



**Central Okanagan Public Schools**

**Staff and Student Safety Plan for the**

**Novel Coronavirus (COVID -19)**

**Education Re-Start – Phase 2**

**August 21, 2020**

## Staff and Student Safety Plan Overview

The BC Centre for Disease Control (BCCDC) and WorkSafeBC is the source of information about COVID-19 for K-12 school settings and is guided by the most current [COVID-19 Public Health Guidance for K-12 School Settings](#) document. Resources available on BCCDC website can be used to support learning. The Ministry of Education has developed a Five Stage Framework for K-12 Education outlining expectations for BC school learning during COVID-19.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>Elementary: N/A</li> <li>Middle: N/A</li> <li>Secondary: N/A</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>Elementary: 60</li> <li>Middle: 60</li> <li>Secondary: 120</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>Elementary: 30</li> <li>Middle: 30</li> <li>Secondary: 60</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>Elementary: 30</li> <li>Middle: 30</li> <li>Secondary: 30</li> </ul>	<b>Learning Group 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> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>50% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>25% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>10% for all schools</li> </ul>
<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.  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> Remote learning for all other students	<b>IN-CLASS INSTRUCTION:</b> Suspend in-class for all students

This [Stage 2](#) Staff and Student Safety Plan follows current public health protocols and is a general document that allows site Administrators the flexibility to customize processes based on the dynamics of their site. The information in this document is taken not only from the [BC Centre for Disease Control](#) and [WorkSafeBC](#), but also from [Public Health Agency of Canada](#), [Interior Health Authority](#), and the [Ministry of Education](#).

Based on the current epidemiology of COVID-19 in B.C., children are at a much lower risk of developing and transmitting COVID-19. Children are much less likely to get sick or transmit the virus than adults. The BCCDC has stated on July 29, 2020:

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

This document will be updated regularly to incorporate new information and direction from public health officials. The authority to implement the safety plan at each site rests with the site Administrator in consultation with the site Joint Occupational Health and Safety Committee (JOHSC).

## **Risk Identification**

Two primary routes of transmission have been identified for COVID-19. These include contact transmission and droplet transmission:

### ***Droplet Transmission***

COVID-19 is spread by liquid droplets that come out of the mouth and nose when a person coughs, sneezes, and sometimes, when a person talks or sings. These droplets usually land one to two meters away, but they can land on another person if they are close by. A person can become infected with COVID-19 when droplets with the virus enter the body through the eyes, nose or throat.

### ***Contact Transmission***

COVID-19 can also spread by touch. If droplets are left on objects and surfaces after an infected person sneezes, coughs on, or touches them, other people may become infected by touching these objects or surfaces, and then touching their eyes, nose or mouth.

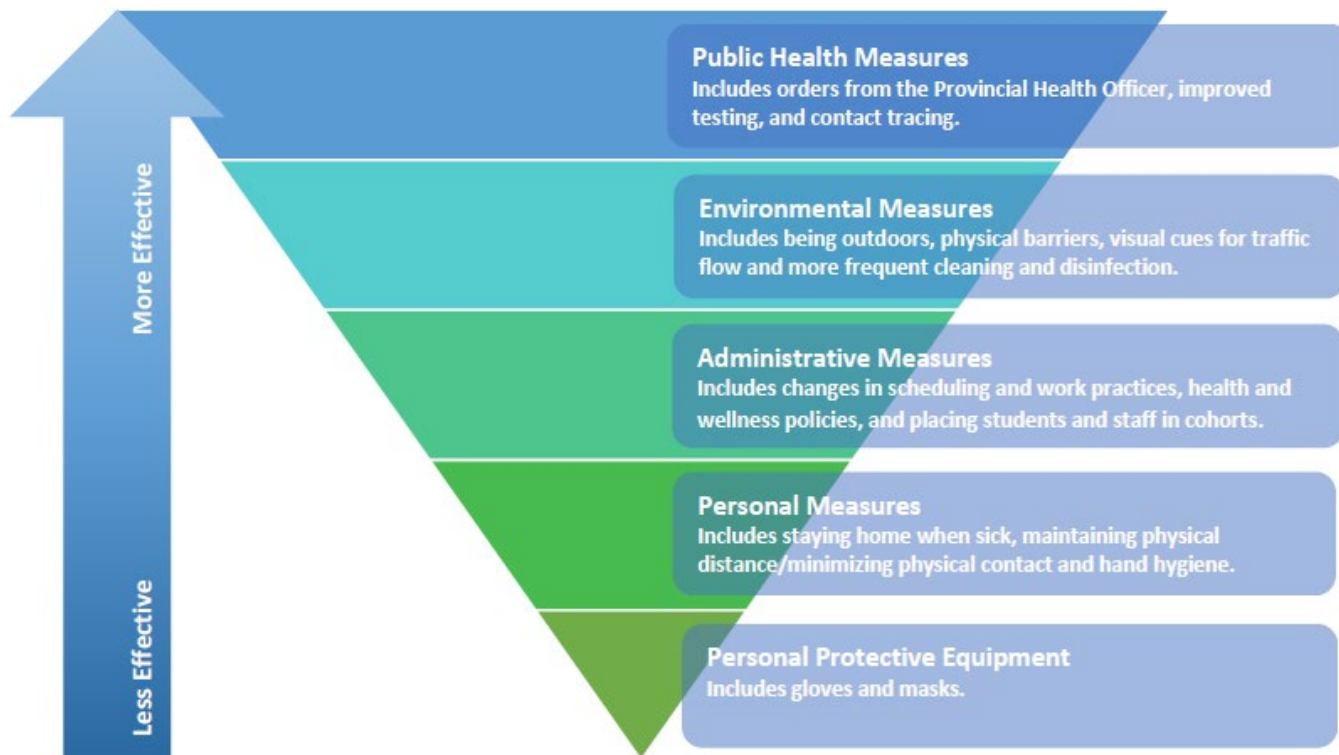
## **Signs and Symptoms**

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. The most common symptoms of COVID-19 include fever, chills, cough, shortness of breath, sore throat, runny nose, loss of sense of taste or smell, headache, fatigue, diarrhea, loss of appetite, nausea/vomiting, muscle aches. Less common symptoms can also include stuffy nose, conjunctivitis (pink eye), dizziness, confusion, abdominal pain, skin rashes or discoloration of fingers/toes. The symptoms may appear 2-14 days after exposure. COVID-19 symptoms can range from mild to severe. Children have similar symptoms to adults, but are less likely to have fever, shortness of breath or cough. COVID-19 causes mild illness in the majority of cases in children. If individuals show any of the above symptoms they must not go to school. If any student or staff member develops symptoms while at school, arrangements will be made for that person to go home. See [Traffic Flow \(environmental measure\)](#).

## **Prevention Control**

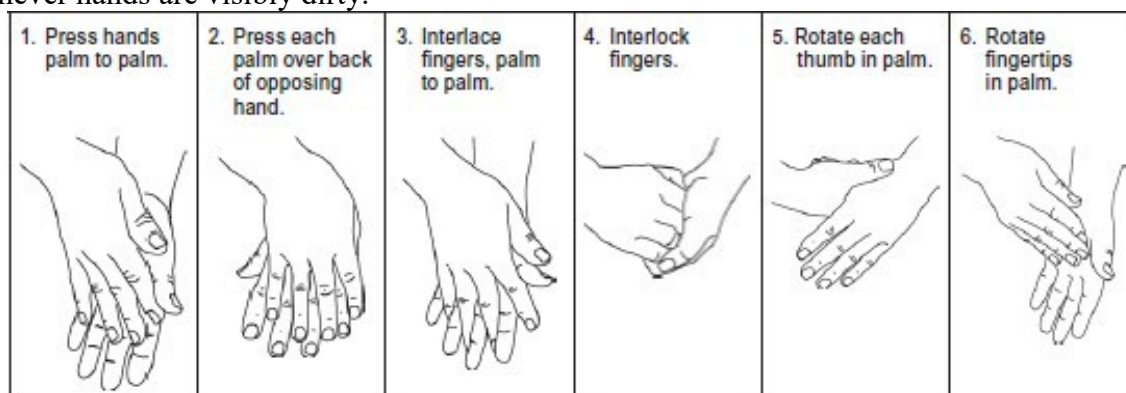
The following hierarchy for infection prevention and exposure control for Communicable Disease describes

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 COVID19 is substantially reduced.



