

COVID-19

Safety Plan, Safe Work Instruction, and Protocols

As per BC Government COVID-19 K-12 Education Plan – Stage 2, September 2020

Acknowledgement:

This document is based on guidance provided by the Provincial Health Officer, BC Communicable Disease Control, Vancouver Coastal Health, the Ministry of Education, and WorkSafeBC. The VSB School Medical Health Officer (Vancouver Coastal Health School Medical Health Officer) has reviewed this document in detail and provided guidance within.

**As COVID-19 information evolves, updates to this document may be needed.

VERSION 1 (August 25, 2020)



Vancouver
School Board

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*Please note Page 5 has been intentionally omitted due to formatting issues

BC Ministry of Education Priorities

The goal of the Ministry of Education, in collaboration with the Provincial Health Officer (PHO), and BC Centre for Disease Control (BCCDC), is to provide a healthy and safe environment for staff and students, from kindergarten to graduation (K-12), in support of in-class instruction.

In-class instruction was suspended in response to a COVID-19 pandemic being declared in BC, the BC Ministry of Education discontinued in-school instruction in March 2020. The priorities identified when in-class instruction was suspended in March remain the current priorities as in-class instruction is re-introduced. These priorities are:

1. Maintain a healthy and safe environment for all students, families, and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

From March to June 2020, BC and the District operated in Stage 4 of the BC Restart Plan for K-12. This included remote learning and limited in-class learning opportunities for students with diverse needs and the children of essential service workers (ESW). In June 2020, BC and the District shifted to Stage 3 of the Plan, which included a combination of some in-class and remote learning at all grade levels, with limits set based on reduced student numbers/school density.

Stage 2 of the BC Restart Plan for K-12 begins in September 2020. In Stage 2, 100% of students from K-12 will attend in-class instruction in Learning Groups/cohorts. See section on *Learning Groups/Cohorts* on page 11.

Although the structure of school at this time may not look like it did before, schools will operate based of public health advise, risk assessments, and strategies and will continue to be safe and healthy place to connect with others, learn, and work.

K-12 Schools are in STAGE 2				
Remote learning for all	Remote learning with exceptions	In-class & remote learning	Learning groups: full-time in-class	Learning as usual: full-time in-class
Stage 5	Stage 4	Stage 3	Stage 2	Stage 1

WorkSafeBC

WorkSafeBC and the Occupational Health and Safety Act and Regulations continue to apply during the COVID-19 pandemic. The District has considered WorkSafeBC’s 6-step “Guide to Reducing the Risk of COVID-19” and WorkSafeBC “K-12 Protocols for Returning to Operation” (August 2020). This District Safety Plan will serve as a compliance guide for COVID-19 and for ease of reference the steps are included below:

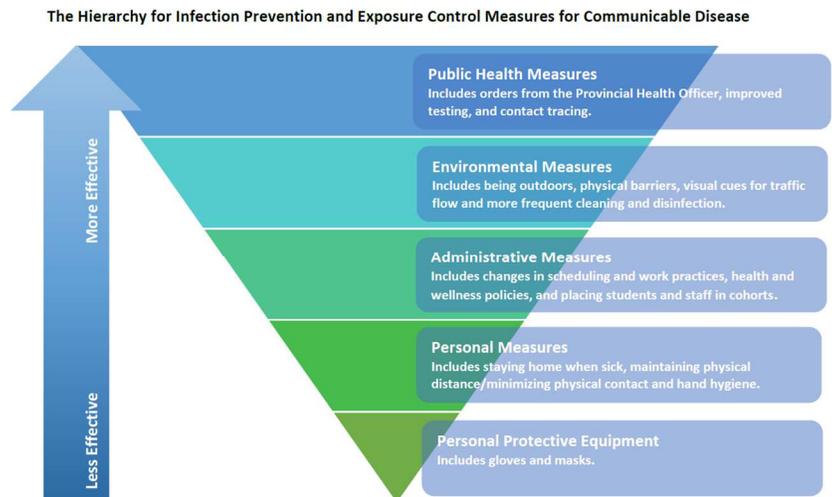
- Step 1: Assess the risk at your workplace
 - Risk assessment for COVID-19 is provided by public health
 - Identifying areas of risk requiring controls by the site supervisor in consult with the Site Health and Safety Committee
- Step 2: Implement measures to reduce the risk
- Step 3: Develop policies/procedures/practices
- Step 4: Develop communication plans and training
- Step 5: Monitor your workplace and update your plans as needed
- Step 6: Assess and address risks related to resuming operations

Responsibilities under WorkSafeBC remain unchanged. These are summarized below as related to COVID-19:

- District management/the employer is responsible for providing an overall healthy and safe workplace in accordance with the guidance of WorkSafeBC requirements, BCCDC, and the Provincial Health Officer.
- Supervisors (including administrators and managers) are responsible for ensuring the health and safety of those who report to them and for providing specific instruction and direction to staff relevant to their site and work tasks.
- Staff are responsible for participating in the District’s health and safety program and working safely by following the District’s implemented procedures and safety practices.

Hierarchy of Controls

Public health's *Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease* describes measures that should be taken to reduce the transmission of COVID-19 in schools. Control measures at the top are more effective and protective than those at the bottom. With the District, staff, students, and parents implementing and adhering to a combination of these control measures, the risk of COVID-19 will be reduced substantially in schools. Note: Occupational safety controls as per *WorkSafeBC* are applied in a similar hierarchy with eliminating the hazard at the top of the hierarchy in place of public health.



Understanding COVID-19

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. The SARS-CoV-2 virus, is a new strain of virus which first emerged in humans in 2019 and results in COVID-19 disease. COVID-19 resulted in a pandemic being declared globally, it can cause mild to serious illness and even death.

Signs and Symptoms

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. BCCDC advises that the most common symptoms include:

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

Less common symptoms also include:

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

NOTE: Children have similar symptoms to adults, but are less likely to have fever, shortness of breath or cough. COVID-19 causes mild illness in the majority of cases in children.

COVID-19 symptoms can range from mild to severe. Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days. For a complete and current list of symptoms refer to: www.bccdc.ca

Transmission Routes

COVID-19 is transmitted via liquid droplets that are dispersed when a person coughs or sneezes. Infected droplets can enter the body through the:

- Eyes
- Nose
- Throat/mouth

Transmission through infected droplets can occur via the following means:

1. Being in close contact of someone with COVID-19 when they cough or sneeze. Living in a household with someone with COVID-19 or having household-like contact with a COVID-19 case is the most common route of community transmitted COVID-19.
2. Touching a surface that is contaminated with COVID-19 and then touching your face and transferring the virus to the mucus membranes of your eyes, nose, throat. This why public health recommends frequent and diligent hand hygiene to everyone.

Transmission Update from BCCDC:

“Experiences of COVID-19 in hospital settings around the world, including in B.C., suggest that COVID-19 is primarily spread by droplet contact. While there is some discussion that COVID-19 can spread by staying in the air (by aerosols), there is no convincing scientific evidence to support this. An exception is aerosols produced by aerosol-generating medical procedures.”

Risk Assessment for K-12

The assessment of risk with respect to COVID-19 pandemic is the jurisdiction of public health, specifically for the District this includes the Provincial Health Officer (PHO), BC Communicable Disease Control, and Vancouver Coastal Health. The overall assessment of risk remains low for K-12. BC school districts are at Stage 2 in the K-12 Education Restart Plan developed by the Ministry of Education.

The following is reproduced from the BCCDC - *COVID-19 Public Health Guidance for K-12 School Settings*:

COVID-19 and Children (ages 0-19 years)

- **COVID-19 virus has a very low infection rate in children (ages 0 to 19 years).**
- In B.C., less than 1% of children tested have been COVID-19 positive, and even fewer are suspected to have been infected based on serological testing. Most children are not at high risk for COVID-19 infection. Children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19.
- Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.
- Children typically have much milder symptoms of COVID-19, if any. They often present with low-grade fever and a dry cough. Gastrointestinal symptoms are more common than in adults over the course of disease, while skin changes and lesions are less common.
- Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19 (visit the [BCCDC Children-with-Immune-Suppression](#) page for further details).

Added Note: The following excerpts from the [BCCDC Guidelines for Families of Immunocompromised Children in School and Group Gatherings](#) (Updated: July 10, 2020) are provided for ease of reference and clarity **for staff and families who care for children who are immunocompromised.** Please visit the above link for more complete information. For children who are immunocompromised:

The current recommendations are:

- Maintain physical distancing and good handwashing.

- Most children with immune compromise can return to school and other group gatherings, when safety measures are in place.
- Protective self-isolation is only recommended for children with severe immune compromise, on a case-by-case basis.

“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.”

“At the present time here in BC, all parents and children are advised to take precautions to avoid infection with COVID 19. Extra precautions to keep children at home and away from all others (protective self-isolation) are no longer recommended in most cases.”

“This may be different for children with severe immune compromise, such as those who have had a recent organ transplant, who are on intensive chemotherapy, those receiving high doses of steroids, those with severe immune deficiency diseases.” *Refer to the above link for more information.*

COVID-19 and Adults (Staff and Parents)

- 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.
- **Added Note: There is no public health restriction on staff with asthma, diabetes, heart disease, compromised immune systems, or are age 65 or older (or who live with somebody who has any of these conditions) from working in the school environment in the context of the COVID-19 pandemic.** (Source: Vancouver Coastal Health). It is, however, known that such pre-existing conditions may increase the risk of severity of illness should you acquire it. If an employee is at greater risk of more severe illness, they should consult with and follow the advice of their personal physicians or medical practitioners. They may consider extra precautions at work such as more frequent hand hygiene and maintaining physical distance within a Learning Group/Cohort.

COVID-19 and Schools

- There is limited evidence of confirmed transmission within school settings. This is partially due to widespread school closures worldwide at the onset of the pandemic to help prevent the spread of COVID-19.
 - In documented cases, there was typically minimal spread beyond the index case though isolated outbreaks have been reported.
- Children do not appear to be the primary drivers of COVID-19 spread in schools or in community settings.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children.
 - NOTE: Prevention measures and strategies involving schools are based on risk.

The above section was a reproduction of information provided by BCCDC. It will be updated as new information becomes available. For up-to-date information on COVID-19, visit www.bccdc.ca.

Creating a Safe Physical and Emotional Environment

As Stage 2 of the K-12 Restart Plan begins and students return to in-class instruction, staff will have a vital role in creating a safe physical and emotional environment. To this end, staff are encouraged to practice the 3 Rs: *Reassurance, Routines, and Regulation*.

- **Reassurance:** Social emotional learning is always an important focus for educators. When needed, reassure students about their safety and their family's safety. It is the role of adults to keep them safe.
- **Routines:** Establish and maintain routines to provide students with a sense of safety and predictability.
- **Regulation:** Support self-regulation. When students are stressed, their bodies respond by activating stress response systems. To help them manage these reactions, it is important to both validate their feelings (e.g., "I understand how this might feel overwhelming ...") and encourage them to engage in activities that help them self-regulate (e.g., exercise, deep breathing, mindfulness, regular eating and sleeping routines). Decreasing student anxiety and stress is an important role of the school at this time.

Trauma-Informed Practice

Trauma-informed practice is an informed way of approaching your practice through a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events.

