



New
Westminster
Schools

New Westminster School District (#40)
Communicable Disease Plan

Version 4.0

August 30, 2022

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

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Introduction

The purpose of this 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 other communicable diseases to ensure employees return to a safe workplace. Employees, students, parents, volunteers, visitors, and contractors are expected to adhere to this plan.

New Westminster's Communicable Disease Plan is based on the Provincial COVID-19 Communicable Disease Guidelines for K-12 settings and the BCCDC's Public Health Communicable Disease Guidance for K-12 Schools. Necessary plans are in place to shift the plan if and when required, as directed by the Ministry of Education. This plan will be reviewed and updated to meet future 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 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. In the case of any variance between this plan and other guidance documents, staff and students should follow the guidance of this plan.

Variants of COVID-19 spread the same way as the original COVID-19, therefore the prevention measures already in place in schools continue to be effective at reducing the risk of COVID-19 Spreading.

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. Location-specific safety measures are included in the addendum for each school or site-specific safety plan.

BCCDC notes that transmission within K-12 school settings accounts for a minority of COVID-19 cases, even amongst students and staff. Moreover, with high immunization rates in BC and treatment options for people at higher risk of serious disease, public health advises that COVID-19 can be managed as are other serious respiratory infections in the community.

Information provided here is based on resources from:

Ministry of Education

[Provincial COVID-19 Health and Safety Guidelines for K-12](#) (Updated August 25, 2022).

BCCDC

http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf (Updated August 25, 2022).

WorkSafeBC

<https://www.worksafebc.com/en/covid-19>

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)	Learning groups removed as they are no longer required.
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 (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, and those who have travelled outside of Canada and are required by the Government of Canada to isolate/quarantine.
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	Check the BCCDC for the current definition of a “Close contact”. Check: http://www.bccdc.ca/health-info/diseases-conditions/covid-19/if-you-have-covid-19
Visitors	All adults who visit the school or site; including contractors, volunteers, parents, and guardians.
Sports Tournaments	Sports tournaments are single or multi-day gathering of three or more sports teams.

COMMUNICABLE DISEASE PLAN REVIEWS

School medical officers noted that most school exposures did not result from 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. As of September 2021, COVID-19 safety plans have transitioned to become COVID-19 Communicable Disease Plans and now are transitioning to become a general Communicable Disease Plan which focuses on both the prevention of COVID-19 and other communicable diseases.

With this in mind, school and district administrators must regularly review Communicable Disease Plans, and should do so with their site Joint Occupational Health and Safety (JOHS) Committees, and address areas where there are identified gaps in implementation.

COVID-19 and Children

- In BC, children experience the lowest risk of severe illness, as age is the single most important risk factor for severe illness or complications from COVID-19, and greater severity of illness is linked to older age.

Age Group	Mortality Rate per 1,000,000	Relative Mortality Risk
0-17 years	0	N/A
18-34 years	0.8	Comparison group
35-44 years	8.8	11x higher
45-54 years	25.5	30x higher
55-64 years	59.8	71x higher
65-74 years	238.2	284x higher
75-84 years	955.6	1,139x higher
85+ years	4,620.9	5,506x higher

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

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, wearing masks and face shields).
- Anyone age 5 and older should get vaccinated for the best protection against COVID-19.
- 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 and other diseases. 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, 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.
- Staff should utilize positive and inclusive approaches to engage students in personal prevention practices aligned with existing professional practicing to address behaviour. Approaches should not exclude students from participating in school or potentially result in stigma.
- Students and staff may choose to wear masks, face shields or other personal protective equipment in schools, and those choices must be respected.

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.

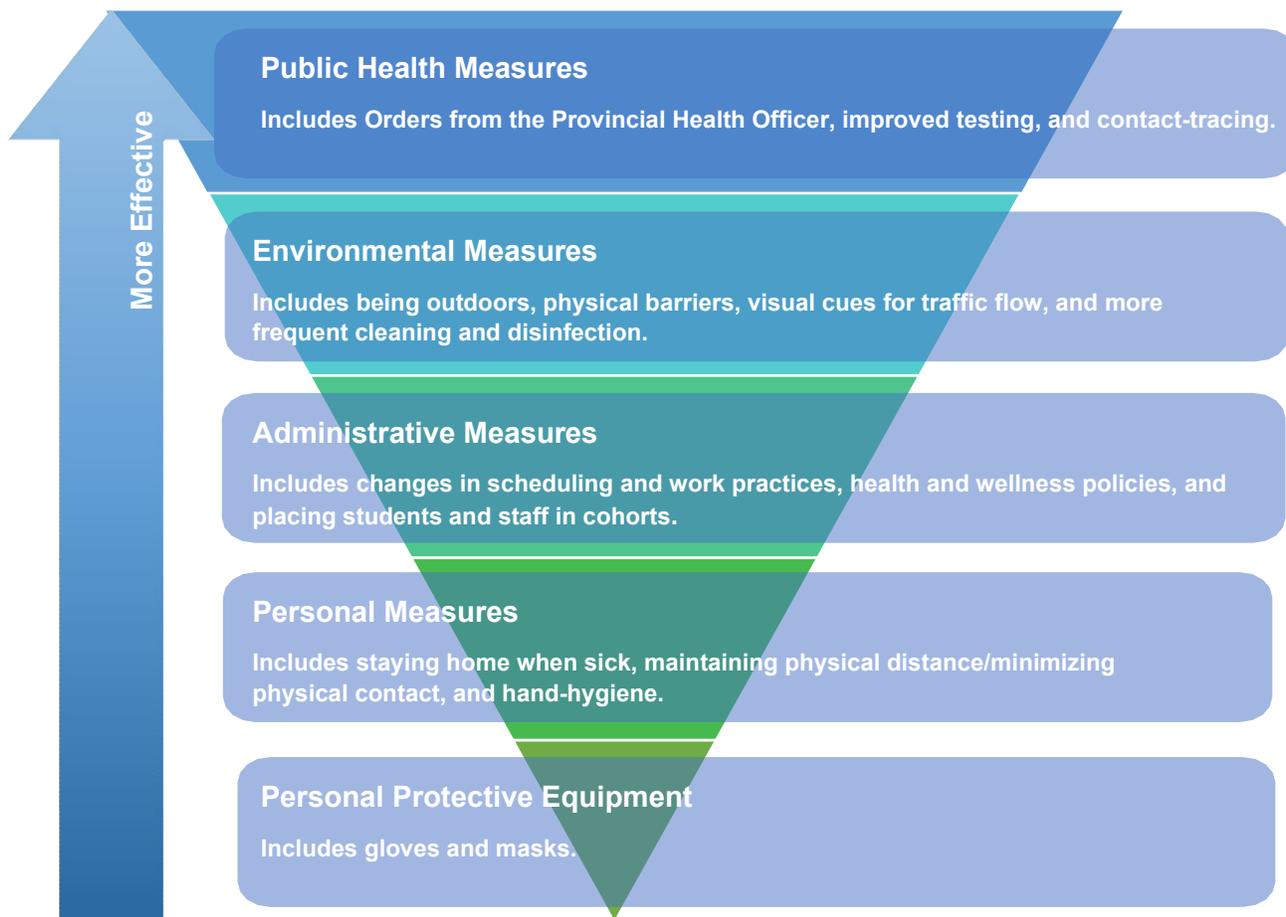


Figure 1 Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease

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, on a regional basis now – check provincial health orders regularly for your region.

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

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

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

Personal Protective Equipment (PPE) is not effective as a stand-alone preventive measure and is the least effective of the prevention measures (see Fig 1). The wearing of PPEs must be suited to the task being performed and must be worn and disposed of properly. Masks and face shields provide the user protection from COVID-19. 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 PPE.

Case Finding, Contact-Tracing, and Outbreak Management

Testing for those with the symptoms of COVID-19 is no longer recommended for fully vaccinated individuals 18+ or anyone under the age of 18, except for those who are at risk of severe disease. You can use the [BC COVID-19 Self-Assessment Tool](#) to help determine if you need further assessment for COVID-19 testing. Symptoms can also be signs of other conditions or medical issues and you may need to seek medical care. If you are unsure whether to seek medical care or get tested, contact your health care provider or call 8-1-1. You can also call 8-1-1 to find the nearest centre. Most COVID-19 testing sites in B.C. can test children and youth. Click on the links below to find a collection centre to be assessed and get tested:

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

Public will investigate and provide direction in cases of COVID-19 transmission within schools.

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.

When to test for COVID-19:

- Similar to the approach to testing for other diseases, testing for COVID-19 is recommended when a positive or negative result will inform decisions about treatment or care. This includes people who have symptoms of COVID-19 and
 - are currently hospitalized (any age)
 - are pregnant
 - are at risk of more severe disease and currently eligible for treatment
 - live or work in settings with others who are high-risk for severe illness
- If you have mild symptoms of COVID-19, you do not need a test. Stay home and away from others until you feel well enough to return to your regular activities and you no longer have a fever.

- Mild symptoms are symptoms that can be managed at home.
- If you do not have symptoms of COVID-19, you do not need a test.

