



# New Westminster Schools

New Westminster School District (#40)

## COVID-19 Health & Safety Plan

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### Stage 2: Maximization of In-class Instruction Plan

Version 1.6

September 14, 2020

Please note: This plan will be modified as and when necessary to align with the most current health and safety requirements and Ministry guidelines.

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## Introduction

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The purpose of this return to school plan is to outline the infection prevention and control measures that New Westminster School District (SD40) is implementing to mitigate your risk of exposure to COVID-19 and ensure employees return to a safe workplace. Employees, students, parents, volunteers, visitors, and contractors are expected to adhere to this plan during the return to in-class instruction for the 2020/21 school year commencing **September 10, 2020**.

B.C. Education K through 12 Sector is entering Stage 2 – maximized in-class instruction, with the opening of schools for the 2020/21 school year this September. Necessary plans are in place to shift between stages if and when required, as directed by the Ministry of Education (re Appendix B: B.C.'s Five Stage Framework). This plan will be reviewed and updated to meet future phase requirements, along with the School District's plans for Exposure Control and Safe Work Practices/Procedures (SWPs) found on our Staff Portal> HR> Occupational Health & Safety. Wherever a member of the New Westminster School Community is unclear as to the appropriate action or response in relation to any COVID 19 protocol or procedure, they should contact their school site administrator (Principal or Vice Principal) or a member of District Administration. Contact information is available at [www.newwestschools.ca](http://www.newwestschools.ca).

Information provided here is based on resources from:

### **BC Public Health**

[Public Health Guidance for K-12 School Settings](#) (Updated Sept 11 2020)

### **WorkSafeBC**

[Guidelines for Education \(K-12\): Protocols for Returning to Operation](#) (Updated Aug 28 2020)

### **Ministry of Education**

(To read the Ministry's full operational guidelines: <https://www.openschool.bc.ca/covidguidelines/>)

[Provincial COVID-19 Health and Safety Guidelines for K-12](#) (Updated Sept 3 2020)

[COVID-19 Protocols for School and District Administrators: Management of Illness and Confirmed Cases](#)  
(Updated Sept 11 2020)

## Definitions

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For the purpose of this document the following terms are defined as:

<b>Universal Precautions and Routine Precautions/Practice</b> (used interchangeably)	Infection-control precautions and procedures, better known as best practices.
<b>Practicable</b>	When reasonably possible.
<b>Safe Work Practices/Procedures</b>	Instructions referred to as SWPs.
<b>Learning Group or Cohort</b> (used interchangeably)	A group of students and adults who remain together throughout the defined learning period and primarily interact with each other.  Cohorts can be composed of students and staff.
<b>Confirmed Case</b>	A person with laboratory confirmation of infection with the virus that causes COVID-19 performed at a community, hospital, or reference laboratory.
<b>Contact tracing</b>	A process led by local health authorities to identify people that have been in close contact with a confirmed case. Contact tracing helps people get diagnosed earlier and reduces the chance of spreading COVID-19. Only contacts who may have been exposed to respiratory droplets from the confirmed cases (through coughing, sneezing or speaking) need to be identified.
<b>School cluster</b>	Multiple confirmed and linked cases of COVID-19 among students and/or staff within a 14-day period. The determination of clusters can only be made by medical health officers (MHO).
<b>Self-isolation</b>	Staying home and avoiding situations where one could come in contact with others. Self-isolation is required for those confirmed as a case of COVID-19, those who are identified as a close contact of a confirmed case of COVID-19, and those who have travelled outside of Canada in the last 14 days.

## COVID-19 and Children

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According to BC Centre for Disease Control, COVID-19 virus has a very low infection rate in children (ages 0 to 19).

- In BC, less than 1% of children have been COVID-19 positive, and even fewer are suspected to have been infected based on serological testing. Most children are not at high risk for COVID-19 infection. Children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19.

- Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.
- Children typically have much milder symptoms of COVID-19, if any. They often present with low-grade fever and a dry cough. Gastrointestinal symptoms are more common than in adults over the course of disease, while skin changes and lesions are less common.
- Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions, are at a higher risk of more severe illness from COVID-19 (visit the [BCCDC Children with Immune Suppression](#) page for further details).
  - Children who are at higher risk of severe illness from COVID-19 can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health-care provider to determine their child's level of risk. Guidance for families is available [here](#) (updated July 10 2020).

## COVID-19 and Adults (Employees/Staff)

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- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
  - Aged 65 and over,
  - With compromised immune systems, or
  - With underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.
- Employees who are at increased health risk should take additional precautions to mitigate the additional risks they may face (e.g., more diligence in physical distancing).

## School and Learning Groups

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- In accordance with the Ministry of Education, 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.
- Learning Groups are recommended by the Provincial Health Officer (PHO) as an effective way to limit the number of interactions between people in schools and subsequently reduce potential exposures to COVID-19.
- Additionally, the concept of cohorts, by organizing students and staff into Learning Groups, ensure quicker contact tracing by health authorities.
- The [PHO order on mass gatherings](#) does not apply to schools, as events are defined in The Order as an irregular gathering, like a party or celebration. **This order does not apply to students, teachers, or instructors at school when they are engaged in educational activities but does apply to community events held at schools. The Order is focused on one-time or recurrent events where people gather and where control measures may be hard to implement.**

- As a best practice, within each Learning Group, minimizing physical contact is the rule (see section 2.4 Physical Distancing, Physical Contact, and the Wearing of Masks).
- Refer to the Appendix B Prioritizing Health and Safety – Flow Charts for a hierarchy of considerations to assign staff to a Learning Group and the steps to take when a staff cannot be assigned to a Learning Group.

## School Gathering

- 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 must 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.

## Learning Group Sizes

Learning Groups are smallest in elementary and middle schools because it is more challenging for younger students to maintain physical distance. Students in secondary school are better able to minimize physical contact, practice hand hygiene, and recognize if they are experiencing symptoms of COVID-19. 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.

Where extracurricular activities involve students and adults interacting outside of their Learning Groups, appropriate physical distancing for both students and adults must be respected, and physical contact avoided.

How Learning Groups could be structured is explained below for each educational level (elementary, middle, and secondary).

### Elementary

- Elementary schools will still be organized into classrooms as students' primary environment.
- Elementary schools will have the option to create Learning Groups of **up to 60 students and staff** who can interact more regularly. This could be two classes that work together on shared projects or up to three primary classes that go outside together on a regular basis.

### Middle

- Middle schools that follow an elementary school model (e.g., one classroom, one teacher) will be organized like elementary schools.

- Middle schools that follow a “junior high” model (e.g., students move from class to class to take a range of subjects from different teachers) will be re-organized to limit students to Learning Groups of **no more than 60 students and staff**.

## Secondary

- Secondary school students will continue to be organized in classrooms; however, school timetables will be organized to limit students to Learning Groups of **no more than 120 students and staff**.
- For example, students in a secondary school Learning Group might take some of their courses together, and then take separate electives where they would need to practice physical distancing from the students outside of their Learning Group.
- Secondary school may also:
  - Re-organize to system where students take two courses at a time for 10 weeks and then continue a rotation of two courses every 10 weeks.
  - Supplement in-class instruction with online, self-directed, or remote learning where course offerings cannot be delivered through cohorts or physical distancing strategies.
- Secondary schools will be able to re-organize Learning Groups after each semester.
- There are 16 public secondary schools with between 1,500 – 2,000 students, located primarily in the Lower Mainland and the Okanagan.
- For these larger secondary schools, school districts are looking at a variety of options to maximize in-class learning and, in rare cases, may need to offer a hybrid approach with a blend of remote online and self-directed learning.

Students with disabilities, those who need extra support in school, and children of essential service workers, will continue to receive full-time, in-class learning.

## Learning Groups Provide a Range of Benefits for Students

The formation of Learning Groups permits the maximization of in-class instruction for students while maintaining the requisite public health safeguards as stipulated by the PHO, Fraser Health, and the Ministries of Health and Education. The benefits include:

- Learning – Permits full-time attendance instead of on-line/remote.
- Social – Increases peer interaction and avoids isolation.
- Emotional – Increases peer support and connection.
- Psychological – Decreases negative mental health impact on students.

## Infection Prevention and Exposure Control Measures

According to the BCCDC, the Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease describes measures that should be taken to reduce the transmission of COVID-19 in schools. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID- 19 is substantially reduced. See Figure 1 below for examples of safety control measures.



