provided the student/staff is asymptomatic. It is expected the symptomatic household member is seeking assessment by a health-care provider.
    - Students and staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms they should seek assessment by a health-care provider.
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
    - **If a child has any symptoms, they must not go to school.**
- Staff and other adults must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
    - If staff or any adult has any symptoms, they must not enter the school.
- Non-medical masks or face coverings are required for **all staff** and **all middle and secondary school students** when they are in high traffic areas (e.g. hallways, common areas, school buses) and anytime they are outside of their classroom or learning group and physical distance cannot be maintained (e.g. specialist teachers or EAs working in close proximity to students across learning groups).
- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff). No student needs to wear a non-medical mask if they do not tolerate it.
- Parents/guardians will be required to confirm they understand the requirement to self-assess their child and return the form **prior** to the child attending the school.
- School administrators must:
    - Ensure school staff and other adults entering the school are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school.
    - Clearly communicate with parents and caregivers about their responsibility to assess their children daily before sending them to school.

        - Consider having parents and caregivers provide a copy of a completed daily health check form that confirms they understand how to complete the daily health check and that it must be completed daily. An example is included as Appendix B.
        - Alternatively, conduct daily health checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID19, or other respiratory disease.
    - Establish procedures for those who become sick while at school to be sent home as soon as possible.
        - Some students may not be able to be picked up immediately. As such, consider having a space available where the student or staff member can wait comfortably, which is separated from others.
- Those unsure of if they or a student should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool.
    - They can also be advised to contact 8-1-1, a family physician or nurse practitioner to be assessed for COVID19 and other infectious respiratory diseases.
    - If concerned, they can be advised to contact the local public health unit to seek further guidance.
- There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health-care professionals.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- No sharing of food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.

If a student or staff is confirmed to have COVID-19, public health will do an investigation to confirm if any staff or students have been in close contact with that person and need to self-isolate. Public health will inform the school and superintendent if there are close contacts of a confirmed case within a learning group or school.

An information sheet on what to do if a student or staff member becomes ill at school is included as Appendix C.

Learning Groups

To get the most students back in full-time in-class instruction in September, the Provincial Health Officer has recommended the use of Learning Groups to reduce the number of close, in-person interactions. This will reduce the number of people each student or staff member comes into contact with, thereby reducing the risk of transmission and ensuring quicker contact tracing by health authorities.

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

- In **Stage 2**, members of the same learning group must minimize physical contact.
- In **Stages 3 and 4**, staff, as well as middle and secondary school students, will have to maintain physical distance at all times (even if they are part of the same learning group).

What is a Learning Group?

A Learning Group is a group of students and staff who remain together throughout the school quarter, semester or year, and who primarily interact with each other.

▪ Examples include a single class, multiple classes that occasionally meet for additional learning activities, or a group of secondary school students with the same courses.

▪ Extracurricular activities will likely involve students interacting outside of their Learning Groups and will require appropriate physical distancing in those circumstances.

▪ Learning Groups are recommended by the Provincial Health Officer as an effective way to limit the number of interactions between people in schools and subsequently reduce potential exposures to COVID-19.

Learning group size limits were established by provincial medical health officers based on a number of considerations including:

- Compared to some other community settings, schools are considered "controlled environments" in that they have a comprehensive set of safety measures in place, a consistent and limited group of people accessing the building, and the majority of those people are children who are at lower risk for transmitting COVID-19. The combination of these features reduces the risk of bringing more children and youth together in schools.
- The significant academic, social and emotional benefits of providing more students with more in-class learning time in a closer to normal learning environment – minimizing learning gaps, increasing peer interaction and support, decreasing feelings of isolation.
- The typical format of instruction in B.C. (e.g. one teacher with a consistent group of students in elementary, multiple teachers and inconsistent groupings of students in secondary).
- The low community prevalence of COVID-19 currently in B.C., particularly amongst school-aged children. Provincial contact tracing and testing capacity.

Learning groups will be smaller for elementary students recognizing that it's more challenging for younger children to maintain physical distance from each other, while older students are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19. Allowing larger learning groups in secondary schools also enables more flexibility in meeting students' diverse learning needs.

Interacting with Learning Groups

Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment.

Those outside of a learning group must practice physical distancing when interacting with the learning group. For example, an itinerant educator (e.g. a teacher teaching on call, an Indigenous support

worker, a teacher candidate, a district specialist) can teach/support multiple learning groups but should maintain physical distance from students and other staff as much as possible. In an elementary or secondary school, two classes from different learning groups can be in the same learning space at the same time if a two-metre distance can be maintained between people from different learning groups.

During break times (e.g. recess and lunch), students may want to socialize with peers in different learning groups. There are different considerations for elementary and middle/secondary students when socializing outside of their learning group. Schools should make sure these considerations are clearly communicated and explained to students.

Elementary students:

- When interacting with peers outside of their learning group, students should:
    - minimize physical contact when outdoors although physical distancing should be encouraged;
    - maintain physical distance (2m) when indoors. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower risk environment than indoors.

Middle/secondary students:

- When interacting with peers outside of their learning group, students should maintain physical distance (2m).
- Middle and secondary school students capable of consistently maintaining physical distance, when it is required, should be expected to do so. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

Itinerant Staff and Specialists

Schools should minimize the number of staff who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. As such, school districts and schools should, where possible, assign staff to a specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need special assistance. Examples could include assigning an educational assistant to a learning group where they can support one or more students in the same learning group, or assigning a teacher teaching on call or a teacher candidate on practicum to a learning group if they have been offered an extended assignment at a single school. Schools and school districts must consider learning group size limits when assigning staff to learning groups.

Staff outside of a learning group must practice physical distancing when interacting with the learning group. For example, a learning assistance teacher or a counsellor can work with students from multiple learning groups, but they should maintain physical distance from students and other staff as much as possible.

In situations where staff outside a learning group cannot practice physical distancing, other measures must be explored, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, installing a physical barrier made of transparent materials, or providing virtual services where possible.

When staff are interacting with people outside of their learning group; physical distance cannot be consistently maintained; and none of the strategies outlined above are viable options, 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). Schools will have non-medical masks and face shields available for staff.