Trauma-informed practice includes:

- Providing inclusive and compassionate learning environments.
- Understanding coping strategies.
- Supporting independence.
- Helping to minimize additional stress or trauma by addressing individual student needs.

Regular 'check-ins' with others can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community.

The North American Centre for Threat Assessment and Trauma Response has released a resource to assist the education sector in supporting the transition back to school called [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact](#). To support educators to develop compassionate learning communities through trauma-informed practice, the Ministry has created [trauma-informed practice resources](#) that are available on the [erase website](#).

School district and school staff should practice awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.

Administrators have been provided with resources and tools to share with school site staff related to trauma informed practice and emotional wellness.

Supports are in place for all staff should they be struggling with excessive worry or anxiety due to the COVID-19 pandemic. Staff and their immediate families can contact the District's *Employee and Family Assistance Program*: <http://vsb.lifeworks.com>

Health and Safety Committees

Site Health and Safety Committees continue to function and play an important advisory and inspection role during all COVID-19 restart Stages. For example, in support of COVID-19 risk reduction controls and protocols, the site Health and Safety (H&S) Committees will:

- Review the District's *COVID-19 Safety Plan, Safe Work Instruction and Protocols, Stage 2* (i.e. this document).
- Consult and share information with site staff on H&S issues, including COVID-19.
 - Reminder: H&S Committee members will continue to remind staff to report health or safety concerns in a timely fashion to their administrator/supervisor, including those regarding COVID-19.
- Conduct a meeting and site inspection of the school/site focusing on local COVID-19 controls in the first week of the school year prior to the arrival of students.
- Conduct monthly meetings while adhering to physical distancing measures. For clarity, local workplace procedures or staff concerns as they relate to COVID-19 are in scope for the Site H&S Committee.
- Collaborate with and provide feedback to administration/management on local COVID-19 control measure implementation. Examples: arrival areas, hallways, traffic flow, etc.
- Conduct site inspections as a tool to advise the administration/management and District of areas where COVID-19 risk reduction methods may be an issue/concern.
- Continue with other regular H&S Committee responsibilities.

Staff Reporting COVID-19-Related Concerns

As per the District's standard processes, with respect to reporting health and safety concerns, COVID-19 concerns must be reported to a staff member's administrator/supervisor in a timely fashion (*WorkSafeBC* requirement). The process and options for reporting COVID-19 concerns school administrators/supervisors are: in person, in writing, via email, or via Microsoft Teams (**New as of 2020*)

The VSB Health and Safety department is also a resource to address COVID-19 from any supervisor or staff member. To contact district H&S, email: randrews@vsb.bc.ca or call 604-713-5925.

Keeping Staff and Parents/Caregivers Informed

Clear and open lines of communications are critically important in times of uncertainty. In addition to regular communications, school administrators will keep staff and parents informed about what the school control measures are (in the school and in the classroom) and the extra precautions for COVID-19 are in place.

For current information on COVID-19 which is relevant to the school district, staff, parents, and the public should refer to the VSB website (www.vsb.bc.ca , *Important Links, COVID-19 Updates*).

School Community Notification of COVID-19 cases or People who are Ill or Unwell

It is important that staff, parents and students understand what communications will occur should someone in the school community be diagnosed by public health with COVID-19.

If a staff or student in a school is tested and confirmed by public health as positive for COVID-19, public health will directly notify contacts who have potentially been exposed as well as work with the District and school administrator to determine what actions, if any, are needed.

The *BCCDC COVID-19 Guidance for K-12 School Settings (July 2020)* has advised all BC school districts that:

“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 by public health.” (BCCDC)

This is in keeping with best practices in public health and the *Personal Information Protection Act*.

Staff, parents, and students are asked to keep in mind that during COVID-19 there are many rumors and false reports of cases or exposures, and these understandably create anxiety and concern. However, VCH follows-up with all actual COVID-19 cases as well as any credible reports brought to VCH by the District or school administrators.

Health and Safety Instructions for Staff

All staff should review, understand, and follow the information and protocols and procedures provided in this document and provided by their school administrators/supervisors. If staff have questions, they should discuss with their school administrator/supervisor, who can seek District or public health clarity if they do not have the answers.

Accompanying this document, updated instruction and training video plus posters, reminders, and work site-based information and protocols will be provided to staff by school administrators/supervisors. In some instances (such as Grounds, Maintenance, and others) additional detailed safe work procedures have been developed, shared with relevant staff, and can be accessed via the school administrator/supervisor and the VSB Health and Safety webpages.

Prevention Measures and Controls

The following prevention measures are in place in VSB schools to comply with the Stage 2 requirements and provincial guidance.

Mass Gatherings

The *Provincial Health Officer’s Order for Mass Gathering Events* prohibits the gathering of more than 50 people for the purpose of an event. **This order does not apply to schools.** It also does not apply to workplaces such as office buildings, workshops, etc. The Order is focused on one-time events where people gather and where control measures may be hard to implement. As such, there can be more than 50 students and staff in a school or Learning Group/Cohort (see page 11 on *Learning Group/Cohorts*) given the many control measures in place in school settings.

School Gatherings

School gatherings should occur within the Learning Group/Cohort.

- Gatherings should not exceed the maximum Learning Group/Cohort size in the setting, plus the minimum number of additional people required (e.g. school staff, visitors, etc.) to meet the gathering’s purpose and intended outcome.
 - Additional people should be minimized as much as is practical to do so and remain physically distanced.
- These gatherings should happen minimally.
- Schools should seek virtual alternatives for larger gatherings and assemblies.
- Assemblies of staff and students larger than the Learning Group/Cohort are not to be held in-person.

Learning Groups/Cohorts

A Learning Group, also referred to by some as a cohort, is a group of students and staff who remain together throughout the school quarter, semester or year and who primarily interact with each other.

For example, a Learning Group/Cohort could be made up of:

- A single class of students
- Multiple classes that sometimes join together for additional learning activities
- A group of secondary school students with the same courses

Learning Groups/Cohorts also include staff such as:

- Teachers
- Student Support Workers
- Other staff as determined necessary at a school level

Rationale for Learning Groups

Learning Groups/Cohorts provide a range of benefits for students including more in-class learning time, increased peer interaction and support, and decreased feelings of isolation.

Compared to other public settings, schools have a relatively consistent set of people accessing the building. By introducing learning groups, schools are further reducing the number of interactions between students and staff. The majority of people in a Learning Group/Cohort are children, who are at lower risk of COVID-19 infection.

Schools also have a comprehensive set of safety measures in place, including enhanced cleaning and disinfecting protocols, frequent hand washing and/or sanitizing, and policies that require students and staff to stay home if they are ill. Note that other public settings, such as stores, transit, and restaurants, do not have these more controlled measures in place and, therefore, they have stricter physical distancing and mask recommendations.

Learning Group/Cohort Size

As per the *BCCDC COVID-19 Public Health Guidance for K-12 School Settings*, there are set maximums for the number of people who can be in a Learning Group/Cohort. These are:

- Kindergarten to Grade 7: 60 people/Learning Group (this includes students and staff)
- Grade 8-12: 120 people/ Learning Group (this includes students and staff)

Note: Learning Group/Cohorts maximums from BCCDC are smaller in elementary schools due to the recognition that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact and recognizing and articulating symptoms of illness.

School Schedule and Learning Groups

Each school district in BC and school in the District, is required to develop a custom Learning Group/Cohort strategy and schedule. By necessity, the school calendar and individual school schedules will differ from the past.

Schools open on September 8th, 2020 and staff will have time to reintroduce themselves to the school and plan for changes such as working within Learning Groups/Cohorts and new schedules. Students will be provided with orientation on September 10-11, prior to curricular activities beginning.

In elementary schools

Each elementary school's plan will vary. In most cases the Learning Group/Cohort will be the student's class/division. Typical changes to the school day will include students remaining in their classroom, assigned seating, staggered breaks with other Learning Groups/Cohorts while physical distance is maintained (i.e. older grades, play together but keep physically distanced, play on separate areas of the school grounds at the same time), staggered and scheduled use of common spaces (library, gyms, etc).

In secondary schools

For secondary schools, the annual calendar will shift to a quarter system and courses will change every 10 weeks. The daily class schedule will be divided into three periods: one morning class, one mid-day flexible class/program, and one afternoon class. Students will attend a maximum of 2 classes in-person a day (either morning or afternoon class, plus flexible mid-day class/program (varies by student)). In-person class sizes will vary depending on the course or program. Many classes will have 50% of the regular student capacity, others such as those in flex time, many have more. Remote instruction will also be incorporated into the daily schedule and students will attend 1 remote class/day. For example, if a student attends math class in the morning, they will attend remotely in the afternoon and vice versa.

This system will provide optimal health and safety of staff and students, including smaller Learning Groups/Cohorts than provincial maximums, as well as providing the greatest number of course options for students.

Breaks in the School Day and Other Learning Groups/Cohorts

Students

During break times (e.g. recess, lunch), students may want to socialize with peers in different Learning Groups/Cohorts.

With elementary students and staff, students can socialize with peers in different Learning Groups/Cohorts if they are outdoors and can minimize physical contact or if they are indoors and can maintain physical distance. If at break solely within their Learning Group/Cohort they are to minimize physical contact as always.

- Elementary-aged students may be less able to consistently maintain physical distance. Outdoors is a lower-risk environment than indoors and will be encouraged in schools.

With secondary students and staff, students can socialize with peers in different Learning Groups/Cohorts if they maintain physical distance. Students must maintain physical distance in these circumstances. If at break solely within their Learning Group/Cohort they are to minimize physical contact.

- Secondary-school students are expected to be capable of consistently maintaining physical distance when it is required. If a student is unable to physically distance, the student should socialize within their Learning Group/Cohort only or where they can be supported to physically distance.
- The secondary school model being implemented will not have a scheduled lunch break for students.

Itinerant and On-Call Staff Interacting with Learning Groups

The following will all vary based on the school, need, and On Call staff availability.

The District and schools will take steps to minimize the number of staff who interact with Learning Groups/Cohorts they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment.

To help minimize the number of interactions between students and staff, where possible, the following will be implemented:

The District will:

- Review the needs of schools for On-Call staff within quadrants and/or Families of Schools within the District.
- Permanent continuing staff may be assigned to home schools as additional supports for staff absences.

School Administrators will:

- Assign SSWs to a Learning Group/Cohort, where possible.
- Deploy unassigned continuing staff to a school and/or Learning Group/Cohort.

Staff outside of a Learning Group/Cohort must practice physical distancing when interacting with the Learning Group/Cohort. For example, a Resource Teacher, Counsellor, Prep Teacher, Speech and Language Pathologist, Behaviour Consultant, SSW (who are outside of the Learning Group), or members of the Urgent Intervention Team, can work with students from multiple Learning Groups/Cohorts by maintaining physical distance.

In situations where staff outside a Learning Group/Cohort cannot practice physical distancing, other measures must be explored at the school level, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, or providing virtual services where possible.

When staff are interacting with people outside of their Learning Group/Cohort and physical distance cannot be consistently maintained (and none of the strategies outlined above are viable options), staff are required to wear a non-medical mask. Re-usable non-medical masks are provided to all staff at the beginning of the school year for this purpose.

