



**School District 22**

# **COVID -19 Pandemic Response Plan and Exposure Control Plan**

**September 22, 2020**

Highlighted portions denote September 22, 2020 updates

*(Currently STAGE 2 of the K-12 Education Restart Plan)*



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## ***Introduction***

A pandemic is an outbreak occurring over a larger geographical area, often worldwide, affecting a large proportion of the population with elevated mortality rates.

An epidemic on the other hand, is a widespread occurrence of an infectious disease in a community at a particular time. This could be any infectious disease such as measles, or whooping cough.

***On March 11, 2020, the World Health Organization (WHO) determined that the COVID-19 virus is a pandemic.***

The public health officials in British Columbia are advising on this situation as it evolves.

Contingency planning is essential to have for an effective response. This plan is specific to support planning and response with respect to COVID-19 and will be updated as needed.

## **Pandemic Planning Committee/Emergency Response Team (ERT)**

The District developed a committee to plan for effective educational and business continuity in the event of a pandemic. This plan also addresses the very important topics of infection control and mitigation.

During a pandemic the members will shift from planning to emergency response as identified in the *Pandemic Period* of this response plan.

### **Members of the Committee:**

- Superintendent
- Secretary-Treasurer
- Director of Human Resources
- Assistant Director of Human Resources
- Directors of Instruction
- Director of Facilities
- Manager of Transportation Services



## ***Prevention and Continuity Planning for School District 22***

The District is planning a range of responses aligned with the possible continuum of outbreak severity. Schools may be closed under the authority of the Ministry of Education and the Provincial Health Officer. The School District is working on the following plan, emphasizing the most important aspect – **prevention**.

Prevention planning includes:

- Follow the current prevention guidelines of the Provincial Health Officer
- Follow the current guidelines of the Provincial Health Officer with respect to gatherings of people
- Limit access to SD22 sites to align with current guidelines
- Inclusive education for hand-washing procedures and cough/sneeze etiquette – all students and staff
- Assistance for children with special needs or disabilities for hand washing and cough/sneeze etiquette. Training in the use of personal protective equipment (PPE) for staff to provide safe assistance.
- Ensuring adequate soap in dispensers in classrooms that have a sink and all washrooms
- Conducting routine cleaning of schools and district sites
- Increased enhanced cleaning of high touch surfaces
- Reminding staff of the 10% illness reporting protocol and monitoring absence rates as they approach that rate
- Advising students and staff with cold, influenza, or COVID-19 like symptoms to stay home, self-isolate, and be assessed by a health care provider. Testing is recommended for anyone with symptoms, even mild ones.
- Self-isolation is also advised for those who are considered a close contact of a confirmed case. Public Health staff identify and notify close contacts of a confirmed case.
- All staff and students who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders.

## **Purpose of COVID-19 Pandemic Plan and Exposure Control Plan**

WorkSafe BC requires employers to develop and implement an Exposure Control Plan, based upon the precautionary principle that meets the requirements of section 5.54 of the Regulations. The Exposure Control Plan aligns with the [COVID-19 Safety Plan](#) outlined by WorkSafe.

The goals of this Plan are to help minimize serious illness, prevent school closures, maintain essential services, educate employees, students, and families, and define roles and responsibilities.

## ***COVID-19 Facts***

- Coronavirus is transmitted via respiratory droplets when a person coughs or sneezes. The virus can enter through these droplets through the eyes, nose or throat if you are in close contact.
- It can be spread by touch if a person touches an object or surface with the virus on it and then the person touches their mouth, nose or eyes before washing their hands. It is recommended you cough or sneeze into your arm and wash your hands regularly.
- The situation is evolving daily, and the District is responding under the guidance of the Provincial Health Officer, BCCDC, WorkSafeBC, Interior Health, and the Minister of Education.
- **Common [Symptoms](#) of COVID -19** (as per the BCCDC):
  - Fever
  - Chills
  - Cough or worsening of chronic cough
  - Shortness of breath



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- Sore throat
  - Runny nose
  - Loss of sense of smell
  - Headache
  - Fatigue
  - Diarrhea
  - Loss of appetite
  - Nausea and vomiting
  - Muscle aches
- **Less Common Symptoms of COVID-19** (as per BCCDC)
  - Stuffy nose
  - Conjunctivitis (pink eye)
  - Dizziness, confusion
  - Abdominal pain
  - Skin rashes or discolouration of the fingers or toes
- COVID-19 causes mild illness in the majority of cases in children and they often present with a low grade fever and a dry cough.
- COVID-19 has a very low infection rate in children (ages 0-19). In BC, less than 1% of children tested have been COVID-19 positive; children are not a high risk for COVID-19 infection.
- The most important thing to do to prevent infection is to wash your hands regularly and avoid touching your face.
- Attempt physical distancing when possible by keeping a distance of **1-2 metres** from people. For younger children maintaining physical distancing is less practical and the focus should be on minimizing physical contact instead.
- To help reduce your risk of infection:
  - Wash your hands often with soap and water for at least 20 seconds. Using soap and water is the single most effective way of reducing the spread of infection (*see Hand Hygiene in Appendix E*)
  - If a sink is not available, alcohol based hand rubs (ABHR) can be used to clean your hands as long as they are not visibly soiled. If they are visibly soiled, use a wipe and then ABHR to effectively clean them.
  - Do not touch your face, eyes, nose or mouth with unwashed hands.
  - Cover your mouth and nose with a disposable tissue or the crease of your elbow when you sneeze or cough.
  - Regularly clean and disinfect frequently touched surfaces.
  - Do not share food, drinks, utensils, etc.
  - Wear PPE as directed in the Exposure Control Plan (*see Appendix E*)
- Current information suggests that COVID-19 impacts adults more than children, and some adults with specific health circumstances are at higher risk for more severe outcomes including: people older than 65, people with compromised immune systems, or people with underlying medical conditions. If you are at higher risk for COVID-19 complications, follow general preventative strategies against infection, and should you become ill, seek medical help early. (*See [BC Centre for Disease Control - Information for patients with chronic health conditions](#)*).
- HealthLink BC at 8-1-1 (**toll free**) or 7-1-1 (**deaf & hard of hearing**) is available 24 hours a day/seven days a week.
- If you think you might have COVID-19, or if someone in your household is showing symptoms, use the BC [self-assessment tool](#) to find out what to do.
- For COVID 19 testing information visit the [BCCDC website](#).
- Contact 8-1-1 and/or your healthcare provider if you have developed symptoms or have been in close contact with someone known to have tested positive for COVID-19.
- For updates, information, and frequently asked questions, see the [BCCDC's website for Child Care and Schools](#).



## ***Plan Overview***

### **Organization and Structure of the Plan**

The main body of this plan is organized in three sections to outline the key roles and responsibilities of School District 22 in each of the three pandemic phases.

1. ***Pre-pandemic Period:*** This is the critical stage for plan preparedness. Planning efforts need to focus on education, business continuity, and infection control.
2. ***Pandemic Period:*** The Provincial Health Officer (PHO) will declare when it is time to activate plans for the pandemic phase. Plans will need to be adapted to reflect circumstances and situations as they arise. COVID-19 was declared a pandemic on March 11, 2020 and there are currently five stages outlined in the [COVID-19 K-12 Return to School Plan](#).

During this phase, we receive direction from the Provincial Health Officer to:

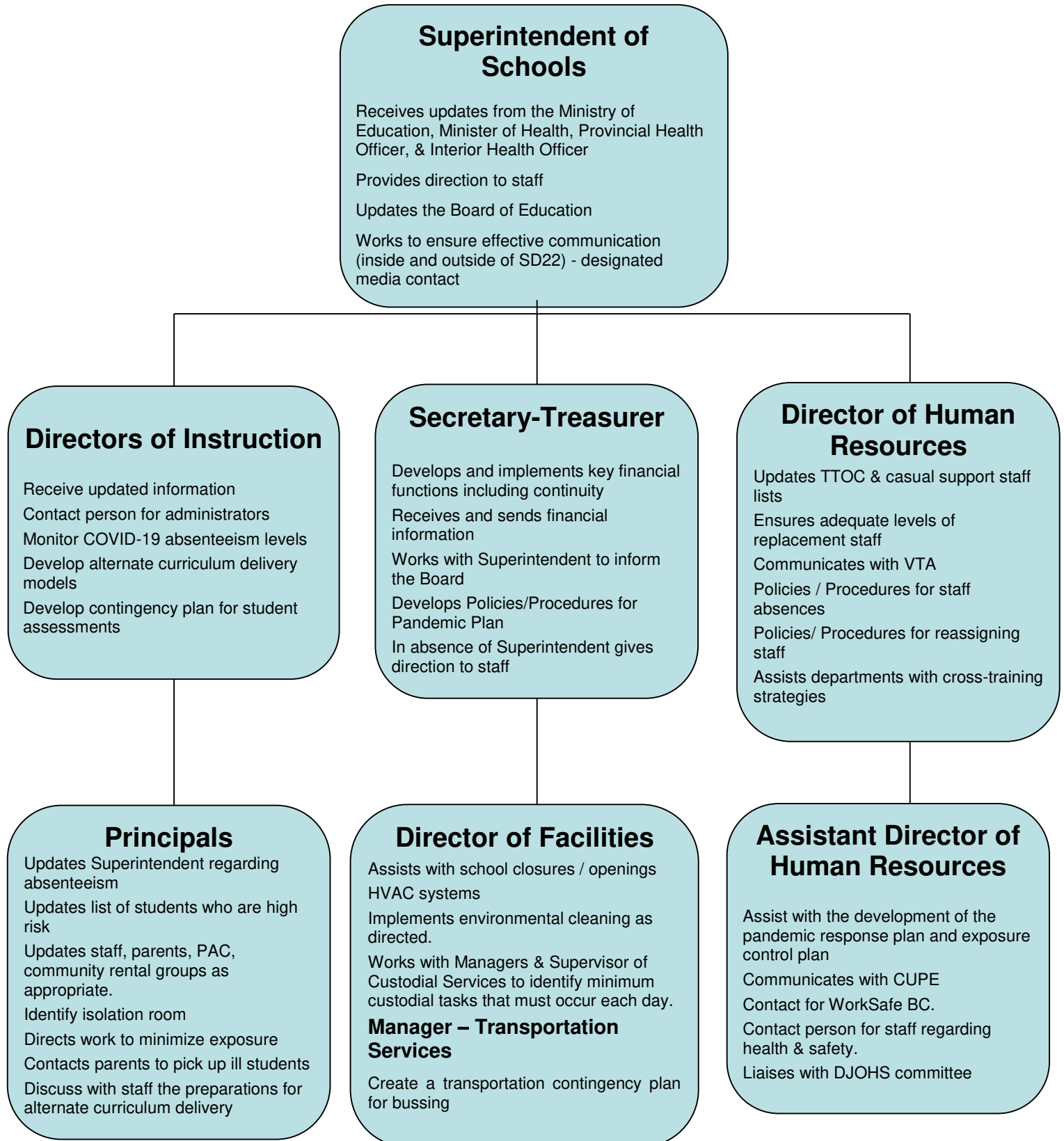
- Minimize rates and the spread of infection and illness;
  - Minimize educational and business disruptions.
3. ***Post-pandemic Period:*** The post-pandemic period begins when the Provincial Health Officer declares that the pandemic is over. The primary focus of work at this time is to restore normal services, de-activate pandemic response activities, review their impact, and use the lessons learned to guide future planning activities.

### **Periods of the Pandemic Response Plan addresses the following key components:**

1. Planning and Coordination
2. Continuity of Student Learning
3. Infection Control Policies and Procedures
4. Communication Planning – including reporting elevated absenteeism
5. Education of Staff/ Students/ Families



## ***Roles and Responsibilities General Overview*** (see details on next pages)





## ***Roles and Responsibilities***

### **Superintendent**

1. School District 22 Pandemic Plan team lead.
2. Activate School District 22 Pandemic Plan. Direct school closures as per *School Closure Guidelines* developed by the Office of the Provincial Health Officer and the Ministry of Education.
3. Liaise with local public health officials.
4. Key media spokesperson for all SD22 pandemic issues.
5. Ensures effective and timely communication with parents, students and employees.
6. Continued communication with employee groups, DPAC and the community using established communication systems across the district and at schools/worksites.
7. Ensure the development of a continuity plan for school district staff, including board office staff and the management team.

### **Secretary-Treasurer**

1. Develop and implement key financial functions, such as payroll.
2. In the absence of the superintendent; gives direction to staff.
3. Receives and sends financial information.
4. Works with the superintendent to inform the board.
5. Develops policies and procedures for the pandemic plan.

### **Assistant Secretary-Treasurer**

1. Ensure the continued operation of the district's financial, payroll, benefit, and accounting functions.

### **Directors of Instruction**

1. Support student educational programming.
2. Develop and maintain education plans for implementation if schools are closed and/or teaching or support staff, who are critical to program delivery, are away due to COVID-19.
3. Support school principals in the implementation of the pandemic plan.
4. Liaise with school principals within family of schools as needed.

### **Executive Assistant to the Superintendent**

1. Maintain website updates and distribute electronic communication provided by the superintendent of schools or designate.
2. Track Ministry of Health, Ministry of Education or Chief Medical Officer updates and communications.

### **Principals and Management Team**

1. Post or relay educational and informational material in an accessible area for staff to review.
2. Educate all staff and students about proper hand-washing practices. Resources are available on the COVID-19 link of the school district website and within this plan.
3. Educate and encourage students and staff to follow safety procedures outlined in the Exposure Control Plan. Have staff review with students on an ongoing basis.





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4. Advise parents that students with symptoms should stay at home and follow current directions of the BC Centre for Disease Control (BCCDC). Advise staff to follow usual practices for taking sick leave.
5. Send students and staff who have symptoms home. Move students and staff to a separate isolation room if they become sick at school, until they can be sent home. Follow the isolation room procedures in the Exposure Control Plan.
6. Discuss pandemic planning at monthly safety committee meetings.
7. Ensure that parents/guardians have provided up-to-date contact information to the school.
8. Advise PAC and parents about School District 22 plans for the COVID-19 Pandemic, including website communications and personal preparedness.
9. Stay in regular communication with the superintendent's office when the school absenteeism rate is significantly increased. That is, when absenteeism is at, or more than, 10 per cent of the population and to report this to the superintendent's office who will report to the office of the Medical Health Officer.

### **Director of Facilities**

1. Continuation of core building functions.
2. Develop and execute cleaning protocols for school district sites.
3. Communicate to employees regarding cleaning practices.
4. Assist with review of the Exposure Control Plan.
5. Continue communication with the District Joint Occupational Health and Safety Committee (DJOHSC).
6. Liaise with the supervisor of custodial services.
7. Ensure adequate cleaning supplies and PPE are available.

### **Manager of Transportation Services**

1. Create a transportation plan for bussing.
2. Implement appropriate cleaning procedures for busses.
3. Ensure that transportation staff is trained in the safety requirements and the contact disinfection techniques.
4. Ensure that transportation staff has the necessary PPE and cleaning supplies.

### **Supervisor of Custodial Services**

1. Ensure that custodial staff is trained in the safety requirements and the contact disinfection techniques.
2. Ensure that custodial staff has the necessary PPE and cleaning supplies to prevent self-infection and cross contamination.
3. Ensure that there is adequate supply of soap for increased hand-washing vigilance.
4. Continue flow of information and education to custodial staff.
5. Assist with review of the Exposure Control Plan.

### **Director of Information Technology**

- Ensure the continued operation of the district's electronic technology infrastructure.

### **Director of Human Resources**

1. Develop and implement specific employee work practices for use during a pandemic.
2. Maximize the use and availability of replacement staff.



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3. Liaise with Vernon Teacher's Association (VTA).
4. Ensure policies and procedures for staff absences and re-assigning staff are in place.
5. Assist departments with the development and implementation of cross-training strategies.

### **Assistant Director of Human Resources**

1. Develop, implement, and review control plans.
2. Continue communication with the District Joint Occupational Health and Safety Committee (DJOHSC) and liaise with site-based OH&S committees.
3. Maximize the use and availability of replacement staff.
4. Liaise with CUPE union.
5. WorkSafe BC contact.
6. Update Pandemic Response Plan & Exposure Control Plan.

### **Executive Assistant, Human Resources**

1. Maintain website updates and distribute electronic communication provided by the Superintendent of Schools or designate.
2. Assist with review and updates to the Pandemic Response Plan & Exposure Control Plan.

### **Student Support Services**

1. Train staff to provide assistance to children, including children with disabilities, who are unable to execute respiratory etiquette or wash their hands
2. Train staff that respond in close proximity to the needs of children with disabilities, regarding the appropriate use of PPE.
3. Advise staff of the particular precautions for children with disabilities who interact with assistive technologies and other important equipment, including cleaning and disinfecting.
4. Collaborate with schools to identify and respond to children who are at a high risk of developing secondary health, social, emotional, and psychological complications associated with public health prevention measures.
5. Assist with support for trauma-informed practice

### **Mental Health and Health Promoting Schools Liaison**

1. Ensure mental health support for staff and students
2. Assist with support for trauma-informed practice

### **Staff**

1. Staff will need to follow communicable disease reduction strategies including:
  - Participate in COVID-19 related training and instruction and follow all established procedures.
  - Be familiar with all protocols within the Pandemic Response Plan and the Exposure Control Plan.
  - Model and encourage the practice of good hand hygiene by washing their hands with soap and water regularly.
  - Model and encourage the practice of coughing or sneezing into their elbow or a tissue (tissues should be disposed of in a lined waste paper basket, and then hands washed).
  - Follow usual sick leave practices if they are not well enough to participate in regular school activities due to illness, or if showing symptoms of COVID-19.
  - Follow procedures outlined by the Provincial Health Officer.
  - Safely assist children with disabilities who are unable to implement health prevention measures.
  - Regularly monitor district email and SD22 website for further information.



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- Report any unsafe conditions or acts to a supervisor.
- 2. In all sites, when school is in session, staff must report classroom illnesses in excess of 10% of the population to their principal who must report this to the Superintendent.
- 3. Know protocols if students show symptoms. Students who are exhibiting signs or symptoms of COVID-19 should be placed in a separate isolation room from other students/children with a closed door. Any rooms they have been in while symptomatic should be cleaned before others enter them. School administration will contact parents/guardians for immediate student pick up.

### Communication

1. The Superintendent of Schools (or designate) for all *School District* related pandemic issues.
2. The Superintendent's office is responsible for updating the school district website with new information as it becomes available.
3. Use established communication systems across the district and at schools/ worksites.

### School Reporting Requirements

1. Using established procedures, principals will contact the Superintendent of Schools when, in his/her opinion, the school absenteeism rate is significantly increased. A guideline for determining 'significantly increased' is approximately 10 per cent of the population (See Appendix B).

### School Closure Decision-Making Process

1. The Provincial Medical Health Officer and the Ministry of Education will direct the district if closure of schools are required.
2. The Board may temporarily close a school building if the health or safety of the students is endangered (as per *Section 73 (1b) of the School Act*).

### Roles and Responsibilities - Functions

These are organized across all three phases of a pandemic, and grouped in the following categories:

1. Planning and Coordination
2. Continuity of Student learning and core operations
3. Infection Control Policies and Procedures
4. Communication Planning
5. Educate Staff/Students/Families



## Pandemic Response Plan for COVID-19

### *Planning and Coordination*

<b>Pre-Pandemic Period</b>	<b>Pandemic Period</b>	<b>Post-Pandemic Period</b>	<b>Responsibilities</b>
Responsibility for SD22 plan activation	Responsibility for SD22 plan activation	Responsibility for SD22 plan activation	Superintendent
Incorporate responsibilities and authorities of Ministry of Health/FHA and Ministry of Education in development and implementation of Pandemic Response Plan	Follow guidelines of BCCDC, PHO, and Ministry of Education		Superintendent; Secretary-Treasurer; Director & Assistant Director of Human Resources
Update safety procedures and pandemic response plan/ECP	Update safety procedures and pandemic response plan/ECP	Update safety procedures and pandemic response plan/ECP	Superintendent; Director & Assistant Director of Human Resources
	Report to Superintendent's Office if absentee rate is over 10% of the population (during only stages 1 of K-12 education plan when all students are in school)		Principal or Vice-Principal
	Closing of schools or limiting density in schools may be required		Superintendent
	Bus routes may need to be combined due to driver and/or student shortages and safety precautions on buses may be required		Superintendent; Transportation Manager
	School trips and school evening user groups may be cancelled		Superintendent ; Principals/Vice-Principals; Director of Facilities
	If school trips are planned, determine how children will be isolated and sent home should they become ill with flu- like symptoms		Superintendent; Principals
Advise management and staff of pandemic plan in conjunction with Emergency Procedures and Safety Plans.	Advise management and staff of pandemic plan in conjunction with Emergency Procedures and Safety Plans.		Superintendent
Plan for an isolation room for staff and students that become ill with symptoms while at work/school	Plan for an isolation room for staff and students that become ill with symptoms while at work/school	Plan for an isolation room for staff and students that become ill with symptoms while at work/school	Principal/Vice Principals; Managers
Educate and equip person(s) to care for ill students until parent arrives	Educate and equip person(s) to care for ill students until parent arrives	Educate and equip person(s) to care for ill students until parent arrives	Principal/Vice-Principals
	Depending on staffing or student shortages, classes may need to be combined or class density may need to	Depending on staff shortages, classes may need to be combined	Principals/Vice Principals



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	be limited. Cohorts may be considered.		
		Reopening of schools	Superintendent; Principals/Vice Principals
		Resumption of business activities	Secretary-Treasurer



## Pandemic Response Plan for COVID-19

### *Continuity of Student Learning and Core Operations*

Pre-Pandemic Period	Pandemic Period	Post-Pandemic Period	Responsibilities
School Field Studies may be cancelled	School Field Studies may be cancelled		Superintendent; Principals
	Buses may be cancelled or re-scheduled. Bus safety plans may be implemented.		Superintendent; Transportation Manager
Consider and develop cross training plans for essential services:	Schools may be closed Reinforce cross training to ensure continuity of core operations. Encourage re-deployment of staff where necessary.		Superintendent; Directors; Principals/Vice Principals
i) Education	i) Reinforce cross training to ensure continuity of core operations		Superintendent; Directors of Instruction
ii) Payroll	ii) Reinforce cross training to ensure continuity of core operations		Secretary-Treasurer ( <i>or designate</i> )
iii) Custodial	iii) Reinforce cross training to ensure continuity of core operations		Director of Facilities, Supervisor of Custodial Services
iv) Communications	iv) Reinforce cross training to ensure continuity of core operations		Superintendent
v) Information Technology	v) Ensure systems are in place to support learning. Including remote options.		Superintendent; Directors of Instruction; Director of Information Technology
vi) Transportation	vi) Reinforce cross training if possible to ensure continuity of core operations		Manager of Transportation
Consider impact of varying levels of student and staff absences and school closures	Evaluate capability of student learning continuity; adjust as needed	Evaluate capability of student learning continuity; adjust as needed. May take some time for schools to be reopened.	Superintendent; Secretary-Treasurer; Directors; Principals/Vice Principals
Consider and develop alternative procedures to ensure continuity of education	Consider and develop alternative procedures to ensure continuity of education	Resumption of school classes and activities	Superintendent; Secretary-Treasurer; Directors; Principals/Vice Principals
Identify students who are vulnerable to complications that will impact upon their continuity of learning, including children with disabilities.	Continue to identify and respond to students who are vulnerable to complications that will impact upon their continuity of learning, including children with disabilities	Monitor students who are vulnerable to complications that will impact upon their continuity of learning, including children with disabilities	Student Support Services



## Pandemic Response Plan for COVID-19

### Infection Control Policies and Procedures

Pre-Pandemic Period	Pandemic Period	Post-Pandemic Period	Responsibilities
Implement infection control practices and procedures that help limit the spread of infections	Continued use of infection control practices and procedures that help limit the spread of infection	Continue with infection control practices and procedures that help limit the spread of infection	Director of Facilities; Assistant Director of Human Resources
Review safety plans	Audit infection control practices	Continue to audit infection control practices	Director of Facilities; Assistant Director of Human Resources
Ensure that schools and facilities have an adequate supply of hand soap and paper towels	Ensure that schools and facilities have an adequate supply of hand soap and paper towels	Ensure that schools and facilities have an adequate supply of hand soap and paper towels	Director of Facilities
Order additional cleaning supplies and ensure custodial staff are trained in pandemic cleaning procedures	Disinfecting of schools/sites and contact surfaces	Disinfecting of schools/sites and contact surfaces. Ensure adequate supplies are available.	Director of Facilities
Separation of ill students and staff until they can be sent home	Separation of ill students and staff until they can be sent home	Separate ill students and staff	Principal/Vice-Principals; Managers
	Plan for children away on school trips to be isolated and/or sent home if they become ill		Superintendent; Principals/Vice Principals; <i>(See separating Sick Students and Staff)</i>
Advise staff and students that are sick with symptoms to remain at home	Advise staff and students that are sick with symptoms to remain at home (following current pandemic guidelines).	Advise staff and students that are sick with flu like symptoms to remain at home.	Principals/Vice Principals; Managers
	Restrictions of community, volunteer and visitors to schools and facilities (following current pandemic guidelines).		Superintendent; Secretary-Treasurer; Directors; Principals/Vice Principals; Managers
Educate children and staff on proper hand washing and cough/sneeze etiquette	Ongoing education for children and staff on proper hand washing and cough/sneeze etiquette	Ongoing education for children and staff on proper hand washing and cough/sneeze etiquette.	Principals/Vice Principals; Teachers; Managers. Student Support Services
Maintain a healthy work environment by posting tips on how to stop the spread of germs	Maintain a healthy work environment by posting tips on how to stop the spread of germs	Maintain a healthy work environment by posting tips on how to stop the spread of germs	Superintendent; Principals/Vice Principals; Teachers; Managers;
Advise the Superintendent's Office when the absenteeism rate is greater than 10 per cent of the population	Advise the Superintendent's Office when the absenteeism rate is greater than 10 per cent of the population	Advise the Superintendent's Office when the absenteeism rate is greater than 10 per cent of the population	Principals/Vice Principals; Superintendent



## Pandemic Response Plan for COVID-19

### Communication Planning

Pre-Pandemic Period	Pandemic Period	Post-Pandemic Period	Responsibilities
Develop and maintain contacts with the Medical Health Officer, Ministry of Education	Develop and maintain contacts with the Medical Health Officer, Ministry of Education		Superintendent
	Maintain and evaluate the School District website for information on Pandemic Planning	Maintain and evaluate the school district website for information on Pandemic Planning	Superintendent
	Continue to provide Board of Education, Managers, and School Administration with information on COVID-19 surveillance and preventative measures	Continue to provide Board of Education, Managers, and School Administration with information on COVID-19 surveillance and preventative measures	Superintendent; Secretary-Treasurer
Prepare for Critical Incident Response if there have been deaths among students or staff	Prepare for Critical Incident Response if there have been deaths among students or staff	Prepare for Critical Incident Response if there have been deaths among students or staff	Superintendent; Student Support Services; District Critical Incident Response; Principals
Media communications	Media communications	Media communications	Superintendent ( <i>or designate</i> )
Continue to work closely with Medical Health Officer, Ministry of Education, and City Officials	Continue to work closely with Medical Health Officer, Ministry of Education, and City Officials	Continue to work closely with Medical Health Officer, Ministry of Education, and City Officials	Superintendent
Post relevant information the School District website on Pandemic Planning	Post relevant information the school district website on Pandemic Planning	Maintain and evaluate the school district website for information on Post-Pandemic Recovery Phase	Superintendent; Assistant Director of Human Resources
Advise Board of Education, Managers and School Administration on COVID-19 surveillance and preventative measures			Superintendent ( <i>or designate</i> )
Monthly topic at District and School Health and Safety Committee meetings	Monthly topic at District and School Health and Safety Committee meetings	Monthly topic at District and School Health and Safety Committee meetings	Assistant Director of Human Resources; Principals/Vice Principals; Managers, OHS
Establish method of communication with students and families to receive immediate information if child needs to be sent home or if school or facility is closing	Maintain methods of communication with students and families to receive immediate information if a child needs to be sent home or if the school or facility is closing	Maintain method of communication with students and families to receive immediate information if child needs to be sent home or if school or facility is closing	Superintendent ; Principals
Discuss COVID-19 with staff including prevention, signs, symptoms and family preparedness at your health and safety committee meetings and at staff meetings	Discuss COVID-19 with staff including prevention, signs, symptoms and family preparedness at your health and safety committee meetings and at staff meetings (may be held virtually). Ensure staff are trained in safety protocols.	Discuss COVID-19 with staff including prevention, signs, symptoms and family preparedness at your health and safety committee meetings and at staff meetings	Principals/Vice Principals; Managers
Advise staff, students, volunteers, and families of the School District website	Advise staff, students, volunteers, and families of the school district website	Advise staff, students, volunteers, and families of the school district website	Principals/Vice Principals; Managers





## Pandemic Response Plan for COVID-19

Ensure that parents/guardians have provided up-to-date contact information to the school	Ensure that parents/guardians have provided up-to-date contact information to the school. Ensure that parents/guardians have a means of communicating with schools.	Ensure that parents/guardians have provided up-to-date contact information to the school	Principals/Vice Principals
Provide information via SD22 website, emails, newsletters, etc.	Provide information via SD22 website, emails, newsletters, etc.	Provide information via SD22 website, emails, newsletters, etc.	Principals/Vice-Principals

### ***Educate Staff/Students/Families***

Pre-Pandemic Period	Pandemic Period	Post-Pandemic Period	Responsibilities
Information available on SD22 website; Information sent home regarding recommendations from IHA; Emergency contact information given to schools by parents.	Information available on SD22 website; Information sent home regarding recommendations from IHA	Information available on SD22 website; Information sent home regarding recommendations from IHA	Superintendent; Principals/Vice Principals; Managers
Direct staff, students and families to information on SD22 website	Direct staff, students and families to information on SD22 website	Direct staff, students and families to information on SD22 website	Superintendent; Principals; Managers
Keep staff informed	Keep staff informed	Keep staff informed	Principals; Managers ( <i>through Safety Committee meetings and Staff meetings</i> )
Use school newsletter, SD22 websites and emails to provide information to students and families	Use school newsletter, SD22 websites and emails to provide information to students and families; communicate with DPAC	Use school newsletter, SD22 websites and emails to provide information to students and families	Superintendent; Principals

### **Sick Students & Staff**

Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19 or other respiratory disease before sending them to school. Staff & visitors must self-assess themselves daily for symptoms as well. **Anyone who has any symptoms must not go to school.** Anyone who appears to have COVID-19 symptoms on arrival, or becomes ill during the day, must be promptly separated from others and sent home.