1. ***Following Public Health Orders and Guidance (Public Health measure)***  
The BC Centre for Disease Control (BCCDC) is the source of information about COVID-19 for K-12 school settings and is guided by the [COVID-19 Public Health Guidance for K-12 School Settings](#). Resources available on BCCDC website can be used to support learning.
2. ***Contact Tracing (Public Health measure)***  
Public health performs contact tracing when a positive COVID-19 testing occurs. In order to assist Public Health with contact tracing efforts, school districts must keep an up-to-date list of learning groups, and busing seating arrangements.
3. ***Learning Group (Cohort) Model (administrative measure)***  
A learning group is a group of students and staff who remain together throughout a school term and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students with the same courses. Organizing students and staff into learning groups helps to reduce the number of different interactions and potential exposure to COVID-19. In [Stage 2](#), members of the same learning group must minimize physical contact but they are not required to maintain physical distance. In elementary and middle schools, a learning group can be composed of up to 60 people. In secondary schools, a learning group can be composed of up to 120 people. See [Appendix 5](#) for more information.
4. ***Hand Hygiene (personal measure)***  
Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body, particularly the eyes, nose, and mouth or to other surfaces that are touched. Wash hands frequently but especially:

- Immediately upon arrival at work or school.
- Before and after breaks (recess, lunch).
- Before and after eating, drinking (excluding drinks kept at a student's desk or locker).
- Before and after handling food or assisting students with eating.
- Before and after using an indoor learning space used by multiple cohorts (e.g. gym, music room, labs, etc.).
- Before and after giving medication to a student or self.
- Immediately after using the toilet.
- Immediately after sneezing, coughing, using a tissue.
- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks and removing gloves.
- After handling garbage.
- Whenever hands are visibly dirty.



Public Health authorities note that hand washing with plain soap and water is the preferred method of hand hygiene in schools and childcare centres as the mechanical action is effective at removing visible soil as well as microbes. The Provincial Health Officer (PHO) has confirmed that hot water is not necessary. Wash for a minimum of **20 seconds**. Dry hands with paper towels rather than hand dryers. Existing hand dryers will be disabled/signed out and replaced with paper towel dispensers. For more information on hand washing see [Appendix 1](#).

If water is unavailable, a waterless hand cleanser that has at least 60% alcohol may be used. Site Administrators will identify spaces that do not have access to hand washing facilities and hand sanitizers will be provided for those spaces. Follow the manufacturer's instructions on how to use the cleanser. If hands are visibly soiled, alcohol-based hand rubs may not be effective at eliminating the virus.

#### 5. ***Cough/Sneeze Etiquette (personal measure)***

Cough/sneeze etiquette includes the following components:

- Cover your mouth and nose with a tissue when coughing or sneezing. Or cough and sneeze into the bend of your arm, not your hands
- Use tissues to contain secretions and dispose of used tissues promptly. Wash hands immediately.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

Post signage throughout the facility with proper cough/sneeze etiquette (see [Appendix 11](#) for signage).

#### 6. ***Physical Distancing (personal measure)***

Practice physical distancing and attempt to keep a minimum two meters (6 ft.) distance between yourself and others whenever possible. The risk of transmission at busy workplaces is a function of the following

variables:

- the proximity frequency – the number of people you come near
- the proximity intensity – the closer you come to other people
- the proximity duration – the length of time spent near a person

See [Appendix 3](#) for physical distancing strategies.

**7. *Being Outdoors (environmental measure)***

Take students outside more often. 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. Playgrounds are a safe environment. Ensure appropriate hand hygiene practices before and after outdoor play.

**8. *Cleaning and Disinfecting (environmental measure)***

Regular cleaning and disinfecting of objects and high-touch surfaces (e.g. door handles, light switches, faucet handles, toilet handles, tables, desks & chairs used by multiple students, water fountains, keyboards and toys) will help prevent the transmission of viruses. This can be done using existing school cleaning and disinfection protocols. At a minimum, general cleaning and disinfecting of the premises will occur at least once a day and high touch points will be disinfected at least twice per day. Items that cannot be cleaned easily will be removed from the site or be made unavailable for use. See [Cleaning and Disinfecting](#) section and [Appendix 9](#) for more information.

**9. *Traffic Flow (environmental measure)***

Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.

**10. *Physical Barriers (environmental measure)***

Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a cohort. This may include the front reception desk where visitors check in, a library check-out desk, or in a cafeteria where food is distributed. Site administrators in consultation with the site Joint Occupational Health and Safety Committee will assess other locations that may benefit from plexiglass barriers.

**11. *If Individuals Show Symptoms (personal measure)***

If individuals show symptoms of COVID-19, they must not go to school or work. A Daily Health Check checklist/questionnaire is provided in [Appendix 8](#) to assist individuals in assessing their symptoms. Anyone experiencing cold, influenza, or COVID-19-like symptoms should not go to school. They should seek assessment by a health-care provider and self-isolate while they await the results and not return to school until their symptoms have resolved.

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



Students and 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 provider.

Schools must track staff and student absenteeism. Public Health should be notified if staff and/or student absenteeism exceeds 10 percent of regular attendance.

**If individuals begin to experience symptoms of COVID-19 while attending a school**, the symptomatic individual should be promptly sent home. If the individual cannot be sent home immediately they must be separated into an area away from others, until arrangements can be made for them to can go home. First Aid rooms must not be used as per WorkSafeBC requirements. Symptomatic students should be supervised while awaiting to be picked up. When possible, and if the sick person can tolerate it, they should wear a non-medical mask or use tissues to cover their nose and mouth. Staff assigned to supervise symptomatic individuals must maintain minimum 2 meter distance, not touch surfaces in the area, and should not be at increased risk of viral infection complications (i.e. persons that have a chronic illness).

School Administrators must develop procedures for students and staff who become sick while at school to be sent home as soon as possible. See chart below for steps to take when individuals display symptoms of COVID-19 while on 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 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. 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 or face covering if available and tolerated, or use a tissue to cover their nose and mouth.</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 (e.g., classroom, bathroom, common areas).</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 DEVELOPS SYMPTOMS AT WORK:</b></p> <p><b>Staff should go home as soon as possible.</b></p> <p><b>If unable to leave immediately:</b></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 tissue or 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 (e.g., classroom, bathroom, common areas).</li> </ol>
<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>	

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

Personal Protective Equipment (PPE), such as gloves, is not needed for most staff beyond that used as part of routine practices for the hazards normally encountered in their regular course of work. With regards to masks, there are several categories of masks.

### **N95 respirators**

N95 respirators properly fit-tested to the individual will protect the wearer from COVID-19. Individuals who have not been fit-tested for N95 respirator should not be wearing one. As well, N95 respirators should be reserved for healthcare workers as much as possible. Therefore N95s should not be used, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work (i.e.: maintenance staff, custodial staff, etc.). For more information on N95 respirators visit the [BCCDC website](#).

**Medical grade disposable masks:** If a person shows symptoms of COVID-19, these types of masks are an appropriate barrier to help stop cough or sneeze droplets from spreading. There is no evidence to suggest these types of masks protect the wearer from COVID-19. Schools will be provided with a limited supply of medical disposable masks for First Aid rooms/kits and as an option for individuals who show symptoms while at the site. Otherwise, medical masks should be reserved for healthcare workers as much as possible. Medical masks will be located in the office and First Aid rooms. General suggestions about how to put on and take off a medical mask are found here:

[www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks](http://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks)

**Non-medical cloth masks or face covering:** If a person shows symptoms of COVID-19, these types of masks are an appropriate barrier to help stop cough or sneeze droplets from spreading. There is no evidence to suggest these types of masks protect the wearer from COVID-19. Non-medical masks are required to be used in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group or household.

Students in middle and secondary school are required to wear non-medical masks in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained. Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff). No student needs to wear a non-medical mask if they do not tolerate it.

All staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in 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 (e.g. itinerant teachers/specialists interacting with multiple learning groups). Staff can also wear a mask, a face covering or a face shield within their classroom or learning group if that is their personal preference.

Wearing non-medical masks at all times in schools is not recommended as there are multiple, more effective infection prevention and exposure control measures, as outlined in this document. Wearing a non-medical mask, face covering, or face shield in schools outside of the circumstances outlined above is a personal choice for students and adults. It is important to treat people wearing masks with respect. Those that choose to wear non-medical masks, face coverings or face shields must still seek to maintain physical distance from people outside of their learning group. There must be no crowding, gathering or congregating of people from different learning groups, even if non-medical masks are worn.



**Managing students with complex behaviours, medical complexities or receiving delegated care** see [Students with Disabilities/Diverse Abilities section](#) and [Appendix 13](#) for more information regarding non-medical mask usage. If a person providing health services assesses the need for PPE beyond routine practices following a point-of-care risk assessment it should be worn.

It is important to wear a non-medical mask correctly. Visit the [BCCDC website](#) for information on proper use of masks.