Daily Health Assessments

Staff, students, and any authorized visitors must not attend a school/worksite and must stay home if they:

- Are ill or have any symptoms of a cold, flu, or COVID-19.
- Have travelled outside Canada in the last 14 days (PHO Order).
- Have been identified by public health as a close contact of a confirmed COVID-19 case or outbreak.
- Live in a household with someone who has been tested and public health has confirmed is a COVID-19 case.

Staff Daily Health Self-Assessment

Staff must assess/check their own health daily for symptoms of cold, flu, COVID-19 or other infectious respiratory disease prior to entering the school or attending work. **If unwell with cold, flu, or COVID-19 symptoms, an employee must stay home AND self-isolate** (see Self-Isolation definition on page 16). If symptoms warrant, the employee should be tested for COVID-19. If off work or unwell for other reasons, staff must continue to report their absence in SFE (as per the District's usual procedure).

The Daily Health Self-Assessment (checklist) for all employees is provided in Appendix D. A copy will be provided to all district employees. For ease of reference, it is recommended that a copy of this be kept in a convenient location at home.

At start up, **all employees of the District** will be asked to submit one checklist to their supervisor confirming they understand: 1) how to conduct this daily self-assessment, 2) that this process must be completed daily, and most importantly 3) they must stay home if they have symptoms consistent with a cold, flu, or are ill and seek

the advice of a healthcare professional, and if advised, get tested to exclude COVID-19 and self-isolate while awaiting the results.

Students' Daily Health Assessment

Parents and guardians **must** assess/check their child's health daily for symptoms of cold, flu, or COVID-19 or other infectious respiratory disease before sending them to school. This applies to elementary and secondary students. The Daily Health Assessment all parents must refer to when conducting a daily health check of their child(ren) is provided in Appendix D. Prior to school in September, a copy is distributed to all families and it is recommended that a copy of this be kept in a convenient location at home for daily reference. **If unwell or symptomatic, the student must stay home and self-isolate** (see below) and, as always, the parent should call the school office to report the absence to the school.

On a one-time basis, parents/guardians will be asked to submit one checklist to the school confirming they understand: 1) how to conduct the Daily Health Assessment and 2) that this health assessment/check must be conducted daily, 3) they must keep their child(ren) home if their child(ren) are have symptoms or are ill and seek the advice of a healthcare professional.

TABLE: Managing Staff and Students who Develop Symptoms of COVID-19

The following are the procedures for managing when a staff member and students develop symptoms of COVID-19.

Staff	Students
<p>IF STAFF DEVELOPS SYMPTOMS <u>AT HOME</u>:</p> <p>Staff must be excluded from work and stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p>IF STAFF DEVELOPS SYMPTOMS <u>AT WORK</u>:</p> <p>Staff must report their condition, leave the building/worksite immediately, and go home <i>as soon as possible</i>.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 1. Symptomatic staff should separate/isolate themselves into an area away from others (e.g. outside, in the designated health/isolation room). 2. Maintain a distance of 2 metres from others. 3. Use a tissue or mask to cover their nose and mouth while waiting to be picked up. 5. Once picked up/gone home, the building engineer/custodial staff must clean and disinfect the space where the staff member was separated/isolated and any areas used by them (e.g., classroom, bathroom, common areas). 5. The school administrator should notify VSB Health and Safety and their Director of the potential case and seek further advice. 	<p>IF A STUDENT DEVELOPS SYMPTOMS <u>AT HOME</u>:</p> <p>Parents/guardians must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p>IF A STUDENT DEVELOPS SYMPTOMS <u>AT SCHOOL</u>:</p> <p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic/ill student from others in the designated health/isolation room. 2. Contact the student’s parent/guardian to pick them up as soon as possible. 3. Where possible, maintain a distance of 2 metres from the ill student. If it is not possible to maintain 2 metre distance from the ill student, staff should wear a non-medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth. 4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If staff do have contact with the student’s body fluids, practice diligent hand hygiene right away. 6. Once the student is picked up, practice diligent hand hygiene. 7. The building engineer/custodial staff must clean and disinfect the space where the student was separated/isolated and any areas used by them (e.g., classroom, bathroom, common areas). 8. The school administrator should notify VSB Health and Safety and their Director of the potential case and seek further advice. <p>Parents/guardians must pick up their child as soon as possible if they are notified their child is ill.</p>
<p>Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved</p>	

Additionally, staff and parents may wish to contact 8-1-1 or the local public health unit to seek further advice. In BC and in the VCH region, testing is readily available to all people who are ill or who have symptoms of COVID-19. Results are available within 24-48 hours (subject to change).

The District has confirmed that school administrators are to advise VCH Public Health Nurse as well as VSB Health and Safety and their Director **when there is 10% absenteeism at the school or an unusual number of students and/or staff leave the school in a 24-48 hour period** with symptoms consistent with a cold, flu, or COVID-19.

Allergies and People with Chronic Medical Conditions with COVID-19-like Symptoms

Students or staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition **can continue to attend school or work when they are experiencing these symptoms as normal**. If they experience **any change or worsening in symptoms** they must seek assessment by a health-care provider. It will be important for people with these conditions to generally share that they have such a condition and to be treated with respect by others.

Family or Household Members of Staff or Students with COVID-19

Students or staff may still attend school if a member of their household has cold, influenza, or COVID-19-like symptoms, provided the student/staff themselves are well/asymptomatic. It is expected the symptomatic household member is seeking assessment by a health-care provider. Staff and students who are close contacts (including household contacts) of a public health confirmed COVID-19 case must self-isolate (VCH) and not attend school.

Self-Isolation - Defined

When a person is to “self-isolate” this means that they must remain at home and stay isolated from others in the household and not get together with any other individuals, including family members. For more information visit www.bccdc.ca .

COVID-19 – Space to Isolate Any Person Who Becomes Symptomatic While At School

A room with a door will be designated at each school as a health room for isolating a sick student (or staff member) while awaiting pick-up by the parent/guardian. An option for this is the first aid room. However, if distancing and location make the first aid room a poor choice each site should identify another room in the school. Features of the room will include:

- A sink for hand washing or hand sanitizer available in the room and a plastic lined waste receptacle.
- A sign that can be posted while the room is “in use”. All staff are to be advised of the room’s location.
- Large enough to maintain physical distancing from one or two students/people (i.e. 2 metres).
- A decluttered room to allow for ease of cleaning.
- Located as close to the school entrance as possible, for efficient parent pick-up. Parents must NOT enter the school, rather staff will accompany the student to the closest entrance/exit for pick-up.

NOTE: If this room is used, the building engineer/head custodian will be notified and conduct enhanced cleaning of this room.

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

All students and staff who have travelled outside of Canada are required to self-isolate for 14 days. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before school begins to adhere to the self-isolation orders.

Fair Notice: All staff, students, or parents of students travelling internationally (including to the United States) for any reason or duration, must self-isolate for 14 days and cannot attend school or work. For students, teachers will not be expected to provide added supports during self-isolation for international travel. For staff, this self-isolation will be without pay, with the use of banked vacation as an option for those who have such time and choose to use it.

If someone in your household has to self-isolate due to international travel, the traveller needs to self-isolate, family members do not, and staff and students may attend work and school.

Controlling Access to the School/Site

School administrators and site supervisors will implement a system to manage access to the building by employees and others.

Schools and most sites remain closed to the general public. Each school and site will consider the following access items/practices:

- Restrict non-VSB adults from entering the school building except for **essential business only**.
- **Access by parents is by appointment only**, approved directly by the school administrator and for **essential school business or on an emergency basis only**. Office administrative staff are to be advised of visitor appointments in advance. All other communication and business should occur via the phone, virtual meeting or email.
- Ensure all parents and guardians are aware that they **must remain outside of the school during drop off and pick up**.
- Assess reception and service desks to ensure physical distancing is maintained and plan local alternatives if physical distancing is not possible at that location.
- Limit the number of people in the office at a time based on the office size and configuration to maintain physical distancing.
- Ensure all staff that are present onsite have signed in.
- All approved non-school staff entering a building, including parents, must:
 - Complete a self-assessment of their health before entering and not enter if ill or symptomatic.
 - Wash their hands/practice diligent hand hygiene immediately upon entry.
 - Maintain physical distance (2 metres) when they enter and are in the school.
 - Limit their travel and access inside the school to essential areas only (i.e. the school administrator's office and/or a designated meeting area outside of the school office)
 - Wear a mask as required including in hallways and when physical distancing cannot be maintained.
 - Be accompanied by an administrator (or designate) while in the building.
- Ensure all essential visitors – including parents, contractors, and District employees – sign in giving their name, phone number, date, in-time, out-time, and areas/people visiting and they **MUST** check a box on the sign-in log indicating that they have completed a Daily Health Assessment. Post the Daily Health Assessment outside/at the designated visitors' entrance.
 - Sign-in records will be kept for at least one month.
- Ensure contractors schedule essential onsite work in advance and advise the school administrator, school office as well as the building engineer/head custodian (emergency work or access is the only exception).
- Manage drop off and pick up to:
 - Parents must not enter the school at drop off/pick-up.
 - Receive students on the field or in the play area, where feasible

- Use the external door to the class to receive students, where feasible
- Have students go outside to a defined pick up area / drop off area
- Late arrivals and early departures:
 - Each school will establish its own practice with respect to late arrivals/early departures
- Parents are expected to remain outside the school for both late arrivals or early departures.
- Support physical distancing and arrival/departure needs of parents of learners with diverse needs can be addressed on a case-by-case basis by the school administrator and the specific staff responsible for the student involved.

Hand Hygiene

As per public health guidelines ready access to hand hygiene facilities is important and will be provided by the District. This will be achieved by staff and students having ready access to operating sinks, soap and paper towels or hand sanitizer. To support this, the District has made a concerted effort to upgrade faucets in student washrooms to metered faucets.

Hand Hygiene Facilities and Supplies

All classes will have a hand washing/hand sanitizing station within the room.

Classrooms and spaces with sinks within them will be checked daily to ensure supplies (soap and paper towel) are available. Also, as high-touch surfaces, these will be cleaned twice daily by the building engineer/custodial staff.

When multiple sinks exist in student washrooms, hand hygiene is prioritized over physical distancing. However, minimizing physical contact while washing hands will be reinforced by staff.

It is advised that where possible and privacy is maintained, multiple user washrooms should have the door propped open to diminish the need to touch the door on entering/exiting.

Where necessary only, signage will be posted at the entrance of required washrooms to limit number of occupants based on size and ability to physical distance/minimize physical contact.

Hand Washing

Thoroughly washing hands with soap and water is the best protection against illness.

Staff will be advised of their responsibility to wash their hands and reinforce hand washing among students as per the K-12 provincial guidelines and instruction on this topic. Posters and reminders will be located throughout the site, at sinks and hand sanitizer stations.

Step-by-Step procedure to effectively wash your hands:

- Wet hands with running water.
 - Temperature does not change the effectiveness of washing hands with plain soap and water, though warm water is preferred for personal comfort.
- Apply a small amount of liquid soap. Antibacterial soap is not required.
- Rub hands together for at least 20 seconds (sing the ABC's or happy birthday twice). Rub palms, backs of hands, between fingers, thumbs, and under nails/creating a lather.
- Rinse off all soap with running water.
- Dry hands with a clean paper towel.
- Turn off taps, using the paper towel – if required.
- Discard the used towel in the waste container.

