School District 22

COVID -19
Pandemic Response Plan and
Exposure Control Plan

August 25, 2020
(Currently STAGE 2 of the K-12 Education Restart Plan)
Table of Contents

Introduction ........................................................................................................................................3
Prevention and Continuity Planning for School District 22 .................................................................4
COVID-19 Facts ................................................................................................................................4
Plan Overview ...................................................................................................................................6
Roles and Responsibilities General Overview ....................................................................................7
Roles and Responsibilities ....................................................................................................................8
Infection Control Policies and Procedures ..........................................................................................15
Communication Planning .....................................................................................................................16
Plan Review .......................................................................................................................................19
APPENDIX ........................................................................................................................................20
COVID-19 EXPOSURE CONTROL PLAN .........................................................................................50
**Introduction**

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

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

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

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

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

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

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

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

**Members of the Committee:**

- Superintendent
- Secretary-Treasurer
- Director of Human Resources
- Assistant Director of Human Resources
- Directors of Instruction
- Director of Facilities
- Manager of Transportation Services
Prevention and Continuity Planning for School District 22

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

Prevention planning includes:

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

Purpose of COVID-19 Pandemic Plan and Exposure Control Plan

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

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

COVID-19 Facts

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

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

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

- **COVID-19 causes mild illness in the majority of cases in children and they often present with a low grade fever and a dry cough.**
- **COVID-19 has a very low infection rate in children (ages 0-19). In BC, less than 1% of children tested have been COVID-19 positive; children are not a high risk for COVID-19 infection.**
- The most important thing to do to prevent infection is to wash your hands regularly and avoid touching your face.
- **Attempt physical distancing when possible by keeping a distance of two metres from people. For younger children maintaining physical distancing is less practical and the focus should be on minimizing physical contact instead.**

- To help reduce your risk of infection:
  - Wash your hands often with soap and water for at least 20 seconds. Using soap and water is the single most effective way of reducing the spread of infection (see Hand Hygiene in Appendix E)
  - If a sink is not available, alcohol based hand rubs (ABHR) can be used to clean your hands as long as they are not visibly soiled. If they are visibly soiled, use a wipe and then ABHR to effectively clean them.
  - Do not touch your face, eyes, nose or mouth with unwashed hands.
  - Cover your mouth and nose with a disposable tissue or the crease of your elbow when you sneeze or cough.
  - Regularly clean and disinfect frequently touched surfaces.
  - Do not share food, drinks, utensils, etc.
  - Wear PPE as directed in the Exposure Control Plan (see Appendix E)

- **Current information suggests that COVID-19 impacts adults more than children, and some adults with specific health circumstances are at higher risk for more severe outcomes including: people older than 65, people with compromised immune systems, or people with underlying medical conditions. If you are at higher risk for COVID-19 complications, follow general preventative strategies against infection, and should you become ill, seek medical help early. (See BC Centre for Disease Control - Information for patients with chronic health conditions).**

- **HealthLink BC at 8-1-1 is available 24 hours a day/seven days a week.**

- **If you think you might have COVID-19, or if someone in your household is showing symptoms, use the BC self-assessment tool to find out what to do.**

- For COVID 19 testing information visit the [BCCDC website](https://www.bccdc.ca/).

- Contact 8-1-1 and/or your healthcare provider if you have developed symptoms or have been in close contact with someone known to have tested positive for COVID-19.

- For updates, information, and frequently asked questions, see the [BCCDC’s website for Child Care and Schools](https://www.bccdc.ca/).
Plan Overview

Organization and Structure of the Plan

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

1. **Pre-pandemic Period:** This is the critical stage for plan preparedness. Planning efforts need to focus on education, business continuity, and infection control.

2. **Pandemic Period:** The Provincial Health Officer (PHO) will declare when it is time to activate plans for the pandemic phase. Plans will need to be adapted to reflect circumstances and situations as they arise. COVID-19 was declared a pandemic on March 11, 2020 and there are currently five stages outlined in the COVID-19 K-12 Return to School Plan.

   During this phase, we receive direction from the Provincial Health Officer to:
   - Minimize rates and the spread of infection and illness;
   - Minimize educational and business disruptions.

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

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

1. Planning and Coordination
2. Continuity of Student Learning
3. Infection Control Policies and Procedures
4. Communication Planning – including reporting elevated absenteeism
5. Education of Staff/ Students/ Families
Pandemic Response Plan
for COVID-19

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

Superintendent of Schools
- Receives updates from the Ministry of Education, Minister of Health, Provincial Health Officer, & Interior Health Officer
- Provides direction to staff
- Updates the Board of Education
- Works to ensure effective communication (inside and outside of SD22) - designated media contact

Directors of Instruction
- Receive updated information
- Contact person for administrators
- Monitor COVID-19 absenteeism levels
- Develop alternate curriculum delivery models
- Develop contingency plan for student assessments

Secretary-Treasurer
- Develops and implements key financial functions including continuity
- Receives and sends financial information
- Works with Superintendent to inform the Board
- Develops Policies/Procedures for Pandemic Plan
- In absence of Superintendent gives direction to staff

Director of Human Resources
- Updates TTOC & casual support staff lists
- Ensures adequate levels of replacement staff
- Communicates with VTA
- Policies / Procedures for staff absences
- Policies / Procedures for reassigning staff
- Assists departments with cross-training strategies

Principals
- Updates Superintendent regarding absenteeism
- Updates list of students who are high risk
- Updates staff, parents, PAC, community rental groups as appropriate.
- Identify isolation room
- Directs work to minimize exposure
- Contacts parents to pick up ill students
- Discuss with staff the preparations for alternate curriculum delivery

Director of Facilities
- Assists with school closures / openings
- HVAC systems
- Implements environmental cleaning as directed.
- Works with Managers & Supervisor of Custodial Services to identify minimum custodial tasks that must occur each day.
- Manager – Transportation Services
- Create a transportation contingency plan for bussing

Assistant Director of Human Resources
- Assist with the development of the pandemic response plan and exposure control plan
- Communicates with CUPE
- Contact for WorkSafe BC.
- Contact person for staff regarding health & safety.
- Liaises with DJOHS committee

Updated: August 25, 2020
Roles and Responsibilities

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

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

Assistant Secretary-Treasurer
1. Ensure the continued operation of the district’s financial, payroll, benefit, and accounting functions.

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

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

Principals and Management Team
1. Post or relay educational and informational material in an accessible area for staff to review.
2. Educate all staff and students about proper hand-washing practices. Resources are available on the COVID-19 link of the school district website and within this plan.
3. Educate and encourage students and staff to follow safety procedures outlined in the Exposure Control Plan. Have staff review with students on an ongoing basis.
4. Advise parents that students with symptoms should stay at home and follow current directions of the BC Centre for Disease Control (BCCDC). Advise staff to follow usual practices for taking sick leave.

5. Send students and staff who have symptoms home. Move students and staff to a separate isolation room if they become sick at school, until they can be sent home. Follow the isolation room procedures in the Exposure Control Plan.

6. Discuss pandemic planning at monthly safety committee meetings.

7. Ensure that parents/guardians have provided up-to-date contact information to the school.

8. Advise PAC and parents about School District 22 plans for the COVID-19 Pandemic, including website communications and personal preparedness.

9. Stay in regular communication with the superintendent’s office when the school absenteeism rate is significantly increased. That is, when absenteeism is at, or more than, 10 per cent of the population and to report this to the superintendent’s office who will report to the office of the Medical Health Officer.

**Director of Facilities**

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

**Manager of Transportation Services**

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

**Supervisor of Custodial Services**

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

**Director of Information Technology**

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

**Director of Human Resources**

1. Develop and implement specific employee work practices for use during a pandemic.
2. Maximize the use and availability of replacement staff.
3. Liaise with Vernon Teacher’s Association (VTA).

4. Ensure policies and procedures for staff absences and re-assigning staff are in place.

5. Assist departments with the development and implementation of cross-training strategies.

**Assistant Director of Human Resources**

1. Develop, implement, and review control plans.

2. Continue communication with the District Joint Occupational Health and Safety Committee (DJOHSC) and liaise with site-based OH&S committees.

3. Maximize the use and availability of replacement staff.

4. Liaise with CUPE union.

5. WorkSafe BC contact.


**Executive Assistant, Human Resources**

1. Maintain website updates and distribute electronic communication provided by the Superintendent of Schools or designate.

2. Assist with review and updates to the Pandemic Response Plan & Exposure Control Plan.

**Student Support Services**

1. Train staff to provide assistance to children, including children with disabilities, who are unable to execute respiratory etiquette or wash their hands.

2. Train staff that respond in close proximity to the needs of children with disabilities, regarding the appropriate use of PPE.

3. Advise staff of the particular precautions for children with disabilities who interact with assistive technologies and other important equipment, including cleaning and disinfecting.

4. Collaborate with schools to identify and respond to children who are at a high risk of developing secondary health, social, emotional, and psychological complications associated with public health prevention measures.

**Staff**

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

2. In all sites, when school is in session, staff must report classroom illnesses in excess of 10% of the population to their principal who must report this to the Superintendent.

3. Know protocols if students show symptoms. Students who are exhibiting signs or symptoms of COVID-19 should be placed in a separate isolation room from other students/children with a closed door. Any rooms
they have been in while symptomatic should be cleaned before others enter them. School administration will contact parents/guardians for immediate student pick up.

Communication

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

School Reporting Requirements

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

School Closure Decision-Making Process

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

Roles and Responsibilities - Functions

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

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

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

<table>
<thead>
<tr>
<th>Reopening of schools</th>
<th>Superintendent; Principals/Vice Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resumption of business activities</td>
<td>Secretary-Treasurer</td>
</tr>
</tbody>
</table>
## Continuity of Student Learning and Core Operations

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

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

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

Ensure that parents/guardians have provided up-to-date contact information to the school Ensure that parents/guardians have a means of communicating with schools.