Who testing is recommended for

- Testing is recommended for people who meet one of the following criteria and have
- symptoms associated with COVID-19 infection
- People for whom testing is clinically indicated

People for whom a positive result could impact treatment or care

- Hospitalized individuals of any age
- Pregnant women or individuals

People who are moderately to severely immunocompromised:

- Have had an organ transplant and are taking anti-rejection medications
- Are receiving treatment for cancer
- Have had a bone marrow or stem cell transplant
- Have been diagnosed with a primary immunodeficiency disorder
- Have been diagnosed with HIV and are not currently taking medication for it
- Are on active treatment with immunosuppressive therapies
- Are on dialysis and/or have severe kidney disease

People with conditions that put them at high risk

1. Cystic fibrosis
2. Severe COPD or asthma, or another serious respiratory condition (e.g., on long-term home oxygen)
3. Diagnosed with a rare blood disorder or inborn error of metabolism
4. Splenectomy or functional asplenia
5. Insulin-dependent diabetes
6. Significant developmental disabilities
7. Neurological or other condition requiring use of a ventilator or continuous bi-PAP

People who are fully vaccinated

8. 70 years or older with three or more chronic condition that increases the risk of severe illness or hospitalization

People who are unvaccinated or whose vaccines are not up to date

9. Unvaccinated individuals:

- Aged 50 and older, or
- Have three or more chronic conditions that increase the risk of severe illness or hospitalization

10. People who have not yet received a booster dose:

- Aged 50–69 years and have three or more chronic conditions that increase the risk of severe illness or hospitalization
- Aged 70 years and older and have one or more chronic condition that increase the risk of severe illness or hospitalization.

Chronic conditions may include obesity, diabetes, heart failure, stroke and neurological conditions.

Gatherings

School Gatherings

- Schools can resume all types of gatherings and events without capacity limits.
- Staff meetings can transition back to being in-person meetings again.
- 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.
- Visitors can enter schools again.
- Organized Gatherings and Events that are not for school purposes (ie. A facility rental to members of the public) must follow the current public health order regarding gatherings for the health region. Check: <https://www2.gov.bc.ca/gov/content/covid-19/info/restrictions>

PERSONAL ITEMS

- Staff and students can continue to bring personal items to school- however, they should avoid sharing items that come in contact with the mouth (e.g. drinks, utensils, wind instruments).

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.

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, 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.

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. Self-isolation is no longer advised for those who are considered a close contact of a confirmed case, instead, everyone should monitor themselves for the symptoms of COVID-19 and stay home when sick. Public health also ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place (See Appendix E).

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

Children under 12 years old who are not fully vaccinated and returning to Canada following international travel with parents and other eligible adults who qualify as fully vaccinated continue to be exempt from quarantine and are no longer required to wait 14 days before attending school, camp, or daycare. Travellers 12 and over who do not qualify as fully vaccinated will continue to be required to quarantine for 14 days and cannot enter a school building until the quarantine period is over. This information may change as of April 1, 2022 and refer to www.travel.gc.ca for the latest and most up to date information.

Anyone who tests positive for COVID-19 still cannot enter any school building until the conditions of ending an isolation period have been met. The isolation period for those testing positive is typically 10 days.

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. The public health region and the regional health authority's Rapid Response Team will deal with any transmission within schools.

Trauma-informed Practices: Return to School

Some students and staff who were required to self-isolate, after either testing positive for COVID-19, 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 [webinar series](#) to support educators as they navigate through times of uncertainty and change. The first webinar, Building Compassionate Communities in a New Normal, provides educators with information, ideas, and strategies that they can use to create compassionate spaces for students, especially during times when the classroom environment is ever changing.

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

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/worksites are responsible to complete a passive daily health check. This will include:

- Assessing themselves daily for illness prior to entering the school/worksites.
- Staying home and self-isolating if they are sick or if they have been ordered to isolate.
- Schools should leave their front doors unlocked for visitor access, but may wish to encourage visitors to make appointments.

Health Awareness

Health awareness reduces the likelihood of a person with a communicable disease coming to school/work when they are infectious. Health awareness involves a person checking their health

regularly whether they (or their child) are experiencing symptoms of illness and not coming to school/work when sick or leaving school/work when the symptoms develop. We all must continually be health aware and monitor ourselves for symptoms of illness throughout the day.

- **Health awareness** – everyone should do a health check to ensure they are not experiencing symptoms of illness before attending school/work. Schools do not need to monitor students or staff for symptoms of illness
- **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 a passive daily health check, prior to entering the school.
 - Verifying health checks is no longer required for staff.
 - **For more instructions, see Appendix D below.**
- **See Appendix E for an overview of illness protocols**
- **If a student, staff member, or other adult is sick, they must not enter the school.**

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 as testing positive for COVID-19.

Symptoms of Illness and Return to School

- **Students, staff, or other adults should stay at home when sick**, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:
 - For students, refer to the [K-12 Health Check app](#) when sick.
 - Students can refer to the above K-12 Health Check app to determine when a COVID-19 test is recommended.
 - Staff and other adults can refer to the health check posters to determine if they have the symptoms of COVID-19 in Appendix D and Appendix E.

- Staff, parents/caregivers and other adults can refer to the BCCDC online [Self-Assessment Tool](#) and [this page](#) from the BCCDC to determine when a COVID-19 test is recommended.
- 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-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/work if a member of their household develops new symptoms of illness, provided the student/staff member has no symptoms themselves.
- Those that test negative for COVID-19 should not enter a school building while they have symptoms. On the day they do not have symptoms they may enter a school building without an isolation period or medical note.
- Those that test positive for COVID-19, are fully vaccinated or under 18 years of age, must isolate for 5 days from the onset of symptoms or from test date if they did not have symptoms, before entering a school building.
- Those that test positive, are 18+ years of age, and are not fully vaccinated (unvaccinated or partially vaccinated), must isolate for 10 days from the onset of symptoms or from test date if they did not have symptoms, before entering a school building.
- Symptoms must be improving and free of fever to end an isolation period whether vaccinated or not fully vaccinated.
- Fully vaccinated is dependent on the required number of vaccination doses at any given time considered to be fully vaccinated by the B.C. Government. Check: <https://www2.gov.bc.ca/gov/content/covid-19/vaccine/proof>
- Those who have not been tested for COVID-19, who have symptoms of COVID-19 should not enter a school building while they have symptoms. On the day they do not have symptoms they may enter a school building without an isolation period or medical note.
- If you have been exposed to someone who was COVID-19 positive, self-monitor for the symptoms of COVID-19, however there is no isolation period. You can still enter school buildings during this time if you remain symptom free and have not been ordered by public health to isolate.
- Always review the BCCDC COVID-19 site for the latest updates: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19>
- Close contacts should routinely monitor for symptoms but can still enter school buildings if they are symptom free. See Appendix T.

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 can choose to 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 hand-hygiene.
- Separate the sick person from others and keep a 2 metre distance from the sick person.
- 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).
- Have the following available for use:
 - Disposable pillow cases, sheets, blankets;
 - A trash bin lined with a garbage bag;
 - Supply of PPE appropriate for student/staff.
- If there was contaminated bodily fluids on surfaces, notify the custodian 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 Symptoms of Illness At School	If a Staff Member Develops Any New Symptoms of Illness At School/Work
<p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic student in a supervised area away from others. 2. Contact the student’s parent or caregiver to pick them up as soon as possible. 3. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff can choose to wear a non- medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth. 4. Provide the student with a non-medical mask they may choose to wear 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. 	<p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 1. Symptomatic staff should separate themselves in an area away from others. 2. Maintain a distance of 2 metres from others. 3. Use a mask they choose to wear to cover their nose and mouth while they wait to be picked up. <p>Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).</p> <p>Staff needing to stay home sick, as above and related to COVID-19, must advise their administrator/manager and log the absence accordingly in Atrieve™ identifying the absence as “illness-</p>

If a Student Develops Any New Symptoms of Illness At School	If a Staff Member Develops Any New Symptoms of Illness At School/Work
<p>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).</p> <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p>Covid” which will be taken from sick bank.</p> <p>Staff attending a COVID-19 Vaccination appointment should log the absence accordingly in Atrieve™ identifying the absence as “COVID Vaccination” which is a paid leave of up to 3 hours.</p>
<ul style="list-style-type: none"> • 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 is again open to visitors, subject to protocols in place at each site.
- 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).
- Adult volunteers can continue to support outdoor supervision/monitoring, provided that they follow required health and safety protocols.
- After-hours community use may be permitted and will be prioritized and in alignment with established health and safety measures. Must adhere to any current [Gatherings and Events Order](#) of the Provincial Health Officer.

Traffic Flow

- If needed, 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 can drop off/pick up students outside the school and distance from other parents/caregivers if needed.
- 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.

- 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 has previously been installed where physical distancing could not regularly be practiced and a person is interacting with numerous individuals.
 - This may include reception areas or cafeteria where food is distributed. It may also include itinerant staff.
 - New plexiglass barriers are no longer necessary as we return to normal, however existing barriers can remain in place where needed.
- 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.
- During peak times, and in transition areas, staff and students have the option to stagger and wait in line at entry/exit points/transition areas to ensure sufficient hand-washing is available during these times.
- SWP4 & orientation hand-washing video from WHO:
<https://www.youtube.com/watch?v=lisqnbMfKvI>
- 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:
<ul style="list-style-type: none"> ▪ When they arrive at school. ▪ Before and after any breaks (e.g., recess, lunch). 	<ul style="list-style-type: none"> ▪ When they arrive at school. ▪ Before and after any breaks (e.g., recess, lunch).