Students and staff are to perform hand hygiene procedures as per the following table and the provincial K-12 H&S guidelines (all Stages):

Students Should Perform Hand Hygiene:	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). • Before and after eating and drinking (excluding drinks kept at a student’s desk). • Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc). • After using the toilet. • After sneezing or coughing into hands. • Whenever hands are visibly dirty. 	<ul style="list-style-type: none"> • When they arrive at school or work and before they go home. • Before and after any breaks (e.g. recess, lunch). • Before and after eating and drinking. • Before and after handling food or assisting students with eating. • Before and after giving medication to a student or self. • After using the toilet. • After contact with body fluids (i.e., runny noses, spit, vomit, blood). • After cleaning tasks. • After removing gloves. • After handling garbage. • Whenever hands are visibly dirty.

- Resource: W.H.O. [Hand Washing Video](#); or [Appendix A: Hand Washing](#)

Hand Sanitizer

Use of hand sanitizer is an acceptable alternative to hand washing when access to a sink is not available.

Hand sanitizer will be readily accessible in or at:

- School entrance(s)
- School main office
- All classrooms without a sink in the room will be provided with hand sanitizer

For hand sanitizer to be as effective as hand washing, hand sanitizer must be applied using the same procedure as hand washing (see Hand Washing section above), minus the use of water and a paper towel, and on the same occasions (table above).

- Note: If hands are soiled with visible dirt or grease, they must be washed with soap and water as hand sanitizer is not effective on soiled hands.

A summary of how to properly hand wash or use hand sanitizer is in Appendix A. A video on diligent hand washing from the W. H. O. is available here: [Hand Washing Video](#);

Coughing and Sneezing (Respiratory Etiquette)

Staff and students should practice proper respiratory etiquette and reinforce it among their peers. Diligent respiratory etiquette involves:

- Coughing or sneezing into the crease of the elbow or a tissue and disposing of used tissue into a lined waste bin and perform hand hygiene.
- Refrain from touching your eyes, nose, or mouth with unwashed hands.
- Refrain from sharing any food, drinks, and unwashed dishes/utensils.

- While strongly discouraged by public health and the VSB, as well as being prohibited on any school property, diligent respiratory etiquette also requires people refrain from sharing cigarettes and vaping devices.

NOTE: Although, we all sneeze, cough or clear our throats on occasion, but it is important to understand that new or worsening coughing or sneezing not explained by a chronic health condition, requires prompt action and for the individual to be separated from others. Those with allergies or other conditions which result in such symptoms may attend school and work. See section above under *Daily Health Assessment* and information on *Allergies and People with Chronic Medical Conditions with COVID-19-like Symptoms*.

Physical Distancing and Minimizing Physical Contact

Physical distancing can be supported through a combination of classroom design, scheduling, monitoring and supervision. The following practices will be implemented as practical to promote and reinforce required/recommended physical distancing (maintaining 2 metres distance between one person to another) and minimizing physical contact with others:

Physical Distancing and Learning Groups (Reminder)

Implementing Stage 2 Learning Groups/Cohorts.

- Within Learning Group/Cohort, students and staff do not need to maintain physical distancing, however, must minimize physical contact at all grade levels.
- Outside of a Learning Group/Cohort, secondary students and all staff must practice physical distancing of two metres (2m).
- Extracurricular activities will likely involve students interacting outside of their Learning Groups and appropriate physical distancing (2 meters) is required in those circumstances.

Physical Distancing and In-School Traffic Flow

Physical Distancing strategies by staff and students will be implemented locally as per each site plan and will include:

- Holding assemblies and other school-wide events virtually will avoid a large number of people or people from several Learning Groups/Cohorts from gathering.
- Avoiding common close contact greetings, such as handshakes, hand-holding, hugs, etc.
- Keeping a distance of 2 metres from others as much as practical, however, this is only an expectation outside of a Learning Group/Cohort.
- Facilitate physical distancing will be reinforced by:
 - Minimizing congestion at entrances and planning arrival and departure routines or arrangements (i.e. a separate staff entrance from student entrance, the number of entrances used will align with the size of the student population, Learning Groups/Cohorts, etc.).
 - Important: **The number of exit doors from a school remains unchanged as per Vancouver Fire Bylaw.** Schools must not block or otherwise impede external exit doors from the school. However, signage such as “Emergency Exit Only” is acceptable.
 - Propping open high use doors, such as washroom doors, classroom doors, is recommended as long as privacy and education needs are also met and the door can quickly be closed by the occupant(s) if needed in an emergency. Note: do not prop open internal fire separation doors.
 - Utilize directional signage to reinforce internal traffic flow (as needed).
 - Implementing physical distancing floor markings or other equivalent means where needed.
 - VSB issued signage, vinyl floor posters, etc. are available to schools/sites

- The use of signage and markings should be used with moderation, focusing on high congestion areas or hallway intersections. Overuse of directional signage may have the effect to elevate anxiety versus reinforce safe practices.
- Identifying narrow stairwells as going up levels or down levels only.
- Plan and schedule work and breaks according to the school-specific schedule and Learning Groups/cohorts.
- Assess the proximity of workers in workspaces and change seating arrangements by moving workers, as necessary, to achieve physical distancing.
- Inform and reinforce that occupants, especially in adult/office environments, stay to the right when transitioning between classes or workspaces, rather than installing overly prescriptive signage

The Use of Personal Protective Equipment:

Face Masks

The Board of Education passed a motion (August 19, 2020) encouraging the wearing of non-medical face masks by all students and staff at all times while in school.

Public Health Guidance

Wearing non-medical masks at all times in schools is not recommended by public health as there are multiple, more effective infection prevention and exposure control measures in place. The following measures provide multiple layers of protection that reduce the risk of COVID-19 transmission:

- Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check;
- Frequent hand hygiene;
- Enhanced cleaning and disinfection;
- Placing students and staff into consistent groupings of people (Learning Groups/Cohorts);
- Adapting learning environments to maximize the use of space; and
- Increasing ventilation.
- Ensuring physical distance can be maintained between Learning Groups/Cohorts;

When Wearing Masks are “Required” by the District and Ministry of Education

Wearing a non-medical mask is a personal choice for students and adults with the exception on the following:

- Non-medical masks are required to be used in situations where staff and students cannot maintain physical distance from a person outside of their Learning Group/Cohort or household.
- NOTE: No student is required to wear a non-medical mask if they do not tolerate it.

Grades 6-12 Students

Students in Grade 6-12 are required to wear non-medical masks in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their Learning Group/Cohort whenever physical distancing cannot be maintained.

Grade K-5 Students

Non-medical masks are not recommended for elementary school students (K-Grade 5) due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

Staff

Staff are required to wear a non-medical mask in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their Learning Group/Cohort whenever physical distancing cannot be maintained (e.g., itinerant teachers/specialists interacting with multiple learning groups).

Staff will need to wear a mask with students outside of their own Learning Group/Cohort when physical distancing cannot be maintained (i.e. UIP Team members working closely with students). See section on *Learning Groups/Cohorts, Itinerant and On-Call Staff and Learning Groups/Cohorts*.

Staff may also choose to wear a mask, a face covering or a face shield within their classroom or Learning Group/Cohort if that is their personal preference.

Masks and other PPE when Managing Students with Complex Behaviours or Care Plans

“Staff or other care providers working with students with disabilities and diverse abilities should continue with regular precautions. No additional mitigation measures or PPE are required.” (BCCDC July 29, 2020)

Within a Learning Group/Cohort

When staff are in close physical proximity with a student within their Learning Group/Cohort, personal protective equipment, such as masks and gloves, is not required beyond that used as part of routine practices or the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

Outside a Learning Group/Cohort

All staff and students are required to maintain physical distancing (2m) when outside of their Learning Group/Cohort, regardless of whether they are wearing a mask.

Non-medical masks are required in those situations where staff truly cannot maintain physical distance and are in close proximity to a person outside of their Learning Group/Cohort. As such, staff are required to wear a non-medical mask when outside of their Learning Group/Cohort, and when physical distancing cannot be maintained (i.e. the staff member must work within 2 m of the student).

For directions on wearing and caring for a mask refer to the section below *Safety Procedures for Donning and Doffing and Caring for a Non-Medical Face Mask* as well as Appendix C: *How to Wear a Mask* to wear a non-medical mask or face covering:

- More information about COVID-19 related mask use, including how to clean and store reusable masks, is available on the BCCDC website and the Government of Canada website.

Table: Summary of General Mask Requirements

The following is a summary of public health requirements for wearing a non-medical mask.*

Note: This does not include certain specific applications where a job duty requires other masks/PPE (see additional Safe Work Procedures on H&S website).

Context	K-5 students	6-7 students	8-12 students	Staff
Inside Learning Groups/Cohorts	Not required	Not required	Not required	Not required
Outside Learning Groups				
Where physical distancing IS or CAN be maintained (ie outside, breaks, etc)	Not required	Not required	Not required	Not required
Where physical distancing CANNOT be maintained OR high density/high traffic areas (ie hallways, common areas, buses)	Not required	Required	Required	Required
Itinerant staff who work across multiple Learning Groups/Cohorts and when they truly CANNOT maintain physical distance (such as on-call SSA/B, UIP team, psychologists, SLP, etc)	N/A	N/A	N/A	Required

*The Board of Education encourages all staff and students to wear masks at school at all times.

Non-Medical Mask Distribution

The District has been provided funding from the Ministry of Education for the purpose of supplying masks. The District will have reusable non-medical masks available for staff and students, and disposable masks for anyone who becomes ill while at school and first aid attendants as per related Safe Work Procedures (see VSB H&S website).

Masks will be distributed at the beginning of the school year.

- Staff will be issued 2 masks and are responsible for the care and maintenance of their masks.
- Students will be issued one mask on an opt out basis. Students will be responsible for their care while at school only and staff will reinforce proper care. Parents are responsible for the daily care and maintenance of student masks. Replacement masks are in very limited supply and by request only. Requests will be tracked as older students are expected to practice diligence in the care of their masks.
- Masks will vary in colour depending on the people wearing them. In short, the colours are:
 - Staff – Dark blue
 - Secondary Students – Gray
 - Elementary Grades 6 and 7 – Light blue
- Upon receipt, staff and students are required to write their initials on the outside of their masks (small letters on the upper outside corner) in order to ensure they can identify their mask from others.

Safety Procedures for Donning and Doffing and Caring for a Non-Medical Face Mask

Putting your mask on

1. Wash your hands with soap and water for 20 seconds or use hand sanitizer for diligent hand hygiene.
2. Pick up your mask by the ties or loops ONLY to place the mask over your nose and mouth and secure it.

3. Adjust the mask if needed to make sure your nose and mouth are covered. You want the mask to be comfortable, but also tight enough that there are no gaps.
4. While wearing the mask avoid touching your mask or face or the mask, and practice hand hygiene if you do.

Removing your mask:

1. Wash your hands with soap and water for 20 seconds or use an alcohol based hand sanitizer.
2. Remove it by the ties or loops without touching the front of the mask.
3. Fold the outer part of the mask together and place it inside a clean paper bag.
4. Wash your hands with soap and water for 20 seconds or use an alcohol based hand sanitizer.

