

New Westminster School District (#40)

COVID-19 Health & Safety Plan

Stage 2: Maximization of In-class Instruction Plan

Version 2.0

February 09, 2021

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

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.

Based on guidance from the Provincial Health Officer and experience to date within B.C. and other jurisdictions that schools continue to be low-risk sites for COVID-19 transmission, even with increased risk of COVID-19 in some communities, K-12 students can participate in full-time, in-class instruction in accordance with current public health guidelines for schools. While B.C. is currently in Stage 2, school districts have the necessary plans in place to be able to shift between stages if and when required (see Appendix B-1: B.C's Five Stage Framework). Location-specific safety measures are included in the addendum for each school or site-specific safety plan.

Information provided here is based on resources from:

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">Health and Safety Guidelines for K-12 (Updated Feb 4 2021)

<u>COVID-19 Protocols for School and District Administrators: Management of Illness and Confirmed Cases</u> (Updated Sept 11 2020)

BC Public Health

Public Health Guidance for K-12 School Settings (Updated Feb 4 2021)

WorkSafeBC

Guidelines for Education (K-12): Protocols for Returning to Operation (Updated Feb 4 2021)

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Definitions

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

Universal Precautions and Routine Precautions/Practice (used interchangeably)	Infection-control precautions and procedures, better known as best practices.
Practicable	When reasonably possible.
Safe Work Practices/Procedures	Instructions referred to as SWPs.
Learning Group or Cohort (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.
Confirmed Case	A person with laboratory confirmation of infection with the virus that causes COVID-19 performed at a community, hospital, or reference laboratory.
Contact-tracing	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.
School cluster	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).
Self-isolation	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.
Medical Health Officers (MHO)	Medical Health Officers are physicians who work within health authorities and have authority and responsibilities outlined in the <i>Public Health Act</i> . These include directing the public health response to local public health threats, like COVID-19. School medical officers are Medical Health Officers who have additional authority and responsibilities outlined in the <i>School Act</i> . They are responsible for directing the local public health response to any public health threat that affects schools, like COVID-19 and other communicable diseases. Every school has a school medical officer.
Close Contact	A close contact is someone confirmed to have COVID-19 whom you live with or otherwise had close face-to-face contact (within 2 metres) while they had symptoms or in the 48 hours before their symptoms started. Note: This means you would have been contacted by your health authority's public health team.
Visitors	All adults who visit the school or site; including contractors, volunteers, parents, and guardians.

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COVID-19 SAFETY PLAN REVIEWS

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

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

- 1. Prevent crowding and gathering; pay particular attention to the start and end of the day and stagger recess, lunch, and transition times for students and staff whenever possible.
- 2. Avoid close face-to-face contact whenever possible.
- 3. Assign staff to a specific learning group whenever possible.
- 4. Ensure that the use of masks does not reduce or replace practicing physical distancing between learning groups and other prevention measures for both students and staff.
- 5. Ensure prevention measures are in place in staff-only areas, including break and meeting rooms.
- 6. Implement music classes according to the British Columbia Music Educators' Association and the Coalition for Music Education in British Columbia Guidance for Music Classes.
- 7. High intensity physical activity should occur outside whenever possible.

COVID-19 and Children

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.

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- 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)

- 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 district questions regarding accommodations for immunocompromised staff are referred to the District Human Resources department. BC Public School Employers' Association is another resource.

Infection Prevention and Exposure Control Measures

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

- Robust illness policies for students and staff;
- Reinforcement and adoption of effective personal practices (e.g., diligent hand-hygiene, respiratory) etiquette, etc.);
- Various health and safety measures (e.g., enhanced cleaning and disinfecting practices, using outdoor space for learning activities, grouping students and staff in learning groups to limit in-person interactions, implementing staggered schedules, etc.).

SUPPORTIVE SCHOOL ENVIRONMENTS

Schools can support students to practice personal preventive measures by:

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

COVID-19 HS Plan V2.0 Revision date: Feb 09 2021 Page 8 of 75 In line with the K-12 Education Restart Plan's goal of maximizing in-class instruction for all students within current health and safety guidelines for schools, staff should utilize positive and inclusive approaches to engage students in preventive practices and should not employ measures that are punitive or stigmatizing in nature.

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.

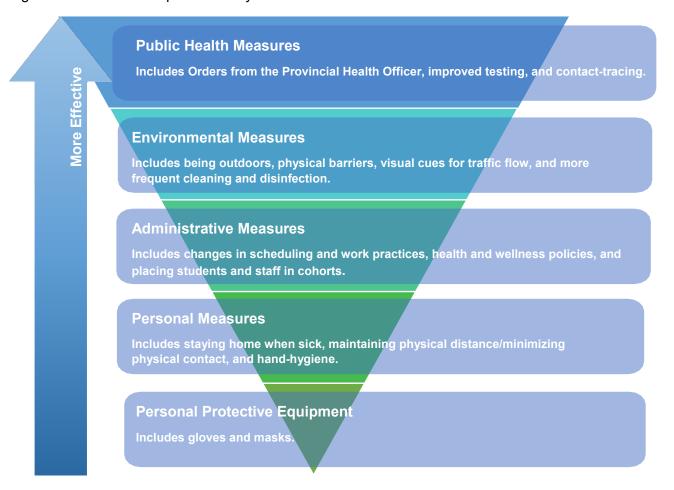


Figure 1 Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease

Public Health Measures are actions taken across society at the population level to limit the spread of 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.

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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, and 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

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 vouth.

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.

School and Learning Groups

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.

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- 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 when assigning 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 should not exceed the maximum Learning Group size in the setting (which includes students and staff who are part of the Learning Group) plus the minimum number of additional people required (e.g., additional school staff, visitors, etc.) to meet the gathering's purpose and intended outcome. Additional people should be minimized as much as is practical to do so, and they must maintain physical distance.
 - Adequate space should be made available to prevent crowding of those within the learning group.
- Staff meetings, in-service and professional development activities, and other staff-only gatherings 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 distancing (2m) whenever possible for face-face interactions.
 - o If physical distancing cannot be maintained and a barrier is not present, participants are required to wear masks.
 - o The number of participants gathered and the length of the gathering should be minimized as much as
- Examinations or assessments are not considered school gatherings, however, they must still be delivered in accordance with the health and safety guidelines outlined in this document and should not include nonstudent and staff spectators (e.g., performance arts concert or play where families are invited to attend).
 - o 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.

COVID-19 HS Plan V2.0 Revision date: Feb 09 2021 Page 11 of 75 Gatherings or events at a school that are not educational activities or support services (e.g., meal programs) including social gatherings of students and/or staff, must adhere to the PHO Order for Gatherings and Events.

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.
- Learning groups are smaller for elementary students recognizing that younger children are less able to consistently implement personal measures such as hand-hygiene, reducing physical contact, and recognizing and articulating symptoms of illness.
- Elementary and middle schools are likely able to implement learning groups without reducing the number of individuals typically within the school.