Physical Distancing

Physical distancing requirements vary between stages 2, 3 and 4 (refer to Physical Distancing – Page12):

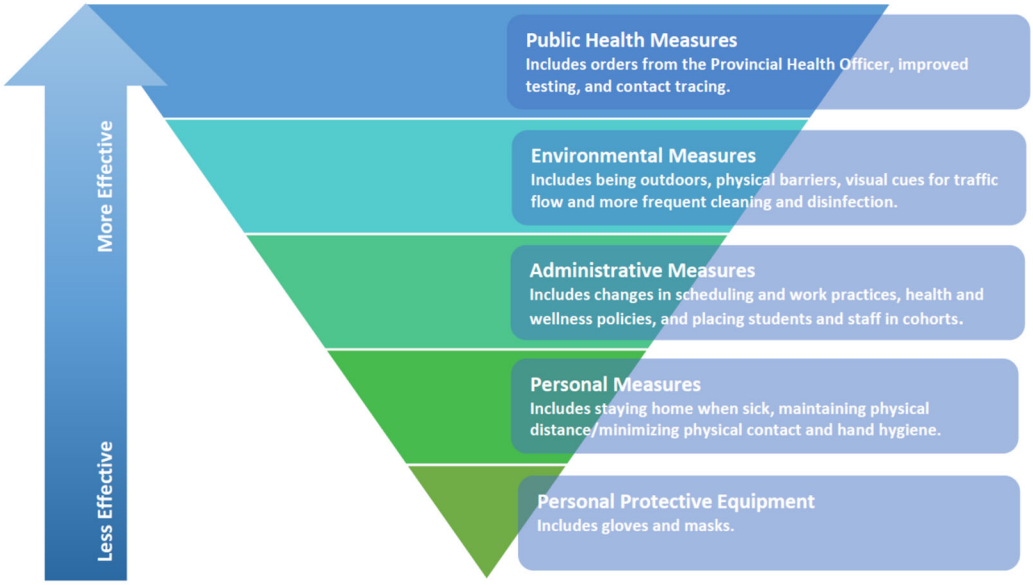
STAGE 2	STAGE 3	STAGE 4
▪ Physical distancing (2m) for staff and for middle and secondary school students when interacting outside of their learning groups ▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors.	▪ Physical distancing (2m) for staff, middle and secondary school students at all times. ▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors.	

Infection Prevention and Exposure Control Measures

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

Schools are considered a controlled environment by public health. This is because schools include a consistent grouping of people, there are robust illness policies for students and staff and there is an ability to implement effective personal practices that are followed by most people in the setting (e.g. diligent hand hygiene, respiratory etiquette, 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 COVID19 is substantially reduced.



Public Health Measures

1. 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 is focused on one-time events where people gather and where control measures may be hard to implement

2. Case Finding, Contact Tracing and Outbreak Management

Active testing of anyone with cold, influenza or COVID-19-like symptoms, even mild ones, helps identify cases early in the course of their disease. When a person is confirmed as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak, and whether others in close contact with them are at risk for infection. Not everyone who has been in contact with a confirmed COVID-19 case is determined to be a close contact. Public health determines who is considered a close contact.

Schools and school districts should work with their school medical health officer (refer to respective community for contact information) to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the school medical health officer. This reporting is helpful in early identification of clusters and outbreaks.

When a person is confirmed by public health as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe.

If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.

Schools should 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.

3. Self-isolation and Quarantine

Students and staff with cold, influenza, or COVID-19 like symptoms should stay home, self-isolate, and be assessed by a health-care provider. Testing is recommended for anyone with these symptoms, even mild ones.

Self-isolation is also advised for those who are considered a close contact of a confirmed case. Public health staff identify and notify close contacts of a confirmed case. Public health also ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place.

Quarantine is a term typically reserved for people who return from travel outside the country, who are at risk of developing COVID-19.

4. Quarantine for International Travellers Returning to B.C.

All students and staff who have travelled outside of Canada are required to quarantine for 14 days under both provincial and federal orders. 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 quarantine orders.

Environmental Measures

1. Cleaning and Disinfection

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document.

Follow these procedures when cleaning and disinfecting:

- Remove or limit the use of:
    - frequently touched items that are not easily cleaned (e.g., fabric or soft items, plush toys)
    - shared equipment, as much as is practical to do so (e.g., instead, try to assemble individualized/small group kits that can be assigned to students, if possible to do so)
- If shared equipment/items have to be used, they should be cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document.
- Always wash hands before and after handling shared objects.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different children.
- Dishwasher-safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle.

This includes:

- General cleaning and disinfecting of the premises at least **once every 24 hours**.
    - This includes items that only a single student uses, like an individual desk or locker.
- Cleaning and disinfecting of frequently-touched surfaces at least **twice every 24 hours**.
    - These include door knobs, light switches, toilet handles, tables, desks and chairs used by multiple students, keyboards and toys.
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
    - See Health Canada's list of hard-surface disinfectants for use against coronavirus (COVID-19) for specific brands and disinfectant products.
- Limit frequently-touched items that are not easily cleaned.
- Empty garbage containers daily.
- Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.

The same cleaning and disinfecting frequency guidelines outlined above apply when different learning groups use the same space (e.g., classroom, gym, arts room, home economics or science lab, etc.), or when the composition of a learning group changes at the end of a school term.

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. Laminated paper-based products should be cleaned and disinfected daily if they are touched by multiple people.

2. 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).

3. Traffic Flow

Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.

4. Physical Barriers

Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a learning group. This may

include the front reception desk where visitors check in or in the cafeteria where food is distributed.

Administrative Measures

Reducing the number of in-person, close interactions an individual has in a day with different people helps to prevent the spread of COVID-19. This can be accomplished in K-12 school settings through two different but complementary approaches: learning groups and physical distancing.

- A learning group is a group of students and staff who remain together throughout a school term.
- Physical distancing is maintaining a distance of two metres between two or more people.

1. Learning groups

Learning groups reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced.

- In elementary and middle schools, a learning group can be composed of up to 60 people.
- In secondary schools, a learning group can be composed of up to 120 people.
- Learning groups can be composed of students and staff.

Learning groups are smaller in elementary and middle 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.

Learning groups are larger in secondary schools due to the increased ability of children in that setting to be able to consistently minimize physical contact, practice hand hygiene, ensure physical distance where necessary and recognize and articulate symptoms of illness.

School administrators should determine the composition of the learning groups. The composition of the learning group should remain consistent for all activities that occur in schools, including but not limited to learning and breaks (lunch, recess, classroom changes, etc).

Within the learning group minimized physical contact should be encouraged, but a two-metre physical distance does not need to be maintained.

Learning group composition can be changed at the start of a new quarter, semester or term in the school year. Outside of these, composition should be changed as minimally as possible, except where required to support optimal school functioning. This may include learning, operational or student health and safety considerations.

Consistent seating arrangements are encouraged within learning groups where practical. This can assist public health should contact tracing need to occur.

School administrators should keep up-to-date lists of all members of a learning group to share with public health should contact tracing need to occur.

2. Interacting with Learning groups

Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as is practical to do so while supporting learning and a positive, healthy and safe environment.

Non-medical masks or face coverings are required for all staff and all middle and secondary school students when they are in high traffic areas (e.g. hallways, common areas, school buses) and anytime they are outside of their classroom or learning group and physical distance cannot be maintained (e.g. specialist teachers or EAs working in close proximity to students across learning groups).

Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff). No student needs to wear a non-medical mask if they do not tolerate it.

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

- In **elementary schools**, students can socialize with peers in different learning groups if they are outdoors and can minimize physical contact (physical distancing should be encouraged) or if they are indoors and can maintain physical distance.
    - Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower risk environment than indoors.
- In **middle and secondary schools**, students can socialize with peers in different learning groups if they can maintain physical distance, but must wear masks/face coverings when in high traffic areas. Students must maintain physical distance when socializing with peers in different learning groups.
    - Middle- and 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 or where they can be supported to physically distance.

Unless they are part of the same learning group, staff and other adults should maintain physical distance from each other at all times. This includes during break times and in meetings.

