

# Delta School District



## Stage 2 COVID-19 Safety Plan February 2021

## Table of Contents

### Contents

COVID-19 TRANSMISSION, PREVENTION AND SELECTION OF CONTROL MEASURES .....	5
How does COVID-19 spread? .....	5
Selection of Control Measures .....	5
ROLES AND RESPONSIBILITIES .....	6
District Leadership (Superintendents, Directors).....	6
Supervisors (Principals/Administrators).....	6
District Staff .....	6
Students/Parents/Families .....	6
BC MINISTRY OF EDUCATION FIVE-STAGE FRAMEWORK.....	7
RESTRICTING ACCESS TO SCHOOL/DISTRICT SITES.....	8
Daily Health Check.....	8
Parents/Caregivers .....	8
Food/lunch drop off .....	9
Contractors/Deliveries .....	9
STAYING HOME, SELF-ISOLATION AND SYMPTOMS.....	10
Stay Home When Required to Self-Isolate.....	10
Symptoms of Illness and Return to School.....	10
Protocols for Managing Illness and Confirmed Cases at School .....	10
Staff/Students showing signs and symptoms of illness at school/work .....	11
HANDWASHING AND HYGIENE.....	12
Handwashing .....	12
Food and Drink .....	12
Shared Items and Equipment.....	13
LEARNING GROUPS AND PHYSICAL DISTANCING .....	15
School Structure and Learning Groups.....	16
Curriculum, Programs and Activities .....	16
Staff/Student Arrival at School.....	16

School Administration Office Areas.....	16
Hallways and Corridors.....	17
Classrooms .....	17
Staff Meetings, Assemblies, Group Gatherings.....	17
Safe Occupancy Limits .....	18
Situations Where Physical Distancing Cannot Be Maintained .....	18
PERSONAL PROTECTIVE EQUIPMENT (PPE).....	18
Use of Non-Medical Masks.....	18
K-12 STAFF .....	19
ELEMENTARY SCHOOL STUDENTS:.....	20
VISITORS .....	20
Use of PPE When Managing Complex Behaviours .....	20
Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required .....	22
GENERAL VENTILATION AND AIR CIRCULATION .....	23
Power outages.....	23
Ventilation System Failure/Break Down .....	23
Opening Windows .....	23
CLEANING, SANITIZING AND DISINFECTING .....	24
STUDENT AND STAFF TRANSPORTATION .....	25
Student Transportation on Buses.....	25
Students Transported by District Staff.....	26
Staff Travelling Together in a Single Vehicle .....	26
COMMUNICATION STRATEGIES.....	27
Appendix A: Daily Health Check Tool.....	28
Appendix B: Visitor Information Tracking Form .....	29
Appendix C: What to do if a Student or Staff Member Develops Symptoms.....	30
Appendix D: Prevent the Spread of COVID-19 Poster .....	31
Appendix E: Handwashing Instructions Poster .....	32

Appendix F: Curriculum, Programs and Activities .....	33
ADULT EDUCATION .....	34
ARTS EDUCATION .....	34
DUAL CREDIT .....	34
EXTENDED DAY CLASSES .....	34
FIELD TRIPS .....	35
Stage 2 .....	35
Stage 3 & 4 .....	35
FOOD / CULINARY PROGRAMS.....	35
FOOD SERVICES .....	36
FUNDRAISERS .....	37
TEXTILES PROGRAMS .....	37
KINDERGARTENPROGRAM ANDENTRY .....	37
MUSIC PROGRAMS.....	38
SHARED OFFICE SPACE FOR STAFF .....	39
PHYSICAL AND HEALTH EDUCATION (PHE)/OUTDOOR PROGRAMS.....	39
PLAYGROUNDS .....	41
SCHOOL LIBRARIES / LEARNING COMMONS.....	41
SCHOOL SPORTS .....	42
STEM PROGRAMS.....	43
SCIENCE LABS .....	43
TECHNOLOGY EDUCATION.....	44
THEATRE, FILM AND DANCE PROGRAMS .....	44
WORK EXPERIENCE.....	45
Extracurricular Activities .....	46
Appendix G: Room Occupancy Limit Poster .....	47
Appendix H: First Student Canada Inc. Exposure Control Plan.....	48

# COVID-19 TRANSMISSION, PREVENTION AND SELECTION OF CONTROL MEASURES

## How does COVID-19 spread?

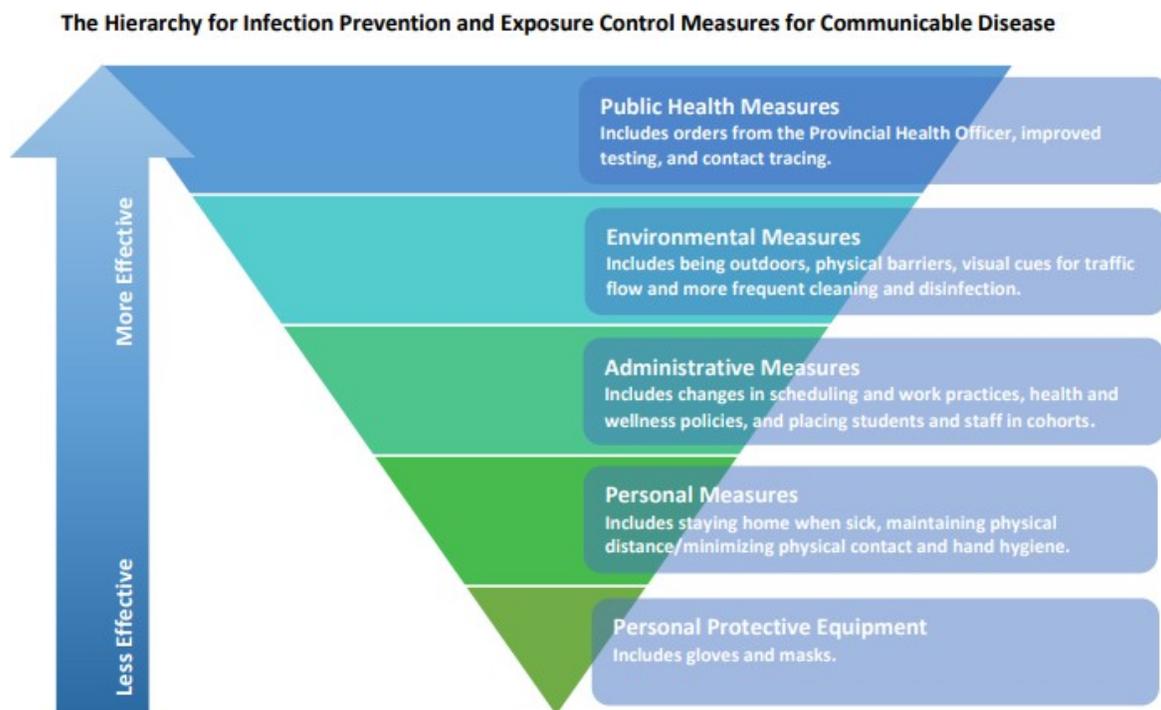
COVID-19 is an infectious disease that mainly spreads among humans through direct contact with an infected person and their respiratory droplets. Respiratory droplets are generated by breathing, speaking, coughing and sneezing. Your exposure is greatest when you have prolonged close contact with an infected person.

The virus can also spread if you touch a contaminated surface and then touch your eyes, mouth, or nose. A surface can become contaminated if droplets land on it or if someone touches the surface with contaminated hands.

The best way to prevent transmission is to frequently wash your hands with soap and water.

## Selection of Control Measures

To reduce the risk of COVID-19 transmission in District schools and worksites, a variety of control measures will be implemented. Whenever possible, the District will select control measures that provide the best/widest protection to all staff and students first. Should those control measures not be feasible or practicable, control measures will be selected from the next level of protection. Personal protective equipment will only be used if other control measures are not possible or practicable.



## ROLES AND RESPONSIBILITIES

### *District Leadership (Superintendents, Directors)*

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure that all 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 safety plan are reasonably available as practical when required.
- Ensure that all District staff are informed about the content of safety policies.
- Conduct a periodic review of the effectiveness of the plan. This includes a review of work practices and the available control technologies to ensure that these are selected and used when practical.
- Maintain a record of all visitors, including name, contact info and date/time of visit

### *Supervisors (Principals/Administrators)*

- Ensure that workers are knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.
  - 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 review.
  - Maintain records of training and inspections.
  - Maintain a record of all visitors, including name, contact info and date/time of visit
  - Maintain up-to-date lists of all members of school based cohorts to be shared with public health officials should contact tracing be required
- Ensure parents and staff are aware of the need to perform a health check on a DAILY basis

### *District Staff*

- Know the controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions as directed by the employer or supervisor.
- Report any unsafe conditions or acts to the supervisor.
- Know how and when to report exposure incidents.
- Perform DAILY health check for signs and symptoms of illness prior to reporting to work
- Stay home if signs and symptoms of illness are present. Do not return to work until assessed by health care provider and symptoms have resolved

### *Students/Parents/Families*

- Check students DAILY for signs and symptoms of illness prior to arrival at school.
- Stay home if signs and symptoms of illness are present
- Have a plan for the pick up their child if the child shows symptoms of illness at school
- Stay home if signs and symptoms of illness are present. Do not return to school until assessed by health care provider and symptoms have resolved

## BC MINISTRY OF EDUCATION FIVE-STAGE FRAMEWORK

The Five-Stage Framework for K-12 Education outlines expectations for BC elementary, middle and secondary school for learning during COVID-19. The goal of the Framework is to maximize in-class instruction for all students while adhering to the COVID-19 Public Health Guidance for K-12 School Settings. The is supported by four foundational principles:

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

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

This plan outlines the District’s approach to returning to in-class instruction under **Stage 2** of the Framework in September 2020.