Provide information via SD22 website, emails, newsletters, etc.

Provide information via SD22 website, emails, newsletters, etc.

Provide information via SD22 website, emails, newsletters, etc.

Principals/Vice Principals

Educate Staff/Students/Families

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

Sick Students & Staff

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

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

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

- Follow the protocols of the Exposure Control Plan (Appendix E)
Supporting Students with Disabilities/Diverse Abilities or Immune Suppression

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

Students with disabilities/diverse abilities who are not able to physically distance during stages with in-class instruction will not be excluded. Prevention and exposure control measures should be implemented to support students to access learning. Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19.

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

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

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

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

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

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

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

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

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

Health Monitoring

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

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

Record Keeping

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

In addition, first aid records will be maintained.

Plan Review

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

APPENDIX A: Hand Washing/Good Hygiene Posters

APPENDIX B: SD22 School Absentee Reporting Form

APPENDIX C: Risk Assessment SD22 Safe Working Procedures

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

APPENDIX D: COVID-19 Procedures for Sites

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

APPENDIX E: COVID-19 Exposure Control Plan

APPENDIX F: Student Personal Care/Medical Plan Form

APPENDIX G: School Counselling COVID-19 Safety Operational Plan

APPENDIX H: Psychoeducational Assessment COVID-19 Safety Operational Plan

APPENDIX I: Daily Health Check Example
WASH YOUR HANDS

1. Wet
2. Soap
3. Scrub for 20 seconds
4. Rinse
5. Dry
6. Turn off water

KEEP OUR SCHOOLS HEALTHY

Wash your hands often. As you scrub, sing "Happy Birthday" 2 times.

Cover coughs and sneezes with the inside of your elbow.

Stay home when sick until you are better.
APPENDIX B

SD22 SCHOOL ABSENTEEISM REPORTING FORM

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

HOW TO USE THIS FORM

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

SCHOOL DEMOGRAPHICS

Name of School: ____________________________ City/Town: ____________________________

Contact Person: ____________________________ Tel Number: ____________________________

# Students Enrolled: _________________________ # Students Absent due to illness: __________

# Regular Staff: ______________________________ # Regular Staff Absent due to illness: _________

Date of elevated absenteeism: (dd/mm/yy)______________

PLEASE CHECK REASONS FOR ABSENTEEISM

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

-
## APPENDIX C

**SD22: Safe Work Procedures**

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

### PROCEDURE:

**LOW RISK – GENERAL WORK COVID-19 SAFE WORK PROCEDURES FOR REGULAR WORKERS** including (but not limited to):

- Clerical, Reception, Administration, Managers,
- Teachers/TTOCs, Educational Assistants (EAs), Aboriginal Support Workers (ASWs) & Support Staff, Delivery Drivers

Hazard Ranking = 4 (L2+P2)

### REVISED

August 17, 2020

### REQUIRED SAFETY EQUIPMENT:

- Wash up station
- Non-Medical mask

### SUBJECT: COVID-19 SAFE WORK PROCEDURES

### INTRODUCTION - PURPOSE AND IMPORTANCE:

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

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

### Additional Requirements

- Physical distancing, keeping a distance of two meters (six feet) from all persons, is recommended for all face to face contact
- Hand washing and sanitizer is accessible to all workers and frequent use is promoted
- Daily cleaning / disinfectant routines have been established on all surfaces that are touched often
- When possible, meetings will be conducted with adequate physical distancing or virtually via video conferencing tools such as Microsoft Teams.
- Where face to face meetings are deemed necessary the number of participants in both internal and external meetings is limited to numbers that the available meeting space can accommodate while respecting physical distancing expectations. Larger face to face meetings on sites will be held in areas where physical distancing can be maintained (ex. outside).
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and anytime they are outside of their classroom/learning group and physical distancing can’t be maintained.
Hazard Ranking= 4 (L2 + P2)

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

<table>
<thead>
<tr>
<th>Potential Consequences</th>
<th>Possible minor injuries. No medical treatment, FA only</th>
<th>Injuries or illness requiring medical treatment</th>
<th>Injuries or illness requiring hospital admission</th>
<th>Permanent Impairment</th>
<th>Fatality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Significant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Expected to occur regularly under normal circumstances</th>
<th>Expected to occur at some time</th>
<th>May occur at some time</th>
<th>Not likely to occur in normal circumstances</th>
<th>Could happen but probably never will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost Certain</td>
<td>5</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>Likely</td>
<td>4</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
<td>Very High</td>
</tr>
<tr>
<td>Possible</td>
<td>3</td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
<td>Very High</td>
</tr>
<tr>
<td>Unlikely</td>
<td>2</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
</tr>
<tr>
<td>Rare</td>
<td>1</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Hazard Ranking: Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10
PROCEDURE: MEDIUM/MODERATE RISK – GENERAL MAINTENANCE WORK COVID-19 SAFE WORK PROCEDURES FOR CUSTODIANS, ENHANCED CLEANERS, & CLEANERS
Hazard Ranking = 5 (L3+P2)

REVISED August 17, 2020

REQUIRED SAFETY EQUIPMENT:

- Nitrile Gloves & Non-Medical Mask
- Wash up station

SUBJECT: GENERAL CUSTODIAL DISINFECTING / COVID-19 SAFE WORK PROCEDURES

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

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

Personal Protection Required
- Nitrile Gloves
- Non-medical mask

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

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

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

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

Waste Disposal

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

Additional Requirements

- Physical distancing, keeping a distance of two meters (six feet) from all persons, is recommended for all face to face contact.
- Vehicles/equipment will only be occupied by the operator, no passengers.
- Hand washing and sanitizer is accessible to all workers and frequent use is promoted
- Daily cleaning / disinfectant routines have been established on all surfaces that are touched often.
- Whenever possible, meetings will be conducted to allow for physical distancing or virtually via video conferencing tools such as Microsoft Teams.
- Where face to face meetings are deemed necessary the number of participants in both internal and external meetings is limited to numbers that the available meeting space can accommodate while respecting physical distancing expectations.
- Larger face to face meetings on sites will be held where physical distancing can be maintained (eg., outside).
Hazard Ranking= 5 (L3 + P2)

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

<table>
<thead>
<tr>
<th>Potential Consequences: Possible minor injuries. No medical treatment, FA only</th>
<th>Injuries or illness requiring medical treatment</th>
<th>Injuries or illness requiring hospital admission</th>
<th>Permanent Impairment</th>
<th>Fatality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Significant</td>
<td>Minor</td>
<td>Moderate</td>
<td>Major</td>
<td>Severe</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Likelihood**

- Expected to occur regularly under normal circumstances
  - Almost Certain: Expected to occur regularly under normal circumstances
    - Likelihood: 5
    - Potential Consequences: Low to Very High

- Expected to occur at some time
  - Likely: Expected to occur at some time
    - Potential Consequences: Low to Very High

- May occur at some time
  - Possible: May occur at some time
    - Potential Consequences: Low to Medium

- Not likely to occur in normal circumstances
  - Unlikely: Not likely to occur in normal circumstances
    - Potential Consequences: Low to Medium

- Could happen but probably never will
  - Rare: Could happen but probably never will
    - Potential Consequences: Low to Medium

**Hazard Ranking**

- Low = 2-4
- Medium = 5-6
- High = 6-7
- Very High = 8-10

Updated: August 25, 2020
PROCEDURE: LOW RISK – GENERAL MAINTENANCE WORK
COVID-19 SAFE WORK PROCEDURES FOR TRADES WORKERS
Hazard Ranking = 4 (L2+P2)

REVISED August 17, 2020

REQUIRED SAFETY EQUIPMENT:
• Nitrile Gloves & Non-Medical Mask  • Wash up station

SUBJECT: GENERAL MAINTENANCE WORK / COVID-19 SAFE WORK PROCEDURES

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

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

Personal Protection Required
• Nitrile gloves
• Non-medical mask

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

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

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

Work Procedures

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

Additional Requirements

- Physical distancing, keeping a distance of two meters (six feet) from all persons, is recommended for all face to face contact.
- Hand washing and sanitizer is accessible to all workers and frequent use is promoted.
- Daily cleaning / disinfectant routines have been established on all surfaces that are touched often.
- Whenever possible, meetings will be conducted with appropriate physical distancing or virtually via video conferencing tools such as Microsoft Teams.
- Where face to face meetings are deemed necessary the number of participants in both internal and external meetings is limited to numbers that the available meeting space can accommodate while respecting physical distancing expectations.
- Larger face to face meetings on sites will be held where physical distancing can be maintained (ex. outside).
Hazard Ranking $= 4$ (L2 + P2)

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

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Possible minor injuries. No medical treatment, FA only</th>
<th>Injuries or illness requiring medical treatment</th>
<th>Injuries or illness requiring hospital admission</th>
<th>Permanent Impairment</th>
<th>Fatality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Significant</td>
<td>Not Significant</td>
<td>Minor</td>
<td>Moderate</td>
<td>Major</td>
<td>Severe</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- Expected to occur regularly under normal circumstances
- Expected to occur at some time
- May occur at some time
- Not likely to occur in normal circumstances
- Could happen but probably never will

**Potential Consequences**

- Possible minor injuries. No medical treatment, FA only
- Injuries or illness requiring medical treatment
- Injuries or illness requiring hospital admission
- Permanent Impairment
- Fatality

**Hazard Ranking**: Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10
PROCEDURE: HIGH RISK – COVID-19 SAFE WORK PROCEDURES FOR FIRST AID ATTENDANTS
Hazard Ranking = 6 (L4+P2)

REVISED August 17, 2020

REQUIRED SAFETY EQUIPMENT:

| • Nitrile Gloves | • Wash up station & Disinfectant |
| • Eye protection | • Surgical/Procedural Mask |

SUBJECT: COVID-19 SAFE WORK PROCEDURES

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

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

Personal Protection Required
• Nitrile Gloves
• Eye Protection – Ex. Goggles or Face Shield
• Surgical Mask/Procedural Mask

Equipment & Materials
• Wash up station/Sink with soap or ABHS
• Disinfectant
• First Aid Equipment as required

Worker Protection for First Aid Attendants
• FAA’s must wear a surgical/procedural mask, eye protection and gloves for ALL patient interactions.