Students from different learning groups may be required to be together to receive beneficial social supports, programs or services (e.g. meal programs, after school clubs, etc.). Within these supports or services, it is expected that learning groups and physical distance are maintained as much as is practical to do so while still ensuring the support, program or service continues. This does not apply to extracurricular activities where physical distance between learning groups must be maintained.

Elementary and middle schools are likely able to implement learning groups without reducing the number of individuals typically within the school. Secondary schools may use both approaches: implement learning groups and reduce the number of individuals typically within the school to enable physical distance for out-of-learning group interactions. This may be necessary due to the

larger number of people and the increased frequency of classroom exchanges that typically occur within secondary schools.

3. School Gatherings

School gatherings should occur within the learning group.

- Gatherings should not exceed the maximum learning group 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.
- These gatherings should happen minimally.
- Schools should seek virtual alternatives for larger gatherings and assemblies.

4. Physical Distancing

Adults in-school and on school grounds must maintain the 2 metre physical distance, or use appropriate protective measures (physical barriers or PPE).

In Stage 2 within learning groups, there are no physical distancing requirements between students or between students and adults, but physical contact should be minimized.

Outside of learning group groupings, physical distancing is required within the schools. Outdoors, learning groups are able to comingle although physical distancing is recommended and contact between students should be minimized.

Due to physical space limitations it may be necessary to reduce the number of individuals within secondary schools at any given time to ensure that physical distance can be maintained when required. Secondary schools should continue to prioritize the attendance of students who most benefit from in-person support and learners with diverse needs, as well as consider alternative learning modalities and off-campus learning.

5. Other Strategies

The following strategies should be implemented wherever possible in the K-12 school setting:

- Avoid close greetings (e.g., hugs, handshakes).
- Encourage students and staff to not touch their faces.
- Spread people out as much as is practical to do so:
    - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).
- For middle and secondary schools, consider arranging desks/tables so students are not facing each other and using consistent seating arrangements.
- Consider strategies that prevent crowding at pick-up and drop-off times.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often. Organize learning activities outside including snack time, place-based learning and unstructured time.

    - Take activities that involve movement, including those for physical health and education, outside.
    - Playgrounds are a safe environment. Ensure appropriate hand hygiene practices before and after outdoor play.
- Incorporate more individual activities or activities that encourage greater space between students and staff.
    - For elementary students, adapt group activities to minimize physical contact and reduce shared items.
    - For middle and secondary students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways, to minimize crowding and allow for ease of people passing through.
- Parents, caregivers, health-care providers, volunteers and other non-staff adults (e.g. visitors) entering the school should be prioritized to those supporting activities that are of benefit to student learning and wellbeing (e.g. teacher candidates, immunizers, meal program volunteers, etc.).
    - All visitors should confirm they have completed the requirements of a daily health check before entering.
    - Schools should keep a list of the date, names and contact information for all visitors who enter the school.

6. Extracurricular Activities

Extracurricular activities including sports, arts or special interest clubs can occur if physical distance can be maintained between members of different learning groups and reduced physical contact is practiced by those within the same learning group.

Inter-school events including competitions, tournaments and festivals, should not occur at this time. This will be re-evaluated in mid-fall 2020.

7. Student Transportation on Buses

Buses used for transporting students should be cleaned and disinfected according the guidance provided in the BCCDC's Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada.

Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.

Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when they cannot maintain physical distance or be behind a physical barrier in the course of their duties.

- Schools will have non-medical masks and face shields available for staff.
- See the Supporting Students with Disabilities/Diverse Abilities section for more information on safety measures when staff are required to be in physical contact with students.

Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school**.

Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.

Where possible, bus line-up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape markings on pavement, etc.) where required.

- Schools should provide support for students who are not able to physically distance.

Middle and secondary students are required to wear non-medical masks when they are on the bus. Exceptions will be made for students who cannot wear masks for medical reasons. For more information, see the Personal Protective Equipment section.

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

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

- Use consistent and assigned seating arrangements.
  - Prioritize students sharing a seat with a member of their household or learning group.
  - 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.).
- If space is available, students should each have their own seat.
  - They should be seated beside the window.

Additional measures can be taken, including:

- Encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) by students and staff where possible to decrease transportation density.
- Bus drivers will wear face shields and masks when loading and unloading the bus. The driver's face shield will be removed while the bus is moving.
- See the Field Trips section for more guidance about safety measures for field trips.

Schools/school districts should keep up-to-date passenger lists to share with public health should contact tracing need to occur.

8. Food Services

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

- 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.).
- Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items)

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

Hand Washing Protocols

Refer to standard BCCDC procedures in Appendix D.

Children and employees must wash their hands:

- When they arrive at school and before they go home
- Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions, moving to on-site childcare, etc.)
- Before eating and drinking (or handling food)
- After using the toilet
- After sneezing or coughing into hands (refer to Sick Child procedures)
- Whenever hands are visibly dirty
- After cleaning tasks (employees)

Hand Hygiene

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Both students and staff can pick up and spread germs easily, from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. Parents, caregivers and staff can teach and reinforce these practices amongst students.

How to practice diligent hand hygiene:

- Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19.
- If sinks are not available *(e.g., students and staff are outdoors),* use alcohol-based hand rub containing at least 60% alcohol.
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.
- To learn about how to perform hand hygiene, please refer to the BCCDC's hand washing poster (Appendix D).

COVID-19 Protocols for School Operations

Strategies to ensure diligent hand hygiene:

- Facilitate regular opportunities for staff and students to practice hand hygiene.
    - Use portable hand-washing sites or alcohol-based hand rub dispensers where sinks are not available.
- Promote the importance of diligent hand hygiene to staff and students regularly.
    - Use posters and other methods of promotion.
- Ensure hand washing supplies are well stocked at all times including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
- Staff should assist younger students with hand hygiene as needed.

Respiratory Etiquette Students and staff should:

- Cough or sneeze into their elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

Parents and staff can teach and reinforce these practices among students.

Personal Protective Equipment (PPE)

PPE, such as masks and gloves, are not needed within the learning group for most staff beyond that used as part of routine practices for the hazards normally encountered in their regular course of work.

Non-medical masks or face coverings are required for **all staff** and **all middle and secondary school students** when they are in high traffic areas (e.g. hallways, common areas, school buses) and anytime they are outside of their classroom or learning group and physical distance cannot be maintained (e.g. specialist teachers or EAs working in close proximity to students across learning groups).

Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff). No student needs to wear a non-medical mask if they do not tolerate it.

Schools will have non-medical masks and face shields available for staff. A minimum of 2 re-useable non-medical masks will be provided to employees and students at the beginning of the school year.

Wearing 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 outside of the circumstances outlined above is a personal choice and will be respected.

Wearing non-medical masks at all times in schools is not recommended as there are multiple, more effective infection prevention and exposure control measures in place, 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;
- Enhanced cleaning and disinfection;

- Placing students and staff into consistent groupings of people (learning groups);
- Adapting learning environments to maximize the use of space;
- Ensuring physical distance can be maintained between learning groups; and
- Frequent hand hygiene These measures provide multiple layers of protection that reduce the risk of transmission.