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

*Note: as Stage 1 is a return to regular operating procedures, and Stage 5 means that all in-class instruction is suspended, the following health and safety guidelines apply to Stages 2 to 4, unless specified otherwise.*

## RESTRICTING ACCESS TO SCHOOL/DISTRICT SITES

Schools will take steps to limit access to their buildings by locking unused outside doors and limiting access to unused parts of the building. Parents and visitors will have limited access.

Parents, caregivers, health-care providers, volunteers and other non-staff adults (e.g. all visitors) entering a school will be prioritized to those supporting activities that are of benefit to student learning and well-being. All visitors must confirm they have completed the requirements of a daily health check (Appendix A). Schools and other District sites must keep a list of the date, names and contact information for all visitors who enter the site (see Appendix B).

An information poster that provides information on who should be restricted from our schools/sites can be found in Appendix D. This poster will be posted at the main entrance of all District sites.

### *Daily Health Check*

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

- Parents and caregivers should assess their children daily for illness before sending them to school.
- Parents/caregivers and students can utilize the provincial [K-12 Health Check app](#) for daily assessment of symptoms.
- Schools are not required to verify that the student health check has occurred every day or require that parents/caregivers submit a daily health check form.
- Staff and other adults are required to complete an active daily health check, in line with the Provincial Health Officer [Order on Workplace Safety](#), prior to entering the school.
- School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.
- An entry check poster for worksites, and additional information on health checks for workers, is available on the [WorkSafeBC website](#)
- If a student, staff or other adult is sick, they must not enter the school.

### *Parents/Caregivers*

Parents and caregivers should remain outside of the school to drop off their children. Schools will develop a plan and inform parents/caregivers of where and when drop off/pick up is to happen.

If parents or caregivers need to contact the school principal or their student's teachers, they should be directed to do so by phone or email. In-person visits should be for specific purposes and arranged in advance by appointment. Visitors must be aware of and follow safety protocols and be limited in their access to necessary spaces only.

All visitors must complete the Visitor Tracking Record Form (Appendix B) upon entry into a District school or site.

### *Food/lunch drop off*

Students should bring their lunch, snacks and other required items with them when they arrive at school. To maintain physical distancing and minimize contact with others, parents are asked to not drop off student lunches/supplies during the school day.

### *Contractors/Deliveries*

Deliveries are to be pre-arranged through phone contact with the school office wherever possible. Upon arrival, delivery people will need to contact the office from outside the building and await instructions. In most cases, a member of the office staff will meet them at the front door and accept the delivery. In cases where the delivery is a heavy or oversize item, office staff will direct and accompany the delivery person to the items destination. Their access to the building is limited to the delivery route only.

Contractors and delivery personnel entering the school will be informed of the safety measures that are in place in the District (i.e., maintaining safe social distance, standing on the physical distance stickers, sanitizing hands upon entry of the school, etc.).

Contractors and delivery personnel must complete the Visitor Tracking Record Form (Appendix B) upon entry into a District school or site.

## STAYING HOME, SELF-ISOLATION AND SYMPTOMS

### *Stay Home When Required to Self-Isolate*

The following students, staff or other adults **must stay home and self-isolate**:

- A person confirmed by the health authority as testing positive for COVID-19; or
- A person confirmed by the health authority as a close contact of a confirmed case of COVID-19; or
- A person who has travelled outside of Canada in the last 14 days.

A person who has been tested for COVID-19 **must stay home** while they are waiting for the test result.

Information on self-isolation for international students, and homestay contingency plans for illness, is available in the [COVID-19 Operational Guidelines for K-12](#).

Additional information on self-isolation requirements and support is available from [BCCDC](#).

### *Symptoms of Illness and Return to School*

**Students, staff or other adults should stay at home when sick**, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- Parents/caregivers and students can use the [K-12 Health Check app](#).
- Staff and other adults can refer to BCCDC's [When to get tested for COVID-19](#);
- Staff, students and parents/caregivers can also use the BCCDC online [Self-Assessment Tool](#), call 8-1-1 or their health care provider.

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the [K-12 Health Check app](#), and BCCDC's [When to get tested for COVID-19](#) resource) and if a COVID-19 test is recommended. See [Appendix B COVID-19 Symptoms, Testing & Return to School](#) for more information.

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

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

### *Protocols for Managing Illness and Confirmed Cases at School*

Refer to the [COVID-19 Protocols for School and District Administrators](#) for more information.

### *Staff/Students showing signs and symptoms of illness at school/work*

Staff or students developing any symptoms of illness should follow the procedure found in Appendix C (What to do if a Student or Staff Member Develops Symptoms) which includes going home as soon as possible. **In addition, they should not return to school/work until assessed by a health-care provider and their symptoms have resolved.**

All schools will identify a room/separate space where ill students can wait until picked up from school. This space must be cleaned and disinfected as soon as possible after the ill student leaves the school.

## HANDWASHING AND HYGIENE

### Handwashing

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Both students and staff can pick up and spread germs easily, from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. Parents, caregivers and staff will teach and reinforce these practices amongst students.

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

Staff will assist younger students with hand hygiene as needed.

A handwashing poster is provided in Appendix E. This poster will be posted at all sinks and washrooms within the District.

Washing with soap and water is the preferred method. However, if soap and water is not readily available, use alcohol-based hand sanitizer to disinfect your hands until you are able to wash with soap and water.

Consider the maximum number of staff and students required to wash their hands at peak times. Stagger handwashing breaks/times when needed to ensure that effective hand washing and sanitizing can be maintained.

The District will provide hand sanitizing stations at school entrances and office areas, in every secondary classroom and every elementary classroom that does not have a sink.

### Food and Drink

Schools will continue to emphasize that food and beverages should not be shared.

Staff and students should bring food in their own containers and take those containers home with them at the end of the day. Any garbage or recyclables must be carefully disposed of using the usual process. Food drink items, dishes, and cutlery are not to be shared. The only exception is manufacturer-wrapped food products.

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 prepared it, no additional measures beyond those articulated in this document and 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 WorkSafe BC Restaurants, Cafes, Pubs, and Nightclubs: Protocols for returning to operation are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.)
- Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).

Water fountains throughout the District will be shut off and converted to bottle-filling stations where possible. Staff and students may also bring their own water with them to school.

The sharing of staff coffee urns/stations will be discontinued. Other staff room amenities (fridge, microwave, etc.) may be continued to be used, however, staff are encouraged to use these items as infrequently as possible and only with a routine cleaning and sanitizing plan in place. Hands must be washed before and after using shared staff room items.

When possible, recess and lunch times will be staggered transition times to provide a greater amount of space for everyone. Staff and students are encouraged to remain on site throughout the day and not leave during lunch or break times. The staffroom and other common staff areas will be configured to allow for appropriate distancing and reduced density.

### *Shared Items and Equipment*

The sharing of equipment is highly discouraged. Should there be shared equipment (eg. between teaching partners), each member using the equipment shall take appropriate safety measures before using the equipment by using the disinfectant spray and cloth provided in each room and there shall be a regular cleaning routine for the equipment. Students should label their personal items and not share them with others.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students. Laminated paper-based products should be cleaned and disinfected daily if they are touched by multiple people.

Staff and students will have access to appropriate cleaning solutions and cloths or paper towels to keep their individual work spaces clean throughout the day. See “Cleaning, Sanitizing and Disinfecting” protocols for more details.

## LEARNING GROUPS AND PHYSICAL DISTANCING

Maintain 2 metres of physical distancing whenever possible between staff and students. Consider the use of virtual meetings or other means to reduce the number of staff onsite. Modify work processes and practices to encourage physical distancing between staff and student, and other workers.



Physical distancing (e.g. maintaining a distance of 2 metres between two or more people) is challenging in a K-12 school setting, particularly with younger students. It is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible. The goal with all students is to teach them to be respectful of physical distance.