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.
- Learning groups are smaller for elementary students recognizing that younger children are less able to consistently implement personal measures such as hand-hygiene, reducing physical contact, and recognizing and articulating symptoms of illness
- Elementary and middle schools are likely able to implement learning groups without reducing the number
 of individuals typically within the school.

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 inclass learning and, in rare cases, may need to offer a hybrid approach with a blend of remote online and self-directed learning.
- Learning groups are larger for secondary students due to the increased ability of students in that setting to be able to consistently practice personal measures, like physical distancing and hand-hygiene, and recognize and articulate symptoms of illness. Due to the typical format of instruction of multiple teachers working with different groupings of students across a larger number of curricular areas, learning groups are also larger at the secondary level to enable flexibility in meeting students' learning needs.
- Secondary schools may need to reduce the number of individuals typically within the school at the same time to operate within learning group size limits. This may be necessary due to the larger number of people and the increased frequency of classroom exchanges that typically occur within secondary schools.

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.

The composition of learning groups should remain consistent for all activities that occur in schools (i.e., students and staff cannot be part of more than one learning group at the same time). Students and staff from different learning groups can interact with one another while practicing physical distancing (see the *Interacting with Learning Groups* section for more information).

Learning group composition can be changed at the start of a new term (e.g., quarter, semester). Outside of these transition points, composition should be changed as minimally as possible except where required to support optimal school functioning. This may include learning, operational, or student health and safety considerations. No additional safety protocols are required following a change in learning group composition.

School administrators should keep up-to-date lists of all members of a learning group, and others who work with that learning group (e.g., itinerant teachers, TTOCs) and their contact information to support swift communications from the school and to share with public health to support contact-tracing, if needed.

If applicable, any learning group exemptions are clearly stated in the school district/authority's safety plan.

Consistent seating arrangements are encouraged where practical. This can further reduce the number of close prolonged face-to-face interactions a person has, and assist public health should contact-tracing need to occur.

INTERACTING WITH LEARNING GROUPS

Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. Staff outside of a learning group must practice physical distancing (2m) when interacting with the learning group. For example, an itinerant educator (e.g., a teacher teaching on call, an Indigenous support worker, a teacher candidate, a district specialist) can teach/support multiple learning groups but must maintain physical distance from students and other staff and avoid close face-to-face interactions. See section on Itinerant Staff for additional guidelines.

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

There are different considerations for elementary and middle/secondary students when socializing outside of their learning group. Schools will ensure these considerations are clearly communicated and explained to students. Refer to physical distancing section.

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.

PERSONAL ITEMS

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

Items brought regularly to and from school should be limited to those that can be easily cleaned (e.g., reusable food containers) and/or are considered to be low risk (e.g., clothing, paper, etc.).

Students can continue to use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. If possible, lockers should not be shared. If lockers have to be shared, schools must assign shared lockers to students in the same learning group. Schools should implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.

Staff and students should not share personal items (including electronic devices, writing instruments, etc.).

Additional measures should be taken, including:

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

Communications and Protecting Personal Privacy

School medical officers will play the lead role in determining if, when, and how to communicate information out 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 whom they determine may have been exposed, including if any follow-up actions are recommended (e.g., self-isolation, monitoring for symptoms, etc.). School medical

COVID-19 HS Plan V2.0 Revision date: Feb 09 2021 officers will also work with the school administrator to determine if additional notifications are warranted (e.g., notification to the broader school community).

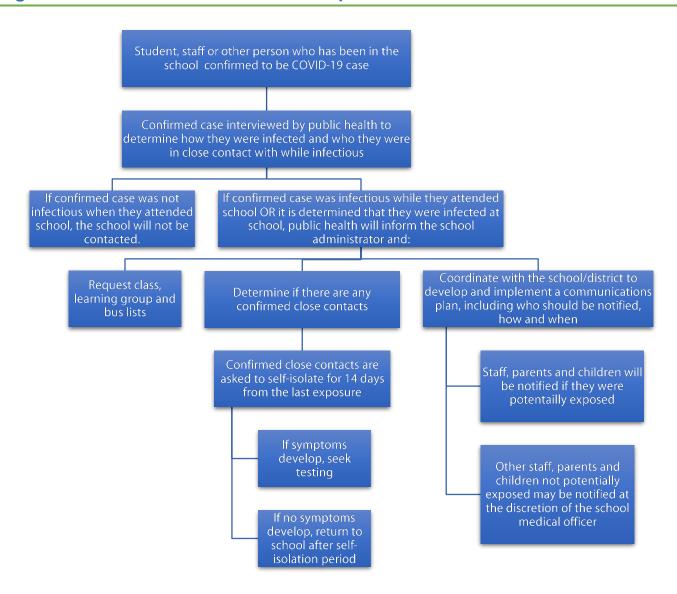
To ensure personal privacy rights are maintained and that information provided is complete and correct, schools and school districts/authorities should not provide any public statements or communications to staff or students' families about potential or confirmed COVID-19 cases unless they are directed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

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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.

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

School administrator notified by public health re confirmed case in school

> Provide school records to public health to support contact tracing (see <u>Records Management</u> section)

Notify school district/authority leadership, who will notify Ministry (see <u>Roles and</u> <u>Responsibilities</u> section)

Work under direction of Medical Health Officer to implement communications plan (see <u>Communications</u> section) School administrator notified by staff or parent that they/their child is confirmed case

> Notify school district/authority leadership, who will notify Ministry (see <u>Roles and</u> Responsibilities section)

Where appropriate, use sample key messages to communicate to school community (see Communications section)

Rumour of COVID-19 case in school community (unconfirmed case)

Notify school district/authority leadership (see <u>Roles and</u> <u>Responsibilities section</u>)

Where appropriate, use sample key messages to communicate to school community (see Communications section)

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Self-isolation and Quarantine

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

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

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

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

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.

Managing Clusters of COVID-19

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

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

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

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

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

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 child care) including participants, staff, and volunteers (names, emails, phone numbers);
- Visitor logs (names, emails, and phone numbers).

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1.0 Restricting Access to the School/ Illness &Self-Assessment Policies and Protocols

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/workplaces are healthy. Staff and other adults (e.g., parents, caregivers, visitors) entering the school/worksite are responsible to complete an active daily health check. This will include:

- assessing themselves daily for illness prior to entering the school/worksite.
- staying home and self-isolating if they are sick OR travelled outside Canada in the last 14 days OR were identified as a close contact of a confirmed case or outbreak by their local health authority.