Students with Medical Complexity, Immune Suppression and/or Receiving Delegated Care

Managing students with medical complexities, immune suppression or receiving delegated care may require those providing health services (e.g. staff providing delegated care or other health-care providers) to be in close physical proximity or in physical contact with a medically complex or immune suppressed student for an extended period of time. In community-based clinical settings where there is low incidence and prevalence of COVID-19, additional PPE over and above that required for routine practices is not required. The same guidance is applicable to those providing health services in schools.

If a person providing health services assesses the need for additional PPE following a point of care risk assessment it should be worn. Those providing health services should wear a mask when working in close proximity with students who are at a higher risk of severe illness due to COVID-19 (e.g. children with immune suppression), particularly those who work at multiple sites.

Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. They are encouraged to work with them directly to confirm what PPE is recommended for the services they provide in school settings.

No health services should be provided to a student in school who is exhibiting any symptoms of COVID-19 (beyond those detailed if a student develops symptoms at school, as detailed in Appendix C).

While implementation of infection prevention and exposure control measures help create a safe environment by helping to significantly reduce the risk of COVID-19 transmission, it does not eliminate the risk entirely. Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with their healthcare provider to determine their child's level of risk.

Students with Disabilities and Diverse Abilities

Staff or other care providers working with students with disabilities and diverse abilities should continue with regular precaution. No additional mitigation measures or PPE are required.

Non-Medical Masks

Wearing a non-medical mask or face covering within schools is a personal choice for students and adults. Non-medical masks or face coverings may be useful when physical distance cannot be consistently maintained and the person is interacting with people outside of their learning group for extended periods of time (e.g. middle and secondary students on a school bus, etc.). It is important to treat people wearing masks with respect.

Those that choose to wear non-medical masks must still seek to maintain physical distance from people outside of their learning group. There must be no crowding, gathering or congregating of people from different learning groups, even if non-medical masks are worn.

COVID-19 Protocols for School Operations

Schools should consider requesting students and staff have a non-medical mask or face covering available at school so it is accessible should they become ill while at school.

More information about COVID-related mask use is available on the BC Centre for Disease Control website.

Students with Disabilities/Diverse-Abilities and Students Who Require Additional Supports

For some medically fragile kids are at higher risk during the pandemic and restart. Check BC CDC website for information http://www.bccdc.ca/health-info/diseases-conditions/covid-19/priority-populations

It is anticipated that most children requiring in-person instruction in K-12 school settings will be capable of following the District Health and Safety procedures outlined.

Some students will require more personal assistance and care. These student may require hands-on support.

Some Additional Points to Remember in Situations Where You Interact with Students with Complex Needs

Universal Precautions

There are number of universal precautions (see Appendix E) we have in place around the regular personal care we provide students before our current pandemic. Please be vigilant in using universal precautions.

Please use your Mandt Training

- Keep Your Radar On.
- Use Crisis Cycle knowledge and remember inverted Maslow.
- Use Graded and Gradual Hierarchy of Interventions.

The Use of Personal Protective Equipment (PPE)

- Gloves are not needed, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work.
- Gloves must be used when dealing with all bodily fluids.

Behaviour Support Plans and Staff Response Plans

- Children should be screened case by case to determine levels of support required to safely bring students into the school environment and any support plans will be provided to the School Principal.
- Staff working with children that have Behaviour Support Plans and/or Staff Safety Plans in place should review these plans prior to working with the child.
- Managing students with complex behaviours or experiencing a health emergency may require staff to be in close physical proximity with a student.

COVID-19 Protocols for School Operations

Physical Distancing Recommendations

- Maintain physical distancing of 2 metres between adults in the building.
- Minimize physical contact - Remind children, “Hands to Yourself!”
- Provide additional EA support 1-1 or 2-1
- Avoiding close greetings like hugs or handshakes; remind children to keep hands to themselves
- Help younger children learn about physical distancing by creating games.
- Use social stories where appropriate
- Use visuals for communication
- Older children can be provided age appropriate reading material and encouraged to self-regulate.

Recommendations on Spitting

- Although this behaviour is challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with handwashing and cleaning
- Wipe down any area with saliva with approved sanitizer or disinfectant wipes
- If in contact with saliva, wash hands and/or affected areas; report to supervisor

Recommendations on Biting

- If in contact with saliva, wash hands and/or affected areas; report to supervisor

Recommendations on Toileting or Diapering

- Wear gloves
- Wash hands before and after toileting
- Safe diapering (see Appendix B)

Children requiring a Nursing Support Services Care Plans

- NSSC nurses will review care plans, train staff on new delegated procedures Parents must carry out medical services for their child, until staff are trained in the proper procedure.
- As NSSC are outside on all learning groups PPE or physical barriers must be used.

Recommendations on Toys and School Supplies

- Keep enough toys out to encourage play within the learning group.
- Try to limit toys and other items to those that can be easily cleaned.
- Sharing of school supplies will not be allowed.
- There is no need to limit the distribution or sharing of books or paper based educational resources to students due to concerns about virus transmission.
- Laminated or other hard service items should be cleaned once daily if used by multiple individuals during the day.
- Coordinate with school administrator on cleaning process for items which are required to be cleaned (designated areas, bins, etc).

Recommendations on Keeping Parents/Caregivers Informed

- Keep parents and caregivers informed about what you are doing at your school to take extra precautions, be responsive to children. Be clear about our policy that children need to stay home if they are sick.

COVID-19 Protocols for School Operations

Needing Assistance?

If you are having difficulty implementing any of the recommended strategies, please contact the District Principal of Student Services or the Student Services Coordinators

Additional Recommendations

Entering/Leaving the Building

- Maintain safe physical distancing guidelines of **six feet/two metres** between people when entering and leaving the building.
- Do not enter or leave the building in groups.
- Each school administrator will identify entrances and exits to be used by staff and students.
- School will develop entry and departure protocols taken into account, capacity, flow of people and physical distancing measures.
- Wash your hands after you enter the building and disinfect your workspace as needed.

School Hours/Access

- Schools doors will be locked during the day to control public access.
- Volunteers or parents/guardians are encouraged to call or email school Administrators rather than visit in-person. Appointments are required for all visitors.
- The Administrator will determine the workload allocations and school hours of operations.
- A Daytime Custodian will provide assistance with cleaning and disinfecting during the hours outside of regular custodial services.
- The employee is responsible for notifying the custodial staff of areas where their services are required (as identified in the subsequent procedures).
- SD5 Maintenance or Operations staff must contact the Administrator of the school to coordinate; make every effort to access the school when children are not present; thoroughly sanitize hands prior to entering the school; and, notify custodial staff to ensure cleaning is completed after exiting.

Photocopier or Supply Room

- If you need to use the photocopier, wash your hands before you begin.
- Disinfect the photocopier (or notify custodial staff) before and after use.
- Disinfect any shared surfaces or equipment at the photocopy area/room such as staplers, hole punches, etc that you used (or notify custodial staff).
- Only **one** person allowed at the photocopier, in the photocopy room and in the supply room at a time.
- When you are finished at the photocopier or in the supply room, wash your hands again before you go back to your office or workspace.