### **Site-Specific Risk Assessment**

Site Administrators must assess their workplaces in order to identify places where there is risk of transmission. This process must involve consultation with the site safety committee and/or worker representatives. To understand the risk at your workplace, consider the following:

- Where do people congregate, such as break rooms, or meeting rooms (if applicable)
- What job tasks or processes require workers to come into close proximity with others and where physical distancing is not possible
- What tools, machinery, and equipment do people come into contact with in the course of their work
- What surfaces are touched often, such as doorknobs, elevator buttons, light switches, equipment, and shared tools
- What emergency procedures need to be revised (evacuation, lockdown, etc.), if at all

Continually assess the workplace after operations resume to ensure risks are identified and managed.

### **Site-Based Joint Occupational Health and Safety Committee (JOHSC)**

JOHSCs have an important function during this pandemic. Not only will JOHSCs continue to perform their duties according to their committee's Terms of Reference, but also:

- familiarize themselves with the district's Staff and Student Safety Plan for the Novel Coronavirus;
- be consulted in the development of site-based COVID-19 safety procedures;
- support and assist with implementation of site-based COVID-19 safety procedures;
- provide feedback on the effectiveness of implemented control measures.

A JOHSC must meet regularly at least once each month, but because of the fluid situation of the pandemic, JOHSCs will need to meet on a more frequent and as-needed basis to ensure consultation on safety processes are continually occurring. Some examples of when JOHSCs should connect include:

- when a new version of the Staff and Student Safety Plan is released;
- when changes in site safety operations occur;
- when new safety procedures are developed or existing safety procedures are adjusted.

Documentation of consultations must occur. Consider consolidating meeting documentation into one monthly document with dates of when consultations occurred.

## **Safe Work Procedures**

The BC Centre for Disease Control (BCCDC) and WorkSafeBC are the source of information about COVID-19 for K-12 school settings. Resources available on their websites can be used to support learning. The following safe work procedures are consistent with current public health protocols and is a general document that allows site Administrators the flexibility to customize processes based on the dynamics of their site.

### **Provincial Health Officer (PHO) 50-person Maximum Order**

The Provincial Health Officer's Order for Mass Gathering Events prohibits the gathering of more than 50 people for the purpose of an event. This order does not apply to schools. It is focused on one-time events where people gather and where control measures may be hard to implement. However, school gatherings should be kept to a minimum and where possible schools should seek virtual alternatives for larger gatherings and assemblies to continue to support these events in a different format.

### **In-Class Student Instruction (Learning Group Model)**

See [Appendix 5](#)

### **Site Entry Protocols**

In an effort to keep sites as hygienic as possible, site entry must be limited to only those individuals that are required to be on the premises. Site Administrators will decide which individuals (staff, students and visitors) to invite to the site. All others will be refused access to the site. This will include parents dropping off students to the site. Parents must drop off students outside the site and not enter the site unless invited by the Site Administrator. Site Administrators must develop a site protocol for site entry that establishes appropriate conduct and process for school drop-off and pick-up, and considers staggered pick up and drop off times. Site Administrators should keep a list of the date, names and contact information for all visitors who enter the school.

#### **1. Site Check-in Points**

Site Administrators will identify designated check-in entry points to their facility. These designated entry points will be signed with standard signage (to be provided by the district). The signage will provide information and instructions to entrants that will help maximize facility hygiene and cleanliness and include signage on physical distancing and handwashing. For sites that have classrooms with exterior exits consider having those students enter directly into the classroom from the exterior exit if handwashing facilities exist in the classroom or within close proximity to the classroom.

#### **2. Routine Daily Health Check**

Staff, students, and invited visitors (parents, caregivers, health-care providers, volunteers and other non-staff adults) entering the school must perform daily self-checks on the day of attending the site for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the site. Site Administrators must clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school. Site Administrators must also ensure school staff are aware of their responsibility to assess themselves daily. Site Administrators must also ensure invited visitors have completed the requirements of a daily health check before entering. A Daily Health Check checklist/questionnaire is provided in [Appendix 8](#) to assist staff, visitors, and parents/caregivers in performing the required daily health check, however, is not required to be submitted to the Site Administrator unless requested to by the site Administrator. Site Administrators may consider having parents and caregivers provide a copy of a completed daily health check form that confirms they understand how to complete the daily health check, especially for individuals who arrive at the site with symptoms.

As an optional added measure, sites may choose to conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-

19, or other respiratory disease. There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health care professionals.

Students or staff may still attend school if a member of their household has cold, influenza, or COVID-19-like symptoms, provided the student/staff is asymptomatic. It is expected the symptomatic household member is seeking assessment by a health-care provider. However, if any student, staff or other person is identified as a close contact of a confirmed case or outbreak they must stay home and self-isolate, including children of essential service workers. Follow the guidance from Interior Health for when to return to school.

### 3. Daily Entry Procedures

The first thing a person must do upon entering the site is sanitize their hands using the protocol established by the Public Health Agency of Canada (see [Appendix 1](#)). In order to ensure this occurs, each entry point must either have wayfinding signage to the nearest hand washing station or the entrant may be directed to the nearest hand washing facility. Site Administrators will decide on the best method to ensure entrants hand wash immediately upon entry.

Hand sanitizing using alcohol-based hand rub (ABHR) containing at least 60% alcohol is an alternative to hand washing (if hands are visibly clean), however, hand washing is the preferred over ABHR. Once effective hand washing has been performed the entrant will follow the entry protocol (i.e. sign-in, site orientation, etc.) established for the site.

Invited guests must adhere to the site's visitor protocol which includes signing into the visitor book and wearing a site-issued visitor badge. Uninvited individuals including uninvited students and parents who present to the site will be refused access to the site. The site Administrator, or designate, will be responsible for enforcement.

## Site Safety Orientation

### 1. Occupational (staff) Orientation

As per WorkSafeBC requirements (OHSR 3.22) workers are considered new workers when they are:

- (a) new to the workplace,
- (b) returning to a workplace where the hazards in that workplace have changed during the worker's absence,
- (c) affected by a change in the hazards of a workplace, or
- (d) relocated to a new workplace if the hazards in that workplace are different from the hazards in the worker's previous workplace

Items 'b' and 'c' are applicable to school district workers upon return from summer break. As a result, workers must be provided an orientation to the hazards and the processes that have changed at the workplace. To meet this WorkSafeBC requirement workers must have the following elements of the organization's Pandemic Response Plan reviewed with them:

- Two routes of COVID-19 virus transmission
  - contact transmission
  - droplet transmission
- Signs and symptoms of COVID-19
  - Common symptoms include fever, chills, cough, shortness of breath, sore throat, runny nose, loss of sense of taste or smell, headache, fatigue, diarrhea, loss of appetite, nausea/vomiting, muscle aches.
  - Less common symptoms can include stuffy nose, conjunctivitis (pink eye), dizziness, confusion, abdominal pain, skin rashes or discoloration of fingers/toes.
- 'Personal' prevention measures
  - avoid touching your face
  - proper handwashing (according to the Public Health Agency of Canada)
  - cough / sneeze etiquette

- physical distancing
- stay home when exhibiting symptoms
- What to do if someone exhibits symptoms while at work/school

As well, workers must be informed of:

- Designated entry points and entry procedures for the site
- Location of hand washing facilities
- Location of hand sanitizer stations, if available
- How to report symptoms of COVID-19
- Protocols for shared spaces (washrooms, staffroom, photocopier room, computer lab, etc.). See [Shared Spaces section](#) below for more information on specific of shared spaces.

Keep records of instruction and training provided to workers regarding COVID-19.

The *right to refuse unsafe work* is a fundamental right all workers in British Columbia have under the Workers Compensation Act. Based upon the historical experience of workers who exercised their *right to refuse unsafe work* in previous pandemics/epidemics such as SARS it was determined that employers who followed the guidance of Public Health authorities in developing their workplace protection policies were determined to be providing adequate protections and sufficiently safe workplaces that did not justify work refusals. If the procedures that are developed in accordance with Public Health guidelines, are not being implemented and followed correctly, this would justify a worker's right to refuse unsafe work. In this situation, the worker must follow the School District process as outlined in the [Health and Safety Program](#).

## 2. Student Orientation

Schools must provide health and safety orientation to students to ensure prevention controls at the site are understood and followed. Examples include online information, distribution of orientation and training materials that are clear, concise and easily understood, interactive sessions with Q&A's, etc.

## 3. Parent/Caregiver

As well, schools should consider providing early and ongoing health and safety orientation for parents/caregivers families and the school community are well informed of their responsibilities and resources available.

