



SPECIAL BOARD MEETING

BOARD OF EDUCATION

Aug. 20, 2020

4:30 pm

Video Conference (Trustees)

Public: 1-877-385-4099 (Access code: 209 3997#)

Public to mute phone

AGENDA

A. Call to Order

B. Business Item

K-12 Restart PlanPg. 2

B. Moorthy

ADJOURNMENT

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 78 (FRASER-CASCADE)

SPECIAL BOARD MEETING

DATE: Aug. 20, 2020

LOCATION: Video Conference

FROM: B. Moorthy
Superintendent

SUBJECT: **K-12 Restart Plan**

RECOMMENDATION:

THAT the Board of Education for School District No. 78 (Fraser-Cascade) approve the draft K-12 Restart Plan as presented.

Purpose

School districts are expected to use this template to outline their Stage 2 Restart Plan to begin the 2020/21 school year. Districts should begin planning with the information available in [B.C.'s K-12 Education Restart Plan](#), [Expectations for Each Stage summary](#), and the revised [BC Centre for Disease Control \(BCCDC\) COVID-19 Public Health Guidance for K-12 School Settings](#). Stage 2 Plans will also need to follow [WorkSafeBC guidelines](#); the Ministry will communicate to the sector if these guidelines are updated in the future.

Completed templates and updated health and safety plans are due by August 21, 2020 to: EDUC.Covid@gov.bc.ca.

Consistent with commitments made in the BC Tripartite Education Agreement, a planning template for September 2020 start-up specific to on-reserve First Nations students attending public schools is under development and will be released shortly. This document will support engagement with First Nations regarding delivery of education and transportation with the expectation that the plan be completed by the school district and the First Nation in advance of the start of the 2020/21 school year.

Timelines

Please note these important timelines:

Aug. 17	Release of K-12 Operating Guidelines for COVID-19.
Aug. 17 – 21	School districts finalize their Restart Plans and submit to the Ministry.
Aug. 21 – 26	Ministry reviews Restart Plans and confirms approaches. The Ministry will send a letter to districts once the review is completed. School districts communicate information to parents once Ministry review is completed.
Aug. 26	School districts communicate information to parents on Stage 2 Plans no later than August 26. Final versions to be posted online.

Completing and Submitting

1. Download this document as a PDF from the web before filling it out. You cannot complete it online.
2. **Choose Save not Save As when saving the document, otherwise you will lose your information.**
3. Submit this template as a PDF file to EDUC.COVID@gov.bc.ca by no later than August 21.

Please provide information on the following pages as part of your Stage 2 Restart Plan.

Section 1: Contact Information

1. School Name:	School District 78- Fraser Cascade
2. School Contact Name:	Balan Moorthy
3. School Contact Position:	Superintendent of Schools
4. School Contact E-mail:	balan.moorthy@sd78.bc.ca
5. School Contact Phone Number:	604-869-2411

DRAFT

Section 2: Health and Safety

1. Provide a copy of your district's updated health and safety plan that implements the [Public Health Guidance for K-12 Schools](#) and [WorkSafeBC](#) guidelines.
2. Indicate the date when your district's health and safety committee became/will be operational.
August 17, 2020 1:00 pm - 2:00 pm
3. Provide a summary of the updates made to your district's plan in the following areas:
 - Cleaning and disinfecting
 - Physical distancing strategies
 - Hand hygiene
 - Personal protective equipment for students and staff (including re-useable masks)
 - Symptom assessment and illness policies/procedures
 - Improvements to school ventilation systems, if required
 - Student transportation on buses

A – Each school has created a safety plan and letter to parents specific to the health and safety requirements at their sites. These documents are attached.

B - Please see the attached SD78 Health & Safety Plan, updated to the most recent guidelines.

C - Ventilation Systems - The District is fortunate to have a very modern and complex mechanical system with mostly every space with AC and ventilation. We will be, through our DDC systems adjusting for max ventilation at all sites and auto ventilate for 4 hours prior to school opening.

D - Student Transportation on Buses - We have had concerns brought forward that students are dropped off or picked up early which has implications for supervision.

4. Outline the schedule for health and safety training and orientation of school district staff, including new employees and staff who work at multiple sites and/or across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants).

All staff, which includes TOCs, itinerant staff along with maintenance workers, will undergo comprehensive health training on September 8 and 9. Training will take place within school sites or via zoom meetings arranged in advance. The training will follow the public health Covid Guidelines and safety protocols. Each school administrative team will discuss:

1. Health and safety checks for students.
2. Ongoing parent monitoring and staff/student check-ins.
3. Personal hygiene and hand hygiene.
3. Entrance and exits of the buildings. One way traffic.
4. When to use personal and protective equipment.
5. Social distancing.
6. Maintaining cohort structures and contact tracing.
7. Monitoring of emotional health.
8. Movement in the hallways.
9. Recess, lunch and break supervisions.
10. Training will use the following links as their sources:

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

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

Section 3: Learning Groups

1. Provide examples of your district's approach to the implementation of learning groups in schools and during non-instructional time.
 - a. Include examples for elementary, middle, and secondary schools as well as small, medium and large schools where different approaches are required.
 - b. Outline any shifts in curriculum, course access, or course scheduling, as well as actions taken to mitigate the impacts to students of any changes and ensure equity.

School District 78 has a manageable cohort structure as a result of the overall district size. Both Hope Secondary and Agassiz Secondary do not exceed the 120 cohort size for nearly all educational cohorts. This includes Grade 7, 8, 9/10 and 11/12. With minor alterations, all students should be able to attend in-school instruction for all of the days. Some minor adjustments may need to occur for classes with Grade 10-12 students. All Principals were asked to submit a comprehensive plan to address the cohort/learning group guidelines for their respective schools. This includes bell schedules and plans for maximizing social distancing and breaks. Please see school specific plans from Principals. The elementary schools could easily fit within the cohort guidelines. These plans are also attached.