Bathrooms

- Follow the plan for bathroom use established by your Administrators. This plan will include which staff will use which bathrooms (both staff and student bathrooms may be used by staff).
- Make sure to wash your hands before you leave the bathroom.

COVID-19 Protocols for School Operations

- Follow COVID-19 handwashing guidelines as posted.
- Administrators and JOHSC will develop site specific plans taking into account flow of people, people in the building and physical distancing measures.

Staffroom and Breaks

- Wash your hands before you go into the staffroom.
- School administrators and Joint Occupational Health and Safety Committee's (JOHSC) will determine practices for access to the staff-room. Physical distancing should be considered in determining these arrangements.
- If employees or students leave the school during lunch, they should make sure to follow the same protocols for arrival and departure.
- Efforts should be made to bring a lunch/snack that does not require a lot of preparation (to limit microwave use, surface use, utensil use, etc).
- Disinfect the areas, surfaces, appliances, etc. that you use in the staffroom.
- When you are finished, wash your hands again before you go back to your classroom, office or workspace.
- Do not share food or drink.

Other Shared or Specialty Spaces

- Due to the hazard of common-touch surfaces, shared or specialty spaces are not to be used for their normal purpose.
- Spaces may be used for team meetings or other uses considered acceptable as long as the use complies with physical distancing measures.
- Administrators will develop protocols for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.) adhering to capacity limitations provided in this document.

Arrival Procedures

Wherever possible schools shall work with parents/guardians and arrange for staggered arrival and pick-up times for parents/ guardians. Physical distancing of 2 meters should be maintained regardless of the number of parents/ guardians arriving.

Parents must remain outside of the facility to drop off their children.

Children must wash their hands when they arrive and before they go home.

Child Health Screening

Parents / guardians are required to keep symptomatic children home.

Children showing symptoms of COVID-19 or with a temperature greater than 38 degrees Celsius must not be allowed in the facility.

COVID-19 Protocols for School Operations

Parents/guardians are responsible for completing daily health care screening for their child before they arrive at school or enter a bus. Refer to Appendix B. School Administrators will provide the questions to the parents in advance of the students' attendance at school.
Children who answer 'Yes' to any of the questions on the health checklist will not be admitted into the school or school bus, there will be no exceptions. This is to ensure we are following the guidelines provided in this document.

Hazardous Materials

All disinfectants, detergents, hand sanitizers must be safely stored out of reach of children.

Soap and water is the preferred method of cleaning a child's hands and hand sanitizers should only be used with children under the direct control of school staff.

All chemicals must be properly labelled in accordance with WHMIS requirements.

SCHOOL GATHERINGS AND EVENTS

School gatherings should be kept to a minimum and where possible schools should seek virtual alternatives for larger gatherings and assemblies to continue to support these events in a different format. When it is necessary to gather in larger groups, the following guidance should be followed:

- School gatherings should occur within a learning group.
    - Gatherings should not exceed the maximum learning group size in the setting (which includes students and staff who are part of the learning group), plus the minimum number of additional people required (e.g. additional 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 they must maintain physical distance
- Staff meetings involving staff from different learning groups should preferably occur through virtual means. Where a virtual alternative is not possible, staff meetings can happen in person if participants maintain physical distance.
- In-person inter-school events (including competitions, tournaments and festivals) should not occur at this time. This will be re-evaluated throughout the school year.

PERSONAL ITEMS

Staff and students can continue to bring personal items to school, but they should be encouraged to only bring items that are necessary (e.g. backpacks, clothing, school supplies, water bottles).

Students can continue to 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. If possible, lockers should not be shared if possible. If lockers have to be shared, schools should try to assign shared lockers to students in the same learning group. Schools should implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.

COVID-19 Protocols for School Operations

Staff and students should not share personal items (including electronic devices, writing instruments, etc.) Additional measures should be taken, including:

- Personal items should be labelled with student's name to discourage accidental sharing

Visitor Access/Community Use

SD5 intends to review Community Use of facilities after September 30, 2020. The purpose is to ensure the custodial requirements are being met within the learning environment. More information will follow. The guidelines will follow once the bookings commence.

STAGE 2

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

Schools should ensure that visitors are aware of health and safety protocols and requirements prior to entering the school.

- Schools are responsible for ensuring that all visitors confirm they have completed the requirements of a daily health check before entering.
- Schools should keep a list of the date, names and contact information for any visitors who entered the school.
    - Schools could include, as part of their visitor registration form, a checkbox for the visitor to confirm they have completed their daily health check.

After hours community use of facilities is allowed in alignment with other health and safety measures:

- Maximum 50 person gatherings, in alignment with the Gatherings and Events Order of the Provincial Health Officer. Additional information is available from the BC Centre for Disease Control for gatherings and events in community settings.
- Diligent hand hygiene
- Respiratory etiquette
- Physical distancing among older youth and adults
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity
- Spaces and equipment used by community members should be cleaned and disinfected prior to students and staff re-entering the space.
    - Cleaning for purposes of after school use cannot result in a reduction of cleaning for education purposes.
    - Schools can consider asking community members to bring their own equipment, where appropriate.

STAGES 3 & 4 Limit visitor access during school hours. No non-essential community use of school facilities after hours (as determined by the Board of Education or Independent School Authority).

COVID-19 Protocols for School Operations

Employee/Student Attendance

School districts and schools should work with their local medical health officer to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the local medical health officer. Schools and school districts should notify their local medical health officer if staff and/or student absenteeism exceeds 10 percent of regular attendance. This reporting is helpful in early identification of clusters and outbreaks.

To maximize student attendance, repeated and consistent messaging/communication is crucial to allay parent and caregiver fears and to convey that schools are a safe place to be, based on the rigorous health and safety measures in place. For more information, see section on Communications Materials.

School districts and independent school authorities should understand that some Indigenous families and communities may be taking increased safety measures during the pandemic, which may mean that some students will not be able to attend in-person instruction even as schools return to normal operations.

STUDENTS WITH IMMUNE SUPPRESSION

According to the Provincial Health Officer and the BC Centre for Disease Control, most children who are immunocompromised can return to in-class instruction when safety measures are in place. Protective selfisolation is only recommended for children who are severely immunocompromised, as determined on a case-bycase basis.

School districts and schools should be aware of BCCDC Guidelines for Children with Immune Suppression and BCCDC Guidance for Families of Immunocompromised Children in School and Group Gatherings and share these documents with families of children with immune suppression.

The advice from the Provincial Health Officer and the BC Centre for Disease Control for parents/caregivers of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, is to consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction. Parents/caregivers seeking an alternative to in-class instruction, and who do not wish to register their child in a distributed learning program or homeschooling, will be required to obtain a doctor's note indicating the need for accommodations due to health-related risks. School districts and independent school authorities are expected to work with these families to ensure continuity of learning and supports.

- **If attending in-class instruction is right for the child**: schools and school districts should work with parents or caregivers to develop a plan that provides options for learning to ensure appropriate preventative measures are in place.
- **If attending in-class instruction is not right for the child**: schools and school districts should work with families to develop options to continue their child's education at the school or school district level.