DAILY HEALTH CHECK

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

- Parents and caregivers should assess their children daily for illness before sending them
 to school.
 - Parents/caregivers and students can utilize the provincial K-12 Health Check app for daily assessment of symptoms.
 - Schools are not required to verify that the student health check has occurred every day
 or require that parents/caregivers submit a daily health check form.
 - See Appendix C for instructions on daily health check.
- **Staff and other adults** are required to complete an active daily health check, in line with the Provincial Health Officer's Order on Workplace Safety, prior to entering the school.
 - School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.
 - An entry check poster for worksites, and additional information on health checks for workers, is available at the entrance on each site.
 - For more instructions, see below two step process and Appendix D.
- If a student, staff member, or other adult is sick, they must not enter the school.

Staff and visitors must complete the following two steps:

1) Daily Health Check

Before arriving at school, you must complete an active daily health check, in line with the Provincial Health Officer's Order on Workplace Safety.

 The Ministry of Health, in partnership with Thrive Health, created a self-assessment tool to provide up-to-date guidance and recommendations for testing and follow-up for COVID-19

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- that follows BCCDC guidance. You can download the THRIVE BC self-assessment tool: (https://bc.thrive.health/covid19/en).
- Conduct a daily health check as per Appendix D: Daily Health Check for Staff and Visitors, or
- Conduct a daily health check at the entrance to the site/school by assessing your health using the list of symptoms on the poster.

2) Daily Health Declaration

After conducting your daily health check prior to entering the school/site and you confirm that you have passed the Daily Health Check, then when signing in at each school/site you should indicate that you have passed the daily health check.

STAYING HOME, SELF-ISOLATION AND SYMPTOMS

- Stay Home When Required to Self-Isolate:
 - The following students, staff, or other adults must stay home and self-isolate:
 - A person confirmed by the health authority as testing positive for COVID-19; or
 - A person confirmed by the health authority as a close contact of a confirmed case of COVID-19; or
 - A person who has travelled outside of Canada in the last 14 days;
 - A person who has been tested for COVID-19 must stay home while they are waiting for the test result.
- Protocols for international students, and homestay contingency plans for illness, are in accordance with the <u>COVID-19 Operational Guidelines for K-12</u>.
- Additional information on self-isolation requirements and support is available from BCCDC.

Symptoms of Illness and Return to School

- Students, staff, or other adults should stay at home when sick, as this is one of the
 most important ways to reduce the introduction to and the spread of COVID-19 in schools.
 The following resources provide guidance regarding specific symptoms of illness:
 - Parents/caregivers and students can use the K-12 Health Check app.
 - Staff and other adults can refer to BCCDC's "When to get tested for COVID-19".
 - Staff, students, and parents/caregivers can also use the BCCDC online <u>Self-Assessment Tool</u>, call 8-1-1 or their health care provider.
 - When a staff, student, or other adult can return to school depends on the type of symptoms they experienced (as indicated in the K-12 Health Check app and BCCDC "When to get tested for COVID-19" resource) and if a COVID-19 test is recommended. See Appendix B COVID-19 Symptoms, Testing & Return to School for more information.
- Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g., seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-

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- care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms, they should seek assessment by a health-care provider.
- Students or staff may still attend school if a member of their household develops new symptoms of illness, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school. Most illness experienced in B.C. is not COVID-19, even if the symptoms are similar.

Medical/Isolation Room

If a student or staff member suddenly become sick while attending school or at work, and may not be able to be picked up immediately, then the following protocol should be taken per Table 1.

- Supervising staff should wear a non-medical mask and face shield if they are unable to physical distance, avoid touching fluids as much as possible, and practice diligent handhygiene.
- Schools have a designated space available where the student or staff can wait in the
 designated space that is separated from others. Most schools would have designated
 their First Aid room, or an alternate space known as the Medical/Isolation room.
- First aiders or adults supervising are provided with the emergency bag that includes a non-medical mask, face shield, and other first aid supplies (See OFA SWP).
- The room set up includes:
 - Appropriate signage posted in designated Medical/Isolation Room(s);
 - Disposable pillow cases, sheets, blankets;
 - A trash bin lined with a garbage bag;
 - Supply of PPE appropriate for student/staff.
- After the Medical/Isolation Room is used, custodial staff must be notified and conduct enhanced cleaning as per the Cleaning & Disinfection SWP COVID-19.

1.1 Table 1: Illness response

Illness response for student and staff

If a Student Develops Any New	If a Staff Member Develops Any New
Symptoms of Illness At School	Symptoms of Illness At School/Work
Staff must take the following steps:	Staff should go home as soon as
 Immediately separate the symptomatic student in a supervised area away from others. Contact the student's parent or caregiver to pick them up as soon as 	possible. If unable to leave immediately: 1. Symptomatic staff should separate themselves in an area away from others.
possible.	Maintain a distance of 2 metres from others.
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	3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up.

If a Student Develops Any New Symptoms of Illness At School

available and tolerated, or use a tissue to cover their nose and mouth.

- Provide the student with a nonmedical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand-hygiene.
- 5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand-hygiene.
- 6. Once the student is picked up, practice diligent hand-hygiene.
- 7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).

Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.

If a Staff Member Develops Any New Symptoms of Illness At School/Work

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).

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.

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.

 A health-care provider note to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practices, is not required for students or staff to return.

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. Wherever possible, communication should occur via the phone, virtual meeting, email, or by appointment.
- Visitors are required to complete the requirements of a daily health check before entering.
 Schools are responsible for ensuring that all visitors confirm they are not ill and are not required to self-isolate before entering, which is a part of the school's visitor registration/sign-in process (see section on Employer Responsibilities).
- Parents/caregivers and other visitors should maintain physical distance and avoid crowding while on school grounds, including outside.
- All visitors must wear a non-medical mask when they are inside the school.
- Adult volunteers can continue to support outdoor supervision/monitoring, provided that they
 follow required health and safety protocols (e.g., maintaining physical distance, wearing a
 mask when unable to maintain physical distance, etc.).

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 After-hours community use may be permitted and will be prioritized and in alignment with established health and safety measures. Must adhere to the <u>Gatherings and Events Order</u> of the Provincial Health Officer.

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

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 containing at least 60% alcohol are available where there is no sink.
 - Procurement of commercial hand sanitizer products adhere to Health Canada's requirements and are authorized for sale in Canada.
- 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 students 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: <u>https://www.youtube.com/watch?v=lisqnbMfKvI</u>
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

Table 2: Student and Staff Hand-hygiene

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

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.
 - o Refrain from touching their eyes, nose, or mouth with unwashed hands.
 - o Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.
- Parents and staff can teach and reinforce these practices among 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.

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- 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.).
- o 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.¹
- 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.
 - o 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.

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

- 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.