2. Describe how your district is organizing its workforce to balance the delivery of instruction for learning groups and physical distancing strategies for adults who are interacting with cohorts (e.g. staff who work at multiple sites, on call, itinerant) and across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants, teacher-librarians).

Staff who work at multiple sites will adhere to physical distancing guidelines. They will be part of a training process on September 8 and 9 where strategies are shared for working with students.

Using the most up-to-date health and safety guidelines received from the Ministry of Education, educators who are interacting with more than one cohort will participate in training to develop the appropriate guidelines for supporting students while physical distancing and using personal and protective equipment when needed. Room alterations and protective barriers may be necessary in certain situations.

3. Describe your district's plan to ensure continuity of learning in the event of a switch in stages as well as to ensure continuity of learning for any students who need to self-isolate or quarantine.

School Administrators communicate regularly with the District Team. The district will be making an eventual move to the exclusive use of an Office 365 platform, where TEAMS will be utilized by staff and students. (TEAMS is essentially just an app within Office 365). Many parents expressed concerns about multiple platforms during the spring re-entry.

The district's Technology Committee is meeting on August 31. We will be initiating plans for providing training for all administrators and staff (including school leads) on Office 365. In the meanwhile, staff will continue using their preferred method of online instruction – Google classrooms being heavily preferred. All teachers will be asked to consider some assignments that are remote so that students and families can transition easily back to a remote platform if necessary.

- Technology equipment will continue to be provided to students attending school as well as students using remote learning.
- FNSWs will continue to provide home delivery of paper-based learning packages for students who are not comfortable with online learning.
- Fraser Valley Aboriginal Children and Family Support Services (FVACFSS) will cover the costs for learning requirements (laptops, tablets, etc.).
- Access to internet and technology is being provided at local Band offices.

Section 4: Students with Diverse Abilities/Disabilities

1. In alignment with the [Equity and Inclusion Guiding Principles](#), describe how your district is planning for students with diverse abilities/disabilities ensuring students and communicating to parents on the following, to ensure students will:

- be able to attend school full time or have a plan to ensure supports and learning continue if a student needs to learn at home
- have access to the necessary health and safety supports
- continue to receive supports and services as identified in their IEP, including 1:1 supports
- not be grouped in segregated settings as a part of the establishment of cohorts

- We are working together with parents/guardians and school-based teams in order to develop plans for ongoing appropriate learning and supports.
- Supports will be aligned with goals in the IEPs.
- Resource Teachers will work on a dual platform for students who are designated or deemed at risk. Where possible, students will work in face-to-face instruction in a co-teaching model or one-on-one assistance where possible.
- If designated or at-risk students are not in school and form part of the teacher case-load, then that case-load teacher will support the student remotely.
- The administration (in consultation with the school based team) will work out strategies to provide educational opportunities for all students deemed to be at risk.

Section 5: Communication and Engagement

1. Provide a copy of, link to, or summary of, your district's overall communication plan.

Section 6: Engagement with Indigenous People

1. Describe your district's engagement process with Indigenous peoples in developing the Stage 2 plan and the plan for ongoing engagement.
 - Ongoing communication and updates via email, virtual meetings and phone calls (principals/vice principals, teachers, District Coordinator of Aboriginal Education (DCAE), First Nation Support Workers (FNSW).
 - Meeting with the Aboriginal Education Council (AEC) Chair and DCAE on August 12, 2020.
 - AEC meeting on Zoom (TBA).
 - Communication by principals/vice principals, teachers, and FNSWs to review support for students and develop a preliminary plan for the return to in-class instruction.
 - Special AEC meeting with Board Chair, principals, vice principals and district staff to review draft letters sent out to parents and preliminary plan. During this meeting, AEC members were encouraged to ask questions, express concerns and provide input and suggestions.
 - Following the meeting, AEC members were encouraged to take time to further review the letters/plan and send suggestions to the principals/vice principals of each school and/or the superintendent.

2. Outline your district's consultation with local First Nations rights holders in developing the Stage 2 plan – particularly First Nations with whom the district has a Local Education Agreement and First Nations with students in the district.

- Meeting with AEC Rep, and Rep from Shxw'owhamel First Nation on August 17.
- Meetings with Boothroyd and Boston Bar First Nations on August 25 to share back to school plans.
- Meetings arranged with all twelve Indigenous communities over the next two weeks.
- AEC meeting on Zoom (TBA).
- Ongoing monthly breakfast meetings to be organized with chiefs from twelve communities in process.

3. What modifications to the plan, if any, did your district make based on feedback from Indigenous partners and/or local First Nations?

- All Indigenous communities received a letter from the Superintendent discussing the district's back to school plan on August 17
- School Principals will be following up with a personal letter home to all families in the community (on Aug. 21) discussing the back to school plan.
- All Indigenous families will be contacted by August 26 to determine what their plans are for returning.
- Once this information is gathered, consultation meetings will take place to discuss in school or alternate support models for Indigenous students.
- Arranging for a hybrid in-person/remote or a complete remote delivery may be explored depending on the readiness to return to school.

Section 7: Unions

1. Outline the collaboration process that occurred with local unions in developing the district's restart plan. What is the process for continued consultation and collaboration during the school year?

Fraser Cascade Teacher's Association (FCTA) - Meeting on August 6 and August 17- Topics: timetable, prep, health and safety, emotional health.

Construction, Maintenance and Allied Workers (CMAW) - August 13, Health and Safety Meeting- August 17. Health and Safety Training arranged for September 8-9.