COVID-19 Protocols for School Operations

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.

School districts and independent school authorities are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers (Part 4 of the OHS Regulation).

In order to enhance school ventilation, schools should consider:

- moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit
- ensuring that the ventilation system operates properly
- increasing air exchanges by adjusting the HVAC system
- opening windows when possible and if weather permits

Communication and Training/Orientation

School districts and schools must clearly and consistently communicate guidelines from the Provincial Health Officer (PHO) and resources available for information on COVID-19 as needed. Ensure communication of infection prevention and exposure control measures is relayed in multiple formats for ease of understanding (e.g., visual representation, videos using sign language, etc.)

As well, school districts and schools should consider providing early and ongoing health and safety orientation for staff, parents/caregivers and students to ensure employees, families and the school community are well informed of their responsibilities and resources available. Examples include online information, distribution of orientation and training materials that are clear, concise and easily understood, interactive sessions with Q&A's, material in multiple languages to meet community needs, etc.

WorkSafeBC recommends that schools and school districts:

- Train their workers on:
    - The risk of exposure to COVID-19 and the signs and symptoms of the disease.
    - Safe work procedures or instruction to be followed, including hand washing and cough/sneeze etiquette.
    - How to report an exposure to or symptoms of COVID-19.
    - Changes they have made to work policies, practices, and procedures due to the COVID19 pandemic and keep records of that training.
    - Document COVID-19-related meetings and post minutes at a central location.
- Keep records of instruction and training provided to workers regarding COVID-19, as well as reports of exposure and first aid records.

As per WorkSafeBC guidelines, employers must involve frontline workers, joint health and safety committees, and supervisors in identifying protocols for their workplace. School districts and schools should ensure they have active Site Committees and Joint Health and Safety Committees that meet

regularly, including prior to any transitions between stages, and are included in school district/school planning efforts.

Curriculum, Programs and Activities

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

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

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

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

In-person inter-school events including competitions, tournaments and festivals, should not occur at this time. 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.

ADULT EDUCATION

Adult education programs operated by K-12 schools show 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).

DUAL CREDIT

Students may earn “dual credit” towards graduation by enrolling in and successfully completing courses at specific post-secondary institutions.

- For students taking dual credit courses taken in secondary schools, the health and safety guidelines outlined in this document apply.
- For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to the health and safety guidelines set out by post-secondary institutions. Information on health and safety guidelines for post-secondary institutions can be found on the B.C. Government website and in individual institutions.

EXTENDED DAY CLASSES

Extended day classes should occur when:

- Under Stages 2 to 4, physical distance can be maintained between members of different learning groups; and
- Under Stage 2, minimized physical contact is practiced by those within the same learning group.

FIELD TRIPS

Stage 2 When planning field trips, staff should follow existing policies and procedures as well as the COVID-19 health and safety guidelines. Additional measures specific to field trips should be taken, including:

- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administration.
- For transportation, see guidance in the transportation section in this document.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines.
- Ensure field trip numbers align with the PHO guidance on mass gatherings (i.e. 50 people).
- Field trips to outdoor locations are preferable.
- Conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
- No overnight field trips should occur.
- International Field Trips - cancelled until further notice.

Stage 3 & 4 No field trips should occur under Stages 3 and 4.

FOOD / CULINARY PROGRAMS

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

<u>Food Safety</u>

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:
    - Continue to follow normal food safety measures and requirements o Implement the cleaning and disinfecting measures outlined in the Cleaning and Disinfecting section of this document Hand Hygiene and Cleaning Protocols section of this document

<u>Hand Hygiene and Cleaning Protocols</u>

Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:

- at the beginning and at the end of the class
- before and after handling food o before and after eating and drinking
- whenever hands are visibly dirty

COVID-19 Protocols for School Operations

Refer to the Cleaning and Disinfecting section for cleaning/disinfecting protocols.

For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.

Learning Groups

As students tend to prepare food together in culinary programs, use of learning groups is encouraged.

TEXTILES PROGRAMS

Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:

- at the beginning and at the end of the class;
- before and after handling shared tools or equipment; and
- whenever hands are visibly dirty.

Have personal spaces and tools set up for students, as best as possible.

- Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
- Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
- When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.

Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.

- If needed, break class into smaller groups to allow appropriate spacing.

For laundry, follow the instructions provided in the Cleaning and Disinfecting section.

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: o Scheduling fewer caregivers into the classroom at a time to account for physical distancing of adults; o Outdoor learning or transition activities with a caregiver in attendance.
- 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.

MUSIC PROGRAMS

All classes, programs and activities (e.g. Band, Choir) can continue to occur where:

Under Stage 2:

- physical contact is minimized for those within the same learning group;
- physical distance (2m) can be maintained for staff and for middle and secondary school students when interacting outside of their learning groups;
- physical distance (2m) can be maintained for elementary students when interacting outside of their learning groups when indoors.

Under Stages 3 to 4:

- physical distance (2m) can be maintained for staff, middle and secondary school students at all times.

Schools could consider installing a barrier made of transparent material in places where physical distance cannot be regularly maintained (e.g., between an itinerant teacher and a learning group). See guidance from WorkSafeBC on designing effective barriers for more information.

No in-person inter-school competitions/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.

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

Staff should refer to the Guidance for Music Classes in BC During COVID-19 developed by the B.C. Music Educators' Association and the Coalition for Music Education in B.C. for additional information.

PHYSICAL AND HEALTH EDUCATION/OUTDOOR PROGRAMS

Encourage outdoor programs as much as possible.

Teachers should plan physical activities that limit the use of shared equipment and:

- Minimize physical contact inside learning groups (under Stage 2); or
- Support physical distancing outside of learning groups.

Shared equipment should be cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document, and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.

Refer to 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.
- 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
    - Have students create their own PE kits to use at home or school and set aside budget for additional kits to be purchased
    - Anticipate equipment hygiene compromises and keep extra equipment on hand 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

- When transitioning to/from outside remind students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in designated desk area or a marked side of the hallway

PLAYGROUNDS

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds:

- Ensure appropriate hand hygiene practices before and after outdoor play
- Attempt to minimize direct contact between students
- Sand and water 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.
- More information on playgrounds is available on the BC Centre for Disease Control website.

SPORTS

Programs, activities and sports academies can occur if:

Under Stage 2:

- physical contact is minimized for those within the same learning group;
- physical distance (2m) can be maintained for staff and for middle and secondary school students when interacting outside of their learning groups;
- physical distance (2m) can be maintained for elementary students when interacting outside of their learning groups when indoors.

Under Stages 3 to 4:

- physical distance (2m) can be maintained for staff, middle and secondary school students at all time.

No in-person inter-school competitions/events. This will be re-evaluated throughout the school year.

See the Memorandum from BC School Sports for addition information.

STEM PROGRAMS

Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:

- before and after handling shared tools or equipment;
- whenever hands are visibly dirty.

Have personal spaces and tools set up for students, as best as possible

- Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.

- When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.

Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.

- If needed, break class into smaller groups to allow appropriate spacing.