Storing your Mask:

When you are not using your mask, staff and students are to place it in a paper bag (ideally) or envelope or plastic sandwich bag. This keeps your mask clean until you wear it again, or until you are able to wash it.

- Do not store masks unprotected in pockets, backpacks, drawers, or purses.

Washing your mask:

Cloth masks should be washed at least once a day, or whenever they become damp or soiled. To clean masks:

- Put it directly into the washing machine, using a hot cycle, and then drying thoroughly.
- Alternatively, wash it thoroughly by hand using soap and hot water. Allow it to dry completely before wearing again.

Note: For disposable single use masks, follow the above procedures for putting your mask on and removing your mask. In addition, proper disposal of these masks is required. The masks may be disposed on in regular waste (lined garbage bin). *Never dispose of a mask down the toilet.*

- https://www.youtube.com/watch?time_continue=84&v=gvLA--hGU70&feature=emb_title

Other PPE

The use of other PPE by some staff continues to be required as always, for protection from hazards they encounter during their regular course of work (i.e. personal care of student, first aid, some custodial and maintenance work, etc).

- **Gloves** are not being provided for the purposes of COVID-19 protection as per public health advice. There are, however, other practices which routinely require gloves and these practices should continue (i.e. universal precautions, first aid, personal care, custodial duties, etc). Donning and doffing instruction of gloves and the need to wash your hands after removing gloves by staff is provided in See Appendix B. Remember that vinyl, nitrile, and latex gloves are single use only and must be disposed of properly.
- **Safety eyewear/eyeglasses** are provided for First Aid Attendants and to others that normally and routinely require them (i.e. trades and grounds work, work in school shops, etc).
- **Face shields** are not a replacement for a face mask and are not required by staff or students for the purposes of protection against COVID-19 in schools. Face shields however will be available to specific *itinerant roles* where staff routinely are required to work in multiple Learning Groups/Cohorts, where maintaining physical distancing (2m) is not possible, and where minimizing physical contact is also not possible. These specific itinerant roles include: speech and language pathologists (SLP), deaf and hard of

hearing resource teachers, psychologists, itinerant SSA and SSB's (as relevant to their assignment), UIP team members, and identified Learning Service district-level staff. Again, wearing face shields is not required. All other itinerant staff are expected to maintain physical distance.

Face shields are also used during activities where established practices and procedures call for them (i.e. managing severe spitting behaviour). If/when being considered for this purpose, Learning Services District Principals must be consulted in advance.

Face shields are to be cleaned and disinfected by the user with the district provided cleaner/disinfectant and paper towel after use or as needed.

Limit Use of Shared Items

To ensure the number of items exchanged between multiple individuals is limited, staff are asked to:

- Limit the use of items shared by multiple staff and students.
- Limit the use of shared items that are not easily cleaned.
 - Note that shared items must be cleaned by the staff who introduced the item(s) for use
- Limit the use of shared electronics and keyboards.
- Limit the sharing of pens, pencils and other school supplies including electronic devices.
 - Assign students a set of pencils/crayons, small toys etc for their individual use.
- Limit the use of shared manipulatives.
- Limit the use of plush or porous toys/equipment
- Encourage individual activities among students
- Enforce “no food sharing” policies.
 - No staff or students are to share water bottles, dishes, utensils and are encouraged to bring their own.
- Advise parents/guardians to only send essential objects to school. Items sent from home are not to be shared and will not be cleaned or disinfected at school.

See the sections below on *Toys and Sports Equipment* as well as further detail under specific activities covered under Additional Measures for Specific Shared Spaces and Activities.

Cleaning and Disinfecting

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools are cleaned and disinfected in accordance with the *BCCDC's Cleaning and Disinfectants for Public Settings* document and the *BCCDC COVID-19 Guidance for K-12 Settings*.

Staff must not bring cleaning supplies from home. Only use district provided cleaning/disinfecting products on district surfaces/items. The district used PCS cleaning and disinfecting products and VSB Operations has cleaning procedures in place that is approved by *Health Canada* as effective in killing COVID-19 virus and has been confirmed to meet the BCCDC requirements, product, and concentration for all tasks.

Cleaning and disinfecting supplies are provided via the Building Engineer to classrooms and common work areas to facilitate staff in conducting spot cleaning as they deem necessary and in addition to the above.

Building engineers and custodial staff during school/workdays as well as evening shifts will carry out required cleaning services as per the PHO/K-12 provincial guidelines, which include:

All schools/sites:

- General cleaning and disinfecting of schools and workplaces should occur at least **once in a 24 hour period**.
 - In addition to routine items, this includes student desks and chairs.
- Frequently touched surfaces should be cleaned and disinfected at least **twice in 24 hours, including at least once during regular school hours**.

These include:

- Door knobs
- Light switches
- Toilet handles
- Faucet handles
- Handrails
- Desks, tables, chairs shared by multiple people
- Water fountains

IMPORTANT NOTE: BCCDC advises that “There are no additional cleaning and disinfecting procedures beyond those that are normally implemented and those noted in this document. This includes when different cohorts use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.).”

- Sharing of keyboards and electronic devices is to be minimized at this time (where feasible).
- Use of toys and other shared equipment and supplies should be minimized.
- Clean and disinfect any surface that is visibly dirty.
- Only use cleaning and disinfecting supplies provided by the District.
- Empty garbage containers daily.
- Practice Universal Precautions - Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.

First Aid Cot and Related Equipment

- Clean and disinfect cots and mattresses prior to use and after they are used or soiled.
- Pillow cases and blankets are single use only and disposable (by design), therefore dispose immediately after single use.
- Use single use tissues and paper towel or towelettes and dispose accordingly
- Store linens in clean dry areas to prevent mould and mildew growth and keep them out of the way of everyday activities.

Keyboards and Electronic Devices

Shared keyboards, tablets, and small electronics are to be minimized at this time.

If cleaning and disinfecting your keyboard or other electronic device, read and follow the manufacturer’s instructions on cleaning before proceeding. Cleaning surfaces and electronics is done most efficiently when the alcohol containing hand sanitizer is applied to a cloth or paper towel and wiped, rather than applying it or other cleaners directly to the device. Do not immerse electronic devices in water or cleaner.

Behaviour Support Plans, Employee Safety Plans & Personal Care Plans

Staff working with students that have Positive Behaviour Support Plans, Employee Safety Plans, /or Personal Care Plans should review these plans to refresh their memories or inform their safety and work practices prior to working with a student.

Guidance on the following topics is provided:

Spitting Recommendations

When the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with handwashing and cleaning.

- Wipe down any area with saliva with approved sanitizer or disinfectant wipes
- If in contact with saliva, wash hands and/or affected areas.
- Review need for face shield for non-COVID-19 related reasons with Learning Services, District Principal

Biting/Saliva Recommendations

- If in contact with saliva (but no injury/broken skin), wash hands and/or affected areas. If injured seek first aid.

Assisting Students with Feeding

For students who require support for eating and drinking, staff are to practice hand hygiene before and after, use good hygiene practices when handling food (i.e. use utensils, deli napkins, etc to handle food), and follow the existing care plan. Frequently wash your hands to reduce risk of transmission if you are handling foods.

Enlist the help of District Principals, Student Support to assist with Behaviour Support Plans, Employee Safety Plans, Personal Care Plans, visual supports, or other child or student centric needs.

If you are having difficulty implementing any of the recommended strategies, please contact the school administrator.

Toys and Equipment

The following control measures should be applied to the use of toys and equipment:

- Shared toys are to be minimized.
- Consider assigning sets of individual toys where feasible.
- If shared toys are used by multiple users, staff overseeing the activity will be responsible for cleaning and disinfecting the used toys **twice a day**. This will include washing with soap and water if soiled and then, applying District provided cleaning/disinfecting product to a close paper towel and wiping the toys thoroughly and letting dry.
- Utilize plasticized toys and equipment that are solid and made up of hard surfaces that are easily cleaned and disinfected.
- Students should use the same pencils, crayons, etc. each day and these should not be shared.
- Items that encourage group play in close proximity or increase the risk of hand-to-hand contact should be avoided.
 - Note: BCCDC advises that: Sand, water, and playdough can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough. As a result these items may be utilized if and when physical contact can be minimized.

See above section on *Limiting Use of Shared Items*.

Food

All food-related activities require staff and students follow diligent hand hygiene (See Hand hygiene section) and cleaning and disinfecting protocols (see Cleaning and Disinfecting and relevant staff to refer to and follow FoodSafe guidelines).

Food Brought from Home

Staff and students will be required to bring any food/drinks they need or wish to eat at school and follow these practices:

- **No food sharing** among either staff or students is permitted.
- Food should be brought in brown bags or clean containers (reusable or recyclable are ideal).
- Food containers, utensils, and water bottles must be individually labelled with the user's name. (Including division will be helpful in elementary.) This is required for all staff and students.
- All staff should keep their food with them at their workspace.
- Students and staff are asked to take any uneaten food home with them each day. Do not leave food in staff or classroom fridges.
- Students will be required to store food separate from other students (in their backpack, at their workspace).
- **IMPORTANT:** Schools must not allow homemade food items to be made available to other students or staff at this time (e.g. birthday treats, bake sale items, PAC lunches, potluck staff lunches, etc). Individually prepared and packaged commercial items are acceptable.

Food Services – Cafeterias

Cafeterias will remain closed for food services and food sales and student seating at this time. They may be used for Culinary Arts (without food sales) if such use has already been established at the school and all health and safety protocols can be followed. Seating areas may be used for other purposes when approved by the school administrator.

Food-Related Curriculum – Culinary Arts and Home Economics

Food may be prepared as part of Culinary Arts, Home Economics, Life Skills, or specialized school programs and may be consumed **only** by the student(s) who prepared it, with the following normal food safety measures in place. These safety measures include:

- Teaching or supervising staff being trained and certified in FoodSafe and follow FoodSafe guidelines in schools.

School Food Events

Schools distributing food for sale (i.e. school fundraising) or providing food at school events (i.e. class party) are required to use food prepared by suppliers following the *WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation* as appropriate and as relevant to the school setting. This includes using individually packaged food items (eg. individually boxed pizza, or packaged “grab & go” serving containers). This is an additional requirement to normally implemented food safety measures and requirements (i.e. FoodSafe trained staff, a Food Safety Plan, etc.)

Meal Programs

The procedures implemented in Stage 3 (June) For students participating in VSB Meal Programs, individually packaged lunches and snacks will be distributed daily to their classroom by school-based staff. Physical distancing will be maintained by staff distributing food to classrooms.

Classroom teachers will be advised who within their class will be receiving the packaged lunches and snacks.