## Cleaning and Disinfecting

Each site will have a cleaning team that will be responsible for cleaning and disinfecting the site. The cleaning team will be assembled and managed by the Custodial Department and have a custodial team lead called the Custodial Contact Person that will be available to take direction from the Site Administrator. Schools will be cleaned and disinfected in accordance with the BCCDC's [Cleaning and Disinfectants for Public Settings](#) document. See [Appendix 9](#) for more information.

General cleaning and disinfecting of the premises will occur at least once every 24 hours. This includes such things as items that only a single student uses, like an individual desk, and emptying garbage containers. Frequently-touched surfaces include doorknobs, light switches, hand railings, faucet handles, toilet handles, tables, desks & chairs used by multiple students, water fountains, keyboards and toys (see [Appendix 4](#) for additional course-specific frequently touched items) will be cleaned and disinfected at least twice every 24 hours.

Sign-in sheets will be posted on room doors and cubicles. Individuals entering or occupying the rooms/cubicles will be required to sign in on the sign-in sheet, thereby informing the custodial cleaning team to clean and disinfect the space.

## Sharing of Items

### 1. General Items

Staff and students should not share personal items (pens, food, beverages, phones, cloth towels, etc.). Personal items should be labelled with person's name to discourage accidental sharing. Water fountains can be used, as access to water should not be restricted. Students and staff are encouraged to use personal water bottles. If using water fountains practice hand hygiene before and after use, and must not place their mouth on the fountain. Schools should not allow homemade food items to be made available to other students (e.g. birthday treats, bake sale items). This does not apply to food that is prepared in schools (e.g. as part of a culinary program) or for school food services (e.g. cafeteria). See [Appendix 7](#) for information. The sharing of appliances such as photocopiers, microwaves, refrigerators, laminators, etc. may occur.

Limit the use of shared educational items as much as is practical to do so. Instead, try to assemble individualized/small group kits that can be assigned to students. See [Appendix 4](#) for information on the sharing of curriculum-based items, tools, toys, equipment, etc. Limit the use of or remove items that are not easily cleaned (e.g., fabric or soft items, plush toys). With regards to the sharing of paper and paper products, the BC Centre for Disease Control (BCCDC) has stated:

*'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. Laminated paper-based products should be cleaned and disinfected daily if they are touched by multiple people.'*

## 2. Sharing of Technology

Staff and students should not share personal electronic devices. Students who have their own personal device or are in possession of a District assigned device are encouraged to bring them to school when they attend. For students who do not have their own devices there may be a limited number of devices available at the school. If available, school technology devices may be used by students. School shared electronic devices that are shared by students are considered frequently touched surfaces and must be cleaned at least twice every 24 hours. See [Appendix 14](#) for more information.

## **Curriculum Programs (i.e.: shop, science, music, foods programs etc.)**

All curriculum programs and activities should operate in alignment with Provincial K-12 Health and Safety Guidelines. When different learning groups use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.) there are no additional cleaning and disinfecting procedures beyond those that are normally implemented and those noted in this document. See [Appendix 4](#) for safety information for specific curriculum programs.

## **On Site Food Preparation (i.e.: school meal programs, cafeterias, foods classes, etc.)**

Schools can include food preparation as part of learning and provide food services, including for sale and meal programs. The BCCDC indicates COVID-19 does not appear to be transmitted by eating food contaminated with the virus, however, it is important to practice good hand hygiene before preparing food. The BCCDC does not require food preparers to wear gloves or non-medical masks, however, if food preparers do wear gloves they must wash their hands thoroughly before putting on and after removing the gloves. Wearing gloves does not reduce the need for hand washing.

### 1. Food Preparation as Part of Learning (i.e.: foods classes)

See [Appendix 4](#) for safety information specific to foods classes.

### 2. Food Preparation for Consumption (meal programs, cafeterias, etc.)

Food prepared within or outside a school for consumption by people other than those that prepared it (including for sale), it is expected that the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#) are implemented as appropriate and as relevant to the school setting, in addition to normally



implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.). See [Appendix 7](#) for more information.

3. Homemade Foods (i.e. bake sale items, birthday treats, etc.)  
Homemade foods are not allowed to be made available to other students and staff.

## **Working from Home**

During the COVID-19 pandemic it may be necessary for some school district staff to work from home. The duties and responsibilities of working from home will vary from worker to worker but the process of working from home for all school district workers should include:

1. Hazard self-assessment of the area in the home where the work will take place.
  2. Ergonomic self-assessment of the workstation.
  3. Protocol for evacuating the home in case of emergency.
  4. Reporting of work-related incidents or injuries.
  5. Process for working alone from home.
1. Hazard self-assessment of the home workspace  
Review the home workspace for obvious hazards. Ensure trip hazards are eliminated. Ensure there is adequate lighting for the tasks to be performed. Ensure the temperature is appropriate for the activities to be performed. Ensure extension cords are in good condition and properly positioned to prevent a trip hazard. Ensure circuits/power bars are not overloaded. Ensure your workstation ergonomics are adequate (see section 2 for more information). No in-person work-related meetings will be held in the employee's remote workplace. On-site safety and suitability visits (arranged in advance) by the employer may be performed to ensure the location meets basic safety requirements as per WorkSafeBC.
  2. Ergonomic self-assessment of the workstation  
If you will be working at a computer workstation for a significant amount of time review your workstation ergonomics. Review the WCB publication [How to Make Your Computer Workstation Fit You](#). Assess your workstation using the checklist in the WCB publication (page 26). Familiarize yourself on how to recognize the signs and symptoms of an ergonomic related injury listed on page 3 of the WCB publication.
  3. Emergency Procedures  
Protocols for evacuating from the home to a safe location if needed and how to contact the employer in case of emergency. Ensure:
    - a means (phone, etc.) of summoning assistance in the event of an emergency
    - a safe and unimpeded route of exit
    - no trip hazards in walkways, aisles
    - doorways are unobstructed
    - a designated safe location/assembly area
    - you know how to report to your supervisor in the event of an emergency
  4. Reporting of work-related incidents or injuries to the supervisor  
Inform your supervisor if you are injured at home as a result of an accident arising out of and in the course of the worker's employment. Call your supervisor immediately following the injury and then follow this up with the completion of the [WorkSafeBC Form 6A](#). Submit the completed Form 6A to your supervisor.
  5. Working alone from home  
A worker is considered to be working alone or in isolation when he or she does not have assistance that is readily available in case of emergency, injury, or ill health. In order to determine whether or not assistance is readily available, the following conditions should be considered:

- Presence of others: Are other people in the vicinity?
- Awareness: Will other persons capable of providing assistance be aware of the worker's need?
- Willingness: Is it reasonable to expect those other persons will provide assistance?
- Timeliness: Will assistance be provided within a reasonable period of time?

While working alone from home workers must follow their usual working alone procedure. This includes staff working alone keeping records of required check-ins with their working alone contact person, and ensuring their contact person knows how to contact the supervisor if communication is lost between the worker and contact person.

## Occupational First Aid

Occupational First Aid (OFA) Attendants will follow their OFA training. During the COVID-19 pandemic, OFA Attendants may need to modify their standard protocols for First Aid treatment to reduce the potential for transmission. The [WorkSafeBC Guide](#) to provide OFA treatment during the COVID-19 pandemic provides additional precautions attendants may take. The OFA attendant kit must have the appropriate PPE for First Aid treatments. Replacement medical masks and eye protection are to be located in the office for the First Aid Attendant to access.

## Carpooling/Vehicle Sharing

### 1. Fleet Vehicles

Attempt to adhere to physical distancing requirements while driving in vehicles for work purposes. Where 2 meter physical distancing cannot be maintained between workers while driving in fleet vehicles, non-medical cloth masks must be worn by vehicle occupants to reduce the risk of transmission. As well:

- Open windows whenever possible to increase fresh air ventilation while vehicle is occupied, and ensure the fresh air intake is open so that air in the vehicle is not being recirculated.
- Consider grouping workers into cohorts that travel together exclusively, keeping the same groups together each day to reduce the risk of broader transmission.
- Provide hand sanitizer for vehicle occupants to use at the start of each trip.
- Ensure high-touch points such as steering wheel, seat belts, driving controls, gear leaver, windows, keys, seats and door handles are wiped down each time occupants change seats.

### 3. Busing/Transportation

See [Appendix 6](#).

## Shared Spaces

Shared spaces include classrooms, staff rooms, cafeterias, hallways, etc. Spread people out as much as is practical to do so. Consider different classroom and learning environment configurations to allow distance between students and adults (e.g. different desk and table formations). For middle and secondary schools, consider arranging desks/tables so students are not facing each other and using consistent seating arrangements. Reduce the clutter in these shared spaces to increase the amount of usable space. Incorporate more individual activities or activities that encourage greater space between students and staff. Consider establishing occupancy limits and posting [occupancy limits](#) for these shared spaces. For guidance on the sharing spaces specific to courses/subject areas, see [Appendix 4](#).