Bi-weekly meeting will be arranged with the union reps as the restart plan unfolds.

Section 8: Parents, Guardians, and Caregivers

1. Outline the engagement process that occurred with your District Parent Advisory Council (DPAC) in the development of your Stage 2 Plan.

DPAC Meeting held on August 12 - topics included:

- One platform for technology - Parents expressed concerns that multiple technology platforms created confusion for parents.
- Safety concerns - Parents asked for specific return to school plan.
- Return to school - Most non-Indigenous families expressed a desire to return to school, but wanted a transitional plan and communication.

2. Describe any additional engagement directly with parents/guardians/caregivers and Parent Advisory Councils (PACs) at the school level that occurred in developing your Stage 2 Plan. Describe the summary of feedback received.

- All communities and education partners received a letter from the Superintendent (Aug. 17) discussing the district's back to school plan.
- School Principals will be following up with a personal letter home to all families in the community (on Aug. 21) discussing the back to school plan.
- All families will be contacted by August 26 to determine what their plans are for returning.
- Once this information is gathered, consultation meetings will take place to discuss in-school or alternate support models for vulnerable students.
- Arranging for a hybrid in-person/remote or a complete remote delivery may be possible.

3. Describe the process for continued consultation and collaboration with the DPAC, PACs and parents during the school year.

1. Ongoing communication and collaboration with the DPAC at monthly DPAC meetings.
2. Ongoing surveys and communication to be conducted by school communities to discuss the needs of students in terms of: education, emotional health, health and safety, nutrition and transportation.
3. Phase 2 and return to school updates communicated at each school's PAC meetings with information shared among the district leadership team.

Section 9: Transportation

1. Describe any transportation arrangements your district has in place to get students, including First Nations and students with diverse abilities/disabilities, to school.

Administration provided feedback on anticipated needs for transportation. To date, there will be little to no changes to the current schedule, however this may change once enrolment is established.

- All schools submitted individualized transportation plans to the District TEAM.
- Considerations were made for altered bell schedules and subsequent pick up and drop off times.
- Meeting with the Director of Facilities & Transportation occurred on August 12.
- Ongoing priority and planning within each school to support students with diverse abilities and Indigenous students for transportation to and from school.

2. Describe the consultation process in developing the plan as well as how BC Tripartite Education Agreement obligations are being met.

Extensive consultation process:

- DPAC- August 12- One platform, safety concerns, want a plan, most want to return to school, concerned about transitional plans and communication
- FCTA- Meeting on August 6 and August 17- Timetable, prep, health and safety, emotional health
- CMAW- August 13, Health and Safety- August 17. Parameters for SEAs, separate training for itinerants- September 8-9
- Board Update - August 10, August 20- Review District Plan
- AEC- Meeting with AEC Chair, DCAE and Asst. Supt, August 12, visit to Boston Bar on August 25, BBES Principal to introduce us to Boothroyd and Boston Bar. - - Meeting with Chiefs and Council. Themes- Communication, 1 platform, health and safety, emotional concerns, learning issues, Grandparents and health concern
- District Health and Safety Committee- August 17- Training, plans and priority
- Ongoing cycle of communication shared with Principals and Schools



**WORKSAFE PLAN AND INFORMATION
&
COVID-19 SAFETY PLAN
HEALTH AND SAFETY PROCEDURES AND
GUIDELINES**

Contents

WORKSAFE PLAN AND INFORMATION	2
(Updated May 21,2020)	2
Health hazards of pandemic influenza	2
Statement of purpose	2
Responsibilities	3
Risk identification and assessment	4
Risk control.....	5
COVID-19 Safety Plan	9
Health and Safety Procedures and Guidelines	9
Overview	9
On-Site Procedures and Setup	9
Public Health Measures	12
Environmental Measures.....	12
Administrative Measures	13
Personal Measures	14
Cleaning Protocol	16
Appendix A: Summary of School-Based Control Measures.....	17
Appendix B: What to Do if a Student or Staff Member Develops Symptoms at School	18
Appendix C: When to Perform Hand Hygiene at School.....	19



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WORKSAFE PLAN AND INFORMATION **(Updated May 21, 2020)**

Health hazards of pandemic influenza

The effects of pandemic influenza are expected to be much more severe than for seasonal influenza because most people will not have any immunity to the virus.

Symptoms

Seasonal flu affects people to varying degrees, with symptoms including headache, fever, fatigue, sore throat, and runny nose. In some cases, secondary infections such as pneumonia may develop. Symptoms of pandemic influenza are likely to include high fever (higher than 38°C), chest pain, and difficulty breathing.

Transmission

The BC Centre for Disease Control advises that influenza is communicable for 24 hours before the onset of symptoms and 3 – 5 days afterward (this may be longer in some children and some adults).

Pandemic influenza is spread in the same way that seasonal influenza is spread. Exposure to the virus may occur in a variety of ways, including the following:

- Shaking hands with an infected person or touching a surface contaminated with the virus, followed by touching one's eyes, nose, or mouth
- Infectious droplets (from a coughing or sneezing person) landing in the eye or onto the mucosa (moist inner surfaces) of the nose or mouth
- Breathing infectious airborne droplets or particles (from coughing, sneezing)
- Sharing food items or shared utensils with an infected person

Statement of purpose

We are committed to providing a safe and healthy workplace for all of our staff. A combination of measures will be used to minimize worker exposure to pandemic influenza, including the most effective control technologies available. Our work procedures will protect not only our workers, but also other workers who enter our facilities. All employees must follow the procedures outlined in this plan to prevent or reduce exposure to pandemic influenza.