Food Safe Plans

VSB has a Food Safe Plan for each Food Premise operation in coordination with permit requirements with *Vancouver Coastal Health, Environmental Health*. Effective September 2020, the only active VSB Food Premises are *VSB District Distribution Centres (DDS)* and resides at the centre and with VSB Food Services.=

Additional Measures for Specific Shared Spaces and Activities

Student Transportation on Buses

- Encouraging private vehicle use or active transportation (e.g. biking, walking, etc.) by students and staff where possible to decrease bus transportation density.
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
- COVID-19 related protections for the driver will be put in place by the bus company. These include:
 - Buses used for transporting students should be cleaned and disinfected according the guidance provided in the *BCCDC's Cleaning and Disinfectants for Public Settings* document. Additional guidance is available from *Transport Canada*.
 - Bus drivers are required to clean their hands often, including before and after completing trips, and it is recommended they regularly use hand sanitizer during trips. It is recommended drivers wear a non-medical mask or face covering when they cannot physically distance or be behind a physical barrier in the course of their duties.
- To reduce the number of close, in-person interactions, the following strategies are recommended:
 - Use consistent and assigned seating arrangements.
 - Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
 - Prioritize students sharing a seat with a member of their household or cohort.
 - The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.). It is recommended that such students be loaded onto the bus loading other students and taken off after others.
- If space is available, students should each have their own seat.
 - Students should sit beside the window.
- Schools will keep up-to-date passenger lists to share with public health should contact tracing need to occur. These will be updated on an as needed basis.
- A bus with students from more than one Learning Group/Cohort will sit together and a row will be left empty between different Learning Groups/Cohorts.

Non-Medical Masks on Buses

- Grades 6-12: Students from grades 6-12 should wear non-medical masks or face coverings. These should be put on before loading and taken off after offloading.
- Grades K-5: Non-medical masks are not recommended for students grades K-5 on buses due to the increased likelihood they will touch their face and eyes, as well as required assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).
- All students: No student is required to wear a non-medical mask if they do not tolerate it.
 - NOTE: Non-medical masks are recommended by public health in situations where physical distance cannot be maintained and the person is from outside of their regular contacts. This includes riding the bus to school where a student may be sitting next to a person outside of their cohort or household.

General Ventilation and Air Circulation

All VSB schools and work sites meet all requirements for ventilation of indoor spaces and schools. At this time, there is no evidence that a building's ventilation system, in good operating condition, is contributing to the spread of the virus. However, with outdoors being associated with lower transmission than indoors, logically bringing in more outdoor air, where practical, is encouraged.

The District will ensure that the heating, ventilation and air conditioning (HVAC) systems are operated and

maintained as per standards and specifications for ongoing comfort for workers (as per Part 4 of the OHS Regulation).

In order to enhance the ventilation in classrooms, schools, and other office/work areas:

- Classroom, other school-based staff, and other district staff can augment ventilation in the following ways:
 - Move activities outdoors when possible (for example, lunch, classes, physical activity, classes) when appropriate and time, space, and weather permits.
 - Open exterior windows to allow in outside air.
 - Ensure air vents are unimpeded (i.e. clear unimpeded of any clutter, do not block, cover, or blank off vents in classrooms.).
 - If portable fans units are used, set them up to avoid blowing air directly from one person's breathing zone to other occupants of a room. Introducing horizontal cross breezes should be avoided. Ideally place devices so that air flow moves downward, for example from a cabinet top.
- Operations and/or Building Engineers:
 - Inspect the local HVAC systems dampers and ensure that the ventilation system operates properly.
 - Continue to operate the HVAC system an increased proportion of outside air and increased air exchanges/air.
 - Note: No special cleaning or disinfecting of the HVAC system for COVID-19 is necessary when operating normally.
- Staff who travel in District vehicles or during work in their personal or other vehicles should:
 - Turn on the vents or air conditioning controls to allow outdoor air to flow in. Do not set the vents to recirculate.
 - Leave windows partially open to allow as much outdoor air as possible into the vehicle. Avoid recirculating air and turn any recirculation functions off.

Classroom Spaces

- Desks and essential furniture should be moved to create more space between desks, however, 2 meters distance between student desks is not a requirement.
- IMPORTANT: The teacher's desk should be located to permit physical distancing of 2 meters distance from the closest student desk (where possible) and ideally at the front of the classroom (where possible).
 - This will assist teaching staff outside the Learning Group/Cohort to maintain physical distancing when assigned to a classroom (other subject matter teachers, TTOCs, etc).
- School-based staff and H&S Committees should:
 - Identify and recommend to school administrators items for permanent removal or disposal, such as furniture owned by classroom staff, large plush furniture, non-essential furniture that takes up floor space.
 - Couches and other plush/donated residential chairs or similar items that cannot be appropriately disinfected and are communal in nature should be removed or disposed of.
 - NOTE: School administration can arrange for disposal of furniture as deemed necessary via a School Dude to Material Services. Such removals are funded by the District (i.e. not a school repayable).
- Doors should be left open or ajar as much as reasonably practicable so that they do not require use of hands to open.
- Classrooms are to be decluttered to facilitate cleaning and disinfecting surfaces.
- **All desk and table surfaces must be kept clear at the end of the day (and during times when students are not in the room) to facilitate cleaning.**
- Avoid demonstrations that required the class to gather closely around to view (where practical and does not interfere with learning goals and other safety concerns).

Technical Studies, STEM/STEAM, Science Labs, Art/Textiles

- Due to the inherent challenges of cleaning every shared item touched in a shop or lab, STRICT staff and students hand hygiene should be reinforced.
- Students and staff will practice diligent hand hygiene:
 - Before and after handling shared tools or equipment;
 - Whenever hands are visibly dirty (wash hand).
- Set up personal spaces and tools for students, as best as possible.
- Avoid sharing hand tools by numbering and assigning each student their own supplies (as feasible).
- Machine controls and touch points will be cleaned and disinfected by students after they use them. It is important to spray the cleaner/disinfectant onto a cloth or paper towel and then wipe the control. To spray the control directly could damage it. Materials such as cloths or paper towel and spray cleaner/disinfectant will be supplied.
- Encourage students to use designated areas for leaving personal items when entering classroom spaces, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
- Collaboration and communication with post-secondary institutions (i.e. for Trades in Training or other pre-trades apprenticeship programs) should continue.
- Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
 - Reinforce diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.
- All labs, shops, and studios must be decluttered and unnecessary items taking up floor space removed/disposed of to allow for physical distancing, more efficient cleaning, and safety.
- These areas should be reviewed with the school administrator and subject/space specific staff for areas of unique concern. This is in addition to H&S Committee inspections.

Theatre, Film and Dance

- No in-person inter-school festivals/events should occur. Note: This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
 - This could mean that portions of the class act as an audience and audit work.
 - This could mean that portions of the class work in alternate areas on their own small group or individual exercises.
- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- Costume items should be limited in their shared use at this time.
- 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.
- Consider alternatives for audience engagement such as online streaming, in class, or family-oriented presentations.
- The *Association of BC Drama Educators (ABCDE)* is currently developing additional guidelines for

teaching drama during COVID-19. Staff should refer to the *ABCDE* website for more information.

Culinary Arts and Home Economics

- Schools can continue to include food preparation as part of learning experiences, including in Culinary Arts, Home Economics, Lifeskills classes, and other specialized school programs.
- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. Students and staff should wash their hands:
 - at the beginning and at the end of the class
 - before and after handling food
 - before and after eating and drinking
 - whenever hands are visibly dirty
- If food is prepared as part of learning and is consumed by the student(s) who prepared it, staff must be FoodSafe trained. Food prepared by students is not to be shared with others.
- Refer to the Cleaning and Disinfecting section of this document and to FoodSafe guidelines.
- No additional COVID-19 specific safety measures are required.
- **IMPORTANT:** See *Food* section (p. 27) for more details.

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).

Computers and Shared Technology

- School computer labs remain closed at elementary.
- When a computer lab is used at secondary, students will be responsible for cleaning/disinfecting the keyboard and mouse before and after use. Due to the nature of these items, hand sanitizer sprayed on a paper towel should be used to wipe and disinfect them. Throw paper towels out in regular waste.
- Tablets and small electronics are not to be shared.
- The use of personal devices is permitted and cleaning and disinfecting of these devices is the responsibility of the owner/user.

Counselling

- Maintain physical distancing (2 m) from students unless assigned to a Learning Group/Cohort
- Use empty classrooms, outdoor spaces, or meeting rooms for sessions as needed
- Counselling offices may be used if large enough

Main Office/Reception

- Limit the number of staff who do not work within the office and students. Office sizes and layouts vary, however, the number can reasonably be determined considering that each person must be 2 m from each other person. This applies to staff accessing their mailboxes and photocopiers. Markings for lining up may be useful.
- Physical distancing of two (2) metres must be maintained in the school office. Signage and markers reinforcing this should be used.
- Re-arrange waiting areas to allow for physical distancing and minimize the number of people entering

the office. For example, move chairs into the hall outside of the school office, properly spaced, or use markers/signage.

- Plexiglass barriers are not required in school offices at reception/service desks when physical distancing is option as multiple other layers of controls are in place. Such as:
 - Restricting parents and non-essential visitors and district staff from entering schools.
 - Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check.
 - Frequent hand hygiene.
 - Enhanced cleaning and disinfection.
 - Limiting the numbers of staff and students who may enter the office at one time and relocating waiting area seats into the hallway/outside the office.
- School administrators are to contact Warren Ko in VSB Health and Safety (Tel: 604.713.5271) should physical distancing not be a viable option and it is believed that a barrier is required.
 - If plexiglass barriers are added to a workplace, they must be cleaned and disinfected daily by the user. See section on *Cleaning and Disinfecting*.

Physical and Health Education and Outdoor Programs

- Encourage outdoor programs as much as possible.
- Teachers should plan physical activities that limit the use of shared equipment and:
 - Minimize physical contact among those within a Learning Groups/Cohort.
 - Support physical distancing when activities involve people outside of Learning Groups/Cohort.
 - Physical distance (2m) will be maintained for elementary students when involved in physical activity outside of their Learning Group/Cohort when indoors. Otherwise, minimize physical contact when outdoors.
- Due to the challenges of cleaning shared equipment and potential for physical contact, students and staff will practice STRICT hand hygiene before and after the use of shared equipment as well as participating in physical activity.
- Shared equipment should be cleaned and disinfected after use by the staff who opted to use the equipment as per the section *Cleaning and Disinfecting* (p.25) in this document. This cleaning may be appropriate for secondary students to complete, such as when/if they use weights in the school weight room or fitness equipment.
 - Due to overall cleaning and supervision challenges, such spaces **may** remain closed at the administrator's discretion.
- As per *Physical and Health Education (PHE) Canada* guidelines:
 - Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
 - Explore local parks and green spaces to promote outdoor learning and activity.
 - Focus on activities that do not use equipment.
 - If equipment must be used:
 - Avoid sharing equipment by numbering and assigning each student their own supplies
 - Assemble individualized PE kits that can be assigned to students.
 - Assist students create their own PE kits to use at home or school.
 - Discuss any additional equipment needs with the school administrator.
 - Keep extra equipment on hand (where available) so that instructional time is not lost to re-cleaning equipment.
 - Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
 - Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms.

- Designate an area (as necessary) and/or direct students on where they should store and change into/out of their jackets or winter clothing as moving indoors and outdoors is encouraged routinely.

Playgrounds

- Playgrounds are a safe environment.
 - BCCDC: There is no current evidence of COVID-19 transmission in playground environments.
- Use of playgrounds and playground structures (i.e. swings, slides, adventure playgrounds, etc) are permitted.
- The following measures should be taken when using playgrounds:
 - Ensure appropriate hand hygiene practices before and after outdoor play.
 - Attempt to minimize direct physical contact between students in the same Learning Group/Cohort.
 - Note: Sand and water outdoors can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that COVID-19 survives on sand or water.

