



DRAFT Stage 2 COVID-19 Safe Work Instruction and Protocols **As per BC Government COVID-19 K-12 Education Plan**

~ Developed from SD33 [Stage-2 Safe Work Instruction & Protocols for COVID-19](#) ~

Overview:

Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K-12 students can return to full-time, in-class instruction in accordance with current public health guidelines for schools. These comprehensive guidelines build on the [COVID-19 Public Health Guidance for K-12 School Settings](#) developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control (BCCDC) to ensure schools have robust measures in place to prevent the transmission of COVID-19. The health and safety guidelines outlined in this document have been developed to complement the BC Centre for Disease Control and WorkSafeBC guidance.

COVID-19 and Children:

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

COVID-19 and Adults:

- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
 - Aged 65 and over;
 - With compromised immune systems; or,
 - With underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.



COVID-19 and Schools:

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

This information is based on the best evidence currently available. It will be updated as new information becomes available.

For up-to-date information on COVID-19, visit the [BC Centre for Disease Control \(BCCDC\) website](#).

Infection Prevention and Exposure Control Measures:

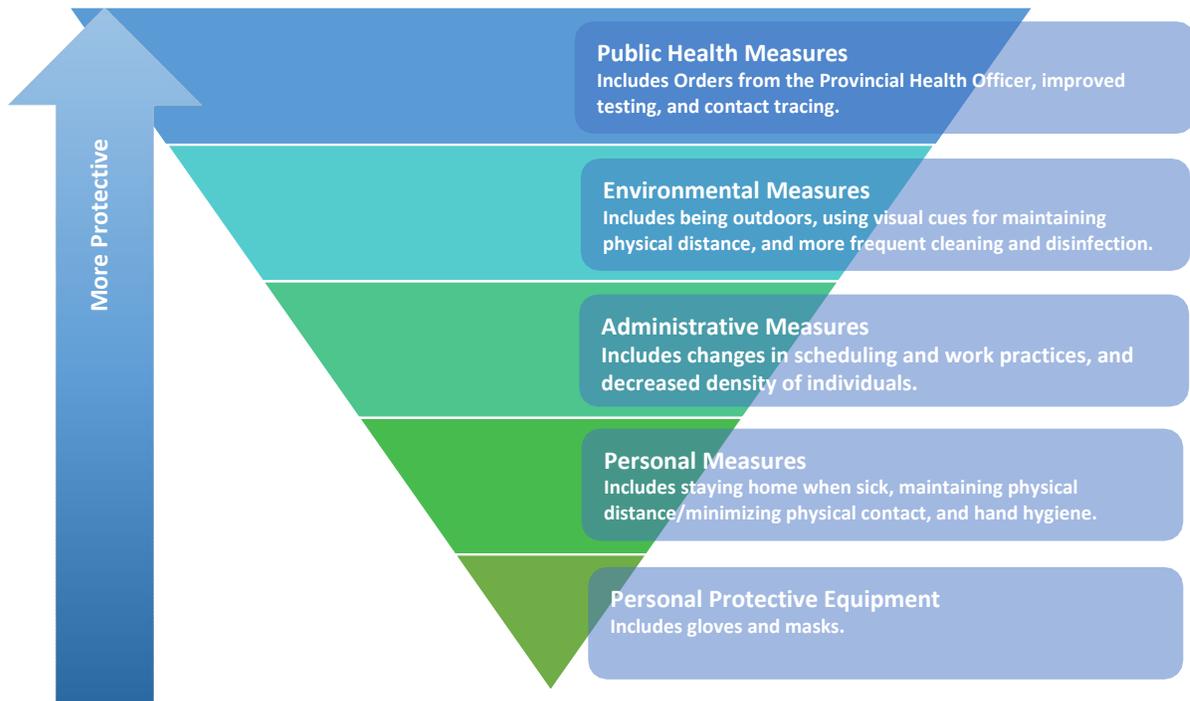
Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in controlled environments where multiple measures of various effectiveness can be routinely and consistently implemented.

Schools are considered a controlled environment 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 (e.g. diligent hand hygiene, respiratory etiquette, etc.).