- Follow the protocols of the Exposure Control Plan ([Appendix E](#))

### **Supporting Students with Disabilities/Diverse Abilities or Immune Suppression**

Schools will ensure that supports and services typically provided to students with disabilities/diverse abilities or medical complexity continue across all stages. This includes ongoing discussion on needs assessments to better understand the supports that students and families may require.

Students with disabilities/diverse abilities who are not able to physically distance during stages with in-class instruction will not be excluded. Prevention and exposure control measures should be implemented to support



students to access learning. Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19.

According to the PHO and BCCDC, most children who are immunocompromised can return to in-class instruction when safety measures are in place. Protective self-isolation is only recommended for children who are severely immunocompromised, as determined on a case by case basis. For guidelines specific to students with immune suppression (eg., students who have had a recent organ transplant, who are receiving chemotherapy, or those with an illness impacting their immune system), schools and families should refer to the [BCCDC Guidelines for Children with Immune Suppression](#) and [BCCDC Guidance for Families of Immunocompromised Children in School and Group Gatherings](#).

The PHO and BCCDC recommend parents and caregivers of children with complex conditions or underlying risk factors, or parents and caregivers who are immunocompromised themselves, consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction. Each school in School District No. 22 has an active School Based Team which has a thorough understanding of the District Problem Solving Approach and Process. This School Based Team will be the gatekeeper for families to determine specific supports that are needed if a student is required to learn at home. The plan to support student learning at home may be outlined in an IEP or in a student learning plan.

### **Hand-Washing Education** (see Appendix A – posters and Appendix E - Exposure Control Plan)

***Washing hands with soap and water is always preferred to any other method of hand sanitization.***

**Washing your hands, or assisting someone to wash their hands, properly consists of the following steps:**

1. Remove jewelry and watches from fingers and wrists
2. Wet hands under warm running water
3. Apply soap and rub hands together for 10 seconds to produce lather
4. Wash all surfaces thoroughly, including wrists, palms, backs of hands, between fingers and thumbs, and under finger nails, for 20 seconds
5. Rinse hands, with fingers pointing downward
6. Dry hands with air dryer or clean disposable paper towel
7. Where possible, operate taps with the elbow or forearm, or turn off the water with the same paper towel used to dry your hands. Do not turn off the taps with solely your bare hands as this will only re-contaminate them.
8. Dispose of the paper towel in the nearest waste basket

**Where running water and soap are inaccessible, and skin is not contaminated with visible dirt, hands may be sanitized with an alcohol based sanitizer (≥60% alcohol). Sanitizing your hands, or assisting someone to sanitize their hands, with waterless hand sanitizer consists of the following steps:**

1. Remove jewelry and watches from fingers and wrists
2. Apply an alcohol-based hand sanitizer to hands
3. Rub all surfaces thoroughly, including wrists, palms, backs of hands, between fingers

### **Hand Washing versus Hand Sanitizers**

Health Authorities note that hand washing with plain soap and water is the preferred method of hand hygiene in schools and child care centres as the mechanical action is effective at removing visible soil as well as microbes. In instances where hand-washing sinks are not available, supervised use of alcohol-based hand rubs may be considered. If hands are visibly soiled, alcohol-based hand rubs may not be effective at eliminating the virus.



# Pandemic Response Plan for COVID-19

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## Health Monitoring

If schools are in session, schools and district sites must report illness rates of 10% of the total population and include symptoms when known to the superintendent. The superintendent will then pass on this information to the Interior Health Authority if warranted.

In an effort to minimize spread of infection, classrooms in excess of 10% of absences due to similar symptoms should report the class to the principal.

## Record Keeping

The superintendent's office will maintain a spreadsheet with information received from all district sites during a pandemic (*See Appendix B*).

In addition, first aid **and training records** will be maintained.

## Plan Review

The pandemic response plan will be reviewed and updated as required or as new information becomes available.



## **APPENDIX**

APPENDIX A: Hand Washing/Good Hygiene Posters

APPENDIX B: SD22 School Absentee Reporting Form

**APPENDIX C:** Risk Assessment SD22 Safe Working Procedures

- Regular Workers
- Custodians, Enhanced Cleaners & Cleaners
- Trades Workers
- First Aid Attendants
- Bus Drivers
- Workers Supporting Complex Learners and Students with Care Plans

**APPENDIX D:** COVID-19 Procedures for Sites

- Procedures for School Board Office
- Procedures for Facilities
- Procedures for School Sites
- Procedures for Transportation
- Procedures for Food Distribution

**APPENDIX E:** COVID-19 Exposure Control Plan

**APPENDIX F:** Student Personal Care/Medical Plan Form

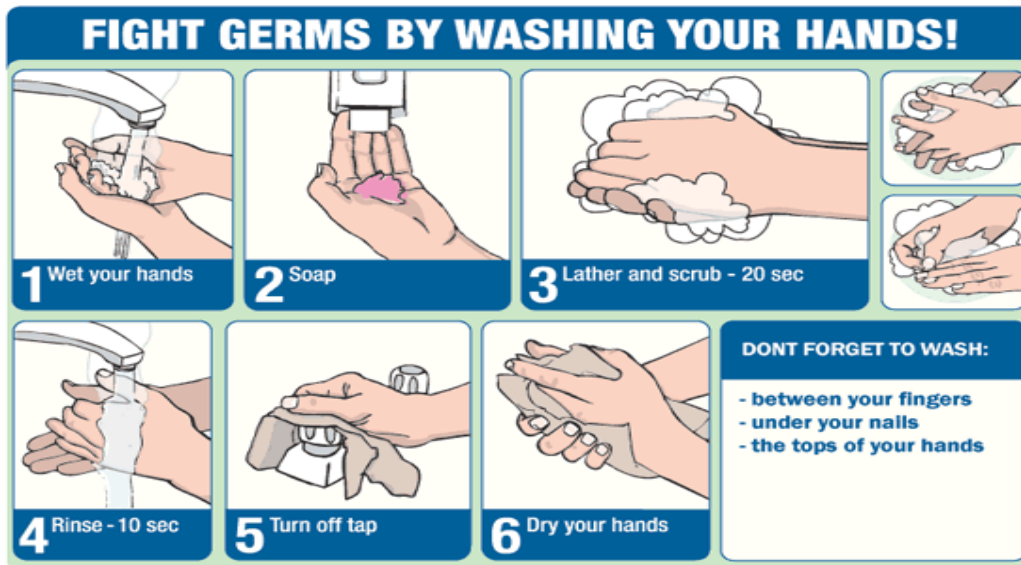
**APPENDIX G:** School Counselling COVID-19 Safety Operational Plan

**APPENDIX H:** Psychoeducational Assessment COVID-19 Safety Operational Plan

**APPENDIX I:** Daily Health Check Example



## APPENDIX A



**Protect Yourself ...and others from COVID-19**

Stop the spread of viruses that make you and others sick!

Clean your hands often with soap and warm water for 20 seconds or use alcohol-based hand cleanser.

Stay home if you are sick.

Throw tissues away immediately.

No tissue? Cough or sneeze into your upper sleeve, not your hands.

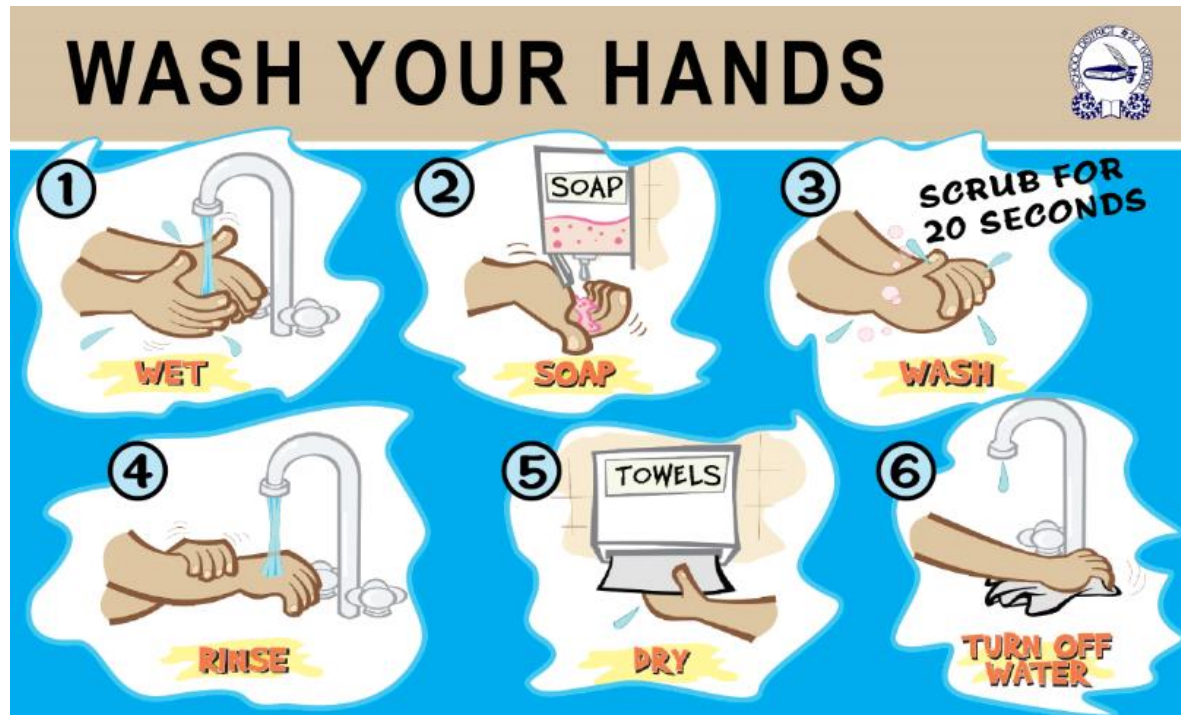
Avoid touching your face.

BRITISH COLUMBIA Ministry of Health

For more information on COVID-19, visit: <http://www.bccdc.ca>







## KEEP OUR SCHOOLS HEALTHY





## **APPENDIX B**

### **SD22 SCHOOL ABSENTEEISM REPORTING FORM**

Completion of this form will help the Interior Health Authority monitor COVID-19

#### **HOW TO USE THIS FORM**

- This form is to be completed by the school principal or designate on each day when, in his/her opinion, the school absenteeism rate is significantly increased. A guideline for determining 'significantly increased' is approximately 10% above the population.
- Absenteeism for reasons other than illness is not reportable – e.g. school trips.
- If reasons for absenteeism are unknown, please make an attempt to investigate so you are able to provide this information.
- **PLEASE EMAIL COMPLETED FORM** to the superintendent's office [lameson@sd22.bc.ca](mailto:lameson@sd22.bc.ca)

#### **SCHOOL DEMOGRAPHICS**

Name of School: \_\_\_\_\_ City/Town: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Tel Number: \_\_\_\_\_

# Students Enrolled: \_\_\_\_\_ # Students Absent due to illness: \_\_\_\_\_

# Regular Staff: \_\_\_\_\_ # Regular Staff Absent due to illness: \_\_\_\_\_

Date of elevated absenteeism: (dd/mm/yy) \_\_\_\_\_

#### **PLEASE CHECK REASONS FOR ABSENTEEISM**

- ☐ fever   ☐ cough   ☐ chills   ☐ runny/stuffy nose   ☐ sore throat   ☐ fatigue   ☐ headache   ☐ diarrhea
- ☐ vomiting or nausea   ☐ shortness of breath / breathing difficulties   ☐ sore muscles &/or joints not related to injury
- ☐ loss of sense of smell   ☐ loss of appetite   ☐ conjunctivitis (pink eye)   ☐ dizziness/confusion   ☐ abdominal pain
- ☐ skin rash/discoloration (toe/fingers)   ☐ hospital admission related to breathing difficulties   ☐ hospital admission other
- ☐ other symptoms \_\_\_\_\_



## APPENDIX C

### SD22: Safe Work Procedures

#### LOW Hazard SWP / Hazard Assessment COVID-19

PROCEDURE:	<b>LOW RISK – GENERAL WORK COVID-19 SAFE WORK PROCEDURES FOR <u>REGULAR WORKERS</u> including (but not limited to):</b>  <b><u>Clerical, Reception, Administration, Managers, Teachers/TTOCs, Educational Assistants (EAs), Aboriginal Support Workers (ASWs) &amp; Support Staff, Delivery Drivers</u></b> Hazard Ranking = 4 (L2+P2)
REVISED	September 20, 2020

#### REQUIRED SAFETY EQUIPMENT:

• Wash up station	• Non-Medical mask
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#### SUBJECT: COVID-19 SAFE WORK PROCEDURES

#### INTRODUCTION - PURPOSE AND IMPORTANCE:

The primary routes for exposure to COVID-19 virus are through inhalation of aerosolized virus particles or droplets containing the virus and through contact with surfaces contaminated with virus and subsequent touching of the face. Precautions required therefore comprise distancing from unprotected occupants, respiratory protection, hand protection and good personal sanitation and decontamination practices.

The below safe work procedures are to be used in conjunction with other School District 22 Safe Work Procedures for the given task.

#### Additional Requirements

- Physical distancing, keeping a distance of **1-2 metres** from all persons, is recommended for all face to face contact
- Hand washing and sanitizer is accessible to all workers and frequent use is promoted
- Daily cleaning / disinfectant routines have been established on all surfaces that are touched often
- When possible, meetings will be conducted with adequate physical distancing or virtually via video conferencing tools such as Microsoft Teams.
- Where face to face meetings are deemed necessary the number of participants in both internal and external meetings is limited to numbers that the available meeting space can accommodate while respecting physical distancing expectations. Larger face to face meetings on sites will be held in areas where physical distancing can be maintained (eg., outside).
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and anytime they are outside of their classroom/learning group and physical distancing can't be maintained.
-





## Pandemic Response Plan for COVID-19

### Hazard Ranking= 4 (L2 + P2)

- Likelihood= L2 Not likely to occur in normal circumstances
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

				Potential Consequences				
				Possible minor injuries. No medical treatment, FA only	Injuries or illness requiring medical treatment	Injuries or illness requiring hospital admission	Permanent Impairment	Fatality
				Not Significant	Minor	Moderate	Major	Severe
				1	2	3	4	5
Likelihood	Expected to occur regularly under normal circumstances	Almost Certain	5	Medium	High	Very High	Very High	Very High
	Expected to occur at some time	Likely	4	Medium	High	High	Very High	Very High
	May occur at some time	Possible	3	Low	Medium	High	High	Very High
	Not likely to occur in normal circumstances	Unlikely	2	Low	Low	Medium	Medium	High
	Could happen but probably never will	Rare	1	Low	Low	Low	Medium	Medium

**Hazard Ranking:** Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10



## Pandemic Response Plan for COVID-19

PROCEDURE:	<b>MEDIUM/MODERATE RISK – <u>GENERAL MAINTENANCE WORK</u></b> <b>COVID-19 SAFE WORK PROCEDURES FOR <u>CUSTODIANS,</u></b> <b><u>ENHANCED CLEANERS, &amp; CLEANERS</u></b> Hazard Ranking = 5 (L3+P2)
REVISED	September 20, 2020

### REQUIRED SAFETY EQUIPMENT:

• Nitrile Gloves & Non-Medical Mask	• Wash up station
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### SUBJECT: GENERAL CUSTODIAL DISINFECTING / COVID-19 SAFE WORK PROCEDURES

#### INTRODUCTION - PURPOSE AND IMPORTANCE:

The primary routes for exposure to COVID-19 virus are through inhalation of aerosolized virus particles or droplets containing the virus and through contact with surfaces contaminated with virus and subsequent touching of the face. Precautions required therefore comprise distancing from unprotected occupants, respiratory protection, hand protection and good personal sanitation and decontamination practices.

The below safe work procedures are to be used in conjunction with other School District 22 Safe Work Procedures for the given task.

#### Personal Protection Required

- Nitrile Gloves
- Non-medical mask

#### Equipment & Materials

- Wash up station (disinfectant wipes or bucket, soap and rags)
- Other Equipment & Materials dependent on the task

#### Worker Protection

- Workers shall wear nitrile gloves as required
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and physical distancing can't be maintained.
- All other required personal protective equipment shall be worn as required

#### Worker Decontamination

- Disinfectant wipes or a bucket of warm water, soap, and towels shall be brought to site and left outside the entrance of the facility.
- Remove and dispose of gloves. Wash hands before and after removing gloves.
- Worker shall wash any exposed areas of the body with disinfectant wipes or soap and water.



## Work Procedures

- Do not make physical contact with building or bus occupants (including shaking hands).
- Maintain a physical distance (1-2 metres minimum) from other building occupants whenever possible
- Do not touch the eyes, mouth, and nose after touching any surface.
- Always follow label directions on cleaning products and disinfectants. Clean visibly dirty surfaces with a general household cleaner to remove germs. Rinse with water and follow with an EPA/Health Canada registered antimicrobial product for use against Novel Coronavirus SARS-CoV-2, the Cause of COVID-19
- Focus on disinfecting high touch areas that include tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, photocopiers, toilets, faucets and sinks; or for buses seats, rails, handles etc.
- If a surface is not visibly dirty, clean with an EPA-registered product that both cleans (removes germs) and disinfects (kills germs). Be sure to read the label directions carefully, as there may be a separate procedure for using the product as a cleaner or as a disinfectant. Disinfection usually requires the product to remain on the surface for a certain period of time (e.g. letting it stand for 3 to 5 minutes).
- Use disinfecting wipes on electronic items that are touched often, such as phones, photocopiers, and computers. Pay close attention to the directions for using disinfecting wipes. It may be necessary to use more than one wipe to keep the surface wet for the stated length of contact time.

## Waste Disposal

- Gloves will be placed immediately in disposal bags and disposed of as normal waste. Tools used will be decontaminated by wet wiping with disinfectant solution

## Additional Requirements

- Physical distancing, keeping a distance of 1-2 metres from all persons, is recommended for all face to face contact.
- Hand washing and sanitizer is accessible to all workers and frequent use is promoted
- Daily cleaning / disinfectant routines have been established on all surfaces that are touched often.
- Whenever possible, meetings will be conducted to allow for physical distancing or virtually via video conferencing tools such as Microsoft Teams.
- Where face to face meetings are deemed necessary the number of participants in both internal and external meetings is limited to numbers that the available meeting space can accommodate while respecting physical distancing expectations.
- Larger face to face meetings on sites will be held where physical distancing can be maintained (eg., outside).



## Pandemic Response Plan for COVID-19

### Hazard Ranking= 5 (L3 + P2)

- Likelihood= L3 may occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

				Potential Consequences				
				Possible minor injuries. No medical treatment, FA only	Injuries or illness requiring medical treatment	Injuries or illness requiring hospital admission	Permanent Impairment	Fatality
				Not Significant	Minor	Moderate	Major	Severe
				1	2	3	4	5
Likelihood	Expected to occur regularly under normal circumstances	Almost Certain	5	Medium	High	Very High	Very High	Very High
	Expected to occur at some time	Likely	4	Medium	High	High	Very High	Very High
	May occur at some time	Possible	3	Low	Medium	High	High	Very High
	Not likely to occur in normal circumstances	Unlikely	2	Low	Low	Medium	Medium	High
	Could happen but probably never will	Rare	1	Low	Low	Low	Medium	Medium
<b>Hazard Ranking:</b> Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10								



PROCEDURE:	<b>LOW RISK – <u>GENERAL MAINTENANCE WORK</u></b> <b>COVID-19 SAFE WORK PROCEDURES FOR <u>TRADES WORKERS</u></b> Hazard Ranking = 4 (L2+P2)
REVISED	September 20, 2020

**REQUIRED SAFETY EQUIPMENT:**

• Nitrile Gloves & Non-Medical Mask	• Wash up station
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**SUBJECT: GENERAL MAINTENANCE WORK / COVID-19 SAFE WORK PROCEDURES****INTRODUCTION (PURPOSE AND IMPORTANCE):**

The primary routes for exposure to COVID-19 virus are through inhalation of aerosolized virus particles or droplets containing the virus and through contact with surfaces contaminated with virus and subsequent touching of the face. Precautions required therefore comprise distancing from unprotected occupants, respiratory protection, hand protection and good personal sanitation and decontamination practices.

The below safe work procedures are to be used in conjunction with other School District 22 Safe Work Procedures for the given task.

**Personal Protection Required**

- Nitrile gloves
- Non-medical mask

**Equipment & Materials**

- Wash up station (disinfectant wipes or bucket, soap and rags)
- Other Equipment & Materials Dependent on Task

**Worker Protection for Trades Worker**

- Workers shall wear nitrile gloves as required. Wash hands before and after removing gloves.
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and physical distancing can't be maintained.
- All other required personal protective equipment shall be worn as required
- **Maintain physical distancing in vehicles whenever possible. Consider separate vehicles if possible.** If a vehicle must be used by multiple people, masks are required, and the vehicle must be wiped down with the disinfectant after each use.
- Dash and steering wheel should be cleaned prior to use
- When arriving to work, do not congregate in common areas
- All other required personal protective equipment shall be worn as required.



### Worker Decontamination for Trades Worker

- Disinfectant wipes or a bucket of warm water, soap, and towels shall be brought to the site and left outside the entrance to the work area.
- Remove and dispose of gloves. Wash hands before and after removing gloves.
- Worker shall wash any exposed areas of the body with disinfectant wipes or soap and water.

### Work Procedures

- Do not make physical contact with building or vehicle occupants (including shaking hands).
- Physical Distancing-stay a minimum of 1-2 metres apart whenever possible
- Limit contact to building finishes as much possible.
- Do not touch the eyes, mouth, and nose after touching any surface.

### Additional Requirements

- Physical distancing, keeping a distance of 1-2 metres from all persons, is recommended for all face to face contact.
- Hand washing and sanitizer is accessible to all workers and frequent use is promoted.
- Daily cleaning / disinfectant routines have been established on all surfaces that are touched often.
- Whenever possible, meetings will be conducted with appropriate physical distancing or virtually via video conferencing tools such as Microsoft Teams.
- Where face to face meetings are deemed necessary the number of participants in both internal and external meetings is limited to numbers that the available meeting space can accommodate while respecting physical distancing expectations.
- Larger face to face meetings on sites will be held where physical distancing can be maintained (eg., outside).



## Pandemic Response Plan for COVID-19

### Hazard Ranking= 4 (L2 + P2)

- Likelihood= L2 not likely to occur in normal circumstance
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

				Potential Consequences				
				Possible minor injuries. No medical treatment, FA only	Injuries or illness requiring medical treatment	Injuries or illness requiring hospital admission	Permanent Impairment	Fatality
				Not Significant	Minor	Moderate	Major	Severe
				1	2	3	4	5
Likelihood	Expected to occur regularly under normal circumstances	Almost Certain	5	Medium	High	Very High	Very High	Very High
	Expected to occur at some time	Likely	4	Medium	High	High	Very High	Very High
	May occur at some time	Possible	3	Low	Medium	High	High	Very High
	Not likely to occur in normal circumstances	Unlikely	2	Low	Low	Medium	Medium	High
	Could happen but probably never will	Rare	1	Low	Low	Low	Medium	Medium
<b>Hazard Ranking:</b> Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10								



PROCEDURE:	<b>HIGH RISK – COVID-19 SAFE WORK PROCEDURES FOR <u>FIRST AID ATTENDANTS</u></b> Hazard Ranking = 6 (L4+P2)
REVISED	September 20, 2020

**REQUIRED SAFETY EQUIPMENT:**

<ul style="list-style-type: none"><li>• Nitrile Gloves</li></ul>	<ul style="list-style-type: none"><li>• Wash up station &amp; Disinfectant</li></ul>
<ul style="list-style-type: none"><li>• Eye protection</li></ul>	<ul style="list-style-type: none"><li>• Surgical/Procedural Mask</li></ul>

**SUBJECT: COVID-19 SAFE WORK PROCEDURES****INTRODUCTION - PURPOSE AND IMPORTANCE:**

The primary routes for exposure to COVID-19 virus are through inhalation of aerosolized virus particles or droplets containing the virus and through contact with surfaces contaminated with virus and subsequent touching of the face. Precautions required therefore comprise distancing from unprotected occupants, respiratory protection, hand protection and good personal sanitation and decontamination practices.

The below safe work procedures are to be used in conjunction with other School District 22 Safe Work Procedures for the given task.

**Personal Protection Required**

- Nitrile Gloves
- Eye Protection – Eg., Goggles or Face Shield
- Surgical Mask/ Procedural Mask

**Equipment & Materials**

- Wash up station/Sink with soap or ABHS
- Disinfectant
- First Aid Equipment as required

**Worker Protection for First Aid Attendants**

- FAA's must wear a **surgical / procedural mask, eye protection and gloves** for ALL patient interactions.

**Worker Decontamination**

- Remove and dispose of gloves. Wash hands before and after removing gloves. Worker shall wash any exposed areas of the body with disinfectant wipes or soap and water.





## Work Procedures

- FAAs should follow their OFA training and perform their *scene assessment* as outlined in their *Priority Action Approach* to determine if the scene is safe to approach the injured person.
- FAAs should assume all injured individuals requiring First Aid are infected with COVID-19 (Universal Precautions).
- Based on their *scene assessment* if they determine that it is not safe to approach the injured person then they are to assist the individual from outside the 2 metre radius.
- If life-saving interventions are required and the FAA must encroach upon the 2 metre radius to treat the injured person (i.e.: apply an AED, perform chest compressions, etc.) the FAA must have the required personal protective equipment (PPE).
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic area and physical distancing can't be maintained.

## Waste Disposal

- Gloves will be placed immediately in disposal bags and disposed of as normal waste. Tools used will be decontaminated by wet wiping with disinfectant solution.

## Additional Requirements

- Contact your supervisor if you require this PPE at your site. FAAs should add these items to their first aid grab and go kits.
- FAAs should also review the [Occupational First Aid: A Reference and Training Manual](#) Part 13/Chapter 43/pages 251-257 - Communicable Diseases

## Hazard Ranking= 6 (L4 + P2)

- Likelihood= L4 likely to occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

				Potential Consequences				
				Possible minor injuries. No medical treatment, FA only	Injuries or illness requiring medical treatment	Injuries or illness requiring hospital admission	Permanent Impairment	Fatality
				Not Significant	Minor	Moderate	Major	Severe
				1	2	3	4	5
Likelihood	Expected to occur regularly under normal circumstances	Almost Certain	5	Medium	High	Very High	Very High	Very High
	Expected to occur at some time	Likely	4	Medium	High	High	Very High	Very High
	May occur at some time	Possible	3	Low	Medium	High	High	Very High
	Not likely to occur in normal circumstances	Unlikely	2	Low	Low	Medium	Medium	High
	Could happen but probably never will	Rare	1	Low	Low	Low	Medium	Medium



PROCEDURE:	<b>MEDIUM / MODERATE RISK – COVID-19 SAFE WORK PROCEDURES FOR <u>BUS DRIVERS</u></b>  Hazard Ranking = 5 (L3+P2)
REVISED	September 20, 2020

**REQUIRED SAFETY EQUIPMENT:**

• Nitrile Gloves & Non-Medical Mask	• ABHS (at least 60% alcohol)/Wash Up area
• Face Shield	• Non-medical Mask or Face covering

**SUBJECT: GENERAL BUS DRIVER DISINFECTING / COVID-19 SAFE WORK PROCEDURES****INTRODUCTION - PURPOSE AND IMPORTANCE:**

The primary routes for exposure to COVID-19 virus are through inhalation of aerosolized virus particles or droplets containing the virus and through contact with surfaces contaminated with virus and subsequent touching of the face. Precautions required therefore comprise distancing from unprotected occupants, respiratory protection, hand protection and good personal sanitation and decontamination practices.