Sports

- Sports and physical activity should be held outdoors (when possible) and scheduled indoors within a Learning Group/Cohort and in a large room that provides lots of space (i.e. gym, multipurpose room, drama studios for dance, etc).
- Avoid sports/activities that require or encourage physical contact.
- Activities within a Learning Group/Cohort requires that physical contact is minimized.
- Activities where staff, grades 6-7 students, and secondary students interact outside of a Learning Group/Cohort requires that physical distance (2m) can be maintained.
- Physical distance (2m) will be maintained for elementary students when involved in physical activity outside of their Learning Group/Cohort when indoors. Otherwise, minimize physical contact when outdoors.
- No in-person inter-school or regional sports leagues, competitions, or events will be held. This will be re-evaluated throughout the school year.
- Gym and other rooms where physical activity occurs should open windows and/or doors to increase air flow; weather permitting.
- See *ViaSport Return to Sport Guidelines* for BC approved by the BCCDC:
<https://www.viasport.ca/sites/default/files/Phase3ReturntoSportGuidelineswebV2.pdf>

Paper, Textbooks, and Books

- Public health advises there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students because of COVID-19.
- Shared laminated paper-based products should be cleaned and disinfected daily by the user if and when they are touched by multiple people (Note: This does not include the dust jackets of books (VCH)).

Music Programs

- All classes, programs and activities (e.g. Band, Choir) can continue to occur as the District and schools will meet the following physical distancing measures:
 - Physical contact is minimized for those within the same Learning Group/Cohort;
 - Physical distance (2m) will be maintained for staff and secondary school students when interacting with people outside of their Learning Group/Cohort;
 - Students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.
- Teachers will be responsible for supervising students to ensure that they follow procedures diligently.
- Staff in music programs/classes should refer to the Guidance for Music Classes in BC During COVID-19 developed by the *B.C. Music Educators' Association* and *the Coalition for Music Education in B.C.* for additional information.
- No in-person inter-school performances, competitions, or events should occur.
 - This will be re-evaluated throughout the school year.
 - Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

Choir and Singing

- Singing may occur at all grades as long as a minimum of physical distancing (2 m) is maintained between participants.
- Consider singing outdoors or in rooms large enough to accommodate greater than 2m physical distancing. In rooms where singing is occurring, windows should be open.
- Consider options to share performances virtually through Teams.

Instruments General

- Students should wash their hands or use hand sanitizer before handling their instrument, case, or mouthpiece as well as at the conclusion of playing their instrument.
- Students should refrain from handling the instruments, cases, or mouthpieces of other students.
- While cleaning must meet the protocols in this document it is understood that bleach-based products may be damaging long-term to some instruments. See the *B.C. Music Educators' Association* and *the Coalition for Music Education in B.C.* for additional information on cleaning.

Non-wind Instruments Specifics

- Staff should carefully supervise students should clean instruments using standard practices and cleaning and disinfecting products (i.e. Sterisol, isopropyl alcohol, etc).
- Assigned or individual student instruments are encouraged and ideal. Shared instruments should be limited as they will require cleaning after use by the teacher or by students in secondary if supervised.

Wind Instruments Specifics

- Wind instruments are permitted in schools at this time.
- Maintaining physical distance (2m) is the goal for all students when playing wind instruments.
- Individual/personal wind instruments are ideal.
- Shared wind instruments are strongly discouraged. If used, it is essential shared instruments be cleaned and disinfected thoroughly before and after use. This cleaning must be supervised by the music or band teacher.
- Music and band teachers must allocate time at the beginning and end of any class where wind instruments and guide and supervise the safe assembly/disassembly, care, and cleaning of instruments used by students.
- Before and after, each assembly/disassembly and cleaning phase of every class, each student must

practice hand hygiene.

- Cleaning with standard wind instrument disinfectants (i.e. Sterisol, etc) can be conducted by students of their wind instruments and must be supervised by an experienced music or band staff.
 - If shared wind instruments are used, staff must carefully supervise cleaning and disinfection with standard disinfectants **before and after** each use; to give everyone confidence that the instrument is clean and safe. (VCH)
 - Cloths in woodwind instruments must be kept with the instrument.
 - Common towels or cloths for drying instruments are not permitted.
- All water keys of brass instruments must be emptied onto paper towel thick enough to catch all moisture (located next to the student). No water keys are to be emptied straight onto the floor. Used paper towel must be disposed of by the musician into regular garbage such as a plastic lined waste bin. Diligent hand hygiene must be performed before leaving the classroom. Staff and students are reminded to consider the environment when using paper towel in this way and use only as much paper towel as needed.

Extracurricular Activities

- Extracurricular activities including sports, arts or special interest clubs can occur if:
 - Physical distance can be maintained between members of different Learning Groups/Cohorts; or
 - Minimized physical contact is practiced by those within the same Learning Group/Cohort.
- In-person inter-school events including competitions, tournaments and festivals, must not occur at this time. This will be re-evaluated in mid-fall 2020.

Field Trips and Camps

- Overnight camps are not permitted at this time.
- International Field Trips are cancelled until further notice.
- Field trips to outdoor locations are preferable.
 - Staff must conduct a risk assessment considering the field trip location, potential contact with others, hand hygiene options, etc.
 - Minimize interactions with people outside of Learning Groups/Cohorts.
- Out of school activities should be local outdoor activities that support physical distancing and do not require use of a school bus or public transportation.
- When planning field trips, staff must follow existing policies and procedures as well as this Safety Plan and its procedures and protocols.
- Additional measures specific to field trips should be taken, including:
 - Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administration.
 - For transportation, see guidance in the transportation section in this document.
 - Use of parent volunteers for driving groups of students is not permitted at this time.
 - Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines.
 - Ensure field trip numbers align with the PHO guidance on mass gatherings (i.e. 50 people).

Photocopier rooms

- Minimize the use or need for printed materials to minimize access to photocopiers.
- Only one person should be at a copier at a time.
- Plan or schedule large photocopier jobs.
- Clean and disinfect control panel regularly or after each user.

Staff Rooms

- Staff rooms are closed for eating and seating, but open for kitchen access and access to any other amenities (i.e. photocopier, etc) or use of space for other purposes as determined by the school administrator.
- Staff are encouraged to eat in their classrooms, outdoors, or other spaces their Learning Group/Cohort occupy daily.
- All staff must bring their own packaged lunch daily as well as any snacks and beverages.
- Do not share food (including condiments), beverages, utensils, dishes, or containers.
- All lunch and snack food must be eaten or properly disposed of by the end of each day. Food should not be stored over multiple days in the staff room or classrooms. This will aid in cleaning and pest control. Exceptions to this are Home Economics and Culinary Arts teaching spaces.
- Staff room doors should be propped open.
- Any staff choosing to use appliances/counters must clean the areas, surfaces, appliances, etc immediately after use. Supplies are provided by the school.
- Physical distancing of 2m is required in all areas of the staffroom, including the kitchen area.
- Wash your hands before and after you use of items in the staffroom and before leaving the staffroom.
- Wash your hands before and after you eat.

Work Experience

- The District and school staff will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering Provincial Health Officer and WorkSafeBC guidance regarding COVID-19.
- Schools must obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic.
- Students can still engage in work placements in accordance with the following guidance:
 - The District must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines.
 - Information for work experience students is the same as for workers and is available on the WorkSafeBC COVID-19 web page, including:
 - What workers should do
 - Staying safe at work
 - Information specific to various industries
- For current and any new placements, standards in the ministry *Work Experience Program Guide* must be followed. (Note: As part of setup and monitoring, worksite visits can now be conducted virtually if needed.)
- Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the health and safety guidelines of the District and the workplace (follow whichever is more stringent) including wearing PPE if required.

Temporary Storage Area

- If temporary storage is required during this time, it will be designated by the school administrator in the school specific plan and used according to the school administrators' direction.
- Boiler rooms, electrical and mechanical rooms, service tunnels, confined spaces, attics, and other specialized spaces which may pose a hazard **must not be used for storage**.

Emergency Procedures

District-wide emergency procedures remain unchanged as a result of COVID-19. Given the imminent and severe risk to life and health which prompt the use of the District's emergency procedures, they will continue unchanged with the exceptions noted below:

- Evacuation
 - Staff focus should remain on protecting other staff and students from the hazardous reason for the evacuation in the first place.
 - Drills should be planned on a schedule such that they do not result in all students on the field at once and Learning Group/Cohort interaction requirements are maintained.
 - Emergency evacuation areas may need to be altered to maintain physical distancing, especially for drills.
 - NOTE: This change in Evacuation procedure is also part of Lockdown and Drop, Cover and Hold On procedures.
- Room Clear
 - Staff must review their plans for Room Clear to ensure that the designated area is within the same Learning Group/Cohort. If not check that the designated area can accommodate the Learning Groups/Cohorts physically distanced from one another (and keep students within their Learning Group/Cohort).
- Lockdown – remains the same.
- Hold and Secure – remains the same.
- Shelter in Place – remains the same.
- Drop, Cover, and Hold – remains the same.

Administering First Aid

General

IMPORTANT: Standard First Aid procedures and protocols will be used during this time and the following is in addition to standard procedures and protocols:

- Recall that with Daily Health Assessments and associated protocols for staff and students to go home immediately if they develop any symptoms, it is highly unlikely that a person requiring first aid also happens to have COVID-19 symptoms.
- Encourage, supervise, and support self-care for minor injuries if appropriate and the person is both capable and able (i.e. provide the person the supplies and have them hold their own ice pack in place, compress their own nose bleed, clean their own scrape, apply their own bandaid, etc).
- If self-care and/or waiting for an ambulance or parent pick-up, remain 2 metres from the injured/ill employee or student. No PPE is warranted.
- Before treating the patient, wash hands with soap and water for at least 20 seconds prior to putting on the appropriate PPE (gloves, safety eyewear, and disposable non-medical mask). FYI – hand sanitizer can also be used, but it must have evaporated completely before donning gloves and this may create delay.
- After treating the person, dispose of all single-use supplies that were used in a waste bin and conduct hand hygiene.
- Document the treatment in the student First Aid Record and First Aid Log as per WorkSafeBC and District protocol.
- Clean and disinfect all surfaces that were used during first aid treatment with the district provided cleaner and clean and disinfect safety eyewear. If the clean-up is not minor (i.e blood or body fluids on the floor, etc), contact the building engineer to complete cleaning and disinfecting.
- Fill in the staff or student First Aid Record and First Aid log as per WorkSafeBC and District protocol.
- OFA's should review carefully:

- Section on Daily Health Assessment, procedure table for Managing Staff or Students with Symptoms
- *VSB COVID-19 First Aid Procedures* available on the VSB H&S webpage.

Staff – Additional Detail

- A point of care assessment is conducted by the OFA on the situation and injured/ill person to assess the risks and the injuries.
 - If self-care and/or waiting for an ambulance, remain 2 metres from the injured/ill staff member.
 - If providing direct care within 2 metres of a staff member/adult, don the appropriate PPE for the situations. PPE in such instances when treating co-workers/adults includes: Gloves, safety eyewear, and a disposable non-medical mask.
 - If able and available, direct the worker to don a disposable mask and safety eyewear.

