

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: School District Contact Information

1. School District Name:	School District 69 Qualicum
2. School District Contact Name:	Dr. Keven Elder
3. School District Contact Position:	Superintendent of Schools
4. School District Contact E-mail:	kelder@sd69.bc.ca
5. School District Contact Phone Number:	250-954-4687

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.

8/20/20

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

1. Cleaning and disinfecting: We will have an altered day shift in all sites. There will be at least 1 night custodian in all school sites. The day shift responsibilities will include, but not be limited to, disinfecting and cleaning high touch point areas throughout the school. The night shift duties will be to clean the school as per their usual shift with extra emphasis on high touch point cleaning. There will be rotating fogging with the Clorox 360 of all sites starting in September.

2. Physical distancing will follow the guidelines sent out from the Ministry.

3. Hand hygiene: There will be either sinks or hand sanitizer in every classroom, washroom, staff room at all of the school sites. At the start and end of every hallway in the school sites there will be hand sanitizer stations set on the wall.

4. PPE for staff and students: We now have a supply of face shields, gloves, hand sanitizer, non-medical disposable masks, and disposable gowns. A supply of 4000 reusable masks have been ordered and will be delivered before the first day of school.

5. Symptom assessment and illness policies/procedures: See attached health and safety plan.

6. Improved venting-as per recommendation: We have increased the air flow from 20% to 30% in all of our sites

7. Student transportation on buses:

- Drivers have face shields and will have masks. Face shields are for loading and offloading the bus. The driver will not be allowed to drive the bus with the face shield.
- Each student will be given a reusable mask unless they have their own, and will be required to wear a mask when riding the bus. If they forget to bring their mask, we will supply a non-medical mask for the ride.
- We will maintain a constant student log of who is on the bus; bus passes will be mandatory
- After each morning run, the drivers will be required to wipe down and disinfect the seats. After the afternoon run, the bus will be fogged with the Clorox 360
- There will be a no-touch hand sanitizer station at the entrance of each bus for the driver and students to disinfect their hands before riding.
- Each student will have a seat designation for the entire year and each seat will have 2 students per seat. A 72 passenger bus will hold 48 students and an 84 passenger bus will hold 56 students, so eligible riders will get first priority to the seats. Students of the same family and/or same school learning group will ride together as and where possible.
- It will be the responsibility of the student to be well behaved and to follow the rules on the bus, especially during these COVID times. The bus driver has the right to write up the student and work with the family and school to clarify and as necessary remove bus privileges for any student who does not adhere to the rules.

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).

1. Existing Staff

The district will use a train the trainer approach. Principals, site and department managers will undertake a train the trainer workshop with the Health and Safety Co-ordinator regarding the District Restart H & S protocols the week of September 1, 2020. Each Principal, site and department manager will then be responsible to provide the district level training to all existing staff at their school, site or within their department during the first two days of the school restart plan (Sept. 8 and 9, 2020). Additionally, Principals, site and department managers will also be responsible to provide any "school, site or department specific" H & S protocol training to their staff during the Sept. 8/9 restart plan orientation.

TTOC and Spares who do not have assignments for the 2020/21 school year will receive the district level H & S training through attendance of a Zoom workshop to be facilitated by the Health and Safety Co-ordinator on September 8 and 9, 2020. Should the TTOC or Spare attend a specific school, site or department, that school, site or department Principal or Manager will be responsible to arrange for the school, site or department specific training for that TTOC or Spare to be carried out prior to the TTOC or spare beginning work at that school, site or department. Scheduling of the school, site or department specific training will be dependent on the work schedule of the TTOC and/or spare.

2. New Employees

All new employees will receive the district level H & S training through attendance of a Zoom workshop to be facilitated by the Health and Safety Co-ordinator prior to starting work with the district. Specific site H & S protocol training will be provided to the new employee by the school, site or department Principal or Manager prior to the new employee beginning work at that school, site or department. Training schedule dates to align with actual start dates of work.

3. Staff working at multiple sites and/or across multiple cohorts in a school

The district will look for ways to minimize or avoid staff working at multiple sites and/or across multiple cohorts in a school. Plans included assigning specialist teachers and Education Assistants to no more than two cohorts groups where they would maintain their work within that cohort groups for the duration of the school year, or at the case of secondary, for the Quarter-mester in order to minimize contact and maximize physical distancing protocols.

Should such a case occur where an employee, for urgent reasons, had to work at multiple sites or beyond their assigned cohorts in a school, the employee would be immediately oriented to the H & S protocols at each site, including being providing with any additional protective measures as needed to minimize contact and maximize physical distancing protocols (e.g., face shields, masks, physical barriers). We would do regular check-ins with the employee to ensure the protocols in place were working and make adjustments as needed based on the review and advise from our PHO and local HA.

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.

Elementary Schools: Our K-7 school learning groups will be their intact grade level classes ranging in size from 20 to 29 students. Each class will be paired with another class for connection during free time (e.g. lunch activity), creating a learning group of no more than 60 people. Each pair of classes will be assigned three teachers, the two classroom teachers plus one other teacher (e.g. learning services, teacher librarian, PE, music). The specialty teachers will work beyond the learning group as necessary, with safety and distancing protocols in place. PE and music teachers would normally be doing prep coverage across all classes, but prep coverage will not be necessary, meaning that they will not have to work across multiple classes and will be available for teaching and support within the groups of three teachers. Prep time has been moved to a 30 minute staff-only time at the end of the day. The missing 30 minutes will be made up by having the lunch activity period be instructional time with teachers outdoors. During non-instructional time children will be engaging only with their learning groups as they come and go. Students in grades 6 and 7 will wear masks as necessary if there is any overlap in learning groups.

Secondary Schools: Our grade 8-12 schools will operate on a quarter system for grades 11 and 12. Morning classes will be the A blocks that were scheduled for the fall semester, with afternoons being the scheduled C block class. The second quarter, starting mid-November, will be blocks B and D. The morning class will be the learning group for each of those students. The afternoon class will have students in intact groups of no more than four, with each group distanced by at least 2m from other groups. This keeps the learning group for each student at no more than 120 with immediate and secondary contacts. This may require a number of students rotating in an out of out-of-class supports. For grades 8 to 10, students will be in intact home-based classes working in a semester or linear model.

Alternate and DL: Our alternate school setting (PASS) and our distributed learning school (CEAP) will operate in their non-pandemic schedules, with full understanding of and adherence to the requirements for health, safety and hygiene. CEAP will operate with a significant increase to its enrollment with the transition of many families from neighbourhood schools to DL. We are working with the team at CEAP to ensure that the school is properly staffed and resourced for this influx of students.

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).

For elementary and secondary schools the schedules have been set up in ways that minimize the number of adult contacts that students will have, and connect adults as much as possible to fewer student contacts than normal. For example, teachers at elementary have been grouped as three teachers for every two classes, including the two enrolling teachers and one of the school's non-enrolling teachers or one of the school's prep coverage teachers (see 3.1)

When any teacher has to leave that learning group it will be with health and safety paramount. That will include wearing of masks or other PPE as necessary, distancing as possible, and ensuring thorough hygiene. The same is true at secondary where grades 8-10 have been organized in single class cohorts for the entire year, with as few adults as possible assigned as members of the learning group. As with elementary, where adults are working across learning groups it will be with masks or other PPE as necessary, distancing as possible, and ensuring thorough hygiene.