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

Work Procedures
Updated: August 25, 2020
- FAAs should follow their OFA training and perform their scene assessment as outlined in their Priority Action Approach to determine if the scene is safe to approach the injured person.
- FAAs should assume all injured individuals requiring First Aid are infected with COVID-19 (Universal Precautions).
- Based on their scene assessment if they determine that it is not safe to approach the injured person then they are to assist the individual from outside the two metre radius.
- If life-saving interventions are required and the FAA must encroach upon the two metre radius to treat the injured person (i.e.: apply an AED, perform chest compressions, etc.) the FAA must have the required personal protective equipment (PPE).
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic area and physical distancing can't be maintained.

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

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

### Hazard Ranking= 6 (L4 + P2)
- Likelihood= L4 likely to occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

<table>
<thead>
<tr>
<th>Potential Consequences</th>
<th>Possible minor injuries. No medical treatment, FA only</th>
<th>Injuries or illness requiring medical treatment</th>
<th>Injuries or illness requiring hospital admission</th>
<th>Permanent Impairment</th>
<th>Fatality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Significant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Minor</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Severe</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Likelihood:
- Expected to occur regularly under normal circumstances
- Expected to occur at some time
- May occur at some time
- Not likely to occur in normal circumstances
- Could happen but probably never will
**Pandemic Response Plan for COVID-19**

<table>
<thead>
<tr>
<th>PROCUREMENT:</th>
<th>MEDIUM / MODERATE RISK – COVID-19 SAFE WORK PROCEDURES FOR BUS DRIVERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hazard Ranking = 5 (L3+P2)</td>
</tr>
<tr>
<td>REVISED</td>
<td>August 17, 2020</td>
</tr>
</tbody>
</table>

### REQUIRED SAFETY EQUIPMENT:

<table>
<thead>
<tr>
<th>Nitrile Gloves &amp; Non-Medical Mask</th>
<th>ABHS (at least 60% alcohol)/Wash Up area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face Shield</td>
<td>Non-medical Mask or Face covering</td>
</tr>
</tbody>
</table>

### SUBJECT: GENERAL BUS DRIVER DISINFECTING / COVID-19 SAFE WORK PROCEDURES

### INTRODUCTION - PURPOSE AND IMPORTANCE:

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

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

### Personal Protection Required

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

### Equipment & Materials

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

### Worker Protection

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

### Worker Decontamination

- Remove and dispose of gloves. Wash hands before and after removing gloves.
Worker shall wash any exposed areas of the body.

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

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

**Additional Requirements**
- Contact your supervisor if you require specific PPE.

**Hazard Ranking= 5 (L3 + P2)**
- Likelihood= L3 may occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

<table>
<thead>
<tr>
<th>Potential Consequences</th>
<th>Possible minor injuries. No medical treatment, FA only</th>
<th>Injuries or illness requiring medical treatment</th>
<th>Injuries or illness requiring hospital admission</th>
<th>Permanent Impairment</th>
<th>Fatality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Significant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Minor</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Moderate</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Severe</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**Likelihood**

- Expected to occur regularly under normal circumstances
  - Almost Certain
    - Expected to occur at some time
      - Likely
      - May occur at some time
      - Not likely to occur in normal circumstances
      - Could happen but probably never will

**Hazard Ranking:** Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10
**PROCEDURE:** MEDIUM / MODERATE RISK – COVID-19 SAFE WORK PROCEDURES FOR Staff Supporting Complex Learners or Students with Care Plans (with high risk for droplet contact)

Hazard Ranking = 5 (L3+P2)

**REVISED**

August 17, 2020

---

**REQUIRED SAFETY EQUIPMENT:**

<table>
<thead>
<tr>
<th>Nitrile Gloves &amp; Non-Medical Mask</th>
<th>Wash up station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye protection (possibly)</td>
<td>Surgical/Procedural Mask, Non-medical Mask or Face Shield (possibly)</td>
</tr>
</tbody>
</table>

**SUBJECT: COVID-19 SAFE WORK PROCEDURES**

**INTRODUCTION - PURPOSE AND IMPORTANCE:**

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

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

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

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

**Equipment & Materials**

- Wash up station

**Worker Protection**

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

**Worker Decontamination**

- Remove and dispose of gloves. Wash hands after removing gloves.
- Worker shall wash any exposed areas of the body with disinfectant wipes or soap and water.
Work Procedures
- Follow the guidelines outlined in the student’s individual care/safety plan.
- Each student care plan is unique and support procedures are on a case by case basis.
- Avoid touching a student’s bodily fluids (e.g. mucous or saliva). If you do, practice diligent hand washing.
- Wearing a non-medical mask or face covering is required for all staff when they are in high traffic areas and anytime they are outside of their classroom/learning group and physical distancing can’t be maintained. Masks should be worn under a face shield when possible.

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

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

Hazard Ranking = 5 (L3 + P2)
- Likelihood = L3 may occur at some time
- Potential Consequence = P2 injury or illness requiring medical treatment are minor

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Potential Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected to occur regularly under normal circumstances</td>
<td>Almost Certain</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td>Expected to occur at some time</td>
<td>Likely</td>
</tr>
<tr>
<td>May occur at some time</td>
<td>Possible</td>
</tr>
<tr>
<td>Not likely to occur in normal circumstances</td>
<td>Unlikely</td>
</tr>
<tr>
<td>Could happen but probably never will</td>
<td>Rare</td>
</tr>
</tbody>
</table>

Hazard Ranking: Low = 2-4 // Medium = 5-6 // High = 6-7 // Very High = 8-10
### APPENDIX D: COVID-19 Procedures for Sites

- Procedures for School Board Office  
  - pg 39
- Procedures for Facilities  
  - pg 41
- Procedures for School Sites  
  - pg 43
- Procedures for Transportation Department  
  - pg 45
- Procedures for Food Distribution  
  - pg 48
COVID-19: School Board Office Procedures

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

COVID-19 Preventative Measures

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

Entering/Leaving the Building

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

Office Hours

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

Daily Sanitizing Routines

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

First Aid (Isolation) Room

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

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

**Photocopier/Mailroom**

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

**Bathrooms**

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

**Staff Room/Kitchen**

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

**Know the Facts**

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

- [The BC Centre for Disease Control](https://www.bccdc.ca/)
- [Health Link BC](https://www.healthlinkbc.ca/)
- [Health Canada](https://www.canada.ca/)
- [The World Health Organization](https://www.who.int/)

**Practice Self-care**

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

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

Additional information may be found on the School District No. 22 website: [www.sd22.bc.ca](http://www.sd22.bc.ca)
COVID-19: Facilities Procedures
The primary directive from the Federal and BC Provincial governments is aimed at limiting potential exposure of Canadians to COVID-19. Employees are to review operations and take preventative measures to ensure workers are not exposed; everyone must do their part to help reduce the spread of COVID-19.

COVID-19 Preventative Measures

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

Entering/Leaving the Building

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

Office Hours

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

Daily Sanitizing Routines

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

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

Additional Information

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

Bathrooms

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

Know the Facts

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

- The BC Centre for Disease Control
- Health Link BC
- Health Canada
- The World Health Organization

Additional information may be found on the School District No. 22 website: www.sd22.bc.ca

Staff Room/Kitchen

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

Photocopier/Mail

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

Illness

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

Practice Self-care

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

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

Click here for more information on managing COVID-19 stress and anxiety.
COVID-19: School Site Procedures

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

COVID-19 Preventative Measures

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

Entering/Leaving the Building

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

Lockers

- Lockers are not available to students at this time.

Cubbies

- Cubbies can be used within learning groups.

School Hours/Access

- The Principal will schedule the working hours of the site to ensure safety. Students may access school sites between 8am and 4pm, unless otherwise approved by the Principal.
- Staff must be out of the school by 4:30pm, unless approved by the Principal, & confirmed with the custodian.
- Use the designated entrances and exits. Lock access to exterior doors, except the main entry, after the school start-up/entry in the morning.

Illness

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

Bathrooms

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

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

Daily Communication Routines

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

Physical Distancing

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

First Aid (Isolation) Rooms

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

Additional information may be found on the School District No. 22 website: www.sd22.bc.ca

Staffroom/Common Areas and Shared Spaces

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

Photocopier or Supply Room

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

Know the Facts

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

- The BC Centre for Disease Control
- Health Link BC
- Health Canada
- The World Health Organization

Practice Self-care

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

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

Click here for more information on managing COVID-19 stress and anxiety.
COVID-19: Transportation Department Procedures

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

COVID-19 Preventative Measures

- Practice physical distancing from others (6 feet or 2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 symptoms call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and physical distancing cannot be maintained. This includes when loading, unloading and driving buses.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self-assessment tool at https://bc.thrive.health/covid19.