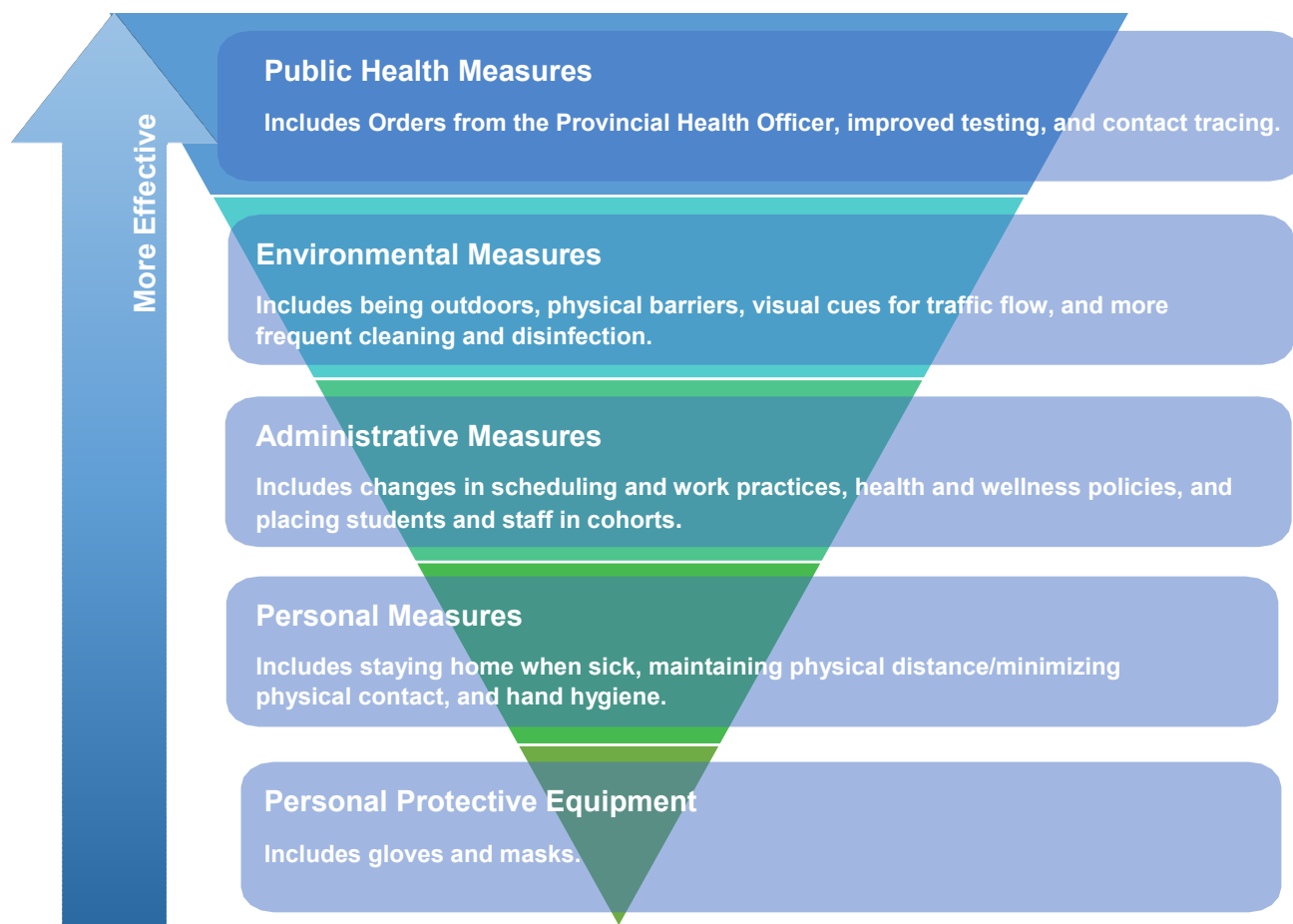


Figure 1 Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease

**Public Health Measures** are actions taken across society at the population level to limit the spread of the COVID-19 and reduce the impact of COVID-19. The Provincial Health Officer has implemented public health measures, including prohibiting mass gatherings, requiring travellers to self-isolate or quarantine upon arrival in B.C., effective case finding and contact tracing, and emphasizing the need for people to stay home when they are sick.

**Environmental Measures** are changes to the physical environment that reduce the risk of exposure. Examples include being in outdoor spaces, using visual cues for maintaining physical distance or directing traffic flow in hallways, erecting physical barriers where appropriate, and frequent cleaning and disinfection.

**Administrative Measures** are measures enabled through the implementation of policies, procedures, training, and education that reduce the risk of exposure. Examples of these include health and wellness policies, cohorts, modified schedules, and supporting the ability of individuals to maintain physical distance.

**Personal Measures** are actions individuals can take to protect themselves and others. Examples include maintaining physical distance/minimizing physical contact, washing your hands frequently, coughing into your elbow, and staying home if you are sick.

**Personal Protective Equipment (PPE)** is not effective as a stand-alone preventive measure and is the least effective of the prevention measures (see Fig 1). The wearing of PPEs must be suited to the task being performed and must be worn and disposed of properly. Outside of health-care settings, the effectiveness of

PPE is generally limited to protecting others should you be infected. Schools can implement a combination of measures at different levels, as described in this document.

We do understand, however, that masks, when properly worn and cared for, do help in limiting community transmission and this document outlines the permissions/requirements for the wearing of masks. See Appendix A - Environmental, Administrative, Personal Measures and the use of PPE which outlines the measures schools should take in respect of PPEs.

## Case Finding, Contact Tracing, and Outbreak Management

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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. You can use the [BC COVID-19 Self-Assessment Tool](#) to help determine if you need further assessment for COVID-19 testing. While anyone can get tested, some symptoms can also be signs of other conditions or medical issues and you may need to seek medical care. If you are unsure whether to seek medical care or get tested, contact your health care provider or call 8-1-1. You can also call 8-1-1 to find the nearest centre. Most COVID-19 testing sites in B.C. can test children and youth.

Click on the links below to find a collection centre to be assessed and get tested:

- ➔ [Collection centre finder](#) (Mobile and desktop)
- ➔ [Collection centre finder for Internet Explorer users](#)

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

## Communications and Protecting Personal Privacy

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School medical officers will play the lead role in determining if, when, and how to communicate out information regarding a confirmed case to the school community. To protect personal privacy rights, health authorities will not disclose that a student or staff member is a confirmed case of COVID-19 unless there is reason to believe they may have been infectious when they attended school. In this case, the health authority will provide only the information required to support effective contact tracing and only to the school administrator or delegate.

Health authority staff will notify everyone who they determine may have been exposed, including if any follow-up actions are recommended (e.g., self-isolation, monitoring for symptoms, etc.). School medical officers will also work with the school administrator to determine if additional notifications are warranted (e.g., notification to the broader school community).

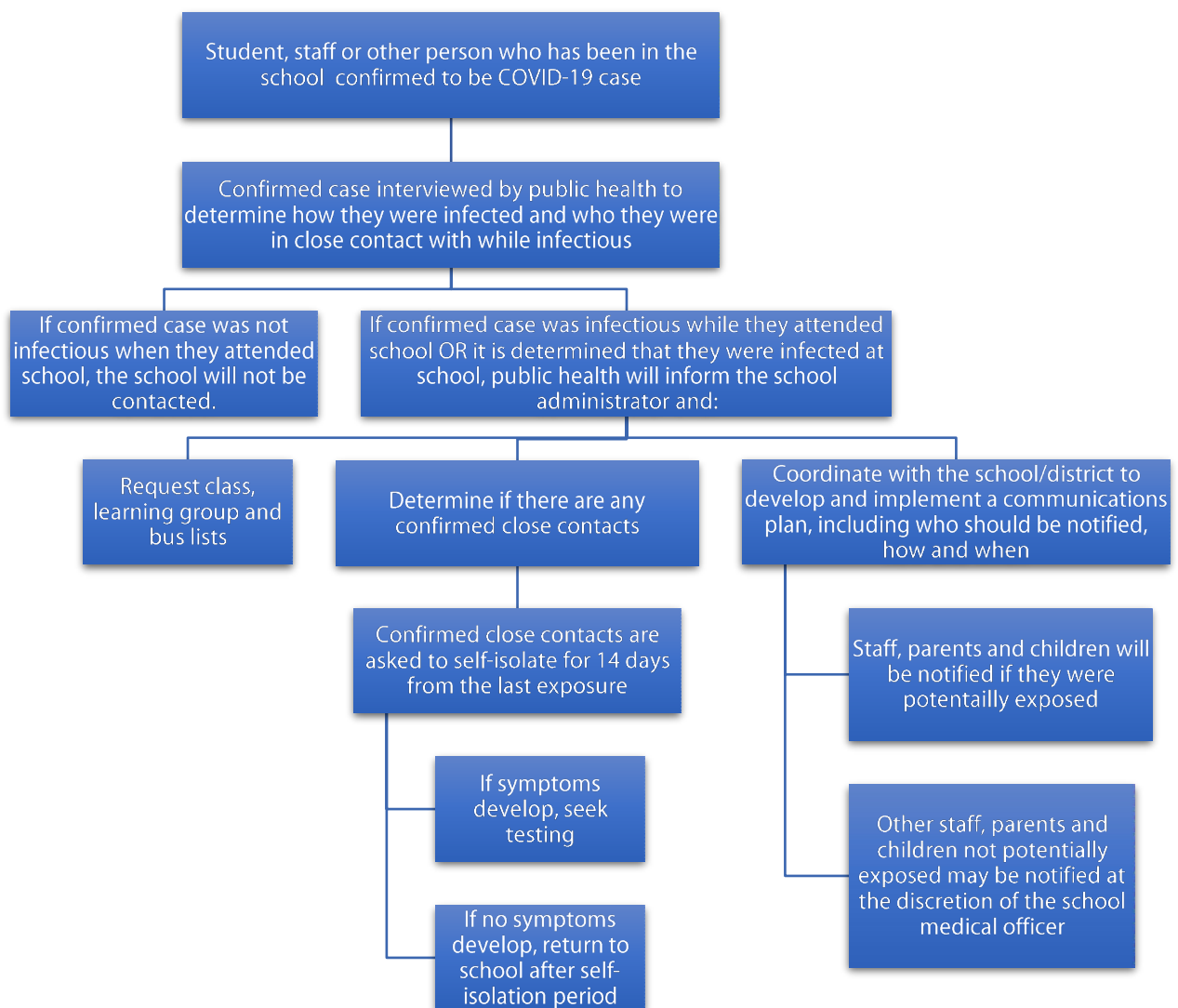
To ensure personal privacy rights are maintained and that information provided is complete and correct, schools and school districts/authorities should not provide any public statements or communications to staff or students' families about potential or confirmed COVID-19 cases unless they are directed to do so by the

school medical officer or delegate. In these circumstances, communications must be reviewed by the school medical officer or delegate prior to release.

School and district administrators should be aware that individuals who test positive for COVID-19, or who are required to self-isolate if they are determined to be a close contact of a confirmed case, may experience stigma and discrimination. School/district administrators should seek out opportunities to foster compassion and empathy in the school community, and offer support to affected individuals and their families while respecting their privacy, to help reduce the impact of COVID-19 on people's social and emotional well-being.