The below safe work procedures are to be used in conjunction with other School District 22 Safe Work Procedures for the given task.

**Personal Protection Required**

- Nitrile gloves
- Eye protection – face shield
- Non-medical mask/ face covering

**Equipment & Materials**

- Wash up station/sink with soap or ABHS
- Disinfectant

**Worker Protection**

- Wear appropriate and prescribed PPE:
  - A mask while passengers are on board and while loading and unloading,
  - A face shield or safety glasses while students are loading and unloading only, not while driving
  - PPE as directed by the disinfectant product MSDS while cleaning. (eg., nitrile gloves)

**Worker Decontamination**

- Remove and dispose of gloves. Wash hands before and after removing gloves.



- Worker shall wash any exposed areas of the body.

## Work Procedures

- See detailed procedures in the Pandemic Response Plan for the Transportation Department (Appendix D)
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and physical distancing can't be maintained.
- Do not make physical contact with building or vehicle occupants (including shaking hands).
- Physical Distancing-stay min 1-2 metres apart whenever possible
- Do not touch the eyes, mouth, and nose after touching any surface.

## Waste Disposal

- Gloves will be placed immediately in disposal bags and disposed of as normal waste.

## Additional Requirements

- Contact your supervisor if you require specific PPE.

## Hazard Ranking= 5 (L3 + P2)

- Likelihood= L3 may occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

				Potential Consequences				
				Possible minor injuries. No medical treatment, FA only	Injuries or illness requiring medical treatment	Injuries or illness requiring hospital admission	Permanent Impairment	Fatality
				Not Significant	Minor	Moderate	Major	Severe
				1	2	3	4	5
Likelihood	Expected to occur regularly under normal circumstances	Almost Certain	5	Medium	High	Very High	Very High	Very High
	Expected to occur at some time	Likely	4	Medium	High	High	Very High	Very High
	May occur at some time	Possible	3	Low	Medium	High	High	Very High
	Not likely to occur in normal circumstances	Unlikely	2	Low	Low	Medium	Medium	High
	Could happen but probably never will	Rare	1	Low	Low	Low	Medium	Medium
<b>Hazard Ranking:</b> Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10								



## Pandemic Response Plan for COVID-19

PROCEDURE:	<b>MEDIUM / MODERATE RISK – COVID-19 SAFE WORK PROCEDURES FOR <u>Staff Supporting Complex Learners or Students with Care Plans</u> (with high risk for droplet contact)</b>  Hazard Ranking = 5 (L3+P2)
REVISED	September 20, 2020

### REQUIRED SAFETY EQUIPMENT:

<ul style="list-style-type: none"><li>• Nitrile Gloves &amp; Non-Medical Mask</li></ul>	<ul style="list-style-type: none"><li>• Wash up station</li></ul>
<ul style="list-style-type: none"><li>• Eye protection (possibly)</li></ul>	<ul style="list-style-type: none"><li>• Surgical/Procedural Mask, Non-medical Mask or Face Shield (possibly)</li></ul>

### SUBJECT: COVID-19 SAFE WORK PROCEDURES

### INTRODUCTION - PURPOSE AND IMPORTANCE:

The primary routes for exposure to COVID-19 virus are through inhalation of aerosolized virus particles or droplets containing the virus and through contact with surfaces contaminated with virus and subsequent touching of the face. Precautions required therefore comprise distancing from unprotected occupants, respiratory protection, hand protection and good personal sanitation and decontamination practices.

The below safe work procedures are to be used in conjunction with other School District 22 Safe Work Procedures for the given task.

### Personal Protection POSSIBLY Required *(as outlined in the care/safety plan)*

- Nitrile Gloves
- Eye Protection – Eg., Goggles or Face Shield
- Surgical Mask/ Procedural Mask/ Non-medical Mask/ Face Shield

### Equipment & Materials

- Wash up station

### Worker Protection

- Workers supporting students with care plans or safety plans (students with high risk for droplet contact) should follow the PPE requirements as outlined in the care/safety plan. This could include: **surgical / procedural/ non-medical mask, eye protection and gloves.**

### Worker Decontamination

- Remove and dispose of gloves. Wash hands after removing gloves.
- Worker shall wash any exposed areas of the body with disinfectant wipes or soap and water.



## Work Procedures

- Follow the guidelines outlined in the student's individual care/safety plan.
- Each student care plan is unique and support procedures are on a case by case basis.
- Avoid touching a student's bodily fluids (e.g. mucous or saliva). If you do, practice diligent hand washing.
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and anytime they are outside of their classroom/learning group and physical distancing can't be maintained. Masks should be worn under a face shield when possible.

## Waste Disposal

- Gloves will be placed immediately in disposal bags and disposed of as normal waste. Tools used will be decontaminated by wet wiping with disinfectant solution.

## Additional Requirements

- Contact your supervisor if you require specific PPE at your site

## Hazard Ranking= 5 (L3 + P2)

- Likelihood= L3 may occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

				Potential Consequences				
				Possible minor injuries. No medical treatment, FA only	Injuries or illness requiring medical treatment	Injuries or illness requiring hospital admission	Permanent Impairment	Fatality
				Not Significant	Minor	Moderate	Major	Severe
				1	2	3	4	5
Likelihood	Expected to occur regularly under normal circumstances	Almost Certain	5	Medium	High	Very High	Very High	Very High
	Expected to occur at some time	Likely	4	Medium	High	High	Very High	Very High
	May occur at some time	Possible	3	Low	Medium	High	High	Very High
	Not likely to occur in normal circumstances	Unlikely	2	Low	Low	Medium	Medium	High
	Could happen but probably never will	Rare	1	Low	Low	Low	Medium	Medium
<b>Hazard Ranking:</b> Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10								



**APPENDIX D: COVID-19 Procedures for Sites**

- **Procedures for School Board Office** pg 39
- **Procedures for Facilities** pg 41
- **Procedures for School Sites** pg 43
- **Procedures for Transportation Department** pg 45
- **Procedures for Food Distribution** pg 48



## ***COVID-19: School Board Office Procedures***

The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of the virus and help flatten the curve. School District #22 (Vernon) is directing staff to begin the following operational arrangements.

### **COVID-19 Preventative Measures**

- Practice physical distancing from others (1-2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 [symptoms](#) call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and anytime physical distancing cannot be maintained.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self -assessment tool at <https://bc.thrive.health/covid19>.

### **Entering/Leaving the Building**

- Maintain safe physical distancing guidelines of 1-2 metres between people when entering and leaving the building. **Do not enter or leave the building in groups!**
- Use the designated entrances and exits.
- Sign in/out at reception if you are a visiting worker or visitor to the School Board site.
- Sanitizers are available at the entry door. Wash your hands after entering and disinfect workspaces as needed.
- In the event of a fire alarm or other emergency, physical distancing may not be possible.
- Follow all regular emergency procedures.

### **Office Hours**

- Board office hours will remain the same but will be reviewed regularly.

### **Daily Sanitizing Routines**

- After arriving to the office, wash your hands right away.
- Use available disinfectant to disinfect your work space as needed.
- If you must meet in a shared space or meeting room, disinfect any surfaces, handles, equipment, furniture, etc. that have been used following the meeting.
- Disinfect any shared surfaces, handles, equipment, furniture, etc. after you use it. This includes any appliances in the kitchen.
- If you leave the board office at any time during the day, follow the same guidelines as when you arrived.

### **First Aid (Isolation) Room**

- If the SBO first aid room requires immediate disinfecting, contact the Maintenance Department to request sanitization (250.549.9210).



# Pandemic Response Plan for COVID-19

## Physical Distancing

- Do not enter or exit the building in a group. Enter and exit using safe physical distancing guidelines of **1-2 metres** between people.
- Work in your office or space as much as possible.
- If you need to talk to someone, make sure you stay **1-2 metres** away or use your phone.
- If you need to work in a group or meet with others, ensure that the workspace allows you to keep the **1-2 metre** distance between people.
- Use Zoom, Microsoft Teams, etc. if possible.
- Do not share food (candy jars are off limits and need to be put away!).
- If there are visitors to the office, ensure you maintain **1-2 metres** physical distancing guidelines and disinfect door handles, surfaces, furniture, etc. after the visitor leaves.

## Staff Room/Kitchen

- Avoid using these areas if possible.
- Wash your hands before and after eating.
- Try to bring a lunch that doesn't require a lot of preparation (to limit microwave use, surface use, utensil use, etc.).
- Respect posted occupancy limits for these common areas and maintain a distance of **1-2 metres** between others.
- Use disinfectant to clean any area or surface that you used.
- When you are finished wash your hands again before you go back to your office or work space

## Illness

- If you are sick, stay home and report sick to HR and your supervisor.
- If you start to develop symptoms while at work, let your supervisor know immediately via phone and go home.
- If you are not sure whether you should stay home use the [self-assessment tool](#) and follow the directive.

Additional information may be found on the School District No. 22 website: [www.sd22.bc.ca](http://www.sd22.bc.ca)

## Photocopier/Mailroom

- If you need to use the photocopier wash your hands before you begin.
- When you are done, disinfect the photocopier.
- Disinfect any shared surfaces or equipment at the photocopy area such as staplers, hole punches, etc. that you used.
- Ensure **1-2 metre** distancing is respected in the copy, mailroom, or supply room.
- When you are finished at the photocopier or in the mail room, wash your hands again before you go back to your office or work space.

## Bathrooms

- Follow COVID-19 handwashing guidelines as posted in the bathrooms
- Make sure to wash your hands when you leave the bathroom.

## Know the Facts

Using reliable sources of information will ensure that what you do learn is fact:

- [The BC Centre for Disease Control](#)
- [Health Link BC](#)
- [Health Canada](#)
- [The World Health Organization](#)

## Practice Self-care

Build self-care into your day. All the things you do to take care of yourself will help manage your stress. And by taking good care of yourself, you'll be better prepared to take care of others. Some self-care ideas:

1. Meditate
2. Play a board game
3. Practice deep breathing
4. Take a bath
5. Read a book
6. Start a digital detox (leave your phone and social media alone for a while)
7. Exercise

Click [here](#) for more information on managing COVID-19 stress and anxiety.





## ***COVID-19: Facilities Procedures***

The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of **COVID-19 Preventative Measures**

- Practice physical distancing from others (1-2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 [symptoms](#) call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and physical distancing cannot be maintained.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self -assessment tool at <https://bc.thrive.health/covid19>.

### **Entering/Leaving the Building**

- Maintain safe physical distancing guidelines of 1-2 metres between people when entering and leaving the building. **Do not enter or leave the building in groups!**
- Use the designated entrances and exits.
- Sanitizers are available at the entry door. Wash your hands after entering and disinfect workspaces as needed.
- In the event of a fire alarm or other emergency, physical distancing may not be possible.
- Follow all regular emergency procedures.

### **Office Hours**

- Facilities hours will remain the same but will be reviewed regularly.
- Avoid in person visits from consultants or sales people. Ensure a 1-2 metre distance at all times.

### **Daily Sanitizing Routines**

- After arriving, wash your hands right away.
- If you must meet in a shared space or meeting room, disinfect any surfaces, handles, equipment, furniture, etc. that have been used following the meeting.
- Wipe down all high-frequency touch surfaces which includes chair handles, computer keyboards, tools, countertops, work surfaces, switches, doorknobs or handles, phones, etc. as needed.
- When workers share a workstation, you are required to sanitize as you go, as well as one final sweep of your workspace before you leave for the day.
- If you leave facilities at any time during the day, follow the same guidelines as when you arrived.
- Maintain physical distancing in vehicles whenever possible. Consider separate vehicles if possible. If a vehicle must be used by multiple people, masks are required, and the vehicle must be wiped down with the disinfectant after each use.



# Pandemic Response Plan for COVID-19

## **Physical Distancing**

- Use safe physical distancing guidelines of 1-2 metres between people.
- Work in your office or space as much as possible.
- If you need to talk to someone, make sure you stay 1-2 metres away or use your phone.
- If you need to work in a group or meet with others, ensure that the workspace allows you to keep the 1-2 metre distance between people.
- Use Zoom, Microsoft Teams, etc. if possible.
- Deliveries from outside agencies, including mail delivery, should be conducted in a manner as to minimize contact. Wash your hands before and after accepting deliveries.
- Public access is limited, visiting is prohibited. In person appointments must be limited and pre-approved by your supervisor.

## **Additional Information**

- All work plans are to be approved by the director of facilities.
- Facilities staff will still have access to all school sites during regular work hours. Physical distancing and disinfectant protocols will apply. Please check-in with the main office upon arrival and sign in at the visiting worker binder.
- Fuel pumps are to be sprayed with disinfectant after use.
- Delivery people will maintain physical distancing rules and follow PPE protocols as required. Precautions must be taken to not contaminate one site to the next.

## **Bathrooms**

- Follow COVID-19 handwashing guidelines as posted.
- Make sure to wash your hands when you leave the bathroom.

## **Know the Facts**

Using reliable sources of information will ensure that what you do learn is fact:

- [The BC Centre for Disease Control](#)
- [Health Link BC](#)
- [Health Canada](#)
- [The World Health Organization](#)

**Additional information may be found on the  
School District No. 22 website:  
[www.sd22.bc.ca](http://www.sd22.bc.ca)**

## **Staff Room/Kitchen**

- Avoid using these areas if you can.
- Wash your hands before and after you eat.
- Try to bring a lunch that doesn't require a lot of preparation.
- Respect posted occupancy limits for these common areas and maintain a distance of 1-2 metres between others.
- Use disinfectant to clean any area or surface that you used.
- When you are finished, wash your hands before you go back to your office or workspace.
- Do not share food or drink.

## **Photocopier/Mail**

- Disinfect the photocopier when you are done using it.
- Disinfect any shared surfaces or equipment at the photocopy area such as staplers, hole punches, etc. that you used.
- Ensure 1-2 metre distancing is respected in the copy room, mailroom, or supply room.
- When you are finished at the photocopier or in the mail area, wash your hands again before you go back to your office or workspace.

## **Illness**

- If you are sick, stay home and report sick to your supervisor.
- If you start to develop symptoms while at work, let your supervisor know immediately and go home.
- If you are not sure whether you should stay home use the [self-assessment tool](#) and follow the directive.

## **Practice Self-care**

Build self-care into your day. All the things you do to take care of yourself will help manage your stress. And by taking good care of yourself, you'll be better prepared to take care of others. Some self-care ideas:

1. Meditate
2. Play a board game
3. Practice deep breathing
4. Take a bath
5. Read a book
6. Start a digital detox (leave your phone and social media alone for a while)
7. Exercise

Click [here](#) for more information on managing COVID-19 stress and anxiety.



## **COVID-19: School Site Procedures**

The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of the virus and help flatten the curve. School District #22 (Vernon) is directing staff to begin the following operational arrangements.

### **COVID-19 Preventative Measures**

- Practice physical distancing from others (1-2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 symptoms call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and anytime they are outside of their classroom or learning group and physical distancing cannot be maintained. All casual staff, TTOCs, and specialist staff or EAs/ASWs working in close proximity to students across learning groups will wear masks when working at school sites and physical distancing can't be maintained.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self-assessment tool at <https://bc.thrive.health/covid19>.

### **Entering/Leaving the Building**

- Maintain safe physical distancing guidelines of 1-2 metres between people when entering and leaving the building. **Do not enter or leave the building in groups!**
- Each school will identify entrances and exits to be used by everyone. Entrances and exits will be coordinated through the Principal/Supervisor.
- Sanitizers are available at the entry door. Wash your hands after entering and disinfect workspaces as needed.
- Casual staff, TTOCs, new workers, visiting workers and visitors must report immediately to the office to sign in/out.
- Visitors/caregivers/parents must make an appointment prior to entering the building. Contact the school to book an appointment.
- In the event of a fire alarm or other emergency, physical distancing may not be possible.
- Follow all regular emergency procedures.

### **Lockers & Cubbies**

- Lockers are not available to students at this time.
- Cubbies can be used within learning groups.

### **Bathrooms**

- Follow the plan for bathroom use established by your administrators.
- Make sure to wash your hands when you leave the bathroom.
- Follow COVID-19 handwashing guidelines as posted.

### **School Hours/Access**

- The Principal will schedule the working hours of the site to ensure safety. **Students** may access school sites between 8:00am and 4:00pm, unless otherwise approved by the Principal. **Staff** must be out of the school by 5:30pm, unless approved by the Principal, & confirmed with the custodian.
- Use the designated entrances and exits. Lock access to exterior doors, except the main entry, after the school start-up/entry in the morning. **Secondary school sports teams can use the secondary gyms until 6:30pm under the following conditions:**
  1. All athletes enter and exit through a designated entrance that leads directly to the gym. All high schools have direct outside access.
  2. Athletes come to practice changed so that they are not using the change rooms.
  3. Athletes use a designated bathroom. For VSS that would be the one in the equipment room so that they are not leaving the gym.
  4. The gym bleachers will not be pulled out
  5. Coaches/Players clean equipment after use. This includes volleyball standards during the fall.
  6. Coaches are responsible to ensure their student athletes do not leave the gym
  7. All other students that are not participating on a school team are expected to leave the building by 4:00pm

### **Illness**

- If you are sick, stay home and report sick to HR.
- If you start to develop symptoms while at work, let your supervisor know immediately and go home.
- If you are not sure whether you should stay home use the [self-assessment tool](#) and follow the directive.



# Pandemic Response Plan for COVID-19

## **Daily Sanitizing Routines**

- Wash your hands when you arrive at school. Sanitizers will be available at the entry door.
- Disinfect your work area as needed.
- If you must meet in an alternate space (as identified by your administration), disinfect the used, surfaces, furniture, equipment etc. after the meeting.
- Disinfect all shared surfaces, furniture equipment etc. when finished.
- Do not share food/drinks.

## **Daily Communication Routines**

- Follow any procedures established at your site for check in/check out (including for visiting workers, new workers and visitors).
- Casual staff, TTOCs, new workers, visiting workers and visitors must report immediately to the office to sign in/out.
- When you arrive at school, head straight to your classroom or work area as agreed to with your Principal.
- Contact your administrator/supervisor with any questions throughout the day.
- Check your SD22 email regularly for updates.
- Staff who do not have individual computers will be assigned a computer to be used while in the building. TTOCs must return school technology at the end of the day.

## **Physical Distancing**

- Follow safe physical distancing guidelines of maintaining 1-2 metres distance between people.
- Work in your classroom, office, or workspace as much as possible. When working with children consider using outside spaces as practical.
- If you need to talk to someone, make sure you stay 1-2 metres away.
- If you need to work in a group or meet with others, ensure that you are in a space that allows for the 1-2 metre distance among people.
- Use Zoom, Microsoft teams, etc. when possible.

## **First Aid (Isolation) Rooms**

- If the school first aid room requires immediate disinfecting, please contact the Maintenance Department to request sanitization at 250.549.9210

Additional information may be found on the School District No. 22 website: [www.sd22.bc.ca](http://www.sd22.bc.ca)

## **Staffroom/Common Areas and Shared Spaces**

- Avoid going to the staffroom if you can.
- Wash your hands before and after eating.
- Respect posted occupancy limits for these common areas and maintain a distance of 1-2 metres between others.
- If you have to leave, make sure you follow the same protocols that you did when you arrived.
- Bring a lunch/snack that does not require a lot of preparation (to limit microwave use, surface use, utensil use, etc.).
- Disinfect the areas, surfaces, appliances, etc. that you use in the staffroom.
- When you are finished wash your hands again before you go back to your classroom, office, or workspace.
- Do not share food or drink
- Administrators/supervisors will develop protocols for use of other shared spaces within their individual buildings (libraries, gyms, etc.). Protocols for these spaces must be in line with district protocols.

## **Photocopier or Supply Room**

- If you need to use the photocopier wash your hands before you begin.
- When you are done, disinfect the photocopier.
- Disinfect any shared surfaces or equipment at the photocopy area/room such as staplers, hole punches, etc. that you used.
- Ensure 1-2 metre distancing is respected in the copy room, mailroom, or supply room.
- When you are finished at the photocopier or in the supply room, wash your hands again before you go back to your office or workspace.

## **Know the Facts**

Using reliable sources of information will ensure that what you do learn is fact:

- [The BC Centre for Disease Control](https://www.cdc.ca/en/the-canadian-center-for-disease-control)
- [Health Link BC](https://www.healthlinkbc.ca)
- [Health Canada](https://www.healthcanada.ca)
- [The World Health Organization](https://www.who.int)

## **Practice Self-care**

Build self-care into your day. All the things you do to take care of yourself will help manage your stress. And by taking good care of yourself, you'll be better prepared to take care of others. Some self-care ideas:

1. Meditate
2. Play a board game
3. Practice deep breathing
4. Take a bath
5. Read a book
6. Start a digital detox (leave your phone and social media alone for a while)
7. Exercise

Click [here](#) for more information on managing COVID-19 stress and anxiety.



## ***COVID-19: Transportation Department Procedures***

The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of the virus and help flatten the curve. School District #22 (Vernon) is directing staff to begin the following operational arrangements.

### **COVID-19 Preventative Measures**

- Practice physical distancing from others (1-2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 symptoms call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and physical distancing cannot be maintained. This includes when loading, unloading and driving buses.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self-assessment tool at <https://bc.thrive.health/covid19>.

### **Entering/Leaving the Building**

- Maintain safe physical distancing guidelines of 1-2 metres between people when entering and leaving the building. **Do not enter or leave the building in groups!**
- Use the designated entrances and exits.
- Wash your hands after entering and disinfect workspaces as needed.
- In the event of a fire alarm or other emergency, physical distancing may not be possible.
- Follow all regular emergency procedures.

### **Department Hours**

- Transportation Dept. hours will run from 6:15am to 6:30pm and vary when required.

### **Communication**

- The communication board including any essential updates is now virtual and can be located in the Teams file.

### **Daily Sanitizing Routines at the Office**

- After arriving, wash your hands right away.
- If you must meet in a shared space or meeting room, disinfect any surfaces, handles, equipment, furniture, etc. that have been used following the meeting.
- Wipe down all high-frequency touch surfaces which includes chair handles, computer keyboards, tools, countertops, work surfaces, switches, doorknobs or handles, phones, etc. as needed.
- When workers share a workstation, you are required to sanitize as you go, as well as one final sweep of your workspace before you leave for the day.
- If you leave your site at any time during the day, follow the same guidelines as when you arrived.





# Pandemic Response Plan for COVID-19

## Physical Distancing

- Use safe physical distancing guidelines of **1-2 metres** between people where possible.
- Work in your office or space as much as possible.
- If you need to talk to someone, make sure you stay **1-2 metres** away or use your phone.
- If you need to work in a group or meet with others ensure that the workspace allows you to keep the **1-2 metre** distance between people.
- Use Zoom, Microsoft teams, etc. when possible.
- When travelling anywhere on a school bus with more than one person on the bus, follow the transporting students procedures in the ECP.
- Deliveries from outside agencies, including mail delivery, should be conducted in a manner as to minimize contact. Wash your hands before and after accepting deliveries.
- Public access is limited, visiting is prohibited. In person appointments must be limited and pre-approved by your supervisor.

## Additional Information

- All work plans are to be approved by the department manager.
- Clean your hands often, including before and after completing trips. Use ABHS (with at least 60% alcohol) regularly during trips.
- Respect procedures when multiple passengers are on a bus.
- Fuel pumps are to be sprayed with disinfectant after use.
- Follow current procedures for transporting students & cleaning as outlined in this document.

## Bathrooms

- Follow COVID-19 handwashing guidelines as posted.
- Make sure to wash your hands when you leave the bathroom.
- At the Bloom site, use the washrooms located in the hallway outside the driver's room.

## Staff Room/Kitchen

- Avoid using these areas if you can.
- Wash your hands before you go into the staff room.
- Try to bring a lunch that doesn't require a lot of preparation.
- Respect posted occupancy limits for these common areas and maintain a distance of **1-2 metres** between others.
- Do not linger in common areas, preventing access to co-workers when required.
- Use disinfectant to clean any area or surface that you used.
- When you are finished, wash your hands before you go back to your office or workspace.
- Do not share food or drink.

## Photocopier/Mail

- Disinfect the photocopier when you are done using it.
- Disinfect any shared surfaces or equipment at the photocopy area such as staplers, hole punches, etc. that you used.
- Ensure **1-2 metres** distancing is respected in the copy room or mail area.
- When you are finished at the photocopier or in the mail area, wash your hands again before you go back to your office or workspace.
- Only two people can be in the Dispatch/Secretary Office at one time.

## Illness

- If you are sick, stay home and report sick to Robyn
- If you start to develop symptoms while at work, let your supervisor know via email or phone and go home.
- If you are not sure whether you should stay home use the [self-assessment tool](#) and follow the directive.



# Pandemic Response Plan for COVID-19

## **Transporting Students & Cleaning Procedures**

- Students from the same household should sit together
- When students load they should have washed their hands at home or at school prior to loading the bus.
- Parents are required to assess children for symptoms. If a child has any symptoms, they must not take the bus or go to school.
- Open the drivers' window, and a few others to increase ventilation
- Ensure ready access to hand sanitizer & extra masks
- Waste receptacles must be lined
- Provide clear & friendly directions/expectations to students while they are outside of the bus
- Monitor loading and unloading - remind students to follow the guidelines of:
  - 1-2 metre distancing when possible
  - Wear a non-medical mask or disposable mask (required by gr 6-12 students & strongly recommended for K-gr 5 students)
  - Provide a mask to students who do not have one
  - Keep your "hands to yourself"
- Instruct students to line up two arm lengths apart when possible by household groups and then from oldest to youngest when waiting to load and to seat themselves from the furthest available seat from the back to front.
- Ensure only registered students ride the buses and only ride the buses they are registered to. Confirm students are on the correct bus by checking their bus pass. There are to be no "one of" rides
- Load the seat directly behind the driver last – leaving it empty when possible.
- Instruct students to exit beginning from the front seats to the back, one at a time leaving appropriate space between one another when unloading.
- Wear appropriate and prescribed PPE:
  - A mask while passengers are on board and while loading and unloading,
  - A face shield or safety glasses while students are loading and unloading only, not while driving
  - PPE as directed by the disinfectant product MSDS while cleaning.
- Buses used for transporting students should be cleaned and disinfected according to the guidance in [BCCDC Guidelines on Cleaning & Disinfecting for Public Settings](#) and additional guidance is available from [Transport Canada](#)
- Sweep and remove all garbage at the end of each route and dispose of or wash PPE as appropriate and directed. After completing your bus clean and disposing of PPE, wash your hands.

- Follow the Exposure Control Plan safety & hygiene requirements.
- Ensure the bus has adequate hand sanitizer, cleaner, and paper towel.
- Follow the appropriate dilution rates and instructions provided for the disinfectant.

## **Know the Facts**

Using reliable sources of information will ensure that what you do learn is fact:

- [The BC Centre for Disease Control](#)
- [Health Link BC](#)
- [Health Canada](#)
- [The World Health Organization](#)

## **Practice Self-care**

Build self-care into your day. All the things you do to take care of yourself will help manage your stress. And by taking good care of yourself, you'll be better prepared to take care of others. Some self-care ideas:

1. Meditate
2. Play a board game
3. Practice deep breathing
4. Take a bath
5. Read a book
6. Start a digital detox (leave your phone and social media alone for a while)
7. Exercise

Click [here](#) for more information on managing COVID-19 stress and anxiety.



## ***COVID-19: Food Distribution Procedures***

The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of the virus and help flatten the curve. School District #22 (Vernon) is directing staff to begin the following operational arrangements.

### **COVID-19 Preventative Measures**

- Practice physical distancing from others (1-2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 symptoms call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and anytime they are outside of their classroom or learning group and physical distancing cannot be maintained. All casual staff, TTOCs, and specialist staff or EAs working in close proximity to students across learning groups will wear masks when working at school sites and physical distancing can't be maintained.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self-assessment tool at <https://bc.thrive.health/covid19>.

### **Breakfast, Lunch, and Meal Program Procedures**

(If students are picking up from one central location)

- Wash your hands prior to distributing food. If wearing gloves, wash your hands before and after removing the gloves.
- Wear a mask when setting up/taking down, distributing food, and while handling food.
- Instruct students to line up using the physical distancing markers.
- Maintain a 1-2 metre distance between the person working and the person picking up the food.
- Take food from the table and place on a pickup table. The person working moves back from the pickup table to ensure physical distancing. Do not hand the food directly to the student.
- Disinfect the pickup table frequently.
- Unclaimed food will be returned to the school and refrigerated. Check with Administration on storage locations.
- When food distribution is completed and unclaimed food is put away, wash your hands.

### **Food Services and Culinary Programs**

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

- If food is prepared as a part of learning and is consumed by the student(s) who prepare it, no additional measures beyond normal food safety measures and requirements need to be implemented (e.g. FOODSAFE trained staff, a food safety plan, etc.)
- If food is prepared within or outside a school for consumption by people other than those that prepared it (including for sale), it is expected that the [Work Safe BC Restaurant Protocols for returning to operation](#) are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (eg., FOODSAFE trained staff, a food safety plan, etc.).