Strategies for maintaining physical distancing of students include:

- Organizing learning activities outside including snack time, place-based learning and unstructured time.
- Taking activities that involve movement, including those for physical health and education, outside.
- Incorporating individual activities or activities that encourage more space between students and staff.
  - For younger students, adapt group activities to minimize physical contact and reduce shared items.
  - For adolescent students, minimize group activities and avoid activities that require physical contact.
- Organizing students into smaller groups that stay together throughout the day.
- Minimizing the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day.
- Students will be provided with more outside learning activities when appropriate.
- At elementary schools, group activities will be adapted to minimize physical contact and reduce shared items.
- At secondary schools, group activities will be minimized and activities that require physical contact avoided altogether.

## *School Structure and Learning Groups*

This plan anticipates that students will return to school following a cohort (learning group) model. A cohort is a group of students who remain together throughout a school term with the purpose of reducing the number of individual interactions while allowing students in person learning in a close to normal school environment. Learning groups can contain up to 60 people (students and adults) in elementary schools and up to 120 people (students and adults) in secondary schools.

Within a learning group, minimized physical contact will be strongly encouraged, however physical distancing does not need to be maintained, if not practicable. Outside of a learning group, physical distancing of 2 metres remains the expectation for secondary students and for all staff.

Classrooms will be reconfigured as much as possible to maintain for distance between students and adults.

Schools will adopt schedules that allow for staggered pick-up and drop-off times to prevent crowding and staggered recess, snack, lunch and class transition times.

## *Curriculum, Programs and Activities*

All curriculum, programs and activities will be administered in alignment with provincial K-12 health and safety guidelines. Electives (e.g. Fine Arts education, etc.) are important to student health and well-being and staff in these programs should be:

- reassured these programs will continue throughout each stage; and
- be supported in finding creative ways to redesign/deliver courses, if needed.

Details from the K-12 health and safety guidelines regarding Curriculum, Programs and Activities are summarized in Appendix E.

## *Staff/Student Arrival at School*

Parents and caregivers will remain outside of the school to drop off their children according to the plan provided by the school

Close greetings (e.g. hugs, handshakes) are to be avoided. Regularly remind students about keeping their “hands to themselves”.

Student pick-up and drop-off times should be staggered when needed to avoid the gathering of large crowds. Consider staging areas of smaller groups outside of the school.

## *School Administration Office Areas*

Limit the public coming into the office by encouraging parents and others to call instead of visiting the school and to make an appointment if an in-person meeting is necessary.

Plexiglas barriers may be used to separate administrative workers from the public if 2 metres of separation cannot be maintained.

Physical distancing floor stickers will be placed outside school administration offices and other similar areas to indicate spaces where students should wait in line. Additional floor stickers are available from District Facilities and Maintenance. As well, marking/signage can be used in appropriate areas to remind staff and students of two metres distancing.



### *Hallways and Corridors*

Hallways and corridors will be marked to separate paths of travel and maintain as much distance as possible when walking between school/site areas. One-way routes of travel will be indicated as much as possible when school/site configurations allow them and where traffic in the area warrants it.

### *Classrooms*

Classroom layout will be organized to maximize physical distancing as much as possible. Consistent seating arrangements are encouraged within cohorts where practical. This can assist public health should contract tracing need to occur.

Students will have an assigned seat and will remain in that seat for the remainder of the school term. Desks and tables that are not required to be occupied will be removed or identified with a sign indicating it must not be used. Limit frequently touched items that are not easily cleaned.

### *Staff Meetings, Assemblies, Group Gatherings*

School gatherings should be kept to a minimum and where possible schools and sites should seek virtual alternatives for larger gatherings and assemblies to continue to support these events in a different format<sup>4</sup>. When it is necessary to gather in larger groups, the following guidance should be followed:

- School gatherings should occur within a learning group.
- Gatherings should not exceed the maximum learning group size in the setting (which includes students and staff who are part of the learning group), plus the minimum number of additional people required. Additional people should be minimized as much as is practical to do so, and they must maintain physical distance.
- Adequate space should be made available to prevent crowding of those within the learning group.
- Staff meetings, in-service and professional development activities, and other staff-only gatherings should be held virtually wherever possible.
- Staff should practice physical distancing (2m) for face-to-face interactions, whenever possible.

- If physical distancing cannot be maintained, and a barrier is not present, participants are required to wear masks.
- The number of participants gathered, and the length of the gathering should be minimized as much as possible.
- Examinations or assessments are not considered school gatherings, however they must still be delivered in accordance with the health and safety guidelines outlined in this document and should not include non-student and staff spectators (e.g. performance arts concert or play where families are invited to attend).
- In-person inter-school events (including competitions, tournaments and festivals) should not occur at this time. This will be re-evaluated throughout the school year.
- Gatherings or events at a school that are not educational activities or support services (e.g. meal programs), including social gatherings of students and/or staff, must adhere to the PHO Order for Gatherings and Events.

### *Safe Occupancy Limits*

Safe occupancy limits will be determined for all non-instruction rooms in District schools and sites (e.g., staff rooms, photocopy rooms, meeting rooms) that are normally occupied by 2 or more staff and/or students. Safe occupancy limits will consider the number of staff and students that can be present while maintaining 2.0 m of physical distancing between occupants, **taking into consideration the need to move from one place to another**. An Occupancy Limit poster can be found in Appendix G. This poster will be posted at the door/entrance to all rooms.

### *Situations Where Physical Distancing Cannot Be Maintained*

There may be times when maintaining physical distancing may not be possible at all times and working in close proximity to students and/or other staff may be required. Examples of these situations include:

- Managing students with complex/aggressive behaviours
- Managing students with the need for **physical** support
- Necessary travel in a vehicle with students or other staff
- Maintenance work requiring staff to work closely together

In these situations, staff can maintain their safety and the safety of others by:

- Following all usual protocols including frequent hand washing and not touching the face
- Regular cleaning and disinfecting shared surfaces and equipment
- Limiting close contact to a small number of students or other staff
- Wearing non-medical face masks

## **PERSONAL PROTECTIVE EQUIPMENT (PPE)**

### *Use of Non-Medical Masks*

Non-medical masks can provide an additional layer of protection when used in conjunction with other prevention protocols. Masks have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

Those wearing masks must still maintain physical distancing whenever possible and crowding or congregating of people must be minimized.

Masks should not be used in place of the other safety measures detailed in this document. For example, masks are not a replacement for the need for physical distancing for in-class instruction delivered to students from more than one learning group.

### K-12 STAFF

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) in schools- both within and outside of their learning group, except when:

- Sitting in (or standing at) their desk/workstation, or while maintaining physical distancing (2M), in a classroom/learning environment
- There is a barrier in place;
- Eating and drinking; or,
- Outdoors

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) on school buses.

In “staff only” spaces, staff are required to wear masks when indoors, unable to maintain physical distance (2M) and a barrier is not present. [WorkSafeBC guidance for offices](#) also lists measures that should be considered and implemented as applicable to the workplace of staff in office environments (both inside and outside of “brick and mortar” schools.

Exceptions will also be made for staff who cannot tolerate masks for health or behavioural reasons. Schools must not require a health-care provider note (i.e., a doctor’s note) to confirm if staff cannot wear a mask.

### SECONDARY SCHOOL STUDENTS:

All secondary school students are required to wear a mask or a face shield (in which case a non- medical mask should be worn in addition to the face shield) in schools- both within and outside of their learning group except when:

- Sitting in (or standing at) their desk/workstation (including shared tables) in a classroom/learning environment
- There is a barrier in place;
- Eating and drinking; or,
- Outdoors

All secondary school students are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) on school buses.

Exceptions will also be made for students who cannot tolerate masks. Schools must not require a health-care provider to confirm if a student cannot wear a mask.

Additional guidance for mask use during specific activities in secondary schools is detailed in the **Music Programs, Physical and Health Education (PHE)/Outdoor Programs and School Sports** details found in Appendix F: Curriculum, Programs and Activities.

Staff should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature. See the [Supportive School Environments section](#) for more information.

#### ELEMENTARY SCHOOL STUDENTS:

Elementary students are not required to wear a mask in schools or on school buses. Elementary students' mask use should be based on their personal or family/caregiver choice, and their choices must be respected.

- In line with [current public health guidance](#), masks are not required for elementary school students of masks (e.g. frequent touching/removal of mask, wearing mask incorrectly, etc.), and potential impact of mask wearing on learning and development.

Schools and school districts will have non-medical masks available for staff and students, including anyone who becomes sick while at school

#### VISITORS

All visitors must wear a non-medical mask when they are inside District schools or sites.

#### *Use of PPE When Managing Complex Behaviours*

Managing students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical proximity or in physical contact with a medically complex or immune suppressed student.

- In **community-based clinical settings** where there is low incidence and prevalence of COVID-19, additional personal protective equipment over and above that required for normal practices is not required. The same guidance is applicable to staff providing health services and other health care providers who are providing health services in schools. However, if a person providing health services assesses the need for personal protective equipment beyond routine practices following a point of care risk assessment, it should be worn.
- Staff providing health care services and other health care providers are required to wear a mask when working in close proximity with students.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with their health care provider to determine their child's level of risk.



## *Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required*

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student. When staff are in close physical proximity with a student within their learning group, personal protective equipment, such as masks and gloves, is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

Non-medical masks are required in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group. As such, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when outside of their learning groups, and when physical distancing cannot be maintained.