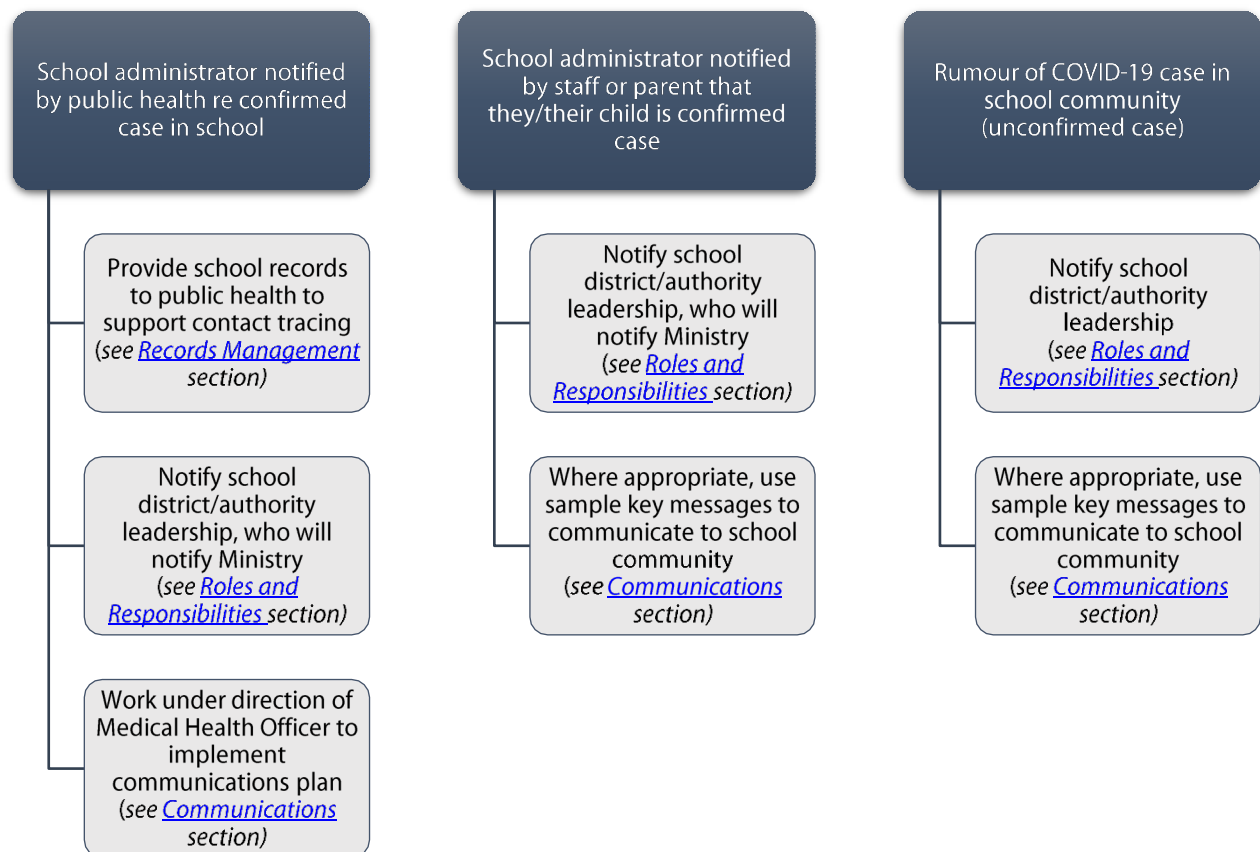
**Media requests regarding confirmed or suspected COVID-19 cases, potential exposure at a school, or potential risk of transmission within a school setting, should be directed to the regional health authority for response.**

**Figure A: Public Health Actions in Response to Confirmed Case of COVID-19**



**Confirmed close contacts are determined based on the length of time of exposure and nature of the interaction. Only public health can determine who is a close contact.**

**Figure B: School Administrator Actions in Response to Confirmed or Alleged Case of COVID-19 in a School**



## Self-isolation and Quarantine

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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.

## Self-Isolation/Quarantine for International Travelers Returning to B.C.

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All students and staff who have travelled outside of Canada are required to self-isolate 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 self-isolation orders. Additional information is available at: [www.travel.gc.ca](http://www.travel.gc.ca).

## Managing Clusters of COVID-19

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When multiple confirmed linked cases of COVID-19 occur among students and/or staff within a 14 day period (a cluster), public health, under the direction of the local school medical officer will investigate to determine if additional measures are required to prevent further transmission of COVID-19. The school medical officer will advise schools if additional prevention measures are needed.

## COVID-19 Outbreaks in Schools

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Cases and clusters of COVID-19 are expected in school settings, given that COVID-19 is circulating in the community. These occurrences are not considered outbreaks. The declaration of an outbreak of COVID-19 or any other communicable disease in a school setting is at the discretion of the school medical officer. This is expected to occur rarely, and only when exceptional measures are needed to control transmission.

## Trauma informed practices: Return to School

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Some students and staff who were required to self-isolate, after either testing positive for COVID-19 or being identified as a close contact of a confirmed case, may have experienced elements of trauma during their time away from school. A number of trauma-informed resources are available to assist schools in supporting students and staff in their return to school:

- [Compassionate Learning Communities - Supporting Trauma-Informed Practice](#)
- [Linda O'Neill - Trauma Informed in the Classroom](#)
- [Ministry of Children and Family Development: Healing Families. Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families](#)

## Records Management and Contact Tracing

In the event of a confirmed case of COVID-19 in the school, the health authority may request contact information for students, staff, volunteers, and visitors to the school in order to support contact tracing activities. This information should be easily accessible by school administrators and able to be quickly provided to the health authority upon request.

The following records should be maintained for a period of at least 30 consecutive days:

- Student and staff attendance;
- Class, learning group, and school bus lists and seating assignments (where applicable);
- Current contact information for students, parents/caregivers, and staff (names, emails, phone numbers);
- Attendance lists for onsite programs (e.g., before and after school children care) including participants, staff, and volunteers (names, emails, phone numbers);
- Visitor logs (names, emails, phone numbers).

## 1.0 Restricting Access to the School

The District has developed and distributed a consistent message to staff and parents on restricting access to schools to ensure staff and students entering schools are healthy.

### 1.1 Illness & Daily Health Check Policies and Protocols

**Table 1: Illness response when student and staff develop symptoms consistent with COVID-19-like symptoms**

If a Student Develops Any New Symptoms of Illness At School	If a Staff Member Develops Any New Symptoms of Illness At School
<p><b>Staff must take the following steps:</b></p> <ol style="list-style-type: none"> <li>1. Immediately separate the symptomatic student from others in a supervised area.</li> <li>2. Contact the student's parent or caregiver to pick them up as soon as possible.</li> <li>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</li> </ol>	<p><b>Staff should go home as soon as possible.</b> If unable to leave immediately:</p> <ol style="list-style-type: none"> <li>1. Symptomatic staff should separate themselves into an area away from others.</li> <li>2. Maintain a distance of 2 metres from others.</li> <li>3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up.</li> </ol>

If a Student Develops Any New Symptoms of Illness At School	If a Staff Member Develops Any New Symptoms of Illness At School
<p>to cover their nose and mouth.</p> <ol style="list-style-type: none"> <li>4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.</li> <li>5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.</li> <li>6. Once the student is picked up, practice diligent hand hygiene.</li> <li>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).</li> </ol> <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p>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).</p> <p><b>Staff needing to stay home, as above and related to COVID-19, must advise their administrator/manager and log the absence accordingly in Atrieve™ identifying the absence as “illness – COVID19” which will be taken from sick bank.</b></p> <p><b>Staff attending a COVID-19-related appointment should log the absence accordingly in Atrieve™ identifying the absence as “Med – COVID19” which will be taken from sick bank.</b></p>
<p><b>A health-care provider note should not be required for students or staff to return.</b></p>	

## 1.2 Access Control/Visitor Access

- Access to SD40 sites by non-school district personnel is permitted subject to protocols in place at each site. Visitors are required to complete the requirements of a daily health check before entering. Wherever possible, communication should occur via the phone, virtual meeting, email, or by appointment.
- Signage at entrances serve as visual artifacts on the importance of staying home if presenting with COVID-19 symptoms.
- After-hours community use may be permitted and will be prioritized and in alignment with established health and safety measures.

### 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 to not reduce the number of exits and to adhere to the fire code.

### 1.3 Arrival Protocol

- For student drop-off and pick-up, parents/guardians are to remain outside of the school and distance from other parents/caregivers.
- Parents/caregivers/visitors/staff otherwise needing to enter the school should immediately report to the office reception and sign-in and provide contact information. Access and other instructions will be provided at that time.
- Administration, in collaboration with the JOHS Committee, will determine student entry points and drop-off and pick-up schedule may be staggered based on student attendance and building access opportunities.
- Site-Specific Building Access procedures will be completed by the respective Administrator or Manager. Staff must review the procedures for their site.

### 1.4 Physical Barriers

- Plexiglass is installed where physical distancing cannot regularly be practiced and a person is interacting with numerous individuals outside of a cohort.
  - This may include reception areas or cafeteria where food is distributed. It may also include itinerant staff working across cohorts.
- Floor decals (physical distancing) are applied as needed.

## 2.0 Practice Good Hygiene

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### 2.1 Student & Staff Hand Hygiene

- There are over 400 hand washing stations in district facilities.
- Hand Hygiene visuals are posted near sinks, in washrooms (staff/students), and common areas as required (re: SWP4).
- Hand sanitizers are available where there is no sink.
- Staff should assist younger students with hand hygiene as needed.
- All required hygiene supplies will be maintained regularly throughout the day.
- Staff and students are encouraged to remain on site and not to leave during lunch or at break times.
- During peak times, and in transition areas, staff and student are encouraged to stagger and wait in line at entry/exit points/transition areas to ensure sufficient hand washing is available during these times.
- SWP4 & orientation hand washing video from WHO:  
<https://www.youtube.com/watch?v=lisqnbMfKvI>



Table 2: Student and Staff Hand Hygiene

When Students Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none"> <li>• When they arrive at school and before they go home.</li> <li>• Before and after any breaks (e.g., recess, lunch).</li> <li>• Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).</li> <li>• Before and after eating and drinking.</li> <li>• After using the toilet.</li> <li>• After handling common resources/equipment/supplies or pets.</li> <li>• After sneezing or coughing into hands.</li> <li>• Whenever hands are visibly dirty.</li> </ul>	<ul style="list-style-type: none"> <li>• When they arrive at school and before they go home.</li> <li>• Before and after any breaks (e.g. recess, lunch).</li> <li>• Between different learning environments (e.g. outdoor-indoor transitions, from the gym to the classroom).</li> <li>• Before and after eating and drinking.</li> <li>• Before and after handling food or assisting students with eating.</li> <li>• Before and after giving medication to a student or self.</li> <li>• After using the toilet.</li> <li>• After contact with body fluids (i.e., runny noses, spit, vomit, blood).</li> <li>• After cleaning tasks.</li> <li>• After removing gloves.</li> <li>• After handling garbage.</li> <li>• Whenever hands are visibly dirty.</li> </ul>

## 2.2 Respiratory Etiquette

- Students and staff should:
  - Cough or sneeze into their elbow sleeve 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 amongst students.