2.4 Physical Distancing and more on interacting with learning groups

- 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 two metres (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 2m 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.
 - Young children may not be able to consistently reduce physical contact.
- When interacting with peers outside of their Learning Group, and recognizing that elementary-aged students are less able to consistently practice physical distancing, students should can socialize with peers in different cohorts under the following circumstances:
 - When outdoors and providing students can minimize physical contact;
 - When indoors students maintain physical distancing of 2m.
- For situations where members of different learning groups interact:
 - o If people will be in the same space for an extended period of time (>15 minutes), the space should be sufficiently large, and/or should have limits on the number of people so that 2 meters of space is available between people from different learning groups.
 - If people will be in the same space for transition purposes (e.g., changing between classes), and other measures are in place (e.g., markings on the floor, staggered transition times), there should be enough space to ensure no physical contact but 2 meter physical distancing is not required.
 - Within and outside of learning groups, there should be no crowding.

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Middle/Secondary Students

- Within their Learning Group (including staff and students), 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 2m when indoors or outdoors. If a student is unable to consistently
 keep 2m 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 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.
- Within and outside of learning groups, there should be no crowding.

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 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.
 - Within and outside of learning groups, there should be no crowding.
 - Staff and other adults should seek to reduce the number of close, face-to-face interactions with each other at all times, even if wearing a non-medical mask. This includes during break times and in meetings.
- Multi-Learning Group Instruction:
 - Students from different learning groups can be in the same learning space at the same time if physical distancing can be maintained (as per the requirements outlined above), and there is adequate space available to prevent crowding of those from within the same learning group. Masks are not a replacement for physical distancing between students from different learning groups in the same learning space.

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- Multi-Learning Group Services:
 - Students from different learning groups may be required to be together to receive beneficial social supports, programs or services (e.g., meal programs, after school clubs, etc.). Within these supports or services it is expected that learning groups are maintained, and physical distancing is practiced between learning groups, as much as is practical to do so while still ensuring the support, program or service continues.

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 preventative measures must be employed. Schools will fully ensure the preventative measures (e.g., assigning staff to a learning group, maintaining physical distance outside of a learning group, reconfiguring space, installing barriers, securing an alternate space etc.) have been fully explored. Staff should practice physical distancing as much as possible while providing services. In addition, all K-12 staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools – see the Personal Protective Equipment (PPE) section for more information.

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).

Seating arrangements where students directly face one another should be avoided where possible, particularly for middle and secondary schools.

- Consider arranging desks/tables so students are not facing each other and using consistent or assigned seating arrangements where practical.
- 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.
 - Focus on entry and exit areas, and other places where people may gather or crowd.
- 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 and breaks 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, 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 close face-to-face contact.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of traffic flow.
- Use floor markings and posters to address traffic flow throughout the school. This may
 include one-way hallways and designated entrance and exit doors. It is important not to
 reduce the number of exits and ensure the fire code is adhered to.
- 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 checkout 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 selfisolate 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.
- For information on mask requirements for K-12 staff and middle and secondary school students, see the <u>Personal Protective Equipment</u> section.

Staff Only Spaces

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

- Utilize floor markings and signage to direct traffic flow and prevent crowding (e.g., in the break room, by the photocopier, etc.).
- Hold meetings virtually whenever possible.

Ensure staff practice physical distancing (2m) during face-to-face meetings. Staff are
required to wear masks when indoors, unable to maintain physical distance, and when a
barrier is not present.

WorkSafeBC guidance for offices measures are considered and implemented as applicable to the workplace for staff in office environments (both inside and outside of 'bricks and mortar' schools).

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 sitebased Administrator. Staff working with children who have Behaviour Support Plans, Care Plans and/or Staff Safety Plans in place must review these plans prior to working with the student.
- Please see Appendix G for recommendations for Behaviour Support Plans, Personal Care Plans, and/or Staff Safety Plans based on student need.
- When staff are working with a student indoors, where physical distancing cannot be maintained and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).
- When working with students where seeing facial expressions and/or lip movement is
 important, and physical distancing cannot be maintained, the strategies outlined in the
 <a href="https://linear.com/linear.co
 - For elementary school students, the student or parent/caregiver should determine whether the student should also be wearing any PPE when receiving services in close physical proximity.
 - Middle and secondary school students are also required to wear a non-medical mask or face covering when receiving services indoors, in close physical proximity, and where there is no barrier between the student and staff member.

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

In addition to a non-medical mask, those providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine if additional PPE is required, in accordance with routine practices.

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2.7 Personal Protective Equipment (PPE)/ Masks

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.

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

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

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.

All middle and secondary school students are required to wear a mask or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools - both within and outside of their learning group – except when:

- sitting in (or standing at) their seat or desk/workstation in a classroom or learning space;
- there is a barrier in place;
- eating and drinking; and
- outdoors.

All middle and secondary school students are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) on school buses.

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

Specific guidance for mask use during music education and physical activities in middle and secondary schools is detailed in the <u>Music Programs</u>, <u>Physical and Health Education</u> (PHE)/Outdoor Programs, and <u>School Sports</u> sections of this document.

Staff should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature. See the <u>Supportive</u> School Environments section for more information.

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Staff

Staff are required to wear a non-medical mask/ or a face shield (in which case a mask should be worn in addition to the face shield) in schools - both within and outside of their learning group, except when:

- sitting in (or standing at) their seat or desk/workstation in a classroom or learning space;
- there is a barrier in place;
- eating and drinking; and
- outdoors.

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) on school buses.

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

Further guidance for when staff should use masks in school office settings (both within 'bricks and mortar' schools, as well as in other office settings) is available from WorkSafeBC.

Staff (Other- Itinerant, Specialist, Support Staff, 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.

Supporting students with complex behaviours, medical complexities or those receiving delegated care may require staff providing health care services and other health care providers are required to wear a mask when working in close physical or in physical contact with a medically complex or immune suppressed student.

- People providing these services in schools should wear a mask (medical or non-medical) when providing services and physical distance cannot be practiced or the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of a medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with their health care provider to determine their child's level of risk.

For information on PPE when working with students where seeing facial expressions and/or lip movement is important, see the <u>Guidelines for Staff Working with Students with</u> <u>Disabilities/Diverse Abilities where Physical Contact may be Required section.</u>

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Visitors

All visitors must wear a non-medical mask when they are inside the school.

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 affects 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 preforming 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.

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3.0 Work Environment/School Preparation

General Ventilation and Air Circulation

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

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

School districts and independent school authorities should regularly maintain HVAC systems for proper operation and ensure that:

- schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible; and
- schools with fresh air intake systems increase their average air exchanges as detailed on the <u>ASHRAE website</u> and the <u>Rocky Point Engineering Ltd website</u>.

In order to enhance school ventilation, schools should consider:

- moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit;
- ensuring that the ventilation system operates properly;
- School district and site-based safety plans should include provisions for when a school/worksite's ventilation system is temporarily compromised (e.g., partial power outage, ventilation break down);
- increasing air exchanges by adjusting the HVAC system;
- where possible, opening windows if weather permits and HVAC system function will not be negatively impacted.

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.

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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.