Consider removing items (desks, tables, etc.) from hallways to increase the width of and reduce the bottleneck in hallways. Consider establishing a protocol for the coordination of flow of movement in the hallways so that as few classes are in the common areas at any given time. Consider floor signage as a strategy to control foot traffic in hallways. Manage the flow of people in public spaces such as hallways and on stairs, consider the use of one-way systems and signage. Wash hands between transitions from different learning environments. Staff should

assist younger students with hand hygiene as needed. Complete the custodial sign-in sheet posted on room door.

Bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape of pavement, etc.) where required.

## **Playground Structures**

Playgrounds are a safe environment. Ensure appropriate hand hygiene practices before and after outdoor play. School playgrounds will not be cleaned/disinfected. Students should be educated to not touch their face while using the playgrounds and to hand wash after playground use. Signage will be posted (see [Appendix 12](#)).

## **Portables and Other Out Buildings**

Out buildings such as portables and modular are considered as an extension of the main building. Staff arriving at the site must first proceed to the main building entrance and follow the Site Entry Protocol before proceeding to the out building.

Students arriving at the site may enter directly into the out building if handwashing facilities exist in the out building, and staff are on hand to facilitate the Site Entry Protocol. Otherwise, students must enter through the site check-in point, hand wash, and then proceed to the out building.

Thereafter, the out building occupants are not required to recheck-in upon re-entering the main building if they have come directly from the out building into the main building (i.e. not visited their vehicle, or otherwise left the site). Out buildings without handwashing facilities will be provided with alcohol-based hand sanitizer.

## **Ventilation**

There is no evidence that a building's ventilation system, in good operating condition, is contributing to the spread of the virus. Ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated and maintained as per standards and specifications for ongoing comfort of workers. There is no need for enhanced ventilation in public buildings to prevent the spread of COVID-19, however, consider moving activities outdoors when possible and consider moving classrooms outside when space and weather permit, increasing air exchanges by adjusting the HVAC system, and opening windows when possible. If opening windows and doors consider site security issues.

## **International Students and Students Returning From Travel**

All students and staff who have travelled outside of Canada are required to self-isolate for fourteen (14) days under both provincial and federal orders. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before school begins to adhere to the self-isolation orders. International students will self-isolate according to BCCDC requirements within homestays upon arrival to the community. Arrangements have been made for students to arrive prior to the school opening and with families to ensure that they have met the isolation requirements prior to attending school.

Students who travel abroad will be required to meet BCCDC isolation requirements before returning to school. For more information on field studies see [Appendix 4](#).

## **Community Partnerships and Facility Shared-Use Agreements**

For [Stage 2](#), after hours community use of facilities is allowed in alignment with other health and safety measures. Community user groups must comply with the 50 Person Maximum requirement, sanitize hands upon entry, practice respiratory etiquette, practice physical distancing among older youth and adults, ensure participants stay home if feeling ill, limit building access to only those areas required for the purpose of the activity. Spaces used by community users should be cleaned and disinfected prior to students and staff re-entering the space. Cleaning

for purposes of after school use cannot result in a reduction of cleaning for education purposes. Sites should contact the Secretary-Treasurer's office if they have questions about facility shared-use agreements.

## **Mental Health and Well-Being**

Anxiety and uncertainty created by the COVID-19 outbreak should not be disregarded. It is important to remember that mental health is just as important as physical health, and to take measures to support mental well-being. See [Appendix 10](#) for resources.

## **Students with Disabilities/Diverse Abilities**

Students with disabilities/diverse abilities who are not able to physically distance are not to be excluded from a learning group. Prevention and exposure control measures should be implemented to support students to access learning within a learning group (e.g. assigned seating, prompts, visual support, education using video modelling, social stories etc.) and learning groups must be 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.

Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19. However, [children with immune suppression](#) (e.g. children who have had a recent organ transplant, children who are receiving chemotherapy) are at greater risk due to having a generally higher risk of getting infections. Parents or caregivers of a child with immune suppression should be encouraged to consult with their child's health-care provider to determine their child's level of risk related to COVID-19, and if attending in-class instruction is right for them.

Staff or other care providers working with students with disabilities and diverse abilities should continue with regular precaution. When staff are in close 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. As such, 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) when outside of their learning groups, and when physical distancing cannot be maintained.

If a person providing health services assesses the need for additional PPE following a point of care risk assessment it should be worn. Those providing health services should wear a mask when working in close proximity with students who are at a higher risk of severe illness due to COVID-19 (e.g. children with immune suppression), particularly those who work at multiple sites.

See [Appendix 13](#) for more information.

## **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, and 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.

The North American Centre for Threat Assessment and Trauma Response has released a resource to assist the

education sector in supporting the transition back to school called [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact](#). To support educators to develop compassionate learning communities through trauma-informed practice, the Ministry has created [trauma-informed practice resources](#) that are available on the [erase website](#). School district and school staff should practice awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.

### **At Risk Population**

Staff and students who believe they are at a higher risk of developing complications from COVID-19 should contact 8-1-1 or consult with their physician. According to the Provincial Health Officer and the BC Centre for Disease Control, 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. The advice from the Provincial Health Officer and the BC Centre for Disease Control for parents/caregivers of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, is to consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction.

### **COVID-19 Positive Test Results**

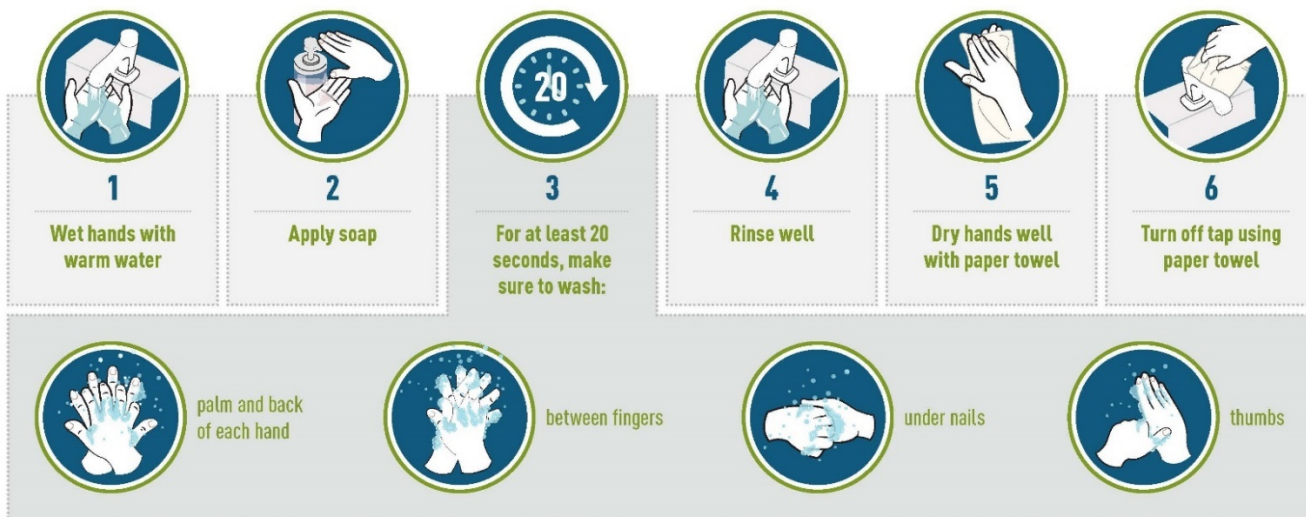
When a person is confirmed by Public Health as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific Public Health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe. If a staff or student in a school is confirmed by Public Health as positive for COVID-19, Public Health will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified. Schools should not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by Public Health.



## Appendix 1 - Handwashing



### REDUCE THE SPREAD OF COVID-19. WASH YOUR HANDS.



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Public Health  
Agency of Canada

Agence de la santé  
publique du Canada

Canada

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>

## Appendix 2 – Glove Removal



### Glove removal procedure

To protect yourself from exposure to contamination, you must take your gloves off safely.

#### How to remove gloves safely



1. With both hands gloved, grasp the outside of one glove at the top of your wrist.



2. Peel off this first glove, peeling away from your body and from wrist to fingertips, turning the glove inside out.



3. Hold the glove you just removed in your gloved hand.



4. With your ungloved hand, peel off the second glove by inserting your fingers inside the glove at the top of your wrist.



5. Turn the second glove inside out while tilting it away from your body, leaving the first glove inside the second.



6. Dispose of the gloves following safe work procedures. Do not reuse the gloves.



7. Wash your hands thoroughly with soap and water as soon as possible after removing the gloves and before touching any objects or surfaces.