## 2.3 Food Handling/Food Service

- Food Handling (General)
  - Staff are discouraged from preparing food at school in order to minimize/avoid lingering in staff room.
  - If food is provided by parents to students, then food must be prewashed and ready to eat. Parents/Guardians are asked to have food provided in clean containers.
  - Staff and students are not permitted to share food.
  - Where necessary, a designated space for food delivery is provided.
  - Schools can continue to include food preparation as part of learning and provide food services, including items 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 who prepared it (including for sale), it is expected that the WorkSafeBC 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 must not allow homemade food items to be made available to other students at this time (e.g., birthday treats, bake sale items).
- The June 19, 2020 Order of the Provincial Health Officer Food Service Establishments and Liquor Services does not apply to schools. Food Safety Legislation and the Guidelines for Food and Beverage Sales in B.C. Schools continue to apply as relevant.
- Schools should continue to emphasize that food and beverages should not be shared.<sup>1</sup>
- Contracted Food Services (Ready-Maid Meals)
  - As our food service provider, “Ready Maid Meals” is required to meet all food preparation, handling, and distribution standards including but not limited to those established by the Ministries of Health and Education, BC Public Health, and WorkSafeBC.
  - “Ready Maid Meals” is also required to comply with the relevant processes and procedures as outlined in this Plan.
- Food Service (New Westminster Secondary School Cafeteria-NWSS)
  - Food and beverages must not be shared.
  - NWSS cafeteria has appropriate physical barriers to prevent contamination (SWP12).
  - Directional arrows are displayed in the cafeteria kitchen and have clearly marked exit and entrance doors from kitchen to service area.
  - Delivery agents have restricted access into the food preparation area.
  - Kitchen staff must use their own utensils. Such should be stored to avoid multiple users.
  - Small appliance mixers must be cleaned after each use.
    - Specific hand washing procedures are posted for all kitchen staff and must be followed. Specifically, wash hands at the beginning and at the end of the class, before and after handling food, before and after eating and drinking, and whenever hands are visibly dirty.
    - Where food is prepared as part of a learning program, it must only be consumed by the student(s) who prepared it, and not shared. Additional measures may be implemented and will be developed as required.
    - Usual “FOODSAFE” requirements remain where applicable.

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<sup>1</sup> <https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education> (Retrieved Aug 17 2020)

## 2.4 Physical Distancing

When practicing physical distancing, masks may be required (re: 2.7 PPE).

- Physical distancing refers to a range of measures aimed at reducing close contact with others. Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged, close (face-to-face) contact. Non-medical masks are not a replacement for the need for physical distancing for in class-instruction delivered to more than one cohort. All workers, visitors, and students are to practice physical distancing of one to two metres (1-2m).
- Spaces where members of different Learning Groups interact should be sufficiently large, and/or should have limits on the number of people, so that 1-2 metres of space is available between people.
- There should be no crowding within and outside of Learning Groups.

### Elementary Students

- Within their Learning Group, elementary students are to practice physical distancing, which includes avoiding physical contact, minimizing close, prolonged, face-to face interactions, and spreading out as much as possible within the space available.
- When outside of their Learning Group, and recognizing that elementary-aged students are less able to consistently practice physical distancing, students can socialize with peers in different cohorts under the following circumstances:
  - When outdoors and providing students can minimize physical contact.
  - When indoors and students maintain physical distancing of 1-2 metres.

### Middle/Secondary Students

- Within their Learning Group, middle and secondary students practice physical distancing, which includes avoiding physical contact, minimizing close, prolonged, face-to-face interactions, and spreading out as much as possible within the space available.
- Outside of their Learning Group, middle and secondary school students must maintain physical distancing of one to two metres (1-2m) when indoors or outdoors. If a student is unable to consistently keep 1-2 metres of space, then they can consider two options:
  - Socialize only within their Learning Group, or
  - Interact with peers outside of their Learning Group when they are supported to practice physical distancing
- Those outside of a Learning Group are to practice physical distancing when interacting with the Learning Group. For example, a secondary school teacher can teach multiple cohorts but should maintain one to two metres (1-2m) of space from students and other staff and avoid close face-to-face interactions. In an elementary or secondary school, two classes from different Learning Groups can be in the same learning space at the same time if physical distancing can be practiced between people from different cohorts.
- 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 cohorts are maintained and physical distancing is practiced 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 distancing between cohorts should consistently be practiced.

### **Staff (classroom-based)**

- Staff are to avoid physical contact, minimize close, prolonged, face-to face interactions, and spread out as much as possible within the space available.
- Within their Learning Group, staff must minimize physical contact.
- **Outside of their Learning Group**, staff must maintain physical distancing of one to two metres (1-2m) when indoors or outdoors.
  - Staff and other adults are encouraged to reduce the number of close, face-to-face interactions with each other at all times, even if wearing a non-medical mask. This includes during break times and in meetings.

### **Staff (Other- Itinerant, Specialist, EAs, etc.)**

- Staff who routinely interact with more than one Learning Group must practice physical distancing. In situations where staff outside a Learning Group cannot practice physical distancing, other measures must be employed. Other examples include physical barriers, securing an alternate space, or PPE (see section on PPE).

### **Other considerations:**

To support physical distancing requirements, the following strategies should be implemented where possible:

- Avoid close greetings (e.g., hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc., as necessary.
- Create space between students/staff as much as possible.
  - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).
  - Consider arranging desks/tables so students are not facing each other and using consistent or assigned seating arrangements.
  - Consider storing excess equipment (e.g., equipment that might not be of use during the pandemic) in order to open more space to schools.
- Consider strategies that prevent crowding at pick-up and drop-off times.
- Where possible, stagger recess/snack, lunch, and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
  - Organize learning activities outside including snack time, place-based learning, and unstructured time.
  - Take activities that involve movement, including those for physical health and education, outside.
- Incorporate more individual activities or activities that encourage greater space between students and staff as much as practicable to do so.
  - For elementary students, adapt group activities to minimize physical contact and reduce shared items.

- Offer manipulatives and items that encourage individual play, and that can be easily cleaned and reduce hand-to-hand-contact and cross-contamination.
- Prioritize the acquisition of adequate amounts of high-touch materials, such as pencils or art supplies, in order to minimize sharing between children.
- For middle and secondary students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
- Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language, etc.).
- Consider installing barriers made of transparent material in places where physical distance cannot be regularly maintained, and a person is interacting with numerous individuals outside of a Learning Group. This may include a front reception desk where visitors check in, a library check-out desk, or where food is distributed in a cafeteria.
- Parents, caregivers, health-care providers, volunteers and other non-staff adults (visitors) entering the school are to 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 are to confirm they have no symptoms of illness and are not required to self-isolate before entering.
  - Schools are to keep a list of the date, names and contact information for all visitors who enter the school.
  - All adult visitors are to wear a non-medical mask when in the school and unable to practice physical distancing.

## 2.5 Diverse Learners Support Considerations COVID-19

- New Westminster Schools promotes the inclusion of students with diverse needs.

## 2.6 Behaviour Support Plans, Care Plans, and Staff Safety Plans

- Children are screened case-by-case to determine levels of support required to safely bring students into the school environment and any support plans will be provided to the site-based Administrator. Staff working with children that have Behaviour Support Plans, Care Plans and/or Staff Safety Plans in place must review these plans prior to working with the child.
- Please see Appendix G for recommendations for Behaviour Support Plans, Personal Care Plans, and/or Staff Safety Plans based on student need.

## 2.7 Personal Protective Equipment (PPE)

### **Elementary Students**

Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their faces and eyes, as well as require assistance to properly put on and take off their mask. Masks will be provided upon request of parent/guardian.

### **Middle/Secondary Students**

Non-medical masks or face coverings are required for all middle and secondary staff and students when they are indoors in high traffic areas; e.g., hallways, common areas, etc., and anytime they are outside of their classroom or Learning Group and physical distance cannot be maintained.

#### **Staff (classroom-based)**

Staff are required to wear a non-medical mask/face covering in high traffic areas and in common areas such as hallways and anytime outside of their Learning Group. Staff can also wear a mask/face covering within their classroom or Learning Group if that is their personal preference.

#### **Staff (Other- Itinerant, Specialist, EAs, etc.)**

Staff who routinely interact with more than one Learning Group must practice physical distancing and wear a non-medical mask at all times. Staff providing health care services and other health care providers are required to wear a mask when working in close proximity with students.

#### **Other considerations:**

- Medical grade masks (i.e., N95) are only recommended for health care workers and other related professions. Good hand hygiene and sanitization practices are recommended and are the most effective prevention strategy.
- A supply of reusable masks (max 2 per school year) will be available for staff.
- Individual decisions by staff are respected where an acceptable explanation is provided to their supervisor. In certain circumstances, a staff member's medical conditions may make the wearing of a mask inadvisable.
- Where the wearing of a mask demonstrably impacts the delivery of an educational service (e.g., speech pathology services or certain specialized services), a location may require adaption by the installation (permanently or temporarily) of shielding (e.g., plexiglass) as a transmission barrier. The site administrator is responsible for consulting with the staff member on such a need/request.
- Masks on young children can be irritating and may lead to increased touching of the face and eyes and will not generally be encouraged.

## General

- BC Centre for Disease Control (BCCDC) guidance for K-12 school settings is that other personal protective equipment, such as gloves, is not needed, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work.
- Where PPE has been identified for tasks prior to COVID-19 pandemic, continue to use this PPE when performing these tasks.
- Pre-Covid-19 protocols will continue.
- Use good hygiene practices when handling food. Avoid bare hand contact. For example, use utensils, deli napkins, or dispensing equipment to handle food.
- Frequently wash hands with plain soap and water.
- Place all food items in sanitized designated area upon arrival.
- Parents will be asked to have food provided in clean containers.

## Supporting Students with Disabilities/Diverse Abilities

- Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19. Students with disabilities/diverse abilities, who are not able to physically distance, are not excluded from a Learning Group. The necessary adaptations (i.e., physical space limitations) are included, and preventative measures are implemented relating to their unique needs.