Schools will have non-medical masks and face shields available for staff.

Wearing a non-medical mask, a face covering, or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools outside of the circumstances outlined above is a personal choice and will be respected.

For information on PPE when working with students where seeing facial expressions and/or lip movement is important, see the [Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required](#).

## GENERAL VENTILATION AND AIR CIRCULATION

At this time, there is no evidence that a building's ventilation system would contribute to the spread of the virus. Good indoor air ventilation alone cannot protect people from exposure to COVID-19; however, it may reduce risk when used in addition to other preventive measures.

The District has ensured that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers ([Part 4 of the OHS Regulation](#)).

HVAC systems in the Delta School District is designed to provide fresh outside air to every classroom, library, and gymnasium. We meet or exceed the filtration and/or ventilation requirements outlined in the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings.

### *Power outages*

In the event of a power outage, the HVAC system will shut down so fresh air will no longer be delivered to the space. The air will be fine for a while, but we do not recommend prolonged periods in a "closed" classroom with no ventilation. Length of time before the air gets "stale" would vary with the size of the room and the number of occupants.

### *Ventilation System Failure/Break Down*

If there is mechanical breakdown of a school/site ventilation system, it becomes a top priority to get it back up and running. Until then, portable heaters will be provided to help keep the space comfortable. During this unlikely event, it is recommended that windows and doors be opened as long as the internal temperature remains comfortable for occupants.

### *Opening Windows*

As outlined above, the District is providing enough fresh outside air to all of the rooms in the school that opening windows is NOT REQUIRED OR RECOMMENDED. When it is cold outside, opening the windows will cause the HVAC system to work harder than it needs to in order to heat the space and compromise the comfort of the occupants.

## CLEANING, SANITIZING AND DISINFECTING

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

This includes:

- General cleaning and disinfecting of the premises at least once a day.
- Cleaning and disinfecting of frequently-touched shared surfaces at least twice a day. (e.g. door knobs, light switches, toilet handles, tables, desks, chairs, electronic devices, keyboards and toys)
- Cleaning and disinfecting of any surface that is visibly dirty.
- Using common, commercially-available detergents and disinfectant products and closely following the instructions on the label.
- Limiting items that are not easily cleaned and disinfected (e.g. fabric or soft items).
- Providing paper hand towels rather than hand dryers.
- Emptying garbage containers daily.
- Wearing disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine).
- Washing hands before wearing and after removing gloves.
- Washrooms should be cleaned at least twice a day keeping in line with the high touch surface area protocols.

District custodial schedules and protocols are being revised to ensure that custodial staff are able to meet above requirements. Additional custodians have been added, including coverage for daytime custodians in elementary schools.

Detailed Elementary and Secondary custodial cleaning schedules and routines have been developed by District Facilities and Maintenance staff.

## STUDENT AND STAFF TRANSPORTATION

### *Student Transportation on Buses*

The following strategies will be followed when students are transported on buses:

- Buses used for transporting students should be cleaned and disinfected according to the guidance provided in BCCDC's Guidelines on Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada.
- Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.
- Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when they cannot maintain physical distance or be behind a physical barrier in the course of their duties.
  - o Schools will have non-medical masks and face shields available for staff.
  - o See the Supporting Students with Disabilities/Diverse Abilities section for more information on safety measures when staff are required to be in physical contact with students.
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school.**
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
- Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape markings on pavement, etc.) where required.
  - o Schools will provide support for students who are not able to physically distance.
- Secondary students are required to wear non-medical masks when they are on the bus. However, no student is required to wear a mask if they do not tolerate it.
- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

To reduce the number of close in-person interactions on school buses, the following strategies are recommended:

- Use consistent or assigned seating arrangements.
  - o Schools/school districts should keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur.

- o The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.)
- Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
- If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.

Additional measures related to student transportation can be taken, including:

- Consider installing a physical barrier made of transparent materials between the driver and students. For additional information with respect to safety considerations when deciding to install a physical barrier.
- Encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) where possible to decrease transportation density.

First Student Inc. has provided the District with an updated Exposure Control Plan for Stage 2 which outlines instructions for bus drivers and precautions being taken to provide a safe environment for students. A copy of the First Student Exposure Control Plan is provided in Appendix H.

### *Students Transported by District Staff*

Students transported by staff in their personal vehicles are discouraged. Should it be necessary for staff to transport a student, consider the following:

- Staff and student(s) must wear non-medical masks when inside the vehicle
- Touch points and surfaces must be disinfected before and after the trip
- Seating arrangement should provide the most physical distance possible (e.g., passenger should sit in the rear seat on the passenger side)

### *Staff Travelling Together in a Single Vehicle*

When possible, staff should drive their own vehicle (District or personal vehicle) when travelling during work hours or for District business.

When 2 or more staff are required to ride in the same vehicle, non-medical masks should be worn and the seat and touch points should be disinfected upon entry and exit of the vehicle.

If staff need to travel between worksites, maintain physical distance in vehicles wherever possible. Consider separate vehicles if possible. Larger vehicles may be able to accommodate physical distancing by using a seat configuration that maximizes distance between people

## COMMUNICATION STRATEGIES

- All COVID-19 related messaging will be developed centrally by the school district to help ensure consistency of messaging.
- The district will use multiple channels to communicate with key stakeholders including: email, conference and video calls, the district's website, social media, posters and news releases.
- Staff have been reminded that all health and safety measures in place prior to the pandemic are still in place.
- Additional health and safety information is being shared with staff via email in advance of their return to work to help to mitigate any concerns they may have.
- All emails sent to staff and parents are posted on the All Staff Conference for easy future reference by staff.
- Staff are being encouraged to contact their school administrator/site manager, or their joint health and safety committee to share concerns/ask questions.
- Schools and other district sites will hold a health and safety meeting to review workplace practices relating to COVID-19 and other health and safety matters as soon as practical after all staff return to work.
- School administrators and site managers will hold daily check-ins with staff to provide them with new information and review any concerns.
- Staff, parents and caregivers will be informed of our policy that staff and students must stay home if they are sick.
- The district's website contains a page dedicated to COVID-related information. This website is updated daily with information from the Ministry of Education and Provincial Health Officer.
- The district is in regular communication with other key stakeholders (DTA, CUPE 1091, DPVPA, the media, City of Delta, local MLA and MP) to keep them well informed of the district's plans as we deliver continuity of learning during the pandemic.
- Communications will be evaluated regularly to ensure that messaging is being received as intended, and will be used to enhance future communication materials as required.

The District's COVID-19 Health and Safety Orientation Plan for the start of the school year is provided in Appendix I.

## Appendix A: Daily Health Check Tool

All students and staff will complete this health checklist DAILY prior to arriving at school.



DAILY HEALTH CHECK	
KEY SYMPTOMS OF ILLNESS	WHAT TO DO
Fever (above 38°C)	<p><b>If yes to 1 or more of these symptoms:</b> Stay home and get a health assessment.</p> <p>Contact a health care provider or 8-1-1 about your symptoms and next steps.</p>
Chills	
Cough	
Difficulty breathing	
Loss of sense of smell or taste	
OTHER SYMPTOMS	WHAT TO DO
Sore throat	<p><b>If yes to 1 symptom:</b> Stay home until you feel better.</p>
Loss of appetite	
Headache	<p><b>If yes to 2 or more of these symptoms:</b> Stay home for 24 hours.</p> <p>If symptoms don't get better or get worse, get a health assessment; contact a health care provider or 8-1-1 about your symptoms and next steps.</p>
Body aches	
Extreme fatigue or tiredness	
Nausea and vomiting	
Diarrhea	
INTERNATIONAL TRAVEL:	WHAT TO DO
Have you returned from travel outside Canada in the last 14 days?	<p><b>If yes:</b> All students and staff who have travelled outside of Canada are required to self-quarantine for 14 days after arrival under both provincial and federal orders.</p> <p>This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before they are scheduled to attend school to adhere to the self-quarantine orders. Additional information is available <a href="#">here</a>.</p>
CLOSE CONTACT	WHAT TO DO
Have you been contacted by public health and notified that you are a close contact of a person confirmed to have COVID-19?	<p><b>If yes:</b> Please follow the instructions provided by Public Health.</p> <p>You can call 8-1-1 anytime to get advice about how you are feeling and what to do next. Pay attention to how you are feeling. If it becomes harder to breathe, you can't drink anything or feel much worse, seek urgent medical care at an urgent care clinic or emergency department.</p>

Check your symptoms with the [B.C. Self-Assessment Tool](#). If you have any questions, or the symptoms get worse, contact your healthcare provider, or call 8-1-1. For more information on COVID-19, please go to [www.bccdc.ca](http://www.bccdc.ca). If you develop severe symptoms, such as difficulty breathing (e.g. struggling to breathe or speaking in single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.