## Appendix 3 – Physical Distancing

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, prompt, video modelling, etc. as necessary.
- Create space between students/staff as much as possible:
  - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).
  - Consider arranging desks/tables so students are not facing each other and using consistent or assigned seating arrangements.
  - Consider storing excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
- 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.
  - For elementary students, 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.
  - For middle and secondary students, minimize group activities and avoid activities that require physical contact. Note, for guidelines specific to course/subject areas see [Appendix 4](#).
- Manage flow of people in common areas, including hallways, to minimize crowding and allow for ease of people passing through.
- Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompt, video modelling, signage, videos using sign language, etc.).
- Consider installing barriers made of transparent material in places where physical distance cannot be regularly maintained, and a person is interacting with numerous individuals outside of a learning group. This may include at a front reception desk where visitors check in, a library check-out desk, or where food is distributed in a cafeteria.

## Appendix 4 – Specific Curriculum Programs

All curriculum, programs and activities should operate in alignment with Provincial K-12 Health and Safety Guidelines. Safety demonstrations and instruction, ensure appropriate space is available to allow for all students to view and understand demonstrations. Avoid sharing items such as hand tools, toys, sports equipment. Consider numbering and assigning each student their own supplies, if possible. Practice diligent hand hygiene, wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Students and staff should wash their hands regularly.

Laundry should be placed in a laundry basket with a plastic liner. Do not shake dirty items. Wearing gloves is optional. If choosing to wear gloves, ensure hand hygiene is performed before and after use. No other PPE is required. Clean hands with soap and water immediately after removing gloves. Wash with regular laundry soap and hot water (60-90°C).

### Science Labs

Shared equipment (e.g. glassware and testing equipment for science labs) are considered frequently-touched surfaces and must be cleaned at least twice every 24 hours.

### Shops

Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial. Diligent student self-assessment of health when transitioning between the high school and post-secondary institution. Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online. Information for workers is available on the [WorkSafeBC COVID-19 web page](#).

### Home Economics

Shared equipment (e.g. sewing machines and sewing equipment for home economic programs) are considered frequently-touched surfaces and must be cleaned at least twice every 24 hours.

### Food/Culinary

Food prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures other than normal food safety measures and requirements need to be implemented (e.g. FOODSAFE trained staff, a food safety plan, etc.). As students tend to prepare food together in culinary programs, use of learning groups is encouraged. Prepared food items should not be made available to other students at this time (e.g. birthday treats, bake sale items). Practice diligent hand hygiene by washing hands regularly, but especially at the beginning of the class, before and after handling food, before and after eating and drinking, whenever hands are visibly dirty. Shared equipment (e.g. kitchen equipment for culinary programs) are considered frequently-touched surfaces and must be cleaned at least twice every 24 hours.

### Physical Education

Encourage outdoor programs as much as possible. Plan physical activities that limit the use of shared equipment and minimize physical contact inside learning groups and support physical distancing outside of learning groups. Refer to the [PHE Canada guidelines](#) for more information on activity options. If sharing equipment, clean and disinfect as per the guidelines in the Cleaning and Disinfecting section of this document. Students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use. 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, and monitor, 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.

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 provided that 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](#).



### Music

No in-person inter-school competitions/events should occur. Shared equipment should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use. Refer to the [Guidance for Music Classes in BC During COVID-19](#) developed by the B.C. Music Educators' Association and the Coalition for Music Education in B.C.

### Theatre, Film, Dance

No in-person inter-school festivals/events should occur. Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations. Limit physical touch and face-to-face interactions. Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfection guidelines in this document. The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Refer to the [ABCDE website](#) for more information.

### Field Studies

In addition to the regular, existing field study protocols, the following guidelines apply during [Stage 2](#):

- 50 person maximum mass gathering rule.
- Field study locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field study supervisor should then share the plan with parents and school administration.
- Use of parent volunteers for driving groups of students is not permitted. Volunteers providing supervision must be trained in and strictly adhere to physical distancing and other health and safety guidelines.
- Field studies to outdoor locations are preferable.
- Conduct a risk assessment considering the study location - science exploration vs. exploring at the beach
- No overnight field studies should occur.
- International field studies are cancelled until further notice.

### Work Experience/Career Simulations/Dual Credit

Students can still engage in work placements in accordance with the following guidance. School districts must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines. For current, and any new placements, standards in the Ministry [Work Experience Program Guide](#) must be followed. School districts will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering [Provincial Health Officer](#) and [WorkSafeBC](#) guidance regarding COVID-19. To ensure awareness and support for placements under these conditions, it is recommended that school districts and schools obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic. Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the health and safety guidelines of the workplace including wearing PPE if required.

### Adult Education

Adult education programs operated by K-12 schools should follow the guidance outlined in this document, particularly the guidance provided for adults in a school environment. This includes respecting environmental and administrative measures, such as maintaining physical distance.



## **Appendix 5 – Learning Group Model - Stage 2** (August 2020)

A learning group is a group of students and staff who remain together throughout a school term and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students with the same courses. Organizing students and staff into learning groups helps to reduce the number of different interactions, while allowing more students to receive in-class learning in a close-to-normal school environment. Members of the same learning group must minimize physical contact but they are not required to maintain physical distance. In elementary and middle schools, a learning group can be composed of up to 60 people. In secondary schools, a learning group can be composed of up to 120 people.

Learning groups will be smaller for elementary students recognizing that it is more challenging for younger children to maintain physical distance from each other, while older students are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19. Allowing larger learning groups in secondary schools also enables more flexibility in meeting student's diverse learning needs.

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. Those outside of a learning group must practice physical distancing when interacting with the learning group. For example, an itinerant teacher (e.g. a teacher teaching on call, an Indigenous support worker, 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 two-meter distance can be maintained between people from different learning groups.

During break times (e.g. recess, lunch), students may want to socialize with peers in different learning groups. There are different considerations for elementary and middle/secondary students when socializing outside of their learning group. Schools should make sure these considerations are clearly communicated and explained to students.

### Elementary Students

When interacting with peers outside of their learning group, students should minimize physical contact when outdoor and maintain physical distance when indoors. Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower risk environment than indoors. When indoors, 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.

### Middle/Secondary Students

When interacting with peers outside of their learning group, students should 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.

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. 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. 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 the staff is interacting with people outside of their learning group,

and physical distancing cannot be consistently maintained, and none of the strategies outlined above are viable options, staff are expected 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).

## Appendix 6 – Transportation Safety Plan (as of August 19, 2020)

- Employees are required to review the [Central Okanagan Public Schools Staff and Student Safety Plan for the Novel Coronavirus \(COVID-19\)](#) and follow all instructions and signage posted in district schools and buildings.
- The following information is in addition to the district's COVID-19 Staff and Student Safety Plan and drivers are required to practice the procedures as set out below, whenever operating a bus.
- Wash stations and restroom facilities are available at each school

### The Bus Driver:

1. Must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school or worksite. If staff or any adult has any symptoms, they must not enter the school or worksite.
2. Will wash their hands often, including before and after completing trips.
3. If no wash station is available, hand sanitizer will be available and used by the driver when entering the bus.
4. Will keep up-to-date passenger and seating arrangement lists to share with Public Health should contact tracing need to occur.
5. Will ensure that physical distancing rules are applied in and around the school bus whenever possible.
6. Will provide instruction to passengers as to proper loading and unloading procedures.
7. Will supervise the loading and unloading process.
8. Drivers 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) when they cannot maintain physical distance or be behind a physical barrier in the course of their duties.
9. Personal Protective Equipment:
  - a) Gloves will be provided for sanitization and disinfecting purposes.
  - b) Non-medical masks and face shields will be available for staff.

### The Passenger:

1. 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. **If a child has any symptoms, they must not take the bus or go to school** (see [Appendix 8](#) – Daily Health Check Example).
2. Must wash their hands before they leave home to meet the bus, before they leave school prior to boarding the bus, and when they arrive home.
3. Will sit in assigned seats.
4. Should use hand sanitizer upon entering the bus.
5. Guest passengers on the school bus will not be permitted, only those assigned to the route may ride.
6. May not consume food or beverages while riding on the school bus, with the exception of a personal water bottle. Lunch and snacks must remain in the students backpack or lunch kit.
7. Middle and secondary students are required to wear non-medical masks when they are on the bus.
8. Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff-drivers).