When Students Should Perform Hand-hygiene:	When Staff Should Perform Hand-hygiene:
<ul style="list-style-type: none"> ▪ Before and after eating and drinking (excluding drinks kept at a student's desk or locker). ▪ After using the toilet. ▪ After sneezing or coughing into hands. ▪ Whenever hands are visibly dirty. 	<ul style="list-style-type: none"> ▪ 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.
 - Refrain from touching their eyes, nose, or mouth with unwashed hands.
 - Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.
- Parents and staff can teach and reinforce these practices among students.

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 it is recommended that food be prewashed and ready to eat. Parents/Guardians are asked to have food provided in clean containers.
 - Staff and students are discouraged from sharing food or drinks to prevent the spread of COVID-19.
 - Where necessary, a designated space for food delivery is provided.
 - Schools can continue to include food preparation as part of learning and provide food services, including items for sale and meal programs.
 - If food is prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those articulated in this document and normal food safety measures and requirements need to be implemented (e.g., Foodsafe trained staff, a food safety plan, etc.).

- If food is prepared within or outside a school for consumption by people other than those who prepared it (including for sale), it is expected that the WorkSafeBC Restaurants, cafes, pubs, and nightclubs: Protocols for Returning to Operation are implemented as appropriate and as relevant to the school setting in addition to normally implemented food safety measures and requirements (e.g., Foodsafe-trained staff, a food safety plan, etc.).
 - 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.
 - NWSS cafeteria has appropriate physical barriers to prevent contamination (SWP12).
 - Directional arrows are displayed in the cafeteria kitchen and have clearly marked exit and entrance doors from kitchen to service area.
 - Delivery agents have restricted access into the food preparation area.
 - Kitchen staff must use their own utensils. Such should be stored to avoid multiple users.
 - Small appliance mixers must be cleaned after each use.
 - Specific hand-washing procedures are posted for all kitchen staff and must be followed. Specifically, wash hands at the beginning and at the end of the class, before and after handling food, before and after eating and drinking, and whenever hands are visibly dirty.
 - Where food is prepared as part of a learning program, it must only be consumed by the student(s) who prepared it, and not shared. Additional measures may be implemented and will be developed as required.
 - Usual “FOODSAFE” requirements remain where applicable.
 - Fundraisers
 - Schools can continue to offer fundraisers. They should align with the [Guidelines for Food and beverage Sales in B.C. Schools](#).
-

2.4 Physical Distancing

- 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.
- All workers, visitors, and students can practice physical distancing as available space permits to maintain a respectful distance from others and avoid physical contact.

Other considerations:

To support physical distancing requirements, the following strategies can still be followed 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 possible:
 - However, classroom arrangements can return to normal.
- 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.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of traffic flow.
- Taking students outside more often is no longer necessary for communicable disease prevention.

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 respectful distancing is practiced within staff-only spaces, including during break times. To support this, schools can implement additional strategies as needed:

- Practice respectful distancing as needed.
- [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 Guidelines for staff working with students with disabilities/diverse abilities where physical contact may be required

- Children are screened case-by-case to determine levels of support required to safely bring students into the school environment and any support plans will be provided to the site-based Administrator. Staff working with children 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.
- Schools will continue to have masks available to those who would like to wear one and have forgotten theirs.

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, such as wearing a face shield.

2.7 Personal Protective Equipment (PPE)

Although personal protective equipment is the lowest level on the hierarchy of Infection Prevention and Exposure Control Measures, it can provide an additional layer of protection when more effective measures are not feasible. Masks and face coverings (masks) have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

Masks and Face Coverings

- Masks are no longer required to be worn in schools. The decision to wear a mask beyond when it is recommended by public health is a personal one, based on individual preference. Some students and staff may choose to continue to wear a non-medical mask or face covering throughout the day or for certain activities.
- Some People may continue to wear a mask because they or someone in their family, may be at higher risk and want to take extra precautions. The choice of staff and students to choose whether they practice additional personal prevention measures should be respected.
- Masks can also be worn when a staff member or student becomes ill while in a school and has not yet left the school.
- Masks should be worn by those who have a federal travel quarantine exemption that requires the wearing of masks for 14 days after entering the country.
- Information on non-medical masks is available from the BCCDC.
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/prevention-risks/masks>
- Promote the school environment as supportive for wearing masks through mask-specific messaging at assemblies and in announcements, signs, and written communications. Include that some people wear masks to reduce their risk of communicable disease, and it is important to be kind and respectful of other's choices.

- Continued school-wide efforts to create safe and inclusive learning environments, free from discrimination, bullying and harassment. Set, communicate and consistently reinforce clear expectations that any bullying or other disrespectful behaviour or conduct related to personal mask use choice is unacceptable. Address behaviour in line with protocols and practices for addressing disrespectful behaviour (e.g., student codes of conduct).

K-12 Staff:

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

- 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.

Schools and school districts will have non-medical masks available for staff and students, including anyone who becomes sick while at school. These masks include the masks found in the classroom emergency kits, and must be reported to the school administrator to replenish.

General

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

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.
- Where a MERV 13 filter cannot be installed, a portable air scrubber equipped with a HEPA filter will be installed (for example: portable classrooms).
- schools with fresh air intake systems increase their average air exchanges as detailed on the [ASHRAE website](#) and the [Rocky Point Engineering Ltd website](#).

In order to enhance school ventilation, schools should consider:

- Ensuring that the ventilation system operates properly, increase air exchanges by adjusting the HVAC System, and opening windows where possible;
- School district and site-based safety plans provisions for when a school/worksite's ventilation system is temporarily compromised (e.g., partial power outage, ventilation break down) should include the following:
 - increasing air exchanges by adjusting the HVAC system;
 - where possible, opening windows;
 - other considerations, dependent on the emergency situation, will be reviewed at the school board level in collaboration with the site/school.
- Fans and air conditioners can be used on hot days. Avoid horizontal cross breezes, where air is directly blown from one person's breathing zone to another's. However, use of fans and portable air conditioners should be avoided without an outside source of fresh air such as an open window.

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.

- Classrooms, workspaces and desks can again be arranged in the best layout for class instruction.
- Spacing – consider strategies for spacing as needed but schools can return to classrooms and learning environment configurations and activities that best meet learner needs and preferred educational approaches

Music Programs

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

- Equipment that touches the mouth should not be shared unless cleaned and disinfected between uses.

Physical and Health Education (PHE)/ Outdoor Programs

Create space between students and staff, and encourage outdoor activities and programs, when possible.

K-12 teachers should plan physical activities that:

- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document.
 - Students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
 - Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)

Playgrounds:

- Students should sanitize their hands before and after using shared playground equipment.

School Sports

Programs, activities (e.g. intramurals, sports team practices, games) and sports academies can occur if:

- Spectators are again permitted without capacity limits.
- Sports tournaments can resume and should follow the Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings: Sports Tournaments, in Appendix R.
- All sports including sports tournaments, should be held outside whenever possible.
- Avoid crowding and spread out as much as possible.
- Ensure signage is in place for anyone who develops symptoms of illness to not enter.

- Ensure there is space available for those experiencing illness to be separated.

Theatre, Film & Dance Programs

- In-person inter-school festivals/events can occur.
- Respectful distancing can occur if needed.
- Shared equipment such as asset pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film and dance, especially if working in theatres, green rooms and studios that have no windows.
- Spectators are again permitted without capacity limits.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information.
- Most extracurricular activities can occur but are at the discretion of the school Principal/Vice Principal whether they are necessary.

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, and consider the suggested best practices from [WorkSafeBC guidance for offices](#).
- Difficult to clean items do not need to be removed and can be returned to their original place, everyone should clean their hands before and after using these items.

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 [BC Fire Code 2.8.3.2](#), and modify current drill procedures as needed and consider a strategy to reduce crowding: using multiple exits and multiple muster points if needed.

- 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.
- 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. 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 [Cleaning and Disinfectants for Public Settings Guidelines](#) for additional information.

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

Follow these procedures when cleaning and disinfecting:

- Items can be shared if they are sanitized after or if anyone who touches the items sanitizes their hands before and after use.
- 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 before being used by other students or staff.
- 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 once in 24 hours. (See [Frequently Touched Surfaces](#) section below for examples of frequently touched surfaces.)
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

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.

- Water fountains can be used; However, A lower risk option is still to bring a personal water bottle each day for 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.
- Water sources not containing potable water should be marked “Not safe for drinking” or a similar warning.
- 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).
 - See further [guidance for libraries](#).

Limiting frequently touched items is not necessary as long as hands are cleaned before and after use.

- 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 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 is used:
 - Equipment can be shared, if all students and staff should clean/sanitize their hands before and after use.
 - Disinfect teaching aids if they are a frequently touched surface (e.g., clipboards, white boards, pens, plastic bins for transporting materials, etc.).
 - Change rooms can be used.
 - 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, if needed.