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

UPDATED: February 21, 2021



## Appendix C: What to do if a Student or Staff Member Develops Symptoms

<i>If a Student Develops Any Symptoms of Illness</i>	<i>If a Staff Member Develops Any Symptoms of Illness</i>
<p><b>Parents or caregivers must keep the student at home</b></p> <p><b>IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</b></p> <p><b>Staff must take the following steps:</b></p> <ol style="list-style-type: none"> <li>1. Immediately separate the symptomatic student from others in a supervised area.</li> <li>2. Contact the student’s parent or caregiver to pick them up as soon as possible.</li> <li>3. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a non-medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth.</li> <li>4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.</li> <li>5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.</li> <li>6. Once the student is picked up, practice diligent hand hygiene.</li> <li>7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).</li> </ol> <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p><b>Staff must stay home</b></p> <p><b>IF STAFF DEVELOPS SYMPTOMS AT WORK:</b></p> <p><b>Staff should go home as soon as possible.</b></p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> <li>1. Symptomatic staff should separate themselves into an area away from others.</li> <li>2. Maintain a distance of 2 metres from others.</li> <li>3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up.</li> <li>4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).</li> </ol>
<p>The threshold for reporting student and/or staff illness to public health should be determined in consultation with the school medical health officer</p>	
<p><b>Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved</b></p>	

# Keep our workplace safe from COVID-19

Please do not enter this workplace if you:

- Have travelled outside of Canada within the last 14 days
- Have been identified by Public Health as a close contact of someone with COVID-19
- Have been told to isolate by Public Health
- Are displaying any of the following new or worsening symptoms:

- Fever or chills
- Cough
- Loss of sense of smell or taste
- Difficulty breathing
- Sore throat
- Loss of appetite
- Extreme fatigue or tiredness
- Headache
- Body aches
- Nausea or vomiting
- Diarrhea

**If you are displaying symptoms consistent with COVID-19, refer to HealthLink BC at 811.**

[worksafebc.com](https://worksafebc.com)

11/20

**WORK SAFE BC**

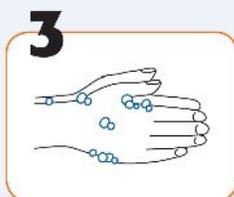
# CLEAN YOUR HANDS USING SOAP AND WATER



1  
Wet hands with warm water.



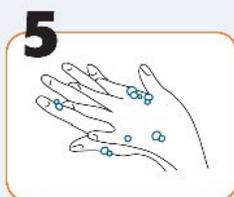
2  
Apply soap.



3  
Lather soap and rub hands palm to palm.



4  
Rub in between and around fingers and wrists.



5  
Rub back of each hand with palm of other hand.



6  
Rub nail beds of each hand in opposite palm.



7  
Rub each thumb clasped in opposite hand.



8  
After 15 to 20 seconds rinse thoroughly under running water.



9  
Pat hands dry with paper towel.



10  
Turn off water using paper towel.



11  
Your hands are now clean.

PRINTSHOP # 256524



## Appendix F: Curriculum, Programs and Activities

(Excerpt from Provincial COVID-19 Health and Safety Guidelines for K-12 Settings – February 23, 2021)

All curriculum, programs and activities should operate in alignment with provincial K-12 health and safety guidelines, including school-led activities held off campus (e.g. sports academies, community-based programs/courses). Electives (e.g. Fine Arts education, etc.) are important to student health and well-being and staff in these programs should be:

- reassured these programs will continue throughout each stage; and
- be supported in finding creative ways to redesign/deliver courses, if needed.

School district and school communications should include evidence-based information, provided by the Provincial Health Officer and BC Centre for Disease Control, to build awareness that the risk of contracting COVID-19 from students is minimal and to help address inaccurate information that might be circulating in the school community.

Shared equipment should be cleaned and disinfected as per [Cleaning and Disinfecting guidelines](#) outlined in this document, and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.

For guidelines specific to visitor access during school hours (e.g. guest speakers), see the [Visitor Access/Community Use section](#) in this document. As visitors are not part of learning groups, they would need to adhere to the physical distancing requirements outlined in the [Physical Distancing section](#) of this document.

In-person inter-school events including competitions, tournaments and festivals, should not occur at this time. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

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<sup>6</sup> Students and staff are also required to follow the safety protocols required by the off-campus facility. Where there is a conflict, the safety protocols required by the off-campus facility should be followed.

For information on mask requirements for K-12 staff and middle and secondary school students, see the [Personal Protective Equipment](#) section. **Additional** guidance for mask use during **specific** activities in middle and secondary schools is detailed in the [Music Programs, Physical and Health Education \(PHE\)/Outdoor Programs, School Sports](#) and [Theatre, Film and Dance Programs](#) sections below.

## *ADULT EDUCATION*

Adult education programs operated by K-12 schools should follow the guidance outlined in this document, particularly the guidance provided for adults in a school environment. This includes respecting environmental and administrative measures, such as maintaining physical distance<sup>2</sup>(m). Note that learning groups cannot be applied to adult-only settings (an “all adult” learning group is not an acceptable public health measure).

## *ARTS EDUCATION*

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - at the beginning and at the end of the class;
  - before and after handling shared equipment; and
  - whenever hands are visibly dirty.
- Have personal spaces and equipment set up for students, as best as possible.
  - Avoid sharing equipment by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.

## *DUAL CREDIT*

Students may earn “[dual credit](#)” towards graduation by enrolling in and successfully completing courses at [specific post-secondary institutions](#).

- For students taking dual credit courses taken in secondary schools, the health and safety guidelines outlined in this document apply.
- For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to the health and safety guidelines set out by post secondary institutions. Information on health and safety guidelines for post-secondary institutions can be found on the [B.C. Government website](#) and in individual institutions.

## *EXTENDED DAY CLASSES*

- Extended day classes should occur when:

- Under Stages 2 to 4, physical distance can be maintained between members of different learning groups; and
- Under Stage 2, minimized physical contact is practiced by those within the same learning group.

## *FIELD TRIPS*

### *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 administration.
- For transportation, see guidance in the [transportation section](#) in this document.
- 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, including wearing masks. Refer to the [Prioritizing Health and Safety Flow Charts](#) section for guidance on health and safety measures.
- Alignment with PHO guidance and Orders.
- Field trips to outdoor locations are preferable.
- Conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
  - Schools/districts should consider developing a risk assessment specific to field trips under Stage 2, in accordance with their school/district policies and the guidelines outlined in this document.
- If using public transportation for field trips (e.g., SkyTrain, public buses,) schools should adhere to local transit authorities guidance (e.g., mandatory mask use for [Translink](#) and [BC Transit](#), as well as practicing hand hygiene before and after use).
- No overnight or international field trips at this time.

### *Stage 3 & 4*

No field trips should occur under Stages 3 and 4.

## *FOOD / CULINARY PROGRAMS*

Schools can continue to include food preparation as part of learning programs for students. The following guidelines should be applied:

### Food Safety

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:
  - Continue to follow normal food safety measures and requirements

- Implement the cleaning and disinfecting measures outlined in the [Cleaning and Disinfecting](#) section of this document
- [FOODSAFE](#) Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food safety practices

#### Hand Hygiene and Cleaning Protocols

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - at the beginning and at the end of the class
  - before and after handling food
  - before and after eating and drinking
  - whenever hands are visibly dirty
- Refer to the [Cleaning and Disinfecting](#) section for cleaning/disinfecting protocols.
- For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section of these guidelines.

#### Learning Groups

- As students tend to prepare food together in culinary programs, use of learning groups is encouraged.

### *FOOD SERVICES*

Schools can continue to provide food services, including for sale.

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

- If food service is provided in schools that is regulated under the Food Premises Regulation, no additional measures beyond those articulated in this document and regular requirements as outlined in the regulation need to be implemented (e.g. a FOODSAFE trained staff member, a food safety plan, etc.).
  - Additional considerations that may be relevant when providing food services in schools are detailed in the [WorkSafeBC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#)
  - The September 18<sup>th</sup>, 2020 Order of the Provincial Health Officer Food and Liquor Serving Premises does not apply to schools. As such, the restriction of six patrons at a table does not apply. However, requirements related to learning groups and physical distancing outlined in these guidelines continue to apply.
  - Schools/school districts should reach out to their local health authority if they are unsure if their food services are regulated.
  - [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.

For food contact surfaces, schools should ensure any sanitizers or disinfectants used are approved for use in a food service application and are appropriate for use against COVID-19. These may be different than the products

noted in this document for general cleaning and disinfection. Additional information is available on the [BCCDC website](#).

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

Schools should not allow homemade food items to be made available to other students at this time (e.g., birthday treats, bake sale items).

Schools should continue to emphasize that food and beverages should not be shared.

Refer to Appendix D – Supplementary Guidance for School Meal Programs in the [BCCDC Public Health Guidance for K-12 School Settings](#) for guidance on the delivery of school programs, breakfast clubs and other food access initiatives that are not regulated under the Food Premises Regulation

## *FUNDRAISERS*

Schools can continue to offer fundraisers that can be implemented in line with the health and safety guidelines outlined in this document. If the fundraisers involve the sale of food items, they should also align with the [Guidelines for Food and Beverage Sales in B.C. Schools](#)

## *TEXTILES PROGRAMS*

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - at the beginning and at the end of the class;
  - before and after handling shared tools or equipment; and
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.
- For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section.