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



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 SARS-CoV-2 virus and reduce the impact of COVID-19. The Provincial Health Officer has implemented public health measures, including: prohibiting mass gatherings, requiring travellers to self-isolate or quarantine upon arrival in B.C., effective case finding and contact tracing, and emphasizing the need for people to stay home when they are sick.

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

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

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

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



The Five Stage Framework for K-12 Education

The Five Stage Framework for K-12 Education outlines expectations for BC Elementary, Middle and Secondary Schools for learning during COVID-19. The goal of the Framework is to maximize in-class instruction for all students while adhering to the [COVID-19 Public Health Guidance for K-12 School Settings](#). This is supported by four foundational principles:

- Maintain a healthy and safe environment for all students, families and staff
- Provide the services needed to support the children of essential workers
- Support vulnerable students who may need special assistance
- Provide continuity of educational opportunity for all students

The framework allows instruction to be adjusted depending on the community risk to COVID-19 in B.C. This will enable schools to move between stages if necessary, based on guidance from the Provincial Health Officer and the B.C. Centre for Disease Control.

While B.C. has announced a return to in-class instruction under Stage 2 for September 2020, school districts and independent schools must have the necessary plans in place to be able to shift between stages if and when required.

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



Learning Groups:

- A learning group is a group of students and staff who remain together throughout a school term (e.g. a school quarter, semester or year) and who primarily interact with each other.
- A learning group could be made up of a single class of students with their teachers, multiple classes that sometimes join for additional learning activities.
- Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment.
- When interacting with peers outside of their learning group, students should:
 - minimize physical contact when outdoors;
 - maintain physical distance (2m) when indoors.
 - Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower risk environment than indoors.
- Adults outside of a learning group must practice physical distancing when interacting with the learning group.
- Where possible staff will be assigned 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.
- 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.
- If 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).

Physical Distancing:

Physical distancing requirements vary between stages 2, 3 and 4:

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

- Avoid close greetings (e.g. hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc. as necessary.
- Create space between students/staff as much as possible:
- Consider strategies that prevent crowding at pick-up and drop-off times.
- Where possible, stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
 - Organize learning activities outside including snack time, place-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside.



- Incorporate more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.
 - Adapt group activities to minimize physical contact and reduce shared items.
- Offer manipulatives and items that encourage individual play, and that can be easily cleaned and reduce hand-to-hand-contact and cross-contamination.
- Prioritize the acquisition of adequate amounts of high-touch materials, such as pencils or art supplies, in order to minimize sharing between children.
- Manage flow of people in common areas, including hallways to minimize crowding and allow for ease of people passing through.
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language, etc.).

Supporting Students with Disabilities/Diverse Abilities:

- Implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.
- Ensure that supports and services typically provide to students with disabilities/diverse abilities or medical complexity continue across all stages.
- Ensure that learning groups are established in a manner that allows for the implementation of students' IEP goals, respects the principles of equity and inclusion and does not result in segregated learning environments.
- When staff are in close physical proximity with a student **within their learning group**, personal protective equipment, such as masks and gloves, is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).
- Non-medical masks are required in situations where a person cannot maintain physical distance and is in close proximity to a person **outside of their learning group**.
- Wearing a non-medical mask, a face covering, or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools outside of the circumstances outlined above is a personal choice and will be respected

Cleaning & Disinfecting:

- Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the [BCCDC's Cleaning and Disinfectants for Public Settings](#) document .
- Remove or limit the use of:
 - frequently touched items that are not easily cleaned (e.g., fabric or soft items, plush toys)
 - shared equipment, as much as is practical to do so (e.g., instead, try to assemble individualized/small group kits that can be assigned to students, if possible to do so)
- If shared equipment/items have to be used, they should be cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document.
- Always wash hands before and after handling shared objects.



- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different children.
- Dishwasher-safe items can be cleaned and disinfected in a dishwasher with a hot rinsecycle.

USE OF BLEACH PRODUCTS CONTAINING SODIUM HYPOCHLORITE IS STRICTLY PROHIBITED (I.E. WIPES)

Trauma-Informed Practice and Socio-Emotional Lens:

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.

In developing a compassionate learning community through trauma-informed practice, the Ministry has created trauma-informed practice resources that are available on the [erase website](#).