## 3.0 Work Environment/School Preparation

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### 3.1 Classrooms

- Where possible, natural ventilation should be maximized by opening the doors and windows to periodically change the air.
- Most classrooms have a handwashing sink, automatic soap dispenser (no bar soap and no anti-bacterial soap), and paper towels. If unavailable, then alcohol-based hand sanitizers are available.
- Classrooms, desktops, and countertops must be decluttered with non-essential items to allow for custodial cleaning and disinfection.
- Workspaces and desks should be arranged in a way to minimize physical contact between students.

### 3.2 Office, Staff Room, and Shared Space Access

- Administrators will develop access protocols for their site in conjunction with the site-based JOHS Committee. These protocols must be in line with current SD40 protocols encouraging physical distancing.
- As classrooms should be decluttered wherever practicable, removal of difficult to clean items. Administrators may select a room or area, if available, for temporary storage during COVID-19. Boiler, electrical, and mechanical rooms **MUST NOT** be used for storage.



### 3.3 Medical/Isolation Room

- Appropriate signage is posted in designated Medical/Isolation Room(s).
- Disposable pillow cases, sheets, blankets are available.
- Occupational First Aid attendants are provided with PPE (i.e., gloves, masks, etc.).
- After the Medical/Isolation Room is used, custodial Staff must be notified and conduct enhanced cleaning as per the Cleaning & Disinfection SWP COVID-19.

## 4.0 Cleaning & Disinfection Protocols

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### 4.1 Workplace Hazardous Materials Information System (WHMIS) Requirements

- Staff are expected to be familiar with the hazards and safety controls of the chemicals used at work. This has been completed through their COVID-19 safety orientation.
- All disinfectants, detergents, hand sanitizers must be safely stored out of reach of students.
- Safety Data Sheets (SDS) for all cleaning products are available in our Staff Portal and are available at product storage sites.
- SD 40 Staff who are using custodial products must review the SDS for the product before they use it, for the following information, but not limited to:
  - What to do in case of exposure and,
  - What PPE is required for use?
- All chemicals must be properly labelled in accordance with WHMIS requirements and adhere to the guidelines from BCCDC: [http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting\\_PublicSettings.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf)

### 4.2 Cleaning Schedules

Regular cleaning and disinfection are essential to prevent 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](#).

#### DEFINITIONS

**Cleaning:** the physical removal of visible soiling (e.g., dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.

**Disinfection:** the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

#### PRODUCTS & PROCEDURES

For **cleaning**, use water and detergent (e.g., liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e., using strong action on surfaces). For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting.



For **disinfection**, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed). Refer to the [Cleaning and Disinfectants for Public Settings Guidelines](#) for additional information.

For specific brands and disinfectant products, see Health Canada's list of [hard-surface disinfectants for use against coronavirus \(COVID-19\)](#).

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. Items 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.

## CLEANING AND DISINFECTING FREQUENCY

The following frequency guidelines should be adhered to when cleaning and disinfecting:

- General cleaning and disinfecting of the premises at least **once in a 24-hour period**. This includes items that only a single student uses, like an individual desk.
- In addition to the cleaning and disinfecting of the premises, cleaning and disinfecting of frequently touched surfaces at least **twice in 24 hours, including at least once during regular school hours**. (See [Frequently Touched Surfaces](#) section below for examples of frequently touched surfaces.)
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

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.

## FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces include:

- Doorknobs, light switches, hand railings, faucet handles, toilet handles, tables, desks, and chairs used by multiple students, automatic water dispensers.
  - Automatic water dispensers can continue to be used, as access to water should not be restricted. Students and staff should be encouraged to use personal water bottles. If using automatic water dispensers, students and staff should practice hand hygiene before and after use, and should not place their mouth on the fountain. Automatic water dispensers should be cleaned as a frequently touched item.
- Shared learning items and manipulatives.
- Shared equipment (e.g., computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, toys and sports equipment, etc.).
- Appliances (staff and students can share the use of appliances and other objects but treat items like microwaves, refrigerators, coffee pots, photocopiers, or laminators, as frequently touched surfaces).

## CLEANING AND DISINFECTING BODILY FLUIDS

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

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g., gloves, Kevlar sleeves) for blood and bodily fluids (e.g., toileting, spitting, biting).

## 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).

### 4.3 Facilities and Transportation

- Maintenance and Operations staff must keep their vehicles clean as per the Facilities and Transportation SWP (see Appendix H).

### 4.4 Physical and Health Education 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 such as in designated desk area or a marked side of the hallway for changing into jackets and winter clothing, if moving outdoors.

## 5.0 Buses and School Transportation (Lynch Bus Lines)

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- To date, student participation has been minimal on buses and school transportation. However, the Manager of Facilities & Transportation is working closely with Lynch Bus Lines to ensure cleaning and disinfection procedures follow the BC CDC's Cleaning and Disinfectants for Public Settings document.
- Where bussing is employed, students must sit in their own seat. However, students from the same household or Learning Group/cohort can share seats, if space is limited.
- A passenger list must be maintained daily.
- Bus attendants must be provided with a "COVID –19 Emergency Bag" that contains first aid supplies relating to issues arising from COVID-19.
- Wherever possible, students should have consistent and assigned seating arrangements.
- Consider the order students typically onload and offload to support minimal physical contact.
- Maintain physical distance from each other at all times unless students are within the same Learning Group/cohort.
- Students who present with symptoms consistent with COVID-19 symptoms must not take the bus or go to school. See daily health assessment for students (Appendix C).

## 6.0 Communication Strategies

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- Regular and predictable contact with all stakeholder groups to keep them up to date as the situations change.
- Information shared and broadcast across multiple channels to ensure content is available: safety documents in the Staff Portal, updates and changes sent to each group via email, updates and changes that affect students and parents also posted on the website and social media platforms.
- Staff are reminded that that all health and safety measures that were in place prior to the pandemic are still in place. For example, on our Staff Portal you can find a fillable form on Reporting Occupational Health and Safety Hazards or Concerns. You can find Joint Occupational Health and Safety (JOHS) Committee minutes saved in the R: drive (JOHS Committee TORs, Minutes).
- District Orientation for site-based JOHS Committees was held on Monday, June 25th.
- Orientation week (Sept 8-11) will be used to train and communicate new protocols, first with staff and then with students.
- Signage review and creation to help reinforce safety protocols.
- Work alongside local health authorities when communicating about public health messaging.

## 7.0 Training, Education, and Documentation

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### **New Employees:**

- All new employees receive an orientation which includes a review of general occupational health and safety processes and procedures as well as the New Westminster School District - COVID-19 Health & Safety Plan.
- Upon arrival at assigned school site, the site manager provides a site-specific OH&S orientation.

### **Current Employees:**

- Current employees have received earlier versions of the New Westminster School District - COVID-19 Safety Plan.
- The revised COVID-19 Safety Plan will be available in the Staff Portal of the district's web site.
- During the first week, and prior to students arriving, existing staff will be required to attend a 2020/21 school year orientation held at each site. Additionally, a COVID-19 recorded orientation session will be available to all staff for follow up or refresher training.
- Site based supervisors (e.g., principals and vice principals) will provide site specifics.

## 8.0 Safety Responsibilities by Role

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All SD 40 Staff must:

### 8.1 Employer (School District)

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure that all resources (information, authorization, administrative changes, technology, training, human resources) and materials (personal protective equipment, equipment, cleaning and disinfecting products and systems) required to implement and maintain plan are reasonably made available as practical when required.
- Ensure that supervisors and workers are informed about the content of safety policies.
- Conduct a periodic review of the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.
- Re-examine all tasks in the workplace, especially those that require the direct care of students, and ensure that safe work procedures are updated with COVID-19 practices.

### 8.2 Supervisors (including Principals and Vice Principals)

- Ensure that workers are familiar with this “Stage 2 Return to In-Class Instruction Plan” and knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.
- Direct work in a manner that eliminates or minimizes the risk to workers.

### 8.3 Workers (teachers, education assistants, support staff, and outside contractors)

- Review in detail the “Stage 2 Return to In-Class Instruction Plan” and seek clarification and/or ask questions as they might have regarding the applicability of the Plan to their work assignment.
- Know the controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions as directed by the employer or supervisor.
- Report any unsafe conditions or acts to the supervisor.
- Know how and when to report exposure incidents.

### 8.4 Service Operations Managers (custodial)

- Maintaining an inventory of PPE for custodians, cleaning and disinfectant products, and well-maintained equipment used for cleaning and disinfecting.
- Providing adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this exposure control plan.

- Directing the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revising the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.

## 8.5 Occupational Health and Safety Committee

- The site-based Joint Occupational Health and Safety Committee members are required to:
  - Follow applicable WorkSafeBC legislation as laid out in the Rules of Procedure (Terms of Reference).
  - Conduct monthly meetings and discuss training needs and are involved on a regular basis.
  - Post minutes on COVID-19 related meetings.
- A District Health & Safety Committee meets five times a year, and as required.

## 8.6 Occupational First Aid Attendants

Administrators will identify a designated Occupational First Aid Attendant. First Aid records must be kept for three years at the school sites.

# Appendix A – Safe Work Procedures COVID-19

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## COVID-19 Facts

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. Coronavirus disease (COVID-19) is a new strain that was discovered in 2019 and has not been previously identified in humans. Coronaviruses are zoonotic, meaning they are transmitted between animals and people.

The BC Center for Disease Control has published the following information in its May 19, 2020 COVID-19: Public Health Guidance for K1-2 School Settings. Based on the current epidemiology of COVID-19 in B.C., and the fact that children are at a much lower risk of developing COVID-19, K-12 schools in British Columbia should begin increasing the number of students receiving in-class instruction within the school environment, while supporting the health and safety of children and adults.

## Respiratory Etiquette

- Covering the mouth and nose during coughing or sneezing with a tissue or a flexed elbow and disposing of used tissues in a plastic-lined waste container, followed by appropriate hand hygiene.
- Wear a re-useable non-surgical mask where appropriate.

## Handwashing is required

With over 400 hand washing facilities and/or hand sanitizing stations available plus staff facilities, hand washing/sanitizing opportunities are plentiful in SD40.