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.
- Spread students out if empty seats are available.
- Bus attendants must be provided with a "COVID –19 Emergency Bag" that contains first aid supplies relating to issues arising from COVID-19.
- Consider the order students typically onload and offload to support minimal physical contact.
- 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.
- Staff, students and parents may choose to wear a mask when they are on the bus.

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](#).

- 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.
- Signage review and creation to help reinforce safety protocols.
- Work alongside local health authorities when communicating about public health messaging.
 - First Nations may take increased safety measures during the pandemic recovery phase. This may mean that some First Nations learners will not be able to attend in-person classes.
 - Understanding that some Indigenous families and communities may continue to take increased safety measures, which may mean that some students will not attend in-person instruction in September.

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 Communicable Disease 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 Communicable Disease Plan will be available on the district's website <https://newwestschools.ca/>
- Site based supervisors (e.g., principals and vice principals) will provide site specifics.
- Refer to appendix L and M.

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.
- 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. Confirmation of health checks completed is not necessary anymore as they are now passive a passive check.
- 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 45 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)

- Direct work in a manner that eliminates or minimizes the risk to workers.
- Supervisors, health and safety personnel or others – health check is passive and requires no additional check.
- Ensure all staff receive an updated COVID-19 orientation.

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

- 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.

8.5 Occupational Health and Safety Committee

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

9.0 Vaccination and the Vaccine Card

- Vaccinations remain the primary layer of protection that has limited severe health outcomes from COVID-19. As of March 10, 2022, 93.3% (4,322,690) of eligible people 12 and older in B.C. have received their first dose of COVID-19 vaccine, 90.7% (4,204,895) received their second dose and 55.7% (2,580,562) have received a third dose.
- The BCDC strongly recommends adults interacting with children to be fully vaccinated for COVID-19 as it protects against serious illness, including from the Omicron variant.

- The B.C. Government introduced the Vaccine Card as a system for those vaccinated to show their proof of vaccination when entering certain businesses and public events.
- The Vaccine Card took effect on September 13, 2021, requiring one dose of vaccine to meet entry requirements and as of October 24, 2021, two doses will be required.
- The vaccine card is no longer a requirement but some businesses may still optionally be using it.
- Organizers of field trips should continue to ensure they choose locations that don't require the use of vaccination checks unless first checking with all participants that they are able to meet the requirements of the venue, so that all can participate.
- At the direction of the local Medical Health Officer (Fraser Health Authority), vaccination status of staff members may be obtained. Currently there is no direction to obtain vaccination status.
- For full protection, it is recommended that everyone get the fall booster shot (2nd booster for most people) when it is made available to your age group.
- Every school should designate a space for public health nurses or other qualified personnel to carry out their duties, including immunizations, when needed.
- Ages 6 months and older are now eligible for COVID-19 Vaccination.

9.1 Facility Rentals

- Facility rentals involving the public should follow the Vaccine Card requirements as outlined on the B.C. Government's website: <https://www2.gov.bc.ca/gov/content/covid-19/vaccine/proof>
- Facility rentals must additionally follow all public health orders currently in effect and it is the responsibility of the event organizer to ensure these orders are followed.
- The details of all public health orders and the latest requirements must be verified and enforced by the event organizer. Check: <https://www2.gov.bc.ca/gov/content/covid-19/info/restrictions> for the latest guidance.
- Facility rentals are allowed if they follow the above guidance.
- Where possible, limit building access to only those areas required for the purpose of the activity only.

9.2 Field Trips

Fieldtrip Guidelines

- Follow existing local, regional, Provincial, and Federal public health recommendations and orders for local and international travel.
- Restrict fieldtrips to day trips only, unless specific approval is provided by the District.

- If approved by the District for a trip to an overnight camp, follow the guidance from the [BCCDC](#) and the [BC Camps Association](#) when planning approved overnight trips that include group accommodation.
- Ensure volunteers providing supervision are trained in, and strictly adhere to required health and safety guidelines.
- Use available space to spread students and staff out as needed.
- Encourage students and staff to follow proper hand hygiene.
- Avoid locations that require proof of vaccination checks, unless all participants are able to attend.

Transportation for Field Trips

- Spread passengers out if empty seats are available (on buses and in car pools).
- Open windows when weather permits.

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 K-12 School Settings. Based on the current epidemiology of COVID-19 in B.C., and the fact that children are at a much lower risk of developing COVID-19, K-12 schools in British Columbia should begin increasing the number of students receiving in-class instruction within the school environment while supporting the health and safety of children and adults.

Respiratory Etiquette

- Covering the mouth and nose 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.

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;
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.

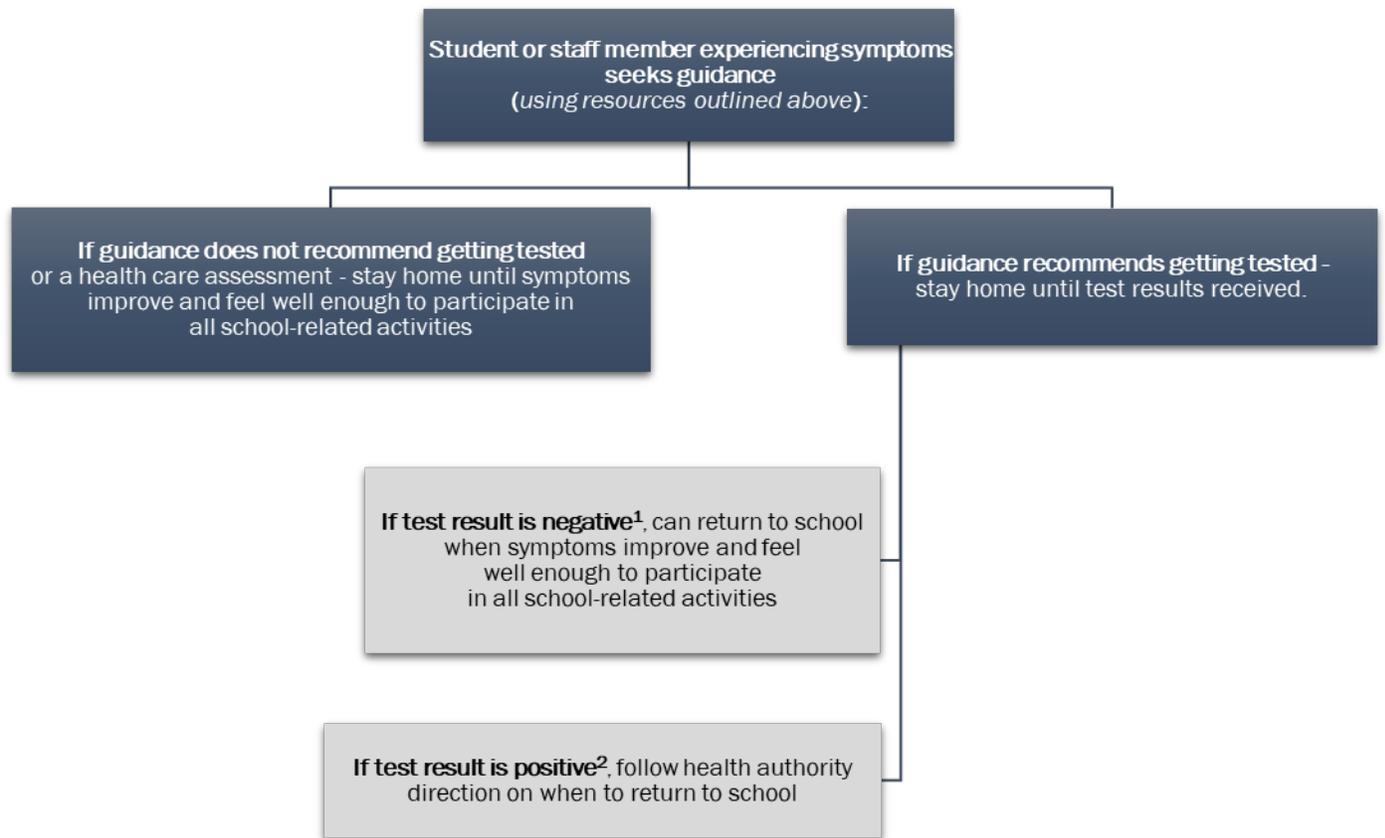
Appendix B: Prioritizing Health and Safety – Flow Charts

Instructional Delivery in Schools

Schools are returning to full operations in all spaces.

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 the [health check posters](#) to assess whether you have the symptoms of COVID-19. To determine if you should be tested for COVID-19, use the online [Self-Assessment Tool](#), or call 8-1-1 or their health care provider.
- Rapid tests are now available to students and homeschool students as well now.
- PCR rinse and gargle tests that were distributed by schools early in the pandemic (They have an orange lid) **have expired on April, 2022 and should be discarded.**
- Always keep rapid tests out of the reach of children and animals as the tests contain toxic materials.



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

Appendix C – Daily Health Check for Students

Student (Kindergarten to grade 12)

Daily Health Check

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

1. Key symptoms of illness

Do you have any of the following key symptoms?

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

If you answered "YES" to 1 or more of these symptoms: stay home and get a health assessment, by contacting your health care provider or calling 8-1-1, to determine the next steps.

Other symptoms:

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

If you answer "YES" to 1 symptom: stay home until you feel better.