Entering/Leaving the Building

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

Department Hours

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

Communication

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

Daily Sanitizing Routines at the Office

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

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

Additional Information

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

Staff Room/Kitchen

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

Photocopier/Mail

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

Illness

- If you are sick, stay home and report sick to Robyn.
- If you start to develop symptoms while at work, let your supervisor know via email or phone and go home.
- If you are not sure whether you should stay home use the self-assessment tool and follow the directive.
Transporting Students & Cleaning Procedures

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

Know the Facts

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

- The BC Centre for Disease Control
- Health Link BC
- Health Canada
- The World Health Organization

Practice Self-care

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

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

Click here for more information on managing COVID-19 stress and anxiety.
COVID-19: Food Distribution Procedures

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

COVID-19 Preventative Measures

- Practice physical distancing from others (6 feet or 2 metres away from others) whenever possible.
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- If you have to cough or sneeze, try to do it into your elbow or a tissue, and then throw out the tissue if used and wash your hands afterwards.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Stay home when you are sick. If you have any COVID-19 symptoms call 8-1-1.
- Avoid close contact with people who are sick.
- Wearing a non-medical mask or face covering is required for all staff & visitors when they are in a high traffic area and anytime they are outside of their classroom or learning group and physical distancing cannot be maintained. All casual staff, TTOCs, and specialist staff or EAs working in close proximity to students across learning groups will wear masks when working at school sites and physical distancing can’t be maintained.
- Clean and disinfect frequently touched objects and surfaces.
- If you have questions about whether or not you should be tested for COVID-19, use the self-assessment tool at https://bc.thrive.health/covid19.

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

Food Services and Culinary Programs

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

- One person per vehicle in private vehicle.
- Wash hands prior to pick up and delivery of food bags.
- Wear gloves to pick up and deliver food bags. Wash hands before and after removing gloves.
- Leave the vehicle door open when you are dropping off the bags.
- Do not ring the doorbell or knock on the door. Please do not have physical contact with anything or anyone at the delivery site. The family will be notified ahead of time for each delivery.
- Leave the food delivery 2 metres from the front door.
- If the family receiving the groceries comes to the door maintain a 6 foot or 2 metre social distance.
- Wash hands when deliveries are completed.
- Disinfect vehicles, especially the steering wheel.

Expectations

- Schools should not allow homemade food items to be made available to other students at this time (ex. birthday treats, bake sale items).
- Continue to follow normal food safety measures and requirements. Implement the cleaning and disinfecting measures outlined in the Pandemic Response Plan/ECP.
- Continue to use Hand Hygiene and Cleaning Protocols: Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (anti-bacterial soap is not needed for COVID-19).
  - Students and staff should wash their hands – at the beginning and at the end of the class, before and after handling food, before and after eating and drinking, and whenever hands are visibly dirty.
- As students tend to prepare food items together in culinary programs the use of learning groups is recommended.
- Schools should emphasize that food and beverages should not be shared.
APPENDIX E

COVID-19 EXPOSURE CONTROL PLAN

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

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

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

The document has been created to plan pro-actively for the safety of staff (all SD22 employees), students, and the community in response to COVID-19.
School District No. 22 (Vernon)
Exposure Control Plan for COVID-19

This document has been created to plan pro-actively for the safety of staff (all SD22 employees), students, and the community, in response to COVID-19. This document will be updated as required.
The Ministry of Education has a five-stage approach to resuming in-class instruction in the K-12 Education Restart Plan. Each stage will be guided by health and safety guidelines, measures, protocols and orders, as well as the principles developed for continuity of learning during the pandemic. The September 2020 start-up will be supported by the four foundational principles established at the beginning of the COVID-19 pandemic:

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

The Ministry’s Five-Stage Approach
*(Schools will enter stage 2 in September 2020)*

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

Introduction..........................................................................................................................4
COVID-19..................................................................................................................................4
  Symptoms............................................................................................................................4
  Spread ...................................................................................................................................5
  Prevention.............................................................................................................................6
Purpose......................................................................................................................................6
  Employer ...............................................................................................................................6
  Supervisors ..........................................................................................................................6
  Director of Facilities ...........................................................................................................7
Risk Assessment......................................................................................................................8
Risk Control Measures..........................................................................................................8
Masks.........................................................................................................................................12
Why Use Learning Groups/Cohorts? ......................................................................................14
Education and Training...........................................................................................................16
Record keeping.........................................................................................................................16
  Periodic Review ................................................................................................................16
  Physical Distancing ...........................................................................................................17
  Cleaning ............................................................................................................................18
Enhanced Environmental Cleaning.......................................................................................20
Symptomatic staff ...................................................................................................................21
  Supporting Students..........................................................................................................22
Safe Work Procedures...........................................................................................................26
  Roles.................................................................................................................................26
Principal and Vice Principal Guide.......................................................................................28
Working from Your Home.......................................................................................................31
WSBC OH&S Regulation Guideline 3.12 Refusal of Unsafe Work .........................................34
Working From Your Home: Employee Form .........................................................................35
Site Inspection Report ............................................................................................................36
Posters: Printable documents and instructions ......................................................................39
Introduction
The purpose of this document is to outline control measures to minimize or eliminate the potential for transmission of communicable disease. In order to coordinate the district’s response and safety measures, a combination of measures will be used to minimize the potential of exposure at school sites to the pathogen known as COVID-19.

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

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

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

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

For advice and more information used to create this document refer to:
- Restarting B.C.’s Schools
- B.C.’s K-12 Education Restart Plan
- COVID-19 Public Health Guidance for K-12 School Settings
- Provincial COVID-19 Health and Safety Guidelines for K-12 Settings
- BC’s Back to School Plan
- WorkSafeBC Education (K-12):Protocols for Returning to Operations
- WorkSafeBC Exposure Control Planning Guidelines
- BC Centre for Disease Control

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

Symptoms of COVID-19 may include:
- Fever
- Chills
- Cough or worsening of chronic cough
- Shortness of breath
- Sore throat
- Runny nose
- Loss of sense of smell

See the last page of this document for printable posters.
• Headache
• Fatigue
• Diarrhea
• Loss of appetite
• Nausea and vomiting
• Muscle aches

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

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

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

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

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

• COVID-19 has a very low infection rate in children (0-19). In B.C., less than 1% of children tested have been COVID -19 positive. Most children and youth are not at high risk for COVID-19 infection.
• Children under one year of age and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of severe disease (visit the BCCDC Children with Immune Suppression page for further details).
• Children who are considered more vulnerable can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health care provider to determine their child’s level of risk.
• Children and youth typically have much milder symptoms of COVID-19 most often presenting with low-grade fever and a dry cough. GI symptoms are more common over the course of disease, while skin changes and lesions, are less common.
• Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.
• 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.

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

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

- wash hands often
- avoid touching eyes, nose and mouth
- organize student groups into cohorts or learning groups
- maintain a two (2) metre physical distance from others where possible
- cover mouth and nose with arm when coughing or to sneeze
- Non-medical masks or face coverings are required for all staff and all students in gr. 6-12 (recommended for K-5) when they are in high traffic areas (e.g., hallways, common areas) and anytime they are outside of their classroom or learning group and physical distance cannot be maintained (e.g., specialist teachers or EAs working in close proximity to students across learning groups)
- clean and disinfect frequently touched objects and surfaces, such as toys, electronic devices and door knobs
- stay home if sick to avoid spreading illness to others

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

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

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

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

Employer
The district will:

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

Supervisors
Following recommendations outlined by both the Provincial Health Officer and WorkSafeBC, administrators and supervisors of the school district will:
• Ensure that workers are adequately instructed on the controls for the hazards at the location.
• Educate staff and students on good respiratory etiquette and hand hygiene.
• Ensure cleaning requirements are met as per public health.
• Maintain privacy and protect an individual’s right to confidentiality.
• Ensure that workers use proper PPE (Personal Protective Equipment) as outlined in this plan.
• Direct work in a manner that eliminates or minimizes the risk to workers.
• Post or relay educational and informational material in an accessible area for workers to see.
• Continue to have clear lines of communication with external groups using their facilities (such as daycares and/or others) regarding possible cases of COVID-19.

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

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

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

**Risk Assessment (see Appendix C of Pandemic Response Plan)**
As COVID-19 poses a risk to everyone, this risk assessment correlates the ability of staff to practice physical distancing appropriate for their level of risk.

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

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

**High Risk:** Workers who must work within two (2) metres of symptomatic students or others.

<table>
<thead>
<tr>
<th>Role</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical/Administration</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers/Educational Assistants/ASWs</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting complex learners</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Supporting students with care plans</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Custodians/Enhanced Cleaners/Bus Washers</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Trades</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drivers (bus &amp; delivery)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>First Aid Attendants</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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

**Risk Control Measures** (See COVID-19 Public Health Guidance for K-12 School Settings)
Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in controlled environments where multiple measures of various effectiveness can be routinely and consistently implemented. Schools are considered controlled environments by public health. This is because schools include a consistent grouping of people, there are robust illness policies for students and staff and there is an ability to implement effective personal practices that are followed by most people in the setting (eg., diligent hand washing, respiratory etiquette, etc.). Infection prevention and exposure control measures help create a safe environment for students and staff. Infection Prevention and Exposure Control Measures for Communicable
Disease describes measures that can be taken to reduce the transmission of COVID-19. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.

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

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

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

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

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

Control Measures are planned interventions that eliminate or minimize risk of exposure to workers. This plan prescribes precautionary measures and safe work procedures. Precautionary measures apply for all job duties, while safe work procedures apply job-specific control measures and documented procedures.
The district prescribes the following controls to be considered for implementation (in order of preference) for safe work procedures for the job duties identified in the risk assessment:

A. Public Health Controls

- Follow orders from the Public Health Officer
- No large assemblies of staff and students (outside of cohorts)
- Reporting employee & student absenteeism to public health
- If a confirmed COVID-19 positive case occurs, public health will work with school administration to determine if any staff/students should self-isolate, or if other staff & students’ families should be notified. Public health directs schools regarding notification to staff/students’ families if a student or staff member becomes ill.
- Testing is recommended for anyone with symptoms.
- Self-isolation for those considered a close contact of a confirmed COVID-19 case (Public Health notifies)
- 14 day self-isolation for all students and staff who have travelled outside of Canada (under provincial and federal orders).