Hand Hygiene:

Rigorous hand-washing with plain soap and water is the most effective way to reduce the spread of illness (antibacterial soap is not needed for COVID-19). Follow these guidelines to ensure effective hand hygiene in schools:

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change the effectiveness of washing hands with plain soap and water)
- Facilitate regular opportunities for students to practice hand hygiene:
 - Hand-washing should be encouraged upon school entry and before/after breaks and eating, using washroom and using gym/playground equipment.
- Promote the importance of regular and diligent hand hygiene. For example, display BCCDC's [hand hygiene poster](#) at handwashing sites.
- Remind students to avoid touching their eyes, nose or mouth with unwashed hands.
- Assist younger students with hand hygiene as needed.
- Students may bring their own sanitizer or plain soap if they are on the list authorized by Health Canada or have a medical condition that requires specialized soaps. (See the [List of Hand Sanitizers Authorized by Health Canada](#) for products that have met Health Canada's requirements and are authorized for sale in Canada.)
- If soap and water are not available, alcohol-based hand rubs can be used to clean hands if they are not visibly soiled. If alcohol-based hand rub is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.



Respiratory Etiquette:

Students and staff should:

- Cough and sneeze into their elbow, sleeve, or a tissue.
- Throw away used tissue and immediately perform hand hygiene.

SCHOOL CONTEXT PRINCIPLES

General Guidelines:

- All staff must review the [COVID-19 Exposure Control Plan](#) (ECP).
- New information related to COVID-19 will be posted on our School Health & Safety board
- First aid attendants (Sharon and Linda) will be on site daily
- Staff are required to report to work during scheduled times only (7:00am – 5:00pm, Monday-Friday, no weekend access).
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with cohorts throughout the day
- All staff/students to bring a water bottle
 - All drinking fountains are closed and only bottle fillers allowed
- Photocopier rooms need to be cleaned by the user with district approved disinfectant and paper towels after each use.
- **USE OF BLEACH PRODUCTS CONTAINING SODIUM HYPOCHLORITE IS PROHIBITED (I.E. WIPES)**
- First aid room is in the office. If you require first aid while at work, contact Sharon.
- Isolation room is Room 6. (previous SLP room)
- Student washroom access will be according to cohorts. Students will use three sets of washrooms in the school.
- All current documentation is on SharePoint under the COVID-19 Heading
- Handwashing is most important: COVID is not transferred through your skin; it is through droplets and then touching your face and eyes (minimize face touching with unwashed hands).
- If staff present with symptoms of common cold, influenza, COVID-19, or other respiratory disease, they must be excluded from work and stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.
 - Staff may be required to provide school administration with documentation from a health care professional clearing their child of COVID-19 before returning to school.
- Schools are controlled environments, after entering schools, staff and students must minimize their public interactions during the workday to decrease everyone's risk of exposure to COVID-19.

Messaging to Parents

- Clearly communicate with parents and care givers their responsibility to assess their children for symptoms of common cold, influenza, COVID-19, or other respiratory disease daily before sending them to school. **Parents or caregivers must keep their child at home** if their child is sick, until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved



- Parents may be requested to provide school administration with documentation from a health care professional clearing their child of COVID-19 before returning to school.
- Students will need to be picked up promptly from the school's dedicated isolation room if sick.
- Parents to be made aware of pick up and drop off procedures for their child and expected conduct
- Students not to share items (school supplies, clothes, food)
- Parental questions or concerns. Communicate for parents to contact the school office to make an appointment.
- Minimize the number of non-essential people coming into the school (i.e. parents, caregivers, contractors, etc.).