## **Delivering Food**

- Maintain physical distancing in vehicles whenever possible. Consider separate vehicles if possible. If a vehicle must be used by multiple people, masks are required, and the vehicle must be wiped down with the disinfectant after each use.
- Inform delivery agents and other volunteers of how to adhere to the school's visitor policy, where food should be delivered to, and what hours food can be accepted at.
- Wash hands prior to pick up and delivery of food bags.
- Wear gloves to pick up and deliver food bags. Wash hands before and after removing gloves.
- Do not ring the doorbell or knock on the door. Please do not have physical contact with anything or anyone at the delivery site. The family will be notified ahead of time for each delivery.
- Leave the food delivery 1-2 metres from the front door.
- If the family receiving the groceries comes to the door maintain a 1-2 metre distance.
- Wash hands when deliveries are completed.
- Disinfect vehicles, especially the steering wheel.

## **Expectations**

- Schools should not allow homemade food items to be made available to other students at this time (eg., birthday treats, bake sale items).
- Continue to follow normal food safety measures and requirements. Implement the cleaning and disinfecting measures outlined in the Pandemic Response Plan/ECP.
- Continue to use Hand Hygiene and Cleaning Protocols: Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (anti-bacterial soap is not needed for COVID -19).
- Students and staff should wash their hands – at the beginning and at the end of the class, before and after handling food, before and after eating and drinking, and whenever hands are visibly dirty.
- As students tend to prepare food items together in culinary programs the use of learning groups is recommended.
- Schools should emphasize that food and beverages should not be shared.
- Continue with regular cleaning & disinfecting practices for food services.
- High-touch surfaces are cleaned and disinfected in line with the guidance in this document and existing food safety practices (may include ingredients and containers, equipment such as switches, dials and handles and shared serving utensils if they are used by multiple people).
- Sites should have a plan for their food programs before commencing.

## **Supplementary Guidance for School Meal Programs**

This guidance is adapted from the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#) to support the delivery of school meal programs, breakfast clubs and other food access initiatives that are not regulated under the *Food Premises Regulation*.

Students from different cohorts can access school meal programs at the same time if necessary (e.g. a morning breakfast program offered only to students who may need it). Physical distance between students from different cohorts should be maintained as much as is practical to do so while ensuring the program can be offered.

## **Food Distribution and Preparation**

- Limit the number of staff/volunteers in a food preparation or eating area at any one time to those necessary to ensure the program can be delivered.
- Develop and establish hand hygiene procedures for all staff/volunteers. This includes before and after leaving the food preparation area and using equipment.
- Donated food, including Traditional foods, can continue to be accepted in line with regular food safety precautions for accepting food donations.
- Students should practice hand hygiene before accessing food.
- Schools can continue to provide food if it is pre-packaged or served/plated for them. No buffet style food service will happen at this time.
- Post signs to remind students to practice hand hygiene and to maintain space from one another.
- If food is served to students, disposable or re-usable plates, utensils and containers can be used, with normal cleaning and disinfecting methods for dishwashing implemented for re-usable items.
- Provided food safety precautions are followed, leftover food can be sent home with students.



## APPENDIX E

### COVID-19 EXPOSURE CONTROL PLAN

#### Statement of Purpose

The purpose of this extensive document is to outline control measures to minimize or eliminate the potential for transmission of communicable disease. To coordinate the district's response and safety measures, a combination of measures will be used to minimize the potential of exposure to the pathogen known as COVID-19 at school sites.

#### The purposes of the Exposure Control Plan for COVID-19 include:

1. To ensure all school district staff & students reduce the risk of infection through the transmission of COVID-19.
2. To follow the direction of the Provincial Health Officer and BC Health Minister (Public Health) on the measures for infection control based on current COVID-19 related information available.
3. To ensure WorkSafe BC safety measures are in place.
4. To ensure all school district staff & students take reasonable care and cooperate with the district to ensure the health and safety of themselves, other staff, students, and other community members.

*The document has been created to plan pro-actively for the safety of staff (all SD22 employees), students, and the community in response to COVID-19.*



## School District No. 22 (Vernon)

# Exposure Control Plan for COVID-19

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Highlighted portions denote September 22, 2020 updates.

This document has been created to plan pro-actively for the safety of staff (all SD22 employees), students, and the community, in response to COVID-19. This document will be updated as required.

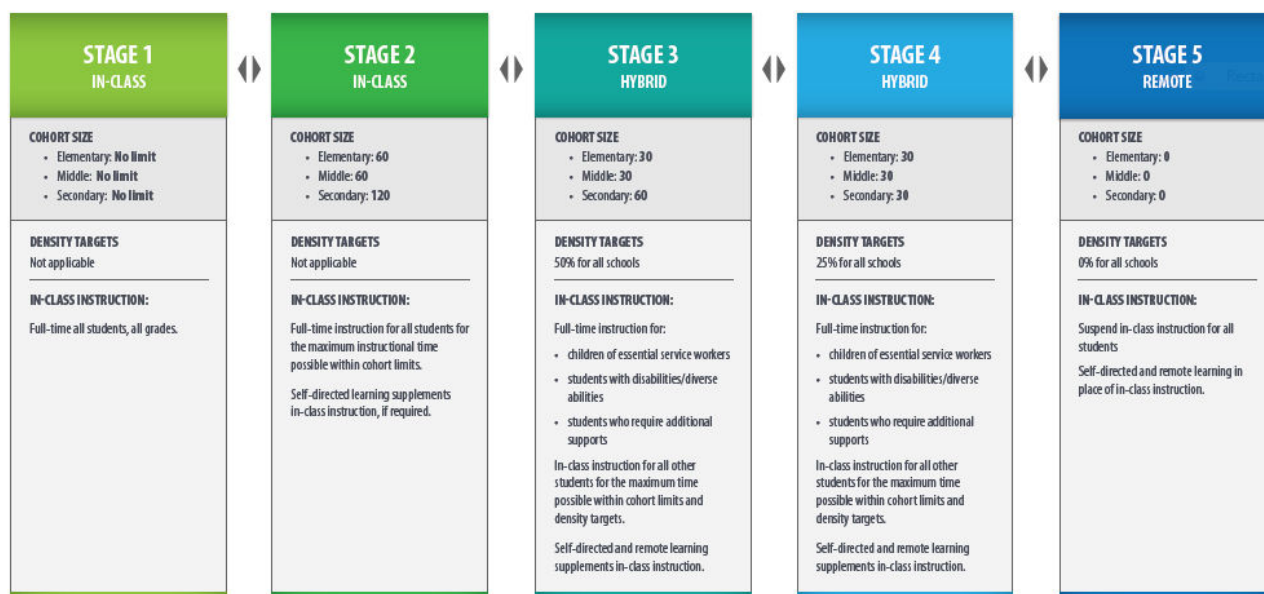


The Ministry of Education has a [five-stage approach](#) to resuming in-class instruction in the [K-12 Education Restart Plan](#). Each stage will be guided by health and safety guidelines, measures, protocols and orders, as well as the principles developed for continuity of learning during the pandemic. The September 2020 start-up will be supported by the four foundational principles established at the beginning of the COVID-19 pandemic:

- Maintain a healthy and safe environment for all students, families and employees
- Provide the services needed to support the children of our essential workers (ESWs)
- Support vulnerable students who may need special assistance
- Provide continuity of educational opportunities for all students

## The Ministry's Five-Stage Approach

### FIVE STAGES FRAMEWORK FOR K-12 EDUCATION



*(Schools will enter stage 2 in September 2020)*

*\*The framework allows instruction to be adjusted depending on community risk of COVID-19 in BC. This will enable schools to move between stages if necessary, based on guidance from the Provincial Health Officer (PHO) and the BC Centre for Disease Control (BCCDC).*



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## Introduction

The purpose of this document is to outline control measures to minimize or eliminate the potential for transmission of communicable disease. In order to coordinate the district's response and safety measures, a combination of measures will be used to minimize the potential of exposure at school sites to the pathogen known as COVID-19.

The following process and this document are linked to School District No. 22's Pandemic Response Plan. The plan will be activated by the superintendent when there is an increasing or ongoing risk of exposure to COVID-19.

**A copy of this plan will be made available via the SD22 website and all staff will be made aware of, and have access to, the document.**

The purposes of this Exposure Control Plan for COVID-19 include:

1. To ensure all school district staff and students reduce the risk of infection through the transmission of COVID-19.
2. To follow the direction of the Provincial Health Officer and BC Health Minister (Public Health) on the measures for infection control based on current COVID-19 related information available.
3. To ensure WorkSafe BC safety measures are in place.
4. To ensure all school district staff and students take reasonable care and cooperate with the district to ensure the health and safety of themselves, other staff, students, and other community members.

## COVID-19

**COVID-19 is an illness caused by a coronavirus.** Human coronaviruses are common and are typically associated with mild illnesses, similar to the common cold. In March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic.

For advice and more information used to create this document refer to:

- [Restarting B.C.'s Schools](#)
- [Operational Guidelines for School Districts](#)
- [B.C.'s K-12 Education Restart Plan](#)
- [COVID-19 Public Health Guidance for K-12 School Settings \(updated September 11, 2020\)](#)
- [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#)
- [BC's Back to School Plan](#)
- [Protocols for School and District Administrators: Management of Illness and Confirmed Cases](#)
- [WorkSafeBC Education \(K-12\): Protocols for Returning to Operations](#)
- [WorkSafeBC Exposure Control Planning Guidelines](#)
- [Work Safe BC FAQ's](#)
- [BC Centre for Disease Control](#)
- [Public Health Agency Workplace and Risk-Informed Decision-Making Guidelines for COVID-19](#)
- [COVID-19 Go Forward Management Strategy](#)
- [BC's Go Forward Management Checklist](#)
- [BC's Re-Start Plan](#)

See the [last page](#) of this document for printable posters.

## Symptoms

Symptoms may take up to 14 days to appear after exposure to COVID-19. Most estimates of the incubation period for COVID-19 range from 1-14 days, most commonly around five days. Staff and students are encouraged to use the BC COVID-19 self-assessment test <https://bc.thrive.health/>  
[Symptoms of COVID-19](#) may include:

- Fever
- Chills
- Cough or worsening of chronic cough
- Shortness of breath
- Sore throat





- Runny nose
- Loss of sense of smell
- Headache
- Fatigue
- Diarrhea
- Loss of appetite
- Nausea and vomiting
- Muscle aches

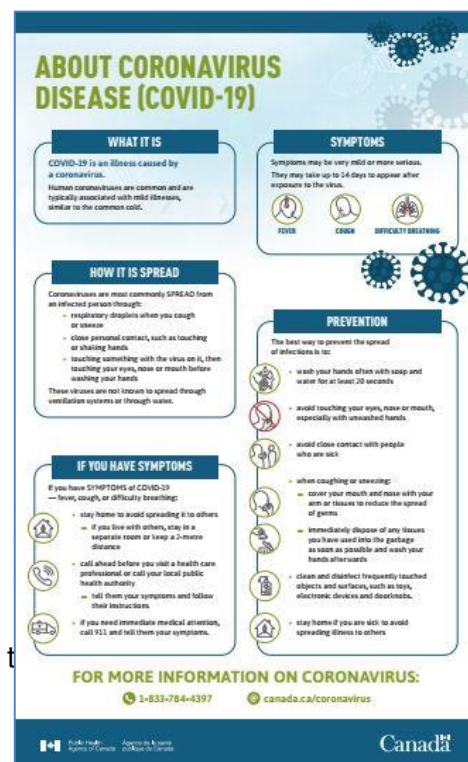
## Less Common Symptoms of COVID-19 (as per BCCDC)

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

## Spread

Coronaviruses are not known to spread through ventilation systems or to be most commonly spread from an infected person through:

- respiratory droplets when coughing or sneezing
- close personal contact, such as touching or shaking hands
- touching something with the virus on it, then touching eyes, nose or mouth before washing hands
- There is no evidence COVID-19 is transmitted via textbooks, paper, or other paper based products. There is no need to limit distribution of books or paper based educational resources.



## Guidance for K-12 Setting (See [COVID-19 Public Health Guidance for K-12 School Settings](#))

As the community prevalence in BC continues to be low, the risk within schools is considered to be minimal. However, while COVID-19 is present in our communities, it may exist in some schools. BC is likely to experience changes in prevalence throughout the school year, where the risk of cases or clusters may be higher or lower than it is currently.

Local public health officials (school medical officers) will consistently monitor cases of COVID-19 that impact schools and will support school communities to manage cases if and when they occur. Full-time, in-person instruction in schools can be accomplished while supporting the health and safety of children and staff. Based on the current epidemiology of COVID-19 in B.C., and the observation that children are at a lower risk of being infected with and transmitting COVID-19, K-12 schools in B.C. will have elementary and middle school students return to full-time, in-person instruction. Secondary students will also receive in-person instruction, but this may be combined with alternative learning modalities to ensure the measures detailed in this document can be implemented. Schools should implement as many public health and infection prevention and exposure control measures as possible as described in this document.

Medical Health Officers are physicians who work within health authorities and have authority and responsibilities outlined in the [Public Health Act](#). These include directing the public health response to local public health threats, like COVID-19. School medical officers are Medical Health Officers who have additional authority and responsibilities outlined in the [School Act](#). They are responsible for directing the local public health response to any public health threat that affects schools, like COVID-19 and other communicable diseases. Every school has a school medical officer. If there is a case, cluster or outbreak of COVID-19 in a school, the school medical officer will lead the response. Contact information for medical health officers is available on local regional health authority websites.

## COVID-19 in BC (See [COVID-19 Public Health Guidance for K-12 School Settings](#))

- B.C. currently has low community prevalence and low community transmission of COVID-19.
- COVID-19 testing is available to those with symptoms of cold, influenza or COVID-19.



- To date, less than 5% of those tested have been positive for COVID-19. This means of people with cold, influenza or COVID-19 like symptoms, very few have COVID-19.
- Of those who are positive, 80% of transmission comes from a known, confirmed COVID-19 case (i.e. not community transmission).

### COVID-19: Children & Youth (See [COVID-19 Public Health Guidance for K-12 School Settings](#))

- COVID-19 has a very low infection rate in children (0-19). In B.C., less than 1% of children tested have been COVID -19 positive. Most children and youth are not at high risk for COVID-19 infection.
- Children under one year of age and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of severe disease (visit the [BCCDC Children with Immune Suppression](#) page for further details).
- Children who are considered more vulnerable 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.
- Children and youth typically have much milder symptoms of COVID-19 most often presenting with low-grade fever and a dry cough. GI symptoms are more common over the course of disease, while skin changes and lesions, are less common.
- 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. Older children are more likely to transmit than younger children.
- To the end of August 2020, fewer than five children in BC were admitted to hospital for COVID-19. None required intensive care and there have been no deaths.
- 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.
- Prevention measures and mitigation strategies involving children must be commensurate with risk.
- For more information on how COVID-19 affects children, and how to keep them safe and healthy, both mentally and physically visit the [BCCDC's COVID-19 & Children site](#).

### COVID-19: Adults (See [COVID-19 Public Health Guidance for K-12 School Settings](#))

- Adults in school settings do not appear to be at higher risk of COVID-19 than in the community or in their household.
- 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, and especially the frail elderly
  - With significantly compromised immune systems, or
  - With poorly controlled underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.
- More information about adults living with health conditions that may place them at increased risk for developing severe illness is available from the [BCCDC](#).
- Adults working within schools who have health conditions that may place them at increased risk for more severe outcomes should speak with their health care provider to determine their individual level of risk, and if this may require workplace accommodation.

## Prevention

The best ways to prevent the spread of infections are to:

- wash hands often
- avoid touching eyes, nose and mouth
- organize student groups into cohorts or learning groups
- maintain a 1-2 metre physical distance from others where possible
- cover mouth and nose with arm
- when coughing or to sneeze





- Non-medical masks or face coverings are required for all staff and all students in gr. 6-12 (recommended for K- gr. 5) when they are in high traffic areas (eg., hallways, common areas) and anytime they are outside of their classroom or learning group and physical distance cannot be maintained (eg., specialist teachers or EAs working in close proximity to students across learning groups)
- clean and disinfect frequently touched objects and surfaces, such as toys, electronic devices and doorknobs
- stay home if sick to avoid spreading illness to others

### Stay Home when New Symptoms of Illness Develop

Staff, Students and visitors to schools should do a daily health check (See Appendix I) and stay at home when new symptoms of illness develop. The key symptoms to watch for are fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea, vomiting and diarrhea.

- If the staff or student (or their parent) indicates that the symptoms are consistent with a previously diagnosed health condition and are not unusual for that individual, they may return to school. No assessment or note is required from a health care provider.
- For mild symptoms without fever, students and staff can monitor at home for 24 hours. If symptoms improve, they can return to school without further assessment.
- If symptoms include fever, or if after 24 hours, symptoms remain unchanged or worsen, seek a health assessment. A health assessment can include calling 8-1-1, a primary care provider like a physician or nurse practitioner, or going to a [COVID-19 testing centre](#).
- You can use the [COVID-19 assessment tool](#) to determine if you or your child should need further assessment or testing for COVID-19. If you cannot use the online tool, call HealthLink BC at 8-1-1 (toll-free) or 7-1-1 (deaf & hard of hearing), 24-hours a day/seven days a week. You can complete this assessment for yourself, or on behalf of someone else, if they are unable to.

### When a [COVID-19 test](#) is recommended by the health assessment:

- Testing is available for anyone with cold, influenza or [COVID-19-like symptoms](#).
- Visit the [BCCD's COVID-19 testing and children](#) site for more information on the options for testing children.
- COVID-19 testing in children and youth is done by swishing and gargling sterile salt water and spitting it into a tube, or by using a swab to collect a sample from their nose. Most school-aged children from kindergarten through to grade 12 who go to a [COVID-19 collection centre](#) can do the mouth rinse and gargle sample.
- A video regarding what to expect for a COVID-19 test is available [here](#). Individuals will need to self-isolate after their test. This means people should go directly home after their test. These individuals should stay home from school and not see visitors. Learn more about [self-isolating after a test](#). You can expect to know your results in about 48 hours.
- If the COVID-19 test is positive, the person should stay home until they are told by public health to end their self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is negative, the person can return to school once symptoms have improved and they feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed



unless the person develops a new illness. [BCCDC](#) has information on receiving negative test results.

- If a COVID-19 test is recommended but is not done because the person or parent chooses not to have the test or a health assessment is not sought when recommended, and the person's symptoms are not related to a previously diagnosed health condition, they should stay home from school until 10 days after the onset of symptoms, and then may return if feeling well enough.

### If a [COVID-19 test](#) is not recommended by the health assessment:

- The person can return to school when symptoms have improved and they feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).
- We do not require a health-care provider note (i.e. a doctor's note) to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practices.
- A person with mild symptoms may elect to seek COVID-19 testing, even when this is not required according to the above guidance. Having a pending COVID-19 test result should not, by itself, be a reason to exclude a person from school if there are no other reasons to exclude them.

Students or staff may still attend school if a member of their household develops new symptoms of illness, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school. Most illness experienced in BC is not COVID-19, even if the symptoms are similar.

Students and staff who experience symptoms consistent with a previously diagnosed health condition can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms they should seek assessment by a health-care provider.

## Exposure Control Plan Purpose

The district is committed to providing a safe working and learning environment. In accordance with the *Workers Compensation Act Occupational Health and Safety Regulation 6.34*, this plan outlines measures to ensure the safety of all employees when there is an increased risk of exposure to a chemical or biological agent.

## Responsibilities

All staff must follow the procedures or instructions outlined in or referred to in this plan (as noted below) as this will minimize the risk and reduce exposure and transmission. As required by WorkSafeBC, this plan supports measures to eliminate or minimize risk of exposure to employees. The control measures and procedures prescribed in this plan are in place not only for our employees, but also for students and visitors who enter our facilities.

## Emergency Response Team

The school district will use its Pandemic Response Committee / Emergency Response Team to:

- Oversee this Exposure Control Plan for the COVID-19 Pandemic
- Closely monitor illnesses within the school district
- Report high absenteeism rates to the Interior Health Authority
- Coordinate the flow of information to the school community.



## Employer

The district will:

- Ensure that a copy of the exposure control plan is implemented, maintained and available to workers.
- Select, implement, and document the risk assessment and appropriate site-specific control measures.
- Ensure that all of the resources (information, authorization administrative changes, technology, training, human resources) and materials (personal protective equipment, equipment, cleaning and disinfecting products and systems) required to implement and maintain the plan are reasonably made available, as practical, when required.
- Ensure that supervisors and workers are informed about the content of this plan.
- Conduct a periodic review of the plan's effectiveness. This includes a review of available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.

## Supervisors

Following recommendations outlined by both the Provincial Health Officer and WorkSafeBC, administrators and supervisors of the school district will:

- Ensure that workers are adequately instructed on the controls for the hazards at the location.
- Educate staff and students on good respiratory etiquette and hand hygiene.
- Ensure cleaning requirements are met as per public health.
- Maintain privacy and protect an individual's right to confidentiality.
- Ensure that workers use proper PPE (Personal Protective Equipment) as outlined in this plan.
- Direct work in a manner that eliminates or minimizes the risk to workers.
- Post or relay educational and informational material in an accessible area for workers to see.
- Continue to have clear lines of communication with external groups using their facilities regarding possible cases of COVID-19.

## Workers

All on-site staff and contractors will:

- Follow established safe work procedures and instructions provided by the employer or supervisor.
- Staff must assess themselves **daily** for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
- All staff who have symptoms of COVID-19 OR travelled outside of Canada in the last 14 days OR were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate **following the guidelines indicated in this document.**
- Appropriately use and maintain any required PPE as instructed and trained.
- Report any unsafe conditions or acts to the supervisor.
- Notify their supervisor of high student absentee rates.
- Practice good respiratory etiquette and hand hygiene.
- Wear a non-medical mask in high traffic areas or anytime outside of their cohort whenever physical distancing cannot be maintained.
- If you think you might have COVID-19, or if someone in your household is showing symptoms, use the BC [self-assessment tool](#) and **follow the guidelines indicated in this document.**
- Follow the advice given by 8-1-1 and/or medical professionals. Do not come to work when you are sick, or if you have been told to self-isolate. Contact your supervisor and follow usual HR practices for sick leaves.
- If you develop [symptoms](#) while at your workplace or at school, separate yourself from others and go home, avoiding use of public transit (e.g. buses, taxi) if possible.
- Notify your supervisor immediately of confirmed illness, such as COVID-19, and other reportable illnesses.
- **Staff should follow the guidelines in this document regarding illness and for returning to school/work if sick or symptomatic.**
- Consider acquiring immunization as recommended or required by public health (**a vaccine is not currently available for COVID-19**).



- Instruct students, with age appropriate techniques, on good respiratory etiquette and hand hygiene.

### Director of Facilities

The director of facilities is responsible for:

- Maintaining an inventory of: PPE for appropriate staff, disinfectant / chemicals and well maintained equipment used for cleaning and disinfecting
- Providing adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this exposure control plan.
- Directing the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revising the work schedule to ensure priority cleaning of impacted work area surfaces and touch points.

### Parents and Students

Parents and students are responsible for the following:

- Practicing and encouraging good respiratory etiquette and hand hygiene.
- Parents and caregivers have the responsibility to assess their children **daily** before sending them to school for any symptoms. (See Daily Health Check Example form – Appendix I)
- Children who show any signs of illness must be kept at home and parents must notify the school.
- All students who have symptoms of COVID-19 OR travelled outside of Canada in the last 14 days OR were identified as a close contact of a confirmed positive COVID-19 case or outbreak must stay home and self-isolate following the direction of their health care provider.
- Children or family members who have had direct contact with a person that is COVID-19 positive should not attend school until they have been cleared by a health professional.
- Self-isolation questions can be answered here: BC COVID-19 Self-Assessment Tool. If you have concerns contact 8-1-1, your family physician, or the local public health unit.
- Children and family members should follow the guidelines in this document regarding illness and when they can return to school if sick or symptomatic.
- Children can access schools between 8am - 4pm and they are to use entrances/exits to the school following site specific protocols.
- Families are asked to send only the items their child may need for the time they are at school, limiting any unnecessary belongings. Ensure personal items (eg., a filled water bottle, lunch box) are well labelled.
- If a child develops symptoms while at school, they will be isolated and a parent/guardian will be contacted and required to pick up the child as soon as possible.
- Students, parents & guardians are expected to follow the guidelines in this document regarding follow up with a health care provider and/or self-isolation for the symptomatic child if they were exhibiting symptoms while at school.
- To ensure efficient entry and exit of students while respecting physical distancing expectations, parents/guardians are expected to make sure that pick-up and drop-off happen at the scheduled time.
- Students arriving and departing on buses are expected to follow the procedures outlines at their site as well as the safe bus riding procedures (see Procedures for Transportation; Appendix D).
- Parents and gr 6-12 students should wear a non-medical mask in high traffic areas or anytime outside of your cohort whenever physical distancing cannot be maintained.

### Risk Assessment (see Appendix C of Pandemic Response Plan)

As COVID-19 poses a risk to everyone, this risk assessment correlates the ability of staff to practice physical distancing appropriate for their level of risk.

**Low Risk:** Workers who are not required to work within 1-2 metres of others (outside of their cohort)

**Moderate Risk:** Workers who must work within 1-2 metres of others (outside of their cohort) due to a personal care/medical plan, or workers who clean and disinfect, or transport students.

**High Risk:** Workers who must work within 1-2 metres of symptomatic students or others.



## Exposure Control Plan for COVID-19

Role	Low	Moderate	High
Clerical/Administration	X		
Teachers/Educational Assistants/ASWs	X		
Supporting complex learners	X	X	
Supporting students with care plans	X	X	
Custodians/Enhanced Cleaners/Bus Washers	X	X	
Trades	X		
Drivers (bus & delivery)	X	X	
First Aid Attendants		X	X

The physical configuration of each district site will be reviewed by site specific Occupational Health and Safety (OH&S) Committees in order to assess and recommend how best to implement site-specific control measures. A form to record this process is located at the [end of this document](#) and site based OH&S committees should review their sites periodically.

### Management of COVID-19 in K-12 Schools (See [Management of Illness and Confirmed Cases](#))

#### Definitions:

- **Confirmed Case:** a person with laboratory confirmation of infection, with the virus that causes COVID-19, performed at a community, hospital or reference laboratory.
- **Contact Tracing:** a process led by local health authorities to identify people that have been in close contact with a confirmed case. Contact tracing helps people get diagnosed earlier and reduces the chance of spreading COVID-19. *Only contacts who may have been exposed to the respiratory droplets from the confirmed case (through coughing, sneezing or speaking) need to be identified.*
- **School Cluster:** multiple confirmed and linked cases of COVID-19 among students and/or staff within a 14 day period. The determination of clusters can only be made by health officers.
- **Self-Isolation:** staying home and avoiding situations where one could come into contact with others. Self-isolation is required for those confirmed as a case of COVID-19, those who are identified as a close contact of a confirmed case of COVID-10, and those who have travelled outside Canada in the last 14 days.

### Risk Control Measures (See [COVID-19 Public Health Guidance for K-12 School Settings](#))

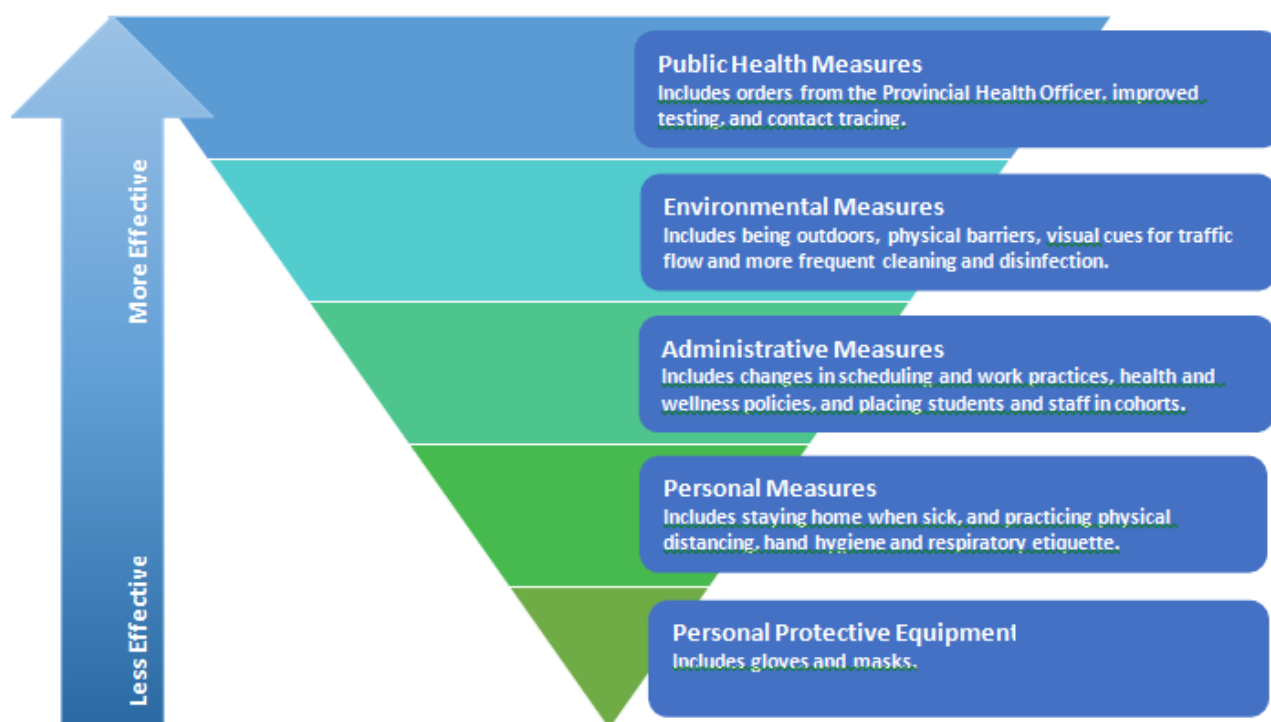
Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in controlled environments where multiple measures of various effectiveness can be routinely and consistently implemented.