Emergency and Evacuation Drills

Schools will continue to practice emergency (e.g., fire, earthquake, lockdown) and evacuation drills, including the six required annual fire drills as per <u>BC Fire Code 2.8.3.2</u>, and modify current drill procedures to adhere to <u>health and safety guidelines</u> (e.g., providing additional muster spots to prevent crowding/congregating).

- Staff should be notified in advance of emergency/evacuation drills (i.e., no "surprise" drills).
- The BC Fire Code requires schools to conduct "total evacuation fire drills" involving all occupants in the building. Partial evacuations involving smaller groups of students would not comply with the fire drill requirements of the Fire Code.
- Schools must continue to update their fire safety plans on an annual basis, as per the BC Fire Code, to "ensure it takes account of the changes in use and other characteristics of the building" (such as current pandemic protocols). School fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department and other regulatory authorities.
 - Schools may also need to consult with their local medical health officer for guidance on physical distancing and PPE, based on their site-specific conditions and evacuation procedures.
- In the event of an actual emergency, emergency procedures must take precedence over COVID-19 preventive measures.

4.0 Cleaning & Disinfection Protocols

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 product SDS 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.

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 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.

4.2 Cleaning Schedules

Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. Schools are cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document. Commercial disinfectant products procured adhere to Health Canada's hard-surface disinfectants for use against coronavirus (COVID-19) list.

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 <u>Cleaning and Disinfectants for Public Settings Guidelines</u> for additional information.

For specific brands and disinfectant products, see Health Canada's list of <u>hard-surface</u> 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 <u>Frequently Touched Surfaces</u> 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 equipment, or when the composition of a Learning Group changes at the end of a school term.

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces include:

- Items used by multiple students and staff, including doorknobs, light switches, hand railings, faucet handles, toilet handles, tables, desks, chairs, automatic water dispensers/water fountains, and toys.
 - Automatic water dispensers can continue to be used as access to water should not be restricted. Students and staff are encouraged to use personal water bottles each day for their personal use to support hydration needs. 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. When refilling personal containers, water sources not typically used for drinking water should be avoided.
- 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 PE/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).
- Service counters (e.g., office service window, library circulation desk).

Limit frequently touched items that are not easily cleaned to those that support learning, health and development.

Some frequently touched items like toys or manipulatives may not be able to be cleaned often (e.g., fabrics) or at all (e.g., sand, foam, playdough, etc.). These items can continue to be used, if hand-hygiene is practiced before and after use.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper, or other paper-based products. Laminated or glossy paper-based products (e.g., children's books

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or.magazines) and items with plastic covers (e.g., DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand-hygiene to be practiced before or after use.

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 students 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.

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5.0 Buses and School Transportation (Lynch Bus Lines)

- 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 BCCDC's Cleaning and
 Disinfectants for Public Settings document.
- When 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.
- If a student is sick, they must not take the bus or go to school. See daily health assessment for students (Appendix C).
- Open windows when the weather permits.
- Middle and secondary students are required to wear non-medical masks or face coverings
 when they are on the bus. Exceptions will be made for students who cannot wear masks
 for health or behavioral reasons. Elementary students are not required to wear a nonmedical mask or face covering on school buses. For more information, see the Personal
 Protective Equipment section.
 - Non-medical masks or face coverings should be put on before loading.

6.0 Communication Strategies

Employee/Student Attendance

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

Alternative methods of instructional delivery will be jointly determined by boards of education and First Nations for students from First Nations that remain closed and will not be sending students back to school at this time.

- 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.

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- 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 25.
- 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

New Employees:

- All new employees receive an orientation that 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

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.

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- 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.
- Ensure that health checks are completed by implementing appropriate protocols and training designated individuals to confirm they are done.
- Retain visitor registration/sign-in records that include date, names and contact information for all visitors and staff who are not typically onsite (e.g., TTOCs, itinerant teachers/specialists, maintenance, and IT personnel, district/authority administrators who entered the school over the past 30 days.
- Complete the BCCDC COVID-19 School Health and Safety Checklist (see appendix I) as needed with your JOHS Committee/ or H&S Representative, and/or when there is an exposure event.

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.
- Supervisors, health and safety personnel or others may be tasked with confirming that workers have conducted the health check.

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 regarding the applicability of the Plan to 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 to their supervisor.
- Workers are responsible for conducting the health check before entering the workplace.

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.

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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;
 - o Post minutes on COVID-19 related meetings.
- A District Health & Safety Committee meets five times a year, and as required.
- Complete the BCCDC COVID-19 School Health and Safety Checklist (see appendix I) as needed with your administrator/manager, and/or when there is an exposure event.

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. Follow safe work procedures/practices.

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Appendix A – Safe Work Procedures COVID-19

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 inclass instruction within the school environment while supporting the health and safety of children and adults.

Respiratory Etiquette

- Covering the mouth and nose with a tissue or a flexed elbow during coughing or sneezing 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.

Hand-hygiene 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. Hand-hygiene procedures should be performed:

- 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;

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- 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 do not work if your hands are greasy or visibly dirty. These
 products do not 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 is not possible to wash with soap and water, use towelettes to remove the soil then use an alcohol-based hand rub.

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Appendix B-1: B.C's Five Stage Framework

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

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

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

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 must ensure that all options for the highest level of measures have been explored 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.

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 (e.g., specialist teacher or EA working with multiple learning groups, TTOC).

1. Level 1: Can the staff member be assigned to a learning group? 2. Consider learning group size limits, nature of staff's role and responsibilities, and student needs.

a.Level 2: If no, can the staff member fulfill their duties while maintaining physical distancing?
b.Consider reconfiguring rooms or securing an alternate space.

1.Level 3: If no, can environmental measures be implemented? 2.Consider installing a physical barrier made of transparent materials, or having the staff member provide remote/virtual services.

1.Level 4: If none of the measures outlined above can be implemented, the staff member should maintain as much physical distance as possible. Also, see the Personal Protective Equipment section for information on mask requirements for all K-12 staff.

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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 considerations¹?
 - 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).

Note: See the Personal Protective Equipment section for additional information on mask requirements for middle and secondary students.

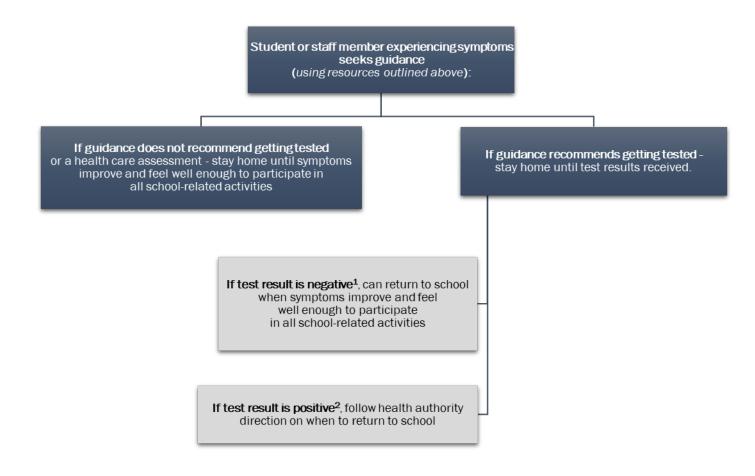
3. Supplement in-class instruction with self-directed or remote learning for those courses/programs that cannot be accommodated via learning group or physical distancing approaches.