People who have normally worked at multiple sites will have multi-site assignments modified as possible to attend fewer sites. Where movement within a school or from school to school is necessary, as in the case of itinerant or on-call staff including TTOCs, protocols will be as described above including masks or other PPE as necessary, distancing as possible, and ensuring thorough hygiene.

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.

We know that there will be on any given day a large number of students working from home, particularly given the need for children to stay home with any level of the many symptoms of COVID. There may also be children needing to isolate or quarantine. Additionally, our Board of Education is allowing, by Board motion, parents to keep children at home for reasons of concern for family health and well being. For elementary, the outreach to those children will be via a member of the team of three teachers assigned to each pair of classrooms. Connection to what is happening for children on site will be a top priority. For secondary, students will be supported as possible by classroom teachers, with a recommendation for cross-enrolling to CEAP or another DL provider for specialty classes that are hard to support remotely.

Should there be a shift to stage 3 or stage 4 we will move to more home outreach as described above. We will accomplish this by retaining the same schedules but having fewer students on site as well as fewer students in any given learning space so as to attain 50% or 25% of previous numbers in stage 3 or 4 respectively.

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

- All students will be assigned to their classrooms/learning cohorts as in previous years and not segregated in the creation of learning groups.
- Working with CUPE 3570 we created a new job classification for educational assistants titled, EA – Home Support. This will allow the district to provide support to children both at school and the student’s home and/or in the community.
- We will continue to support unique and vulnerable learners in keeping with students' Individual Education Plans.
- Students will continue to be supported by specialist positions in the district using safety precautions and procedures.
- We will continue to liaise and work with community health for any special accommodations for health and safety as per district policy, making any adjustment for COVID (Policy 8005 Student Health, and Admin Procedures).

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.

Our Superintendent, Associate Superintendent and District Principal, Indigenous Education, have been in ongoing discussions with representatives of each of the two Nations on whose territory the school district operates, those being the Qualicum First Nation and Snaw Naw As First Nation. Formal meetings were held on August 11 and August 18, 2020 and meetings will continue on a regular basis throughout the school year. In each meeting to date there was full discussion of options, considerations and plans for the school district as well as ways in which children and families of the two First Nations would best be served during COVID times. Families are being polled now to determine where each child will be served as a learner, with most families choosing to remain at home or working within a group setting within the Nation with support from the school district. Similar discussions will be ongoing for all children of Indigenous ancestry, including other First Nations, Metis and Inuit, through the Indigenous Education Advisory Committee.

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.

This question has been answered above in 6.1. By choice of the two First Nations the school district has no Local Education Agreements in place.

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

In respect of the students from the Snaw Naw As and Qualicum First Nations, we are creating a model that will provide home or community supports for students based on family decisions as noted above. For one Nation (Qualicum) with a larger number of students gathering in an on-reserve cohort, we will support the First Nation in the hiring of a facilitator of learning who can serve as a liaison to the schools that the children normally attend. Plans of that nature are still evolving for Snaw Naw As children and families. We are also about to take receipt of two buses purchased through the funds flowing from the Tripartite Agreement process, one for each Nation, which will allow for door to door service for students of those Nations should families decide to send those children 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?

Our senior staff have met regularly with and been in ongoing discussions with local union executive representatives (MATA and CUPE 3570) since the announcement by government on July 29, including formal meetings with both unions on August 11 and August 18, 2020. In addition there have been separate meetings with MATA and CUPE 3570. Those discussions have been full-disclosure open sharing of ideas, issues, options and emerging plans, and will continue to occur on a regular basis. The district feels as if those discussions have been respectful and productive, and that they have been held in the true spirit of collaboration. We respect, however, that we have some work to do at least with MATA in terms of what constitutes collaboration as opposed to consultation.

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.

Our senior staff and Board of Education met formally with DPAC on August 14 and the Superintendent is in ongoing email and phone dialogue with the DPAC President. Principals have begun their discussions with PAC representatives at the school level and in some cases have been in ongoing dialogue throughout the summer. Parents in a more general sense have received updates by email from the Superintendent via School Messenger, and have taken the Board up on its invitation to participate via ZOOM in a special Board meeting on August 12 (254 participants) and a Board-hosted town hall on August 20 (251 participants). In each of those meetings the Board opened the meeting for questions and with senior staff responded to every question either live or via a Q and A that was published the next day. Those Q and A documents are posted on the district website as well. All of those discussions, whether in a public setting with the Board, in meetings with DPAC, or in conversations with PAC or DPAC representatives, have contributed substantially to the creation of the plan for our September restart.

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.

PAC engagement has been as described in 8.1 above. Feedback received to date has been both appreciative of the extraordinary work being done by school and district admin as well as the Board and partners and staff district wide, and pressing for more and better information about the overall plan and details or specifics. For example, parents have expressed real concern about the number of children in learning groups, the inability of the district to offer courtesy riders access to buses (e.g. for district programs or transportation from childcare), and the shortage of options in the provincial restart plan. On the last matter, the Board understood that parents were forced with the choice of having their children attend full-time (or be home sick), or withdraw to move to DL or home schooling. The Board responded by passing a motion saying that home supports would be provided from the neighbourhood school if parents wished to keep their children home for reasons of concerns about family health and well-being. Parents have been afforded considerable voice in the development of the options and plans and that voice has been incorporated into our planning as possible.

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

Senior staff will continue to meet regularly with representatives of DPAC, with an open format for hearing questions and concerns and responding as possible within future planning. School administration will do the same at the school level with representatives of PACs.

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.

Transportation of Students:

- Students will be expected to have their hands washed before leaving home if they are riding a bus, but touch-less hand sanitizers will be mounted on the bus for use of students.
- Bus drivers will disinfect their hands multiple times throughout the day to follow guidelines from the ministry.
- Bus drivers and students will wear mandatory masks while riding on the buses. Bus drivers will have the option to wear a face shield while students arrive or leave the bus, but they will not be allowed to drive with the face shield.
- Students will be assigned seats and will sit 2 to a seat for the duration of the year starting in September, but we reserve the right to change the seating assignment. For safety of the staff and students, students must follow the rules of the bus.
- There will be considerations made for loading the bus from back to front as per the Ministry recommendations
- Bus drivers will disinfect the seats between runs and the buses will be fogged at the end of each day
- An inventory of students riding the bus will be maintained as required by the Ministry. The inventory will be constantly updated to follow Ministry guidelines
- To increase the ventilation in the bus, windows may be opened during the runs, but must be closed after the run.
- Parents must assess their child daily for symptoms of common cold, influenza, COVID 19 or other infectious respiratory diseases
- Where possible, bus line up areas will be set up to prevent crowding.
- Within this planning, all students of First Nations ancestry will be provided with transportation as usual, as will children with diverse abilities or disabilities.
- Students who have been riding as courtesy riders (district programs or inside walk limits) have been put on wait lists but will likely not be transported this year due to a 1/3 reduction in seat availability.

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

The transportation plan as described above has been shared widely since June and we have welcomed feedback that has been considered during the formulation of this plan. Input from CUPE 3570 has been welcomed during the preparation of the transportation plan. In terms of the Tripartite Education Agreement we are awaiting the pending delivery of two buses to our district for exclusive use in transporting students from the Qualicum and Snaw Naw As First Nations. Although we know from our discussions with the Nations that we are unlikely to have students attend from the two communities, the offer of exclusive busing was received very favourably as a consideration for those parents and families.