Responsibilities

Employer responsibilities

The District will:

- Ensure that the materials (for example, gloves, alcohol-based hand rubs, and washing facilities) required to implement and maintain the plan are readily available where and when they are required.
- Select, implement, and document the appropriate site-specific control measures.
- Ensure that supervisors and workers are educated and trained to an acceptable level of competency.
- Ensure that workers use appropriate personal protective equipment (PPE) — when working directly with potential contamination.
- Conduct a periodic review of the plan’s effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of regular safety meetings, training and inspections.
- Ensure that a copy of the exposure control plan is available to workers.

Supervisor responsibilities

Our supervisors will:

Review appropriate site-specific control measures with workers

- Ensure that workers are adequately instructed on the controls for the hazards at the location.
- Ensure that workers use appropriate equipment.
- Direct work in a manner that eliminates or minimizes the risk to workers.

Worker responsibilities

Our workers will:

- Know the hazards of workplace.
- Follow established work procedures as directed by the employer or supervisor.
- Use any required PPE when instructed.
- Report any unsafe conditions or acts to the supervisor.
- Know how and when to report exposure incidents.

Service operations managers (Operations forepersons)

Our operation managers / foreman will:

- Maintaining an inventory of PPE for custodians, cleaning and disinfectant products, and well-maintained equipment used for cleaning and disinfecting.
- Providing adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this exposure control plan.

- Directing the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revising the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.

Risk identification and assessment

Three primary routes of transmission are anticipated for pandemic influenza, all of which need to be controlled. These include contact, droplet, and airborne transmission.

Contact transmission, both direct and indirect

Direct contact involves skin-to-skin contact, such as emergency response activity that requires direct personal contact (for example, assisting an injured or unwell worker or student). Indirect contact involves a worker touching a contaminated intermediate object such as a table, doorknob, telephone, or computer keyboard, and then touching the eyes, nose, or mouth. Contact transmission is important to consider because influenza viruses can persist for minutes on hands and hours on surfaces.

Droplet transmission

Large droplets may be generated when an infected person coughs or sneezes, and also during certain medical procedures such as cough induction. Droplets travel a short distance through the air, and can be deposited on inanimate surfaces or in the eyes, nose, or mouth.

Airborne transmission

Airborne (inhalable) particles can be generated from coughs and sneezes.

Coughs and sneezes produce both large droplets and smaller airborne particles. The smaller particles remain suspended in air for longer periods, and can be inhaled. The large droplets can also evaporate quickly to form additional inhalable particles. As the distance from the person coughing or sneezing increases, the risk of infection from airborne exposure is reduced; but it can still be a concern in smaller, enclosed areas, especially where there is limited ventilation. As the number of infected people in a room increases, the risk of infection can increase.

Using the following risk assessment table as a reference, we have determined that the risk level of our workers is **moderate**. Our workers work in an office or a classroom environment, and have minimal contact with the public. However, they may be handling potentially contaminated objects.

Risk assessment for pandemic influenza

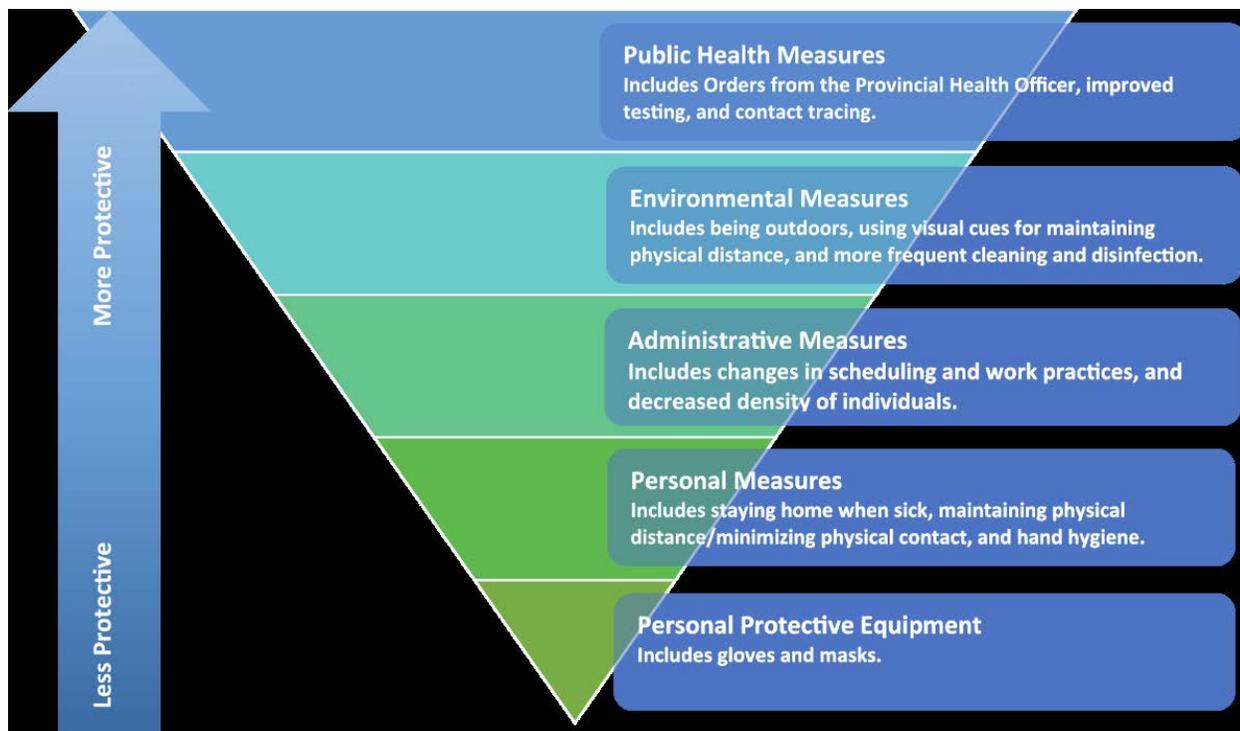
	Low risk	Moderate risk	High risk
	Workers who typically have no contact with people infected with pandemic influenza	Workers who may be exposed to infected people from time to time in relatively large, well-ventilated workspaces	Workers who may have contact with infected patients or with infected people in small, poorly ventilated workspaces
Hand hygiene	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)	Yes (washing with soap and water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)
Disposable gloves	Not required	Not required (unless handling contaminated objects on a regular basis)	Yes, in some cases (for example, when working directly with pandemic influenza patients)
Aprons, gowns, or similar body protection	Not required	Not required	Yes, in some cases (for example, when working directly with pandemic influenza patients)
Eye protection – goggles or face shield	Not required	Not required	Yes, in some cases (for example, when working directly with pandemic influenza patients)
Airway protection - respirators	Not required	Not required (unless likely to be exposed to coughing and sneezing)	Yes (minimum N95 respirator or equivalent)