- Before leaving home, on arrival at work, and before leaving work.
- After using the toilet.
- After breaks and sporting activities.
- Before eating any food, including snacks.
- Before touching face (nose, eyes, or mouth).
- Before administering medications.
- Before food preparation, handling, or serving.
- Before and after assisting student with eating.

## How to wash hands

Follow video from World Health Organization

<https://www.youtube.com/watch?v=3PmVJQUCm4E> and,

- Remove jewelry.
- Clean hands for 20 seconds following steps 1-6:
  1. Wash hands with warm running water.
  2. Apply liquid or foam soap.
  3. Lather soap covering all surfaces of hands for 20-30 seconds.
  4. Rinse thoroughly under running water.
  5. Pat hands dry thoroughly.
  6. Use paper towel to turn off the tap.

Hand hygiene posters are posted as required.

## If No Sink Is Available

- Use waterless antiseptic agents. For COVID-19, a minimum of 60% alcohol agent is required.
- If hands are soiled with visible contamination, they must first be washed with soap and water.
- Alcohol-based hand rubs don't work if your hands are greasy or visibly dirty. These products don't clean your hands and are not a substitute for handwashing. If your hands are visibly soiled, it is best to use soap and water.
- If it's not possible to wash with soap and water, use towelettes to remove the soil, then use an alcohol-based hand rub.

## Appendix B-1: Moving to Stage 2

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

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



## Appendix B-2: Prioritizing Health and Safety – Flow Charts

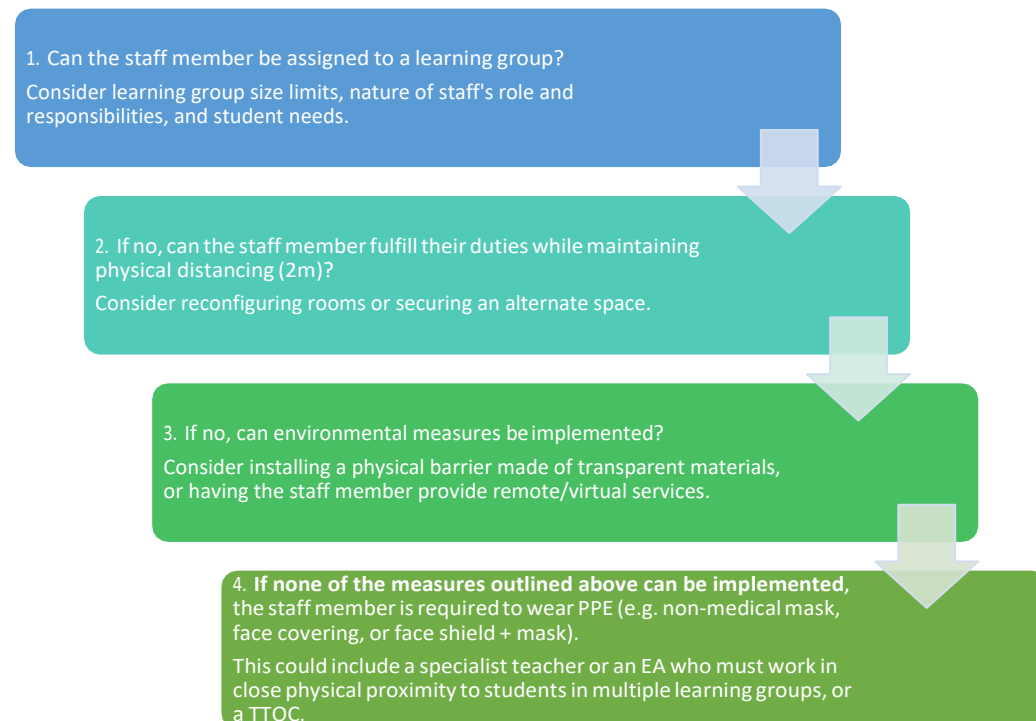
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There is a suite of measures that can be implemented in school settings to prevent the transmission of COVID-19. These flow charts have been developed to assist school districts and independent school authorities in navigating the layered approach of environmental and administrative measures available to schools (e.g. organizing students/staff in learning groups, maintaining physical distance, enhancing cleaning and disinfecting protocols, using outdoor space for learning activities, implementing staggered schedules, reinforcing effective personal practices such as diligent hand hygiene and respiratory etiquette, implementing robust illness policies for students and staff).

School districts and independent school authorities should ensure that all options for the highest level of measures have been exhausted before moving to the next level. **All decisions should be made to prioritize health and safety and in consideration of the best interest of students.**

### CONSIDERATIONS FOR STAFF

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. The following flow chart outlines the considerations to assign staff to a learning group and the steps to take when a staff cannot be assigned to a learning group.



## INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS

Schools and school districts are required to deliver the full breadth of provincial curriculum as outlined in the [Expectations for Each Stage](#). The following flow chart outlines considerations for schools and school districts when planning instructional delivery to students in secondary schools.

1. Organize students and staff into learning groups, considering the following:
  - a. Can “natural learning groups” be identified through analysis of student enrolment data (students taking the same core subjects and/or electives)?
  - b. Which courses or programs could be delivered using physical distancing (based on the required learning environment and available space relative to number of students enrolled), and can therefore be excluded from learning group considerations<sup>1</sup>?

2. Create timetables including “in-learning group” and “cross-learning group” classes
  - a. “In-learning group” class = all students are from the same learning group; students must minimize physical contact
  - b. “Cross-learning group” class = students are from different learning groups; students must maintain physical distance (2m)

3. Supplement in-class instruction with self-directed or remote learning for those courses/programs that cannot be accommodated via learning group or physical distancing approaches.

- Requiring students to wear masks during class is not an acceptable alternative to the use of learning groups or physical distancing.

<sup>1</sup> Within learning groups, minimizing physical contact is the rule. Consider focusing application of learning groups on subject areas that cannot be delivered using physical distancing strategies.

# Daily Health Check

Under the new protocols and processes that will keep our schools safer, each morning it is your responsibility to do a daily health check for your children (complete for each child), prior to them attending school. That check needs to include a full review of all symptoms and questions listed on this form.

### 1. Key symptoms of illness

Do you have any of the following key symptoms?

- ☐ Fever
- ☐ Chills
- ☐ Cough or worsening chronic cough
- ☐ Shortness of breath
- ☐ Loss of sense of smell or taste
- ☐ Diarrhea
- ☐ Nausea and vomiting

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

**If only one symptom (excluding fever) is present:** your child should stay home and can self-monitor/be monitored for 24 hours from when the symptom started. If the symptom continues past that window or worsens, seek a health assessment. If the symptom improves, your child may return to school when they feel well enough.

**If your child has a fever, or if two or more key symptoms are present:** seek a health assessment. A health assessment can include calling 811 or a primary care provider like a physician or nurse practitioner – the assessment will determine whether a COVID-19 test is recommended.

### 2. International travel

Have you returned from travel outside Canada in the last 14 days?

### 3. Confirmed Contact

Are you a confirmed contact of a person confirmed to have COVID-19?

**If you answered "YES" to questions 2 or 3,** or if you're worried about new symptoms you've identified, use the COVID-19 Self-Assessment Tool (<https://bc.thrive.health/covid19/en>) or call 811 to determine if you should seek testing for COVID-19.

### After a period of illness, when is it safe to return to schools?

If a COVID-19 test has been recommended, follow the guidance provided by the health professional you're working with (guidelines also listed in BC Centre for Disease Control link below). If a COVID-19 test is not recommended by the health assessment, your child can return to school when symptoms improve and they feel well enough to do so.

## Keeping New Westminster schools safer.

Questions? Email [info@sd40.bc.ca](mailto:info@sd40.bc.ca)  
Learn more at [newwestschools.ca](http://newwestschools.ca)



Updated: September 16, 2020 – Based on BC Centre for Disease Control guidelines:  
[http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Guidance-k-12-schools.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf)

# Daily Health Check

Under the new protocols and processes that will keep our schools safer, each morning it is your responsibility to a daily health check, prior to arriving at work. That check needs to include a full review of all the symptoms and questions listed on this form.

### 1. Key symptoms of illness

Do you have any of the following key symptoms?

- ☐ Fever
- ☐ Chills
- ☐ Cough or worsening chronic cough
- ☐ Shortness of breath
- ☐ Loss of sense of smell or taste
- ☐ Diarrhea
- ☐ Nausea and vomiting

**If you answered “YES” to any of the above symptoms, and they are not related to a pre-existing condition (e.g. allergies), you should NOT attend work.**

**If only one symptom (excluding fever) is present:** you should stay home and can self-monitor for 24 hours from when the symptom started. If the symptom continues past that window or worsens, seek a health assessment. If the symptom improves, you may return to work when you feel well enough.

**If you have a fever, or if two or more key symptoms are present:** seek a health assessment. A health assessment can include calling 811 or a primary care provider like a physician or nurse practitioner – the assessment will determine whether a COVID-19 test is recommended.

### 2. International travel

Have you returned from travel outside Canada in the last 14 days?

### 3. Confirmed Contact

Are you a confirmed contact of a person confirmed to have COVID-19?

**If you answered “YES” to questions 2 or 3,** or if you're worried about new symptoms you've identified, use the COVID-19 Self-Assessment Tool (<https://bc.thrive.health/covid19/en>) or call 811 to determine if you should seek testing for COVID-19.

### After a period of illness, when is it safe to return to work?

If a COVID-19 test has been recommended, follow the guidance provided by the health professional you're working with (guidelines also listed in BC Centre for Disease Control link below). If a COVID-19 test is not recommended by the health assessment, you can return to work when symptoms improve and you feel well enough to do so.

### Logging time

Staff attending a COVID-19 related appointment need to log the absence in Atrieve™ as “Med-COVID19,” which will be taken from sick bank.

Staff may need to stay home as a result of an assessment that has recommended a COVID-19 test or as a result of public health (or another medical professional) instructing the staff member to stay home. In which case they must advise their administrator/manager and log the absence in Atrieve™ as “Illness-COVID19,” which will be taken from sick bank.