SCIENCE LABS

Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:

- before and after handling shared tools or equipment;
- whenever hands are visibly dirty.

Have personal spaces and tools set up for students, as best as possible

- Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
- Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.

Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.

- If needed, break class into smaller groups to allow appropriate spacing.

TECHNOLOGY EDUCATION (SHOP CLASSES & TRADES IN TRAINING PROGRAMS)

Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:

- before and after handling shared tools or equipment;
- whenever hands are visibly dirty.

Have personal spaces and tools set up for students, as best as possible

- Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
- Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section of these guidelines.
- When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.

COVID-19 Protocols for School Operations

Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.

- If needed, break class into smaller groups to allow appropriate spacing.

Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.

- Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
- Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.

Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online.

- Information for workers is available on the WorkSafeBC COVID-19 web page, including:
  - What workers should do
  - Staying safe at work
  - Information specific to various industries

THEATRE, FILM, AND DANCE PROGRAMS

No in-person inter-school festivals/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.

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.
- This could mean that 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.

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. For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.

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.

COVID-19 Protocols for School Operations

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.

WORK EXPERIENCE

The work environment has changed due to the impacts of COVID-19 and employers will need to follow current guidelines from the Provincial Health Officer and WorkSafeBC. Students can still engage in work placements in accordance with the following guidance:

- Schools and school districts must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines.
    - Information for workers is available on the WorkSafeBC COVID-19 web page, 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.)
    - Schools and school districts 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. To ensure awareness and support for placements under these conditions, it is recommended that school districts and schools obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic.
    - 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 workplace including wearing PPE if required.

Extracurricular Activities

Extracurricular activities and special interest clubs should occur when:

- Under Stages 2 to 4, physical distance can be maintained between members of different learning groups; and
- Under Stage 2, reduced physical contact is practiced by those within the same learning group.

In-person inter-school events including competitions, tournaments and festivals, should not occur at this time. 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.

Appendix A: Summary of School-Based Control Measures

1. STAY HOME WHEN SICK

All students and staff with common cold, influenza, COVID-19, or other respiratory diseases must stay home and self-isolate.

2. HAND HYGIENE

Everyone should clean their hands more often!

Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.

3. RESPIRATORY AND PERSONAL HYGIENE

Cover your coughs.

Do not touch your face.

No sharing of food, drinks, or personal items.

4. PHYSICAL DISTANCING AND MINIMIZING PHYSICAL CONTACT

Spread students and staff out to different areas when possible.

Take students outside more often.

Stagger break and transition times. Incorporate individual activities.

Remind students to keep their hands to themselves.

5. CLEANING AND DISINFECTION

Clean and disinfect frequently touched surfaces at least twice every 24 hours (once during the school day).

General cleaning of the school should occur at least once a day.

Use common cleaning and disinfectant products.

Appendix B: Daily Health Checks

Daily Health Check				
1.	Symptoms of Illness*	Does your child have any of the following symptoms?	Circle One	
		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 or anyone in your household 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 to have COVID-19?	Yes	No

* - check BCCDC's Symptoms of COVID-19 regularly to ensure list is up to date.

If you answered "YES" to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) your child should **NOT** come to school.

If they 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.

If you answered "YES" to questions 2 or 3, use the COVID-19 Self-Assessment Tool to determine if you should be tested for COVID-19.

Appendix C: What to do if Students or Staff Members Develop Symptoms

<table>
<tr><th>If a Student Develops Any Symptoms of Illness</th><th>If a Staff Member Develops Any Symptoms of Illness</th></tr>
<tr><td>Parents or caregivers must keep the student at home

IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:

Staff must take the following steps:
1. Immediately separate the symptomatic student from others in a supervised area.
2. Contact the student's parent or caregiver to pick them up as soon as possible.
3. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a non-medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth.
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.
5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.
6. Once the student is picked up, practice diligent hand hygiene.
7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).

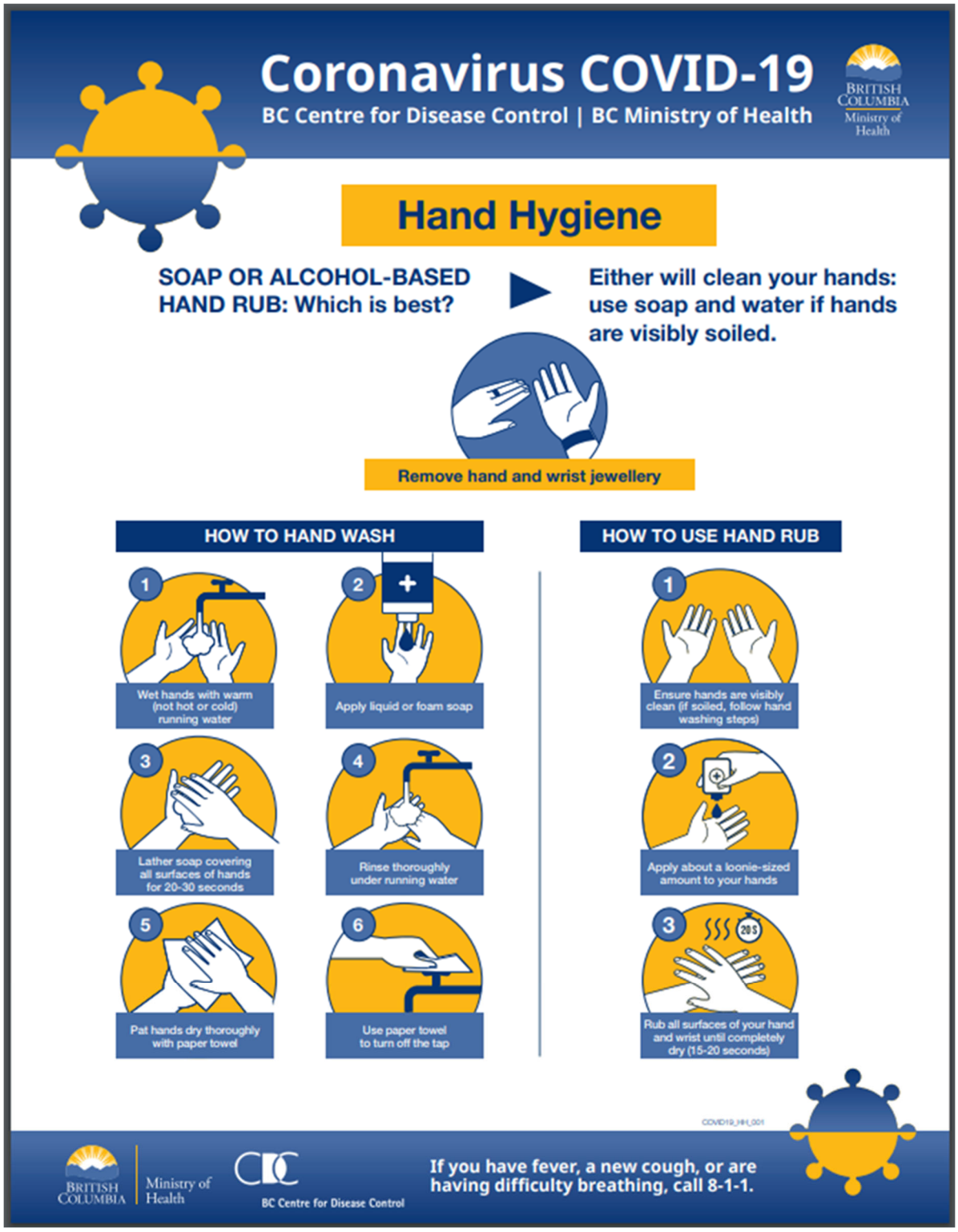
Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</td><td>Staff must stay home

IF STAFF DEVELOPS SYMPTOMS AT WORK:

Staff should go home as soon as possible.