Risk control

The Regulation requires employers to implement infectious disease controls in the following order of preference:

1. Environmental controls
2. Administrative controls
3. Personal protective equipment (PPE)

Our controls are listed in detail in our Health and Safety Guidelines (Procedures) attached.



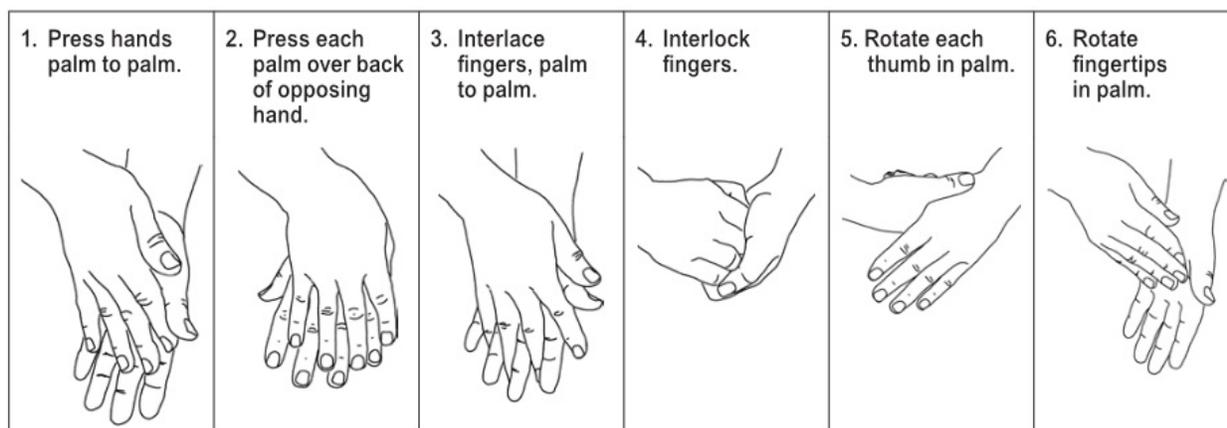
Hand washing

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body – particularly the eyes, nose, and mouth – or to other surfaces that are touched.

Wash your hands immediately:

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

Hand washing procedure



Use soap and warm running water. (It doesn't have to be hot to do the job.) If water is unavailable, use a waterless hand cleanser that has at least 70% alcohol. Follow the manufacturer's instructions on how to use the cleanser. Alcohol-based hand rub dispensers are located adjacent to the washrooms and kitchen area.

Cough/sneeze etiquette

Our workers are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of diseases via droplet or airborne routes.

Cough/sneeze etiquette includes the following components:

- Educate workers in control measures, including hand washing.
- Post signs at entry points to instruct everyone about control measures.
- Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- Use tissues to contain secretions, and dispose of them promptly in a waste container.
- Surgical masks may be worn to protect other people from you.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

Physical Distancing

As per provincial health authority direction, maintain at least a 2-meter distance (2 arms' length) from others. This is one of the most important measures to be taken to help limit the spread of infection.

If workers show symptoms of flu or illness

If workers are ill with pandemic influenza or other, they should stay home. If they develop symptoms of influenza while at work, they should leave the workplace immediately. Workers should only return to the workplace once they have recovered from influenza (minimum of 14 days if infected with COVID-19) and no longer show symptoms. Workers should inform their manager or supervisor if they are ill with pandemic influenza.

Use of surgical masks

A surgical mask is a protective barrier that is worn on the face, covers at least the nose and mouth, and is used to contain large droplets generated during coughing and sneezing *by the person using the mask*. Surgical masks help minimize the spread of potentially infected material from the wearer to other people.

Worker training

Our workers will receive training in the following:

- The risk of exposure to pandemic influenza,
- Safe work procedures to be followed, including hand washing and cough/sneeze etiquette
- Location of washing facilities, including dispensing stations for alcohol-based hand rubs

- How to seek first aid
- How to report an exposure to or symptoms of pandemic influenza

Health monitoring

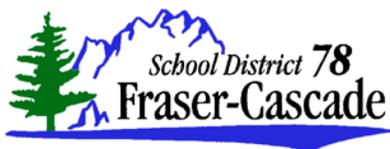
Our workers will promptly report any symptoms of pandemic influenza to their manager or supervisor and the first aid attendant.

Record keeping

Our district will keep records of instruction and training provided to workers regarding pandemic influenza, as well as exposure reports and first aid records.

Annual review

We will review the exposure control plan every year and update it as necessary, in consultation with our joint health and safety committee or worker health and safety representative.