B. Environmental – Elimination & Engineering Controls

- Droplet shield barriers for service counters on a case by case basis (where two metre distancing is not possible).
- Monitor HVAC fresh air make-up
- Quarantine/isolation area (site medical room)
- Physical distance markings (e.g., two metre floor markers to address traffic flow, or one-way hallways or stairwells)
- Designated entrance and exit doors
- Physical barriers installed where physical distance can’t be maintained & a person is interacting with numerous individuals outside of a cohort (eg., reception)
- General cleaning and disinfecting at least once every 24 hours (in accordance with BCCDC guidelines for Cleaning and Disinfecting for Public Settings)
- Frequently-touched surfaces cleaned and disinfected at least twice every 24 hours
- Limit frequently touched items that aren’t easily cleaned (eg., stuffed toys or dress-up clothing)
- Empty garbage cans daily
- Wearing disposable gloves when cleaning blood or bodily fluids. Wash hands before & after removing gloves.

C. Administrative Controls

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

D. Personal - Precautionary Controls

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

E. Personal Protective Equipment (PPE)

• Airway protection – masks
• Body protection – apron or gown
• Disposable gloves
• Eye protection – goggles or face shield *(cleaning and disinfecting instructions can be found here)*
Masks

Masks will be required for staff and gr. 6-12 students in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained. Exceptions will be made for students who cannot wear a mask for medical reasons. Children in K - gr. 5 are strongly recommended to wear masks high traffic areas & common areas such as hallways and buses, or anytime outside of their learning group whenever physical distancing cannot be maintained.

Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their learning group. In order to support staff and students to meet this expectation every staff member and student will be provided at least two masks should they require them. More information on safe mask use, including how to clean and store reusable masks can be found here.

Do's

- Wash your hands before touching the mask
- Inspect the mask for tears or holes
- Find the top side, where the metal piece or stiff edge is
- Ensure the colored-side faces outwards
- Place the metal piece or stiff edge over your nose
- Cover your mouth, nose, and chin
- Adjust the mask to your face without leaving gaps on the sides
- Avoid touching the mask
- Remove the mask from behind the ears or head
- Keep the mask away from you and surfaces while removing it
- Discard the mask immediately after use preferably into a closed bin
- Wash your hands after discarding the mask

Don'ts

- Do not use a ripped or damp mask
- Do not wear the mask only over mouth or nose
- Do not wear a loose mask
- Do not touch the front of the mask
- Do not remove the mask to talk to someone or do other things that would require touching the mask
- Do not leave your used mask within the reach of others
- Do not re-use the mask
For more information about how to properly use and dispose of PPE, please refer to the safe work procedures included in this document and Appendix C.

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical/Administration</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teachers/Educational Assistants/ASWs</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Supporting complex learners</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting students with care plans</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Custodians/Enhanced Cleaners/Bus Washers</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Trades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drivers (bus &amp; delivery)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>First Aid Attendants</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airway protection (mask)</td>
<td>Required – when physical distancing can’t be maintained</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Body Protection (Aprons or gown)</td>
<td>Not required</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>Disposable gloves</td>
<td>Not required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Eye protection (goggles or face shield)</td>
<td>Not required</td>
<td>Required</td>
<td></td>
</tr>
</tbody>
</table>
Why Use Learning Groups/Cohorts?

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

Learning group sizes: Learning groups are smallest in elementary and middle schools because it is more challenging for younger students to maintain physical distance. Students in secondary school are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19. Schools will continue to support learning groups below the maximums set by the Ministry whenever possible; with most elementary cohort groups at no more than 30.
The **PHO order on mass gatherings** does not apply to schools, as events are defined in the order as an irregular gathering, like a party or celebration.

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

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

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

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

**Interacting with Learning Groups/Cohorts**

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

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

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

- When interacting with peers outside of their learning group, students should:
  - minimize physical contact.
  - maintain physical distance (2m). If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower-risk environment than indoors.

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

- When interacting with peers outside of their learning group, students should maintain physical distance (2m).
- Gr. 6-12 students capable of consistently maintaining physical distance, when it is required, should be expected to do so. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.
Itinerant Staff & Specialists

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

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

Education and Training

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

Record keeping

The district will keep records of instruction and training provided to workers regarding the COVID-19, as well as first aid records and reports of exposure. These documents include:
- Safe Work Procedures
- Workplace Inspection Reports
- Joint Occupational Health and Safety meeting minutes
- Accident/Incident Investigation Reports
- Training Records

Periodic Review

This Exposure Control Plan will be reviewed at least annually or following a pandemic. The plan will be updated, as new and updated information is made available.
Precautionary Measures
All employees should ensure that they understand and comply with the infection prevention policies and practices that are in place in their workplaces.

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

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

<table>
<thead>
<tr>
<th>PHYSICAL DISTANCING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical distancing requirements vary between stages 2, 3 and 4:</td>
</tr>
<tr>
<td><strong>STAGE 2</strong></td>
</tr>
<tr>
<td>- Physical distancing (2m) for staff and for middle and secondary school students when interacting outside of their learning groups</td>
</tr>
<tr>
<td>- Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors.</td>
</tr>
</tbody>
</table>

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

- Before boarding school buses
- Entering school buildings
- Before and after eating
- Using the washroom
- Using playground equipment
How to wash hands:

1. Wash hands with soap and water for at least 20 seconds (antibacterial soap is not required and the water temperature does not change the effectiveness of hand washing).
2. Rub palms, backs of hands, between fingers and under nails/creating a lather.
3. Rinse off all soap with running water.
4. Dry hands with a clean, disposable towel.
5. Discard the used towel in the waste container.
6. If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty.

- To learn about how to perform hand hygiene, please refer to the BCCDC’s hand washing poster. If you are unable to perform hand washing as above due to injury or medical skin conditions, please advise your supervisor.

Hand washing is required:

**When Students Should Perform Hand Hygiene:**
- When they arrive at school.
- Before and after any breaks (e.g., recess, lunch).
- Before and after eating and drinking (excluding drinks kept at a student’s desk or locker).
- Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.).
- After using the toilet.
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

**When Staff Should Perform Hand Hygiene:**
- When they arrive at school.
- Before and after any breaks (e.g. recess, lunch).
- Before and after eating and drinking.
- Before and after handling food or assisting students with eating.
- Before and after giving medication to a student or self.
- After using the toilet.
- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks.
- After removing gloves.
- After handling garbage.
- Whenever hands are visibly dirty.

**Cleaning**

For **cleaning**, use water and detergent (e.g., liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e. using strong action on surfaces). For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting. For **disinfection**, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and solutions.

- General cleaning and disinfecting of the premises should occur at least once every 24 hours.
  - This includes items that only a single student may use (e.g., individual desk).
- Frequently-touched surfaces should be cleaned and disinfected at least twice every 24 hours.
- These include door knobs, light switches, toilet handles, tables, desks, chairs used by multiple students, keyboards and toys.

- Shared spaces such as kitchens and bathrooms should also be cleaned regularly.

- Focus cleaning efforts on locations where students and staff will be present. There are no additional cleaning and disinfecting procedures beyond those that are normally implemented; this includes when different cohorts use the same space (e.g., a classroom, gym, arts room, science of home economics lab).

- Empty garbage containers daily.

- Clean high-touch electronic devices (i.e., keyboards, tablets, smartboards) by using disinfecting wipes or by spraying a paper towel with provided spray bottle of disinfectant and wiping device.

- Cleaning to remove debris/soil (e.g. floor care) will be done as time permits.

- Clean and disinfect surfaces that are visibly dirty.

- Clean and disinfect laminated materials daily if multiple people touch them.

- Wear disposable gloves when cleaning blood or bodily fluids.

**Cleaning Equipment**

- Ensure adequate hand washing supplies at all times (i.e., soap, paper towels and alcohol-based hand sanitizer (minimum 60%) where hand washing is not readily available.

- Common commercially-available detergents and disinfectant products are sufficient for cleaning and disinfection in schools.

- Read and follow manufacturer's instructions for safe use of cleaning and disinfection products.

- Contaminated disposable cleaning items (e.g. mop heads, cloths) should be placed in a lined garbage bin before disposing of them with regular waste.

- Reusable cleaning items can be washed using regular laundry soap and hot water (60-90°C). Clean and disinfect surfaces that people touch often.

**Cleaning Responsibilities**

- Regular, enhanced, and as needed cleaning will be performed by custodial staff.

- Other staff and students may also clean their work areas/equipment as needed to maintain a clean environment.
  - Cleaning supplies are provided
  - Do not bring cleaners from home
  - Do not bring school materials home to clean

- If cleaning is required, staff should notify the principal/office

- The principal or school office will request cleaning, per protocols with custodial staff

**Cleaning Tools/Equipment and Desk/Workstations**

- Staff and students may clean equipment & workstations. They will use a spray bottle with disinfectant solution and paper towel, or disinfecting wipes.

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

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

Enhanced Environmental Cleaning
Staff will engage in enhanced environmental cleaning (as required).