If you answer "YES" to 2 or more of these symptoms: Stay home for 24 hours. If symptoms either don't get better or get worse, get a health assessment by contacting your health care provider or calling 8-1-1 to determine next steps.

2. Do you need to isolate or quarantine?

Have you been instructed to isolate or quarantine? If so, do not attend school and only return when you've been instructed that it is safe to do so.

If you are unsure if you're required to get a COVID-19 test or self-isolate, because you are worried about new symptoms, have travelled to a place where restrictions may apply, or are a confirmed contact of a person confirmed to have COVID-19, use the Province's K to 12 Health Check at k12dailycheck.gov.bc.ca or call 8-1-1.

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: August 24, 2021 – Based on BC Centre for Disease Control Guidelines:
bccdc.ca/health-info-site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf



Appendix D – Daily Health Check for Staff and Visitors

Staff and Visitors

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 or entering a school. That check needs to include a full review of all the symptoms and questions listed on this form.

1. Key symptoms of illness

Do you have any of the following key symptoms?

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

If you answered "YES" to 1 or more of these symptoms: stay home and get a health assessment, by contacting your health care provider or calling 8-1-1, to determine the next steps.

Other symptoms:

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

If you answer "YES" to 1 symptom: stay home until you feel better.

If you answer "YES" to 2 or more of these symptoms: Stay home for 24 hours. If symptoms either don't get better or get worse, get a health assessment by contacting your health care provider or calling 8-1-1 to determine next steps.

2. Do you need to isolate or quarantine?

Have you been instructed to isolate or quarantine? If so, do not attend work or enter a school, and only return when you've been instructed that it is safe to do so.

If you are unsure if you're required to get a COVID-19 test or self-isolate, because you are worried about new symptoms, have travelled to a place where restrictions may apply, or are a confirmed contact of a person confirmed to have COVID-19, use the COVID-19 Self-Assessment Tool at bc.thrive.health/covid19 or call 8-1-1.

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.

Keeping New Westminster schools safer

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

Updated: August 24, 2021 – Based on BC Centre for Disease Control Guidelines:
bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf



Appendix E – Expanded Health Check Information and Flow Chart

Daily Health Check and What to Do When Sick

Daily Health Check

Everyone going into to school must complete a daily health check, including staff, visitors, and students. A daily health check means checking yourself or your child for new symptoms of illness, including symptoms of COVID-19.

Symptoms of illness (including COVID-19) include things like:

- Fever or chills
- Difficulty breathing
- Runny nose
- Headache
- Diarrhea
- Cough
- Sore throat
- Sneezing
- Body aches
- Loss of sense of smell or taste
- Loss of appetite
- Extreme fatigue or tiredness
- Nausea or vomiting

If you are sick or feel unwell, stay at home. This is important to stop the spread of illness, including COVID-19, in schools.

You can attend school if:

- Your symptoms are consistent with a previously diagnosed health condition (e.g., seasonal allergies), OR
- You have existing symptoms that have improved to where you feel well enough to return to regular activities,

AND you are not required to self-isolate, or your self-isolation period is over (based on a positive COVID-19 test result, if taken).

What to Do When Sick

If you have mild symptoms of COVID-19, you usually don't need a test. Mild symptoms are symptoms that can be managed at home. Most people don't need testing for COVID-19.

Stay home and away from others (as much as possible) until you feel well enough to return to your regular activities and you no longer have a fever. You should also avoid non-essential visits to higher risk settings such as long term care facilities and gatherings, for another 5 days after ending isolation.

If you have a Rapid Antigen Test at home, use it when you have symptoms. How long you should stay home depends on your test result. Find out more about [Rapid Antigen Test results](#).

If you do not have symptoms of COVID-19, you do not need a test.

If you are unsure about your symptoms, you can use the [Self-Assessment Tool](#), contact your health care provider or call 8-1-1.

Testing may be recommended for some people who may be more likely to get severe disease. See BCCDC for information on [who testing is recommended for](#).

January 2022

What to Do if Someone in Your Household is Sick

You can continue to attend school if someone in your household is sick and/or self-isolating as long as you do not have any symptoms of illness and feel well. This includes if they have tested positive for COVID-19.

Try to stay apart from the person in your household who is sick as much as possible.

Ensure you closely monitor yourself (or your child) for symptoms of illness and stay home if you develop symptoms of illness or feel unwell.

If You Test Positive for COVID-19

Your age and vaccination status determine how long you should self-isolate for if you test positive for COVID-19.

Age	Vaccination Status	Guidance
Under 18 years of age	Unvaccinated, partially vaccinated or fully vaccinated	Self-isolate at home for 5 days AND until your symptoms improve and you no longer have a fever. Avoid non-essential visits to higher risk settings like long-term care facilities and gatherings for another 5 days after ending isolation.
18 years of age or older	Fully vaccinated	Self-isolate at home for 5 days AND until your symptoms improve and you no longer have a fever. Avoid non-essential visits to higher risk settings like long-term care facilities and gatherings for another 5 days after ending isolation.
	NOT fully vaccinated	Self-isolate at home for 10 days AND until your symptoms improve and you no longer have a fever.

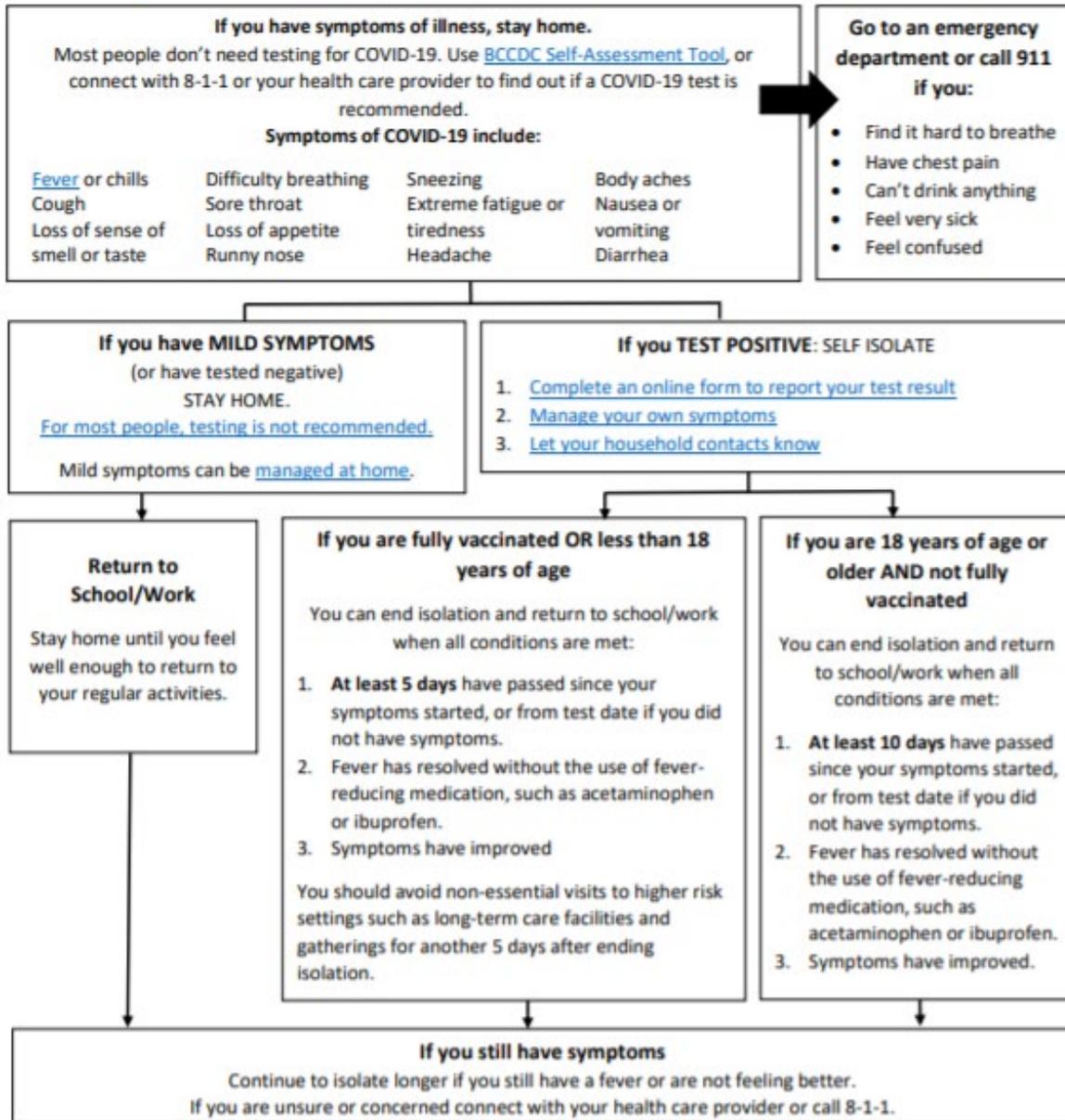
Close contacts, who are usually others in your household, do not need to self-isolate (regardless of vaccination status), but should closely self-monitor for symptoms. BCCDC has more information for [close contacts](#).

If you find it hard to breathe, have chest pain, can't drink anything, feel very sick, and/or feel confused, contact your health care provider right away or go to your local emergency department or call 9-1-1.