Schools are considered controlled environments by public health. This is because schools include a consistent grouping of people, there are robust illness policies for students and staff and there is an ability to implement effective personal practices that are followed by most people in the setting (eg., diligent hand washing, respiratory etiquette, etc.). Infection prevention and exposure control measures help create a safe environment for students and staff. *Infection Prevention and Exposure Control Measures for Communicable Disease* describes measures that can be taken to reduce the transmission of COVID-19. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.





## The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



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

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

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

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

**Personal Protective Equipment (PPE)** is not effective as a stand-alone preventative measure. It should be suited to the task, and must be worn and disposed of properly. Outside of the health-care settings, the effectiveness of PPE is generally limited to protecting others should you be infected.

**Control Measures** are planned interventions that eliminate or minimize risk of exposure to workers. This plan prescribes precautionary measures and safe work procedures. Precautionary measures apply for all job duties, while safe work procedures apply job-specific control measures and documented procedures.

The district prescribes the following controls to be considered for implementation (in order of preference) for safe work procedures for the job duties identified in the risk assessment:



## A. Public Health Controls

### • Mass Gatherings

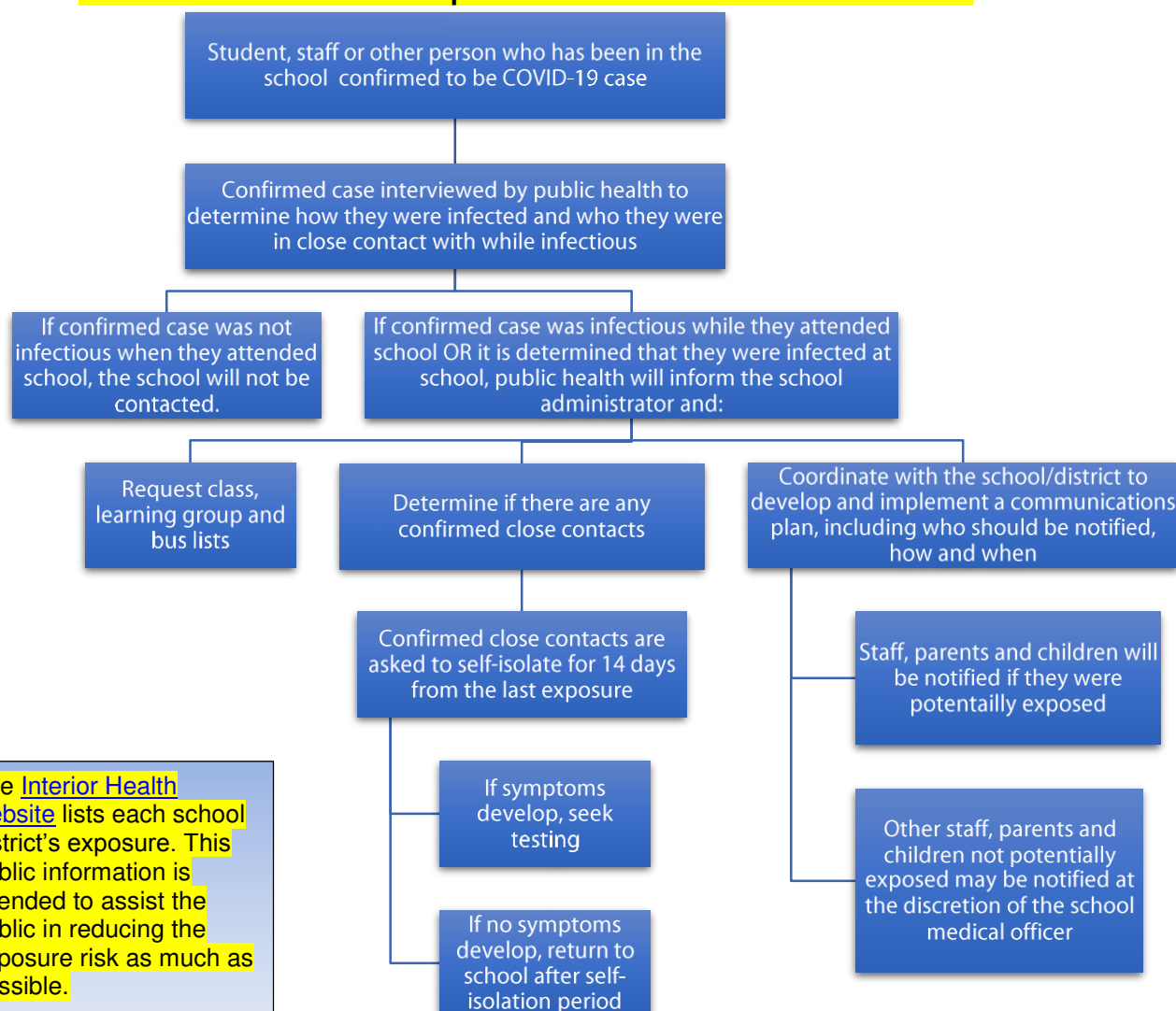
The [Provincial Health Officer's Order for Gatherings and Events](#) prohibits the gathering of more than 50 people for the purpose of an event. This order does not apply to students, teachers or instructors at school when they are engaged in educational activities but does apply to community events held at schools. The Order is focused on one-time or recurrent events where people gather and where control measures may be hard to implement.

### • Case Finding and Contact Tracing

If a staff or student is a confirmed case of COVID-19 through testing or investigation (i.e. case finding), the health authority will identify who that person has been in close contact with recently (i.e. contact tracing) to determine how they were infected and who else may have been at risk of infection.

If there was a potential exposure at a school (i.e. a student or staff who has a confirmed case of COVID-19 and attended school when they may have been potentially infectious), the health authority will work with the school to understand who may have been exposed, and to determine what actions should be taken, including identifying if other students or staff are sick (case finding) or have been exposed and should monitor for symptoms or self-isolate. A process map for how contact tracing would occur is included below:

### Public Health Actions in Response to a Confirmed Case of COVID-19



The [Interior Health website](#) lists each school district's exposure. This public information is intended to assist the public in reducing the exposure risk as much as possible.



As part of this investigation, the health authority will work with the school administrator to understand who may have been exposed (eg. requesting cohort or bus lists), and to determine what actions should be taken, including identifying if other students and staff are sick (case finding) or have been exposed and should monitor for symptoms or self-isolate.

Health authority staff will identify and directly notify close contacts of a confirmed case who are required to self-isolate for 14 days. Students and staff are only required to self-isolate if directed to do so by health authority staff – this includes members of the learning group of the confirmed case.

Other people who are not identified as close contacts of a confirmed case, but who may have interacted with the confirmed case while they were infectious, may be advised by health authority staff to self-monitor for symptoms but can still attend school.

The health authority will work closely with the school to determine if further actions should be taken.

Schools will provide learning support to students required to self-isolate.

Personal privacy rights will be maintained. The health authority will not disclose that a student or staff member is a confirmed case of COVID-19 unless there is reason to believe they may have been infectious when they attended school. In this case, the health authority will provide only the information required to support effective contact tracing and only to the school administrator or delegate. The health authority will notify everyone who they determine may have been exposed, including if any follow-up actions are recommended (e.g. self-isolate, monitor for symptoms, etc.). They will work with the school administrator to determine if additional notifications are warranted (e.g. notification to the broader school community). To ensure personal privacy rights are maintained, and that the information provided is complete and correct, school administrators or staff should not provide notifications to staff or students' families about potential or confirmed COVID19 cases unless the school administrator is directed to do so by the school medical officer.

- **Managing Clusters of COVID-19**

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

- **COVID-19 Outbreaks in Schools**

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

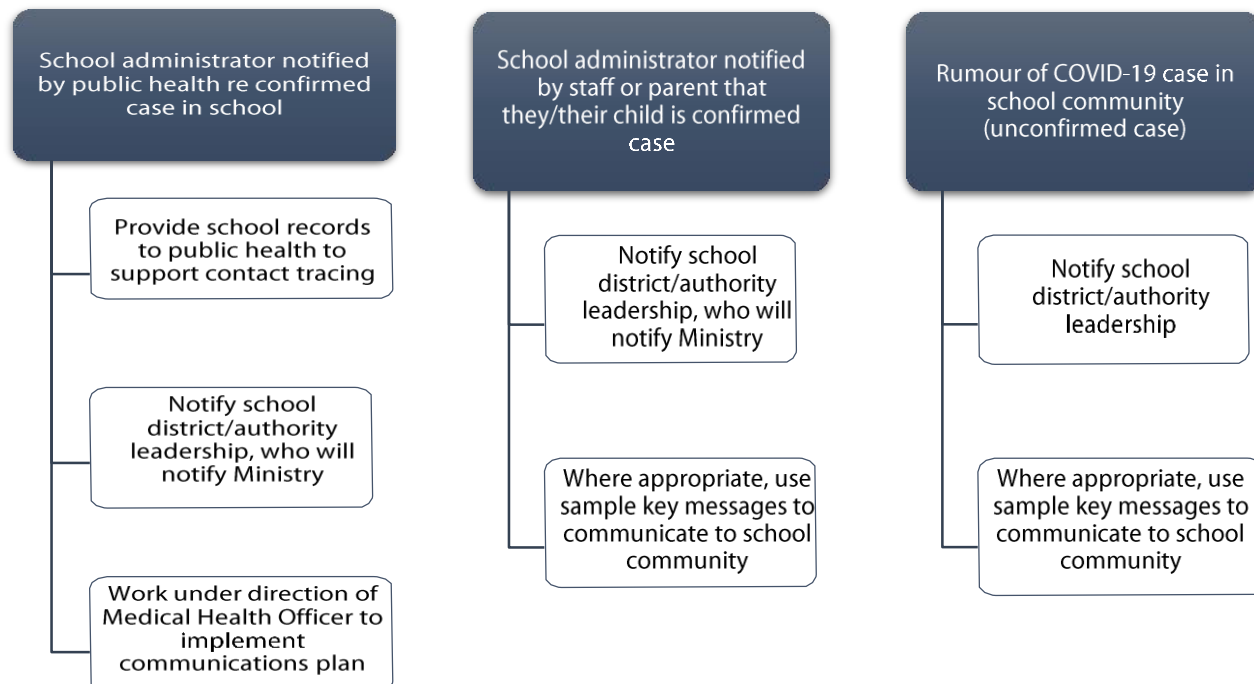
- **Self-isolation and Quarantine** Self-isolation means staying home and avoiding situations where you could come in contact with others. Self-isolation is required for those confirmed as a case of COVID-19 (i.e. those diagnosed with COVID-19) and those who are identified as a close contact of a confirmed case of COVID-19. Health authority staff identify and notify close contacts of a confirmed case who are required to self-isolate. The health authority ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place. Quarantine is a term typically reserved for people who return from travel outside the country, who are at risk of developing COVID-19.
- **Self-Isolation 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 after arrival under both provincial and federal orders. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before beginning school to adhere to the self-isolation orders. Unless you are [exempt](#), all international travelers returning to B.C. are required by law to self-quarantine for 14 days and to complete the federal [ArriveCAN application](#) prior to their return or upon arrival. Additional information is available [here](#). Information on how to self-isolate after travel when you live with other family members is available [here](#).





## COVID-19 Protocols for School Administrators

(See [Protocols for School and District Administrators: Management of Illness and Confirmed Cases](#))



### A. Environmental – Elimination & Engineering Controls

- Droplet shield barriers for service counters on a case by case basis (where **1-2 metre** distancing is not possible).
- Monitor HVAC fresh air make-up. **There is no evidence that a building's ventilation system, in good operating condition, would contribute to the spread of COVID-19.**
- Quarantine/isolation area (*site medical room*)
- Physical distance markings (e.g., **1-2 metre** floor markers to address traffic flow, or one-way hallways or stairwells)
- Designated entrance and exit doors
- Physical barriers installed where physical distance can't be maintained & a person is interacting with numerous individuals outside of a cohort (eg., reception)
- General cleaning and disinfecting at least once every 24 hours (in accordance with [BCCDC guidelines](#) for Cleaning and Disinfecting for Public Settings).

List of disinfecting agents and their working concentrations known to be effective against coronaviruses<sup>1,2</sup>:

Agent and concentration	Uses
1. <b>1:100 dilution Chlorine: household bleach – sodium hypochlorite (5.25%)*</b> 10 ml bleach to 990 ml water	Used for disinfecting surfaces (e.g. hand railings, grab handles, door knobs, cupboard handles). Make fresh daily and allow surface to air dry naturally.
2. <b>1:50 dilution Chlorine: household bleach – sodium hypochlorite (5.25%)*</b> 20 ml bleach to 980 ml water	Used for disinfecting surfaces contaminated with bodily fluids and waste like vomit, diarrhea, mucus, or feces (after cleaning with soap and water first). Make fresh daily and allow surface to air dry naturally.
3. <b>Hydrogen Peroxide 0.5%</b> <b>Do not dilute your own.</b>	Used for cleaning and disinfecting surfaces (e.g. counters, hand rails, door knobs).
4. <b>Quaternary Ammonium Compounds (QUATs):</b> noted as 'alkyl dimethyl benzyl ammonium chlorides' on the product label <b>Do not dilute your own.</b>	Used for disinfecting surfaces (e.g. floors, walls, furnishings).



- Frequently-touched surfaces cleaned and disinfected at least twice every 24 hours
- Limit frequently touched items that aren't easily cleaned (eg., stuffed toys or dress-up clothing)
- Empty garbage cans daily
- Wearing disposable gloves when cleaning blood or bodily fluids. Wash hands before & after removing gloves.

### **B. Administrative Controls**

- School Site Procedures
- Facilities Procedures
- Board Office Procedures
- Transportation Department Procedures
- Cohorts/Learning Groups for both learning and break time– groups of students and staff who remain together throughout a term *Note: 1-2 metre distancing does not need to be maintained within cohorts. Cohorts may change at the start of a new quarter.*
- Consistent seating arrangements in cohorts where practical
- Virtual meetings and assemblies
- Staggered breaks/entry/exit times (*site specific*)
- Take students outside more often
- Room capacity limits (*site specific for common areas*)
- Vehicle capacity recommendations (physical distancing &/or masks)
- Bus riding procedures and masks for students & staff travelling on buses
- Signage posted at sites (e.g., physical distancing, limited site access, hand washing, sneeze etiquette, etc.)
- Self-monitor (*as per 8-1-1 or medical professional guidance*)
- Self-isolate (*as per 8-1-1 or medical professional guidance*)
- Sick days (*follow usual practice for reporting*)

### **C. Personal - Precautionary Controls**

- Cough/sneeze etiquette, physical distancing and good hand hygiene
- Self-assess personal health daily before coming to school (*See Appendix I*)
- Stay home when sick or showing symptoms

### **D. Personal Protective Equipment (PPE)**

- Airway protection – masks
- Body protection – apron or gown
- Disposable gloves
- Eye protection – goggles or face shield (cleaning and disinfecting instructions can be found [here](#))



## Masks

Masks will be required for staff and gr. 6-12 students in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained. Exceptions will be made for students who cannot wear a mask for medical reasons. **It is important to treat people wearing masks with respect.** Children in K - gr. 5 are strongly recommended to wear masks in high traffic areas & common areas such as hallways and buses, or anytime outside of their learning group whenever physical distancing cannot be maintained. **School sites should not be putting mask requirements or recommendations in place beyond what is outlined in this document.**

Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their learning group. **This means staff who are not part of a cohort or learning group (eg., TTOC, librarian, itinerant teacher) would be required to wear a mask where physical distancing cannot be maintained from others.** In order to support staff and students to meet this expectation every staff member and student will be provided at least two masks should they require them. More information on safe mask use, including how to clean and store reusable masks can be found [here](#).

**Parents, students, and staff are responsible for ensuring they have a non-medical mask or face covering available at school so it is accessible should they become ill while at school or require a mask.**





## Face Shields

Face shields are a form of eye protection for the person wearing them but they may not prevent the spread of droplets from the wearer. Face shields, like plexi-glass barriers, should not be worn in place of non-medical masks. Staff roles and responsibilities in the Pandemic Response Plan outline face shield requirements for a specific role. Staff who would like to request a face shield should speak to their supervisor and ensure they are familiar with how to don and doff, as well as how to clean the face shield. The school district will provide face shields to staff who require them.

Role	Low	Moderate	High
Clerical/Administration	X		
Teachers/Educational Assistants/ASWs	X		
Supporting complex learners	X	X	
Supporting students with care plans	X	X	
Custodians/Enhanced Cleaners/Bus Washers	X	X	
Trades	X		
Drivers (bus & delivery)	X	X	
First Aid Attendants		X	X

The table below identifies PPE prescribed to eliminate or minimize exposure risks as identified above.

	Low	Moderate	High
<b>Airway protection (mask)</b>	Required – <i>when physical distancing can't be maintained</i>	Required	Required
<b>Body Protection (Aprons or gown)</b>	Not required	Not required	Not required
<b>Disposable gloves</b>	Not required, <b>but available</b>	Required - <i>when handling potentially contaminated objects (or as outlined in a student's personal care/medical plan)</i>	Required
<b>Eye protection (goggles or face shield)</b>	Not required, <b>but available</b>	Required - <i>when working with students with high risk for droplet contact (as outlined in a student's personal care/medical plan)</i>	Required

**Coronavirus COVID-19**  
BC Centre for Disease Control | BC Ministry of Health

**The 5 steps to Don (put on) Personal protective equipment (PPE)**

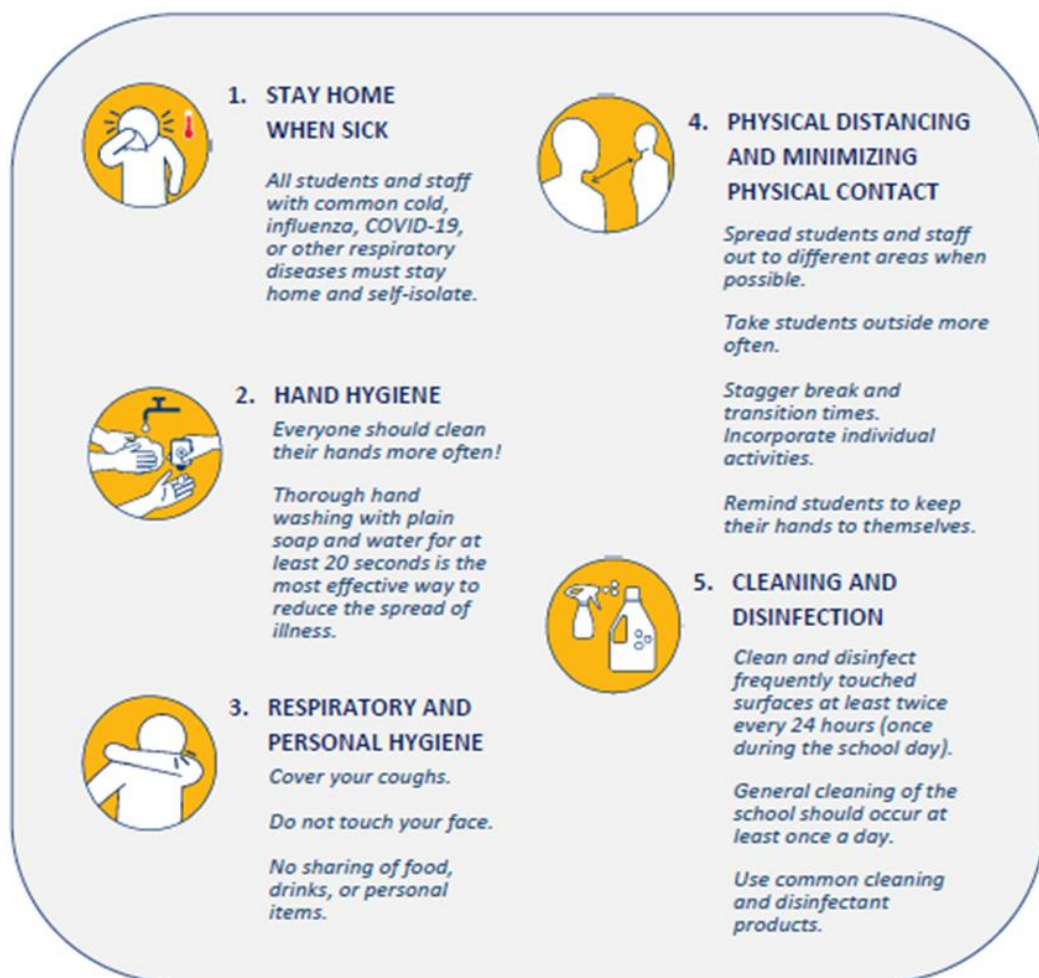
- 1 Hand hygiene**  
  
 Clean all surfaces of hands and wrists
- 2 Gown**  
  
 Cover torso and wrap around back, fasten in back of neck and waist
- 3 Surgical/procedure mask**  
  
 Secure ties at middle of head and neck, fit nose band to your nose and pull bottom down to completely cover chin
- 4 Eye protection**  
  
 Place goggles or face shield over face and eyes and adjust to fit
- 5 Gloves**  
  
 Extend to cover wrist of gown

BRITISH COLUMBIA Ministry of Health

CCC

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





## Why Use Learning Groups/Cohorts?

A learning group (cohort) contains students and staff who remain together throughout the quarter, term, semester, or year. Compared to other public settings, schools have a relatively consistent set of people accessing the building. Learning groups further reduce the number of interactions between students and staff. This helps with contact tracing and limits interruptions to learning if a case of COVID-19 is confirmed in a learning group.

**Learning group sizes:** Learning groups are smallest in elementary and middle schools because it is more challenging for younger students to maintain physical distance. Students in secondary school are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19. Schools will continue to support learning groups below the maximums set by the Ministry whenever possible; with most elementary cohort groups at no more than **30 indoors, and 60 outside.**

The [PHO order on mass gatherings](#) does not apply to schools, as events are defined in the order as an irregular gathering, like a party or celebration.

Learning groups can be made of a single class of students or multiple classes of students. Learning groups will sometimes join for activities like PE, music, or they may be secondary students taking the same courses.

**Elementary** schools will still be organized into classrooms as students' primary learning environment and have the option to create learning groups of up to 60; who can interact more regularly. Schools will continue to support learning groups below these maximums set by the Ministry whenever possible; with most elementary cohort groups at **no more than 30 indoors.**



**Secondary** school students will continue to be organized in courses. School timetables will be organized to limit students to learning groups of no more than 120. Schools will analyze student enrollment and course selection to identify "natural learning groups," students who are taking the same core subjects and electives.

Cohort composition can be changed at the start of a new quarter, semester or term. Outside of these, composition should be changed as minimally as possible, except where required to support optimal school functioning, including learning, operational or student health and safety considerations. Any cohort changes must be approved and tracked by the principal.

### Interacting with Learning Groups/Cohorts

As much as possible, schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of while continuing to support learning and a positive, healthy and safe environment. Gr. 6 -12 students must wear non-medical masks anytime outside of their learning group where physical distancing is not possible, and masks are strongly recommended for K – gr. 5 students.

Those outside of a learning group must practice physical distancing when interacting with the learning group. For example, an itinerant educator (eg., a teacher teaching on call, an ASW, a teacher candidate, a district specialist) can teach/support multiple learning groups but should maintain physical distance from students and other staff as much as possible. In an elementary or secondary school, two classes from different learning groups can be in the same learning space at the same time if a **1-2 metre** distance can be maintained between people from different learning groups.

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

#### Elementary students (K-Gr. 5):

- When interacting with peers outside of their learning group, students should:
  - minimize physical contact.
  - maintain physical distance. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.
  - Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower-risk environment than indoors.
  - **As a precautionary measure, our current protocols request that sites consider designated areas for cohorts to interact outside to decrease contacts with others outside their cohort groups.**

#### Middle/Secondary students (Gr. 6-12):

- When interacting with peers outside of their learning group, students should maintain physical distance.
- Gr. 6-12 students capable of consistently maintaining physical distance, when it is required, should be expected to do so. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

**Staff and other adults should seek to reduce the number of close, face-to-face interactions with each other at all times, even if wearing a non-medical mask. This includes during break times and in meetings.**

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



Elementary and middle schools are likely able to implement cohorts without reducing the number of individuals typically within the school. Secondary schools may use both approaches: implement cohorts and reduce the number of individuals typically within the school to ensure there is space available to prevent crowding. This may be necessary due to the larger number of people and the increased frequency of classroom exchanges that typically occur within secondary schools.

### **Itinerant Staff & Specialists**

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

Staff outside of a learning group must practice physical distancing when interacting with the learning group. For example, a learning assistance teacher or a counsellor can work with students from multiple learning groups, but they should maintain physical distance from students and other staff as much as possible. In situations where staff outside a learning group cannot practice physical distancing, other measures must be explored, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, installing a physical barrier made of transparent materials, or providing virtual services where possible. When staff are interacting with people outside of their learning group; physical distance cannot be consistently maintained; and none of the strategies outlined above are viable options, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield if possible).

### **Education and Training**

Staff will receive information on the following:

- The risk of exposure to COVID-19 and the signs and symptoms of the disease.
- Safe work procedures to be followed, including hand washing and cough/sneeze etiquette.
- Location of washing facilities, including locations of alcohol-based hand rubs.
- How to report an exposure to, or symptoms of, the COVID-19 virus.

### **Record keeping**

The district will keep records of instruction and training provided to workers regarding the COVID-19, as well as first aid records and reports of exposure.

These documents include:

- Safe Work Procedures
- Workplace Inspection Reports
- Joint Occupational Health and Safety meeting minutes
- Accident/Incident Investigation Reports
- Training Records

### **Periodic Review**

This Exposure Control Plan will be reviewed at least annually or following a pandemic. The plan will be updated, as new and updated information is made available.



## Precautionary Measures

All employees should ensure that they understand and comply with the infection prevention policies and practices that are in place in their workplaces.

## Physical Distancing

Physical distancing refers to a range of measures aimed at reducing close contact with others.

Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged, close (face-to-face) contact.

- Within cohorts, physical distancing should include avoiding physical contact, minimizing close, prolonged, face-to-face interactions, and spreading out as much as possible within the space available.
- Outside of cohorts, practicing physical distancing should include avoiding physical contact and close, prolonged face-to-face interactions, spreading out as much as possible within the space available, and ensuring there is 1-2 metres of space available between people.
- Spaces where members of different cohorts interact should be sufficiently large, and/or should have limits on the number of people so that 1-2 metres of space is available between people.
- Within and outside of cohorts, there should be no crowding.

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

Non-medical masks are not a replacement for the need for physical distancing for in-class instruction delivered to more than one cohort.

This means making changes in your everyday routines in order to minimize close contact with others. **People in a learning group/cohort do not need to stay 1-2 metres apart but they must limit physical contact.** Physical distancing includes:

- avoiding crowded places and non-essential gatherings
- avoiding close greetings, such as handshakes or hugs
- spread people out as much as is practical to do so (eg., different desk and table formations)
- for secondary schools consider arranging desks/tables so students are not facing each other, and using consistent seating arrangements (*this can assist public health should contact tracing need to occur*).
- conduct virtual meetings
- consider strategies that prevent crowding at pick-up & drop-off
- stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often.
- Incorporate more individual activities or activities that encourage greater space between students and staff
- Manage flow of people in common areas (eg., hallways) to minimize crowding (*it is important not to reduce the number of exits and ensure the fire code is adhered to*).
- Visitors (parents, caregivers, health-care providers, volunteers, and other non-staff adults) entering the school should be prioritized to those supporting activities that are of benefit to student learning and well-being (eg., meal program volunteers).
- Add barriers when people can't keep a healthy distance (1-2 metres) and when people interact with a high number of individuals (eg., front reception, or cafeteria).

**PHYSICAL DISTANCING**

Together, we can slow the spread of COVID-19 by making a conscious effort to keep a physical distance between each other. Physical distancing is proven to be one of the most effective ways to reduce the spread of illness during an outbreak. With patience and cooperation, we can all do our part.