<table>
<thead>
<tr>
<th>Main entrance and exit doors</th>
<th>Reception offices/Staffrooms</th>
<th>Water fountains</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Door handles on both sides of door</td>
<td>□ Countertops</td>
<td>□ Handles</td>
</tr>
<tr>
<td>□ Push area above door handle on both sides</td>
<td>□ Kitchen equipment</td>
<td>□ Buttons</td>
</tr>
<tr>
<td></td>
<td>□ Telephones</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>Washroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Handles (and above handle on both sides)</td>
<td>□ Toilet handles</td>
</tr>
<tr>
<td>□ Light switches</td>
<td>□ Faucets, soap and towel dispenser</td>
</tr>
<tr>
<td>□ Cabinet handles</td>
<td>□ Toilet stall locking mechanisms and area</td>
</tr>
<tr>
<td>□ Classroom chairs and stools (used by multiple people)</td>
<td></td>
</tr>
<tr>
<td>□ Desks and tables (used by multiple people)</td>
<td></td>
</tr>
<tr>
<td>□ Computer keyboards</td>
<td></td>
</tr>
<tr>
<td>□ Toys</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handrails and Elevators</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Staircase handrails</td>
<td>Please note that playground equipment will be accessible but WILL NOT be cleaned. Children must wash their hands before and after playing on playgrounds.</td>
</tr>
<tr>
<td>□ Elevator push buttons</td>
<td></td>
</tr>
</tbody>
</table>

Please note that playground equipment will be accessible but WILL NOT be cleaned. Children must wash their hands before and after playing on playgrounds.
Symptomatic staff

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

Separate the ill individual from others

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

<table>
<thead>
<tr>
<th>If a Student Develops Any Symptoms of Illness</th>
<th>If a Staff Member Develops Any Symptoms of Illness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parents or caregivers must keep the student at home.</strong></td>
<td><strong>Staff must stay home.</strong></td>
</tr>
<tr>
<td><strong>IF A STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</strong></td>
<td><strong>IF STAFF DEVELOP SYMPTOMS AT WORK:</strong></td>
</tr>
<tr>
<td><strong>Staff must take the following steps:</strong></td>
<td><strong>Staff should go home as soon as possible.</strong></td>
</tr>
<tr>
<td>1. Immediately separate the symptomatic student from others in a supervised area.</td>
<td>If unable to leave immediately:</td>
</tr>
<tr>
<td>2. Contact the student’s parent or caregiver to pick them up as soon as possible.</td>
<td>1. Symptomatic staff should separate themselves into an area away from others.</td>
</tr>
<tr>
<td>3. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a non-medical mask.</td>
<td>2. Maintain a distance of two metres from others.</td>
</tr>
<tr>
<td>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.</td>
<td>3. Use a mask to cover their nose and mouth while they wait to be picked up.</td>
</tr>
<tr>
<td>5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.</td>
<td>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).</td>
</tr>
<tr>
<td>6. Once the student is picked up, practice diligent hand hygiene.</td>
<td>5. If the first aid room requires immediate disinfecting, please contact the Maintenance Department to request sanitization at 250.549.9210</td>
</tr>
<tr>
<td>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).</td>
<td></td>
</tr>
<tr>
<td>8. If the first aid room requires immediate disinfecting, please contact the Maintenance Department to request sanitization at 250.549.9210</td>
<td>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</td>
</tr>
</tbody>
</table>

The threshold for reporting student and/or staff illness to public health should be determined in consultation with the school medical health officer.

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.
In-Class Instruction

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

- Schools and teachers at the elementary and middle school grades will not be providing daily online options for students
- Wherever possible, full-time learning, in-class will be prioritized for secondary students. At some sites, students in secondary school courses may be required to complete some learning online, only if in-person instruction is not possible given learning group sizes.

Mental Health of Staff, Students & families

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

Trauma- Informed Practice

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

Trauma-informed practice includes:

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

A **needs assessment** for students and educators is crucial as part of a trauma-informed transition back into classrooms. Use of needs-based assessments and regular ‘check-ins' can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community. To support educators to develop compassionate learning communities through trauma-informed practice, the Ministry has created **trauma-informed practice resources** that are available on the erase website.

Supporting Students

Provide reassurance, good listening and maintain routines

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

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

Class Materials

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

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

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

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

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

**Food and Meal Plans for Students in Need**
- Existing meal programs will continue to work with community partners to provide meal support to families in need, in alignment with current public health guidelines.
- Schools can continue to include food preparation as part of learning and provide food services, including for sale and meal programs.
- If food is prepared as part of learning and is consumed by the student(s) who prepare it, no additional measures are required beyond normal food safety measures.
- If food is prepared within or outside school for consumption by people other than those who prepared it (including for sale), it is expected that the WorkSafe BC Restaurant protocols are being followed.
- Fruits and vegetable distribution programs should involve washing all items before eating.
- Schools cannot allow homemade food items to be made available to other students (eg., birthday treats and bake sale items)

**Assessments**
The return to full in-class instruction in September will include the following:
- Provincial curriculum for all students at all grade levels
- Regular report cards and assessments
Sports, Clubs & Extracurricular Activities

Extracurricular activities including sports, arts and special interest clubs can only occur if:
- Physical distance can be maintained between members of different learning groups (Stage 2 to 4)
- Reduced physical contact is practiced by those within the same learning group (Stage 2)

Tournaments, competitions & festivals
- All inter-school events including competitions, tournaments and festivals should not occur at this time

Music Programs

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

Under Stage 2:
- physical contact is minimized for those within the same learning group;
- physical distance (2m) can be maintained for staff and for middle and secondary school students when interacting outside of their learning groups;
- physical distance (2m) can be maintained for elementary students when interacting outside of their learning groups when indoors.

Under Stages 3 to 4:
- physical distance (2m) can be maintained for staff, middle and secondary school students at all times.

Work Placements & Apprenticeships

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

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

Playgrounds

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

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

Physical & Health Education/Outdoor Programs

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

- Minimize physical contact inside learning groups (under Stage 2); or
- Support physical distancing outside of learning groups.
- Focus on activities that do not use equipment.
- Shared equipment should be cleaned and disinfected and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use. (Refer to Physical and Health Education Guidelines)
Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
- Explore local parks and green spaces to promote outdoor learning and activity.

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

**Sports**

Programs, activities and sports academies can occur if:

Under Stage 2:
- Physical contact is minimized for those within the same learning group
- Physical distance can be maintained for staff and for middle/secondary school students when interacting outside of the learning group.
- Physical distance (2m) can be maintained for elementary students when interacting outside of their learning groups when indoors.

Under Stages 3 to 4:
- Physical distance (2m) can be maintained for staff, middle and secondary school students at all time.

**Dance/Drama**

Classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur.
- Limit physical touch and face-to-face interactions
- Costume items should be limited in shared use and laundry procedures in this document should be followed.
- Use outdoor spaces where possible
- Consider alternatives for audience engagement such as online streaming, in class or family oriented presentations.
- Refer to more information on the ABCDE website.

**Field Trips**

No field trips should occur in stages 3 and 4. In stage 2 when planning field trips, staff should follow existing policies and procedures as well as the COVID-19 health and safety guidelines. Additional measures specific to field trips should be taken, including:
- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school’s plan. The field trip supervisor should then share the plan with parents and school administrative guidelines for safe bus travel must be followed.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines.
- Ensure field trip numbers align with the PHO guidance on mass gatherings (i.e. 50 people).
- Field trips to outdoor locations are preferable.
- Conduct a risk assessment considering the field trip location
- No overnight field trips should occur.
- International Field Trips - cancelled until further notice.
Kindergarten Entry
Students transitioning into Kindergarten will need additional time to adjust to the new school environment and develop relationships with educators and peers in the context of COVID-19. Schools will develop gradual entry strategies to safely transition students to kindergarten. Parents/caregivers entering the building will be limited during this process to support physical distancing protocols. Outdoor activities will be encouraged and regular reminders about safety protocols will be modelled.

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

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

Safe Work Procedures

Roles

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

School Clerical Staff/ Reception Staff
- Designate a two metre area in front of or behind a kiosk/reception counter.
- Encourage parents and stakeholders to call or email instead of visiting the school.
- Rearrange office spaces to encourage physical distancing.
- Establish communication methods with staff and students that maintains physical distancing (eg., PAs, phones, email or video conferencing).
- Ensure visitors and visiting workers sign into the binder.
- Apply floor markers (tape provided by maintenance) on the floor to indicate spacing of two (2) metres away from the reception counter.
- Create a drop box for documents being turned into the school office.
- Avoid sharing workstations with others when possible; use disinfectant and paper towels for equipment when required.
Teachers & Support Staff working with Students
- Maintain a two (2) metre physical distance while working with a student outside of your learning group.
- Watch for potential signs of illness in students.
- Plan activities that maintain physical distancing & rearrange desks/chairs to achieve physical distancing where possible.
- Limit access to your classroom/workspace to individuals outside of your learning group.

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

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

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

Construction Contractors (when applicable)
- Follow the directive of the Provincial Health Officer.
- Sign in and out at all sites
- Ensure you have an Exposure Control Plan in place for your organization.
- Follow SD22 safety procedures