COVID-19 Safety Plan Health and Safety Procedures and Guidelines

Overview

First priority from Ministry of Education and School District No. 78 is health and safety of all staff and students based on information provided by BCCDC; COVID -19 Public Health Guidance (K-12 May 15, 2020); and Provincial COVID -19 Health and Safety Guidelines (https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/covid-19/covid-19_k-12_school_guidance_-_2020_may_15_-_final.pdf).

All staff and students working in schools must be able to practice proper procedures as outlined by the Provincial Health Authority Provincial COVID – 19 Health and Safety Guidelines (<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>)

The following Health and Safety Guidelines have been developed based on these documents

All staff and students working in schools must be able to practice:

- proper procedures as outlined by the Provincial Health Authority (i.e. hand washing, coughing/ sneezing into elbows, not sharing items), and
- social distancing of 2 meters (6 feet) for adults

Big Ideas:

- Over think everything and open your school well
- Create safe spaces that support students' needs
- Practice everything with students – make it fun and practice often (we are teaching new habits)
- Balance controlling occupancy and areas being used and need for cleaning
- Sign in/out procedures are imperative for building entry/exit
- Everyone uses the same entrance and exit to the building whenever possible
- Any deviation in using the main entrance and exits will be monitored closely by the school-based administrators and will require additional cleaning

On-Site Procedures and Setup

Staff Orientation – The purpose of these procedures is to ensure staff feel safe and the tone around safety is set from the beginning

- Public Health Guidelines, School District Health and Safety Guidelines and WorkSafe BC Guidelines should be readily available and regularly reviewed with all staff members, parents and reinforced with students.

- Remind staff all current documentation (COVID-19) is updated and on SD78 website: <http://sd78.bc.ca/parents-students/novel-coronavirus-covid-19-information-for-parents/>
- Clear communication with custodial staff is essential.
- Meet with staff in a large space face to face with identified physical distancing measures in place. May need to have a couple meetings for large staffs.
- Must have a first aid attendant on site daily
- Staff at the site should include Health and Safety Committee members
- All staff/students to bring a water bottle
- All drinking fountains covered with garbage bags and only bottle fillers allowed
- Site map indicating rooms or areas being used and purpose (first aid/isolation room/supplies/copy room)
- First aid room required and staff to be aware of who the attendants are and how to summon them
- Table to be set up in an area where supplies can be easily accessed. (supplies and printing requests should be requested before coming on site in order that these can be ready for pickup)
- Isolation room required (Isolation room signage and checklist included, COVID-19 Safe Work Procedure (SWP) Isolation of Symptomatic Students/Staff)
- Classroom touch surfaces cleaned throughout the day while being used (coordinate with site custodial staff)
- Staff are not to come to work if they are sick
- SD78 playgrounds will remain closed until further notice, school fields are open for outdoor activities

All Signage Posted (provided to Principals/Vice Principals)

- Hand Hygiene Posters in all washrooms being used
- Coughing and sneezing etiquette
- Physical (social distancing)
- Enhanced environmental cleaning guide
- Daily Health Assessment Poster
- Maximum Occupancy Limit Signs on shared spaces
- SD78 COVID Safety Procedures (work site entry)

Entering the Building

- Predominate entry will occur through the Main Entry Door
- Any deviation should be monitored closely and will require additional cleaning
- Door remained open when possible to limit touch surfaces
- Students will enter in a safe, orderly manner
- 2-metre waiting areas designated outside
- Stop line posted 2-metres from greeter
- Physical distancing (2-metre) posted to delineate specific areas (e.g. reception areas and work space for clerical)
- Designated greeter to record names of all staff and students attending on the sign in/out sheet
- Prior to school entry, a Daily Health Self-Assessment is completed for staff and students (see Personal Measures below):
- Bus drivers will assist with maintaining physical distancing of students in seating and exiting buses

- Upon entry students and staff must report immediately to a designated washroom and wash their hands
- Limit any unnecessary public from coming into the building, encourage parent(s)/guardian(s)/designated adult(s) to contact the office by phone or email instead of coming into the building

Exiting the Building

- All students/staff must wash their hands before leaving
- Exit will occur at the main exit door whenever possible
- Any deviation should be monitored closely and will require additional cleaning
- Greeter or classroom teacher to sign out students. Staff will sign out at designated door.

Washrooms

- Designate separate washrooms for staff and students with doors propped open with floor wedges
- Hand washing poster displayed in all washrooms

Isolation Room

- Area for staff/students showing symptoms (coughing, sneezing, flushed face)
- Separate from learning spaces and first aid room
- Short term stays (area for students to wait for parents to pick up)
- Must be easy to clean
- Minimal furniture and nothing with fabrics
- Maintain physical distancing
- A record log will be kept of those using the isolation room for contact tracking

First Aid Room

- Separate from learning spaces and isolation room
- For regular first aid such as injury (not for people who are symptomatic; symptomatic people go immediately to Isolation Room)
- Must be easy to clean
- Minimal furniture
- Regular first aid supplies
- Have supply of gloves for protection from fluids

Classroom Set up

- Enough room for teacher, SEAs, students to move freely in the room (adhering to physical distancing)
- 50% of class (K-6 students)
- Students in desks (adhering to physical distancing – 2 meters)
- Remove all furniture not being used

Gym Set up

- Encourage outside activity as much as possible
- No storage room access – approved items are in the gym ready to use
- Set up of “Clean Equipment” area, then once used place in gym equipment area labelled “To Be Cleaned”

- Approved equipment must have a hard-smooth surface (hula hoops, smooth rubber balls, mats in good condition) nothing soft, porous or textured like basketballs
-

Infection Prevention and Exposure Control Measures (based on: COVID-19 Public Health Guidance for K-12 Settings, updated May 19, 2020)

Infection and exposure control measures help create a safe environment for students and staff. Control measures at the top are more important than those at the bottom. By implementing a combination of measures at each level the risk of COVID -19 is substantially reduced.