This information is adapted from the BC Centre for Disease Control. For more information, visit <http://www.bccdc.ca/health-info/diseases-conditions/covid-19>

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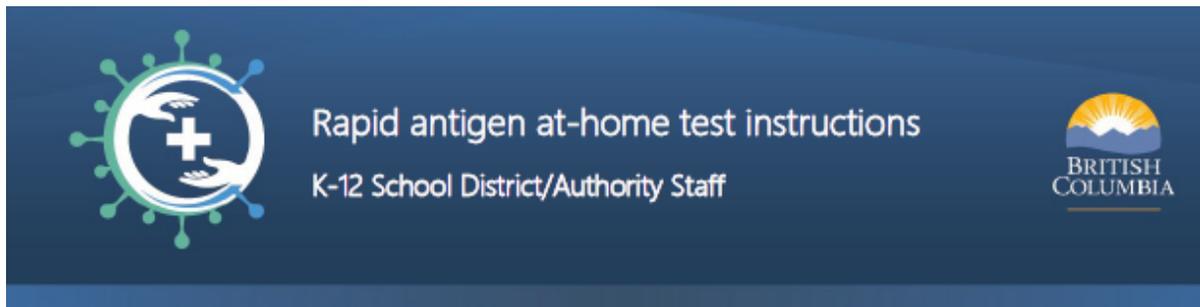
Summary: What to Do When Sick



What to do if someone is sick in your household:

You can continue to attend school if someone in your household is sick and/or self-isolating as long as you do not have any symptoms of illness and feel well. This includes if they have tested positive for COVID-19. Ensure you closely monitor yourself (or your child) for symptoms of illness and stay home if you feel unwell. The best way to protect yourself and your family from COVID-19 is to get vaccinated. Vaccines are available for anyone ages 5 and up. Register now at: [Getvaccinated.gov.bc.ca](https://getvaccinated.gov.bc.ca)

Appendix F – Rapid Antigen At-Home test Instructions



All staff are being provided with two Artron rapid antigen at-home tests distributed through their school district/authority. The information below is summarized from [BCCDC](#).

When to Use the Test

You should only use this test if you have [symptoms of COVID-19](#)

If you find it hard to breathe, have chest pain, can't drink anything, feel very sick, and/or feel confused, contact your health care provider right away, or go to your local emergency department or call 9-1-1.

Do not take a rapid COVID-19 test if you do not have symptoms of illness.

Test instructions are available [here](#) and are included below.

Test Results

If your result is positive, it means you likely have COVID-19.

Use information from BCCDC to [understand your test results](#), including what actions you should take. [Complete an online form to report your test result](#) to public health and notify your school that your absence is due to illness.

If your result is negative, you may return to school when you feel well enough to return to regular activities. Notify your school that your absence is due to illness.

Visit [BCCDC](#) for up-to-date information on COVID-19.

COVID-19 Rapid antigen at-home test instructions

Artron



Before you start

- Keep this test kit at room temperature or anywhere between 2°C - 30°C (do not store in freezer and keep away from direct sunlight; do not leave in a vehicle).
- Find a clean flat surface (free of food, drinks and clutter) that is easy to clean in the event of a spill.
- Do not eat, drink, smoke, vape, put in contact lenses, put on make-up, or touch your face during the test.
- This test is to be used for self-testing.
- Do not use this test if you have a nose bleed.

Resources

For further information about rapid testing, translated versions of this guide and videos of how to perform the test, use the QR code below or visit: bccdc.ca/covid19rapidtesting



- 繁體中文
- 简体中文
- বাংলা
- Việt Ngữ
- español
- 한국어
- français
- 한국어
- عربي
- فارسی
- 手語

Understanding the accuracy of your test

Rapid antigen tests detect the antigens (proteins) of the virus that causes COVID-19. It can take **3 to 7 days** after infection for there to be enough of the virus to be detected by the test. If a person with COVID-19 tests too early after they become infected, the test result can show as negative; this is called a false negative.

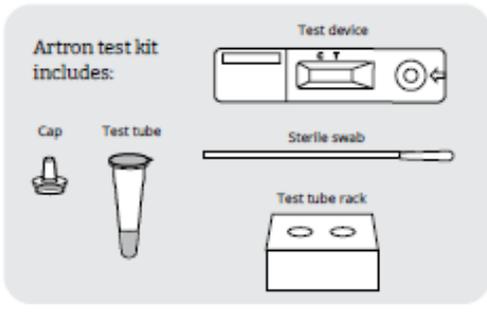
Rapid antigen screening only provides a point-in-time result. A negative result does not guarantee an individual is not contagious. If you have recently been exposed to COVID-19, you may still test positive later once there are enough antigens in your system for the test to detect.

Instructions

- 1 Blow your nose and discard the tissue. Wash your hands with soap.



- 2 Gather testing equipment:
 - Artron test kit:
 - 1x test device
 - 1x sterile swab
 - 1x test tube (sealed with fluid)
 - 1x test tube cap
 - 1x test tube rack (if provided)
 - a timer
 - garbage can
 - small glass or cup (optional)



COVID-19

Rapid antigen at-home test instructions

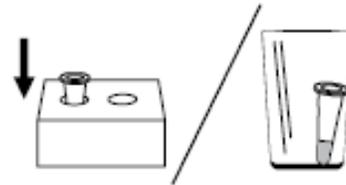
Artron



- 3** Peel off the foil seal from the test tube



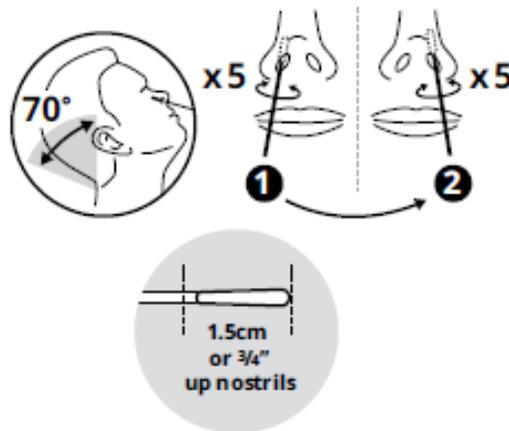
- 4** Place filled test tube in the assembled test tube rack or a clean glass or cup



- 5** Collect your nasal sample:

- 1 Remove swab from packaging. Touch only the plastic handle.
- 2 Tilt your head back.
- 3 Insert the cotton end of the swab straight back (not up) into one nostril for 1.5cm (3/4 inch).
- 4 Place the swab against the inside of your nose to sample nasal fluid. Gently and slowly rotate 5 times.
- 5 Repeat in your other nostril with the same swab.

Do not use the swab for testing if there is any blood on it. Blow your nose and use a new swab. If you have had a nose bleed, wait 24 hours before testing.



- 6** Gently insert the cotton end of the swab into the test tube:



- 1** Swirl the swab tip **gently and slowly** in the buffer fluid 10 times.



- 2** Remove the swab while pinching the sides of the tube to squeeze out all the liquid from the swab. Put swab in garbage.



- 3** Push cap firmly on to test tube to seal it.

COVID-19

Rapid antigen at-home test instructions

Artron



- 7** Open a test device and place it on a flat surface (like a table).



- 8** Hold the tube directly over the test device, with cap pointing straight down. Slowly squeeze 4 drops onto the circle of the test device.

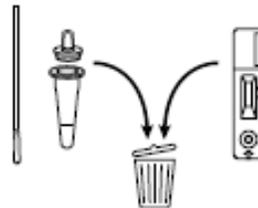
Do not let the test tube touch the circle.



- 9** Set your timer for 30 minutes and check your results. Do not move the test device during this time. Readings after 30 minutes may not be accurate.



- 10** Put all testing equipment in the garbage.



- 11** Wash your hands.



How to read your results

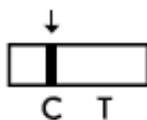
It does not matter which line appeared first or how faint the lines look. Lines will be pink or purple.

Monitor the test device after setting your timer. Test results can take up to 30 minutes. Positive results may appear sooner.

Seek medical care if you feel you need it, regardless of whether you test positive or negative.

Negative result

Only the control line (C) appears

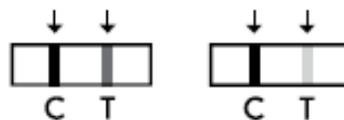


If your result is negative, it means that COVID-19 was not detected. It is still possible that you have COVID-19.

Self-isolate until your symptoms improve and you feel well enough to return to regular activities. If you've been instructed to self-isolate by public health, you must continue to self-isolate, even if you test negative.

Positive result

Control line (C) and the test line (T) appear



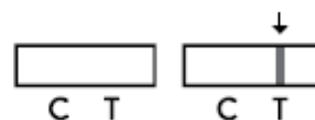
A positive result means you likely have COVID-19 and you could pass it on to others.

You will need to report your result at: reportcovidresults.bccdc.ca

You need to self-isolate and let all close contacts know they have been exposed to COVID-19. For information on next steps, self-isolation and close contacts, visit bccdc.ca/covid19rapidtesting

Invalid result

The control line (C) is NOT present



If your test is not valid, discard all the pieces from the first test. Wash your hands and repeat the process using the second set of test pieces. Follow the test instructions again.

If you have two invalid test results, get tested at a COVID-19 testing location.