All Signage Posted (Sharon has made a signage poster package for everyone)

- Hand Hygiene Posters where hand washing occurs, as well as, in high visible areas
- Coughing and sneezing etiquette
- Physical (social distancing)
- Enhanced environmental cleaning guide
- Directional Signage
- SD33 Safe Building Practices
- Daily Health Assessment Poster
- **ALL ROOMS BEING USED MUST HAVE OCCUPANCY SIGNAGE POSTED ON THEM (HOW MANY PERSONS ALLOWED) WITH THE EXCEPTION OF TEACHING SPACES**

Classroom Expectations

- Teacher to review and practice with students and support staff physical distancing, hand wash procedures, cough and sneeze etiquette.
 - Note for younger children physical distancing is less practical and the focus should be on minimizing physical contact instead. No hugging, touching one another or hand shaking. Frequently remind them to keep their hands to themselves.
 - Remind students hand washing of minimum 20 seconds is to take place upon arrival, before eating, before going outside and upon return to the school, before the need to touch the face, after coughing or sneezing into hands, after using the toilet, after handling common resources/equipment/supplies or pet, whenever hands are visibly dirty and, and upon departure.
 - Remind students not to touch their face (nose, eyes, mouth)
- Teacher to review protocols around bringing materials (bags/backpacks, school supplies) in and out of the building.
- There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students because of COVID-19.
- No student needs to wear a mask if they do not tolerate it.
- New guidelines also released Monday, August 17, 2020 will require staff and students to maintain physical distance from people outside of their learning group, even while wearing a mask.
- A "learning group" is being defined as "a group of students and staff who remain together"



throughout a school term (e.g. quarter, semester or year) which could be made up of a single class of students or multiple classes of students who primary interact with each other.”

- Ensure there is not crowding, gathering or congregating of people from different learning groups in a school setting, even if non-medical masks are being worn.

Classroom Set up

- Where possible, arrange student learning spaces to minimize student to student physical contact while maximizing student to adult distance.
- All surfaces must be kept clear to facilitate ongoing disinfection including the teacher work station.
- De-clutter classrooms to facilitate effective and efficient cleaning. Only essential, daily required teaching items should be accessible. All other non-needed items stored away and marked off as “out-of-use”).
- 2 meters space between student desks is not a requirement.
- Where possible, unnecessary and unused items should be removed from the classroom.
- All porous fabric material (i.e. bean bags, stuffed animals, couches, classroom carpets/rugs, student’s mats, etc.) items to be removed or stored
- **Students don’t share materials.** Students to have school supplies in personal container (i.e. Ziploc bag) to limit contact with others.

Office Set-Up

- Physical distancing must be maintained in the school office. Signage and markers reinforcing this should be used.
- Barriers may be required.
- Re-arrange waiting areas to allow for physical distancing and decrease number of people in the office. For example, move chairs into the hall outside of the school office, properly spaced, or use markers/signage.
- Establish procedures for onsite deliveries

Gym Set up

- Encourage outside activity as much as possible
- 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.
- Shared equipment should be cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document, 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 \(PHE\) Canada guidelines](#):
 - Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
 - Explore local parks and green spaces to promote outdoor learning and activity.
 - Focus on activities that do not use equipment.
 - If equipment must be used:



- Avoid sharing equipment by numbering and assigning each student their own supplies
- Assemble individualized PE kits that can be assigned to students
- Have students create their own PE kits to use at home or school and set aside budget for additional kits to be purchased
- Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment
- Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms
- When transitioning to/from outside remind students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in designated desk area or a marked side of the hallway

Students with Diverse Needs

- Once it is determined which students will be attending, review all plans with the student's support team including: IEPs, Student Support Plans, Safety Plans, Delegated Care Plans, Behaviour Plans, Personal Care Plans
- Refer to Guidelines for Supporting Students with Diverse Needs [Guidelines For Supporting Students with Diverse Needs](#)
- Managing students with complex behaviours, on a delegated care plan or experiencing a health emergency may require staff to be in close physical proximity with the student. ***No additional personal protective equipment is required (for reducing COVID-19 transmission) beyond precautions regularly taken or previously identified for the use with a specific student.***

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 playground.
- More information on playgrounds is available on the [BC Centre for Disease Control website](#) .

Student Arrival Process Protocols

- All students and staff who have symptoms of COVID-19, **OR** travelled outside 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, including children of essential service workers who are ill.
- Parents and caregivers must **assess their child daily** for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.



- Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
 - Parents, caregivers and staff should follow the guidelines outlined in Appendix B: What to Do if a Student or Staff Member Develops Symptoms at School
- Students dropped off by bus or parent/caregiver will walk to their class meeting area
- Following morning bell, teachers meet students at designated class line-up area, escort them into the school moving directly to their classroom to immediately wash hands
- Teacher takes attendance and conducts health check

Main Entry

- Use front door only to enter and exit building.
- Upon entry, complete the staff self sign-in/out sheet and then immediately wash your hands in the accessible washroom or your classroom. The sign-in/out sheet is for contact tracing purposes.
- Front doors will be locked after staff and students arrive
- 2-metre waiting areas will be designated outside
- Stop line posted 2-metres from front office window

Exiting the Building

- All students/staff must wash their hands before leaving
- Staff complete self sign-in/out sheet at front door and exit school

Washrooms and Hand Washing Stations

- No washroom attendants or washroom sign-in/out required
- Designate washrooms:
 - Staff: accessible and two staff room washrooms
 - Students: will use out three sets of washrooms organized by cohort
- Washrooms are not required to have occupancy limits posted
- Hand washing poster displayed in all washrooms

Isolation Room

- Area for staff/students showing symptoms (coughing, sneezing, flushed face)
- Separate from learning spaces and first aid room
- Short term stays (area for students to wait for parents to pick up)
- Must be easy to clean
- Minimal furniture and nothing with porous fabric material
- Maintain social distancing
- Post [COVID-19 Safe Work Procedures \(SWP\) Instructions for Isolation of Symptomatic Students and Staff](#)



First Aid Room

- Located in the office
- For regular first aid (not for people who are symptomatic; symptomatic people go immediately to Isolation Room)
- Must be easy to clean
- Minimal furniture and nothing with porous fabric material
- Regular first aid supplies
- Have supply of gloves for protection from fluids
- Post [Covid-19 Safe Work procedures for First Aid Attendants](#)

Custodial

- Day custodian to clean high touch surfaces twice per day for areas used
- Washrooms will be cleaned twice per day
- Evening custodial to perform a deep clean and full disinfection of all areas used each day
- Schedules:
 - Khahn: 6:00-10:00, 12:00-4:00
 - Gord: 5:30-11:30



Appendix A: Daily Health Check Example

The following can be used as an example of a tool that can be used for parents and caregivers to complete prior to their child coming to school. It should be adapted if used for school staff and visitors.

*Check BCCDC’s [Symptoms of COVID-19](#) regularly to ensure the list is up to date.

Daily Health Check			
1. Symptoms of Illness*	Does your child have any of the following symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Sore throat	YES	NO
	Runny nose / stuffy nose	YES	NO
	Loss of sense of smell or taste	YES	NO
	Headache	YES	NO
	Fatigue	YES	NO
	Diarrhea	YES	NO
	Loss of appetite	YES	NO
	Nausea and vomiting	YES	NO
	Muscle aches	YES	NO
	Conjunctivitis (pink eye)	YES	NO
	Dizziness, confusion	YES	NO
	Abdominal pain	YES	NO
	Skin rashes or discoloration of fingers or toes	YES	NO
2. International Travel	Have you or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	YES	NO

If you answered “YES” to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) your child should **NOT** come to school.

If they are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8- 1-1, or a primary care provider like a physician or nurse practitioner.

If you answered “YES” to questions 2 or 3, use the COVID-19 Self-Assessment Tool to determine if you should be tested for COVID-19.

A copy of the Daily Health Check can be found on SharePoint.

- [Staff](#)
- [Student](#)



Appendix B: What to Do if a Student or Staff Member Develops Symptoms at School

<i>If a Student Develops Any Symptoms of Illness</i>	<i>If a Staff Member Develops Any Symptoms of Illness</i>
Parents or caregivers must keep the student at home	Staff must stay home
IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:	IF STAFF DEVELOPS SYMPTOMS AT WORK:
<p>Staff must take the following steps:</p> <ul style="list-style-type: none"> • Immediately separate the symptomatic student from others in a supervised area. • Contact the student’s parent or caregiver to pick them up as soon as possible. • Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a non- medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth. • 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. • Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. Once the student is picked up, practice diligent hand hygiene. • Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas). • Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill. 	<p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ul style="list-style-type: none"> • Symptomatic staff should separate themselves into an area away from others. • Maintain a distance of 2 metres from others. • Use a tissue or mask to cover their nose and mouth while they wait to be picked up. • Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).
<p>The threshold for reporting student and/or staff illness to public health should be determined in consultation with the school medical health officer</p>	
<p>Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved</p>	



Appendix C: When to Perform Hand Hygiene at School

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



Appendix D: Non-Medical Masks

Wearing A Non-Medical Mask

Face masks can be worn to help protect those around you. This is because masks act as a barrier to help stop the spread of droplets from a person's mouth and nose when talking, laughing, yelling, singing, coughing or sneezing. It is important to remember that wearing a mask should be combined with other important preventative measures such as frequent hand washing, and physical distancing—especially when a person is interacting with people outside of their learning group.