SCHOOL DISTRICT NO. 69 (QUALICUM)

DRAFT COVID-19 SAFETY PLAN

1. The health and wellbeing of our students, staff and families is a top priority for School District 69. This plan is fluid and serves as guidance for conditions that are changing rapidly. In all matters related to the pandemic, School District 69 will follow the guidance and directions of our Medical Health Officers, the Ministry of Education, and WorkSafe BC.

ROLES AND RESPONSIBILITIES

2. The General Manager of Operations, as District Lead for Health and Safety, is responsible for:
 - a) ensuring that a copy of the District's COVID-19 Safety Plan is implemented, maintained and available to workers;
 - b) ensuring that there is a documented risk assessment and that appropriate site-specific control measures are developed and implemented;
 - c) ensuring that the all resources (information, authorization of administrative changes, training, human resources) and materials (personal protective equipment, equipment, cleaning and disinfecting products and systems) required to implement and maintain the plan are reasonably made available as practical when required;
 - d) ensuring that supervisors and workers are informed about the content of this plan;
 - e) ensuring a periodic review of the plan's effectiveness, including a review of the available control technologies to ensure that these are selected and used when practical; and,
 - f) ensuring that records of training and inspections are maintained.
3. The Assistant Manager of Operations is responsible for:
 - a) maintaining an inventory of personal protective equipment for employees, disinfectant / antiviral chemicals;
 - b) ensuring equipment used for cleaning and disinfecting is well maintained;
 - c) providing adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures associated with the District's COVID-19 Safety Plan;
 - d) directing the work in a manner that ensures the risk to custodians is minimized and adequately controlled;
 - e) revising the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points, and,
 - f) conducting and documenting inspections of cleaning protocols.
4. Administrators and Supervisors are responsible for:

- a) working with members of the Site Joint Health and Safety Committee to develop and implement a safety plan that identifies site specific instructions/measures for ensuring the health and safety of both staff and students;
 - b) ensuring that workers are adequately instructed on the controls for the hazards at the location;
 - c) ensuring that workers use proper PPE as outlined in this plan and any fit testing has been completed and the results are recorded; and,
 - d) directing work in a manner that eliminates or minimizes the risk to workers.
5. Workers and onsite contractors will be responsible for:
- a) knowing the hazards of workplace;
 - b) following established work procedures and instructions as directed by the employer or supervisor;
 - c) appropriately using and maintaining any required PPE as instructed and trained;
 - d) reporting any unsafe conditions or acts to the supervisor using the **Safety Concern Form**; and,
 - e) reporting exposure incidents.

RISK IDENTIFICATION

6. COVID-19 is the respiratory illness caused by a coronavirus, one of a large family of viruses that in most cases cause only mild symptoms in humans. Many coronaviruses do not infect humans at all. There are two previous coronaviruses that have caused severe illness in humans, SARS in 2002-03, and MERS in 2012.

ROUTES OF TRANSMISSION

Contact transmission

7. Direct contact involves skin contact. 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.

Droplet transmission

8. Droplets may be generated when an infected person coughs or sneezes. Droplets travel a short distance through the air and can be deposited directly in the eyes, nose, or mouth.

Airborne transmission

9. At this time, BC Centre for Disease Control does not believe airborne transmission to be a route of transmission, as the droplets are too large to remain airborne beyond the two (2) meters from point of origin.

RISK ASSESSMENT

10. The assessment of general risk with respect to COVID-19 is the jurisdiction of public health, specifically the Provincial Medical Health Officer, BC Centre for Disease Control (BCCDC) and the Vancouver Island Regional Health Authority. The risk evaluation detailed below is based on data published by the BCCDC on July 29, 2020.

11. Risk and Students

- The overall assessment of risk remains low for K-12 students (ages 0-19) and only 1% of children tested have been COVID-19 positive (children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19);
- Children who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19;
- Evidence indicates transmission involving children is primarily limited to household settings, and from COVID-19 positive adults to children;
- Children are not known to be the primary drivers of COVID-19 spread in schools;
- Children typically have milder symptoms of COVID-19, if any, and often present with low-grade fever and a dry cough.

12. Risk and Adults (Staff)

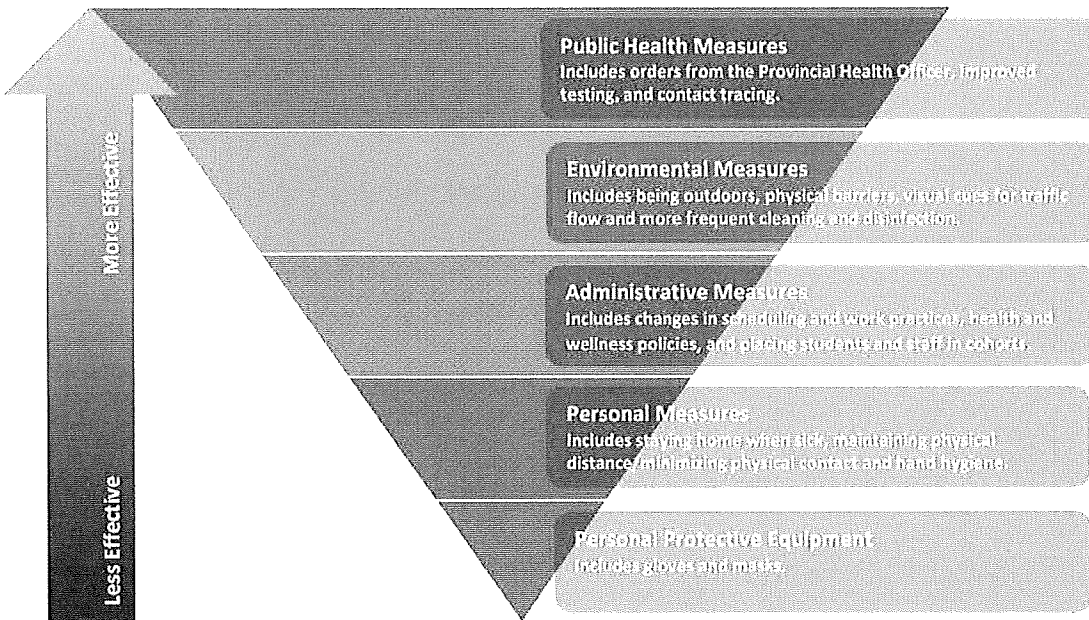
- COVID-19 impacts adults more than children;
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home;
- There is no public health restriction on staff with asthma, diabetes, heart disease, compromised immune systems (or who live with someone who has any of these conditions) from working in the school setting;
- Some pre-existing conditions may increase the risk of severity of illness. If an employee is at greater risk of more severe illness, they should consult and follow the advice of their doctor.

13. The risk of exposure to COVID-19 during an outbreak may vary from site to site, depending on how a school district building is being accessed and used, as well as the local context of viral transmission. The risk of person-to-person transmission is increased the closer you come to other people, the amount of time you spend near them, and the number of people you come near. Physical distancing measures help mitigate this risk. The risk of surface transmission is increased when many people contact same surface, and when those contacts happen in short intervals of time. Effective cleaning and hygiene practices help mitigate this risk.

14. The District has determined that the risk level of our employees is low while schools are not open to the public or for in-class learning. The risk increases from low to medium when school district buildings are open to staff and students the public and schools are open, have more frequent or prolonged contact with colleagues/students and could possibly be handling potentially contaminated objects.

INFECTION PREVENTION AND EXPOSURE CONTROL MEASURES

15. The District has based its general exposure control measures on public health's hierarchy for infection prevention and exposure control measures for communicable disease. According to the BCCDC, schools are considered a controlled environment because these measures can be consistently and routinely applied to create a safe environment.