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

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

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

<table>
<thead>
<tr>
<th>DISTRICT DIRECTION</th>
<th>ACTION AT SCHOOL</th>
<th>RECORD OF COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hand Hygiene</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Schools are to</td>
<td>o Distribute the</td>
<td></td>
</tr>
<tr>
<td>promote proper hand-</td>
<td>Hand-</td>
<td></td>
</tr>
<tr>
<td>washing technique,</td>
<td>washing Poster</td>
<td></td>
</tr>
<tr>
<td>breaks, and special</td>
<td>to teaching staff</td>
<td></td>
</tr>
<tr>
<td>gatherings.</td>
<td>to instruct their</td>
<td></td>
</tr>
<tr>
<td>o Signage and</td>
<td>o Remind staff to</td>
<td></td>
</tr>
<tr>
<td>instructions are</td>
<td>wash their hands</td>
<td></td>
</tr>
<tr>
<td>included in the</td>
<td>often</td>
<td></td>
</tr>
<tr>
<td>Exposure Control</td>
<td>o Post hand washing</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>signage at all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sinks</td>
<td></td>
</tr>
<tr>
<td>**Physical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distancing**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Limit number of</td>
<td>o Establish protocols and capacities to limit occupants in any given school area (post occupancy limits in common areas)</td>
<td></td>
</tr>
<tr>
<td>people in a space</td>
<td>o Adjust student scheduling and request staff to adjust their breaks accordingly</td>
<td></td>
</tr>
<tr>
<td>o Stagger</td>
<td>o Adjust school and classroom furniture</td>
<td></td>
</tr>
<tr>
<td>entrance/exit/break times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Adjust furniture to slow movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Use online meetings when possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paper Towel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>and Tissues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Paper towel is</td>
<td>o Ensure and provide adequate paper towel, tissue, and toilet paper supplies (custodian on shift).</td>
<td></td>
</tr>
<tr>
<td>expected to be used at an increased rate, supply is not a concern.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Toilet paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dispensers changed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>out last year have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>longer capacity and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>require fewer restocking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Tissues will be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supplied to schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hand Sanitizers</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Hand sanitizer is</td>
<td>o Ensure hand sanitizers are available where soap and water is not accessible.</td>
<td></td>
</tr>
<tr>
<td>available as required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cough &amp; Sneeze</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Etiquette</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Schools are to</td>
<td>o Distribute the</td>
<td></td>
</tr>
<tr>
<td>promote proper</td>
<td>Sneeze &amp;</td>
<td></td>
</tr>
<tr>
<td>cough &amp; sneeze</td>
<td>Cough Etiquette Sheet</td>
<td></td>
</tr>
<tr>
<td>techniques.</td>
<td>to teaching staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Ask teaching staff to instruct on cough &amp; sneeze etiquette.</td>
<td></td>
</tr>
<tr>
<td>DISTRICT DIRECTION</td>
<td>ACTION AT SCHOOL</td>
<td>RECORD OF COMPLETION</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| **Personal Protective Equipment** | o Ensure that masks, goggles/face shields, gloves and any other required PPE is available on site.  
o Ensure that staff who are required to use PPE are trained.  
o Remind staff/student of mask use expectations | o Refer staff who require additional training to resources in the ECP and/or the director of facilities to ensure that they know when and how to use required PPE.  
o Refer staff to BC Centre for Disease Control [PPE poster](#)  
o Provide masks to staff/students who require them |  
| **Daily Cleaning Frequency** | o Cleaning and disinfecting of high-touch-surfaces (surfaces touched by many people each day) will be carried out by custodial staff at least twice every 24 hrs.  
o In the event of any increased concern, custodial staff will follow safe work procedures to disinfect identified areas. | o Inform all staff of the cleaning and frequency to be done by custodial staff.  
o Staff should be advised to **not bring cleaning products to the school, including bleach.**  
o Custodial staff will disinfect rooms when requested and approved by the district.  
o Immediate cleaning will take place upon request and approval by the principal. |  
| **Musical Instruments** | o All classes, programs & music activities can continue to occur (eg., band/choir)  
o Shared equipment should be cleaned and disinfected. | o Ensure music teacher are aware of the following [guidelines](#) and cleaning expectations. |  
| **Higher-Risk Staff/Students** | o High-risk staff and students should consult their health care professional or 8-1-1. | o Encourage staff/students to contact 8-1-1  
o Contact HR for assistance |  
| **Case Confirmations** | o Staff and students must monitor for symptoms of COVID-19 daily.  
o Staff and students who have symptoms must remain at home.  
o Staff and students who show symptoms | o Provide training to school staff/ students/ caregivers on how to identify and respond to symptoms.  
o Provide the health checklist to parents and staff ([Appendix I](#))  
o Contact 8-1-1 for information. |  

Last Updated: August 25, 2020

School District No. 22 Exposure Control Plan for COVID-19

Page 29 of 39
<table>
<thead>
<tr>
<th>DISTRICT DIRECTION</th>
<th>ACTION AT SCHOOL</th>
<th>RECORD OF COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>while at school should go home and contact 8-1-1;</td>
<td>Disinfect as required.</td>
<td>o</td>
</tr>
<tr>
<td>o Interior Health will advise on response to confirmed cases</td>
<td>o Communicate with the Superintendent’s office regarding confirmed cases.</td>
<td></td>
</tr>
<tr>
<td>Reporting absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Principals are asked to be diligent in reporting</td>
<td>o Notify school district of any staff/students who go home.</td>
<td>o</td>
</tr>
<tr>
<td>o Interior Health will provide directive to the district as necessary.</td>
<td>o Ensure that employees understand the need to contact 8-1-1 or their medical professional for guidance.</td>
<td></td>
</tr>
<tr>
<td>Vaccinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Currently there is no vaccination for COVID-19</td>
<td>o Await further instructions from the district and health authority.</td>
<td>o</td>
</tr>
<tr>
<td>o Annual seasonal flu vaccination program will continue in the fall of 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o In some cases, employees will be working in close proximity to learners</td>
<td>o Ensure that employees are aware of appropriate measures to reduce the risks; frequent hand washing and to not touch their face.</td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>o Review and update any individual support plans to determine the appropriate step to be taken on a case by case basis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o In some cases, PPE may be required.</td>
<td></td>
</tr>
<tr>
<td>Exposure Control Plan and COVID-19 Inquiries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Contact HR for general inquiries</td>
<td>o Contact HR Health &amp; Safety with specific issues or questions that arise involving COVID-19 and the safety of employees.</td>
<td></td>
</tr>
<tr>
<td>o Visit the BCCDC website for up to date information about COVID-19.</td>
<td>o Advice for “Parents, Students or Schools” is also available on the web at the BCCDC website.</td>
<td></td>
</tr>
</tbody>
</table>
Working from Your Home

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

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

Process:

1. Managers and supervisors should review the following with employees who may be temporarily working-from-home during the COVID-19 Pandemic period. Employees that feel they cannot establish a safe work environment in their home must report this situation to their supervisor prior to accepting a work-from-home schedule. If working from home is not safe, alternative arrangements will be explored on a case by case basis, including arrangements to work safely at the worksite.

2. Once reviewed with the employee and any questions answered, a confirmation and agreement to these conditions is required from each employee before they begin their work-from-home schedule. Employees working from home will be required to confirm their understanding of and compliance with these work-from-home requirements by completing the ‘Working From Your Home: Employee Form’ and returning it to their supervisor.

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

Supervision

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

Working From Your Home Procedures

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

For low risk work and work locations, such as computer, phone, and office-style work from home, the work from home check-in process is as follows:
- The employee checks-in with their supervisor by an established time & procedure at the start and the end of the shift.
- Records must be kept.
Failure to check-in: (*tip - set a reminder on your phone)

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

Ergonomics & Lighting

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

Tripping hazards

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

Electrical hazards

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

Security & FIPPA

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

Emergency procedures

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

Disease Control

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

- The employee confirms that they are aware of the employer’s expectations regarding working from home.
- The employee’s confirmation and agreement to the listed expectations regarding working from home, when completed, represents an accurate description and inspection of the home work area and that any outstanding health or safety hazards have been resolved in advance of working from home or discussed with the supervisor.
- The employee and district agree that the school/site Joint OH&S Committee and its members will not conduct inspections in an employee’s home, including their home work location.

Incident Reporting & Investigations

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

Costs

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

Tips for Working-from-Home

- As an employee working-from-home you may not have to commute to work daily but it is still important to keep to a ‘work day ritual’.
- Have a specific location where you work. This may be a room, or just a corner of a room, but it is always the place where you do your work.
- Begin and finish at the same time every day that you are working at home. Have a beginning and end of day ritual. A simple example is opening and closing your laptop.
- As you would for working in the office, set a schedule and stick to it. Make a ‘to do’ list and check your accomplishments at the end of the day.
- Set and stick to deadlines.
- Maintain contact with the office and maintain your work relationships by making telephone calls/teleconferences or video calls/video conferences rather than relying exclusively on email or other technology.
- Keep your supervisor informed of your progress and any difficulties encountered. This contact includes conveying the need for overtime to complete projects.
- Determine which interruptions are okay and which are not. Tell your friends and family what the ground rules are. Household members need to understand that you are working and are not to disturb you unnecessarily.
- Be honest with yourself. Working from home is not a substitute for sick days, child or elder care. Too much compromise or a lack of clarity on the part of the employee or employer can lead to problems. E.g. if you are sick, take a sick day instead of trying to work through it.
WSBC OH&S Regulation Guideline 3.12 Refusal of Unsafe Work

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

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

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

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

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

1. My contact number(s) at home: __________________________ (cell) __________________________ (home)

2. My emergency contact: __________________________ (name) __________________________ (phone)

                             __________________________ (relationship to me)

3. My location: __________________________ __________________________ (address)

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

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

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Employee signature __________________________ Date __________________________

Please submit this form to your supervisor before commencing work from your home.
## Site Inspection Report

### Location name: ________________________________

### Date of inspection: ________________________________

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>Additional Controls Needed (comment here)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School site COVID-19 protocol and/or “limited site access” signage at entryways and exits?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Signage for room occupancy limits for common areas (eg., staffrooms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Floor lines (two metre markers) where needed in potentially higher traffic areas (eg., school office, staff room)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sufficient hand washing/sneeze etiquette signage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Sufficient physical distancing signage?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are masks, gloves, goggles/face shields or other relevant Personal Protective Equipment available for those employees who may require it (such as: custodians, those teachers/EAs supporting complex learners or students with care plans as well as First Aid Attendants)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is there a process and supplies available for sanitizing personal work spaces (including keyboards) and/or shared equipment?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Site supervisor comments:
   a. Have employees been asked to provide feedback regarding existing controls and whether they have additional ideas for where potential exposures may occur and how they think exposures could be better controlled? This can be done via staff meetings or other informal communications.

   YES ___  NO ___

   If YES, provide comments: ________________________________________________________________

   ________________________________________________________________

   Additional Comments from Inspection Team:
   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   Inspected by:
   (please print and sign in the spaces provided)

   Name ___________________________  Signature ___________________________

   Name ___________________________  Signature ___________________________

   Name ___________________________  Signature ___________________________

   Name ___________________________  Signature ___________________________

   Name ___________________________  Signature ___________________________

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Version/Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 23, 2020</td>
<td>Template version 1.0</td>
</tr>
<tr>
<td>May 21, 2020</td>
<td>Version 2.0 – Preparing for Stage 3 of the Restart Plan</td>
</tr>
<tr>
<td>May 26, 2020</td>
<td>Version 3.0 – Preparing for Stage 3 of the Restart Plan</td>
</tr>
<tr>
<td>August 21, 2020</td>
<td>Version 4.0 – Preparing for Stage 2 of the Restart Plan</td>
</tr>
</tbody>
</table>
### Posters: Printable documents and instructions.