**What does physical distancing mean?**

This means making changes in your everyday routines in order to minimize close contact with others, including:

- avoiding crowded places and non-essential gatherings
- avoiding common greetings, such as handshakes
- limiting contact with people at higher risk (e.g. older adults and those in poor health)
- keeping a distance of at least 2 arms lengths (approximately 2 metres) from others, as much as possible

**Here's how you can practice physical distancing:**

- greet with a wave instead of a handshake, a kiss or a hug
- stay home as much as possible, including for meals and entertainment
- shop or take public transportation during off-peak hours
- conduct virtual meetings
- host virtual playdates for your kids
- use technology to keep in touch with friends and family

If possible,

- use food delivery services or online shopping
- exercise at home or outside
- work from home

**Remember to:**

- wash your hands often for at least 20 seconds and avoid touching your face
- cough or sneeze into the bend of your arm
- avoid touching surfaces people touch often

**If you're concerned you may have COVID-19:**

- separate yourself from others as soon as you have symptoms
- if you are outside the home when a symptom develops, go home immediately and avoid taking public transit
- stay home and follow the advice of your Public Health Authority, who may recommend isolation
- call ahead to a health care provider if you are ill and seeking medical attention

**FOR MORE INFORMATION:**

canada.ca/coronavirus 1-833-784-4397

Public Health Agency of Canada / Santé Canada

Canada





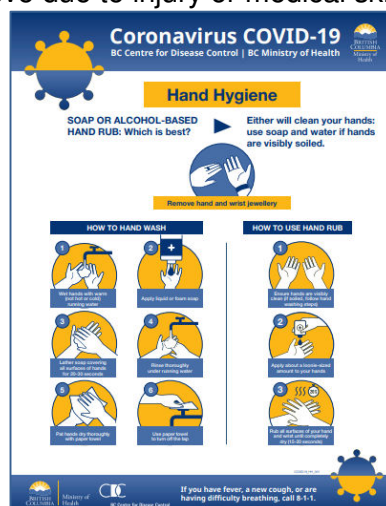
## Hand Hygiene

Increased hand hygiene is required by staff, students, and visitors including:

- Before boarding school buses
- Entering school buildings
- Before and after eating
- Using the washroom
- Using playground equipment

### How to wash hands:

1. Wash hands with soap and water for at least 20 seconds (antibacterial soap is not required and the water temperature does not change the effectiveness of hand washing).
  2. Rub palms, backs of hands, between fingers and under nails/creating a lather.
  3. Rinse off all soap with running water.
  4. Dry hands with a clean, disposable towel.
  5. Discard the used towel in the waste container.
  6. If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty.
- To learn about how to perform hand hygiene, please refer to the [BCCDC's hand washing poster](#). If you are unable to perform hand washing as above due to injury or medical skin conditions, please advise your supervisor.



### Hand washing is required:

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

## Cleaning

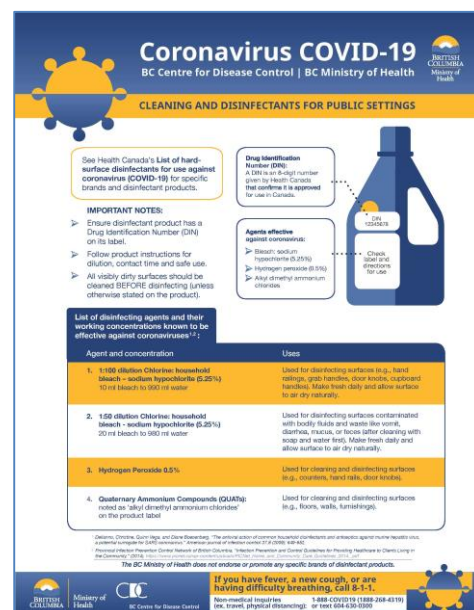
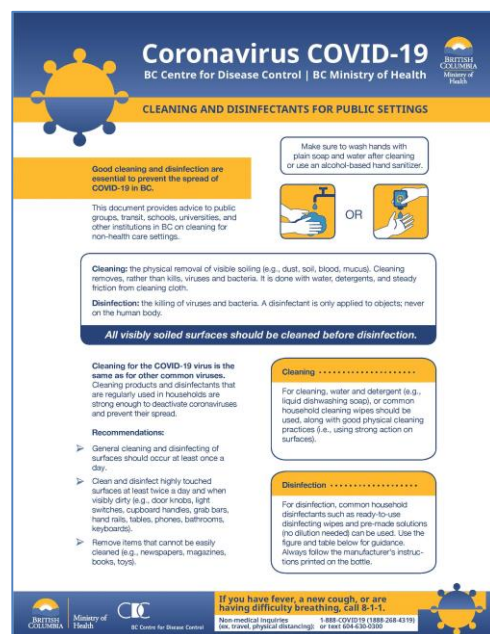
For **cleaning**, use water and detergent (eg. liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e. using strong action on surfaces). For hard-



# Exposure Control Plan for COVID-19

to-reach areas, use a brush and rinse thoroughly prior to disinfecting. For **disinfection**, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and solutions. The school district will provide these cleaning and disinfecting agents approved by the [BCCDC guidelines](#).

- General cleaning and disinfecting of the premises should occur at least once every 24 hours.
  - This includes items that only a single student may use (eg., individual desk).
- Frequently-touched surfaces should be cleaned and disinfected at least twice every 24 hours.
  - These include door knobs, light switches, toilet handles, tables, desks, chairs used by multiple students, keyboards and toys.
- Shared spaces such as kitchens and bathrooms should also be cleaned regularly.
- Focus cleaning efforts on locations where students and staff will be present. There are no additional cleaning and disinfecting procedures beyond those that are normally implemented; this includes different cohorts using the same space (eg., a classroom, gym, arts room, science of home economics lab).
- Students in the same cohort can share materials and equipment within their cohort without washing them in between same-cohort users. Preference is for materials used within cohort groups (eg., balls, manipulatives, musical instruments) to be cleaned after the use within a cohort (eg., wash class cohort toys at the end of the day), or before another cohort uses the materials, especially at the secondary level.
- Most materials can be cleaned in a variety of ways: spraying with disinfectant and leaving to dry, washing with soap and water, leaving items for 2-3 days between use (eg., lego, sports equipment can be left to sit without use over the weekend), or washing with soap and water (eg., rinse toys in a soap and water bin overnight and let dry).
- Empty garbage containers daily.
- Clean high-touch electronic devices (i.e., keyboards, tablets, smartboards) by using disinfecting wipes or by spraying a paper towel with provided spray bottle of disinfectant and wiping device.
- Cleaning to remove debris/soil (e.g. floor care) will be done as time permits.
- Clean and disinfect surfaces that are visibly dirty.
- Paper products do not require cleaning (eg., books). Clean and disinfect laminated materials similar to the expectations of class materials and equipment above.
- Wear disposable gloves when cleaning blood or bodily fluids.
- Stack classroom chairs at the end of the day so that custodial staff can spray them with disinfectant.





### Cleaning Equipment

- Ensure adequate hand washing supplies at all times (i.e., soap, paper towels and alcohol-based hand sanitizer (minimum 60%) where hand washing is not readily available.
- Common commercially-available detergents and disinfectant products are sufficient for cleaning and disinfection in schools. The school district will provide these cleaning and disinfecting agents as approved by the [BCCDC guidelines](#).
- Read and follow manufacturer's instructions for safe use of cleaning and disinfection products. *Note: the "QUAT" disinfectant product used by SD22 is diluted 64:1 from its concentrated form outlined on MSDS labelling.*
- Contaminated disposable cleaning items (e.g. mop heads, cloths) should be placed in a lined garbage bin before disposing of them with regular waste.
- Reusable cleaning items can be washed using regular laundry soap and hot water (60-90°C). Clean and disinfect surfaces that people touch often.

### Cleaning Responsibilities

- Regular, enhanced, and as needed cleaning will be performed by custodial staff.
- Other staff and students may also clean their work areas/equipment as needed to maintain a clean environment.
  - Cleaning supplies are provided and approved by all [BCCDC guidelines](#) for public settings.
  - Do not bring cleaners from home
  - Do not bring school materials home to clean
- If cleaning is required, staff should notify the principal/office
- The principal or school office will request cleaning, per protocols with custodial staff.

### Cleaning Tools/Equipment and Desk/Workstations

- Staff and students may clean equipment & workstations. Staff should be responsible for spray bottles with disinfectant. Paper towel and disinfecting spray can be used to wipe surfaces.
- When cleaning a vehicle, make sure to clean outside in a well-ventilated area with the vehicle windows down.
- Custodians/enhanced cleaners are responsible for cleaning their tools/equipment and desk/workstation throughout the workday. This will ensure limiting the risk of infection from person to person.
  - These surfaces/items include but are not limited to spray bottles, mop handles, mop bucket handles, bucket pail handles, cleaning wands/extensions, keyboards, mouse, and monitor within the desk/workstation.
  - All sets of keys that are used by operations staff and keys loaned out to other staff must also be cleaned prior to shift/lending out and upon end of shift/return of keys.
  - If any tools/equipment cannot be cleaned, please contact your supervisor for further direction.
  - Limit sharing of any tools/equipment with other staff while on shift.
  - Daily change of work clothes is beneficial to limit the spread of infection.

### Laundry

- Laundry (home economics classes, life skills programs, first aid room bedding etc.) should be placed in a laundry basket with a plastic liner.
- Do not shake dirty items.
- Wearing gloves is optional, no other PPE is required. Clean hands before and after wearing gloves.
- Wash with regular laundry soap and hot water (60-90 °C).



## Enhanced Environmental Cleaning

**Enhanced cleaners** will engage in enhanced environmental cleaning (as required).

<b>Main entrance and exit doors</b> <input type="checkbox"/> Door handles on both sides of door <input type="checkbox"/> Push area above door handle on both sides	<b>Reception offices/Staffrooms</b> <input type="checkbox"/> Countertops <input type="checkbox"/> Kitchen equipment <input type="checkbox"/> Telephones	<b>Water fountains</b> <input type="checkbox"/> Handles <input type="checkbox"/> Buttons
<b>Classrooms</b> <input type="checkbox"/> Handles (and above handle on both sides) <input type="checkbox"/> Light switches <input type="checkbox"/> Cabinet handles <input type="checkbox"/> Classroom chairs and stools (used by multiple people) <input type="checkbox"/> Desks and tables (used by multiple people) <input type="checkbox"/> Computer keyboards <input type="checkbox"/> Toys	<b>Washroom</b> <input type="checkbox"/> Toilet handles <input type="checkbox"/> Faucets, soap and towel dispenser <input type="checkbox"/> Toilet stall locking mechanisms and area	
<b>Handrails and Elevators</b> <input type="checkbox"/> Staircase handrails <input type="checkbox"/> Elevator push buttons	<b>Please note that playground equipment will be accessible but WILL NOT be cleaned. Children must wash their hands before and after playing on playgrounds.</b>	

## Symptomatic staff

- All staff must assess themselves **daily** for symptoms of common cold, influenza, or COVID-19 prior to entering the school. If you are sick, stay home and report illness to Human Resources and your supervisor. *(See Appendix I)*
- If you start to develop symptoms while at work, let your supervisor know immediately and go home if you can safely do so. Request medical assistance on site if required. **Follow all [guidelines](#) in this document regarding illness and symptoms.**

## Separate the ill individual from others

Anyone showing symptoms or become ill during the day must be promptly separated from others in an isolation room (*first aid room*). If parents/caregivers have a child with symptoms they should visit [this site](#).





<i>If a Student Develops Any Symptoms of Illness</i>	<i>If a Staff Member Develops Any Symptoms of Illness</i>
<p><b>Parents or caregivers must keep the student at home.</b></p> <p><b>IF A STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</b></p> <p><b>Staff must take the following steps:</b></p> <ol style="list-style-type: none"><li>1. Immediately separate the symptomatic student from others in a supervised area.</li><li>2. <b>Office staff</b> should contact the student's parent or caregiver to pick them up as soon as possible.</li><li>3. Where possible, maintain a 2 metre distance from the ill student. If not possible, staff should wear a non-medical mask.</li><li>4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.</li><li>5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.</li><li>6. Once the student is picked up, practice diligent hand hygiene.</li><li>7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (eg. classroom, bathroom, common areas).</li><li>8. If the first aid room requires immediate disinfecting, please contact the Maintenance Department to request sanitization at 250.549.9210</li></ol> <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p><b>Staff must stay home.</b></p> <p><b>IF STAFF DEVELOP SYMPTOMS AT WORK:</b></p> <p><b>Staff should go home as soon as possible.</b></p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"><li>1. Symptomatic staff should separate themselves into an area away from others.</li><li>2. Maintain a distance of 2 metres from others.</li><li>3. Use a mask to cover their nose and mouth while they wait to be picked up.</li><li>4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (eg., classroom, bathroom, common areas).</li><li>5. If the first aid room requires immediate disinfecting, please contact the Maintenance Department to request sanitization at 250.549.9210</li></ol>
<p><b>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. A health care provider note is not required for staff/students to return.</b></p>	

## In-Class Instruction

In-class instruction provides students with peer engagement, supports social and emotional development and decreases feelings of isolation. School also provides many students access to programs and services they can't get at home and is integral to their overall health. **Like every year, students who are registered in "bricks and mortar" schools are expected to attend school in-person, unless they are sick.**

- Schools and teachers at the elementary and middle school grades, providing in-class instruction, will not be providing daily online options for students
- Wherever possible, full-time learning, in-class will be prioritized for secondary students. At some sites, students in secondary school courses may be required to complete some learning online, only if in-person instruction is not possible given learning group sizes.
- **Online learning options are provided through School District 22's [vlearn](#).**



## Mental Health of Staff, Students & families

- Individuals may be affected by the anxiety and uncertainty created by the COVID-19 situation.
- It's important to remember that mental health is just as important as physical health, and to take measures to support mental well-being.
- Regular monitoring and assessment will review how changes to the delivery of education impact mental and emotional well-being of students and staff.
- Resources that can assist with maintaining mental health in the workplace during this time include:
  - [Mental Health and Psychosocial Considerations During COVID-19 Outbreak](#)
  - [Coronavirus: Managing Stress & Anxiety](#)

## 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.

A [needs assessment](#) for students and educators is crucial as part of a trauma-informed transition back into classrooms. Use of needs-based assessments and regular 'check-ins' can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community. 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](#).

A number of trauma-informed resources are available to assist schools in supporting students and staff in their return to school:

- [Compassionate Learning Communities – Supporting Trauma-Informed Practice](#)
- [Linda O'Neill – Trauma Informed in the Classroom](#)
- [MCFD: Healing families, Helping Symptoms: A Trauma- Informed practice Guide for Working with Children, Youth, and Families](#)

## Supporting Students: *Provide reassurance, good listening and maintain routines*

Children hear and take in a lot of the talk that is going on around them, especially as they get older.

- Reassure children about their personal safety and health. Tell children that it is okay to be concerned and there is a lot we can do to stay safe and healthy. Make sure the information is suitable for their age level.
- Let them know they can ask questions. Answer questions honestly but make sure that the information is suitable for their age level.
- Maintain familiar activities and routines, as possible, as it can reinforce the sense of security of children. At the same time, build physical distancing strategies into your learning activities.

## Class Materials

- Have personal spaces and materials, tools or equipment setup for students as best as possible
- Students and staff should wash their hands before and after handling shared materials.
- If possible, number and assign each student their own supplies
- Designate areas for leaving personal items. Lockers are not available to students at this time but cubbies may be used within learning groups.
- Follow [cleaning guidelines](#) outlined in this document.



## Toys & Manipulatives

- Keep enough toys out to encourage individual play. Try to limit toys/items only to those that can be easily cleaned (i.e., no dress-up clothes or stuffed animals). Items that may encourage group play in close proximity or increase the risk of hand-to-hand contact should be avoided.
- If regular cleaning of toys/manipulatives is not possible, students should not have access to them. Follow the [cleaning guidelines](#) outlined in this document.

## Inclusive Education

- Students who require more support in school will have full-time, in-class instruction available.
- Students who need to stay home because they are immunocompromised should have an at home learning plan and be provided with an educational program.
- Should the circumstances change and schools move to a stage in the [five-stage](#) K-12 framework requiring remote or online learning, Educational Assistants should continue to support students and teachers.
- Children and youth in care will have priority access to technology, child care, in-class instruction and additional supports.

## International Students

- We continue to support international students coming to B.C. to study.
- All students who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. This includes students who are attending school from abroad.

## Indigenous Students

- SD22 will engage with First Nations and Indigenous peoples as a part of the planning process.
- Schools will identify Indigenous students whose educational outcomes may have been negatively impacted during in-class suspension, with support planned and prioritized.
- If a remote or hybrid learning model of instruction is necessary for some Aboriginal students due to circumstances, an educational program will be provided.

## Food and Meal Plans

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

- If food is prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those recorded in this document and normal food safety practices need to be implemented (e.g. home economics and culinary arts).
- If food is prepared for meal programs, breakfast clubs and other food access initiatives, and is not regulated under the Food Premises Regulation, no additional measures beyond those recorded in this document (Appendix D) and normal food safety practices need to be implemented.
- Schools should continue to emphasize that food and beverages should not be shared.
- Food should be pre-packaged or served/plated before students receive it. No buffet-style food service will happen at this time.
- Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).

[FOODSAFE](#) Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food safety practices.

Some schools offer food services that are regulated under the [Food Premises Regulation](#). These are typically cafeterias; but may also include some meal programs.

- If food service provided in schools is regulated under the Food Premises Regulation, no additional





measures beyond those described in this document, and regular requirements as outlined in the regulation, need to be implemented (e.g. a FOODSAFE trained staff member, a food safety plan, etc.).

- o Additional considerations that may be relevant when providing food services in schools are detailed in the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#).

For food contact surfaces, schools should ensure any sanitizers or disinfectants used are approved for use in a food service application and are appropriate for use against COVID-19. These may be different than the products noted in this document for general cleaning and disinfection. Additional information is available [here](#).

Schools can continue to accept food donations to support learning and the delivery of meal programs, breakfast clubs and other food access initiatives.

Students may be facing increased levels of food insecurity (a worry or lack of financial means to buy healthy, safe, personally acceptable food). Wherever possible, schools are encouraged to continue providing meal programs, breakfast clubs and other food access initiatives.

The July 31<sup>st</sup>, 2020 Order of the Provincial health Officer [Restaurants, Coffee Shops, Cafes, Cafeterias and Licensed Premises, Including Pubs, Bars, Lounges, Nightclubs and Tasting Rooms](#) does not apply to schools.

[Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.

### Assessments

The return to full in-class instruction in September will include the following:

- [Provincial curriculum](#) for all students at all grade levels
- Regular report cards and assessments

### Sports, Clubs & Extracurricular Activities

Extracurricular activities including sports, arts and special interest clubs can only occur if:

- Physical distance can be maintained between members of different learning groups (Stage 2 to 4)
- Reduced physical contact is practiced by those within the same learning group (Stage 2)

Currently student access inside school buildings is 8:00am-4:00pm daily, unless approved by the principal and Director of Facilities. Secondary school sports teams can use the secondary gyms until 6:30pm under the following conditions:

1. All athletes enter and exit through a designated entrance that leads directly to the gym. All high schools have direct outside access.
2. Athletes come to practice changed so that they are not using the change rooms.
3. Athletes use a designated bathroom. For VSS that would be the one in the equipment room so that they are not leaving the gym.
4. The gym bleachers will not be pulled out
5. Coaches/Players clean equipment after use. This includes volleyball standards during the fall.
6. Coaches are responsible to ensure their student athletes do not leave the gym

All other students that are not participating on a school team are expected to leave the building by 4:00pm

### Tournaments, competitions & festivals

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

### Music Programs



All classes, programs and activities (eg., band, choir) can continue to occur where:

Under Stage 2:

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

Under Stages 3 to 4:

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

### Work Placements & Apprenticeships

School authorities will assess and determine if it is safe for students to remain on work placements and apprenticeships.

- For work placements that cannot continue in person, schools will determine if alternate methods to continue learning or accumulate volunteer hours for work placements are possible
- Students are encouraged to talk to their teachers about work placements and apprenticeships
- The work environment has changed due to the impacts of COVID-19 and employers will need to follow current guidelines from the Provincial health officer and WorkSafe BC.

### Playgrounds

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

- Ensure appropriate hand hygiene practices before and after outdoor play
- Attempt to minimize direct contact between students
- Sand and water can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough.
- More information on playgrounds is available on the [BC Centre for Disease Control website](#).

### Physical & Health Education/Outdoor Programs

Encourage outdoor programs as much as possible. Teachers should plan physical activities that limit the use of shared equipment and:

- Minimize physical contact inside learning groups (under Stage 2); or
- Support physical distancing outside of learning groups.
- Focus on activities that do not use equipment.



- Shared equipment should be **cleaned and disinfected** and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use. ([Refer to Physical and Health Education 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.

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
- Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment
- Disinfect teaching aids (eg., clipboards, white boards, pens, bins, etc.)
- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms
- When transitioning to/from outside remind students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in designated desk area or a marked side of the hallway

### Sports

Programs, activities and sports academies can occur if:

Under Stage 2:

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

Under Stages 3 to 4:

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

### Dance/Drama

Classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur.

- Limit physical touch and face-to-face interactions
- Costume items should be limited in shared use and laundry procedures in this document should be followed.
- Use outdoor spaces where possible
- Consider alternatives for audience engagement such as online streaming, in class or family oriented presentations.
- Refer to more information on the [ABCDE website](#).

### Field Trips

No field trips should occur in stages 3 and 4. In stage 2 when planning field trips, staff should follow existing policies and procedures as well as the COVID-19 health and safety guidelines. Additional measures specific to field trips should be taken, including:

- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administrative guidelines for safe bus travel must be followed.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- If school buses are being used, elementary students should travel on a bus with their inside cohort group. Secondary school students should travel in their class groups. In secondary, where mixed cohorts exist in classes, if a group is less than 24 passengers they can sit one per seat on the same bus while wearing a non-medical mask. In these cases, load the bus by cohort so that the cohort sits in the same area of the bus.



- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines.
- Ensure field trip numbers align with the PHO guidance on mass gatherings (i.e. 50 people).
- Field trips to outdoor locations are preferable.
- Conduct a risk assessment considering the field trip location (eg., will there be other members of the public in close proximity at the field trip site or will your group have exclusive access; how can hand hygiene and physical distancing expectations be maintained etc.).
- No overnight field trips should occur.
- International Field Trips - cancelled until further notice.

### Kindergarten Entry

Students transitioning into Kindergarten will need additional time to adjust to the new school environment and develop relationships with educators and peers in the context of COVID-19. Schools will develop gradual entry strategies to safely transition students to kindergarten. Parents/caregivers entering the building will be limited during this process to support physical distancing protocols. Outdoor activities will be encouraged and regular reminders about safety protocols will be modelled.

Kindergarten classrooms should maintain a focus on play-based learning, while limiting the use of shared materials and following the cleaning and disinfecting protocols

### After Hours use of Facilities

To ensure adequate cleaning and controlled environments, after hours programs are not permitted without approval by the director of facilities and the principal. The use of district facilities by outside organizations is not permitted to promote the health and safety of students and staff (in Stages 2-5).

## Safe Work Procedures

### Roles

#### All staff

- Review the Pandemic Response Plan including this Exposure Control Plan, and follow all guidelines and protocols.
- Check emails at least daily for new information and additional guidance.
- Abide by all signage and instructions when visiting and/or working at a school site.
- Wash hands ([as prescribed](#)) on arrival, departure, and throughout the day.
- Demonstrate and model appropriate hygiene practices and sneeze etiquette.
- Do not touch your face (eyes, nose, and mouth).
- If group work occurs, maintain physical distancing (**1-2 metres**) where possible.
- Wear a non-medical mask or face covering when you are in a high traffic area and anytime you are outside of your classroom or learning group and physical distancing cannot be maintained.
- Do not come to work when you are sick, have symptoms of COVID-19, or if you have been told to self-isolate. Contact your supervisor and follow usual HR practices regarding leaves, or if you are immunocompromised or at risk. (*See Appendix I for a self-assessment checklist*)
- Do not share food or utensils.
- In-person meetings should be in a large space or an outside open space where staff can maintain physical distancing (**1-2 metres**) from each other.
- Use communication methods like TEAMS, emails, and conference calls to avoid gatherings that don't allow for physical distancing.

#### School Clerical Staff/ Reception Staff

- Designate a **1-2 metre** area in front of or behind a kiosk/reception counter.
- Encourage parents and stakeholders to call or email instead of visiting the school.
- Rearrange office spaces to encourage physical distancing.



- Establish communication methods with staff and students that maintains physical distancing (eg., PAs, phones, email or video conferencing).
- Ensure visitors and visiting workers sign into the binder.
- Apply floor markers (tape provided by maintenance) on the floor to indicate spacing of **1-2 metres** away from the reception counter.
- Create a drop box for documents being turned into the school office.
- Avoid sharing workstations with others when possible; use disinfectant and paper towels for equipment when required.

### Teachers & Support Staff working with Students

- Maintain a **1-2 metre** physical distance while working with a student outside of your learning group.
- Watch for potential signs of illness in students.
- Plan activities that maintain [physical distancing](#) & rearrange desks/chairs to achieve physical distancing where possible.
- Limit access to your classroom/workspace to individuals outside of your learning group.

### Working with a complex learner or students with care plans

- If maintaining **1-2 metre** physical distancing while working with a student is not possible then wear appropriate personal protective equipment (PPE) (as outlined in the child's personal care/medical plan).
- Review individual safe work instructions & other at risk behaviours that may impact the use of PPE.
- Review individual student personal care/medical plans on a case by case basis.

### Custodians/Enhanced Cleaners

- Wear appropriate PPE as required, or advised by your supervisor. (eg., nitrile gloves when working with chemicals)
- Wash hands immediately before and after wearing gloves.
- Perform additional cleaning in areas as directed by supervisor/manager.
- Stagger breaks to reduce congregation.
- Plan cleaning activities to maintain **1-2 metre** distance from others where possible.
- If running low on any supplies let your supervisor/manager know as soon as possible.

### Bus Drivers/Bus Washers

- Buses used for transporting students should be cleaned and disinfected according to guidance provided by the [BCCDC](#).
- Ensure students follow protocols for loading and unloading safely.
- Follow procedures for Transportation outlined in Appendix D.
- Wear appropriate PPE as required, or advised by your supervisor.

### Construction Contractors (*when applicable*)

- Follow the directive of the Provincial Health Officer.
- Sign in and out at all sites, **and ensure a daily health check is complete before entering a site.**
- Ensure you have an Exposure Control Plan in place for your organization.
- Follow SD22 safety procedures

### Food Services Staff

- Refer to any recommendations published by the Interior Health Authority for minimizing COVID-19 risk for community-based food programs. Follow district protocols outlined in Appendix D of the Pandemic Plan **and in this document.**
- If food is prepared within or outside school for consumption by people other than those who prepared it (including for sale), it is expected that the [WorkSafe BC Restaurant protocols](#) are being followed.



### Using Fleet Vehicles and Personal Vehicles

- All school district fleet/personal vehicles should maintain physical distancing in vehicles whenever possible. Consider separate vehicles if possible. If a vehicle must be used by multiple people, masks are required, and the vehicle must be wiped down with the disinfectant after each use.
- Staff who use their personal vehicle for work must be authorized to do so & maintain applicable levels of insurance. Contact the supervisor for details on mileage reimbursement.





## Principal and Vice Principal Guide

This supplemental summary is provided as support to principals for implementation of this Exposure Control Plan.