16. In accordance with these guidelines, the District has applied a combination of control measures to reduce the risk of exposure to the COVID-19 virus.

PUBLIC HEALTH MEASURES

Mass gatherings

17. The Provincial 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. As such, there can be more than 50 students and staff in a school at any time if they are not all in one area.
18. Large school gatherings such as large assemblies of staff and students will be held virtually, rather than using any space within the school for events. Smaller gatherings within a school must not exceed the maximum cohort size in the setting. These small gatherings will happen minimally and will only include additional people (e.g. other school staff / visitors) in order to meet the gathering's outcome. All inter-school events including competitions, tournaments and festivals will not occur at this time.

Case finding, contact tracing and outbreak management

19. Active testing of anyone with cold, influenza or COVID-19-like symptoms (case finding), even mild ones, helps to identify cases early in the course of their disease, determine a

COVID-19 positive person is part of a cluster of cases or part of a local outbreak, and whether others in close contact with them are at risk of infection (contact tracing).

20. The school district will work with the medical health officer to ensure that elevated staff and student absenteeism due to influenza-like illness is reported to the medical health officer. Administrators will 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 by public health.
21. If a student or member of staff is confirmed to have COVID-19, public health will do an investigation to confirm if any staff or students have been in close contact with that person and need to self-isolate. Public health will inform the school and Superintendent if there are close contacts of a confirmed case within a learning group or school. The District will implement specific measures under the guidance of public health to prevent further transmission and keep others safe.

Self-isolation and quarantine

22. All students, including those from abroad, and staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders.
23. Students participating in the international student program will follow the district's **Welcome Travel** Protocols and **Homestay Self-Isolation Guidebook** and will be required to arrive in Canada two weeks before school begins to adhere to these orders.
24. Students and staff with cold, influenza or COVID-19 like symptoms must stay at home, self-isolate and be assessed by a health care provider.
25. Self-isolation is also advised for those who are considered in close contact of a confirmed case. Public health staff identify and notify close contacts of a confirmed case.

ENVIRONMENTAL MEASURES

Cleaning and disinfecting

25. The Custodial team will follow the school district's enhanced cleaning protocols (see appendix 1) which have been developed in accordance with the **BCCDC's guidance on Cleaning and Disinfectants for Public Settings**.
26. Custodial hours have been adjusted for schools to include custodial staff to cover a day shift and an evening shift. Job activities have been re-allocated between these two shifts and an extra staffing time will be allocated for the evening shift at each site.

Shared items / equipment

27. Shared items will be removed where cross-contamination is possible (for instance, shared school supplies, coffee and water stations, and snack bins). Water fountains will be disabled.
28. Spray disinfectant and cloths will be made available so shared items/equipment such as photocopiers can be disinfected before and after use. Staff should spray the product onto the cloth and not spray cleaning products directly onto electrical / IT equipment. Material safety datasheets for District approved cleaning products will be made available onsite and all staff must complete WHMIS training.

Traffic flow

29. Floor markings and posters will be used to address traffic flow throughout each school and consideration will be given to one way systems/one sided hallways and designated entrance / exit doors. Tape or other floor markers will be used to designate where people can stand and line up, as well as how they move through the building.

Physical barriers

29. The Operations and Maintenance Department, in consultation with Site Health and Safety Committees, have installed plexi-glass barriers in spaces across all worksites where it is difficult to consistently maintain physical distancing or a person is required to interact with numerous individuals outside of their cohort.

Ventilation

30. Air handling units at each site have been adjusted to increase air exchange rates which exceed WSBC standards.

Physical spaces

31. Staff will be encouraged to create open, spacious, flexible and hygienic learning and working environments in accordance with the following guidelines where reasonably possible:
- eliminate any clutter, including the removal of rarely used materials currently being stored in the classroom or workspace;
 - place school district resources in a central storage area (if available) rather than in classrooms or workspaces;
 - take all personal items home, including personal learning resources not currently being used by students;
 - endeavor to store students' essential personal belongings, such as indoor shoes or extra dry clothes, in closed containers, cupboards or lockers;
 - reduce the number of high touch surfaces in all rooms;
 - remove all materials from any remaining surface areas, including desks / countertops, sink areas, and work stations;
 - ensure that all classrooms / workspaces that are not in use are cleaned, closed and locked.

ADMINISTRATIVE MEASURES

Site Safety Plans

32. Each worksite will have a site safety plan which identifies the site specific measures to be implemented to protect the health and safety of staff and students. The site safety plans should be recorded on the [WorkSafeBC template](#) and developed with the site Joint Health and Safety Committee who will take into consideration the following as part of the details/instruction included within or alongside this plan:

- site specific additional measures and directions for minimizing physical contact and maintaining physical distancing;
 - site specific protocols for staff and students entering and exiting the building, student pick up and drop off, and transitions to outdoor activities or other areas;
 - site specific protocols for managing personal materials (bags, school supplies) into and out of schools;
 - protocols for safe and healthy handling of all food items, such as labelling of beverage and food containers, cleaning of surfaces, teaching and communicating to students not to share or touch personal items belonging to someone else;
 - communicating with parents and caregivers to prepare students for the protocols governing their return to school.
33. The District's COVID-19 Safety Plan, as well as the Site Safety Plan will be posted on site. The site committees will undertake inspections of the COVID-19 control measures, and record findings on the inspection list available in Appendix 4.

Supporting students with disabilities/diverse abilities

34. Case Managers and/or the School Based Team will identify students with disability / diverse abilities who are immune suppressed or require support services involving close proximity or close physical contact for an extended period of time.
35. Case Managers and/or School Based Teams will ensure that care plans, safety plans and behaviour plans for each identified student are updated to reflect requirements for personal protective equipment and any additional measures required to prevent viral transmission, such as increased hand washing and disinfecting personal items, devices and equipment and shared with all staff involved in supporting that student. Suggested protocols for specialized care are detailed in Appendix 2.
36. Staff will be provided with a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) which must be worn when outside of their learning groups, and when physical distancing cannot be maintained. Those providing specialized care to students who are at a higher risk of severe illness due to COVID-19 must wear a mask when providing personal care / support in close proximity.

Transportation Protocols

37. The following protocols have been established for school transport:
- students will be expected to have their hands washed before leaving home if they are riding a bus;
 - touchless hand sanitizers will be mounted on the bus for use of students;
 - Bus Drivers will disinfect their hands multiple times throughout their shift;
 - Bus Drivers and students will wear mandatory masks while riding on the buses;
 - Bus Drivers will have the option to wear a face shield while students arrive or leave the bus but will not be allowed to drive while wearing a face shield;

- students will be assigned seats and 2 students to a seat for the duration of the year starting in September;
- changes to seating arrangements will be at the discretion of the District;
- efforts will be made to load a bus from back to front;
- Bus Drivers will disinfect the seats between runs and the buses will be fogged with a disinfectant cleaning product at the end of each day;
- an inventory of students riding the bus will be required and updated regularly;
- to increase the ventilation in the bus, windows may be opened during the runs, but must be closed after the run;
- parents must assess their child daily for symptoms of common cold, influenza, COVID 19 or other infectious respiratory diseases; and,
- where possible, bus line up areas will be set up to prevent crowding.