## Keeping New Westminster schools safer.

Questions? Email [info@sd40.bc.ca](mailto:info@sd40.bc.ca)  
Learn more at [newwestschools.ca](http://newwestschools.ca)

Updated: September 16, 2020 – Based on BC Centre for Disease Control guidelines:  
[http://www.bccdc.ca/Health-Info-Site/Documents/COVID\\_public\\_guidance/Guidance-k-12-schools.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf)



## Appendix E - Administering First Aid SWP - COVID-19

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The purpose of this document is to provide a procedure for Occupational First Aid (OFA) designates to follow while performing first aid to either students or staff at schools/sites during COVID 19 to ensure worker safety.

### PPE

Nitrile gloves. Safety eyewear or other PPE is task dependent.

Before performing/administering first aid, the OFA designate must read and understand this procedure and watch the associated hand watching [video](#).

### Procedure - Flu like Symptoms

OFA designates are not to assess or approach patients with suspected flu like symptoms. Should a staff member or a child begin to show flu like symptoms:

1. Ensure safe distance of 6 feet/ 2meters and reassure the patient.
2. Alert the Principal or Manager.
3. Direct staff to move everyone to another room.
4. If patient is a child, have them wait in the Medical/Isolation Room for pick-up from a parent or guardian.
5. Advise custodial staff of areas patient occupied to ensure Enhanced Cleaning Safe Work Procedure (SWP) is followed.

### Procedure - Non-Flu like Symptoms-Standard First Aid

- First Aid rooms/dressing rooms are to be kept as a clean staging area, patients are NOT to enter.
- Have patient sit in chair outside room or other designated area.
- Perform hand washing as per COVID 19 SWP regarding Hand Washing.
- Gather appropriate PPE, first aid supplies, and leave first aid kit in staging area (First aid room/dressing area).
- Perform injury assessment, verbally and visually, prior to administering first aid.
- Advise the patient not to speak when possible and to look to the side while you administer first aid.
- Administer appropriate first aid.
- Advise custodial of areas used/touched for disinfecting purposes.
- Remove Gloves:
  - Remember the outside of the gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under other glove at wrist and peel off. Discard in regular waste.
- Wash hands as per Hand Washing SWP.
- Complete First Aid Record as per WorkSafeBC.

## Appendix F - Enhanced Cleaning SWP COVID-19

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For custodial staff to follow while performing enhanced cleaning of schools/sites due to COVID 19 to ensure worker safety and effective disinfecting.

### Enhanced Cleaning

Regular cleaning as well as enhanced cleaning of washrooms, horizontal surfaces, and high touch points such as: door handles, light switches, handrails, and automatic water dispensers. Please follow the process below to ensure cleaning is appropriate for COVID-19.

### Personal Protective Equipment (PPE)

Rubber gloves, splash goggles, and masks, if required.

### Procedure

1. Perform hand washing as per Hand Washing Safe Work Procedure (SWP).
2. Put on required PPE.
3. To ensure access is restricted to room to be cleaned, use cart or sign to restrict access.
  - The custodial cart can be placed outside the room against a wall, DO NOT bring into room.
  - Use bucket to bring in essential supplies only to the room.
  - Bucket, along with all its contents, will be thoroughly disinfected before being placed back on the cart to prevent cross-contamination.
  - A waste bag will be placed on the floor by the doorway.
  - A wet mop can be pre-dipped and stood in the corner of the room. Its handle should be disinfected thoroughly before being placed back in the cart.
4. Using the SD 40 approved disinfectant, begin cleaning at the doorway and work around the room in a clockwise direction to ensure no areas are missed.
5. Using a disinfectant and separate clean microfiber cloth, rub and scrub all horizontal and contact surfaces, including:
  - Chairs, low ledges, window crank, counter, sinks, wall mounted equipment, light switches, doorknobs, desktops, and any horizontal surfaces used during classroom activities that day.
6. For washrooms using separate clean microfiber cloth, disinfect, working from top to bottom.
  - Clean the light switches, door handle, grab bars, dispensers, sink fixtures, basin, underside and pipes, shower fixtures/bathtub, and any specific areas identified by the staff.
  - Use a separate clean microfiber cloth and a separate bucket of solution, clean toilet fixtures, seat, tank, and base. Wipe splash marks from wall around toilet. Use the bowl mop to clean the bowl.
7. Remove trash from the garbage bins, damp-wipe the can inside and out, and replace the liner. Do not leave additional liners in the bottom of the garbage container or hanging over the side.
8. Take garbage/soiled items to exterior dumpsters.
9. Wash hands as per Hand Washing Safe Work Procedure.











10. Cleaning high touch surfaces during the day should occur twice daily for areas in use.

The following illustration is used:


## SD40 Enhanced Environmental Cleaning Guide

The following enhanced cleaning measures have been developed to mitigate the spread of virus during an outbreak or pandemic. During these times, Custodians place a priority on cleaning and disinfecting surfaces and objects that are touched often:

			
<b>Main Entrance and All Interior Doors</b> <ul style="list-style-type: none"> <li>• Door handles and crash bars</li> <li>• Push plates and push areas above door handles and crash bars (both sides)</li> </ul>	<b>Reception and Offices</b> <ul style="list-style-type: none"> <li>• Countertops and desktops</li> <li>• Light switches</li> <li>• Cabinet handles</li> <li>• Copiers/printer touchscreens and lid handles</li> <li>• Telephones, keyboards/mice monitor power button</li> </ul>	<b>Handrails and Elevators</b> <ul style="list-style-type: none"> <li>• Staircase handrails</li> <li>• Guardrails</li> <li>• Elevator pushbuttons</li> </ul>	<b>Drinking Fountains</b> <ul style="list-style-type: none"> <li>• Handles, knobs and pushbuttons of drinking fountains and bottle fillers</li> </ul>
			
<b>Washrooms</b> <ul style="list-style-type: none"> <li>• Countertops, faucets, sinks</li> <li>• Toilet and urinal flush buttons/handles</li> <li>• Toilet stall locking mechanisms, pulls and areas around (both sides)</li> <li>• Soap/paper dispensers</li> </ul>	<b>Classrooms</b> <ul style="list-style-type: none"> <li>• Light switches</li> <li>• Cabinet handles</li> <li>• Teacher's chairs (top back and arm rests)</li> <li>• Student chairs and stool (top back and sides)</li> <li>• Desks and tables (top and sides and 1-2" of area immediately under the sides)</li> <li>• Faucets, sinks, countertops</li> <li>• Telephones, Keyboards, mice and monitor power button</li> <li>• Soap/paper dispensers</li> </ul>	<b>Libraries and Computer Labs</b> <ul style="list-style-type: none"> <li>• Light switches</li> <li>• Cabinet handles</li> <li>• Countertops and desktops</li> <li>• Keyboards, mice and monitor power button</li> <li>• Touchscreens and lid edges on copiers/printers</li> <li>• Telephones</li> </ul>	<b>Staff Rooms</b> <ul style="list-style-type: none"> <li>• Light switches</li> <li>• Cabinet handles</li> <li>• Faucets, sinks</li> <li>• Appliance handles</li> <li>• Countertops</li> <li>• Tables (top and sides and 1-2" of area immediately under the sides)</li> <li>• Chairs (top back and arm rests)</li> <li>• Keyboards, mice and monitor power button</li> </ul>

***If you have any questions regarding these enhanced cleaning procedures, contact Manager of Operations***

**Phone:** 604-354-3805 **Email:** [mlayzell@sd40.bc.ca](mailto:mlayzell@sd40.bc.ca)



## Appendix G – Diverse Learners Support Considerations COVID-19

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Learners with diverse, complex needs are considered vulnerable students. Continuity of learning plans require personal care and staff to be in closer proximity with the student. As a result, this document has been created to support students on Staff Safety Plan, Positive Behaviour Support Plans, and Nursing Support Services (NSS) Care Plans for students due to COVID-19. All student support plans that were in place prior to the pandemic will be followed. No additional personal protective equipment beyond normal universal precautions are required (for reducing COVID-19 transmission). Other more effective procedures, cleaning and disinfecting and hand hygiene are in place. Alcohol-based hand rub dispensers are available where sinks are not available, along with posters to promote the importance of hand hygiene.

### Personal Protective Equipment (PPE)

Dependent on Care Plan or Safe Work Procedure.

Masks may be worn where the specific educational programming requires.

To mitigate risk, we have daily health-checks before admittance and medical/isolation rooms should a child or staff member become ill while on site.

No additional personal protective equipment (PPE) is required for personal care unless identified on a case-by-case basis by the health authority. For particularly complex cases, (e.g., feeding tubes), direct any inquiries to NSS.

### Care Plans

Students with complex health needs may have Care Plans developed in conjunction with Occupational Therapist and Physiotherapist. The same personal protective equipment needed prior to COVID-19 for implementing a student's Care Plan, continues to be required during this time of concern due to COVID-19.

### Food/Eating

Use good hand hygiene practices when handling food. Avoid bare hand contact. For example, use utensils, deli napkins or dispensing equipment to handle food. Frequently wash hands with plain soap and water to reduce risk of transmission if you are handling foods. Fresh foods will be washed with soap and water and rinsed thoroughly.

- Wash hands as per Hand Washing SWP.
- Staff prepare student's food wearing gloves; use paper towel to place fresh food items on and keep food in the container it was brought in.
- Staff support student in washing hands, if required.
- Wash hands as per Hand Washing SWP.
- Staff monitor to ensure student remains seated while eating.
- Staff to return all waste and containers to student's backpack (pack in, pack out).



## Toileting

- Staff to ensure the appropriate items are accessible in washroom to assist in toileting.
- Wash hands as per Hand Washing SWP and follow recommended glove procedures.
- Staff support student in areas required, follow pre-pandemic plans.
- Staff to minimize physical contact when practicable.
- Staff support student in washing hands, if required.
- Remove gloves.
- Remember the outside of the gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under other glove at wrist and peel off. Discard in regular waste.
- Wash hands as per Hand Washing SWP.

## Hand over Hand

- Wash hands as per Hand Hygiene SWP.
- Staff support student to wash hands as required.
- In addition, if student touches face, mouth, or nose, whenever possible, staff support student to wash hands.
- Staff to provide verbal cues for hand washing.
- If student requires hands-on support, staff to remain at student's side using diagonal Nonviolent Intervention Crisis supportive stance.
- Staff support to wash hands with soap and water, dry hands with papertowel.