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

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.

COVID-19 Symptoms, Testing & Return to School

When a student, staff, or other adult can return to school depends on the type of symptoms they experienced and if a COVID-19 test is recommended. See the K-12 Health Check app and BCCDC "When to get tested for COVID-19" resource for specific guidance. Staff, students, and parents/caregivers can also use the BCCDC online Self-Assessment Tool, or call 8-1-1 or their health care provider.



- 1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. <u>BCCDC</u> has information on receiving negative test results.
- 2. Public health will contact everyone with a positive test. Visit the BCCDC website for more information on positive test results.

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Appendix C - Daily Health Check for your Children

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.	L OX7	CTIM	ptoms	of i	llnoce
1.	IVCV	SAIII	promo	ULI	IIIIC22

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 Learn more at 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

Appendix D – Daily Health Check for Staff and all Adults

Daily Health Check ✓

Under the new protocols and processes that will keep our schools safer, each morning it is your responsibility to pass 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 illne	SS	ies	n	llı	il	f	of	oms	D	vm	S	ev	K	1.
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Do you have any of the following key symptoms?

- ☐ Fever or chills
- □ Cough or worsening chronic cough
- ☐ Loss of sense of smell or taste
- ☐ Difficulty breathing
- ☐ Sore throat
- □ Loss of appetite
- ☐ Extreme fatigue or tiredness
- ☐ Headache
- □ Body aches
- ☐ Nausea or vomiting
- □ Diarrhea

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 at bc.thrive.health/covid19 or call 8-1-1 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.

4. Documenting you've passed

As part of this process, which is required for all staff and adult visitors who enter a school or school board facility, confirmation of having completed and passed the Daily Health Check must be logged each day — either in advance or upon immediate entry of the building.

Keeping New Westminster Schools Safer

Questions? Email info@sd40.bc.ca Learn more at newwestschools.ca

Updated: February 2021 — Based on BC Centre for Disease Control Guidelines: bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf



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C泰VID-19

When to get tested for COVID-19

Based on current evidence, some symptoms are more likely to be related to COVID-19 than others. If you or your child have any of the symptoms listed below, follow the instructions.

SYMPTOMS

- Fever (above 38° C)
- Chills
- Cough
- Loss of sense of smell or taste
- Difficulty breathing

WHAT TO DO

1 or more of these symptoms: Get tested and stay home.

- Sore throat
- Loss of appetite
- Headache
- **Body aches**
- Extreme fatigue or tiredness
- Nausea or vomiting
- Diarrhea

If you have **1 symptom**:

Stay home until you feel better.

2 or more of these symptoms:

Stay home and wait 24 hours to see if you feel better.

Get tested if not better after 24 hours.

If you are a close contact* of someone who has COVID-19 and have any of the symptoms listed above: Get tested and stay home.

Check your symptoms with the B.C. Self-Assessment Tool.

If you have any questions, or the symptoms get worse, contact your healthcare provider or call 8-1-1.

You will be notified if you are a close contact. For more information on close contacts, go to http://www.bccdc.ca/covid19closecontacts

For more information on COVID-19, go to www.bccdc.ca

If you develop severe symptoms, such as difficulty breathing (e.g. struggling to breathe or speaking in single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.







January 6, 2021

Appendix E - Administering First Aid SWP - COVID-19

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 <u>video</u>.

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 and 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.

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Appendix F - Enhanced Cleaning SWP COVID-19

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.

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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:





Main Entrance and All Interior Doors

- Door handles and crash bars
- Push plates and push areas above door handles and crash bars (both sides)



Washrooms

- · Countertops, faucets, sinks
- Toilet and urinal flush buttons/handles
- Toilet stall locking mechanisms, pulls and areas around (both sides)
- · Soap/paper dispensers



Reception and Offices

- Countertops and desktops
- Light switches
- Cabinet handles
- Copiers/printer touchscreens and lid handles
- Telephones, keyboards/mice monitor power button



Handrails and Elevators

- Staircase handrails
- Guardrails
- Elevator pushbuttons



Drinking **Fountains**

· Handles, knobs and pushbuttons of drinking fountains and bottle fillers



Classrooms

- Light switches
- Cabinet handles
- Teacher's chairs (top back and arm rests)
- Student chairs and stool (top back and sides)
- Desks and tables (top and sides and 1-2" of area
- immediately under the sides) · Faucets, sinks, countertops
- Telephones, Keyboards, mice and monitor power button
- Soap/paper dispensers



Libraries and Computer Labs

- Light switches
- Cabinet handles
- Countertops and desktops
- Keyboards, mice and monitor power button
- Touchscreens and lid edges on . Tables (top and sides and 1-2" copiers/printers
- Telephones



Staff Rooms

- Light switches
- Cabinet handles
- Faucets, sinks
- Appliance handles
- Countertops
- of area immediately under the
- · Chairs (top back and arm rests)
- Keyboards, mice and monitor power button

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

Phone: 604-354-3805 Email: mlayzell@sd40.bc.ca



Appendix G – Diverse Learners Support Considerations COVID-19

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 a 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 an 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 intolleting.
- Wash hands as per Hand-washing SWP and follow recommended glove procedures.
- Staff support student in areas required following 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 paper towel.

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

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

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

1. Spitting

- o Using disinfectant, wipe down any area that has possible saliva.
- o If in contact with saliva, wash hands and/or affected areas.

2. Biting

- o If in contact with saliva, wash hands and/or affected areas.
- o If skin is broken, seek first aid and follow universal precautions.
- o Wear Kevlar sleeves or other Kevlar products, as necessary.

3. Lunging

o Move self out of way.

4. Grabbing

o If in contact with saliva, wash hands and/or affected areas.

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Appendix H – Facilities / Transportation SWP COVID-19

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 at 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, seatbelt
 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.

<u>Please note</u>: 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.

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Appendix I – School/Site Staff Orientation Checklist COVID-19 Safety

Worker Name:	Orientation completed by:
School/site	

	Site-Specific Information
Supervisor/Administrator Contact Staff Check-in/out process	
Active Daily Health-check instructions To be completed before entering school	 An online health check form completed by workers before entry. Using the app: https://www.thrive.health/bc-self-assessment-tool A written health check declaration completed by workers before entry. A verbal check-in, done either in person, virtually, or by phone with every worker, confirming that the worker has completed their daily health check. Other
Emergency procedures: Assembly/Muster Station Location Emergency radio location	
School schedule; designated entries/exits, break/lunch areas, designated locker (if applicable)	 Reviewed with staff to avoid crowding
Joint Occupational Health & Safety Minutes posted Members introduced	Staff lunch roomMail roomOther

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	Site-Specific Information
Medical/Isolation Room Location(s) PPE & Cleaning and	First Aid roomOther
Disinfectant Supplies fully stocked	
Occupational First Aid Designate	
Back up First Aider How to Summon First Aid	#:
Designate How to report	https://newwestschools.ca/wp-
concerns/suggestions to	content/uploads/2020/02/Reporting-OHS-concerns- with-Forms-fillable.pdf
administrator/manager? TTOC, Casual Support Employees, practicum	Assigned break/lunch areas:
teachers/EAs, and other adults as required.	