Students – Additional Detail

- A point of care assessment is conducted by the OFA on the situation and injured/ill person to assess the risks and the injuries.
 - If self-care and/or waiting for an ambulance, remain 2 metres from the injured/ill staff member.
 - If treating children/students who require brief treatment for minor injury, such as scraped knees, minor cuts, etc (not COVID-19 related symptoms), don typical PPE such as gloves.
 - Note: OFAs/staff are not required to wear a disposable non-medical mask and safety eyewear in such circumstances due to the low risk associated with children (VCH).
 - See section on *Risk Assessment for K-12, COVID-19 and Children (ages 0-19 years)*.
 - If a student/child's injuries are major or long duration care is required within 2 metres, don gloves, safety eyewear and a disposable non-medical mask.

CPR

- Call 911 as soon as you are told or assess a medical emergency.
- Upon approaching the scene, the OFA will conduct a point of care assessment.
- Don appropriate PPE (gloves, safety eyewear, disposable non-medical mask)
 - Note: *Do not delay care if PPE is not immediately available.*
- With PPE on, approach the person who is not breathing and begin CPR. Apply a one way valve pocket mask to the person's breathing zone (mouth and nose). If no air movement is detected, begin continuous chest compression CPR at a rate of 100/minute. **No breaths or mouth to mouth contact is required.**
- Continue CPR until someone else takes over from you (another person trained in CPR or a paramedic).
- Wash your hands and face with soap and water for 20 seconds immediately after completing CPR.

Monitoring and Assessing

Knowledge about COVID-19 continues to evolve. Health and safety protocols, procedures, and control measures put in place for COVID-19 will be monitored to confirm continued effectiveness. Site H&S Committees play a key role in this process. As the BC K-12 Restart Plan moves from Stage to Stage, the measures and resources in place will need to be reviewed locally at the site and by District Health and Safety and District H&S Committee and will be adapted as required.

District monitoring and assessment will be conducted as Stages or public health advice change or at least annually.

Other Resources and References

- BCCDC and Ministry of Health - COVID-19 Public Health Guidance for K-12 School Settings
http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf
- Ministry of Education K-12 COVID-19 H&S Guidelines
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>
- BCCDC Cleaning and Disinfecting of Public Settings – including schools
http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf
- *WorkSafeBC K-12 Education (K-12) Protocols for Returning to Operation*
<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education>
- WorkSafeBC - OFAA protocols during the COVID-19 pandemic: A guide for employers and occupational first aid attendants
<https://www.worksafebc.com/en/resources/health-safety/information-sheets/ofaa-protocols-covid-19-pandemic?lang=en>
- *B.C. Music Educators' Association and the Coalition for Music Education in B.C.*
https://7fd068f4-68ea-47f4-b927-7d1f32730842.filesusr.com/ugd/e89cf1_29d484fe08cb4becb025ec5978c0928a.pdf
- BCCDC - Guidance for Families of Immunocompromised Children in School and Group Gatherings
<http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19-easing-social-distancing-IS-children.pdf>
- NACTAR - Managing the Social Emotional and Traumatic Impact SCHOOL VERSION
<https://nactatr.com/news/files/01GuideRe-Entry.pdf>
- ViaSport *Return to Sport Guidelines for BC* approved by the BCCDC:
<https://www.viasport.ca/sites/default/files/Phase3ReturntoSportGuidelineswebV2.pdf>
- VSB, COVID-19 In-School Instruction Safety Plan, Safe Work Procedures and Protocols – Stage 3 (June 2020)



Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



Hand Hygiene

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

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



Remove hand and wrist jewellery

HOW TO HAND WASH

- 

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

Apply liquid or foam soap
- 

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

Rinse thoroughly under running water
- 

Pat hands dry thoroughly with paper towel
- 

Use paper towel to turn off the tap

HOW TO USE HAND RUB

- 

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

Apply about a loonie-sized amount to your hands
- 

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

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   **BC Centre for Disease Control**

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

Appendix B: Donning and Doffing Gloves Procedure

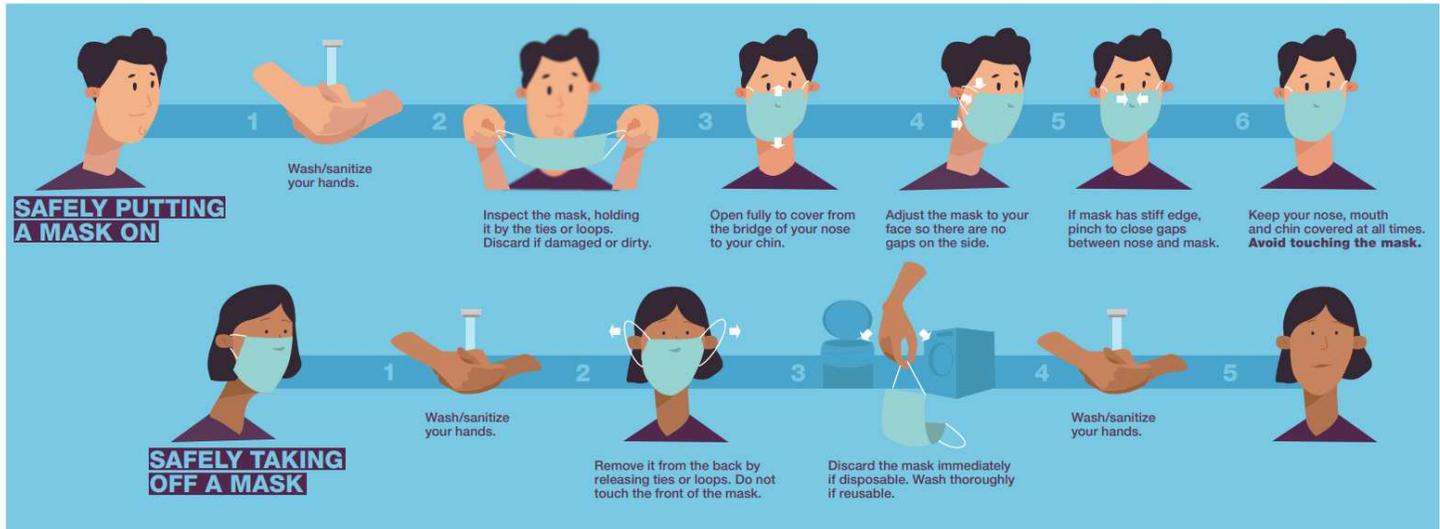
For First Aid attendants, personal care, or custodial/maintenance work.



Appendix C: How to Wear a Face Mask

Procedure for Donning, Doffing and Caring for a Non-Medical Mask (if required or you choose to wear one)

- 6 Steps to Putting on a Mask
- 5 Steps to Taking Off a Mask



IMPORTANT:

Additional Protocols for Safely Wearing and Caring for a Face Mask

DO:

- Make sure your mask isn't damaged, and it's clean and dry before wearing
- Replace your mask whenever it becomes damp or dirty
- Wash your hands for 20 seconds or use hand sanitizer before and after touching the mask
- Use the ear loops or ties to put on and remove your mask
- Make sure your nose and mouth are fully covered, it fits securely, and there are no gaps on the sides
- Store your mask in a clean paper bag when it is not in use
- Wash your mask with hot soapy water and let it dry completely before using it again

DON'T:

- Wear masks that are damaged, dirty, or moist
- Touch the mask while wearing it
- Wear a loose mask
- Hang the mask from your neck or ears
- Remove the mask to talk to someone
- Share your mask with anyone
- Store your mask where it may easily become soiled (i.e. unprotected in a purse, pocket, backpack, etc)

Sources: open.alberta.ca/publications/covid-19-information-help-prevent-the-spread-poster; [Health Canada.ca](https://www.healthcanada.ca) wearing a face mask

Appendix D: Daily Health Assessments

The following are Daily Health Assessments which must be completed each day prior to staff attending work and students attending school.

STUDENT: Daily Health Assessment Prior to Student Attendance at School

All parents, guardians, and/or caregivers have the responsibility to conduct a Daily Health Assessment of your child(ren) each day before sending them to school. Do not return this form to your school.

Keep this Daily Health Assessment in a handy, reusable area (such as your kitchen) and incorporate this Daily Health Assessment into your morning routine, before leaving for school.

Parent-Child(ren) Daily Health Assessment			
1. Symptoms of Illness*		Does your child have any of the following symptoms? Please circle ONE for each line.	
Fever		YES	NO
Chills		YES	NO
Cough or worsening of chronic cough		YES	NO
Shortness of breath		YES	NO
Sore throat		YES	NO
Runny nose / stuffy nose		YES	NO
Loss of sense of smell or taste		YES	NO
Headache		YES	NO
Fatigue		YES	NO
Diarrhea		YES	NO
Loss of appetite		YES	NO
Nausea and vomiting		YES	NO
Muscle aches		YES	NO
Conjunctivitis (pink eye)		YES	NO
Dizziness, confusion		YES	NO
Abdominal pain		YES	NO
Skin rashes or discoloration of fingers or toes		YES	NO
2. International Travel	Have you or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a public health confirmed contact of a person confirmed to have COVID-19?	YES	NO
<p>IMPORTANT: If you answered "YES" to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) your child MUST NOT come to school.</p> <p>If you answered "YES" to questions 2 or 3, use the COVID-19 Self-Assessment Tool (https://bc.thrive.health) to determine if you should be tested for COVID-19. Please regularly check BCCDC's Symptoms of COVID-19 regularly to ensure the list is up to date.</p> <p>If any of your children are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8-1-1, or a primary care provider like a physician or nurse practitioner.</p>			

STAFF: Daily Health Assessment Prior to Staff Reporting to Work

All employees have the responsibility to conduct a Daily Health Assessment on themselves before leaving home to attend work. Employees are not required to submit this completed form each day, but are required to conduct this self-assessment each day.

Keep this Daily Health Assessment in a handy area (such as your kitchen) and incorporate this Daily Health Assessment into your morning routine before leaving for work.

Staff Daily Health Assessment			
1. Symptoms of Illness*		Does you have any of the following symptoms? Please circle ONE for each line.	
Fever		YES	NO
Chills		YES	NO
Cough or worsening of chronic cough		YES	NO
Shortness of breath		YES	NO
Sore throat		YES	NO
Runny nose / stuffy nose		YES	NO
Loss of sense of smell or taste		YES	NO
Headache		YES	NO
Fatigue		YES	NO
Diarrhea		YES	NO
Loss of appetite		YES	NO
Nausea and vomiting		YES	NO
Muscle aches		YES	NO
Conjunctivitis (pink eye)		YES	NO
Dizziness, confusion		YES	NO
Abdominal pain		YES	NO
Skin rashes or discoloration of fingers or toes		YES	NO
2. International Travel	Have you or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a confirmed contact of a person confirmed by public health to have COVID-19?	YES	NO
<p>IMPORTANT: If you answered “YES” to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) you MUST NOT come to work.</p> <p>If you answered “YES” to questions 2 or 3, use the COVID-19 Self-Assessment Tool (https://bc.thrive.health) to determine if you should be tested for COVID-19. Please regularly check BCCDC’s Symptoms of COVID-19 regularly to ensure the list is up to date.</p> <p>If any of you are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8-1-1, or a primary care provider like a physician or nurse practitioner.</p>			