## Communication

- Practice hand hygiene as per Hand Washing SWP.
- If student requires hand-over-hand support for signing, wash hands with soap and water or a disinfectant wipe.
- Support student to wash hands, as above.
- Practice hand hygiene as per Hand hygiene SWP.
- Self-regulation: student may use items (fidgets) identified specifically for them and kept in a clearly marked bin.
- Items (e.g., cozy swing, SafeSpace) for a designated student only (single use).

## Specialized Equipment

- (e.g., Helmet, stander, stroller/wheelchair, lift).
- If staff need to support students with specialized equipment:
  - Practice proper hand hygiene as per SWP.
  - Follow pre-pandemic plans.

The following are examples for staff safety:

Although these behaviours are challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with hand hygiene and cleaning and disinfection.

Review student's updated IEP, Positive Behaviour Support Plans, Staff Safety Plan and other appropriate plans; follow Staff response accordingly:

1. Spitting
  - Using disinfectant, wipe down any area that has possible saliva.
  - If in contact with saliva, wash hands and/or affected areas.
2. Biting
  - If in contact with saliva, wash hands and/or affected areas.
  - If skin is broken, seek first aid and follow universal precautions.
  - Wear Kevlar sleeves or other Kevlar products, as necessary.
3. Lunging
  - Move self out of way.
4. Grabbing
  - If in contact with saliva, wash hands and/or affected areas.

## **Appendix H – Facilities / Transportation SWP COVID-19**

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The purpose of this document is to provide guidance for Facilities/Transportation staff to ensure worker safety while working during the COVID- 19 pandemic.

- If you are using a vehicle after another worker, it must be re-sanitized before use.
- Perform hand hygiene as per Hand Washing COVID-19 (SWP).
- Staff will need to check in with Facilities/Transportation as per the Working Alone or From Home Safe Work Procedure COVID-19 to ensure they are safe and to get any information they may have missed.
- Do not share tools without disinfecting first.
- When arriving to work, do not congregate in common areas. Move directly to vehicle when possible.
- Contact your Manager or clerical staff by email or phone rather than in person.
- Check emails daily for new information and additional guidance.
- If two people are required for a task, maintain 2 metre (6 feet) distance.
- Always maintain a 2m distance except when there is an essential safety reason not to (i.e., holding onto a ladder).
- Stagger breaks to reduce congregation.
- Sign in/out at all sites visited each day.
- Make sure your presence is known in schools.

### **Cleaning PPE/Tools**

- Perform hand hygiene protocols as required.
- Using SD40 approved disinfectant, begin cleaning at the door and work your way into the vehicle.
- Using a disinfectant and microfiber cloths or paper towel, rub and scrub all contact surfaces

including; door handle, interior door, ignition, heating controls, steering wheel, dash, seat belt and clip, gear shifter, keys, windows (follow up with window cleaner on front and side windows), etc.

- To clean the microfiber cloth, please hand-wash and hang to dry before next use.
- Take garbage/soiled items to exterior dumpsters.
- Wash hands as per Hand Washing SWP.
- This procedure should be performed at end of every shift.

Please note: If a co-worker is assigned to use the vehicle after you, they must also perform this procedure before they use the vehicle at the start of their shift.

## Appendix I - Staff Orientation Checklist COVID-19 Safety

---

Worker Name: \_\_\_\_\_

Date: \_\_\_\_\_

Items reviewed	Site-Specific Information	Reviewed (X)
Site-Based Admin/Contact		
Staff Check-in/out process		
Assembly/Muster Station Location		
Lockdown Process/Location		
JOHS Rep	CUPE: NWTU: P/VP:	
Medical/Isolation Room Location(s)		
Occupational First Aid Designate		
How to Summon First Aid Designate	#:	
Staff Self Health-check Requirement	To be completed before entering school	
Staff Washroom Location		
Student Washroom Location		
TTOC and Casual Support Employees	Customized COVID-19 safety orientation for employees required to visit multi-site worksites based upon role.	

To be completed with staff upon return to the school/site. Please note this can be done via MS teams.

**Additional comments/information:**

## Appendix J - Cleaning & Disinfection Schedule for Custodians

Cleaning Tasks [Refer to 'COVID -19 Public Health Guidance for K-12 School Settings'] <sup>4</sup>	Frequency		Disinfecting Tasks [Refer to 'COVID -19 Public Health Guidance for K-12 School Settings'] <sup>4</sup>	Frequency
Clean Surfaces with Visible Dirt	Daily		Disinfect washrooms [sinks, counters, mirrors, toilets, urinals, partition walls, dispensers, doors, garbage bins, floors, grab bars, and all washroom supplies replenished]	Twice per day
Empty Garbage Containers	Daily		Disinfect learning hubs, life-skills room, resource room, classrooms as appropriate [desks, tables, chairs, sinks, faucets/light switches, doorknobs, telephones, appliance handles]	Twice per day
Empty Central Waste Collection Stations	Daily		Disinfect front Entry Doors [handles]	Twice per day
Spot Mop	Daily		Disinfect automatic water dispensers [push control, basin/spout]	Twice per day
Spot Vacuum	Daily		Disinfect hallways [handrails, light switches, push bars, door knobs, elevator buttons]	Twice per day
Wash All Resilient Floors	Weekly		Disinfect office [desks, counters, tables, chairs, telephones, keyboards, light switches, door knobs, plexiglass]	Twice per day
Vacuum All Carpeted Floors	Weekly		Disinfect Staff Room [appliance and cupboard handles, door knobs, sinks, tables/chairs, light switches, keyboards]	Twice per day

## Appendix K: Cleaning and disposing of masks SWP

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Medical/surgical masks should not be cleaned and reused because putting medical/surgical masks in the washing machine may damage the protective layers, reducing their effectiveness. If you are sick or caring for someone who is sick, masks need to be changed frequently. All masks should be changed if wet or visibly soiled; a wet mask should not be used for an extended period of time.

To dispose of masks after use:




- Wash your hands with soap and water before taking off your mask.
- Dispose of used masks in a wastebasket lined with the plastic bag.
- After taking off your mask, wash your hands again with soap and water before touching your face or doing anything else.
- When emptying wastebaskets, take care to not touch used masks or tissues with your hands. All waste can go into regular garbage bins.
- Clean your hands with soap and water after emptying the wastebasket.

Homemade or cloth masks should be cleaned and changed often:

- To clean a homemade cloth mask, wash it using the directions on the original material (for example, if the mask was made from t-shirt material, follow the washing instructions on the t-shirt tag) but in general, warmer water is better. Dry the mask completely (in the dryer using a warm/hot setting if possible).
- Do not shake dirty masks to minimize spreading germs and particles through the air. If dirty cloth masks have been in contact with someone who is sick, they can still be washed with other people's laundry.
- Any damage, fabric break-down or change in fit will reduce the already limited protection of cloth masks.

Reference: BCCDC. Cleaning and Disposing of Masks. Retrieved 18 Aug 2020, from <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/prevention-risks/masks>.

## Appendix L: Posters and Floor Stickers

<p>Social Distancing Floor Sticker 1</p> <ul style="list-style-type: none"><li>This signage is placed as a reminder to maintain the required social distancing.</li></ul>		
<p>Designated Medical/Isolation room sign</p> <ul style="list-style-type: none"><li>This sign is placed on the Medical/Isolation Room(s)</li></ul>	<p><b>Medical/ Isolation Room</b></p> 	
<p>Signage at entrances serve as visual artifacts on the importance of staying home if presenting with COVID-19 symptoms as per WSBC guidance.</p>	<ul style="list-style-type: none"><li>All workers and students who have symptoms of COVID-19 or</li><li>Those who have travelled outside Canada in the last 14 days or were identified as a close contact of a person with a confirmed case of COVID-19 must stay home and self-isolate in accordance with guidance from the BC Centre for Disease Control.</li></ul>	
<p>Directional Arrows are placed on all sites for safe traffic flow.</p>	 <p><b>One-way traffic only</b></p> <p>Stay to the left. Stay six feet apart.</p> <p>(Sample image, school sites could vary.)</p>	

Hand washing and sanitizing stations in all sites.



## Safe Work Practices (SWP) for Hand Hygiene

STOP

COVID-19

# Hand Hygiene

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

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

**Remove hand and wrist jewellery**

HOW TO HAND WASH

- 1

Wet hands with warm (not hot or cold) running water
- 2

Apply liquid or foam soap
- 3

Lather soap covering all surfaces of hands for 20-30 seconds
- 4

Rinse thoroughly under running water
- 5

Pat hands dry thoroughly with paper towel
- 6

Use paper towel to turn off the tap

HOW TO USE HAND RUB

- 1

Ensure hands are visibly clean (if soiled, follow hand washing steps)
- 2

Apply about a loonie-sized amount to your hands
- 3

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

1 of 1

SWP- Hand Hygiene V1.0 Revision Date: 20200402, Release Date: 20200402



How to use a mask:

[How to wear a facemask](#) poster for information on how to properly put on and take off a face mask or watch the video:

<https://youtu.be/gvLA--hGU70>



# Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



## How to Wear a Face Mask



1

Wash your hands with soap and water for 20-30 seconds or perform hand hygiene with alcohol-based hand rub before touching the face mask.



2

Check the new mask to make sure it's not damaged.



3

Ensure colour side of the mask faces outwards.



4

Locate the metallic strip. Place it over and mold it to the nose bridge.



5

Place an ear loop around each ear or tie the top and bottom straps.



6

Cover mouth and nose fully, making sure there are no gaps. Pull the bottom of the mask to fully open and fit under your chin.



7

Press the metallic strip again to fit the shape of the nose. Perform hand hygiene.



8

Do not touch the mask while using it, if you do, perform hand hygiene.



9

Replace the mask if it gets wet or dirty and wash your hands again after putting it on. Do not reuse the mask.

### Removing the Mask



1

Perform hand hygiene.



2

Do not touch the front of your mask. Lean forward, gently remove the mask from behind by holding both ear loops or ties.



3

Discard the mask in a waste container.



4

Perform hand hygiene.



BRITISH COLUMBIA  
Ministry of Health



BC Centre for Disease Control

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

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1888-268-4319) or text 604-630-0300