Find a testing location at: healthlinkbc.ca/covid19test

Appendix G - 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 [video](#).

Procedure - Flu-like Symptoms

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

1. Ensure safe distance of 6 feet/ 2meters and reassure the patient.
2. Alert the Principal or Manager.
3. Direct staff to move everyone to another room.
4. If patient is a child, have them wait at a distance of 2 metres from others while waiting 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

- Patients can enter the first aid room.
- 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.
- First aid attendants can wear a mask while performing first aid on a patient with COVID-19 symptoms and have the patient wear a mask as well if they are symptomatic and choose to wear a mask.
- Administer appropriate first aid.
- Advise custodial of areas used/touched for disinfecting purposes.
- Remove Gloves:
 - Remember the outside of the gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under other glove at wrist and peel off. Discard in regular waste.
- Wash hands as per Hand-washing SWP.
- Complete First Aid Record as per WorkSafeBC.

Appendix H - 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/face shields, and respirators 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 once minimum daily for areas in use.

The following illustration is used:

SD40 Enhanced Environmental Cleaning Guide

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

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

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 in toileting.
- 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 papertowel.

Communication

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

Specialized Equipment

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

The following are examples for staff safety:

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

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

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

Appendix J – 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, touch points to be sanitized at least once per day.
- 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.
- Maintain a respectful distance as needed except when there is an essential safety reason not to (i.e., holding onto a ladder).
- Stagger breaks to reduce congregation if needed.
- 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, clean touch points once per day minimum.
- 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.

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

Appendix K – 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	
Passive daily Health-check instructions To be completed before entering school	<ul style="list-style-type: none"> ▪ Worker’s can perform a health check before entering a school.
Emergency procedures: <ul style="list-style-type: none"> ▪ Assembly/Muster Station Location ▪ Emergency radio location 	
School schedule; designated entries/exits, break/lunch areas, designated locker (if applicable)	<ul style="list-style-type: none"> ▪ Reviewed with staff to avoid crowding
Joint Occupational Health & Safety Minutes posted Members introduced	<ul style="list-style-type: none"> ▪ Staff lunch room ▪ Mail room ▪ Other _____

	Site-Specific Information
Medical/Isolation Room Location(s) PPE & Cleaning and Disinfectant Supplies fully stocked	<ul style="list-style-type: none"> ▪ First Aid room ▪ Other _____
Occupational First Aid Designate Back up First Aider	
How to Summon First Aid Designate	#: _____
How to report concerns/suggestions to your administrator/manager?	<ul style="list-style-type: none"> ▪ _____
TTOC, Casual Support Employees, practicum teachers/EAs, and other adults as required.	<ul style="list-style-type: none"> ▪ Assigned break/lunch areas:

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

Appendix L: 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](#)
- School/district COVID-19 Communicable Disease 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 and when the school communicable disease plans change, 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 approach:
 - Where possible, have an employee trained in trauma-informed practice deliver some of the orientation.
 - Conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports.
 - Provide information on how to access counselling services during school start up.
 - For staff: consider sharing the [*Building Compassionate Communities in a New Normal*](#) webinar link. This free webinar developed by the Ministry of Education is intended to provide teachers, education assistants, and administrators with information, ideas, and strategies that they can use to create compassionate spaces for 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 Indigenous rightsholders and education partners including district/school leaders, teachers, support staff, and parents.
 - 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.
- 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 Communicable Disease Plan. (e.g., suggestions to support continuous improvement).
- Outline the process in place to assess and revise the school/district Communicable Disease Plan on an ongoing basis as well as how staff, students, and families will be made aware of any changes in the plan.
- Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students, and families are informed in a timely manner.
- For more information: (e.g., [BCCDC resources](#) – including a [poster on how to wear a mask](#), [resources from the Government of Canada](#) on how to put on, remove, store and clean a non-medical mask/face covering, guidelines developed by provincial associations, [Ministry-developed trauma-informed practice resources](#) or other resources such as [videos from the BC Health Emergency Services](#)).

Considerations Specific to Staff

- Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through changes to communicable disease plans when they occur.
 - If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise.
 - Review the COVID-19 communicable disease plan info powerpoint with all staff.
- 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.
- 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.).
- Develop a procedure to follow if ventilation is turned off for maintenance or due to a power outage. Consider moving students to alternate rooms, opening windows for fresh air as an alternative or taking further measures to ensure all students and staff are not in an environment of stagnant air.

Appendix M – Health and Safety Committee Inspection Checksheet



Workplace Health and Safety Inspection Checksheet

Inspect monthly one category throughout entire school or all categories within a section of the school.
Assess risk. Issue corrective actions for findings. Complete relevant investigations.

Inspection Date _____
Employer Representative _____
Worker Representative _____

	Acceptable?	Comments
Fire Safety		
All fire safety equipment has been inspected annually		
Fire extinguishers/hoses/smoke detectors in good condition		
Fire exit signs/emergency lightening in good condition		
Sprinkler heads appear in good condition		
No materials hung on doors or ceilings		
50% of wall surface max covered in combustibles (spinklers)		
20% of wall surface max covered in combustibles (no sprinkler)		
No unauthorized appliances / no open flames (candles etc)		
Fire exits clear and free of clutter		
PPE		
Hearing protetion required and available		
Eye protection required and available		
Gloves required and available		
Protective apron/clothes required and available		
Safety footwear required and available		
Fall protection required and available		
Masks/respirators required and available		
Other PPE required and available _____		
Walking Surfaces		
Floors are free of trip hazards such as cords and debris		
Temporary cords are taped down if strung across floor		
If cord cover used, cover is secured to floor and highly-visible		
Permanent cords do not run across the floor		
Floor coverings are secured to floor with beveled edges		
Floors are free of slip hazards such as liquids/sand etc.		
Mats are in place by doorways and water fountains/sinks		
Stairs have handrails and an anti slip tread indoors		
Stairs are free of slip and trip hazards		
Outside walking areas are clearly marked and trip hazard free		
Safe walking path maps are posted/walkways clear and salted		
known hazardous walking paths are blocked off or marked		
Wet floor signs available and used indoors		
Workers wearing adequate footwear (anti-slip etc.)		

Known Hazards

Only chairs used to sit on (not tables etc.)	<input type="checkbox"/>	_____
Only ladders used to climb on (not chairs etc.)	<input type="checkbox"/>	_____
Step stools/ladders available and easily accessible	<input type="checkbox"/>	_____
Safety scissors used or restricted access of scissors	<input type="checkbox"/>	_____
HVAC normal function and windows opened when possible	<input type="checkbox"/>	_____
Head protection measures in place in ball play areas	<input type="checkbox"/>	_____
No loose items above head height/no bending under risks	<input type="checkbox"/>	_____
No sick workers in the workplace / illness signage	<input type="checkbox"/>	_____
Masks used and available / mask signage	<input type="checkbox"/>	_____
Hand cleaning / sanitizing stations available	<input type="checkbox"/>	_____
Burn risks assessed and controlled (Kitchens)	<input type="checkbox"/>	_____
Violence		
VTRA for required students have been updated annually	<input type="checkbox"/>	_____
Staff safety plans have been updated annually	<input type="checkbox"/>	_____
Staff safety plans are available and reviewed by affected staff	<input type="checkbox"/>	_____
Workers are trained in safe procedures and reporting	<input type="checkbox"/>	_____
Workers do not wear easily grabbed items/loose hair etc.	<input type="checkbox"/>	_____
Items that can be used as weapons removed/safest item used	<input type="checkbox"/>	_____
Working alone procedures updated annually	<input type="checkbox"/>	_____
Tools and Equipment		
Guards attached to cutting equipment	<input type="checkbox"/>	_____
Equipment inspections completed	<input type="checkbox"/>	_____
Lock-out procedures available	<input type="checkbox"/>	_____
Signage warning of equipment hazards	<input type="checkbox"/>	_____
MSDS		
Flammable materials stored in fireproof cabinet	<input type="checkbox"/>	_____
Chemicals labeled per WHMIS	<input type="checkbox"/>	_____
All chemicals have a Safety Data Sheet	<input type="checkbox"/>	_____
SafetyDataSheets available and less than 3 years old	<input type="checkbox"/>	_____
Ergonomics		
Workers are seated/standing in comfortable/natural positions	<input type="checkbox"/>	_____
Workers rotate body position regularly (sitting to standing etc)	<input type="checkbox"/>	_____
Workers stretch regularly and are encouraged to stay active	<input type="checkbox"/>	_____
Lifting devices such as hoists/dolly available for heavy items	<input type="checkbox"/>	_____
First Aid		
Procedure to call first aid posted and known to all	<input type="checkbox"/>	_____
First aid supplies available and no items expired	<input type="checkbox"/>	_____
Adequate first aid coverage for number of workers on site	<input type="checkbox"/>	_____
H&S Board		
H&S information is posted in a conspicuous location	<input type="checkbox"/>	_____



Findings that require a Corrective Action

		Low	Medium	High
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			
Issue:	_____			
Corrective Action:	_____			

Risk Level		Probability		
		3	2	1
Severity	3 Severe	Very high	High	Medium
	2 Moderate	High	Medium	Low
	1 Minor	Medium	Low	Very Low