*Non-medical masks are recommended in situations where a person cannot maintain physical distance for extended periods of time and is in close proximity to a person outside of their regular contacts. This includes riding the bus to school where a student may be sitting next to a person outside of their cohort or household. No student is required to wear a non-medical mask if they cannot tolerate it.*

### School Bus Transportation Procedures:

1. Elementary students may be assigned 3 per seat.
2. Middle and secondary students shall be assigned 2 per seat.

3. To reduce the number of close in-person interactions on school buses, the following strategies are required:
  - a) If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.
  - b) The assigned seating plan will be available in the bus.
  - c) The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioral issues, etc.).
  - d) Loading and Unloading Procedures - Consider the order students typically on-load and off-load to support buses being loaded from back to front and off-loaded from front to back.

Below is one option that may work on some routes, but not all. Drivers must consider best practices for loading and unloading students and assigning seats to ensure there is minimal inter-personal contact between students.

#### AM Procedure:

- a) First passenger to board the bus goes directly to the back seat.
- b) When unloading at the school, the last passenger to board the bus will be the first passenger to unload at the school, unloading the bus from front to back.

#### PM Procedure:

- a) At dismissal time, best practice would be to board students in the same order they were picked up in the morning. *(The last student bus stop on the route in the afternoon should be the students who board the bus first, going directly to the back. The last student to board the bus in the afternoon, should be the student who is at the front of the bus and off at the first bus stop.)*

#### **The School Bus:**

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](#).

#### **Definitions:**

*Cleaning:* the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.

*Disinfection:* the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

In addition to the district regular school bus cleaning schedule:

1. Drivers will be required to clean seats and touch points inside the bus, between each run or after completing field study work.
2. Drivers will disinfect their bus each day.
3. Driver's personal items will be removed from the bus each day.
4. Waste containers will be lined with bags and removed each day.
5. The above procedures will apply any time a spare bus is being used.

#### **Special Transportation:**

In addition to all of the above procedures, (except loading and unloading), the following items will apply when transporting students with inclusive supports:

1. To minimize the number of close proximity encounters between the student and driver, whenever possible the parent or CEA should assist with securing the student in the seatbelt.
2. Parents and CEAs are required to wear a non-medical mask when assisting the student with loading or unloading

the school bus.

3. Special Education students shall be loaded or unloaded at or as close to their home address as possible and preferably in a location off the main road.



## Appendix 7 – Food Preparation Safety Plan

The Central Okanagan Public Schools Plan is to continue providing food and food-based education to students in a safe manner and in alignment with the Provincial Health Officer directives and Provincial COVID-19 Health & Safety Guidelines for K-12 Settings, which may require creative and innovative approaches. Practice diligent hand hygiene by washing hands regularly, but especially at the beginning of the class, before and after handling food, before and after eating and drinking, whenever hands are visibly dirty. Shared equipment (e.g. kitchen equipment for culinary programs) are considered frequently-touched surfaces and must be cleaned at least twice in 24 hours.

### Brown Bag Lunch (BBL) Program

- During [Stage 2](#), the BBL program will resume to daily delivery.
- Food will be provided in a Brown Paper Bag and food should not be touched or adjusted at the school level (e.g. separated and put into bins for students to choose items).
- Food delivery to schools will begin the week of September 21, 2020.
- Reassign staff as required to support food distribution to students (e.g. Advocates, CEAs, etc.).
- Review food and delivery safe handling practices with staff members (gloves, physical distancing, etc.).
- Keep in contact with Jodee Hermiston by Wednesday each week to adjust the number for Brown Bag Lunches and Breakfast/Backpack packages (Wednesday before the next week).

### Breakfast Programs

- For schools with Breakfast Programs the following recommendations should be followed:
  - Food provided should be prepackaged (e.g. granola bars, yogurt, brown bag breakfast packages)
- For schools on the Food for Thought Breakfast program, delivery will occur once per week on Tuesdays. Food will be prepared in prepackaged bags. Storage and refrigeration will be the responsibility of the school.
- For schools on their own breakfast program, all food must be prepackaged.

### Home Economics

- Food-based education provides powerful cross-curricular opportunities, and promotes both physical and mental health. Food preparation and food-based learning opportunities can continue to be offered in schools by following usual food safety protocols, and the cleaning and disinfecting practices outlined in the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings.
- Food prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures other than normal food safety measures and requirements need to be implemented (e.g. FOODSAFE trained staff, a food safety plan, etc.). As students tend to prepare food together in culinary programs, use of learning groups is encouraged. See [Appendix 4](#) for more information.

### Food Preparation for Consumption (meal programs, cafeterias, etc.)

- Food prepared within or outside a school for consumption by people other than those that prepared it (including for sale), it is expected that the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#) are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.). Only programs that have previously been in operation within our schools have the option of continuing. A food safety plan must be developed and presented to the school Principal based on the WorkSafe BC requirements.
- Food must be individually packaged/presented and must not be provided in a buffet style.
- All people preparing and delivering food must wear masks.

#### Homemade Foods

- Homemade foods are not allowed to be made available to other students and staff (e.g. birthday treats, bake sale items).

#### PAC Hot Lunch Programs

- It is not recommended that PAC Hot Lunch programs occur during [Stage 2](#). To support our schools' goal of reducing adults within our buildings outside of the Learning Group these programs should be suspended.

#### Gathering Rooms, Support Rooms that have previously offered food options

- All food must be prepackaged and not involve any preparation (e.g. making toast, pouring cereal with milk, microwaving).

## Appendix 8 – Daily Health Check – Individual Self Screening

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

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


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

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.

## Appendix 9 – Cleaning and Disinfecting



# Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



### CLEANING AND DISINFECTANTS FOR PUBLIC SETTINGS

**Good cleaning and disinfection are essential to prevent the spread of COVID-19 in BC.**

This document provides advice to public groups, transit, schools, universities, child care and other institutions in BC on cleaning for non-health care settings.

Make sure to wash hands with plain soap and water after cleaning or use an alcohol-based hand sanitizer.



OR



**Cleaning:** the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth.

**Disinfection:** the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

***All visibly soiled surfaces should be cleaned before disinfection.***

**Cleaning for the COVID-19 virus is the same as for other common viruses.**

Cleaning products and disinfectants that are regularly used in households are strong enough to deactivate coronaviruses and prevent their spread.

#### Recommendations:

- General cleaning and disinfecting of surfaces should occur at least once a day.
- Clean and disinfect highly touched surfaces at least twice a day and when visibly dirty (e.g. door knobs, light switches, cupboard handles, grab bars, hand rails, tables, phones, bathrooms, keyboards).
- Remove items that cannot be easily cleaned (e.g. plush toys).

#### Cleaning .....

For cleaning, water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes should be used, along with good physical cleaning practices (i.e. using strong action on surfaces).

#### Disinfection .....

For disinfection, common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed) can be used. Use the figure and table below for guidance. Always follow the manufacturer's instructions printed on the bottle.



Ministry of Health



BC Centre for Disease Control

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

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1888-268-4319) or text 604-630-0300



## Appendix 10 – Mental Health

### **Mental Health Resources for Workers:**

Workers in the workplace may also be affected by the anxiety and uncertainty created by the COVID-19 outbreak. It's important to remember that mental health is just as important as physical health, and to take measures to support mental well-being. Here are some resources that can assist with maintaining mental health in the workplace during this time.

[COVID-19 Psychological First Aid Service: Information and Signup](#) (British Columbia Psychological Association) – Free virtual counselling provided by registered psychologists.

[COVID-19: Staying Well In Uncertain Times](#) (Canadian Mental Health Association – B.C.) – Tips and information on how to reduce and manage anxiety in the workplace due to the COVID-19 outbreak.

[Managing COVID-19 Stress, Anxiety and Depression](#) (Ministry of Mental Health and Addictions) - Tips and resources on things we can do as individuals and collectively to deal with stress and support one another during these challenging times.

[Mental Health and Psychosocial Considerations During COVID-19 Outbreak](#) (World Health Organization) – These mental health considerations were developed by the WHO's Department of Mental Health and Substance Use as messages targeting different groups to support for mental and psychosocial well-being during COVID-19 outbreak.

[Mental Health and COVID-10](#) (Conference Board of Canada) – Videos on different aspects of mental health, including coping with anxiety, job loss, and dealing with isolation.

[Taking Care of Your Mental Health](#) (COVID-19) (Public Health Agency of Canada) – Tips and resources for taking care of your mental health during the COVID-19 outbreak.

[Virtual Mental Health Supports During COVID-19 \(HealthLink BC\)](#) - provides online mental health and substance use support including services such as virtual counselling, senior volunteer services and crisis support

### **Mental Health Supports for Students and Families:**

#### Continuation of Mental Health Team for Supporting Students

The Social Emotional Learning (SEL) Team is divided into two groups to support our school communities. Several members will be part of the larger collaborative services team providing support on learning from a Social Emotional and Trauma Informed lens. The mandate is to provide mental health services and resources specific to needs during these unprecedented times for parents and students. In addition, the Mental Health team is responsible for connecting with schools and responding to needs they may have. This year the District has expanded its support to include a full time Social Emotional Learning (SEL) Teacher at 14 of our elementary sites. The role of these teachers is to support administrators, teachers and other school staff in identifying root causes of student behavioral issues and assist with the delivery of coping and resiliency skills and strategies.