Schools can implement a combination of measures at different levels. A summary of control measures relevant is included as (*Appendix A COVID – 19 Public Health Guidance for K-12 Settings, updated May 15, 2020*)

Public Health Measures

Mass Gatherings:

- Public Health Officer's Order for Mass Gatherings continues to prohibit gatherings and events of people in excess of 50 people
- This Order does not apply to regular school activities
- There can be more than 50 students and staff in a school at any given time if they are not all in one area and if they are actively physical distancing to the greatest extent possible
- Large assemblies of staff and students should not be held

Self-Isolation and Quarantine:

- Students and staff should stay home if sick and be assessed by health care provider and tested for COVID-19
- When someone is symptomatic, they should self-isolate and follow directions provided by their health care provider
- Self-isolation is also advised for those who are considered a close contact of a confirmed case and waiting to see if they develop COVID-19 illness

Environmental Measures

Cleaning Disinfection

Schools should be cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document

- General cleaning and disinfecting of the premises should occur at least once **a day**
- Frequently-touched surfaces should be cleaned and disinfected at least **twice a day**
 - These include door knobs, light switches, toilet handles tables, desks, chairs, keyboards and toys
- Day custodian to continually rotate cleaning of high touch surfaces
- Washroom area to be cleaned regularly as per PH guidelines and recorded by custodian

- Classrooms and areas being used will be disinfected throughout the day including work stations and student personal school supply containers
- Evening custodial to perform a deep clean and disinfection of all areas used
- Used gym equipment to be cleaned in the evening
- Garbage containers to be emptied 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
- Ensure hand washing supplies are well-stocked (soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol)

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

An information sheet on what to do if a student or staff member becomes ill at work is included in Appendix B (COVID – 19 Public Health Guidance for K-12 Settings, updated May 19, 2020)

Administrative Measures

Strategies for K-12 Setting

Physical Distancing/Minimizing Physical Contact:

- Older students and adults: maintain safe physical distance (2 meters) as much as possible
- Minimize group activities/avoid activities that require physical contact
- Proper signage at all sites (Physical distancing)
- Younger students (K to Grade 6): remind of minimized physical contact/reduce shared items (remind them to “keep their hands to themselves”)
- Students (Grade 7 to 12) and adults should maintain a safe physical distance whenever possible
- Classroom and learning environment configurations should allow distance between adults and students
- Half the class attends on alternating days
- Organize students into smaller groups that stay together throughout the day
- Minimize the number of staff members that interact with groups of students throughout the day
- Stagger pick up and drop off times (individual schools provide schedules)
- Stagger recess/snack, lunch and transition times to provide a greater amount of space
- Take students outside more often (physical health, education, unstructured time etc.)
- Parents and caregivers and non-staff members entering the school should be minimized as much as practicable; reminded of diligent hand hygiene and physical distancing
- A student is assigned a set room and does not change rooms or desks (apply to school context)
 - Big Idea: Balance controlling occupancy and areas being used and need for cleaning
- Assemblies and school-wide events should be held virtually
- Staff should stagger times for accessing the staff break room whenever possible

- Staff will limit the frequency and duration of time spent in staffrooms
- Occupancy limits and physical distancing must be adhered to at all times
- Handwashing is most important: COVID is not transferred through your skin; it is through droplets and then touching your face.
- In-school support for students with disabilities/diverse abilities and vulnerable learners will continue to be provided as per current Ministry of Health and Ministry of Education direction and guidelines

Students Don't Share Food or Materials:

- Students instructed/reminded not to share food, beverage or other personal items
- Label food and beverage containers

School Supplies/Materials:

- Students' school supplies should come in a personal container that is labelled (i.e. backpack/binder/pencil case that remains with student) or personal container that remains at school (cleaned by custodian each night after use).
- Backpacks taken directly to individual classrooms and taken directly home

Student Transportation on Buses:

- Encourage private vehicle use where possible
- May consider installation of physical barrier between the driver and passengers if required (e.g. Plexiglas)
- Students sit in their own seats
 - Students are separated side to side and front to back
 - Students from the same household share seats if space is limited

Personal Measures

Stay Home When Sick

- Staff must assess themselves daily for symptoms of common cold, influenza, COVID -19 or other infections respiratory diseases prior to entering the school
- School administrators must ensure school staff are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory diseases prior to entering the school
- School administrators must:
 - Clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school
 - Alternatively, conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID -19, or other respiratory disease
 - Establish procedures for students and staff who become sick while at school to be sent home as soon as possible
- Staff and students who are ill, including children of essential service workers, should not be permitted to attend school
- Those unsure if they or a student should self-isolate should be directed to use the BC COVID – 19 Self-Assessment Tool
 - If concerned, they can be advised to contact 8-1-1 or the local public health unit to seek further input

- They can also be advised to contact a family physician or nurse practitioner to be assessed for COVID – 19 and other infectious respiratory diseases.
- 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.

An information sheet on what to do if a student or staff member becomes ill at work is included in Appendix B (COVID – 19 Public Health Guidance for K-12 Settings, updated May 19, 2020)

Hand Hygiene

- Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness
- Remind staff and students of the importance of diligent hand hygiene
- Incorporate additional hand hygiene into the daily schedule
- Refer to BCCDC’s hand washing poster for performing proper hand washing hygiene
- Staff should assist younger students with hand hygiene as needed

An information sheet on when student and staff should practice hand hygiene is included as Appendix C (COVID – 19 Public Health Guidance for K-12 Settings, updated May 19, 2020)

Respiratory Etiquette

Students and Staff should:

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

Personal Protective Equipment (PPE) Not Required While Onsite

Personal protective equipment, such as masks and gloves are not needed, beyond those used by staff as part of regular precautions for the hazards normally encountered in the regular course of work. They should only be used when all other controls fail.