## *KINDERGARTEN PROGRAM AND 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.

- Consider implementing pre-transition strategies to familiarize students with the people, spaces, and expectations as they start school.

- send home a social story from the perspective of the student that describes what a day may look like, how they may feel, and what their choices are;
  - share a video of the school that outlines the health and safety measures used including signage, washing hands, and class environment;
  - provide an introduction to and a warm welcome from the educators in the building;
  - organize video calls to families from the classroom so children and families can see the space and ask questions.
- Provide clear, simple communications to parents about having to limit the number of adults in the building and the classroom, and the need for adults to maintain physical distance from each other and from children not their own.
  - Implement gradual entry of students, commencing no earlier than when all students are welcomed into schools, and may include:
    - Scheduling fewer caregivers into the classroom at a time to account for physical distancing of adults;
    - Outdoor learning or transition activities with a caregiver in attendance.
  - Students themselves will be part of a learning group. Ensure enough space for parents/caregivers to maintain physical distance.
  - As students transition to full-time, consider frequent communication with families with photos and/or information about classroom activities.
  - Provide research to parents, caregivers and staff that demonstrates low transmission rates in young children.
  - Kindergarten students are expected to minimize physical contact. Consider how the room is configured and rearrange furniture to encourage small group and individual play.
  - Provide clear communication to students about expectations for the classroom materials, play, and physical contact. Gently remind students of the expectations throughout the day and encourage students to kindly support one another.
  - Teachers should continue to provide comfort and reassurance in a way that feels comfortable for the teacher and the student. Students can be comforted through different means, including:
    - stories
    - comfort objects
    - drink of water
    - songs
    - soothing words
  - Kindergarten classrooms should maintain a focus on play-based learning, while limiting the use of shared materials and following the cleaning and disinfecting protocols outlined in the [Cleaning and Disinfecting](#) section.

## *MUSIC PROGRAMS*

- All classes, programs and activities (e.g. Band, Choir) can continue to occur where:

- K-12 staff and middle and secondary students wear masks while singing indoors.
- Under Stage 2:
  - physical contact is minimized for those within the same learning group, and students and staff are spaced as far apart as possible
  - physical distance (2m) can be maintained for K-12 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; and
- Under Stages 3 to 4:
  - physical distance (2m) can be maintained for K-12 staff, middle and secondary school students at all times
- Schools could consider installing a barrier made of transparent material in places where physical distance cannot be regularly maintained (e.g., between an itinerant teacher and a learning group). See [guidance from WorkSafeBC on designing effective barriers](#) for more information.
- No in-person inter-school competitions/performances/events should occur at this time. Where possible, schools should seek virtual alternatives to continue to support these events in a different format
- Shared equipment should be cleaned and disinfected as per [Cleaning and Disinfecting guidelines](#) and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.

### SHARED OFFICE SPACE FOR STAFF

- [WorkSafeBC guidance for offices](#) lists measures that should be considered and implemented as applicable to the workplace for staff in office environments (both inside and outside of “bricks and mortar schools”, including Distributed Learning office, school/school district offices). Note that learning groups cannot be applied to adult-only settings (an “all adult” learning group is not an acceptable public health measure).

### PHYSICAL AND HEALTH EDUCATION (PHE)/OUTDOOR PROGRAMS

- Create space between students and staff, and encourage outdoor activities and programs, as much as possible.
- **K-12** teachers should plan physical activities that:
  - Do not involve prolonged physical contact (i.e. physical contact beyond a brief moment) or crowding. For example, activities such as tag and touch football are low-risk, whereas activities like wrestling or partner dancing should be avoided. Teachers are encouraged to adapt activities wherever possible to reduce physical contact, **including within learning groups**.
  - Support physical distancing (2m) outside of learning groups.
- K-12 staff are required to wear masks during PHE/outdoor program classes when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the [Cleaning and Disinfecting section](#) of this document.
  - Students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
  - Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Refer to Physical and Health Education ([PHE](#)) [Canada guidelines](#):
  - Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
  - Explore local parks and green spaces to promote outdoor learning and activity.

▪ In elementary schools, PHE and outdoor programs can proceed in alignment with the guidance above.

▪ In middle and secondary schools, PHE and outdoor programs can proceed in alignment with the guidance above and the following additional requirements:

#### HIGH INTENSITY PHYSICAL ACTIVITIES

- For high intensity stationary physical activities (e.g. exercise bike, weightlifting), people and equipment need to be spaced 2 metres apart if indoors, **including for those within the same learning group**. If 2 metre spacing is not available, and the activity cannot be moved outdoors, then the activity must not take place and a different activity should be selected.
  - Masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary activities indoors.
- For high intensity physical activities that involve movement (e.g. basketball, soccer), indoors or outdoors:
  - **Students within the same learning group** are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - **Students from different learning groups** are required to maintain physical distancing (2M).
- Wearing masks during high-intensity physical activity (stationary or with movement, indoor or outdoors) is left to students personal choice.

#### LOW INTENSITY PHYSICAL ACTIVITIES

- For low intensity activities, middle and secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

**Why are masks not required during high intensity physical activity in middle & secondary schools?** During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

<sup>7</sup> As a general rule, high intensity physical activities involve sustained heavier breathing and elevated heart rates- most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in low intensity physical activities can carry on a conversation without having to catch their breath.

## 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](#)

## SCHOOL LIBRARIES / LEARNING COMMONS

- School libraries / learning commons facilities should be open and book exchange can continue to occur during stages 1 to 4.

At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing/return of books or paper-based educational resources to students because of COVID 19.

- Students and staff should practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - before and after handling shared equipment/resources;
  - whenever hands are visibly dirty.
- Laminated or glossy paper-based products (e.g. books, magazines, worksheets, etc.) and items with plastic covers (e.g. DVDs) are low risk items. Book browsing and circulation processes can occur as normal. There is no need to clean, disinfect or quarantine these items for any period of time.
- For information on cleaning, including technological devices, see the guidelines in the [Cleaning and Disinfecting](#) section.
- When visiting the library / learning commons, students and staff should remain in their learning group as much as possible and maintain physical distance from members outside of their learning group.
- Students should bring their personal school supplies for classes held within the space. For makerspace and STEM activities, see the [STEM Programs](#) section.
- Schools should install a barrier made of transparent material at the library check out desk if physical distance cannot be regularly maintained. See [guidance from WorkSafeBC on designing effective barriers](#) for more information.
- The BC Teacher Librarians Association has developed [Recommendations for Access to Library Learning Commons Resources to Meet COVID-19 Requirements](#).

## SCHOOL SPORTS

- Programs, activities (e.g. intramurals, sports team practices/games) and sports academies can occur if
  - Activities do not involve prolonged physical contact (i.e. physical contact beyond a brief moment). For example, activities such as soccer and touch football are low-risk, whereas activities like wrestling should be avoided;
    - Schools are encouraged to adapt activities/sports as needed to reduce physical contact.
  - No spectators are in attendance – aside from participants, only the minimum number of individuals required to run the activity should be present.
  - Masks are worn by K-12 staff and other adults when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
  - In elementary schools:
    - **Students within the same learning group** are not required to maintain physical distancing, but activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
    - **Students from different learning groups** are required to maintain physical distancing (2M) when indoors. When outdoors, activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - In middle and secondary schools:

### HIGH INTENSITY SPORT ACTIVITIES:

- For high intensity stationary activities, students and fitness equipment (e.g. stationary bikes, treadmills, weight training equipment) need to be spaced 2 metres apart if indoors, **including for those within the same learning group**. If 2 metre spacing is not available, and the activity cannot be moved outdoors, then the activity must not take place and a different activity should be selected.
  - Masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary activities indoors.
- For high intensity activities that involve movement (e.g. basketball, soccer,) indoors or outdoors:
  - **Students within the same learning group** are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - **Students from different learning groups** are required to maintain physical distancing (2M).

Wearing masks during high-intensity or sport activities (stationary or with movement, indoor/outdoors) is left to personal choice<sup>9</sup>.

### LOW INTENSITY SPORT ACTIVITIES

- For low intensity activities, middle/secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and a barrier not present.

<sup>8</sup> As a general rule, high intensity sport activities involve sustained heavier breathing and elevated heart rates-most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in low intensity sport activities can carry on a conversation without having to catch their breath.

<sup>9</sup> See Why are masks not required during high intensity activities in middle & secondary schools for more information.

- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the [Cleaning and Disinfecting section](#) of this document.
  - Students should be encouraged to practice proper hand hygiene before and after participating in sport activities and equipment use.
  - Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Sport activities should be held outside whenever possible.
- No in-person inter-school competitions/events should occur at this time.
- See the [Return to School Sports Plan from BC School Sports](#) for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

## STEM PROGRAMS

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - before and after handling shared tools or equipment;
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
  - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.

## SCIENCE LABS

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - before and after handling shared tools or equipment;
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.

- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.
  -

### *TECHNOLOGY EDUCATION (SHOP CLASSES & TRADES IN TRAINING PROGRAMS)*

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID19). Students and staff should wash their hands:
  - before and after handling shared tools or equipment;
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section of these guidelines.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.
- Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.
  - Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
  - Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.
- Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online.
  - Information for workers is available on the [WorkSafeBC COVID19 web page](#), including:
    - [What workers should do](#)
    - [Staying safe at work](#)
    - [Information specific to various industries](#)

### *THEATRE, FILM AND DANCE PROGRAMS*

- No in-person inter-school festivals/events should occur. This will be reevaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
  - This could mean that portions of the class act as an audience and audit work.
  - This could mean that portions of the class work in alternate areas on their own small group or

individual exercises.

- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- K-12 staff and middle and secondary students are required to wear masks during these programs when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per **guidelines** in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- Costume items should be limited in their shared use at this time. For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section of these guidelines.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film and dance, especially if working in theatres, greenrooms and studios that have no windows.
- Consider alternatives for audience engagement such as online streaming, in class or family oriented presentations.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information.

## WORK EXPERIENCE

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 [WorkSafeBC](#). Students can still engage in work placements in accordance with the following guidance:

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

## *Extracurricular Activities*

Extracurricular activities and special interest clubs should occur if:

- Under Stages 2 to 4, physical distance can be maintained between members of different learning groups; and
- Under Stage 2, reduced physical contact is practiced by those within the same learning group, and adequate space is provided to avoid crowding.

Non-educational activities such as student dances, performances, and in-person celebrations are considered to be events and must adhere to the requirements of the PHO [Gathering and Events Order](#).

In-person inter-school events including competitions, tournaments and festivals, should not occur at this time. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

# Help prevent the spread of COVID-19

In order to reduce risk of exposure to the virus that causes COVID-19, we are limiting the number of people in this space.

**School/Site and Room Number**

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**Occupancy limit:** \_\_\_\_\_ **Students**

\_\_\_\_\_ **Staff**

worksafebc.com

**WORK SAFE BC**

COVID-19



### Exposure Control Plan

Company Name	First Student	
Company Website	www.firststudentinc.com	
Address	1420 Venables, Vancouver, BC	
Contact Information (Names & Phone Numbers)	Charlene Gee	604-255-3555, 604-626-5399
	Marilyn Tasaka	604-255-3555, 604-418-0405
	Peter Woods	604-255-3555, 778-987-5477
	Joe Lizée	604-255-3555, 604-319-0673

First Student  
 www.firststudentinc.com  
 SEPTEMBER 2020

SAFE WORK  
 PROCEDURE

## COVID-19



In the midst of COVID-19 the K-12 sector is taking direction from a number of governing body, staff are encouraged to familiarize themselves with information that is being put out by the following:

- Government of BC – Response to COVID-19
- BC Canadian Centre for Disease Control
- WorkSafe BC

### Health Hazards of COVID-19

COVID-19 is a disease caused by the coronavirus. It is very contagious. All Canadian provinces and territories have declared it a public health emergency. The World Health Organization has declared it a global pandemic. That means the disease has spread across a large part of the world and affects a large part of the population.

COVID-19 can make breathing difficult and lead to hospitalization or death. Its effects could be more dangerous than regular flu. This is a new disease so most people will not be immune. Seniors and people with other health issues such as heart disease, diabetes, and lung disease have a greater risk of hospitalization or death. But COVID-19 does not discriminate; it attacks the young and the healthy, too.

### How it Spreads

People catch COVID-19 from other people by:

- Breathing in droplets in the air from other people coughing, talking or sneezing.
- Being in close contact with other people (e.g., shaking hands or hugging).
- Touching a surface that has the virus on it and then touching your face or food. The virus can enter your body through your eyes, nose, or mouth, so keep your hands off your face!

**NOTE:** You could transfer the virus if you touch a surface that has the virus on it and then touch another surface.

People who have symptoms of COVID-19 should not come to work. COVID-19 can be spread by people who do not show symptoms. People who may have been in contact with COVID-19 should not come to work, even if they have no symptoms. This includes people who:

- Have travelled outside of Canada within the previous 14 days (including the USA).
- Have been exposed to someone with COVID-19.
- Live with someone who has symptoms of COVID-19.
- Live with someone who has been exposed to COVID-19.

## COVID-19



### Daily Self-Assessment – Safe Work Procedures

Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the work site and they include:

- Fever (average normal body temperature is 37C)
- Chills
- Cough
- Shortness of breath
- Sore throat and painful swallowing
- Stuffy or runny nose
- Loss of sense of smell
- Headache
- Muscle aches
- Fatigue
- Loss of appetite

Please note:

- ⇒ If you typically have seasonal allergies you should conduct yourself in a responsible manner when out in public (i.e. cough or sneeze into your arm and/or wear protective face covering). Staff experiencing excessive allergy symptoms will need to seek medical attention.
- ⇒ All staff who have symptoms of COVID-19 OR travelled outside Canada in the last 14 days OR were identified as a close contact of a confirmed case or outbreak must stay home and self isolate.
- ⇒ If you become symptomatic while at work you must inform Dispatch and promptly exit the worksite.
- ⇒ For more information on whether you should be tested visit the BC CDC's website.
- ⇒ Information regarding the BC's Self-Assessment App & Tool can be found on-line.

## Our Purpose

It is very important at First Student that we provide a safe and healthy workplace for all staff. We will use several ways to reduce exposure to COVID-19 in our workplace. This will include the most effective control methods available now. Our work procedures will protect our workers and drivers and other workers and drivers who enter our facilities. All employees must follow the procedures in this plan. We all have a role to play in preventing or reducing our exposure to COVID-19.

## Responsibilities

### Employer Responsibilities

First Student will:

- Ensure that the supplies and resources needed to set up and follow the Exposure Control Plan are available. Supplies include gloves, alcohol-based hand rubs, and washing facilities. Resources include worker training materials and current COVID-19 bulletins and notices.
- Ensure that workers are able to stay 2 metres/6 feet apart (physical distancing) at all times.
- Set up and explain the best control methods for each site.
- Make sure that we teach supervisors and workers how to work safely by following the Exposure Control Plan. This includes how and when to report exposures.
- Make sure that workers use the proper personal protective equipment (PPE) (e.g., gloves, eye protection, shields and masks). Wear this equipment along with PPE that would regularly be required.
- Review the plan's effectiveness regularly. We will also review the control methods that will make sure we have the best plan and it is successful.
- Maintain records of training and inspections.
- Make sure that a copy of the Exposure Control Plan is available to all workers.

### Management Responsibilities

First Student Managers will:

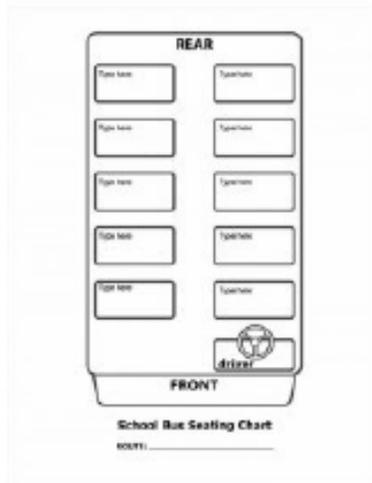
- Make sure they instruct workers properly on how to control hazards at the worksite.
- Make sure that workers have been fit PPE (Personal Protective Equipment).
- Ensure that workers practice physical distancing.
- Direct work in a way that eliminates or minimizes the risk to workers.

### Worker Responsibilities

First Student workers will:

- Maintain physical distance by staying 2 meters/6 feet from others.
- Know the hazards of the workplace.
- Follow work procedures as directed by Management.
- Follow instructions for using required PPE.
- Report any unsafe conditions or acts to Dispatch.
- Report exposures in the way they have been trained.
- Disinfect bus after each school drop off and at the end of each shift.

- Special Needs School bus route must have assigned seats for students. Submit seating chart to Dispatch and update regularly.



- When possible, student picked up 1<sup>st</sup> sits at the back of the bus and load towards the front.
- When students disembark from the bus, exit one student at a time and physical distance. Students closest to the front of the bus will exit 1st.
- Encourage student passengers to remove their own garbage at the end of a trip.
- Open windows to have fresh air in the school bus.
- If using disposable gloves, use a fresh pair for each new trip.
- Report to Dispatch if you have come in contact with anyone who has COVID-19 and self-isolate if instructed by health practitioner.