<table>
<thead>
<tr>
<th>Document Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>About COVID-19 (Information)</td>
</tr>
<tr>
<td>Prevention in the workplace: Employers and employees (Information)</td>
</tr>
<tr>
<td>Physical Distancing (Fact sheet)</td>
</tr>
<tr>
<td>Physical Distancing (Information)</td>
</tr>
<tr>
<td>Sneezing and Coughing Etiquette</td>
</tr>
<tr>
<td>Handwashing (Instructions)</td>
</tr>
<tr>
<td>Cleaning and Disinfectants Public Settings (Information)</td>
</tr>
<tr>
<td>Enhanced Environmental Cleaning (Fact sheet)</td>
</tr>
</tbody>
</table>

### Resources
- Signage and Posters for Various COVID related topics
- Provincial COVID-19 Health and Safety Guidelines for K-12 Settings
- BC Centre for Disease Control – COVID-19 Signage Posters
- Restarting B.C.’s Schools
- B.C.’s K-12 Education Restart Plan
- COVID-19 Public Health Guidance for K-12 School Settings
- WorkSafeBC Education (K-12): Protocols for Returning to Operations
- WorkSafeBC Exposure Control Planning Guidelines
- Cleaning & Disinfecting Instructions for Eye/Facial Protection
# APPENDIX F: Personal Care/Medical Plan – Covid19

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

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

## Potential Problem(s) AND Required Control Measures & Interventions

(activity, administrative, and personal measures, including cleaning needs)

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

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

---

**SD22 ECP Risk Assessment Regarding PPE**

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

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

1. ||
2. ||
3. ||

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

||

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

||

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

||

**COVID-19 Sick Policy**

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

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

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

**Approvals**

<table>
<thead>
<tr>
<th><strong>Approvals</strong></th>
<th><strong>Check Approved</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal: (Name)</td>
<td>Date: [ ]</td>
</tr>
<tr>
<td>Parent/Guardian: (Name)</td>
<td>Date: [ ]</td>
</tr>
<tr>
<td>Director of SSS: (Name)</td>
<td>Date: [ ]</td>
</tr>
<tr>
<td>NSS Coordinator: (Name)</td>
<td>Date: [ ]</td>
</tr>
</tbody>
</table>

*If applicable*
APPENDIX G

SCHOOL COUNSELLING/SSS ITINERANT STAFF

COVID-19 SAFETY OPERATIONAL PLAN

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

BACKGROUND

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

RATIONALE

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

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

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

STAGE 1
Standard method of delivering counsellor or itinerant responsibilities & services.

STAGE 2
Safety Operational Plan in place. In person counselling or 1:1 services available to students, prioritized by need and based on space and staff availability.

STAGE 3
Safety Operational Plan in place. In person counselling or 1:1 services available to students, prioritized by need and based on space and staff availability.

STAGE 4
Safety Operational Plan in Place. Services provided virtually, outdoors, or at least 2 meters apart (appropriate referral process).

STAGE 5
Safety Operational Plan in Place. Services provided virtually (appropriate referral process).

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

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

**Health Check**

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

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

**Counselling/1:1 Space**

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

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

**Site-Specific Procedures**

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

*Washroom Access*

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

**Personal Measures**

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

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

*Personal Protective Equipment*

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

SD22 Pandemic Response Plan and Exposure Control Plan (August 2020)
BC Association of School Psychologists Position Statement (May 18, 2020)
B.C.’s Restart Plan (August 2020)
SD57 Inclusive Education School Psychology Practice Re-Start Plan (June 2020)
SD67 School Psychology Practice Guidelines for Conducting Student Assessments
APPENDIX H

PSYCHOEDUCATIONAL ASSESSMENT COVID-19 SAFETY OPERATIONAL PLAN
The following are additional guidelines specific to school psychologists conducting individual face to face assessments with students, and are meant to be coordinated with the safety protocols in SD22’s Exposure Control Plan. While the focus of this document is psychoeducational assessment, these guidelines could also be appropriate for other professionals conducting standardized assessments as well.

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

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

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

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

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

FIVE STAGES FRAMEWORK FOR K-12 EDUCATION

STAGE 1
IN-CLASS
- Cohort Size
  - Elementary: No limit
  - Middle: No limit
  - Secondary: No limit
- Density Targets
  - Not applicable
- In-class Instruction:
  - Full-time all students, all grades.

STAGE 2
IN-CLASS
- Cohort Size
  - Elementary: 60
  - Middle: 60
  - Secondary: 120
- Density Targets
  - Not applicable
- In-class Instruction:
  - Full-time instruction for all students for the maximum instructional time possible within cohort limits.
  - Self-directed learning supplements in-class instruction, if required.

STAGE 3
HYBRID
- Cohort Size
  - Elementary: 30
  - Middle: 30
  - Secondary: 60
- Density Targets
  - 50% for all schools
- In-class Instruction:
  - Full-time instruction for:
    - Children of essential service workers
    - Students with disabilities/intense abilities
    - Students who require additional support
  - In-class instruction for all other students for the maximum time possible within cohort limits and density targets.
  - Self-directed and remote learning supplements in-class instruction.

STAGE 4
HYBRID
- Cohort Size
  - Elementary: 10
  - Middle: 10
  - Secondary: 20
- Density Targets
  - 25% for all schools
- In-class Instruction:
  - Full-time instruction for:
    - Children of essential service workers
    - Students with disabilities/intense abilities
    - Students who require additional support
  - In-class instruction for all other students for the maximum time possible within cohort limits and density targets.
  - Self-directed and remote learning supplements in-class instruction.

STAGE 5
REMOTE
- Cohort Size
  - Elementary: 5
  - Middle: 5
  - Secondary: 0
- Density Targets
  - 0% for all schools
- In-class Instruction:
  - Suspend in-class instruction for all students.
  - Self-directed and remote learning in place of in-class instruction.

STAGE 1
- Standard method of prioritizing referrals for assessments
STAGE 2
- Safety Operational Plan in place (school based).
  - Referrals for assessments prioritized through substantial need criteria (psychologist approval).
STAGE 3
- Safety Operational Plan in place (district based).
  - Referrals based on substantial need criteria (department approval).
STAGE 4
- Priority for no contact assessments.
  - Services provided virtually, on a customized case-by-case basis.
STAGE 5
- Services include consultation and pre-assessment activities
  - *file review, interviews, administration of survey measures*

*Stage 2 – Stage 3 differences: assessment site, approval process, referral criteria.
*Stage 2 – Stage 3 similarities: cleaning/safety measures, COVID-19 Screener and Informed Consent

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

Note: Changes or updates to this process may occur as per the direction of the local Health Authority, Provincial Health Officer, and Ministry of Education or BCASP.
Environmental and Administrative Measures
In addition to the Public Health Measures implemented by the PHO’s office and local Health Authority, and SD22’s COVID-19 Pandemic Response Plan and Exposure Control Plan, the following environmental and administrative measures will contribute to reducing the transmission of COVID-19 during assessment.

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

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

ASSESSMENT SPACE
Stage 2 & 3 - School Psychologists will have access to and will use a dedicated assessment room at the School Board Office (used solely for the purposes of psychoeducational services for the day), or a dedicated room in the school with restricted access. School Psychologists will need to schedule the space in advance; In Stage 2 if a dedicated room is not available at the school, the assessment room at the SBO may be used as an alternative.
Restricted access to the room will address: regular cleaning (including between assessments); questions of safe access; test kit security and confidentiality.

ASSESSMENT MATERIALS
iPad administered tests (one iPad for assessor, one iPad for student), and some paper administered subtests including the student record form and pencil. Students will keep the pencil they have used.
The student will use a pointing stick or unsharpened pencil for pointing to responses in stimulus books, rather than pointing with their fingers.
All materials will be disinfected prior to and following each assessment session, in a manner consistent with SD 22 cleaning procedures.

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

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

PERSONAL MEASURES
Consistent with SD 22’s Exposure Control Plan, School Psychologists will stay home, or go home immediately, if feeling unwell. Assessment will be rescheduled.
If a School Psychologist observes symptoms of illness in a student, the site-specific plan will be followed.

- Personal Protective Equipment
  - Non-medical masks should not be used during assessments because they interfere with speech intelligibility, nonverbal communication, and test standardized administration procedures.
• Students with complex needs or medical/personal care plans referred for assessment will be deferred until stage 1 of the BC Restart Plan.

REFERENCES

SD22 Pandemic Response Plan and Exposure Control Plan (August 2020)
BC Association of School Psychologists Position Statement (May 18, 2020)
B.C.’s Restart Plan (August 2020)
SD57 Inclusive Education School Psychology Practice Re-Start Plan (June 2020)
SD67 School Psychology Practice Guidelines for Conducting Student Assessments
APPENDIX I: Daily Health Check Example

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

### Daily Health Check

<table>
<thead>
<tr>
<th>1. Symptoms of Illness*</th>
<th>Does your child have any of the following symptoms?</th>
<th>CIRCLE ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fever</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Chills</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Cough or worsening of chronic cough</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Sore throat</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Runny nose / stuffy nose</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Loss of sense of smell or taste</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Headache</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Fatigue</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Loss of appetite</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Nausea and vomiting</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Muscle aches</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Conjunctivitis (pink eye)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Dizziness, confusion</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Abdominal pain</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>Skin rashes or discoloration of fingers or toes</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. International Travel</th>
<th>Have you or anyone in your household returned from travel outside Canada in the last 14 days?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>3. Confirmed Contact</th>
<th>Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

*Check BCCDC’s [Symptoms of COVID-19](https://www.bccdc.ca/health-info/coronavirus/symptoms) 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](https://www.bccdc.ca/health-info/coronavirus/self-assessment-tool) to determine if you should be tested for COVID-19.