Learning groups (cohorts)

38. A learning group is a group of students and staff who remain together throughout a school term for all activities that occur in schools, including learning and breaks (lunch, recess, classroom changes). School administrators have determined the composition of cohorts to support optimal school functioning by taking into consideration learning, operational and health and safety needs.
39. In elementary schools, students will be organized into learning groups of two classes with no more than 60 individuals.
40. In secondary schools, students will be organized into learning groups of 120. In order to reduce the number of individuals typically within a school as well as the number of classrooms, our secondary schools will offer students the option of participating in remote learning in the afternoon at another location onsite (e.g. communal learning space) or at home. In order to reduce classroom exchanges, teachers will move through the school to support different classrooms, rather than students moving to different classes. Priority for face to face learning will be given to vulnerable students and unique learners.
41. Administrators will ensure consistent seating arrangements and will maintain up to date lists of all members of a cohort in order to assist public health should contact tracing need to occur.

Interacting with learning groups

42. Administrators will be review and plan timetables to minimize the number of adults who interact with cohorts they are not a part of. Staff and students outside of a cohort must practice physical distancing at all times and wear a mask when interacting with a cohort that is not their own.
43. Two classes from different cohorts can be in the same learning space at the same time if a two-meter distance is able to be maintained between people from different cohorts.
44. During break times:

- elementary school students can interact with students in different cohorts if they are outdoors and they are minimizing physical contact or if indoors and maintaining a two-meter physical distance;
 - secondary school students can socialize with peers in different cohorts if they can maintain physical distance.
46. Administrators will use a range of measures, such as staggered lunch breaks and/or designates zones in communal areas for learning groups, to ensure that there is no crowding or congregating of people from different learning groups, even if non-medical masks are worn.
47. Employees and students will be encouraged to remain on site and not to leave during lunch or at break times.
48. 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.

Density and physical distancing

49. The district will adhere to the guidelines set out by the Ministry of Education for density targets and physical distancing as detailed in the tables below:

Table 1 – Density Targets

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: N/A ▪ Middle: N/A ▪ Secondary: N/A 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 60 ▪ Middle: 60 ▪ Secondary: 120 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 30 ▪ Middle: 30 ▪ Secondary: 60 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 30 ▪ Middle: 30 ▪ Secondary: 30 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 0 ▪ Middle: 0 ▪ Secondary: 0
DENSITY TARGETS: <ul style="list-style-type: none"> ▪ Not applicable 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ Not applicable 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ 50% for all schools 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ 25% for all schools 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ 0% for all schools

Table 2 – Physical Distancing Guidelines

STAGE 2	STAGE 3	STAGE 4
<ul style="list-style-type: none"> ▪ Physical distancing (2m) for staff and for middle and secondary school students when interacting outside of their learning groups ▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. 	<ul style="list-style-type: none"> ▪ Physical distancing (2m) for staff, middle and secondary school students at all times. ▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. 	

50. Video conferencing for meetings will be promoted to employees where possible.
51. Occupancy limits for shared spaces such as lunch rooms and break rooms will be established by the Joint Health and Safety Committee for each site and posted at the door.
52. Chairs or tables will be removed to ensure occupancy limits are not exceeded.
53. Meetings in person will be discouraged across different learning groups/cohorts and if these must take place, meeting will be scheduled in work spaces large enough for employees to maintain safe physical distances at all times.
54. Close greetings will be discouraged (e.g. hugs and handshakes) and staff and students will be regularly reminded to not touch their faces;
55. Efforts will be made to spread people out as much as possible by using different classroom / table / desk configurations to allow distance between students and adults, even within learning groups.
56. Students will have opportunities to engage in outdoor activities regularly and individual activities will be encouraged to minimize physical contact and reduce shared items;
57. Employees will be encouraged to travel to worksites individually in their own vehicle or work vehicle. If two employees have no other option but to share a vehicle for a short period of time, they must each wear a mask.

Access control

58. All reception areas and building entrances will have signage restricting access and reminding any visitors entering the building to wear a mask, practice physical distancing, and to practice hand hygiene.
59. A sanitization station will be positioned at each entry point and hallway and a table or bulletin board will be located at the main entry points set up with registration forms and safety information, including the District's COVID-19 Safety Plan and Site Safety Plan.
60. Access to the building by parents, caregivers and other non-staff adults will be minimized.
61. Visitors entering the school should be prioritized to those supporting activities that are of benefit to student learning and wellbeing (e.g. immunizers, meal program volunteers, etc.) and must only enter with approval from the administration or the site supervisor.
62. Schools must keep a list of the date, names, and contact information for all visitors who enter the school.
63. All visitors should confirm they have completed the requirements of a daily health check before entering as part of the visitor registration process and will also be required to confirm that they are aware of the District's protocols.
64. Use of schools for community related events or after hours community use will be at the discretion of the Board of Education.

Transitions

65. Entry and exit points, as well as designated zones for pick up and drop off will be identified by the Site's Joint Health and Safety Committee with consideration to staggering entry times

and break times as needed to minimize the number of staff and students circulating through hallway at any given time.

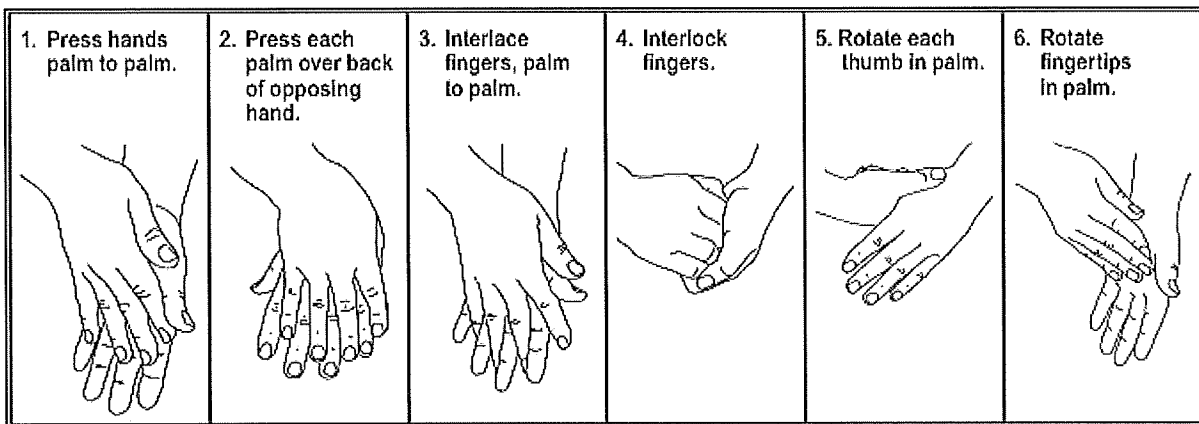
Food and drinks

- 66. Food and drinks should not be shared by staff or students.
- 67. Parents must be reminded to label food containers and drink bottles with their child's name.
- 68. Homemade food items are not to be made available to other students (such as birthday treats or bake sale items).

PERSONAL MEASURES

Hand hygiene

- 69. 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. Proper hand washing includes using soap and warm running water. Wash for a minimum of 20 seconds.



- 70. To learn about how to perform hand hygiene, please refer to the **BCCDC's hand washing poster**.
- 71. Younger children may need some supervision to help them develop proper handwashing techniques.
- 72. Posters on hand hygiene will be displayed at sanitization stations and sinks, and videos on correct hand washing techniques will be shared with students.
- 73. Hand hygiene must be practiced by staff and students and should take place immediately:

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

Cough/sneeze etiquette

74. Staff and students are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of disease via droplet routes. Cough/sneeze etiquette includes the following components:

- 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;
- turn your head away from others when coughing or sneezing; and,
- wash your hands regularly.