→ Email completed form to ohs@sd40.bc.ca

Appendix J: Health & Safety Orientation Checklist (MOE)

This checklist is intended to support school districts in planning ongoing health & safety orientation for staff (including newly hired staff and staff who changed worksites), other adults (including volunteers and teacher candidates in practicums), and students. Orientation sessions will provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

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

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

Considerations for Staff and Students

	Adopt a	trauma-informed	d approach:
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- Where possible, have an employee trained in trauma-informed practice deliver some of the orientation.
- Conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports.
- o Provide information on how to access counselling services during school start up.
- For staff: consider sharing the <u>Building Compassionate Communities in a New Normal</u> webinar link. This free webinar developed by the Ministry of Education is intended to provide teachers, education assistants, and administrators with information, ideas, and strategies that they can use to create compassionate spaces for students.
- ☐ Highlight the process used to develop the school/district plan (e.g., alignment with provincial direction, engagement at the local level) and the provincial health and safety guidelines:
 - Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K- 12 students can return to full-time, in-class instruction in accordance with current public health guidelines for schools.
 - The Provincial COVID-19 Health and Safety Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the Ministry of Health, and

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o These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control. ☐ Discuss the importance of implementing health and safety measures that promote equity and inclusion and outline how these principles are reflected in the school/district plan. ☐ Review the health and safety guidelines and school/district plan and describe what a school day will look like with the new guidelines (interactions between peers and staff, traffic flow throughout the school, transition time, recess/lunch, school schedule, etc.). ☐ Outline how comprehensive prevention and exposure control measures are being implemented in schools to ensure student and staff safety (see the "Infection Prevention and Exposure Control Measures" section and the Prioritizing Health and Safety Flowcharts in the Provincial COVID-19 Health and Safety Guidelines for K-12 Settings for more information). ☐ Discuss measures for extracurricular activities, as well as school-wide activities and events; provide opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events). ☐ Review school emergency and evacuation procedures (e.g., fire drill) considering the new health and safety guidelines (e.g., establishing additional muster points to reduce gathering size). ☐ Outline individual responsibilities (e.g., daily health check, stay home if sick, etc.) and remind everyone to do their part (e.g., practice diligent hand-hygiene on a regular basis, only bring personal items if they are necessary, specific guidelines for visitors, etc.). Outline measures in place to support students and staff who are immunocompromised. ☐ Implement strategies to ensure staff and students who cannot attend orientation are made aware of health and safety protocols (e.g., provide a booklet/video on COVID-19 safety plans). ☐ Provide enough time and space for staff, students, and families to review the school/district safety plan, ask questions, and provide input; provide contact information for any future questions that may arise. ☐ Describe the process to address concerns and suggestions regarding the COVID-19 safety plan (e.g., suggestions to support continuous improvement). ☐ Outline the process in place to assess and revise the school/district safety plan on an ongoing basis as well as how staff, students, and families will be made aware of any changes in the plan.

Indigenous rightsholders and education partners including district/school leaders,

teachers, support staff, and parents.

	Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students, and families are informed in a timely manner.
	For more information: (e.g., <u>BCCDC resources</u> – including a <u>poster on how to wear a mask</u> , <u>resources from the Government of Canada</u> on how to put on, remove, store and clean a non-medical mask/face covering, guidelines developed by provincial associations, <u>Ministry-developed trauma-informed practice resources</u> or other resources such as <u>videos from the BC Health Emergency Services</u>).
Co	nsiderations Specific to Staff
	Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through what the first days of school will look like to welcome students back.
	 If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise.
	Ensure orientation includes specific health and safety protocols for itinerant staff and specialists (e.g., teachers teaching on call, counsellors, education assistants, teacher candidates) including protocols pertaining to site-based scheduling and access to building.
	Include itinerant staff as well as on call and auxiliary staff in orientation sessions.
	Implement strategies to ensure staff who work at multiple sites are made aware of health and safety protocols at each of the sites (e.g., provide a booklet/a video on COVID-19 safety plans for different schools).
	Share procedures and contact information in case of emergencies.
	Introduce members of the Joint Occupational Health and Safety Committee or any other safety representative (along with their contact information) and outline the committee/representative's role in helping maintain a healthy and safe workplace.
	Outline the process to request and conduct a needs assessment pertaining to health and safety (e.g., implementing additional control measures in a specific setting such as a transparent barrier, signage in the school, etc.).

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Appendix K - BCCDC COVID-19 School Health and Safety Checklist

School:	Completed	By:	
Date:			
	Administrative Measures		
Entrance and Exits	Staff and students are not crowded whe leave the school. This includes spaces coatrooms and bus waiting areas.	ilike hallways,	□Yes □Sometimes □No
Common Spaces	Staff and students can move through of hallways, washrooms, cafeteria, and be without crowding or physical contact.		□Yes □Sometimes □No
Physical Distancing Within Learning Groups	Physical contact and close, face-to-fac minimized. People are spread out as n	nuch as possible.	□Yes □Sometimes □No
Physical Distancing Outside of Learning Groups	There is 2 meters of space available be different learning groups when together periods of time (when indoors for elementimes for middle and secondary).	er for extended	□Yes □Sometimes □No
Staff Only Common Spaces (e.g., Break Rooms, Copy Rooms) Physical distancing is practiced. Masks are not uplace of physical distancing.			□Yes □Sometimes □No
	Visual cues (floor markings, posters, e promote physical distancing. Where apoccupancy limits are adhered to.		□Yes □Sometimes □No
	Masks are worn in accordance with the Guidelines.	·	□Yes □Sometimes □No
Itinerant Staff, TOCs, and Other Visitors	Process in place to ensure itinerant state Call and visitors are aware of the school safety measures and their responsibilitial times.	ol ['] s health and ty to follow them at	□Yes □Sometimes □No
Gatherings	Student gatherings (e.g., events that be students together outside of regular learning occur within learning groups and a possible.	arning activities) as minimally as	□Yes □Sometimes □No
	Staff gatherings (e.g., meetings, profes activities, etc.) occur virtually wheneve possible, staff are able to be physically the meeting.	r possible. If not	□Yes □Sometimes □No