Every student and staff member will be given two masks when they return to school in September. Under the updated health and safety guidelines, masks are required for all staff and all students in middle and secondary school when they are in high traffic areas like school buses and hallways, and anytime they are outside of their classroom or learning group and they cannot safely distance from others.

- Students will have the choice to wear a mask in the classroom
- Staff will have the choice to wear a mask when interacting within their learning group
- Everyone must treat each other and those wearing masks with respect

Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their learning group.

- Exceptions will be made for students and staff who cannot wear masks for medical

reasons Elementary school students **are not** required to wear masks.

If a student or staff member develops symptoms while at school, they must wear a mask while they are preparing to go home. Review [COVID-19 mask use information](#) from the British Columbia Centre for Disease Control (BCCDC).

Putting On & Taking Off Your Mask

It is important to put on and take off your mask properly. Follow the steps below on how to put on and remove your mask.

Putting on your mask:

1. Wash your hands with soap and water for 30 seconds or use an alcohol-based hand sanitizer.
2. Pick up your mask by the ties or loops to place the mask over your nose and mouth and secure it.
3. Adjust the mask if needed to make sure your nose and mouth are covered. You want the mask to be comfortable, but also tight enough that there are no gaps.
4. While wearing the mask avoid touching your mask or face, and wash your hands if you do.



Removing your mask:

1. Wash your hands with soap and water for 30 seconds or use an alcohol-based hand sanitizer.
2. Remove it by the ties or loops without touching the front of the mask.
3. Fold the outer part of the mask together and place it inside a clean paper bag.
4. Wash your hands with soap and water for 30 seconds or use an alcohol-based handsanitizer.

Be sure to change your mask if it becomes moist, dirty or damaged. Your mask should be cleaned at least once a day.

Storing Your Mask

When you are not using your mask, place it in a paper bag or envelope. This keeps your mask clean until you wear it again, or until you are able to wash it. It's best to use a paper bag or envelope because it does not retain moisture, which is especially important if you are planning on wearing your mask again before you are able to properly wash it.

Washing Your Mask

Your mask should be washed at least once a day, or if it becomes damp or soiled. Your mask can be cleaned by:

- Putting it directly into the washing machine, using a hot cycle, and then drying thoroughly.
- If a washing machine is not available, wash it thoroughly by hand using soap and warm/hot water. Allow it to dry completely before wearing it again.

Do's and Don'ts

When worn properly, a person wearing a non-medical mask can reduce the spread of their own infectious respiratory droplets. Some things to remember when wearing a non-medical face mask:

DO

- Inspect the mask to make sure there are no tears or holes, and that it is clean and dry
- Replace your mask whenever it becomes damp or dirty
- Wash your hands with soap and water for 30 seconds or use an alcohol-based hand sanitizer before and after touching the mask
- Use the ear loops or ties to put on and remove your mask
- Make sure your nose and mouth are fully covered
- Make sure it fits securely and there are no gaps on the sides
- Store your mask in a clean paper bag when it is not in use
- Wash your mask with hot soapy water and let it dry completely before using it again



DON'T

- Use masks that are damaged, dirty or moist
- Touch the mask while wearing it
- Wear a loose mask
- Wear a mask under your nose
- Hang the mask from your neck or ears
- Remove the mask to talk to someone
- Share your mask

Informational Mask Videos

- [Government of Canada](#)
- [University of British Columbia \(UBC\)](#)
- [World Health Organization](#)

Resources About Non-Medical Masks

- [BC Centre for Disease Control](#)
- [Government of Canada](#)
- [World Health Organization](#)