- Managing students with complex behaviors, on a delegated care plan or experiencing a health emergency may require staff to be in close physical proximity with the student. **No additional personal protective equipment beyond normal universal precautions are required.**
- There is no evidence to support the use of medical grade, cloth, or homemade masks in school settings at this time.
- Wearing a mask is a personal choice

Working Offsite

When appropriate workers may be permitted to work from home or offsite in order to reduce risk to the worker. In these circumstances:

- The worker will be provided a work alone policy

- The worker is responsible for reading and adhering to the work alone procedures
- The worker will complete and submit BCPSEA and BCTF approved Temporary Telework Protocol for Employees and School Districts Agreement. This agreement is to be approved by the worker's supervisor
- This Telework agreement outlines the safety guidelines a worker should adhere to when working offsite

Cleaning Protocol

Day custodians

Hours of Work

- 7:00 am to 3:30 pm on days that school is in session subject to change as required

Duties and Responsibilities

- Ensure all touch points are frequently sanitized especially entrances to school and rooms
- Provide regular sanitization of washrooms during operating hours and record times
- Sanitize all desk tops and counter surfaces as required
- Dump refuse containers as required
- Sweep and maintain hallways, washroom floors
- Frequency clean office and staffrooms as required
- Ensure the building is secure as per district standards
- Coordinate with Custodial Foreman and site Administrator on the daily priorities

Temporary Staff Assignments with Locations

BBES – Patty
 HESS – Colin
 SCE – Nucc
 COQ – Evelyn
 AESS – Cathy
 HHSE – Anita
 KENT – Fatima
 TREC – Veronica

Regular evening cleaning of the building will continue in accordance with the District's regular cleaning schedule.

Appendix A: Summary of School-Based Control Measures



1. STAY HOME WHEN SICK

All children and staff with common cold, influenza, COVID-19, or other respiratory diseases must stay home and self-isolate.



2. HAND HYGIENE

Everyone should wash their hands more often!

Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.



3. RESPIRATORY AND PERSONAL HYGIENE

Cover your coughs.

Do not touch your face.

No sharing of food, drinks, or personal items.



4. PHYSICAL DISTANCING AND MINIMIZING PHYSICAL CONTACT

Spread children out to different areas.

Take them outside more often.

Stagger lunch times. Incorporate individual activities.

Remind children, "Hands to Yourself!"



5. CLEANING AND DISINFECTION

Clean and disinfect frequently touched surfaces at least twice a day.

General cleaning of the centre should occur at least once a day.

Use common cleaning and disinfectant products.

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

<i>If a Student Develops Symptoms of COVID-19</i>	<i>If a Staff Member Develops Symptoms of COVID-19</i>
<p data-bbox="253 411 898 443">IF STUDENT DEVELOPS SYMPTOMS AT HOME:</p> <p data-bbox="253 464 883 583">Parents or caregivers must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p data-bbox="253 625 898 657">IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</p> <p data-bbox="253 678 651 709">Staff must take the following steps:</p> <ol data-bbox="253 709 883 1381" style="list-style-type: none"> 1. Immediately separate the symptomatic student from others in a supervised area. 2. Contact the student’s parent or caregiver to pick them up as soon as possible. 3. Where possible, maintain a distance of 2 metres from the ill student. If not possible, staff may wear a mask if available and tolerated, or use a tissue to cover their nose and mouth. 4. Provide the student with tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. 6. Once the student is picked up, practice diligent hand hygiene. 7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them (e.g., classroom, bathroom, common areas). 8. Contact the local public health unit to notify them of a potential case and seek further input. <p data-bbox="253 1413 873 1476">Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p data-bbox="914 411 1477 443">IF STAFF DEVELOPS SYMPTOMS AT HOME:</p> <p data-bbox="914 464 1468 583">Staff must be excluded from work and stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p data-bbox="914 615 1477 646">IF STAFF DEVELOPS SYMPTOMS AT WORK:</p> <p data-bbox="914 667 1377 699">Staff should go home as soon as possible.</p> <p data-bbox="914 730 1256 762">If unable to leave immediately:</p> <ol data-bbox="914 762 1468 1140" style="list-style-type: none"> 1. Symptomatic staff should separate themselves into an area away from others. 2. Maintain a distance of 2 metres from others. 3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up. 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). 5. If concerned, contact the local public health unit to seek further input.
<p data-bbox="285 1581 1446 1654">If a student or staff member is assessed by their family physician or nurse practitioner and it is determined that they do NOT have COVID-19, they may return to school once symptoms resolve.</p>	

Appendix C: When to Perform Hand Hygiene at School

When Students Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none">• When they arrive at school and before they go home.• Before and after any breaks (e.g., recess, lunch).• Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).• Before and after eating and drinking.• After using the toilet.• After handling common resources/equipment/supplies or pets.• After sneezing or coughing into hands.• Whenever hands are visibly dirty.	<ul style="list-style-type: none">• When they arrive at school and before they go home.• Before and after any breaks (e.g. recess, lunch).• Between different learning environments (e.g. outdoor-indoor transitions, from the gym to the classroom).• Before and after eating and drinking.• Before and after handling food or assisting students with eating.• Before and after giving medication to a student or self.• After using the toilet.• After contact with body fluids (i.e., runny noses, spit, vomit, blood).• After cleaning tasks.• After removing gloves.• After handling garbage.• Whenever hands are visibly dirty.