	DISTRICT DIRECTION	ACTION AT SCHOOL	RECORD OF COMPLETION
<b>Hand Hygiene</b>	<ul style="list-style-type: none"><li>○ Schools are to promote proper hand-washing technique, breaks, and special gatherings.</li><li>○ Signage and instructions are included in the Exposure Control Plan</li></ul>	<ul style="list-style-type: none"><li>○ Distribute the <a href="#">Hand-washing Poster</a> to teaching staff to instruct their students</li><li>○ Remind staff to wash their hands often</li><li>○ Post hand washing signage at all sinks</li></ul>	<ul style="list-style-type: none"><li>○</li></ul>
<b>Physical Distancing</b>	<ul style="list-style-type: none"><li>○ Limit number of people in a space</li><li>○ Stagger entrance/exit/break times</li><li>○ Adjust furniture to slow movement</li><li>○ Use online meetings when possible</li></ul>	<ul style="list-style-type: none"><li>○ Establish protocols and capacities to limit occupants in any given school area (post <a href="#">occupancy limits</a> in common areas)</li><li>○ Adjust student scheduling and request staff to adjust their breaks accordingly</li><li>○ Adjust school and classroom furniture</li><li>○</li></ul>	<ul style="list-style-type: none"><li>○</li></ul>
<b>Paper Towel and Tissues</b>	<ul style="list-style-type: none"><li>○ Paper towel is expected to be used at an increased rate, supply is not a concern.</li><li>○ Toilet paper dispensers changed out last year have longer capacity and require fewer restocking.</li><li>○ Tissues will be supplied to schools</li></ul>	<ul style="list-style-type: none"><li>○ Ensure and provide adequate paper towel, tissue, and toilet paper supplies (custodian on shift).</li></ul>	<ul style="list-style-type: none"><li>○</li></ul>
<b>Hand Sanitizers</b>	<ul style="list-style-type: none"><li>○ Hand sanitizer is available as required.</li></ul>	<ul style="list-style-type: none"><li>○ Ensure hand sanitizers are available where soap and water is not accessible.</li></ul>	<ul style="list-style-type: none"><li>○</li></ul>
<b>Cough &amp; Sneeze Etiquette</b>	<ul style="list-style-type: none"><li>○ Schools are to promote proper cough &amp; sneeze techniques.</li></ul>	<ul style="list-style-type: none"><li>○ Distribute the <a href="#">Sneeze &amp; Cough Etiquette Sheet</a> to teaching staff.</li><li>○ Ask teaching staff to instruct on <a href="#">cough &amp; sneeze etiquette</a>.</li></ul>	<ul style="list-style-type: none"><li>○</li></ul>





	DISTRICT DIRECTION	ACTION AT SCHOOL	RECORD OF COMPLETION
<b>Personal Protective Equipment</b>	<ul style="list-style-type: none"> <li>○ Ensure that masks, goggles/face shields, gloves and any other required PPE is available on site.</li> <li>○ Ensure that staff who are required to use PPE are trained.</li> <li>○ Remind staff/student of mask use expectations</li> </ul>	<ul style="list-style-type: none"> <li>○ Refer staff who require additional training to resources in the ECP and/or the director of facilities to ensure that they know when and how to use required PPE.</li> <li>○ Refer staff to BC Centre for Disease Control <a href="#">PPE poster</a></li> <li>○ Provide masks to staff/students who require them</li> </ul>	○
<b>Daily Cleaning Frequency</b>	<ul style="list-style-type: none"> <li>○ Cleaning and disinfecting of high-touch-surfaces (surfaces touched by many people each day) will be carried out by custodial staff at least twice every 24 hrs.</li> <li>○ In the event of any increased concern, custodial staff will follow safe work procedures to disinfect identified areas.</li> </ul>	<ul style="list-style-type: none"> <li>○ Inform all staff of the cleaning and frequency to be done by custodial staff.</li> <li>○ Staff should be advised to <b>not bring cleaning products to the school, including bleach.</b></li> <li>○ Custodial staff will disinfect rooms when requested and approved by the district.</li> <li>○ Immediate cleaning will take place upon request and approval by the principal.</li> </ul>	○
<b>Musical Instruments</b>	<ul style="list-style-type: none"> <li>○ All classes, programs &amp; music activities can continue to occur (eg., band/choir)</li> <li>○ Shared equipment should be cleaned and disinfected.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensure music teachers are aware of the following <a href="#">guidelines</a> and cleaning expectations.</li> </ul>	○
<b>Higher-Risk Staff/Students</b>	<ul style="list-style-type: none"> <li>○ High-risk staff and students should consult their health care professional or 8-1-1.</li> </ul>	<ul style="list-style-type: none"> <li>○ Encourage staff/students to contact 8-1-1</li> <li>○ Contact HR for assistance</li> </ul>	○
<b>Case Confirmations</b>	<ul style="list-style-type: none"> <li>○ Staff and students must monitor for symptoms of COVID-19 daily.</li> <li>○ Staff and students who have symptoms must remain at home.</li> <li>○ Staff and students who show symptoms while at school</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide training to school staff/ students/ caregivers on how to identify and respond to symptoms.</li> <li>○ Provide the health checklist to parents and staff (Appendix I)</li> <li>○ Contact 8-1-1 for information.</li> <li>○ Disinfect as required.</li> </ul>	○



# Exposure Control Plan for COVID-19

	DISTRICT DIRECTION	ACTION AT SCHOOL	RECORD OF COMPLETION
	<p>should go home, <b>monitor symptoms</b>, and contact 8-1-1;</p> <ul style="list-style-type: none"> <li>Interior Health will advise on response to confirmed cases</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with the Superintendent's office regarding confirmed cases.</li> </ul>	
<b>Reporting absenteeism</b>	<ul style="list-style-type: none"> <li>Principals are asked to be diligent in reporting</li> <li>Interior Health will provide directive to the district as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Notify school district of any staff/students who go home.</li> <li>Ensure that employees understand the need to contact 8 -1-1 or their medical professional for guidance.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Vaccinations</b>	<ul style="list-style-type: none"> <li>Currently there is no vaccination for COVID-19</li> <li>Annual seasonal flu vaccination program will continue in the fall of 2020</li> </ul>	<ul style="list-style-type: none"> <li>Await further instructions from the district and health authority.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Complex Learners</b>	<ul style="list-style-type: none"> <li>In some cases, employees will be working in close proximity to learners</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that employees are aware of appropriate measures to reduce the risks; frequent hand washing and to not touch their face.</li> <li>Review and update any individual support plans to determine the appropriate step to be taken on a case by case basis.</li> <li>In some cases, PPE may be required.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Exposure Control Plan and COVID-19 Inquiries</b>	<ul style="list-style-type: none"> <li>Contact HR for general inquiries</li> <li>Visit the <a href="#">BCCDC</a> website for up to date information about COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>Contact HR Health &amp; Safety with specific issues or questions that arise involving COVID-19 and the safety of employees.</li> <li>Advice for "Parents, Students or Schools" is also available on the web at <a href="#">the BCCDC website</a>.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



### Working from Your Home

**Stage 2 of the K-12 restart plan with in-class instruction in schools means that staff will be working on-site for in-person instruction.** In the event we move to a different stage and classes move to remote learning, the following information applies. In such cases, staff may be approved to work from home, and the following information applies.

Employees must recognize their responsibility to maintain a safe and secure work location and that the conditions of their employment contract and the policies of the school and/or district extend to their work-from-home situation.

#### Process:

1. Managers and supervisors should review the following with employees who may be temporarily working-from-home during the COVID-19 Pandemic period. Employees that feel they cannot establish a safe work environment in their home must report this situation to their supervisor prior to accepting a work-from-home schedule. If working from home is not safe, alternative arrangements will be explored on a case by case basis, including arrangements to work safely at the worksite.
2. Once reviewed with the employee and any questions answered, a confirmation and agreement to these conditions is required from each employee before they begin their work-from-home schedule. **Employees working from home will be required to confirm their understanding of and compliance with these work-from-home requirements by completing the 'Working From Your Home: Employee Form' and returning it to their supervisor.**

The following are the minimum safety conditions required with respect to OH&S regulations when employees are working from home:

#### Supervision

- The supervisor will have direct and regular contact with the employee and provide work direction and safety instruction as appropriate.
- The employee agrees to provide a phone/cell phone at the home work location which will be used to contact the supervisor. If a telephone is required for other work purposes, it should be separate from the employee's home line or technology must be used to ensure the privacy of the employee's home line.
- The employee must confirm with the supervisor that a process for summoning assistance is present in the home.
- The supervisor's contact information will be provided to the employee and vice versa.
- The employee will provide the location (address) and description of the work area to the supervisor. The supervisor may, but is not required to, request a photograph of the work location within the home in place of a site inspection.
- The employee will report to the supervisor any work-related injury, accident, or incident and do so on the same day as the incident (following usual incident reporting procedures).
- The employee will seek immediate medical attention for any work-related injuries (if required).
- First aid is not required in a work location of one (1), but a means to summon assistance is.

#### Working From Your Home Procedures

A schedule for working from your home, if approved, will be arranged and confirmed by the employee with the supervisor.

For low risk work and work locations, such as computer, phone, and office-style work from home, the work from home check-in process is as follows:

- The employee checks-in with their supervisor by an established time & procedure at the start and the end of the shift.
- Records must be kept.

**Failure to check-in:** (*\*tip - set a reminder on your phone*)



- If the employee fails to check-in, the supervisor or designate will try all available means of communication to contact the employee directly.
- If this is unsuccessful, the supervisor will contact the employee's emergency contact (as on record with the employer).
- If this is not successful, the supervisor will report the situation to non-emergency police for inquiry.

### Ergonomics & Lighting

- The home work location and furniture will not create physical strain on the employee when working their regular work schedule from home.
- Home work locations must not provide strain or risk to the worker. Work locations that are not clearly ergonomically appropriate for extended periods of computer and office work must be avoided. Please review the [WorkSafe document – Setting up, Organizing, and Working Comfortably in Your Home Workspace](#) and the [WorkSafe document- How to Make your Computer Work Station Fit You](#).
- Lighting is to be adequate to permit work to proceed without strain or risk to trips or falls.

### Tripping hazards

- Tripping hazards will be cleared by the employee from the work area and all access areas.

### Electrical hazards

- The employee is to confirm that electrical hazards are not created in establishing a home work location.
- Matching electrical plugs to compatible electrical outlets is the responsibility of the employee.
- The employee agrees to "lock out"/de-energize any electrical devices, appliances, or other powered work tools before conducting any physical or electronic service on the devices.

### Security & FIPPA

- The work location must be such that it does not place the employee at risk of violence or domestic violence. If it does, this risk must be identified and resolved, or shared with the supervisor.
- The computer, information, and computer programs utilized by employees working-from-home will be kept secure at all time; including from other persons in the home. Both district privacy rules and FIPPA legislation applies to work-from-home.

### Emergency procedures

- The employee will have a ready exit from the home work location should an emergency occur and agrees to transfer the district's emergency procedures to their home.
- The employee will post emergency contacts near their home phone.
- The employee will update their emergency contact information with the district as soon as they begin working from home.

### Disease Control

- The employee will follow the same prevention and control measures used in the school/site to prevent transmission of COVID-19:
  - Ensure that they have ready access to hand-washing facilities and supplies in the home and wash their hands frequently and properly (soap and water for a minimum 20 seconds).
  - Avoid touching their face with unwashed hands.
  - Maintain a **1-2 metre** physical distance from others outside of the home environment.
  - Keep surfaces in the work location clean and disinfect high-touch surfaces regularly.

### Inspection

- The employee confirms that they are aware of the employer's expectations regarding working from home.
- The employee's confirmation and agreement to the listed expectations regarding working from home, when completed, represents an accurate description and inspection of the home work area



and that any outstanding health or safety hazards have been resolved in advance of working from home or discussed with the supervisor.

- The employee and district agree that the school/site Joint OH&S Committee and its members will not conduct inspections in an employee's home, including their home work location.

### **Incident Reporting & Investigations**

- Investigations into workplace accidents/incidents will follow the district's standard process as closely as practicable.
- All parties agree that the school/site Joint OH&S Committee and its members will not enter the home, without the employee's permission, to investigate accidents reported in the home work location.
- The employer will not be responsible for any non-work related injuries or illnesses that may occur at home. Compensation will be limited to the approved work-from-home times only and will be limited to the designated work-from-home location within the employee's home.

### **Costs**

- Employees are expected to maintain their home and related costs including items such as homeowner or tenant insurance, heat and hydro.
- Employees are responsible for any costs linked to home renovations required to have a home office.
- Employees are responsible for maintenance of their own furniture and equipment.
- Employees should not be removing equipment (tables/chairs etc.) from work sites to be used at their home location.

### **Tips for Working-from-Home**

- As an employee working-from-home you may not have to commute to work daily but it is still important to keep to a 'work day ritual'.
- Have a specific location where you work. This may be a room, or just a corner of a room, but it is always the place where you do your work.
- Begin and finish at the same time every day that you are working at home. Have a beginning and end of day ritual. A simple example is opening and closing your laptop.
- As you would for working in the office, set a schedule and stick to it. Make a 'to do' list and check your accomplishments at the end of the day.
- Set and stick to deadlines.
- Maintain contact with the office and maintain your work relationships by making telephone calls/teleconferences or video calls/video conferences rather than relying exclusively on email or other technology.
- Keep your supervisor informed of your progress and any difficulties encountered. This contact includes conveying the need for overtime to complete projects.
- Determine which interruptions are okay and which are not. Tell your friends and family what the ground rules are. Household members need to understand that you are working and are not to disturb you unnecessarily.
- Be honest with yourself. Working from home is not a substitute for sick days, child or elder care. Too much compromise or a lack of clarity on the part of the employee or employer can lead to problems. E.g. if you are sick, take a sick day instead of trying to work through it.

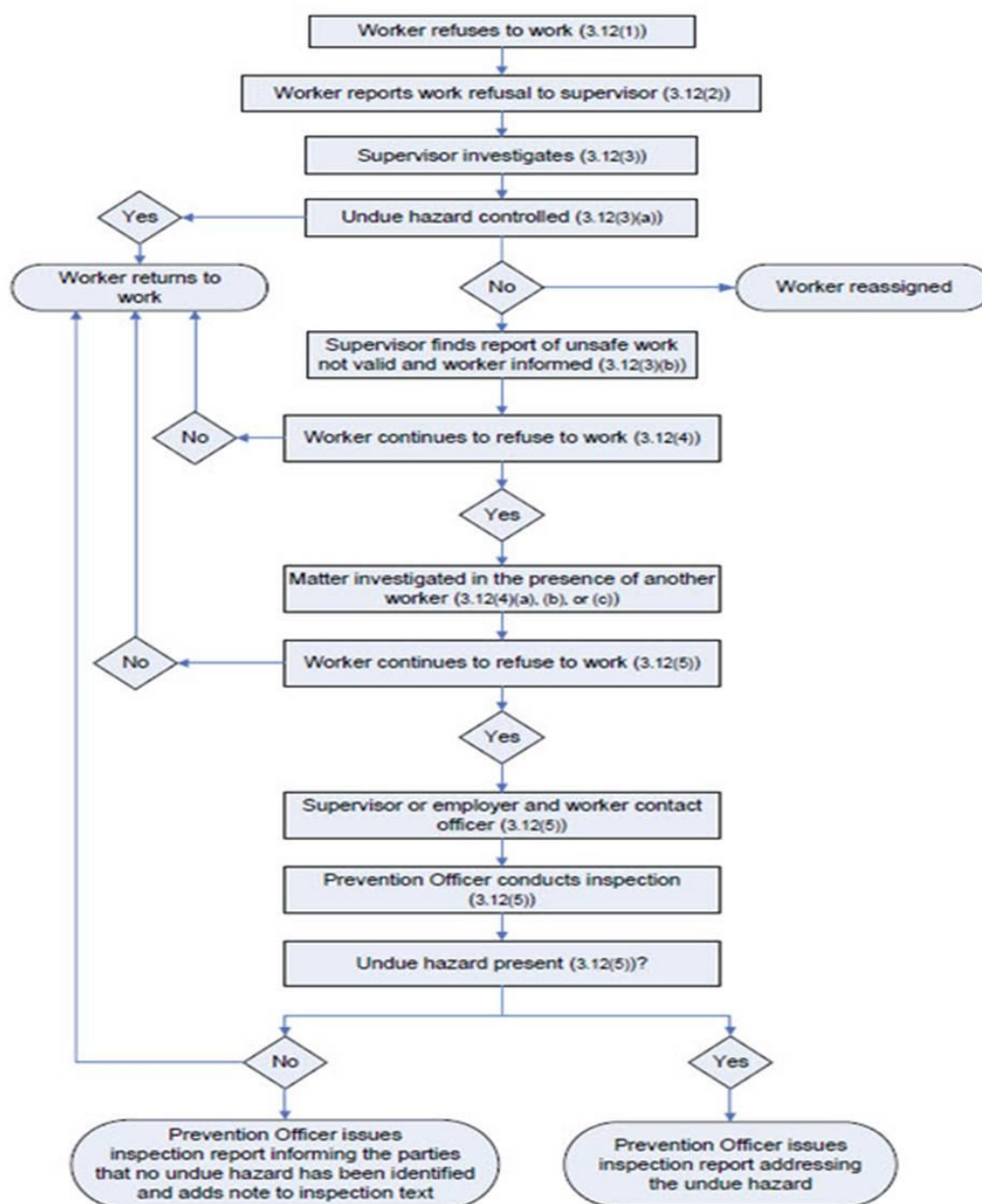




## WSBC OH&S Regulation Guideline 3.12 Refusal of Unsafe Work

SD No. 22's Exposure Control Plan for COVID-19 is intended to minimize or eliminate the potential for transmission of the COVID virus at school district work sites, thereby mitigating any undue hazards. Nonetheless, according to WSBC's [Occupational Health and Safety Guideline G3.12](#), workers in BC have the right to refuse work if they believe it presents an "undue hazard". In those circumstances, the district will investigate and consider each refusal on a case-by-case basis. Supervisors will take action as needed and as appropriate to address the concerns. The following flowchart from [Guideline G23.12](#) illustrates the district's general process. Both worker and supervisor should consult the guideline to clarify roles and responsibilities and report any unresolved concerns to the Director of Facilities.

**Flowchart for Regulation Guideline 3.12**







## Working From Your Home: Employee Form

I \_\_\_\_\_ (employee full name) understand that I must recognize my responsibility to maintain a safe and secure work location and that the conditions of my employment contract and the policies of the school and/or district extend to my work-from-home situation.

I understand the minimum safety conditions required with respect to OH&S Regulations for employees working from home as outlined in the SD22 Exposure Control Plan.

Specifically I have read and acknowledge my understanding of the district's expectations of me when working from home. I can confirm that I meet all the requirements listed in the Exposure Control Plan with respect to:

✓ **Please check each:**

- ☐ Supervision
- ☐ Working Alone Procedures
- ☐ Failure to Check in
- ☐ Ergonomics and Lighting
- ☐ Tripping Hazards
- ☐ Electrical Hazards
- ☐ Security and FIPPA
- ☐ Emergency Procedures
- ☐ Disease Control
- ☐ Inspections
- ☐ Incident Reporting & Investigations
- ☐ Costs
- ☐ Tips for Working-from-Home
- ☐ 3.12 Refusal of Unsafe Work

**1. My contact number(s) at home:** \_\_\_\_\_ (cell) \_\_\_\_\_ (home)

**2. My emergency contact:** \_\_\_\_\_ (name) \_\_\_\_\_ (phone)  
\_\_\_\_\_ (relationship to me)

**3. My location:** \_\_\_\_\_ (address)

**4. First Aid plan:** For assistance I will summon \_\_\_\_\_ (name of person you will contact), or 911 in the event of a serious first aid injury.

**5. A description of the work area** *(feel free to attach a picture for further information)*

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\_\_\_\_\_  
Employee signature

\_\_\_\_\_  
Date

*Please submit this form to your supervisor before commencing work from your home.*



## Site Inspection Report

Location name: \_\_\_\_\_

Date of inspection: \_\_\_\_\_

The purpose of this inspection is to review the physical site environment and identify exposure hazards so that appropriate control measures can be developed to minimize or eliminate the specific risk related to the potential exposure to COVID-19. If other unrelated safety hazards are noted during this inspection they should be addressed as well.

For COVID-19, it is expected that measures of physical distancing and hand washing will have the most significant impact on exposure risk, therefore the inspection should focus on this.

Look at areas or situations in which physical distancing could be of concern, such as building entryways and exits, school offices, staff room(s), washrooms etc. Observe the controls that are already in place, make note of them and comment:

	YES	NO	Additional Controls Needed (comment here)
1. School site COVID-19 protocol and/or "limited site access" signage at entryways and exits?			
2. Signage for room occupancy limits for common areas (eg., staffrooms)			
3. Floor lines (1-2 metre markers) where needed in potentially higher traffic areas (e.g., school office, staff room)?			
4. Sufficient hand washing/sneeze etiquette signage?			
5. Sufficient physical distancing signage?			
6. Are masks, gloves, goggles/face shields or other relevant Personal Protective Equipment available for those employees who may require it (such as: custodians, those teachers/EAs supporting complex learners or students with care plans as well as First Aid Attendants)?			
7. Is there a process and supplies available for sanitizing personal work spaces (including keyboards) and/or shared equipment?			



## Exposure Control Plan for COVID-19

8. Site supervisor comments:

- a. Have employees been asked to provide feedback regarding existing controls and whether they have additional ideas for where potential exposures may occur and how they think exposures could be better controlled? This can be done via staff meetings or other informal communications.

YES \_\_\_\_ NO \_\_\_\_

If YES, provide comments: \_\_\_\_\_

Additional Comments from Inspection Team:

Inspected by:

(please print and sign in the spaces provided)

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

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Note: Site Safety Inspections should be conducted by the Site OH&S Committee.











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




## Revisions

April 23, 2020	Template version 1.0
May 21, 2020	Version 2.0 – Preparing for Stage 3 of the Restart Plan
May 26, 2020	Version 3.0 – Preparing for Stage 3 of the Restart Plan
August 21, 2020	Version 4.0 – Preparing for Stage 2 of the Restart Plan
September 22, 2020	Version 5.0 – Preparing for Stage 2 of the Restart Plan



## Posters: Printable documents and instructions.

Document	Description
 about-coronavirus-di sease-covid-19-eng.pr	About COVID-19 (Information)
 preventing-covid-19- workplace-employers	Prevention in the workplace: Employers and employees (Information)
 social-distancing-eng .pdf	Physical Distancing (Fact sheet)
 COVID19_PhysicalDis tancingPoster.pdf	Physical Distancing (Information)
 Sneezing and Coughing Etiquette	Sneezing and Coughing Etiquette
 covid-19-handwashi ng-eng.pdf	Handwashing (Instructions)
 CleaningDisinfectin g_PublicSettings.pd	Cleaning and Disinfectants Public Settings (Information)
 Fact Sheet - Regular Custodians and Repla	Enhanced Environmental Cleaning (Fact sheet)

Document	Description
 7694-COVID-Return ToSchool-Poster-We	Wearing a Mask (FR)
 7694-COVID-Return ToSchool-Poster-Wa	Washing Hands (FR)
 7694-COVID-Return ToSchool-Poster-Thi	Things to Do (FR)
 7694-COVID-Return ToSchool-Poster-Sta	Stay Home (FR)
 7694-COVID-Return ToSchool-Poster-Sar	Sanitize (FR)
 7694-COVID-Return ToSchool-Poster-Saf	Physical Distance (FR)
 7694-COVID-Return ToSchool-Poster-Do	Don't Share Certain Things (FR)



## Resources

[COVID Information Posters](#)

[Operational Guidelines for School Districts](#)

[What you need to know for Return to School 2020-21 Fact Sheet](#)

[Signage and Posters for Various COVID related topics](#)

[Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#)

[BC Centre for Disease Control – COVID-19 Signage Posters](#)

[BC Centre for Disease Control FAQ Document for Schools](#)

[Restarting B.C.'s Schools](#)

[B.C.'s K-12 Education Restart Plan](#)

[COVID-19 Public Health Guidance for K-12 School Settings](#)

[WorkSafeBC Education \(K-12\): Protocols for Returning to Operations](#)

[WorkSafeBC Exposure Control Planning Guidelines](#)

[Public Health Agency Workplace and Risk-Informed Decision-Making Guidelines for COVID-19](#)

[Cleaning & Disinfecting Instructions for Eye/Facial Protection](#)

[Canadian Mental Health Association of BC](#)

[CMHA BC's Free Wellness Program Information](#)



## COVID-19 Frequently Asked Questions and Answers

### 1. What happens if there is a confirmed case of COVID-19 with someone who has been on school property?

- The health authority will investigate to determine if there were any potential close contacts within the school during the time that the confirmed case was infectious. As part of this investigation, the health authority will work with the school administrator(s) to understand who may have been exposed (eg. requesting cohort or bus lists), and to determine what actions should be taken, including identifying if other students and staff are sick (case finding) or have been exposed and should monitor for symptoms or self-isolate.
- Health authority staff will identify and directly notify close contacts of a confirmed case who are required to self-isolate for 14 days. Students and staff are only required to self-isolate if directed to do so by health authority staff – this includes members of the learning group of the confirmed case.
- Other people who are not identified as close contacts of a confirmed case, but who may have interacted with the confirmed case while they were infectious, may be advised by health authority staff to self-monitor for symptoms but can still attend school.
- The health authority will work closely with the school to determine if further actions should be taken.
- Schools will provide learning support to students required to self-isolate.

### 2. How will staff, families and the public be notified if there is a confirmed case?

- Staff and parents will be notified by the health authority if they/their child has been in close contact with a COVID-positive person while they were infectious.

### 3. What if there is a potential case of COVID-19 with someone who has been on school property?

- Local medical health officers will consistently monitor cases of COVID-19 that impact schools and will support school communities to manage cases if and when they occur.
- The health authority will not disclose to the school if a student or staff member is a confirmed case of COVID-19 unless there is reason to believe they may have been infectious when they attended school.

### 4. What records need to be maintained by each school to ensure efficient contact tracing?

- The following records (including name and phone) should be maintained for all students, staff and anyone on school property for a period of at least 30 consecutive days:
- Student and staff attendance,





- class, learning group and school bus lists and seating assignments (where applicable),
- attendance lists for onsite programs (e.g. before and after school children care) including participants, staff and volunteers, and
- visitor logs.
- School administration should complete the absentee report (Appendix B) and submit it to the Superintendent's office who will contact the health authority if absenteeism is more than 10% of regular attendance, to help with the early identification of clusters or outbreaks.

**5. Will parents be notified if their child has been in contact with the COVID-positive person?**

- Parents will be notified by the health authority if their child has been in close contact with the COVID-positive person while they were infectious.
- They will need to follow the directions of the health authority.
- Self-isolation is 14 days from the last exposure to the COVID-positive person.

**6. Will everyone in a household need to self-isolate if a child or staff member has been in contact with the COVID-positive person?**

- Only the confirmed contact is required to self-isolate, however they should be isolated from other family members too (if it is possible) – this includes avoiding being in the same rooms and face-to-face contact or using different bathrooms (if available).
- All members of the household should continue to closely self-monitor for symptoms.

**7. How should children be supported to keep learning while they are self-isolating?**

- Continuity of learning programs are in place to support students who need to self-isolate.

**8. Will staff have to use sick time while they are sick or symptomatic?**

- Staff are required to do a daily health check (See Appendix I). If they are sick or exhibiting symptoms they need to follow usual HR practices and contact dispatch (teachers, EAs, clerical) or their supervisor (facilities, transportation) to access their sick leave. If a staff member does not have access to leaves under the collective agreement (eg. TTOCs) they can explore options through the Employment Insurance Benefits Program.

**9. What happens if staff are asked to self-isolate by the health authority?**

- The district will work with staff members on a case by case basis regarding their working arrangement if the health authority advises a staff member to stay home due to a potential COVID-19 exposure.
- If staff choose to take a vacation outside of Canada and are required to self-isolate upon return for 14 days, they will not have access to sick leave, but may access other leaves under their collective agreement.

**10. What if someone becomes sick at school?**

- If a student or staff member develops symptoms at school, [protocols](#) are in place.
- If a student or staff member develops symptoms at school, they will be given a non-medical mask, if they don't already have one, and will be separated from their classmates or colleagues. Children will be supervised if separated.
- The student's parent or guardian will be contacted to discuss next steps, with a request to have their child picked up as soon as possible. Staff will be asked to go home as soon as possible.
- Custodial staff will clean and disinfect the areas the person used.
- The student or staff will monitor their symptoms and be assessed by a health care provider (if required – [see guidelines](#) in the Exposure Control Plan).
- The student or staff cannot return to school until COVID-19 has been excluded and symptoms have improved.

**11. What if someone has allergies?**

- Students and staff who experience seasonal allergies, or other COVID-19-like symptom that are related to an existing condition, can continue to attend school when they are experiencing these symptoms as normal.



- If a parent notices a sudden change in the severity or type of symptoms their child normally experiences, they are keep your child at home and seek an assessment from a health care provider.

### **12. Why does the health check form (Appendix I) look different now than the one that was sent home in September?**

- The health authority would like students and staff to focus on key symptoms of concern specific to COVID-19.
- School guidance is specific for school settings and may look different than guidance for other settings in our communities. Schools are controlled environments with comprehensive plans in place. Students are at lower risk for COVID-19 than adults.

### **13. Why does it feel like I get different information depending where I look (from the SD, from the PHO, online, in the media etc.)? Why is all the information not feeling consistent?**

- We are learning a lot about COVID-19 as time passes. Our guidelines, procedures, and protocols continue to change as new information is received. This means practices and expectations are fluid and evolving; therefore, school protocols and plans are considered “living documents”. The school district updates their Pandemic Response Plan and Exposure Control Plan as new information becomes available. New updates are highlighted in yellow in the district’s safety plans.
- Updates to information on both the SD22 website, and other sites, take time, and often we are waiting for information sources to “catch up” with the latest data and guidelines.
- We ask everyone to be patient as we continue along this journey with safety being our #1 priority.

### **14. Whose responsibility is it to ensure safety guidelines are followed when students are off school property?**

- Safety is everyone’s responsibility. School staff are working hard to ensure safety guidelines are followed at school sites. When students leave the school property it is up to the students themselves, their parents & guardians, and all members of our community to support efforts to decrease face to face contacts and keep safety our #1 priority.
- SD22 appreciates all the efforts of our students, their families, and our community partners in their efforts to keep COVID-19 cases low by practicing various control measures both inside and outside of school settings.