If unable to leave immediately:
1. Symptomatic staff should separate themselves into an area away from others.
2. Maintain a distance of 2 metres from others.
3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up.
4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).</td></tr>
<tr><td colspan="2">The threshold for reporting student and/or staff illness to public health should be determined in consultation with the school medical health officer</td></tr>
<tr><td colspan="2">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</td></tr>
</table>

Appendix D: Hand Washing Protocol and When to Perform Hand Hygiene at School



When Students Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
• When they arrive at school. • Before and after any breaks (e.g., recess, lunch). • Before and after eating and drinking (excluding drinks kept at a student's desk or locker). • Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.). • After using the toilet. • After sneezing or coughing into hands. • Whenever hands are visibly dirty.	• When they arrive at school. • Before and after any breaks (e.g. recess, lunch). • Before and after eating and drinking. • Before and after handling food or assisting students with eating. • Before and after giving medication to a student or self. • After using the toilet. • After contact with body fluids (i.e., runny noses, spit, vomit, blood). • After cleaning tasks. • After removing gloves. • After handling garbage. • Whenever hands are visibly dirty.

Appendix D Enhanced Cleaning Procedures

Enhanced Cleaning

GUIDE FOR REGULAR CUSTODIANS AND REPLACEMENT CUSTODIAL STAFF

Regular custodians and replacement staff will have regular daily duties with emphasis on all high-touch points, which include the following:

- ☐ general cleaning and disinfecting of the premises to occur at least once per day
- ☐ High-touch surfaces to be cleaned at least twice per day
- ☐ Empty garbage containers daily
- ☐ Washrooms to be cleaned at least twice per day
- ☐ District approved detergents and sanitizer must be used and stored properly as per the labels

Main entrance doors

- ☐ door handles on both sides of door
- ☐ push area above door handle on both sides of door *(see fig.1)*

Exit doors

- ☐ handles on both sides of door
- ☐ push area above door handle on both sides of door *(see fig.1)*

Reception

- ☐ countertop
- ☐ telephones

Classrooms

- ☐ door handles and area above door handles on both sides of door *(see fig.1)*
- ☐ light switches
- ☐ cabinet handles
- ☐ **teacher chairs:** top back of chair; top and bottom of arm rests *(see fig.3)*
- ☐ **classroom chairs and stools:** top back of chair; sides of chair/ stool *(see fig.4)*
- ☐ **desks/tables:** top and sides of student desks/tables. Includes 1"-2" of area immediately under the sides *(see fig.5)*, these may be cleaned daily if single use space
- ☐ telephones

Washrooms

- ☐ door handles
- ☐ toilet seat and handle
- ☐ lever on paper towel dispenser
- ☐ lever on soap dispenser
- ☐ faucets
- ☐ **toilet stall:** locking mechanisms
- ☐ **toilet stall:** area around locking mechanisms on both sides *(see fig.2)*

Handrails

- ☐ disinfection of handrails in the stairwell

Exceptions

Custodial staff do not clean the following:

- ☐ shop equipment
- ☐ kitchen equipment
- ☐ computers
- ☐ furniture brought in by teachers
- ☐ sensory room mats

Toys

Toys may be used in classrooms and shall be cleaned daily. Selection of toys should be considered to ensure ability to clean and also capacity within the custodial services in the school.

FIG 1.

Push area above door handle

FIG 2.

Toilet stall: area around locking mechanisms

FIG 3.

Teacher chairs: top back of chair; top and bottom of arm rest

FIG 4.

Classroom chairs: top back of chair; sides of chair

FIG 5.

Top and sides of desk, including 1"-2" area immediately under sides

If you have additional questions about these enhanced cleaning procedures, contact the manager of operations at 250.421.3067

COVID-19 Protocols for School Operations

Appendix E Universal Precautions

The rules and principles of infection control are the same no matter what infectious agent is the cause for concern.

Components of Universal Precautions include:

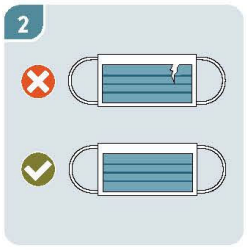
- Personal Protective Equipment
  - Wearing gloves, masks, eye protection
  - Gloves must be discarded after each use.
  - Hands must be washed each time gloves are discarded
- Hand washing
- Decontamination
  - Cleaning methods, spill clean up, disinfectant spray
- Waste Disposal
  - Sharps containers, Biohazard bags, double bagging
  - Treat all human blood and potentially infectious body fluids as contagious.
  - Precautious should be taken when handling stool, urine, nasal secretions, and vomit.
- When lifting
  - Use good body mechanics
  - Good posture
  - Use both hands
  - Avoid twisting

Appendix F Safe Diapering

Appendix G How to Use a Mask

Help prevent the spread of COVID-19: How to use a mask

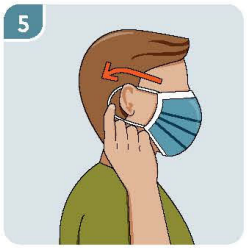
Wash your hands with soap and water for at least 20 seconds before touching the mask. If you don't have soap and water, use an alcohol-based hand sanitizer.



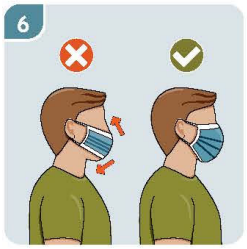
Inspect the mask to ensure it's not damaged.

Turn the mask so the coloured side is facing outward.

Put the mask over your face and if there is a metallic strip, press it to fit the bridge of your nose



Put the loops around each of your ears, or tie the top and bottom straps.



Make sure your mouth and nose are covered and there are no gaps. Expand the mask by pulling the bottom of it under your chin.

Press the metallic strip again so it moulds to the shape of your nose, and wash your hands again.

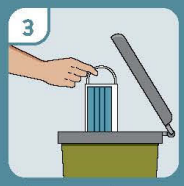
Don't touch the mask while you're wearing it. If you do, wash your hands.

Don't wear the mask if it gets wet or dirty. Don't reuse the mask. Follow correct procedure for removing the mask.

Removing the mask

Wash your hands with soap and water or use an alcohol-based hand sanitizer.

Lean forward to remove your mask. Touch only the ear loops or ties, not the front of the mask.



Dispose of the mask safely.

Wash your hands. If required, follow the procedure for putting on a new mask.

Note: Graphics adapted from BC Centre for Disease Control (BC Ministry of Health), "How to wear a face mask."

worksafebc.com

WORK SAFE BC