Extra-Curricular Activities	Activities are implemented in line with the guidance for within- and outside-of-learning group interactions, including 2 meters of space available between people from different learning groups (when indoors for elementary and at all times for middle and secondary).	□Yes □Sometimes □No
Hand-hygiene	Hand cleaning facilities are available and accessible throughout the school and are well maintained.	□Yes □Sometimes □No
	Signage to remind students and staff to practice regular hand-hygiene and good cough etiquette.	□Yes □Sometimes □No
	Environmental Measures	
Learning Space Configuration	Learning spaces are arranged to maximize the space available and to minimize people directly facing one another (where possible).	□Yes □Sometimes □No
Increased Cleaning and Disinfecting	General cleaning and disinfecting is done every 24 hours, with frequently touched surfaces cleaned an additional time (including once during the school day).	□Yes □Sometimes □No
Ventilation and Air Exchange	The school's ventilation system is serviced and operating to specifications.	□Yes □Sometimes □No
	Personal Measures	
Daily Health Checks	Staff complete an active Daily Health Check.	□Yes □Sometimes □No
	Parents and students are reminded of their responsibilities to complete a Daily Health Check.	□Yes □Sometimes □No
Stay Home When Sick	Staff and students are reminded to stay home when they are sick.	□Yes □Sometimes □No
	Personal Protective Equipment	
Masks	Staff, itinerant staff, and visitors (who are able to) wear masks in accordance with the K-12 Health and Safety Guidelines.	□Yes □Sometimes □No
	Students (who are able to) wear masks in accordance with the Health and Safety Guidelines.	□Yes □Sometimes □No
	Masks are available for those who have forgotten theirs.	□Yes □Sometimes □No

→ Email completed form to ohs@sd40.bc.ca → Send copy to Site JOHS Committee

Appendix L - Cleaning & Disinfection Schedule for Custodians

Cleaning Tasks [Refer to 'COVID -19 Public Health Guidance for K-12 School Settings'] ⁴	Frequency	Disinfecting Tasks [Refer to 'COVID -19 Public Health Guidance for K-12 School Settings'] ⁴	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,	Twice per day
Empty Central Waste Collection	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, doorknobs, elevator buttons]	Twice per day
Wash All Resilient Floors	Weekly	Disinfect office [desks, counters, tables, chairs, telephones, keyboards, light switches, doorknobs, plexiglass]	Twice per day
Vacuum All Carpeted Floors	Weekly	Disinfect Staff Room [appliance and cupboard handles, doorknobs, sinks, tables/chairs, light switches, keyboards]	Twice per day

Appendix M: Cleaning and disposing of masks SWP

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 tshirt 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 breakdown 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.

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Addendum: School/Site safety measures (District template)

[insert site/school name]___ - School/Site Safety Plan

Further to the District Biohazardous Exposure Control Plan and the COVID19 Health & Safety Plan (V2.0), this addendum represents the site-specific application of most effective to least effective measures to mitigate the risk of COVID-19 transmission, where practicable. The following additional measures are listed below:

Environmental Measures

Includes being outdoors, physical barriers, visual cues for traffic flow, and more frequent cleaning and disinfection.

Learning Space Configuration

- Desks and tables have been arranged to maximize space between staff/students.
 - Where possible, people are arranged to minimize facing one another directly, i.e., collaboration spaces are spaced apart and independent activity is encouraged.
 - Assigned seating is arranged.
- If weather permits and without impact on HVAC systems, staff have been advised to open windows.

Cleaning and disinfection

- As per section 3.0 Work Environment & 4.0 Cleaning and disinfection protocols.
- Teachers and support staff have been provided with disinfection solution and have been trained on its safe use

Ventilation and air exchange

 School's ventilation system is serviced and operating to specifications. It is regularly checked by District Maintenance staff and those same staff are available for emergency or non-emergency callout.

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Other additional Environmental Measures:

•	Refilling water stations are cleaned and disinfected and are to be used to refill personal containers.

Administrative Measures

Includes changes in scheduling and work practices, health and wellness policies, and placing students and staff in cohorts.

Entrance & Exits

To avoid crowding in common spaces and entrance and exits, students enter and exit in single file and are led by their classroom teachers. Multiple designated entry/exit points are assigned to accommodate for staggered entry/exit.

Floors plans with exits and entrances marked with pedestrian directions, where applicable, are available to staff at each site/school.

Physical distancing outside of learning groups are maintained:

- where possible at least 2m between staff and students when indoors for elementary.
- between staff and students at all times for middle and secondary, and
- physical distancing posters are posted in high visibility/traffic areas.

Learning groups/cohorts remain consistent and are changed on a minimal frequency (i.e., quarter semester or not at all throughout the school year)

Staff only common spaces (e.g. break rooms, copy rooms, mailroom, etc.)

- Visual cues on occupancy limits and posters on physical distancing, hand hygiene, 'how to wear a face masks' are posted. Limits are strictly enforced.
- Opportunities for food preparation and or food consumption have been removed or restricted.

Itinerant Staff workspace has been designated, extra supplies of the disinfection solution, hand hygiene stations, and/or physical barriers are provided. Workspace assignment is centralized in the general office. Refer to personal measures for daily health check.

TTOC, Sub EA, casual support staff have been instructed to follow protocols and site-specific orientation protocols are provided at each school/site. Limits are strictly enforced.

All visitors are required to complete a daily health check prior to entry. Visitors are not permitted to enter the site unless are such entry is deemed essential by the Principal or designate.

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Other additional Administrative Measures:

•	No events that bring staff and students together outside of regular learning activities occur on this site.

Personal Measures

Daily Health Checks

- Staff and all other adult visitors are required to declare that they have completed a
 daily health check. Declaration sheet is located at first point of entry on site.
- Parents and students are been reminded of their responsibilities.
- Strategically located posters remind all of the Daily Health Check requirements.
- During staff meetings and PA announcements, staff and students are reminded to complete the daily health check each day and before entering the school/site.

Stay Home When Sick Messaging

- During staff meetings and PA announcements, staff and students are reminded to stay home when sick.
- Strategically located posters/signage reminders.

Other additional Personal Measures:

•	OHS is a rolling agenda topic at staff meetings

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Masks

- Staff, itinerant staff, and visitors (who are able to) wear masks in accordance with the K-12 Health & Safety Guidelines.
- Students (who are able to) wear masks in accordance with the K-12 Health & Safety Guidelines.
- Extra supply of masks are available at the front desk for those who have forgotten theirs.
- Extra dust masks or non-surgical masks are provided in each classroom's emergency bag.

Other additional PPE Measures:

- Questions regarding PPE will be answered by administration.
- OHS is a rolling agenda topic at staff meetings

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Reference:

- OHSR G3.3 Written instructions, training, and supervision: COVID-19 Safety Plan
- WorkSafeBC site safety plan template
- BCCDC Health & Safety Check
 http://www.bccdc.ca/schools/Documents/Health-Safety-Checklist.pdf

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