Stay home when sick

75. Staff or other persons in the school must assess themselves daily for symptoms of common cold, influenza or COVID-19 prior to entering a school district building and provide daily confirmation that they are symptom free.

76. 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 and may be required to provide daily confirmation that their child is symptom free.

77. Anyone with the following symptoms must not enter a school district building:

- muscle aches
- fatigue
- sore throat
- headache
- loss of appetite
- chills/fever
- coughing
- runny/stuffy nose
- nausea/vomiting
- diarrhea
- loss of sense of smell/taste
- difficulty breathing / shortness of breath.

- stuffy nose
- conjunctivitis (pink eye)
- dizziness, confusion
- abdominal pain
- skin rashes or discoloration of fingers or toes.

78. Any student, staff or other person in a school district building who has cold, influenza, or COVID-19-like symptoms should seek assessment by calling 8-1-1 or the Vancouver Island Regional Health Authority's COVID-19 Call Centre (1-844-901-8442). If unsure whether to self-isolate, use the **BC COVID-19 Self-Assessment**. If tested for COVID-19, self-isolate while awaiting results. Parents will be expected to notify the school of their child's absence. Staff are expected to log their absence in Powerschools and note if their absence is COVID-related.

79. If sick, and a healthcare provider has excluded COVID-19 or other infectious disease, they must self-isolate at home until their symptoms have resolved.

80. Students or staff may still attend school if a member of their household has cold, influenza, or COVID-19-like symptoms, as it is expected that the symptomatic household member is seeking assessment by a healthcare provider.

81. Entry to the building must be denied to any person if they are presenting with any symptoms of illness. If an individual has been instructed to self-isolate due to travel outside of Canada in the last 14 days or if they have been identified as a close contact with someone who is COVID-19 positive, they must also be denied access to the building.

82. 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 a change in these symptoms, they should seek assessment by a healthcare provider.

If an employee shows symptoms

83. If a member of staff begins to experience symptoms while attending school they must wear a mask, maintain physical distance, notify their supervisor and Human Resources immediately and go home or be promptly or be separated from others until they can go home. Sick time must be logged in Powerschools and note if their absence is COVID related.

Isolating a sick child

84. A suitable space for isolating sick children will be identified by the Joint Health and Safety Committee.

85. Any child displaying symptoms of illness must be immediately isolated from others and be supervised in a separate room with a door.

86. Staff providing care to a sick child should maintain a physical distance of 2 meters.

87. Parents and caregivers must be notified and advised to pick-up the child immediately. Staff must also notify the supervisor.
88. Tissues should be provided to the child for proper respiratory etiquette, with disposal of tissues and hand hygiene. This must be practiced until the child has been picked up.
89. If staff cannot maintain a safe distance and the child is not able to practice hand hygiene / respiratory etiquette, staff can wear a mask.
90. There must be no access to the room while a child is being isolated. Once the child goes home, the custodian must be notified so that they can disinfect the room in accordance with the Enhanced Cleaning Protocols (appendix 1).

PERSONAL PROTECTIVE EQUIPMENT

91. Personal protective equipment, such as masks and gloves, is not needed for most staff beyond that used as part of routine practices for the hazards normally encountered in their regular course of work.
92. The District will ensure non-medical masks are available for staff and students, including anyone becomes ill while at school.
93. Staff are required to wear a mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in high traffic areas or anytime outside of their learning group whenever physical distancing cannot be maintained.
94. Students at secondary school level will be required to wear a mask when they cannot safely distance from others outside their learning group, including crowded common spaces like hallways or anytime outside of their learning group whenever physical distancing cannot be maintained, unless they cannot tolerate ~~there is a medical reason for not~~ wearing a mask.
95. Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes.
96. Employees who are working as designated first aiders will be provided with face masks, faceshields or goggles, gloves and coveralls which must be worn in accordance with WorkSafeBC's **COVID-19 OFAA Protocols**.
97. Custodial staff will be provided with personal protective equipment in accordance with the Enhanced Cleaning Protocols (appendix 1).
98. If new factors emerge that increase the risk of viral transmission, the District will develop specific protocols for employees who may be impacted.

TRAINING AND INFORMATION

99. District employees, including new employees, will receive training and information as follows:
 - the risk of exposure to COVID-19, and the signs and symptoms of the disease;

- safe work procedures to be followed, including hand washing, physical distancing measures, cough/sneeze etiquette, and cleaning/disinfecting;
- proper use, maintenance and disposal of any personal protective equipment issued;
- how to seek first aid;
- how to report an exposure and the right to refuse unsafe work.

Staff will also receive a safety briefing on the site specific measures in place at their worksite.

100. General training, as detailed above, along with site specific measures, will be delivered by site supervisors / school administrators. New employees, TTOCs and spares will receive this information through orientation training Human Resources, with a follow up site specific orientation with an Administrator, Supervisor or designated member of staff.
101. Existing staff must sign a record of training and information to confirm that they received this information. New Employees, TTOCs and spares will be required to sign an orientation checklist and submit this to HR. (See appendix 3).

RECORD KEEPING

102. The District will keep records of instruction and training provided to employees regarding COVID-19, as well as exposure reports, site inspections reports, inspection reports for cleaning protocols and first aid records.

ANNUAL REVIEW

103. The District will review this this safety plan where there are changes in guidance and/or legislation and will update the District Occupational Health and Safety on changes made.

REFERENCES

Provincial COVID-19 Health and Safety Guidelines for Health and Safety in 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-guidlines.pdf>

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

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

WSBC Education (K-12): Protocols for returning to operation

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

APPENDIX 1 – ENHANCED CLEANING PROTOCOLS

STAFFING

1. The Custodial Department is scheduling day and evening custodial staff at every site.

DAY CUSTODIAN DUTIES

2. Outside of each classroom would be a marker tag with the colours red and green. When the teacher or other staff member vacates the room for the day, they would put a red marking tag on the door to indicate cleaning needs to be done. Upon completion of cleaning, the custodian will change the marker to green and log the time and name of the individual that cleaned the room completed this work. This log can either be kept in the main office or in the custodial janitor room.
3. Day custodians are responsible for ensuring all stock in washrooms are maintained. They are to identify areas of cleaning as per the communication (log or red/green tag process) and complete these tasks as required. They are to complete washroom cleaning once every four hours.

CLEANING AND DISINFECTION SCHEDULE

4. Cleaning and disinfection of all school district premises will be undertaken in accordance with the identified areas and priorities listed in the table below and in accordance with BCCDC guidelines.