#### Resources for parents

Several documents for parents are available on the district website and shared via counsellors and through a dedicated [Mental Health Webpage](#). This webpage is updated regularly.

#### Resources for staff to support students

Several documents for staff to support students have been shared with counsellors to be distributed to staff. Creation of a shared Google Drive with many mental health resources for counsellors to use with staff, students, and parents. Vetting and collating resources for promoting mental health for students. On-going Trauma-Informed, SEL, Mental Health in-servicing opportunities will be provided throughout the year.

#### Outside agency supports and connections

The Mental Health Team is in regular communication with members of ARC Programs, The Foundry, Child Youth and Mental Health and Interior Health to get clear information from these community agencies about their remote

and face to face services for students. Weekly meetings with outside agencies to identify students who may not be receiving additional community support will continue. At the meeting, the group collaboratively develops appropriate community service plans for these vulnerable students as identified by school or community staff. The Mental Health Team will provide support to the school-based Elementary Social Emotional Teachers, ARC School Based Mental Health Clinicians, Child and Youth Mental Health Clinicians, and when appropriate, the Indigenous Youth Wellness Workers. This year, the school district and ARC have partnered to provide site-based clinical support services for students at 14 elementary sites and increased the time for all Secondary School ARC Mental Health Clinicians



## Appendix 11 – Cough/Sneeze Etiquette



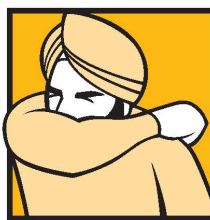
Stop the spread of viruses that make you and others sick!



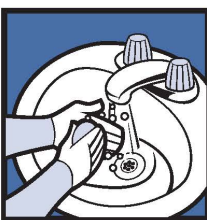
**Cover your mouth and nose** with a tissue when you cough or sneeze.



**Throw tissues away** immediately.



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



**Wash your hands** often with soap and water or an alcohol-based hand sanitizer.



**Stay home** if you are sick.



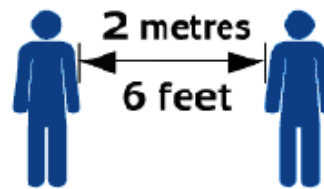
**Pandemic Influenza Preparedness**

For more information, visit  
[www.gov.bc.ca/h1n1](http://www.gov.bc.ca/h1n1)

# PLAYGROUND OPEN

**For the health and safety of all:**

**Follow physical  
distancing guidelines**



**Play surfaces are NOT disinfected**



**Wash or sanitize hands  
before and after playing**



**Avoid crowding**



**Stay home if you are feeling unwell**

**Visit [www.sd23.bc.ca](http://www.sd23.bc.ca)  
for updated information**

## Appendix 13 – Students with Disabilities/Diverse Abilities

### Student Support Services Supporting Students with Diversabilities Returning to School during the COVID -19 Pandemic Work Within a School Setting not Within a Clinical or Health Setting (as per Operational Health & Safety)

#### Prioritization of Services and Supports

As part of the transition to Stage 2, school districts are required to make in-school instruction available to all K-12 students; this includes students with disabilities/diversabilities.

#### Accommodations for Students with Disabilities/Diversabilities

School districts are expected to develop continuity of learning plans for students with disabilities/diversabilities that supports in-school learning and ensures equity to access of learning. Instruction will be aligned with the goals identified in students' Individual Education Plans (IEPs) and in consultation with specialists and therapy professionals. Schools will continue to consult with IEP team members to assess the supports that can be provided onsite. Families who decide to keep their child at home during Stage 2 will continue to have access to remote learning in consultation with the educational team.

#### Community Resources and Supports

Families are encouraged to seek support from agencies they are familiar with and have accessed prior to the pandemic. Supports from Ministry of Children & Family Development, Child & Youth with Special Needs Services, Interior Health Nursing Support Services (for students requiring delegated nursing tasks), Autism funding and respite can be found here: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/resources-parents-caregivers-of-children-with-disabilities-diverse-abilities.pdf>.

Students who were not considered vulnerable before the pandemic may now experience challenges that affect their sense of safety, and their emotional and mental well-being. Both Child & Youth Mental Health (CYMH) and the Foundry (youth ages 12-24) are offering mental health support and treatment options. They can be accessed by a self-referral in-take system.

<https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health>

<https://foundrybc.ca/kelowna>

#### Adjusted Schedules, Supplemental Support Plans and Response Plans

Students who require or are currently on adjusted schedules, supplemental support plans or response plans will be supported on their plans. Students' needs will continue to be assessed on a case-by-case basis to ensure the safety and well-being for all.

Staff working with students who have adjusted schedules, supplemental support plans or response plans should review these plans before students return to school in collaboration with School Administrators and families.

#### Provincial Health and Safety Guidelines for K-12 Setting

Please refer to the BC Ministry of Education's Health and Safety Guidelines for the most up to date information regarding the Novel Coronavirus (COVID – 19).

[provincial health and safety guidelines for K-12 setting](#)

### Transition Considerations for Supporting Students with Diversabilities

Specific strategies and accommodations to support students with diversabilities during the COVID – 19 pandemic in Central Okanagan Public Schools can be found in the following google document.  
<https://docs.google.com/document/d/18NVHMRN4mNobt4fUFW7wDsVUtDHZcWA11SNWmRxWLfM/edit?usp=sharing>

## Appendix 14 – Shared Technology in Schools

With the shift to [Stage 2](#), it continues to be important for us to manage the shared use of technology. From the [Central Okanagan Public Schools Staff and Student Safety Plan for the Novel Coronavirus \(COVID-19\)](#):

- ***Students who have their own personal device or are in possession of a District assigned device are encouraged to bring them to school when they attend.*** For students who do not have their own devices, there may be a limited number of devices available at the school. If available, school technology devices may be used by students. School devices are considered frequently-touched surfaces and therefore are required to be cleaned and disinfected at least twice every 24 hours.

### **For Administrators:**

- We recommend administrators email their whole school community with the following information. Here is some sample language you may choose to use and/or adapt.
  - *With the shift to stage 2 and return to in-class learning, we remain committed to maintaining the health & safety of students and staff. To that end, we will continue to minimize the number of students sharing devices as much as possible. We are continuing to encourage students who have their own personal learning device (e.g., Chromebook, Laptop, tablet) to bring those devices to school in lieu of using a shared school device. Personal devices can connect to the Guest WiFi in buildings. If device sharing is necessary, please know that devices will still be available in schools for any student that needs one and health & safety procedures will be in place to ensure that there is proper cleaning and disinfecting.*
- Some ideas when forming your site-specific plan:
  - Be sure to encourage students who can bring a device from home to do so (and use the Guest Wifi to connect) - including tablets, laptops and smartphones.
    - Note: If in a hybrid model, be sure to encourage students who have borrowed a school device to bring that device with them each day they attend.
  - Consider using a central location for any school devices loaned out to students during the day (to make it easier for the person responsible for clearing devices between use).
  - Consider a sign out sheet on laptop carts or where devices are stored (so it's clear which devices were used on a given day).
  - Look to limit the number of students that use a given device in a day (e.g. where possible look to assign a device to a single student for the whole day).
- The District Health & Safety plan outlines the following cleaning procedures:
  - Don disposable gloves (to protect sensitive hands from the cleaning solution).
  - Apply spray cleaner to paper towel. Do not spray directly to surfaces. Disinfectant wipes may be used, if available.
  - Wipe high touch surfaces (phone, keyboard, mouse, etc.) using a circular motion. Do not allow excess liquid to drip between keyboard keys.
  - Wipe up excess liquid but do not rinse surfaces.
  - Dispose of soiled paper towel in a lined garbage bin.
  - Remove gloves using the procedure in [Appendix 2](#).
  - Wash hands with soap and water.

### **For School Staff:**

- Staff should remind students to bring their own device if possible. Guest WiFi is available for personal devices (laptops, Chromebooks, tablets, and smartphones). If sharing is necessary, staff should assign a specific device to students to minimize multiple contacts as much as possible.
- Staff should supervise students to ensure they return devices to the proper area for cleaning.
- Staff should also advise students to wash their hands before and after using a device.
- We continue to encourage staff to email [tech.support@sd23.bc.ca](mailto:tech.support@sd23.bc.ca) should they need support.