Serious Injury Investigations

Worker's name: _____
Date of incident: _____
Location of incident: _____
Incident details: _____

Why did that happen? _____
Why did that happen? _____
Why did that happen? _____
Root Cause: _____
Corrective Action: _____

Worker's name: _____
Date of incident: _____
Location of incident: _____
Incident details: _____

Why did that happen? _____
Why did that happen? _____
Why did that happen? _____
Root Cause: _____
Corrective Action: _____

Worker's name: _____
Date of incident: _____
Location of incident: _____
Incident details: _____

Why did that happen? _____
Why did that happen? _____
Why did that happen? _____
Root Cause: _____
Corrective Action: _____

Appendix N - 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]	Once every 24 hours
Empty Garbage Containers	Daily		Disinfect learning hubs, life-skills room, resource room, classrooms as appropriate [desks, tables, chairs, sinks, faucets, light switches, doorknobs, telephones,	Once every 24 hours
Empty Central Waste Collection	Daily		Disinfect front Entry Doors [handles]	Once every 24 hours
Spot Mop	Daily		Disinfect automatic water dispensers [push control, basin/spout]	Once every 24 hours
Spot Vacuum	Daily		Disinfect hallways [handrails, light switches, push-bars, doorknobs, elevator buttons]	Once every 24 hours
Wash All Resilient Floors	Weekly		Disinfect office [desks, counters, tables, chairs, telephones, keyboards, light switches, doorknobs, plexiglass]	Weekly
Vacuum All Carpeted Floors	Weekly		Disinfect Staff Room [appliance and cupboard handles, doorknobs, sinks, tables/chairs, light switches, keyboards]	Weekly

Appendix O: 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 t-shirt tag) but in general, warmer water is better. Dry the mask completely (in the dryer using a warm/hot setting if possible).
- Do not shake dirty masks to minimize spreading germs and particles through the air. If dirty cloth masks have been in contact with someone who is sick, they can still be washed with other people's laundry.
- Any damage, fabric 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>.



Suggested
Occupancy
for this room is:

Occupants

Spread out and use all available space

Appendix Q: Ventilation

VENTILATION SYSTEM OVERVIEW

This template has been developed to support school districts in sharing information on ventilation systems at the school level. This includes information on how systems meet requirements for regular inspection and maintenance, and additional mitigations that have been put in place to promote student and staff safety throughout the pandemic.

School District:	Select School District.
School Name:	
REQUIREMENT: Regular inspection and maintenance of HVAC systems	Yes/No: Choose an item.
	Date of last inspection: Click to enter a date.
	Date of next inspection: Click to enter a date.
	Date and type of most recent maintenance:
RECOMMENDATION: Increase supply of outside air	Yes/No: Choose an item.
	Detail:
RECOMMENDATION: Upgrade filtration, including installing MERV-13 filters, where possible	Yes/No: Choose an item.
	Detail (Including filter grade):
RECOMMENDATION: Use other air cleaning or treatment technologies	Yes/No: Choose an item.
	Detail:
RECOMMENDATION:	Yes/No: Choose an item.

Manage energy use and air distribution through building automation control systems	Detail:
Other Relevant Information:	
District Contact for any Questions:	Name:
	Phone Number:
	Email:

Appendix R: Hand Cleaning Instructions to Prevent the Spread of Communicable Disease

CLEAN YOUR HANDS USING SOAP AND WATER

- 

1 Wet hands with warm water.
- 

2 Apply soap.
- 

3 Lather soap and rub hands palm to palm.
- 

4 Rub in between and around fingers and wrists.
- 

5 Rub back of each hand with palm of other hand.
- 

6 Rub nail beds of each hand in opposite palm.
- 

7 Rub each thumb clasped in opposite hand.
- 

8 After 15 to 20 seconds rinse thoroughly under running water.
- 

9 Pat hands dry with paper towel.
- 

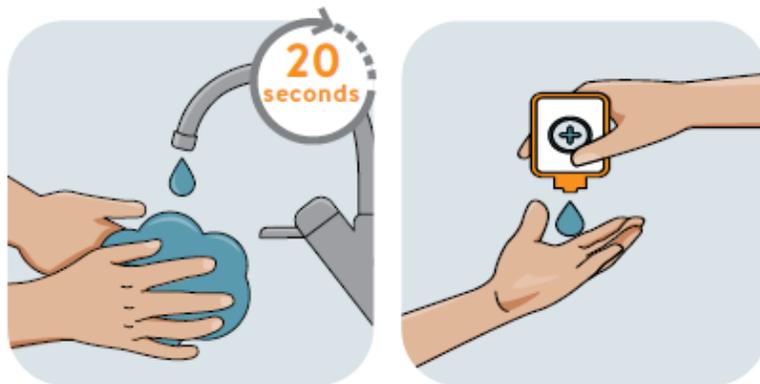
10 Turn off water using paper towel.
- 

11 Your hands are now clean.

PRINTSHOP # 256524
To order: <https://printshop.fraserhealth.ca>



Prevent the spread of communicable disease



Wash your hands often with soap and water for 20 seconds. If soap and water aren't available, use an alcohol-based hand sanitizer.

Wash your hands:

- When you arrive at work
- Before and after going on a break
- After using the washroom
- After handling cash or other materials that have come into contact with the public
- Before and after handling shared tools and equipment
- Before and after using masks or other personal protective equipment

Appendix S: Facility Rental Letter for Responsible Party



Facility Rentals – Compliance with public health orders

As an organization who is renting a facility, your use of the space falls under the public health orders and guidelines for “events,” and not under the rules that guide school and educational purposes.

Currently, there are public health orders for events that cover use of masks while indoors, limits on gatherings and requirements to check vaccination status. These may change, and it is your responsibility to ensure that the events and programs you are organizing continue to monitor and adjust as the related orders evolve.

By order of the Provincial Health Officer, some events, services and businesses are required to check a person's proof of vaccination for service and access to their venue or space. This applies to all people born in 2009 or earlier (12+).

As the event sponsor, renting a School District No. 40 (New Westminster) facility, you are responsible for verifying, if applicable, that people have at least one dose of a COVID-19 vaccine. By October 24, you must verify that people are fully vaccinated. The requirement is in place until January 31, 2022 and could be extended.

Failure to follow the Provincial Health Officer order may result in a fine, which will be the responsibility of the event organizer. Failure to follow the relevant orders may also result in cancellation of future events or bookings.

For the latest public health orders for masks, gatherings and for Vaccine Cards at:

<https://www2.gov.bc.ca/gov/content/covid-19/info/restrictions>

<https://www2.gov.bc.ca/gov/content/covid-19/vaccine/proof>

As an event organizer, I confirm

I understand the rules for verifying vaccination status and will appropriately conduct the verification as per the Provincial Health Officer order.

AND

I have checked and will follow all other public health orders that apply to this event including the order for wearing masks and size limits related to public events and gatherings.

Signature

Date

Printed Name

Organization renting facility space

Appendix T: Instructions for Close Contacts

COVID-19

Instructions for close contacts



BC Centre for Disease Control
Provincial Health Services Authority

Whether notified of a COVID-19 exposure or not, you should routinely monitor for symptoms of COVID-19 and stay home if you feel unwell or develop symptoms.

Self-monitoring

Monitor for symptoms of COVID-19 listed below, even if you are fully vaccinated or had COVID-19 in the last 90 days.

If you develop symptoms of COVID-19 listed below, please use the [Self-assessment Tool](#) to see if you should get tested for COVID-19.

- Runny nose
- Sneezing
- Fever or chills
- Sore throat
- Cough
- Loss of sense of smell or taste
- Difficulty breathing
- Loss of appetite
- Extreme fatigue or tiredness
- Headache
- Body aches
- Nausea or vomiting
- Diarrhea

If you have no symptoms of COVID-19, you do not need to be tested for COVID-19.

You are not required to self-isolate, and you can continue to participate in routine activities, such as work or school, as long as you do not have any symptoms.

More details on risk factors for severe disease are available on the [BCCDC website](#).

Testing and results

If you need to get tested, find the nearest testing location: healthlinkbc.ca/covid19test



Jan. 26, 2022

For more info on self-isolation, visit bccdc.ca/covid19self-isolation

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 District COVID19 Communicable Disease Plan (V3.0), 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.

Other additional Environmental Measures:

- All water fountains 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.

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

Physical distancing has changed to respectful distancing:

- Respectful distancing is kept between all staff and students.
- physical distancing posters are posted in high visibility/traffic areas.

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

- Post signage as needed.
- Opportunities for food preparation and or food consumption follow safe practices.

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 permitted but must sign-in.

Other additional Administrative Measures:

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Personal Measures

Daily Health Checks

- Staff and all other adult visitors are required to do a passive daily health check.
- Parents and students are being 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



Personal
Protective
Equipment

Masks

- Schools should continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one
- Extra supply of masks are available at the front desk for those who have forgotten theirs and choose to wear a mask.
- 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

Reference:

- OHSR G3.3 Written instructions, training, and supervision: COVID-19 Safety Plan
- BCCDC Health & Safety Check
 - <https://www.worksafebc.com/en/resources/health-safety/books-guides/communicable-disease-prevention-guide-employers>
 - <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidlines.pdf>
 - http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf