



COVID-19

Restart Plan Health and Safety

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Objective

The objective of this program is to provide health and safety guidelines, measures, protocols, and principals in conjunction with the continuity of learning plan during the COVID-19 pandemic:

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

Purpose

The following process identifies risks and provides implementation techniques for school level safety plans in Saanich School District. This procedure shall be reviewed at site level Joint Health and Safety Committees and used to implement the site safety plan.

This Guidance Document and Site Safety Plans **MUST** be posted at the worksite in an accessible location such as the entrance table/door.

Background

School supports children in developing their potential and acquiring the knowledge, skills and abilities they need for lifelong success. In-person learning, as a part of a child's education, provides the opportunity for peer engagement, which supports social and emotional development as well as overall wellness. It also provides many children access to programs and services that are integral to their overall health and well-being.

Based on the current epidemiology of COVID-19 in B.C., and the fact that children are at a much lower risk of developing and transmitting COVID-19, K-12 schools in B.C. can have all elementary and middle school students, and most secondary students receive in-class instruction within the school environment, while supporting the health and safety of children and staff. Schools should implement as many public health and infection prevention and exposure control measures as possible as described in this document.

Lowering the number of in-person, close interactions continues to be a key component of B.C.'s strategy to prevent the spread of COVID-19. A cohort is a group of students and staff who remain together throughout a school term. The use of cohorts in schools allows for a significant reduction in the number of individual interactions, while allowing most students to receive in-person learning in a close-to-normal school environment.

This document uses the terms elementary, middle and secondary to identify different expectations (where relevant) for schools based on the age range of students within them and the way learning is typically structured. The underlying intention is that the measures listed in the document are implemented throughout the school, with no differences for different grades within the same school. If a school is unsure of which guidance to follow or these distinctions aren't suitable to their school community, they can connect with their school medical health officer to determine what approaches are most suitable.

For more information please visit [COVID-19 Public Health Guidance for K-12 School Settings](#)

COVID-19 in Children and Youth

COVID-19 virus has a very low infection rate in children (ages 0 to 19).

In B.C., less than 1% of children tested have been COVID-19 positive, and even fewer are suspected to have been infected based on serological testing. Most children are not at high risk for COVID-19 infection. Children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19.

Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.

Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19 (visit the BCCDC Children with Immune Suppression page for further details).

Children who are at higher risk of severe illness from COVID-19 can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health-care provider to determine their child's level of risk.

Children typically have much milder symptoms of COVID-19, if any. They often present with low-grade fever and a dry cough. Gastrointestinal symptoms are more common than in adults over the course of disease, while skin changes and lesions are less common.

COVID-19 in Adults

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

COVID-19 and Schools

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

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

Responsibilities

Every team member of Saanich Schools plays an integral part in the safe return of staff and students.

Employer

- Select, implement, and document risk assessments and appropriate site-specific control measures
- Ensure all resources and materials in regards to safety of staff and students are available to maintain the safety plan
- Ensure staff are orientated, trained and informed about safety protocols
- Conduct periodic reviews on the effectiveness of the plan
- Maintain records of training and inspections
- Ensure essential tasks to maintain student education and well-being are prioritized and non-essential tasks are put on hold until cleared by the PHO

Site Joint Health and Safety Committees

- Review Restart Plan 2020
- Complete site based COVID-19 checklist provided by District JHSC
- Complete site-based inspections to ensure controls are adequate and submit to Manager, Health and Safety
- Assist in implementation of any district training initiatives
- Assist in development of Site Based COVID-19 Safety Plan

Manager/Administration (Principals)

- Ensure that employees are knowledgeable regarding the controls required to minimize risk of exposure of COVID-19
- Direct work in a manner that eliminates or minimizes the risk to workers
- Ensure inspections are completed
- Ensure Site Based COVID-19 Safety Plan is completed and posted
- Communicate with facilities department on cleaning products, PPE and other equipment needs

Employees (Teachers, Educational Assistants, Support Staff, Outside Contractors)

- Know the controls to minimize risk of exposure to COVID-19
- Participate in any training or instructions
- Follow established work procedures as directed by the employer or supervisor
- Report any unsafe conditions to your supervisor
- Know how to report COVID-19 related incidents
- Review District and Site based procedures
- Complete site-based Orientation on first day of work

Visitors

- Follow entry procedure used in the site-specific plan
- Call schools if possible

Risk Assessment – Inherent Risk

The following process is used at the District level to determine the COVID-19 infection risk of all employees at Saanich Schools. The Risk Matrix helps determine the Inherent Risk and the Residual Risk. Once controls are implemented we can see the Risk is drastically reduced.

Risk Matrix					
		Impact			
		Minor	Moderate	Major	Extreme
Probability	Rare	Low	Low	Medium	Medium
	Unlikely	Low	Low	Medium	Medium
	Moderate	Medium	Medium	Medium	High
	Likely	Medium	Medium	High	High
	Very Likely	Medium	High	High	High

Initial information to determine inherent risks associated with Restart Plan at Saanich Schools:

- COVID-19 spreads through droplets when a person coughs or sneezes, as well as through touching of a contaminated surface, and then touching your mouth, nose, or eyes
- The risk of transmission increases when:
 - People move closer to each other
 - People spend extended time in close contact of each other
 - Proper hygiene practices are not followed
 - Sick individuals come to the workplace
- Data in BC shows children have a low infection rate
- Data in BC shows certain adults are at high risks

Tasks that may expose employees/children to the virus:

- Cleaning of infected areas
- Working in close proximity to other adults
- Working in close proximity to students
- Playing during recess, class, or other breaks
- Bussing of students

Inherent Risk – No controls in place

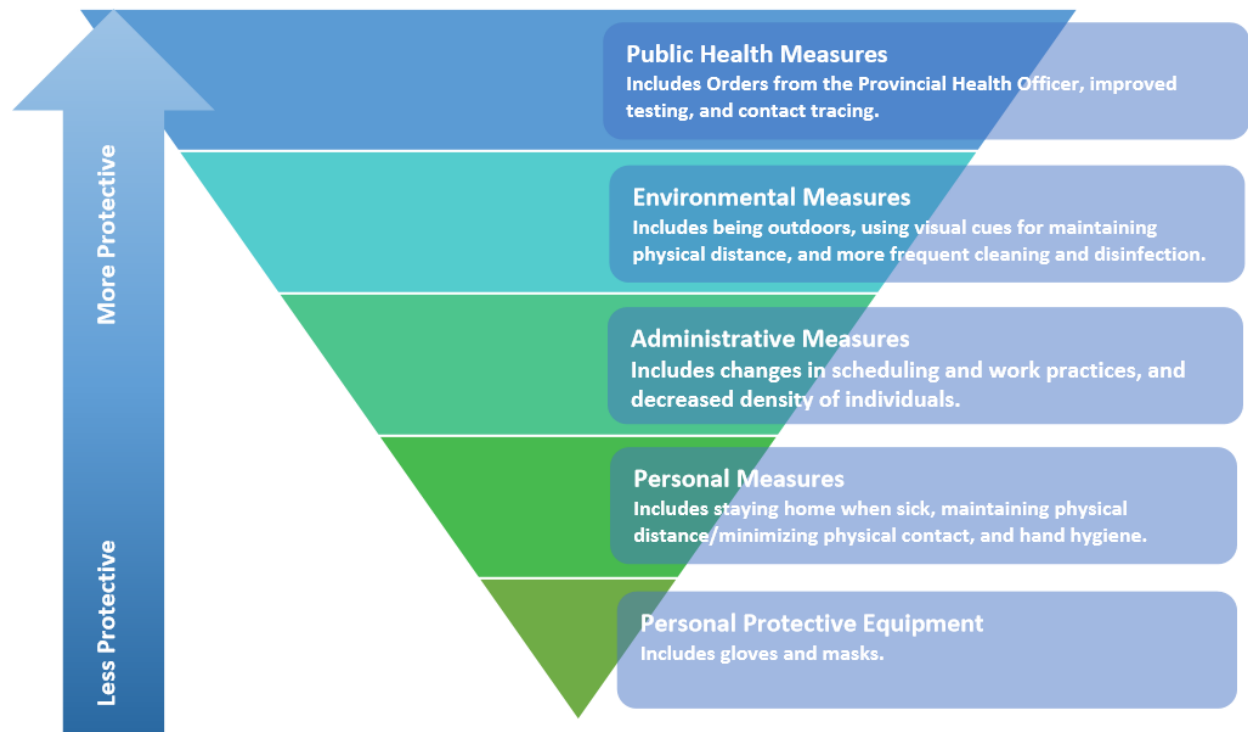
Children	Adults	Adults with Health Concerns
Probability: Likely	Probability: Likely	Probability: Likely
Impact: Minor	Impact: Moderate	Impact: Major
Medium	Medium	High

Infection Prevention and Exposure Control Measures

Implementation of infection control measures will reduce the risk associated with virus transmission and help create a safe environment for students and staff.

The following controls associated with the “*Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease*” are to be implemented as per the districts request. Additional controls and specifics will be captured in the Site-Specific Safety Plan.

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



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

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

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

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

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

Specific controls related to Public Health, Environmental, Administrative, Personal, and PPE can be found in Appendix I.

Risk Assessment – Residual Risk

Residual risk is determined after all controls have been implemented and proven effective. The following controls are utilized to reduce risk of COVID-19 transmission:

- COVID-19 Restart Plan (District)
- COVID-19 Site Specific Safety Plan
- Addressing Illness in Saanich Schools (District)
- Providing First Aid (District)
- Communication of Information Plan
 - Staff Training
 - Occupancy Posters
 - Handwashing Posters
 - Visitor/Parent Protocol
 - Mask Wearing
- Monitoring to ensure effectiveness of control (Site Specific)
 - Inspections (COVID 19 specific)
 - JHSC Meetings
 - Questions and Concerns Hierarchy

In conjunction with the Ministry of Health, Ministry of Education, and local safety processes we can confidently expect the following reduction in risk for staff and students in Saanich Schools.

The impact remains the same but the probability of virus transmission has been greatly reduced.

Residual Risk – Controls in place

Children	Adults	Adults with Health Concerns
Probability: Rare	Probability: Unlikely	Probability: Unlikely
Impact: Minor	Impact: Moderate	Impact: Major
Low	Low	Medium

Training

In accordance with WorkSafeBC guidelines all staff are required to:

- Receive training on
 - The risk of exposure to COVID-19 and the signs and symptoms of the disease
 - Safe work procedures
 - How to report an exposure to/or symptom of COVID-19

Purpose

This Safe Work Procedure provides district wide information in regards to controlling hazards and risk associated with COVID-19. Controls should be followed and specific aspects of each control measure should be implemented through the site safety plan.

Preventative Measures include: Public Health, Environmental, Administrative, Personal, and PPE

Public Health Measures

Mass Gatherings

The Provincial Health Officer's Order for Mass Gathering Events prohibits the gathering of more than 50 people for the purpose of an event. This order does not apply to schools. It is focused on one-time events where people gather and where control measures may be hard to implement.

Case Finding, Contact Training and Outbreak Management

Active testing of anyone with cold, influenza or COVID-19-like symptoms, even mild ones, helps identify cases early in the course of their disease. When a person is confirmed as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak, and whether others in close contact with them are at risk for infection. Not everyone who has been in contact with a confirmed COVID-19 case is determined to be a close contact. Public health determines who is considered a close contact.

Schools and school districts should work with their school medical health officer to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the school medical health officer. This reporting is helpful in early identification of clusters and outbreaks.

When a person is confirmed by public health as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe.

If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.

Schools should not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.

Self-Isolation and Quarantine

Students and staff with cold, influenza, or COVID-19 like symptoms should stay home, self-isolate, and be assessed by a health-care provider. Testing is recommended for anyone with these symptoms, even mild ones.

Self-isolation is also advised for those who are considered a close contact of a confirmed case. Public health staff identify and notify close contacts of a confirmed case. Public health also ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place.

Quarantine is a term typically reserved for people who return from travel outside the country, who are at risk of developing COVID-19.

Self-Isolation for International Travellers Returning to B.C.

All students and staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before school begins to adhere to the self-isolation orders.

Environmental Measures

Cleaning and Disinfection

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 every 24 hours**.
 - This includes items that only a single student uses, like an individual desk or locker.
- Cleaning and disinfecting of frequently-touched surfaces at least **twice every 24 hours**.
 - These include door knobs, light switches, toilet handles, tables, desks and chairs used by multiple students, keyboards and toys.
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
- Limit frequently-touched items that are not easily cleaned.
- Empty garbage containers daily.
- Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.

There are no additional cleaning and disinfecting procedures beyond those that are normally implemented and those noted in this document required. This includes when different cohorts use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.).

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.

Please refer to the SWP – COVID 19 Cleaning and Disinfection Protocol

Traffic Flow

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

Physical Barriers

Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a cohort. This may include the front reception desk where visitors check in or in the cafeteria where food is distributed.

General Ventilation and Air Circulation

At this time, there is no evidence that a building's ventilation system, in good operating condition, is contributing to the spread of the virus.

School districts are required to ensure that heating, ventilation, and HVAC systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers (Part 4 of the OHS Regulation).

In order to enhance school ventilation, schools should consider:

- Moving activities outdoors when possible
- Ensuring that ventilation system is operating correctly
- Increasing air exchanges as required
- Opening windows when possible and weather permits

Administrative Measures

Reducing the number of in-person, close interactions an individual has in a day with different people helps to prevent the spread of COVID-19. This can be accomplished in K-12 school settings through two different but complementary approaches: cohorts and physical distancing.

- A cohort is a group of students and staff who remain together throughout a school term.
- Physical distancing is maintaining a distance of two metres between two or more people.

Cohorts (BCCDC Guidelines)

Cohorts reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced.

- In elementary and middle schools, a cohort can be composed of up to 60 people.
- In secondary schools, a cohort can be composed of up to 120 people.
- Cohorts can be composed of students and staff.

Cohorts are smaller in elementary and middle schools due to the recognition that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact and recognizing and articulating symptoms of illness.

Cohorts are larger in secondary schools due to the increased ability of children in that setting to be able to consistently minimize physical contact, practice hand hygiene, ensure physical distance where necessary and recognize and articulate symptoms of illness.

School administrators should determine the composition of the cohorts. The composition of the cohort should remain consistent for all activities that occur in schools, including but not limited to learning and breaks (lunch, recess, classroom changes, etc).

Within the cohort minimized physical contact should be encouraged, but a two-metre physical distance does not need to be maintained.

Cohort composition can be changed at the start of a new quarter, semester or term in the school year. Outside of these, composition should be changed as minimally as possible, except where required to support optimal school functioning. This may include learning, operational or student health and safety considerations.

Consistent seating arrangements are encouraged within cohorts where practical. This can assist public health should contact tracing need to occur.

School administrators should keep up-to-date lists of all members of a cohort to share with public health should contact tracing need to occur.

Learning Groups (K-12 Guidelines)

A learning group is a group of students and staff who remain together throughout a school term (quarter, semester, or year) and who primarily interact with each other. A learning group could be made up of single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students in the same course.

Note: Learning groups are a recommended public health measure to help reduce the risk of transmission of COVID-19. Organizing students and staff into learning groups helps reduce the number of different interactions and potential exposure to COVID-19 and supports better contact tracing if there is a confirmed case in a school community.

Learning group size limits were established by provincial medical health officers based on a number of considerations including:

- Compared to some other community settings, schools are considered “controlled environments” in that they have a comprehensive set of safety measures in place, a consistent and limited group of people accessing the building, and the majority of those people are children who are at lower risk of transmitting COVID-19. The combination of these features reduces the risk of bringing more children and youth together in schools
- The significant academic, social and emotional benefits of providing more students with more in-class learning time in a closer to normal learning environment – minimizing learning gaps, increasing per interaction and support, decreasing feelings of isolation
- The typical format of instruction in BC (e.g. one teacher with a consistent group of students in elementary, multiple teachers and inconsistent groupings of students in secondary.)
- The low community prevalence of COVID-19 currently in BC, particularly amongst school-aged children

- Provincial contact tracing and testing capacity

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

Interacting with Cohorts

Schools should minimize the number of adults (staff and others) who interact with cohorts they are not a part of as much as is practical to do so while supporting learning and a positive, healthy and safe environment.

Those outside of a cohort must practice physical distance when interacting with the cohort. For example, a secondary school teacher can teach multiple cohorts but should maintain physical distance from students and other staff as much as possible. In an elementary or secondary school, two classes from different cohorts can be in the same learning space at the same time if a two-metre distance is able to be maintained between people from different cohorts.

During break times (e.g. recess, lunch), students may want to socialize with peers in different cohorts.

- In **elementary schools**, students can socialize with peers in different cohorts if they are outdoors and can minimize physical contact or if they are indoors and can maintain physical distance.
 - Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower risk environment than indoors.
- In **middle and secondary schools**, students can socialize with peers in different cohorts if they can maintain physical distance. Students must maintain physical distance when socializing with peers in different cohorts.
 - Middle- and secondary-school students are expected to be capable of consistently maintaining physical distance when it is required. If a student is unable to physically distance, the student should socialize within their cohort or where they can be supported to physically distance.

Unless they are part of the same cohort, staff and other adults should maintain physical distance from each other at all times. This includes during break times and in meetings.

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

Elementary and middle schools are likely able to implement cohorts without reducing the number of individuals typically within the school. Secondary schools may use both approaches: implement cohorts and reduce the number of individuals typically within the school to enable physical distance for out-of-cohort interactions. This may be necessary due to the larger number of people and the increased frequency of classroom exchanges that typically occur within secondary schools.

Itinerant Staff, Specialists, and On-call Staff

Schools should minimize the number of staff who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment.

As such, school districts and schools should, where possible, assign staff to specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need special assistance. Examples could include assigning an education assistant to a learning group where they can support one or more students in the same learning group, or assigning a teaching teacher on call or a teacher candidate on practicum to a learning group if they have been offered an extended assignment at a single school. Schools and school districts must consider learning group size limits when assigning staff to learning groups.

Staff outside of a learning group must practice physical distancing when interacting with the learning group. For example, a learning assistance teacher or a counsellor can work with students from multiple learning groups, but they should maintain physical distance from the students and other staff as much as possible.

When staff are interacting with people outside of their learning group; physical distancing cannot be consistently maintained; and no additional strategies are viable options, staff are required to wear a non-medical mask.

School Gatherings

School gatherings should occur within the cohort.

- Gatherings should not exceed the maximum cohort size in the setting, plus the minimum number of additional people required (e.g. school staff, visitors, etc.) to meet the gathering's purpose and intended outcome.
 - Additional people should be minimized as much as is practical to do so.
- These gatherings should happen minimally.
- Schools should seek virtual alternatives for larger gatherings and assemblies.

Physical Distancing

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

Other Strategies

The following strategies should be implemented wherever possible in the K-12 school setting:

- Avoid close greetings (e.g., hugs, handshakes).
- Encourage students and staff to not touch their faces.
- Spread people out as much as is practical to do so:
 - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).

- For middle and secondary schools, consider arranging desks/tables so students are not facing each other and using consistent seating arrangements.
- Consider strategies that prevent crowding at pick-up and drop-off times.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often.
 - Organize learning activities outside including snack time, place-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside.
 - Playgrounds are a safe environment. Ensure appropriate hand hygiene practices before and after outdoor play.
- Incorporate more individual activities or activities that encourage greater space between students and staff.
 - For elementary students, adapt group activities to minimize physical contact and reduce shared items.
 - For middle and secondary students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways, to minimize crowding and allow for ease of people passing through.
- Parents, caregivers, health-care providers, volunteers and other non-staff adults (e.g. visitors) entering the school should be prioritized to those supporting activities that are of benefit to student learning and wellbeing (e.g. teacher candidates, immunizers, meal program volunteers, etc.).
 - All visitors should confirm they have completed the requirements of a daily health check before entering.
 - Schools should keep a list of the date, names and contact information for all visitors who enter the school.

Extracurricular Activities

Extracurricular activities including sports, arts or special interest clubs can occur if physical distance can be maintained between members of different cohorts and reduced physical contact is practiced by those within the same cohort.

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

Additional information provided in Appendix XI – Specific Programs and Activities

Personal Items

Staff and students can continue to bring personal items to school, but should be encouraged to only bring items that are necessary. (e.g. backpacks, clothing, school supplies, water bottles)

Students can continue to use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. If possible, lockers should not be shared.

Student items should be labelled with students name if possible, to discourage accidental sharing.

Student Transportation on Buses

Buses used for transporting students should be cleaned and disinfected according the guidance provided in the BCCDC's 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, as well as wear a non-medical mask or face covering when they cannot physically distance or be behind a physical barrier in the course of their duties.

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.

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

- Use consistent and assigned seating arrangements.
 - Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
 - Prioritize students sharing a seat with a member of their household or cohort.
 - 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.).
- If space is available, students should each have their own seat.
 - They should be seated beside the window.
- Middle and secondary students must wear non-medical masks or face coverings.
 - These should be put on before loading and taken off after offloading.

Non-medical masks are required in situations where a person cannot maintain physical distance for extended periods of time and is in close proximity to a person outside of their regular contacts. This includes riding the bus to school where a student may be sitting next to a person outside of their cohort or household.

Non-medical masks are not recommended for elementary students on buses due to the increased likelihood they will touch their face and eyes, as well as required assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

No student is required to wear a non-medical mask if they do not tolerate it.

Additional measures can be taken, including:

- Encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) by students and staff where possible to decrease transportation density.

Schools/school districts should keep up-to-date passenger lists to share with public health should contact tracing need to occur.

Additional information provided in Appendix X – Transportation/Bussing

Food Services

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).

The June 19th, 2020 Order of the Provincial health Officer Food Service Establishments and Liquor Services does not apply to schools. Food Safety Legislation and the Guidelines for Food and Beverage Sales in B.C. Schools continue to apply as relevant.

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

See Appendix XI – Specific Programs and Activities For more information

Personal Measures

Staying Home When Sick

- Any student, staff or other person within the school who has symptoms of COVID-19 **OR** travelled outside Canada in the last 14 days **OR** was identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers.
- Any student, staff, or other person within the school who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider.
 - Students or staff may still attend school if a member of their household has cold, influenza, or COVID19-like symptoms, provided the student/staff is asymptomatic. It is expected the symptomatic household member is seeking assessment by a health-care provider.
 - Students and staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms they should seek assessment by a health-care provider.
- 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 go to school.**

- Staff and other adults must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
 - **If staff or any adult has any symptoms, they must not enter the school.**
- School administrators must:
 - Ensure school staff and other adults entering the school are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school.
 - Clearly communicate with parents and caregivers about their responsibility to assess their children daily before sending them to school.
 - Consider having parents and caregivers provide a copy of a completed daily health check form that confirms they understand how to complete the daily health check and that it must be completed daily
 - Alternatively, conduct daily health checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID19, or other respiratory disease.
 - Establish procedures for those who become sick while at school to be sent home as soon as possible.
 - Some students may not be able to be picked up immediately. As such, consider having a space available where the student or staff member can wait comfortably, which is separated from others.
- Those unsure of if they or a student should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool.
 - They can also be advised to contact 8-1-1, a family physician or nurse practitioner to be assessed for COVID19 and other infectious respiratory diseases.
 - If concerned, they can be advised to contact the local public health unit to seek further guidance.
 - There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health-care professionals.

Hand Hygiene

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 from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. Parents and staff can teach and reinforce these practices among students.

How to practice diligent hand hygiene:

- Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19.
- Temperature does not change the effectiveness of washing hands with plain soap and water, though warm water is preferred for personal comfort.
- If sinks are not available (e.g., students and staff are outdoors), use alcohol-based hand rub containing at least 60% alcohol.
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

- To learn about how to perform hand hygiene, please refer to the hand washing poster.

Strategies to ensure diligent hand hygiene:

- Facilitate regular opportunities for staff and students to practice hand hygiene.
 - Use portable hand-washing sites or alcohol-based hand rub dispensers where sinks are not available.
- Promote the importance of diligent hand hygiene to staff and students regularly.
 - Use posters and other methods of promotion.
- Ensure hand washing supplies are well stocked at all times including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
- Staff should assist younger students with hand hygiene as needed.

When Students Should Perform Hand Hygiene	When Staff Should Perform Hand Hygiene
<ul style="list-style-type: none"> • When they arrive at school • Before and after any breaks • Before and after eating and drinking (excludes at students' desk or locker) • Before and after using an indoor learning space used by multiple cohorts (gym, music room, science) • After using the restroom • After sneezing or coughing into hands • Whenever hands are visibly dirty 	<ul style="list-style-type: none"> • When they arrive at school • Before and after breaks • Before and after eating • Before and after assisting in food preparation • Before or after administering medication • After using the restroom • After contact with bodily fluids • After cleaning tasks • After removing gloves • After handling garbage • When hands are visibly dirty

Respiratory Etiquette

Students and staff should:

- Cough or sneeze into their elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

Parents and staff can teach and reinforce these practices among students.

Personal Protective Equipment (PPE)

Students with Medical Complexity, Immune Suppression and/or Receiving Delegated Care

Managing students with medical complexities, immune suppression or receiving delegated care may require those providing health services (e.g. staff providing delegated care or other health-care providers) to be in close physical proximity or in physical contact with a medically complex or immune suppressed student for an extended period of time. In community-based clinical settings where there is low incidence and prevalence of COVID-19, additional PPE over and above that required for routine practices is not required. The same guidance is applicable to those providing health services in schools.

If a person providing health services assesses the need for additional PPE following a point of care risk assessment it should be worn. Those providing health services should wear a mask or

mask in combination with face shield, when working in close proximity with students who are at a higher risk of severe illness due to COVID-19 (e.g. children with immune suppression), particularly those who work at multiple sites.

Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. They are encouraged to work with them directly to confirm what PPE is recommended for the services they provide in school settings.

No health services should be provided to a student in school who is exhibiting any symptoms of COVID-19.

While implementation of infection prevention and exposure control measures help create a safe environment by helping to significantly reduce the risk of COVID-19 transmission, it does not eliminate the risk entirely. 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.

Students with Disabilities and Diverse Abilities

School districts and independent schools are expected to implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.

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

Students with disabilities/diverse abilities who are not able to physically distance are not to be excluded from learning groups. Prevention and exposure control measures should be implemented to support students access learning within a learning group.

School districts must ensure that learning groups are established in a manner that allows for implementation of students' IEP goals, respects the principals of equity and inclusion and does not result in segregated learning environments.

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

Guidelines for staff working with students with disabilities and 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, is not required beyond that used as part of the personal care routine normally encountered in their regular course of work.

Non-medical masks are required 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 or a face-shield in combination with a non-medical mask.

Wearing a non-medical mask in schools outside of the circumstances outlined above is a personal choice and will be respected.

Non-Medical Masks

Non-medical masks will be required for staff, middle and secondary students in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning groups when physical distancing cannot be maintained.

Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

Exceptions will be made for students who cannot tolerate wearing the mask.

Staff and students may wear a mask within their classroom or learning group if that is their personal preference.

Wearing a non-medical mask at all times in schools is not recommended as there are multiple, more effective infection prevention and exposure control measures in place, such as:

- Ensuring students and staff stay home when they are sick or required to self-isolate
- Enhanced cleaning and disinfection
- Placing students and staff into consistent groupings of people
- Adapting learning environments to maximize space
- Ensuring physical distance is maintained between learning groups
- Frequent hand hygiene

School Name	
Date	Time

Attendees:

Worker Co-Chair:	Employer Co-Chair:
Worker Rep 1:	Employer Rep 1:
Worker Rep 2:	Employer Rep 2:

Absent Members

The following information should be included on the Restart Safety Plan JHSC Meeting Minutes. Class instruction and learning groups are developed separately from this process. All aspects must take into consideration that cohorts may work and interact together.

- 1) Utilize School Floor Plan to determine the following
 - a. Main Entrance(s) for staff, and student access
 - i. Describe your traffic flow plan utilizing the School Floor Plan
 - b. Location of Isolation Room (Used if staff or student becomes ill)
 - i. This may be the first aid room if no other room is available.
- 2) Discuss Staff, Student, Visitor Access Plan
 - a. Utilize arrows, signs, etc. to distinguish directional flow
 - i. One-way access, if practicable
 - ii. Entrance/Exit only (**must maintain exits to adhere to fire code**)
 - iii. Zoning markers for cohorts, if required
 - b. Determine visitor access plan (During school hours prioritize those supporting activities that benefit student learning and well-being (e.g. public health nurses, meal program volunteers, teacher candidates etc.)).
 - i. Tracking of visitors entering schools and which areas they are entering
 1. Names
 2. Dates
 3. Contact Information
- 3) Common Areas and Equipment Plan
 - a. Kitchen/Staff Room
 - i. Determine occupancy limit and post sign to maintain 2m distance if outside of cohort
 - ii. Is a schedule needed to maintain physical distance?
 - iii. Include staff cleaning schedule, if necessary
 - b. Administrative Office
 - i. Determine occupancy limit and post sign
 - ii. Are staff able to maintain distance? Are additional controls required?

- c. Photocopiers
 - i. Is cleaning agent provided?
 - ii. Is schedule needed?
 - d. Library
 - i. There is no evidence that COVID-19 is transmitted via textbooks, paper, or other paper products (no need to limit paper based educational resources)
 - ii. Determine if process is acceptable to maintain physical distancing, outside of cohorts
 - iii. Determine traffic flow and book checkout process
 - e. Washrooms
 - i. Determine cohort strategy for bathroom use, place signage if required
 - ii. Post Hand Washing Posters
 - f. Common Prep Areas
 - i. Determine additional controls that may be required
 - g. Determine what non-essential items can be removed (remove personal items add wording)
 - i. Remove all personal items that are non-essential, especially cloth items that are difficult to clean
 - h. Determine cleaning requirements for common areas (does not have to be disinfected after each use if in same cohort)
- 4) Daily Health Screening
- a. Health checks for students and staff (Check Appendix XV)
 - i. Communication must be sent to staff and parents from district
 - b. Administration should have parents submit a completed Health Check form during the first week of school to ensure compliance
 - c. Manger or Principal may request any person be sent home for cold or flu like symptoms until COVID-19 is deemed negative, or as directed by public health
- 5) Any Other items of discussion

Additional Items to discuss with JHSC members

- 1) Staff will have to complete an Orientation. Determine method of delivery, utilizing district package
- 2) All staff should know where safety items are posted on Saanich Schools Website
- 3) First Aid Attendants are to review COVID-19 First Aid SWP
- 4) Review Cleaning Procedure
- 5) Site Safety Plan to be filled out and posted with Restart Plan document

Please submit minutes to Health and Safety at rlacasse@saanichschools.ca and healthandsafety@saanichschools.ca



Appendix III – Site Safety Plan

In accordance with WorkSafeBC, employers resuming operations are required to create a COVID-19 Safety Plan. Compliance with WorkSafeBC Safety plan is a collaborative approach with District procedures and guidance, along with the implementation of the Site Safety Plan. Both documents must be posted at the access point to the building to achieve compliance.

Highlighted Sections require action from Site representative. All information supplied from JHSC Minutes.

Step 1: Assessing risk

District Wide Risk Assessment Completed in Return to School Program.

List rooms and common areas that will require protocols to reduce risk, as determined in JHSC Meeting

Ex. Library			

Step 2: Implement protocols to reduce the risks

Write access plan for staff, students and visitors into provided box. Are taped arrows or signs being used? Any other information required to enter building.

Complete Table below to address controls for rooms and common areas. Use N/A if item is not in school plan. To determine occupancy limits please determine how many people could fit in the area while maintaining physical distancing (2m)

Example in grey.

Common Room / Common Areas	Occupancy Limit	Signage	Additional Cleaning Requirements	Other Controls
Photocopy Room	2	Occupancy on door	Disinfectant Spray bottle on desk	N/A

Write Daily Health Screening process into provided box.

Step 3: Develop Guidelines

Guidelines are achieved through a combined effort of District Safe Work Procedures and Site-Specific Measures.

Guideline	Completed By	Where to Find
Sign and Symptoms of COVID-19	District Health and Safety	Restart Program 2020
Access Plans	Site Safety Committee	Site Safety Plan
First Aid Protocols	District Health and Safety	SWP – COVID-19 First Aid Protocols
Cleaning Protocols	District Health and Safety	SWP – COVID-19 Cleaning Protocols
Daily Health Screening	Site Safety Committee District Health and Safety	Site Safety Plan Restart Program 2020

Step 4: Communication Plans and Training

All Saanich School staff are to complete the Staff Orientation, prior to physically performing work. This may be done virtually through email, online staff meetings, or on site prior to work commencing.

Site safety committees are to post signage to assist in the communication of occupancy limits and to encourage handwashing. Provided WorkSafeBC documents will be utilized to convey this information.

Signage at the entrance of the facility will state who is not allowed in the building and what the process will be for visitors, parents, and delivery drivers. This process is captured in the Access Plan above.

Step 5: Monitoring the workplace and updating plans as needed

Monitoring of the implemented controls will be addressed by three processes.

- 1) COVID-19 Inspection completed by JHSC members weekly (month of September, monthly proceeding)
- 2) Site JHSC meetings weekly (month of September, monthly proceeding)
- 3) Follow the reporting safety concerns reporting process

Purpose

This Safe Work Procedure provides information for Occupational First Aid Attendants (OFAA) during the COVID-19 pandemic. The following process will ensure we are safely able to support anyone injured or that becomes ill at work.

Procedure

- 1) When you receive a call for first aid, if possible, gather the following information:
 - a. What are the circumstances requiring assistance?
 - b. Is critical intervention required? If so call 9-1-1
 - c. Are there obvious signs of COVID-19?
- 2) If no critical intervention is required, interview patient from 2m away, if practicable. Ask the following:
 - a. Is anyone in your household sick, or in self-isolation due to COVID-19
 - b. Have you been in contact with anyone with COVID-19
- 3) When you arrive at location of patient, assess the situation:
 - a. Does the patient have a minor injury that the patient can self treat while you provide direction and supplies?
 - i. If yes utilize self-treatment protocols
- 4) If providing patient care within 2m wash hands and don the appropriate PPE (as per Appendix VII – Donning and Doffing PPE)
 - a. Non-medical Mask
 - b. Face shield
 - c. Gloves
 - i. Due to the demand of PPE worldwide, attendants shall do a point-of-care assessment to determine what PPE is required to be used
- 5) After care is complete
 - a. Disinfect area that was used by attendant and patient
 - b. Wipe and clean re-usable PPE, and allow to air dry
 - c. Dispose of non-reusable PPE
 - d. Perform hand hygiene

Self care treatment with direction

- 1) Collect information about injury, and ask required COVID-19 questions
- 2) Place required first aid supplies on surface 2m away from patient
- 3) Step away and allow patient to grab supplies
- 4) Verbally walk patient through treatment
- 5) PPE is not required for this method of treatment, non-medical face coverings may still be worn

Purpose

This Safe Work Procedure provides information for staff in controlling COVID-19 exposure, when students become ill during the school day. This procedure is not utilized for staff that may become ill during the work day, as they should report the illness to their supervisor and then leave the building.

Procedure

The Site Safety Plan is to designate a specific Isolation Rooms. This is to be noted on the facility map.

The Isolation Room should have the following items:

- Room must have a sink
 - Hand Sanitizer outside of room
 - Soap
 - Paper towel or towelettes
 - Lined waste container
 - Mask for ill student and staff member, if physical distance cannot be maintained
 - Mask will only minimize droplet transmission, it is the last line of defence
 - Distancing is priority
 - Gloves are **NOT** needed and handwashing shall be primary preventative measure
- 1) Students who become ill during the day, while at school must be promptly separated from other students and staff and sent home.
 - a. Bring them to designated isolation room
 - b. Only one staff member should enter the room with the student and ensure physical distancing is maintained
 - 2) Administration or designate should contact parents/guardians stating their child is showing symptoms of COVID-19 and request the need for immediate pick up.
 - a. Request parent report symptoms to 8-1-1
 - 3) After student is picked up ensure custodial is notified to perform a thorough cleaning before the room is used again
 - 4) Report situation to Manager/Administration (if designate)

Purpose

This Safe Work Procedure provides information for staff on the process that will be utilized to ensure enhanced cleaning protocols are used to meet Healthcare and WorkSafeBC requirements.

Definitions

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

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

Cleaning Products

All products used for cleaning and disinfection at Saanich Schools have a Drug Identification Number (DIN) and is safe for use. **Please do not bring outside products unless prior approval is received from District Health and Safety or Custodial Manager.**

- Dustbane Unitab (or similar product)
 - Similar to bleach
 - 1000ppm when disinfecting after school hours (wear gloves)
- Soapopular Hand Sanitizer
- Chrisal Ultra Air or PEC
 - Probiotic Cleaner
 - Utilized in Fogger
- Clorox 360
 - Wear gloves and N95 or Half-Face respirator
 - Follow manufacturer recommendations

Non-Essential Item Considerations

As part of the Site JHSC Meeting, determine if items can be removed and placed in storage or an unused classroom, this will assist in the reduction of items that may need to be clean.

Fabric and other soft materials should be removed if possible, as they can be difficult to clean.

Cleaning and Disinfection Priority

Generally speaking this list outlines the order in which cleaning shall occur, or as designated by a supervisor:

1. Any space that has a confirmed exposure of COVID-19 (See Isolation Room Cleaning)
2. Any space that has a potential exposure of COVID-19 (See Isolation Room Cleaning)
3. Frequently touched surfaces such as:
 - a. Doorknobs, light switches, hand railings, faucets (if no sensor), shared tables, shared desks and chairs
 - b. Shared learning items

- c. Shared equipment outside of cohorts/learning groups (computers, science equipment, culinary equipment, sewing machines)
 - d. Appliances
4. Other general cleaning and disinfection

Note: Ensure appropriate PPE and hand hygiene is utilized for each task.

Cleaning Requirements

Isolation Room

This process shall be used when the designated isolation rooms have been used by a sick student. This process would apply to areas accessed by sick student/employee as directed by school administrator and custodial manager.

- 1) Place gloves, safety goggles/face shield, and respirator on as per *Donning/Doffing SWP*
- 2) Wipe down door knobs, switches, desk, chairs and other hard surfaces that may have been touched by sick student/employee
 - a. Utilize 1000ppm mixture of Unitab (or other product designated by Manager/supervisor) and disposable wiping clothes
- 3) Utilize Clorox 360 or Dustbane Victory Sprayer as directed by Custodial Manager or Supervisor
 - a. Follow manufacturers recommendations
 - b. Only designated individuals will utilize the Clorox 360 machine

Notes:

- Schedule “sick person” cleaning to be done in one session, so PPE does not have to be replaced or removed
- Ensure adequate cleaning supplies prior to starting cleaning process
- Isolation Room should have minimal items in it, if possible to ensure thorough disinfection

General Cleaning Provisions

Cleaning priority should be determined during the Site JHSC meeting.

- Frequently touched surfaces shall be cleaned at least **twice every 24 hours, including at least once during regular school hours**
- General cleaning and disinfection shall be completed at least **once every 24 hours**

Custodial should perform the following in designated areas:

- Bathrooms
 - a. Clean mirrors, soap dispenser, paper towel dispenser
 - b. Clean sinks, taps, countertops
 - c. Clean urinals, toilets
 - d. Replace toilet paper, paper towel, soap where necessary in designated washroom(s)
 - e. Damp mop floor
- Halls
 - a. Clean entrance glass

- b. Wet mop (use equipment) on floors
- Classrooms
 - a. Empty Trash Daily
 - b. Wash Desktops
 - c. Clean board rails and brushes
 - d. Wash sinks and counter tops
 - e. Clean mirrors and glass
 - f. Spot mop
- Ensure adequate supplies is available
 - a. Custodian or Manager/Administration to contact Custodial Manager for supplies
 - b. If PPE is needed contact Custodial Manager or Health and Safety Manager
- If additional custodial support is needed contact Custodial Manager

Note: The same cleaning and disinfecting frequency guidelines outlined above apply when different learning groups use the same space (e.g. classroom, gym, arts room, home economics, or science labs etc.) or when the composition of a learning group changes at the end of a school term.

Note: *If non-custodial staff are required to perform any cleaning duties, please determine if WHMIS training is needed.*

Purpose

This Safe Work Procedure provides staff the process for donning and doffing PPE.

PPE that may be used:

- Gloves (Nitrile/Latex/Rubber)
 - By employees using 1000ppm cleaners or other cleaners that advise the use of rubber/nitrile/latex gloves
 - As utilized for normal working tasks prior to COVID-19 (i.e. First aid)
- Face Shield
 - As determined by the task, working within 2m and requiring additional protection
 - In conjunction with non-medical mask
- Non-Medical Mask
 - Recommended in situations where a person cannot maintain physical distance for extended periods of time in close proximity to person outside of their regular contacts
- N95 or Half-face respirator
 - For specified tasks (Chemically fogging buses, utilizing Clorox 360)

4-Step Donning (Putting on) Procedure

- 1) Clean all surfaces of hands and wrists
 - a. Follow hand washing process
- 2) Put on non-medical mask, if required
 - a. Ensure hair is away from your face, and adjust ear loops, if available
 - b. If nose clips are available, squeeze them snug to the nose
- 3) Put on goggles or face shield
- 4) Put on gloves

7-Step Doffing (Taking off) Procedure

- 1) Remove gloves
 - a. Remember the outside of the glove may be contaminated
 - b. Grasp palm area of one glove, and peel off first glove
 - c. Hold first glove in other gloved hand
 - d. Slide finger under second glove at wrist, and peel off
 - e. Discard into waste bin
- 2) **Wash Hands with soap and water, or sanitization liquid**
- 3) Remove goggles or face shield
 - a. Spray with disinfecting solution and rub clean, be sure to get all areas
 - b. Let air dry and put back for next use
- 4) **Wash Hands with soap and water, or sanitization liquid**
- 5) Remove non-medical mask
 - a. Grasp ties or elastics at back and remove without touching the front of the mask
 - b. If disposable, discard into waste bin

- c. If reusable place in Ziploc bag or another bin.
- 6) **Wash Hands with soap and water, or sanitization liquid**
- 7) Exit room

Non-medical mask specifics

How to put on non-medical mask or face covering

- 1) Ensure face covering is clean and dry
- 2) Wash hands with water and soap for 20 seconds
 - a. If not available use hand sanitizer
- 3) Ensure hair is away from your face
- 4) Place covering over nose and mouth
- 5) Mask should fit snugly
- 6) Wash hands or use sanitizer after adjusting masks

How to remove a non-medical mask or face covering

- 1) Wash hands with water and soap for 20 seconds
- 2) Remove face covering by removing loops from ears
 - a. Avoid touch the front of mask while removing
- 3) Store face covering in bag, envelope or something that does not retain moisture
- 4) After removing, wash hands or sanitize

Cleaning and disposing of non-medical masks or face coverings

Cloth masks should be changed and cleaned if they become soiled or damp. You can wash your cloth mask by:

- Putting in directly into the washing machine on a hot cycle and allowing to air dry
- Hand washing in warm water with soap and allowing to air dry

Non-medical masks that are not washable should be discarded in a lined garbage bag. Do not leave masks on the school grounds or in classrooms

Reminders:

- Never share your non-medical mask with others
- Reduce handling of any mask that does not belong to you, some assistance with students is allowed
- Do not allow others to touch the front of your mask, and do not touch the front of others masks

Purpose

This Safe Work Procedure provides staff information on learners with diverse and complex needs. These students require personal care and communication systems that require staff to be in closer proximity. As a result, this document has been created to aid in creating Worker Safety Plan, Behaviour Support Plans and Personal Care Plans for students due to COVID-19.

Personal Care Plans

Students with complex health needs may have Personal Care Plans developed in conjunction with OT and PT staff. The same personal protective equipment (PPE) needed prior to COVID-19, such as masks, gloves, and gowns, for implementing a student's Personal Care Plan, continues to be required during this time of concern due to COVID-19.

Food and Eating

Safety precautions:

- Follow Handwashing guidelines
 - Frequently wash hands and hands of the student, if possible
- Use utensils and napkins when possible to transport and place food
- Rinse food thoroughly when preparing

Toileting

Safety precautions:

- Ensure required items are in designated washroom
- Wear nitrile gloves, if needed
- Remind student to “keep hand to themselves” to reduce physical touching
- If two staff members are required
 - Maintain as much distance as practicable
 - Utilize non-medical mask
- Follow handwashing guidelines
 - Frequently wash hands and hands of the student, if possible

Self-Injurious Behaviours

Safety precautions:

- Utilize verbal cues to student
- Utilize CPI training
- Reduce physical touching, as achievable
- Follow handwashing guidelines
 - Frequently wash hands and hands of the student, if possible

Recommendations for Worker Safety

<p>Note: Although these behaviors are challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behavior is paired with handwashing and cleaning.</p>		
	Action	Control
1	Spitting	<ul style="list-style-type: none"> • Wipe down any areas with saliva with disinfectant • If spit on, wash hands and/or effected area
2	Biting	<ul style="list-style-type: none"> • If in contact with saliva, wash hands and/or affected areas • If skin is broken seek first aid, as required • Wear Kevlar sleeves or other Kevlar products, as required
3	Lunging	<ul style="list-style-type: none"> • Move self out of way
4	Grabbing	<ul style="list-style-type: none"> • If in contact with saliva, wash hands and/or affected areas • Utilize verbal cues to talk to student, remind “to keep hands to self”
5	Assisted Movements	<ul style="list-style-type: none"> • If in contact with saliva, wash hands and/or affected areas • Maintain physical distance as possible

Personal Protective Equipment

PPE use is Dependent on Personal Care Plan or Safe Work Procedure.

In addition, non-medical masks or face shield in conjunction with a non-medical mask shall be worn when physical distancing cannot be maintained.

Purpose

This Safe Work Procedure provides staff information on safe practices associated with bussing during COVID-19.

Bussing Protocols

- Encourage private vehicle use where possible
- Students to sit in own seat, if possible, students of the same household may sit together
 - Seating arrangements can be altered whenever necessary to support student health and safety (accommodating students with physical disability, responding to behavioural issues)
- Students to sit next to windows, if possible
- Consider loading from back to front and unloading front to back
- Utilize Zonar card system to track up-to-date passenger lists

Safety Protocols

- Clean and disinfect surfaces following the BCCDC's Cleaning and Disinfection Guidelines
- Bus drivers to clean their hands often
 - Utilize hand sanitizer before, during, and after trips as necessary
- Students should clean their hands prior to leaving home to take the bus, when they leave school to take the bus, and when they arrive home
- Parents must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.

Seating Protocols

- 1) If possible, the row directly behind the driver should remain unoccupied
- 2) If possible, students shall have one row unoccupied between them
- 3) If possible, students should each have their own seat (unless sharing with a member of their household)

Non-Medical Masks

- Bus drivers are required to wear non-medical masks when they cannot maintain distance
- Middle and 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.

Potential Sick Student Process

- 1) If a student is coughing or sneezing, driver should confirm with parent (if at the bus stop) that they have completed the health check
- 2) If student is coughing or sneezing, (parent is not present) driver is to have student sit physically distance and provide disposable mask if the student does not have one
- 3) Driver is to radio to office the information, and the office will communicate with the principal at the school
- 4) Administration will meet child at bus, contact parents/guardians, and implement isolation room procedures if necessary

All programs and activities should operate in alignment with the provincial K-12 health and safety guidelines. Electives are important to student health and well-being and staff in these programs should be supported in finding creative ways to deliver these courses.

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 to ensure there is no conflict with school plans. Plan should then be shared with parents and administration
- For transportation, follow Appendix X – Transportation and Bussing
- Use parent volunteers for driving groups of students is not permitted in stages 2-4
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines
- Ensure field trip numbers align with PHO guidance (50 people)
- Field trips to outdoor locations are preferred
- Conduct risk assessments considering the field trip location
- No overnight field trips should occur

Food/Culinary Programs

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

- In the case of food and culinary programs, where food is prepared as part of learning and consumed by the students who prepared it, the following guidelines apply
 - Continue to follow normal food safety measures and requirements
 - Implement the cleaning and disinfecting measure outlined in Appendix VI – Cleaning and Disinfecting Protocols
- Practice diligent hand hygiene
 - At the beginning and end of class
 - Before and after handling food
 - Before and after eating or drinking
 - Whenever hands are visibly dirty
- Use of learning groups is encouraged, as students tend to prepare food together

If food is prepared within or outside a school for consumption by people other than those that prepared it, it is expected that the WorkSafeBC Restaurants, cafes, pubs, and nightclubs protocols are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures.

Schools should not allow homemade food items to be made available to other students at this time.

Textiles Programs

- Practice diligent hand hygiene
 - Beginning and end of class
 - Before and after handling shared tools and equipment
 - Whenever hands are visibly dirty
- Have personal spaces and tools set up for students, as best as possible
 - Avoid sharing hand tools by assigning students their own supplies
 - Clean and disinfect equipment as per guidelines
 - When entering classroom spaces, encourage students to use designated areas for leaving personal items
- Safety demonstrations and instruction should allow for the appropriate spacing
 - Break class into smaller groups if necessary

Music Programs

- All programs may continue to occur in stage 2 providing:
 - Physical contact is minimized for those in same learning group
 - Physical distance is maintained for staff and middle and secondary school students when interacting outside of learning groups
 - Physical distance can be maintained for elementary students when interacting outside their learning groups then indoors
- Schools may consider installing a barrier when distance cannot be regularly maintained (e.g. between itinerant teacher and learning group)
- No in-person inter-school competitions or events
- Shared equipment should be cleaned and disinfected and students should be encouraged to practice proper hand hygiene before and after participating in music classes

Physical and Health Education/Outdoor Programs

- Encourage outdoor programs as much as possible
- Teachers should plan physical activities that limit the use of shared equipment and
 - Minimize physical contact inside learning groups
 - Support physical distancing outside of learning groups
- Shared equipment should be cleaned and disinfected and students should be encouraged to practice proper hand hygiene
- Include more individual pursuits than traditional team activities such as
 - Dance
 - Alternative environment and land-based activities
 - Exercise without equipment
 - Fitness
 - Mindfulness
 - Gymnastics
 - Target games
- If equipment must be used
 - Avoid sharing equipment by assigning each student their own supplies
 - Assemble individualized PE kits
 - Have students create their own PE kits
 - Anticipate equipment hygiene compromises and keep extra equipment available
 - Disinfect teaching aids

- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to reduce the use of change rooms
- When transitioning from outside to inside remind students to use designated areas for changing out of winter/wet clothing

Playgrounds

There is no current evidence of COVID-19 transmission in playground environments. The following measures should be taken:

- Ensure hand hygiene occurs 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

Sports

- Programs, activities, and sports academies can occur under stage 2 if:
 - Physical contact is minimized for those in same learning group
 - Physical distance is maintained for staff and middle and secondary school students when interacting outside of learning groups
 - Physical distance can be maintained for elementary students when interacting outside their learning groups when indoors
- No in-person inter-school competitions/events (To be re-evaluated throughout school year)

STEM Programs

- Practice diligent hand hygiene
 - Before and after handling shared tools and equipment
 - Whenever hands are visibly dirty
- Have personal spaces and tools set up for students, if possible
 - Avoid sharing hand tools by assigning each student their own
- Safety demonstrations and instruction should allow for the appropriate spacing
 - Break class into smaller groups if necessary

Technology Education (Shop Classes & Trades in Training Programs)

- Practice diligent hand hygiene
 - Before and after handling shared tools and equipment
 - Whenever hands are visibly dirty
- Have personal spaces and tools set up for students, if possible
 - Avoid sharing hand tools by assigning each student their own
 - Clean and disinfect shared tools
 - When entering classroom have designated area for personal items
- Safety demonstrations and instruction should allow for the appropriate spacing
 - Break class into smaller groups if necessary
- Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs
 - Ensure staff and students in K-12 and the post-secondary institutions are aware of the health and safety measures
 - Ensure student health check is completed when transitioning between secondary and post-secondary schools

Theatre, Film, and Dance Programs

- No in-person inter-school events should occur (this will be re-evaluated throughout the school year)
- Dance and drama classes should minimize contact by reorganizing warmups, exercises, and performance work into smaller groups to allow for physical distancing to occur
 - This could mean that portions of the class act as 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
- Shared equipment should be cleaned and disinfected as per guidelines
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing
- Consider alternatives for audience engagement such as online-streaming

Extracurricular Activities

Extracurricular activities and special interest clubs may occur when:

- Physical distance can be maintained between members of different learning groups
- Reduced physical contact is practiced by those within the same learning groups

In-person inter-school events including competitions, tournaments, and festivals should not occur at this time.



Appendix XII – Orientation

School: _____ Employee Name: _____

Date: _____ Person Conducting Orientation: _____

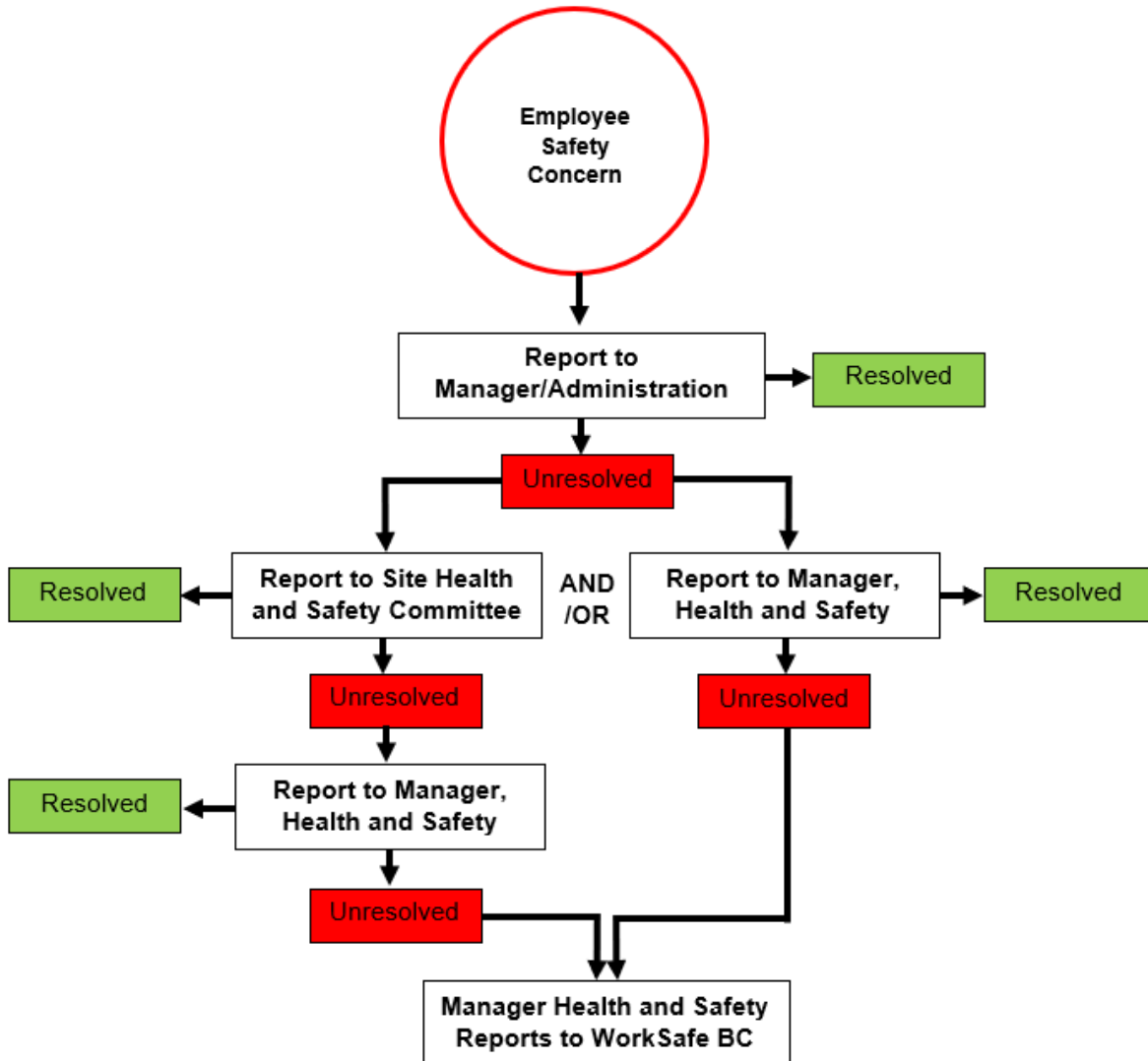
Check box once reviewed (N/A if not required):

Complete	N/A	Topic Reviewed	Comments
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Ensure Manager/Administrator receive a copy and keeps copies at the work location.

A sign in sheet may be utilized for larger group orientations, please attach this document to the front page of sign in sheet.

Safety Concerns shall be reported following the below reporting process. Manager of Health and Safety to discuss new concerns with District Health and Safety.



Note: Any items requiring escalation shall be documented by Site JHSC and included in minutes to Health and Safety Manager. District wide items will be discussed and reviewed at District JHSC meetings.

Safety Considerations for Staff

Schools should minimize the number of staff who interact with learning groups they are not part of as much as possible while continuing to support learning and a positive, healthy and safe environment. The following flow chart outlines the considerations to assign staff to a learning group and the steps to take when staff cannot be assigned to a learning group.



The following signage should be utilized while implementation District and Site-Specific Safety Plan. Full Document Links in References and available on District Website. Additional signage may be required as determined in the Site Safety Plan.

Help prevent the spread of COVID-19

Cover coughs and sneezes

Cough or sneeze into your sleeve, not your hands. Avoid touching your face with your hands.

Or

Cover your mouth and nose with a tissue and put your used tissue in a wastebasket.

Wash your hands with soap and water for at least 20 seconds.

Or

Clean hands with alcohol-based hand sanitizer.

worksafebc.com **WORK SAFE BC**

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.

Address /room/ space:

Occupancy limit: _____ people

worksafebc.com **WORK SAFE BC**

Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health

Hand Hygiene

SOAP OR ALCOHOL-BASED HAND RUB: Which is best? ▶ **Either will clean your hands: use soap and water if hands are visibly soiled.**

Remove hand and wrist jewellery

HOW TO HAND WASH

1. Wet hands with warm (not hot or cold) running water.
2. Apply liquid or foam soap.
3. Lather soap covering all surfaces of hands for 20-30 seconds.
4. Rub hands thoroughly under running water.
5. Pat hands dry thoroughly with paper towel.
6. Use paper towel to turn off the tap.

HOW TO USE HAND RUB

1. Rub hands together slowly and thoroughly.
2. Apply about a dime-sized amount to your hands.
3. Rub all surfaces of your hands together until completely dry (15-20 seconds).

worksafebc.com

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

Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health

SICK OR SELF-ISOLATING? DO NOT ENTER

DO NOT ENTER IF YOU ARE SICK OR REQUIRED TO SELF-ISOLATE

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

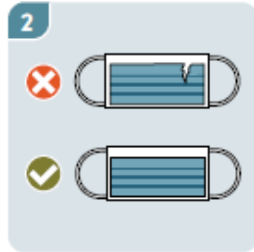
Non-medical inquiries: 1-888-COVID-19 (1-888-268-4319) or text 604-683-0800

Poster for disposable mask use. Generally, practices apply to the use of non-medical cloth masks.

Help prevent the spread of COVID-19: How to use a mask



1 Wash your hands with soap and water for at least 20 seconds before touching the mask. If you don't have soap and water, use an alcohol-based hand sanitizer.



2 Inspect the mask to ensure it's not damaged.



3 Turn the mask so the coloured side is facing outward.



4 Put the mask over your face and if there is a metallic strip, press it to fit the bridge of your nose



5 Put the loops around each of your ears, or tie the top and bottom straps.



6 Make sure your mouth and nose are covered and there are no gaps. Expand the mask by pulling the bottom of it under your chin.



7 Press the metallic strip again so it moulds to the shape of your nose, and wash your hands again.



8 Don't touch the mask while you're wearing it. If you do, wash your hands.



9 Don't wear the mask if it gets wet or dirty. Don't reuse the mask. Follow correct procedure for removing the mask.

Removing the mask

1 Wash your hands with soap and water or use an alcohol-based hand sanitizer.

2 Lean forward to remove your mask. Touch only the ear loops or ties, not the front of the mask.

3 Dispose of the mask safely.

4 Wash your hands. If required, follow the procedure for putting on a new mask.

Note: Graphics adapted from BC Centre for Disease Control (BC Ministry of Health), "How to wear a face mask."

School:	Conducted By:
Inspection Date:	Conducted By:
S = Satisfactory U = Unsatisfactory n/a = not applicable	

Behaviour Based	S	U	N/A	Corrective Action
Cohort limits are being followed				
Physical distancing occurring between adults, where possible				
Physical distancing occurring outside cohorts				
Areas requiring occupancy limits or staggered schedules are being followed				
Visitor Plan is being followed				
Custodial support is adequate				
Documents and Posters	S	U	N/A	Corrective Action
Return to School Program posted				
Site Safety Plan posted				
Hand hygiene posters posted				
Do not enter if sick posters posted				
Occupancy limits posted where needed				
Other	S	U	N/A	Corrective Action
Access markers or floor markings are clear				

Scan/email completed form to rlacasse@saanichschools.ca Send copy to Site Joint Health & Safety Committee

Purpose

This Safe Work Procedure provides staff information on the Daily Health Screening process.

Process

Step 1

Communication regarding the responsibility of **parents and caregivers to assess their children** for COVID-19 symptoms before sending them to school.

Communication regarding the responsibility of **staff to assess themselves** for COVID-19 symptoms prior to coming to work.

Step 2

Utilization of Daily Health Check Sheet (on following page) to assist in Daily Health Screening. Post this document for staff, and send to parents prior to the school year beginning.

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

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

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

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

List of References are to be maintained and communicated by the District Health and Safety Department.

BCCDC COVID-19 Public Health Guidance for K-12 School Settings

www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf

Provincial COVID-19 Health and Safety Guidelines for K-12 Settings

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

WorkSafe BC Education (K-12): Protocols for Returning to Operation

<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education>

BC's Restart Plan

https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/qdx/bcs_restart_plan_web.pdf

Cleaning and Disinfectants for Public Settings

http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf

BC COVID-19 Self Assessment Tool

<https://bc.thrive.health/>

BCCDC Signage and Poster

<http://www.bccdc.ca/health-professionals/clinical-resources/covid-19-care/signage-posters>

BCCDC Child Care and Schools

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/childcare-schools>