Cleaning once every four hours for the entire site	
Area in the building	Priorities
Washrooms	<ul style="list-style-type: none"> • faucets, plunger handles, soap dispensers, towel dispensers, toilet seats, disposal bin covers and lids, waste receptacles and door handles, flush handles, light switches, soap dispenses levers, towel dispenser levers, hand dryer buttons, exit door handles and locks • touch points on washroom stall doors and entrance doors
Elevators	<ul style="list-style-type: none"> • push buttons • escalator handrails
Classroom, Office and Common areas that are unoccupied or the teacher or school district employee has marked as needing to be cleaned.	<ul style="list-style-type: none"> • tabletops • chairs (arms rests and chair levers) • emptying of waste baskets and recycling bins • window sills • tables and/or desk surfaces • drawer/cabinet handles • television controllers
Kitchens, kitchenettes, lunchrooms	<ul style="list-style-type: none"> • kitchen/break areas (counters, cupboard handles, fridge handle, microwave handle and buttons, coffee pots and buttons, vending machines and buttons, water coolers and buttons)

Photocopy and equipment rooms	<ul style="list-style-type: none"> • sweep and wash floors • cleaning and disinfecting of hard surface areas and touch points to be completed by user
Cleaning daily of vacated areas	
Classroom, Office and Common areas	<ul style="list-style-type: none"> • touch points, doors, lights switches • waiting room furniture and foyer surfaces • light switch plates • door handles • thermostats • lobby reception areas / security stations / public waiting areas desk surfaces, pens, door handles • public telephones • chairs (arm rests and chair levers) • pass readers • elevator buttons
Kitchens, kitchenettes, lunchrooms	<ul style="list-style-type: none"> • sweep and wash floors
Stairs and landing	<ul style="list-style-type: none"> • spot clean walls, doors, handrails
Partitions	<ul style="list-style-type: none"> • check and remove fingerprints and soil from low level interior partitions
Washrooms	<ul style="list-style-type: none"> • sweep and wash floors
Walls	<ul style="list-style-type: none"> • if any visible soiling - clean stains • clean wall mounted items (pictures, whiteboards, artifacts)
Cleaning weekly	
Classroom, Office and Common areas	<ul style="list-style-type: none"> • emptying of waste baskets and recycling bins
Stairs and Landing	<ul style="list-style-type: none"> • sweeping, vacuuming and floor washing as needed
Cleaning once per shift for the entire site	
Washrooms	<ul style="list-style-type: none"> • faucets, plunger handles, soap dispensers, towel dispensers, toilet seats, disposal bin covers and lids, waste receptacles and door handles, flush handles, light switches, soap dispenses levers, towel dispenser levers, hand dryer buttons, exit door handles and locks • touch points on washroom stall doors and entrance doors
Elevators	<ul style="list-style-type: none"> • push buttons • escalator handrails
Classroom, Office and Common areas that are unoccupied or the	<ul style="list-style-type: none"> • tabletops • chairs (arms rests and chair levers)

teacher or school district employee has marked as needing to be cleaned.	<ul style="list-style-type: none"> emptying of waste baskets and recycling bins window sills tables and/or desk surfaces drawer/cabinet handles television controllers
Kitchens, kitchenettes, lunchrooms	<ul style="list-style-type: none"> kitchen/break areas (counters, cupboard handles, fridge handle, microwave handle and buttons, coffee pots and buttons, vending machines and buttons, water coolers and buttons) sweep and wash floors
Photocopy and equipment rooms	<ul style="list-style-type: none"> cleaning and disinfecting of hard surface areas and touch points to be completed by user

Cleaning daily of tagged or logged areas

Classroom, Office and Common areas on a rotational basis	<ul style="list-style-type: none"> touch points, doors, lights switches waiting room furniture and foyer surfaces light switch plates door handles thermostats lobby reception areas / security stations / public waiting areas desk surfaces, pens, door handles public telephones chairs (arm rests and chair levers) pass readers elevator buttons emptying of waste baskets and recycling bins
Kitchens, kitchenettes, lunchrooms	<ul style="list-style-type: none"> sweep and wash floors
Stairs and landing	<ul style="list-style-type: none"> spot clean walls, doors, handrails
Partitions	<ul style="list-style-type: none"> check and remove fingerprints and soil from low level interior partitions
Washrooms	<ul style="list-style-type: none"> sweep and wash floors
Walls	<ul style="list-style-type: none"> if any visible soiling - clean stains • clean wall mounted items (pictures, whiteboards, artifacts)

Cleaning weekly

Classroom, Office and Common areas	<ul style="list-style-type: none"> thorough cleaning of each area and logged.
Stairs and Landing	<ul style="list-style-type: none"> sweeping, vacuuming and floor washing as needed

COMMUNICATION

- Day Custodians are to communicate with evening custodians in a handover period at the end of the day shift and the beginning of the evening shift. Both custodians should relay any requests for supplies to the lead hands.

6. Both custodians should be logging additional cleaning that is done on the weekly report sheet to be returned to the Assistant Operations Manager.
7. All requests for the aerosolized disinfectant sprays should be forwarded to the Assistant Operations Manager.

PROCESS FOR TERMINAL CLEAN FOLLOWING CONFIRMED OR SUSPECTED CASE OF COVID-19

8. Should a suspect or confirmed case of COVID be identified on site, the following process should be followed:
 - a) guidance should be taken from Ministry of Health officials in confirmed cases;
 - b) area that is suspect should be completely restricted until completion of cleaning and disinfection takes place;
 - c) this may not occur until available custodial staff are on site;
 - d) staff members disinfecting the areas are required to wear Personal Protective Equipment including but not limited to gloves, half mask fitted with N95 filters (fit testing required) and goggles;
 - e) areas should be initially treated with aerosolized disinfectant machine (Clorox 360 machine);
 - f) all surfaces should be treated including walls, high touch points and areas suspected of being occupied by individual with COVID;
 - g) after treatment then allow for a one hour time period to allow disinfectant spray enough dwell time and site ventilation system to exchange air in the occupied spaces;
 - h) after this period of time has elapsed, custodial staff may safely enter the space to clean. Masks will not be needed at this time;
 - i) a second treatment of the area with the portable disinfectors should be completed after this is done. Space may be occupied after this is completed.

CLOROX 360 AND VICTORY PORTABLE DISINFECTOR MACHINES

9. As an additional precaution, the Custodial Department is on a 7 day rotation providing disinfection of occupied spaces utilizing an aerosolized disinfectant spray.
10. These units shall be utilized in conjunction with enhanced cleaning protocols across sites.
11. Staff utilizing these machines will be assigned by Assistant Operations Manager.
12. Staff utilizing the CLOROX 360 machine need to be fit tested.
13. Principals and Supervisors can request additional treatments of areas by contacting the Assistant Manager of Operations.

APPENDIX 2 – SPECIALIZED CARE PROTOCOLS

PERSONAL CARE

Food/Eating

1. Use good hygiene practices when handling food.
2. Avoid bare hand contact. For example, use utensils, deli napkins or dispensing equipment to handle food.
3. Frequently wash hands with plain soap and water to reduce risk of transmission if you are handling foods.
4. Fresh foods will be washed with soap and water and rinsed thoroughly.
5. Wash hands as per hand hygiene protocols.
 - a) Staff prepare student's food wearing gloves; use paper towel to place fresh food items on and keep food in container it was brought in.
 - b) Staff support student in washing hands, if required.
 - c) Wash hands as per hand hygiene protocols.
 - d) Staff monitor to ensure student remains seated while eating.
 - e) Staff to return all waste and containers to student's backpack (pack in, pack out).
 - f) Staff support student in washing hands, if required.
 - g) Remove Gloves.
 - h) Remember the outside of the gloves have been in contact with the individual and the surrounding environment.
 - Grasp palm area of gloved hand and peel off first glove.
 - Slide fingers of hand under other glove at wrist and peel off.
 - Discard in regular waste.
 - i) Wash hands as per hand hygiene protocols.

Toileting

6. Staff to ensure the appropriate items are accessible in washroom to assist in toileting.
7. Wash hands as per hand hygiene protocols.
 - a) Staff wear gloves.
 - b) Staff support student in areas required.
 - Staff to remain at student's side ask student not to speak and to turn head away from worker, if able.
 - c) If second person is required to assist, second staff member will wear gloves while supporting,
 - Two staff members to distance as much as possible.
 - d) Bathroom door ajar (if appropriate) to support physical distancing.
 - e) Staff support student in washing hands, if required.
 - f) Remove Gloves.
 - Remember the outside of the gloves have been in contact with the individual and the surrounding environment.
 - Grasp palm area of gloved hand and peel off first glove.
 - Slide fingers of hand under other glove at wrist and peel off.
 - Discard in regular waste.
 - g) Wash hands as per hand hygiene protocols.