### **15. Can students in the same cohort share equipment and materials?**

- Students should always wash their hands frequently, especially when using shared equipment.
- Students in the same cohort can share materials and equipment within their cohort without washing them in between same-cohort users. Preference is for materials used within cohort groups (eg., balls, manipulatives, musical instruments) to be cleaned after the use within a cohort (eg., wash class cohort toys at the end of the day), or before another cohort uses the materials, especially at the secondary level.
- Most materials can be cleaned in a variety of ways including: spraying with disinfectant and leaving to dry, washing with soap and water, leaving items for 2-3 days between use (eg., lego, sports equipment can be left to sit without use over the weekend), or washing with soap and water (eg., rinse toys in in a soap and water bin overnight and let dry).
- Clean high-touch electronic devices (i.e., keyboards, tablets, smartboards) by using disinfecting wipes or by spraying a paper towel with provided spray bottle of disinfectant and wiping device.
- Paper products do not require cleaning (eg., books). Clean and disinfect laminated materials similar to the expectations of class materials and equipment above.
- Students should stack classroom chairs at the end of the day for custodial staff to spray them with disinfectant.

### **16. What cleaning products are being used at schools?**

- All products we use in SD22 are approved and align with all BCCDC guidelines. According to the K-12 Public Health guidelines, schools should be cleaned and disinfected in accordance with [BCCDC guidelines for Cleaning and Disinfecting for Public Settings](#).



- Soap and water, as well as alcohol based hand sanitizers are used for hand hygiene. Soap and water is the preferred method for cleaning hands. Anti-bacterial soap or warm water is not required when performing hand hygiene.
- In most cases, SD22 uses spray bottles of QUAT disinfectant diluted at a ratio of 64:1 with water, which makes it very mild, strong enough to do its job but should not cause irritation. This product is approved by BCCDC and [Health Canada](#) as a recommended product for public settings for use against coronavirus (COVID -19). Health Canada's list of approved products states "the following list of hard-surface disinfectants are supported by evidence following drug review, demonstrating that they are likely to be effective and may be used against SARS-CoV-2, the coronavirus that causes COVID-19."
- When diluted QUAT is applied using a spray bottle, the droplets are of relatively large size and settle quickly to the surface being disinfected. These compounds are stable in liquid form, so they do not give off harmful/hazardous vapours.
- Anyone participating in the cleaning process with disinfectants should be reminded to wash their hands after handling chemicals. Staff should ensure they are controlling disinfecting spray bottles.

### 17. Can schools serve food?

- Schools can continue to include food as part of learning and provide food services, including for sale.
- If food is prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those recorded in this document and normal food safety practices need to be implemented (e.g. home economics and culinary arts).
- If food is prepared for meal programs, breakfast clubs and other food access initiatives, and is not regulated under the Food Premises Regulation, no additional measures beyond those recorded in this document (Appendix D) and normal food safety practices need to be implemented.
- Schools should continue to emphasize that food and beverages should not be shared.
- Food should be pre-packaged or served/plated before students receive it. No buffet-style food service will happen at this time.
- Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).

### 18. Does a ventilation system increase risk of COVID-19 exposure?

- At this time there is no evidence that a building's ventilation system, in good operating condition, would contribute to the spread of COVID-19.
- All our SD22 HVAC systems have been inspected and any deficiencies were repaired prior to school start-up. They will continue to be monitored throughout the year.

### 19. Does a face shield or plexi-glass barrier replace the need for wearing a non-medical mask when physical distancing cannot be maintained?

- Face shields are a form of eye protection for the person wearing it. They may not prevent the spread of droplets from the wearer. Face shields, like plexi-glass barriers, should not be worn in place of non-medical masks.

### 20. What if I have symptoms on the health checklist (appendix I), what do I do?

- Staff, students and visitors to schools should do a daily health check (See Appendix I) and stay at home when new symptoms of illness develop. The key symptoms to watch for are fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea, vomiting and diarrhea.
- If the staff or student (or their parent) indicates that the symptoms are consistent with a previously diagnosed health condition and are not unusual for that individual, they may return to school. No assessment or note is required from a health care provider.
- For mild symptoms without fever, students and staff can monitor at home for 24 hours. If symptoms improve, they can return to school without further assessment.



- If symptoms include fever, or if after 24 hours, symptoms remain unchanged or worsen, seek a health assessment. A health assessment can include calling 8-1-1, a primary care provider like a physician or nurse practitioner, or going to a [COVID-19 testing centre](#).
- You can use the [COVID-19 assessment tool](#) to determine if you or your child should need further assessment or testing for COVID-19. If you cannot use the online tool, call HealthLink BC at 8-1-1 (toll-free) or 7-1-1 (deaf & hard of hearing), 24-hours a day/seven days a week. You can complete this assessment for yourself, or on behalf of someone else, if they are unable to.

### **21. If my child comes home from school due to symptoms, when can they return to school?**

- For mild symptoms without fever, students and staff can monitor at home for 24 hours from the onset of the symptoms. If symptoms improve, they can return to school without further assessment.
- If symptoms include fever, or if after 24 hours, symptoms remain unchanged or worsen, seek a health assessment. A health assessment can include calling 8-1-1, a primary care provider like a physician or nurse practitioner, or going to a [COVID-19 testing centre](#).
- If the COVID-19 test is positive, the person should stay home until they are told by the health authority to end their self-isolation. In most cases this is 10 days after the onset of symptoms. The health authority will contact everyone with a positive test.
- If the COVID-19 test is negative, the person can return to school once symptoms have improved and they feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. [BCCDC](#) has information on receiving negative test results.
- Follow the guidance of your health care professional &/or public health regarding return to school.

### **22. What does a COVID-19 test look like for my child?**

- COVID-19 testing in children and youth is done by swishing and gargling sterile salt water and spitting it into a tube, or by using a swab to collect a sample from their nose. Most school-aged children from kindergarten through to grade 12 who go to a [COVID-19 collection centre](#) can do the mouth rinse and gargle sample.
- A video regarding what to expect for a COVID-19 test is available [here](#). Individuals will need to self-isolate after their test. This means people should go directly home after their test. These individuals should stay home from school and not see visitors. Learn more about [self-isolating after a test](#). You can expect to know your results in about 48 hours.

### **23. How will I know about COVID -19 cases in schools?**

- The [Interior Health website](#) lists each school district's exposure information.
- The health authority is providing this information so staff, students and parents can be confident that Interior health is following up in our community and exposure risks are being reduced as much as possible.
- Personal privacy rights and confidentiality will continue to be maintained for anyone with a confirmed case of COVID-19.



**APPENDIX F: Personal Care/Medical Plan – Covid19**

Student Name:	<i>Insert student photo here</i>
School/Program:	
Grade:    Category:	
Parent/Guardian:	
Emergency Contact:	
Potential Life Threatening medical condition/diagnosis:	
Case Manager:	Confirmed EAs:
Re-entry Plan Team:	

*\*Refer to SD22 Exposure Control Plan when completing this form*

**Potential Problem(s) AND Required Control Measures & Interventions** (environmental, administrative, and personal measures, including cleaning needs)

*\*Complete only sections that are applicable to the student/situation; put N/A in other sections.*

Toileting	
Feeding	
Dressing	
Mobility	
Personal Hygiene	
Medication	
Behaviour(s)	(e.g., spitting, biting, etc.)
Other	

**SD22 ECP Risk Assessment Regarding PPE**

*Supporting Complex Learners/Students with Care Plans fall within Low to Moderate Risk range.*

**Moderate Risk:** Workers who must work within **1-2 metres** of others (outside of their cohort) due to a personal care/medical plan, or workers who clean and disinfect or transport students. **Airway protection/masks & Eye Protection:** Required when working with students with high risk for droplet contact or as outlined in the student personal care/medical plan. Non-medical masks required by all staff when physical distancing is not possible (outside of cohorts).

**Disposable Gloves:** Required when handling contaminated objects, or as outlined in the student personal care/medical plan.



## Pandemic Response Plan for COVID-19

### Training &/or PPE for staff if required:

1.
2.
3.

### Re-entry Plan & Supports (e.g., timeline, teaching strategies, home supports/practice, resources, etc.)

--

### Evaluation/Review Requirements (e.g., daily monitoring, communication & documentation needs, factors for additional consultation or district supports, when to increase time or make changes to program, etc.)

--

### Reason(s) to temporarily suspend attendance/program (e.g., identify what & when safety protocol cannot be maintained and next steps)

--

### COVID-19 Sick Policy

Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19 or other respiratory disease before sending them to school. Staff & visitors must self-assess themselves daily for symptoms as well. **Anyone who has any symptoms, must not go to school.** Anyone who appears to have COVID-19 symptoms on arrival, or becomes ill during the day, must be promptly separated from others and sent home. Testing is recommended for anyone with symptoms, even mild ones.

Students & staff may still attend school if a member of their household has a cold, influenza, or COVID-19 like symptoms, provided the student/staff is asymptomatic. It is expected the symptomatic household member is seeking assessment by a health care provider. Any student/staff who was identified as a close contact of a **confirmed COVID-19 case or outbreak** must stay home and self-isolate, including children of essential service workers.

Students/staff who experience seasonal allergies or other COVID-19 like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms they should seek assessment by a health care professional.

### Approvals

Check  
Approved

Principal: (Name)	Date:	<input type="checkbox"/>
Parent/Guardian: (Name)	Date:	<input type="checkbox"/>
Director of SSS: (Name)	Date:	<input type="checkbox"/>
NSS Coordinator: (Name)   <i>*If applicable</i>	Date:	<input type="checkbox"/>





### APPENDIX G

#### SCHOOL COUNSELLING/SSS ITINERANT STAFF COVID-19 SAFETY OPERATIONAL PLAN

***The following are additional guidelines specific to school counsellors/SSS Itinerant staff conducting individual face to face sessions with students, and are meant to be coordinated with the safety protocols in SD22's Exposure Control Plan. While the focus of this document is on counselling sessions, these guidelines will be appropriate for other professionals conducting confidential 1:1 work with students as well.***

#### BACKGROUND

As the COVID-19 pandemic continues, educators and allied professionals will need to provide ongoing procedural adjustments in order to deliver effective services and ensure the safety of children, families, and professionals. SD 22 School Counsellors/SSS Itinerant staff are preparing to follow safe work procedures to enable the resumption of one-to-one sessions and services to children. These services will require changes to the location, design of space. These procedures will involve new considerations for environmental measures, administrative measures, personal measures, and engineering controls/personal protective equipment.

#### RATIONALE

The experience of counselling and 1:1 support is greatly influenced by a wide variety of factors and considerations pertaining to the environment in which the counselling/1:1 support is conducted. The setting is an important factor for establishing emotional safety for students, and if not adequately addressed and controlled, can contribute to poor outcomes. Therefore, School Counsellors/SSS Itinerant staff will need to establish clear procedural, environmental, and health-related protocols during the COVID-19 pandemic that are sensitive to the impacts of the adjustments made for COVID-19 on student experiences, so as to plan for and mitigate these potential challenges.

Physical distancing is an expectation, but may not be practical with younger students. It is important that we do what we can to try to assist students and staff to understand the importance of minimizing the frequency of physical contact. Non-medical masks or face coverings are required for all staff and all gr 6-12 students when they are in high traffic areas (eg., halls, common areas, school; buses) and anytime they are outside of their classroom or learning group and physical distancing cannot be maintained.

School counselling or 1:1 enhanced services involve one-to-one service provision between a School Counsellor/SSS Itinerant staff and a student. The time spent together in a room is often prolonged, and there may be challenges in maintaining physical distancing. This may increase the risk of virus transmission and necessitates a multi-pronged approach to keeping our staff and students safe in the context of direct one-to-one session. Alternative options for reduced transmission including meeting virtually or outdoors, and following current distancing guidelines is imperative.

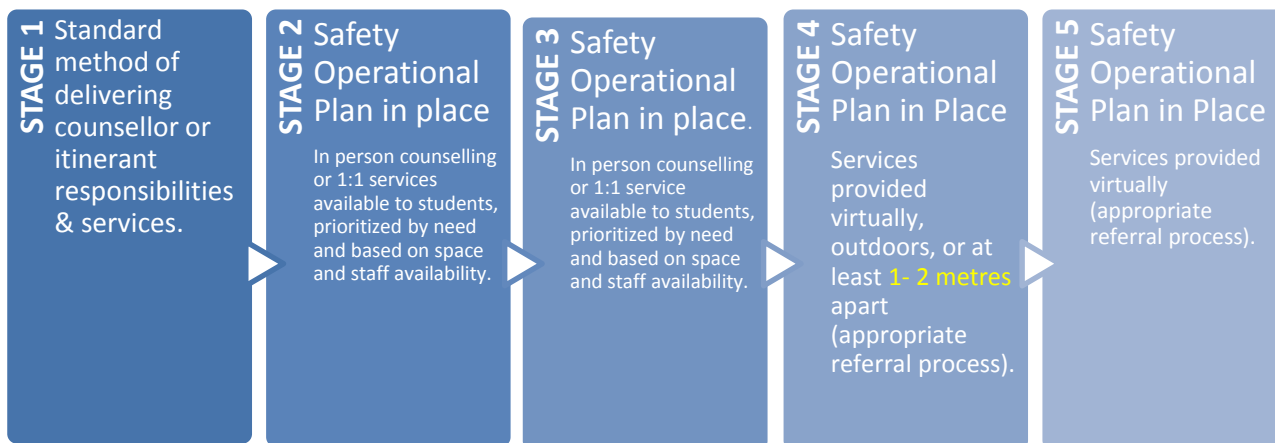


## PLAN SUMMARY: Aligning School Counselling services with BC's Restart Plan

### FIVE STAGES FRAMEWORK FOR K-12 EDUCATION



STAGE 1 IN-CLASS	STAGE 2 IN-CLASS	STAGE 3 HYBRID	STAGE 4 HYBRID	STAGE 5 REMOTE
<b>COHORT SIZE</b> <ul style="list-style-type: none"><li>Elementary: No limit</li><li>Middle: No limit</li><li>Secondary: No limit</li></ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"><li>Elementary: 60</li><li>Middle: 60</li><li>Secondary: 120</li></ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"><li>Elementary: 30</li><li>Middle: 30</li><li>Secondary: 60</li></ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"><li>Elementary: 30</li><li>Middle: 30</li><li>Secondary: 30</li></ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"><li>Elementary: 0</li><li>Middle: 0</li><li>Secondary: 0</li></ul>
<b>DENSITY TARGETS</b> Not applicable	<b>DENSITY TARGETS</b> Not applicable	<b>DENSITY TARGETS</b> 50% for all schools	<b>DENSITY TARGETS</b> 25% for all schools	<b>DENSITY TARGETS</b> 0% for all schools
<b>IN-CLASS INSTRUCTION:</b> Full-time all students, all grades.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for all students for the maximum instructional time possible within cohort limits.  Self-directed learning supplements in-class instruction, if required.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"><li>children of essential service workers</li><li>students with disabilities/diverse abilities</li><li>students who require additional supports</li></ul> In-class instruction for all other students for the maximum time possible within cohort limits and density targets.  Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"><li>children of essential service workers</li><li>students with disabilities/diverse abilities</li><li>students who require additional supports</li></ul> In-class instruction for all other students for the maximum time possible within cohort limits and density targets.  Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Suspend in-class instruction for all students  Self-directed and remote learning in place of in-class instruction.



*Note: Changes or updates to this process may occur as per the direction of the local Health Authority, Provincial Health Officer, and Ministry of Education.*



## Environmental and Administrative Measures

In addition to the Public Health Measures implemented by the PHO's office and local Health Authority, and SD22's *COVID-19 Pandemic Response Plan and Exposure Control Plan*, the following environmental and administrative measures will contribute to reducing the transmission of COVID-19 during counselling/1:1 support.

### HEALTH CHECK

Students must be screened by their caregiver prior to entering a school building and must not display any symptoms of COVID-19. Caregivers and students will be assured that the counselling session/1:1 support can be rescheduled or offered virtually if needed.

- Does the child have any of the following symptoms? Fever, a new cough, sore throat, shortness of breath, difficulty breathing, loss of appetite or sense of smell, fatigue?
- Has the child travelled outside of Canada in the last 14 days or had close contact with anyone that has?
- Does the child have a confirmed case of COVID-19 or have they been in contact with anyone that has had a confirmed case of COVID-19?

### COUNSELLING/1:1 SPACE

School Counsellors/SSS Itinerant staff will have access to and will use a dedicated space that is set up to allow for distance guidelines appropriate the child's age group. In the event that there are more staff than appropriate spaces, staff will need to schedule the space in advance and prioritize their session availability based on the needs of the student and the space available. Restricted access to the room will address: regular cleaning (including between sessions); questions of safe access; and confidentiality.

Only a small number of students may use the pre-existing waiting areas, to be determined by the site. Other options for avoiding groups of students congregating should be considered, including utilizing a virtual calendar sign up system and having students remain in class until the commencement of the appointment wherever appropriate will be considered.

### SITE-SPECIFIC PROCEDURES

School Site-Specific procedures will be followed; sanitizing hands, walking the student to the room, and having the child follow the school's protocol for returning to their classroom or to their caregiver when the session is complete.

#### *Washroom Access*

- The counsellor/SSS Itinerant will be familiar with the site-specific washroom plan. Handwashing will occur after using the washroom.

### PERSONAL MEASURES

Consistent with SD 22's Exposure Control Plan, School Counsellors/SSS Itinerant staff will stay home, or go home immediately, if feeling unwell. Counselling/1:1 sessions will be rescheduled.

If a staff member observes symptoms of illness in a student, the site-specific plan will be followed.

#### *Personal Protective Equipment*

- Non-medical masks or other PPE will be used by the counsellor/SSS Itinerant staff and students (gr 6-12) during sessions as required when physical distancing cannot be maintained.
- Exceptions will be made for individuals who cannot wear masks for medical reasons.



### REFERENCES

*SD22 Pandemic Response Plan and Exposure Control Plan (August 2020)*

*BC Association of School Psychologists Position Statement (May 18, 2020)*

*B.C.'s Restart Plan (August 2020)*

*SD57 Inclusive Education School Psychology Practice Re-Start Plan (June 2020)*

*SD67 School Psychology Practice Guidelines for Conducting Student Assessments*



### APPENDIX H

#### PSYCHOEDUCATIONAL ASSESSMENT COVID-19 SAFETY OPERATIONAL PLAN

***The following are additional guidelines specific to school psychologists conducting individual face to face assessments with students, and are meant to be coordinated with the safety protocols in SD22's Exposure Control Plan. While the focus of this document is psychoeducational assessment, these guidelines could also be appropriate for other professionals conducting standardized assessments as well.***

#### BACKGROUND

As the COVID-19 pandemic continues, educators and allied professionals will need to provide ongoing procedural adjustments in order to deliver effective services and ensure the safety of children, families, and professionals. SD 22 School Psychologists are preparing to follow safe work procedures to enable the resumption of one-to-one assessment services to children. These services will require changes to the location, design of space, and test materials. These procedures will involve new considerations for environmental measures, administrative measures, personal measures, and engineering controls/personal protective equipment.

#### RATIONALE

Administration of these assessment measures involves standardized procedures, which means each measure must be administered the exact same way to all individuals and only minor modifications may be made to fit the pandemic control measures currently in place. The setting and circumstances of the assessment are important factors in determining the validity and applicability of the test results for educational practice and diagnostic purposes. Therefore, School Psychologists will need to establish clear procedural, environmental, and health-related protocols when designing testing environments for future psycho-educational assessments during and after the COVID-19 pandemic.

Updated processes for psychoeducational and other standardized assessments have been developed by the SD22 School Psychology Department for pandemic conditions. Please refer to the following documents for more information on these procedures: *"Psychoeducational & Standardized Academic Assessments"*, *"Consent for Psychoeducational Assessment Covid-19"*, and the *"Covid-19 Screener for Psychoeducational Assessment"*.

Physical distancing is an expectation, but may not be practical with younger students. It is important that we do what we can to try to assist students and staff to understand the importance of minimizing the frequency of physical contact.

Psychologists are Health Professionals working in schools. Psychoeducational Assessments involve one-to-one service provision between a School Psychologist and a referred student. The time spent together in a room is prolonged, and it is virtually impossible to maintain physical distancing. This may increase the risk of virus transmission and necessitates a multi-pronged approach to keeping our staff and students safe in the context of direct one-to-one assessment.

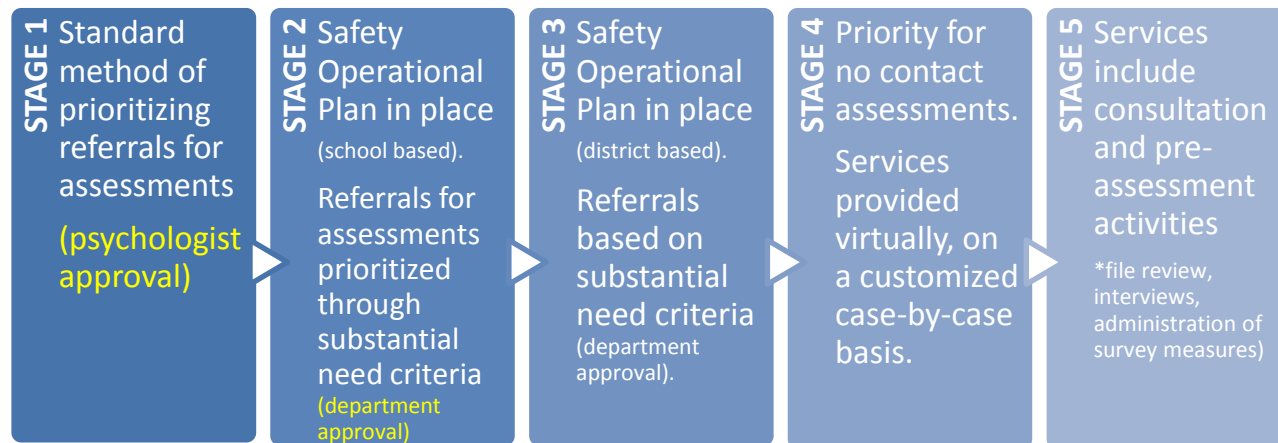


## PLAN SUMMARY: Aligning School Psychology services with BC's Restart Plan

### FIVE STAGES FRAMEWORK FOR K-12 EDUCATION



STAGE 1 IN-CLASS	STAGE 2 IN-CLASS	STAGE 3 HYBRID	STAGE 4 HYBRID	STAGE 5 REMOTE
<b>COHORT SIZE</b> <ul style="list-style-type: none"> <li>Elementary: No limit</li> <li>Middle: No limit</li> <li>Secondary: No limit</li> </ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"> <li>Elementary: 60</li> <li>Middle: 60</li> <li>Secondary: 120</li> </ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"> <li>Elementary: 30</li> <li>Middle: 30</li> <li>Secondary: 60</li> </ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"> <li>Elementary: 30</li> <li>Middle: 30</li> <li>Secondary: 30</li> </ul>	<b>COHORT SIZE</b> <ul style="list-style-type: none"> <li>Elementary: 0</li> <li>Middle: 0</li> <li>Secondary: 0</li> </ul>
<b>DENSITY TARGETS</b> Not applicable	<b>DENSITY TARGETS</b> Not applicable	<b>DENSITY TARGETS</b> 50% for all schools	<b>DENSITY TARGETS</b> 25% for all schools	<b>DENSITY TARGETS</b> 0% for all schools
<b>IN-CLASS INSTRUCTION:</b> Full-time all students, all grades.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for all students for the maximum instructional time possible within cohort limits. Self-directed learning supplements in-class instruction, if required.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>children of essential service workers</li> <li>students with disabilities/diverse abilities</li> <li>students who require additional supports</li> </ul> In-class instruction for all other students for the maximum time possible within cohort limits and density targets. Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>children of essential service workers</li> <li>students with disabilities/diverse abilities</li> <li>students who require additional supports</li> </ul> In-class instruction for all other students for the maximum time possible within cohort limits and density targets. Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Suspend in-class instruction for all students Self-directed and remote learning in place of in-class instruction.



\*Stage 2 – Stage 3 differences: assessment site, approval process, referral criteria.

\*Stage 2 – Stage 3 similarities: cleaning/safety measures, COVID-19 Screener and Informed Consent

\*\*Stage 2 - Assessment site may vary depending upon availability of a designated room with restricted access at individual schools.

**Note: Changes or updates to this process may occur as per the direction of the local Health Authority, Provincial Health Officer, and Ministry of Education. or BCASP.**





## Environmental and Administrative Measures

In addition to the Public Health Measures implemented by the PHO's office and local Health Authority, and SD22's *COVID-19 Pandemic Response Plan and Exposure Control Plan*, the following environmental and administrative measures will contribute to reducing the transmission of COVID-19 during assessment.

## HEALTH CHECK

In addition to responses around health included in the *Covid-19 Screener for Psychoeducational Assessment*, School Psychologists will call the student's caregiver the day before the scheduled assessment to assess their child for symptoms of COVID-19 before bringing them to their appointment (required). Caregivers will be assured that the assessment can be rescheduled if needed.

- Does the child have any of the following symptoms: fever, a new cough, sore throat, shortness of breath, difficulty breathing, loss of appetite or sense of smell, fatigue?
- Has the child travelled outside of Canada in the last 14 days or had close contact with anyone that has?
- Does the child have a confirmed case of COVID-19 or have they been in contact with anyone that has had a confirmed case of COVID-19?

## ASSESSMENT SPACE

Stage 2 & 3 - School Psychologists will have access to and will use a dedicated assessment room at the School Board Office (used solely for the purposes of psychoeducational services for the day), or a dedicated room in the school with restricted access. School Psychologists will need to schedule the space in advance; In Stage 2 if a dedicated room is not available at the school, the assessment room at the SBO may be used as an alternative.

Restricted access to the room will address: regular cleaning (including between assessments); questions of safe access; test kit security and confidentiality.

## ASSESSMENT MATERIALS

iPad administered tests (one iPad for assessor, one iPad for student), and some paper administered subtests including the student record form and pencil. Students will keep the pencil they have used.

The student will use a pointing stick or unsharpened pencil for pointing to responses in stimulus books, rather than pointing with their fingers.

All materials will be disinfected prior to and following each assessment session, in a manner consistent with SD 22 cleaning procedures.

## SITE-SPECIFIC PROCEDURES

School Board Office or School Site-Specific procedures will be followed, including meeting the student at the front door of the SBO (or designated room), sanitizing hands, walking the student to/from the assessment room, and returning the student to the care of their teacher/case manager or guardian when the assessment is complete. The parent/guardian will need to provide a contact number to arrange pick up time for assessments occurring at the SBO.

### Washroom Access

- The student needs access to a proximal washroom at the SBO for off-site assessments. The assessor will be familiar with the site-specific washroom plan for the SBO or school. Handwashing will occur after using the washroom.

## PERSONAL MEASURES

Consistent with SD 22's Exposure Control Plan, School Psychologists will stay home, or go home immediately, if feeling unwell. Assessment will be rescheduled.

If a School Psychologist observes symptoms of illness in a student, the site-specific plan will be followed.

### Personal Protective Equipment

-



- Non-medical masks should not be used during assessments because they interfere with speech intelligibility, nonverbal communication, and test standardized administration procedures.
- Portable/countertop plexiglass shields will be used in Stage 2-3 for face to face assessments as School Psychologists are outside of the student's cohort.
- Students with complex needs or medical/personal care plans referred for assessment will be deferred until stage 1 of the BC Restart Plan.

### **REFERENCES**

*SD22 Pandemic Response Plan and Exposure Control Plan (August 2020)*

*BC Association of School Psychologists Position Statement (May 18, 2020)*

*B.C.'s Restart Plan (August 2020)*

*SD57 Inclusive Education School Psychology Practice Re-Start Plan (June 2020)*

*SD67 School Psychology Practice Guidelines for Conducting Student Assessments*



## APPENDIX I: Daily Health Check Example

The following is an example of a daily health check to determine if you should attend school that day.

Daily Health Check			
1. Key Symptoms of	Do you have any of the following new key symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Loss of sense of smell or taste	YES	NO
	Diarrhea	YES	NO
	Nausea and vomiting	YES	NO
2. International Travel	Have you returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you a confirmed contact of a person confirmed to have COVID-19?	YES	NO

If you answered “YES” to one of the questions included under ‘Key Symptoms of Illness’ (excluding fever), you should stay home for 24 hours from when the symptom started. If the symptom improves, you may return to school when you feel well enough. If the symptom persists or worsens, seek a health assessment.

If you answered “YES” to two or more of the questions included under ‘Symptoms of Illness’ or you have a fever, seek a health assessment. A health assessment includes calling 8-1-1, or a primary care provider like a physician or nurse practitioner. If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved.

When a COVID-19 test is recommended by the health assessment:

- If the COVID-19 test is **positive**, you should stay home until you are told by public health to end self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.
- If a COVID-19 test is recommended but is not done because you choose not to have the test, or you do not seek a health assessment when recommended, and your symptoms are not related to a previously diagnosed health condition, you should stay home from school until 10 days after the onset of symptoms, and then you may return if you are feeling well enough.

If a COVID-19 test is not recommended by the health assessment, you can return to school when symptoms improve and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

If you answered “YES” to questions 2 or 3, use the [COVID-19 Self-Assessment Tool](#) to determine if you should seek testing for COVID-19.

**A health-care provider note (i.e. a doctor’s note) should not be required to confirm the health status of any individual.**