**Site Entry/Exit – Safe Work Procedures**

Any staff member accessing the Vancouver Office must adhere to the following:

Entrance	Venables Street
Exit	Shop Side Door

Any staff member accessing the Surrey Office must adhere to the following:

Entrance	Dispatch Area Front
Exit	Safety Office exit to yard

1. Drivers and attendants report directly to the school bus. As much as possible, avoid going into the Office. Employees should not be onsite unless scheduled to work.
2. Upon entry to the Office, first check to make sure that the occupancy limit has not been exceeded. Line up is on Venables Street and continues to Odlum Street.
3. At the entrance, there is hand sanitizer. In addition, hand sanitizers are located in the Lunchroom and at the Tent in the Yard.

## Book Out

Yard and Park out Drivers, call 604-255-3555 to book out and retrieve student messages.

### **Please note:**

All bus keys will be in the Compressor Room.

Mileage sheet will be outside in the tent area on Mileage Day Tuesday or telephone the Office with your mileage after your morning route.

## **Buses: Loading/Unloading – Safe Work Procedures**

Every school bus is equipped with hand sanitizer, disinfectant spray, towels and disposable gloves. The following are directions for loading/unloading students on the bus:

- 1) Student will enter the bus and be directed to rear of the bus.
- 2) Student will need to sit in the first available seat starting at the rear of the bus.
- 3) Students who may sneeze or cough while on the bus may need a reminder to cover their face using a tissue, an article of clothing, or the crux of their arm.
- 4) Upon arrival at a destination, students will need unload the bus from front to back and may need reminders on physical distancing.
- 5) Disinfect your school bus after each route.

### **Please note:**

∂ It is the parent/student/teachers' responsibility to maintain physical distancing while waiting for the bus.

∂ If there are multiple students at a location for pick-up, once the first student boards and reaches the top of the stairs, only then can the next student load the bus.

∂ Students must load the bus evenly (side to side) starting at the rear.

∂ Drivers should not be engaging in any dialogue with the students, parents/guardians, or other site staff about possible illness. If you suspect one of the students on your bus may be experiencing flu like symptoms you are asked to report this directly to Dispatch and they will follow up accordingly.

∂ Yes, some students will be passing by other students while on the bus, this will happen, the goal is to minimize the risk by limiting the exposure time(s).

## **IMPORTANT**

Wearing a mask is a personal choice and it is important to treat people wearing a mask with respect. If you choose to wear facial protection it must fit securely and not impede the driver's vision in any way. More information about COVID-related mask use is available on the BC Centre for Disease

## COVID-19



Control website. Masks should only be worn while students are boarding on and off the bus. Company Policy prohibits our drivers to wear masks or face shields while driving.

### Driver's Lunchroom Procedures

Lunchroom will be closed to avoid group gathering.

### Bus Cleaning Plan

#### 1. Bus Cleaning Plan

- Drivers will be required to wipe touch points inside the bus with disinfectant at between each run during the day.

#### High Touch Points Include;

- Handrails, seats and seat backs, around window
- Any other areas that you may touch while walking through/sitting on the bus

Entire bus must be wiped down and cleaned with a disinfectant at the end of the day.

### First Aid

First Aid will continue to provide treatment to students as necessary. Because of the possibility of community infection, modification of standard protocols for first aid treatment may need to be modified to reduce the potential for transmission.

Although the risk of virus transmission from an asymptomatic (no symptoms) person is low, staff providing first aid must use gloves when rendering first aid and if possible, instruct from a safe distance (adult). If the patient can not self treat (child) and it is available, utilize a mask or face shield along with the gloves and perform first aid (Worksafe recommendation form attached for your reference).

### Identify and Assess the Risk

There are three main ways to spread COVID-19. They all need to be controlled. These include close contact, droplets in the air, and surface contact.

### Droplets in the Air

BCCDC says coronavirus is not transmitted through airborne transmission (when bacteria or viruses travel on dust particles in the air). COVID-19 travels in larger droplets sprayed out when someone coughs or sneezes. The droplets can spray as far as 2 meters and floats in the air. But, if somebody coughs or sneezes close to you, you could inhale the droplets. So, make sure you stay at least 2 meters away from others and wear a face cover or mask.

**Close Contact**

Close contact means physical contact with another person, such as shaking hands or hugging. When people cough or sneeze, especially into their hands, the droplets will be on their skin or clothing. The droplets on their hands or clothing can transfer to others during close contact.

**Surface Contact**

An object becomes contaminated when an infected person sneezes or coughs on it or touches it. Droplets land on it. Surface contact happens when a worker touches a contaminated object and then touches their face. Droplets enter the worker. Researchers have not figured out how long the COVID-19 virus stays contagious on different surfaces. It varies with the type of surface, humidity and temperature. Stay safe! Clean your hands often with soap and water or an alcohol-based hand rub.

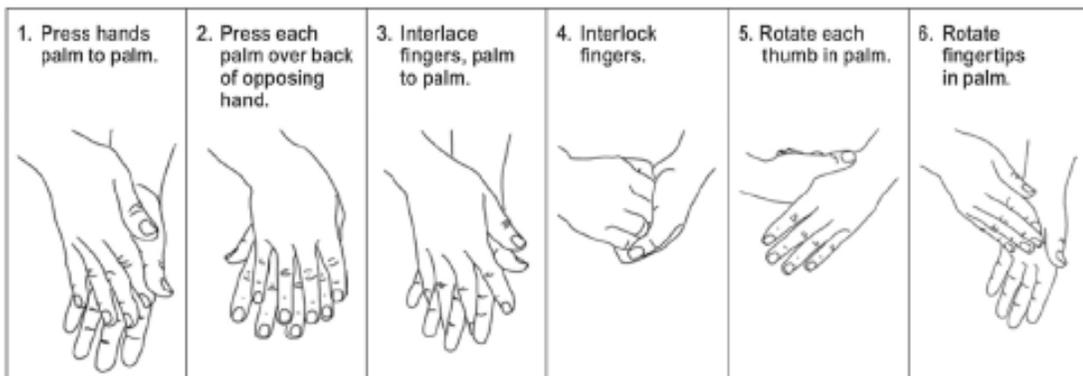
**Handwashing**

Washing your hands is one of the best ways to reduce the risk of infection. Proper handwashing with soap and water helps prevent transferring virus particles from the hands to other parts of the body—especially the eyes, nose, and mouth—or to other surfaces.

Wash your hands immediately:

- Before leaving a work area
- After handling anything that may be contaminated
- Before eating, drinking, smoking, handling contact lenses, or applying makeup.

**Handwashing Procedure With Soap**



## COVID-19



Remove jewelry. Use soap and warm running water—it doesn't have to be hot to do the job. Wet your hands, then apply soap. Wash the fronts and backs of your hands. Work soap under your fingernails and between fingers for at least 20 seconds. Rinse well. Dry your hands with a paper towel or clean towel. If water is not available, use a waterless hand cleaner that has at least 70% alcohol. Follow the manufacturer's instructions on how to use the cleaner.

There are dispensers of alcohol-based hand sanitizer in the following locations: Reception, Lunchroom, Yard.

### Cough/Sneeze Etiquette

First Student workers are expected to follow cough/sneeze etiquette to reduce the risk of spreading the virus by droplets. Cough/sneeze etiquette includes:

- Teaching workers about control methods, including handwashing.
- Posting signs at entrances to instruct everyone about control methods.
- Covering your mouth and nose with a sleeve or tissue or coughing or sneezing into your elbow.
- Using tissues to contain what comes out when you cough or sneeze and then throwing tissues in a waste container right away.
- Offering masks to people who are coughing or sneezing.
- Turning your head away from others when coughing or sneezing.
- Washing hands immediately after coughing or sneezing. Wash them regularly throughout your day/shift as well.

### If Workers Show Symptoms of COVID-19

If workers have COVID-19 or show symptoms of having it, they must stay home. If they develop symptoms of COVID-19 while at work, they should leave. Workers should only return to work when they have medical clearance that they have recovered from COVID-19. Workers must inform their manager or supervisor if they have symptoms of COVID-19, feel ill, or have been diagnosed with COVID-19.

Workers who suspect they may have COVID-19 can use the BC Self-Assessment Tool at <https://covid19.thrive.health> or call 811 for assistance.

### Training our Workers

First Student workers will be trained in the following:

- The risk of exposure to COVID-19, and the symptoms of the disease.
- Safe work procedures to be used including handwashing, physical distancing and cough/sneeze etiquette.
- Location of washing facilities, including dispensing stations for alcohol-based hand rubs.

## COVID-19



- How to properly put on PPE such as masks and gloves and disposal of the PPEs.
- How to seek first aid.
- How to report an exposure to or symptoms of COVID-19.

### Monitoring our Health

If First Student workers have symptoms of COVID-19, they will report them right away to Dispatch.

### Keeping Records

First Student will keep records of instruction and training we have provided to workers about COVID-19. We will keep exposure reports as well.

### FGA EAP

First Student EAP (Employee Assistance Program) is available to all First Student workers.

Life Happens. Let us help 1-800-387-4765 [workhealthlife.com](http://workhealthlife.com)

**workhealth***life*

for **FIRST CANADA ULC DBA FIRST STUDENT** Your Employee and Family Assistance Program is a support service that can help you take the first step toward change.