Self-Injurious Behaviours

8. Follow student's Safety Plan/Behaviour Support Plan.
9. If possible, wash hands as per hand hygiene protocols.
10. Staff to employ a verbal prompt to student.
11. Staff request assistance.
12. Staff approach employing CPI supportive stance.
13. Staff to assist if safe:
 - a) Pushing into the bite.
 - b) For head banging – place soft object between head and floor/wall/etc.
14. Wash hands as per hand hygiene protocols.

HAND OVER HAND SUPPORT

Handwashing

15. Staff support student to wash hands.
 - In addition, if student touches face, mouth or nose, whenever possible staff support student to wash hands.
16. Staff to provide verbal cues for hand washing.
17. If student requires hands on support, staff to remain at student's side using diagonal CPI supportive stance, ask student not to speak and to turn head away from worker, if able.
 - Staff support to wash hands with soap and water, dry hands with paper towel.
18. Wash hands as per hand hygiene protocols.

COMMUNICATION

19. Wash hands as per hand hygiene protocols.
20. Ensure PECS or assistive communication devices are wiped down with disinfectant twice daily.
21. Wash hands as per hand hygiene protocols.

PROGRAMMING

22. Wash hands as per hand hygiene protocols.
23. Items to be wiped down twice daily or after each use as required.
24. Only use Sensory Room equipment that can be wiped down after each use.
25. Books and print resources are to be used by individual students and not shared.
26. Wash hands as per hand hygiene protocols.

MEDICATION ADMINISTRATION

27. Wash hands as per hand hygiene protocols.
28. Staff wear gloves.
29. Administer medication.
30. Remove Gloves. Remember the outside of the gloves have been in contact with the individual and the surrounding environment:
 - Grasp palm area of gloved hand and peel off first glove.
 - Slide fingers of hand under other glove at wrist and peel off.
 - Discard in regular waste.
31. Wash hands as per hand hygiene protocols.

SPECIALIZED EQUIPMENT (eg: Helmet, stander, stroller/wheelchair, lift)

32. If staff need to support students with specialized equipment:

- a) Wash hands as per hand hygiene protocols.
- b) Staff to remain at student's side using diagonal CPI supportive stance, ask student not to speak and turn head away from worker, if able.
 - Staff to support student, as needed.
- c) Wash hands as per hand hygiene protocols.
- d) Shared equipment should be wiped down before and after each use.

Recommendations for Worker Safety when student exhibits any of the following behavior:

Although these behaviors are challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with handwashing and cleaning.	
Review student's updated Safety Plan and follow staff response accordingly	
1.	Saliva <ul style="list-style-type: none">• Wipe down any area with saliva with disinfectant.• If in contact with saliva, wash hands and/or affected areas.
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 and follow universal precautions.• Wear Kevlar sleeves or other Kevlar products, as necessary.
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.
5.	Assisted movement <ul style="list-style-type: none">• If in contact with saliva, wash hands and/or affected areas.• If staff are supporting a student 2:1 within 6 feet, staff should wear a non-medical grade mask.

APPENDIX 3 – Employee Orientation Checklist (Site Specific)

Employee Name /Signature	
Work Location	
Person Conducting Orientation	
Date	

Items Reviewed	Site Specific Information	Reviewed
Supervisor(s)		
Staff sign-in / out process		
Muster station location		
Lockdown process / location		
Asbestos information		
Joint H&S Committee Reps	CUPE: MATA: PVP:	
Isolation room location		
First aid designate(s)		
First aid room location		
How to summon first aid		
Daily self-assessment for illness		
Staff washroom locations		
Entry / exits / traffic flow		
Disinfection routines		
Max occupancy for communal areas		
Protocols specific to area of specialism e.g. PE, music, science, specialized care		

APPENDIX 4 - COVID-19 INSPECTION CHECKLIST

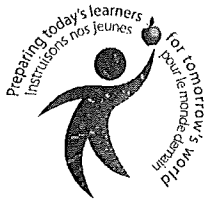
Date:	
Site:	
Joint Committee Participants:	MATA: CUPE: ADMIN:
CONSIDERATION	ACTION NEEDED
Access Control <ul style="list-style-type: none"> - signage restricting access to staff/students - entry/exit points identified 	COMPLETE
Site Specific Considerations: <ul style="list-style-type: none"> - access controlled for library, gym, music room, etc - entrances set up with posters, hand sanitizer, site specific instructions, etc. - hallways /movement through building controlled with signage / floor stickers 	
Staff Room: <ul style="list-style-type: none"> - max occupancy identified - signs and markings 	

CONSIDERATION	ACTION NEEDED	COMPLETE
Photocopy Room: <ul style="list-style-type: none"> - max occupancy identified - signs / markings 		
Office/Reception: <ul style="list-style-type: none"> - access is controlled - signs and markings - plexi-glass 		
Isolation Room: <ul style="list-style-type: none"> - location identified (not first aid room) - max occupancy identified - signs and markings 		
Washrooms: <ul style="list-style-type: none"> - max occupancy identified - signs / markings - student / staff - sink / toilet spacing 		
Student Attendance <ul style="list-style-type: none"> - staggered drop off/ pick or entry to the building - breaks are staggered - behaviour/safety/support plans in place 		

CONSIDERATION	ACTION NEEDED	COMPLETE
<p>Classrooms</p> <ul style="list-style-type: none"> - hand sanitizer in classrooms without sinks - desks spaced apart - seating plans established - food / hygiene considerations 		
<p>Disinfection routines</p> <ul style="list-style-type: none"> - disinfectant spray accessible - MSDS present near any dispensed chemicals - red/green door tags on each door - shared equipment disinfected between use 		

ADDITIONAL COMMENTS OR CONCERNS

Empty space for additional comments or concerns



SD69 QUALICUM

Pandemic Planning Communication

This overview is provided as part of the School District 69 Restart Plan as being submitted to the Ministry of Education and posted publicly on August 26, 2020. The Board's full communications plan is under development with a schedule that includes Board review in September and release to the broader community this fall.

Restart Plan – Communication and Engagement

Internal

Immediately after the Ministry announced a revised K-12 Education Restart Plan, our district started the communication and engagement activities listed below. These activities are ongoing and will continue throughout the pandemic as required.

- Regular email updates to all staff from the Superintendent
- Regular update and planning meetings with district and school-based leadership
- Regular update and collaboration meetings with district leadership and Mount Arrowsmith Teachers' Assn and CUPE local executive reps
- Update meetings with district leadership and DPAC reps
- Update emails and phone conversations between school-based leadership and school staffs about changes to safety protocols, teaching assignments, etc.
- District Health and Safety Committee planning meetings and actions
- School-based Health and Safety Committee planning meetings and actions

External

- Regular email and/or *SchoolMessenger* updates to all families from the Superintendent
- District website – post Ministry updates, Superintendent messages, school bus transportation updates, etc.
- Each school's website – the above district website updates are also pushed out to all school websites
- Special Public Board meetings – Aug. 12, Aug. 20
- Survey to parents/guardians to confirm educational program options for September
- Updates at Regular Board meetings
- Social media – District Twitter
- Regular updates at the Education Committee of the Whole meetings