

COVID-19 Information and Safe Work Practices

Updated: May 12, 2021



SDIO SCHOOL
DISTRICT 10
ARROW LAKES

World Class Learning in a Rural Environment

Board Policy 532 Respectful Workplace



A fair, collaborative, inclusive and respectful workplace is a critical prerequisite to the Board of Education's commitment to delivering high quality public education and cultivating a reputation of excellence.

The Board is committed to creating and maintaining a respectful learning and working environment free from harassment and bullying where people respect one another regardless of their roles or levels of responsibilities and are treated and treat each other respectfully and professionally in their interactions.

Adherence to the BC Human Rights Code is essential, with procedures and culture in place that ensure a workplace free from discrimination on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons. Complete Policy: <https://sd10.bc.ca/wp-content/uploads/2017/01/532-Respectful-Workplace-Policy-Amended-as-of-December-6-20161.pdf>



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Overview

Based on guidance from the Provincial Health Officer and experience to date within B.C. and other jurisdictions, schools continue to be low risk sites for COVID-19 transmission, even with increased risk of COVID-19 in some communities. K-12 students can participate in full-time, in class instruction in accordance with current public health guidelines for schools.

The information within this document is intended to support School District 10 employees by providing information regarding COVID-19 including updated public health measures, information and resources, prevention measures, and safe and healthy work practices.

The information in this document is not intended to iterate word-for-word the [COVID-19 Public Health Guidance for K-12 Schools](#) as developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control but is intended to provide a summary of key information.

Updated guidance documents will be shared and area available on the SD10 Website: [COVID-19 Updates and Resources \(sd10.bc.ca\)](https://sd10.bc.ca)



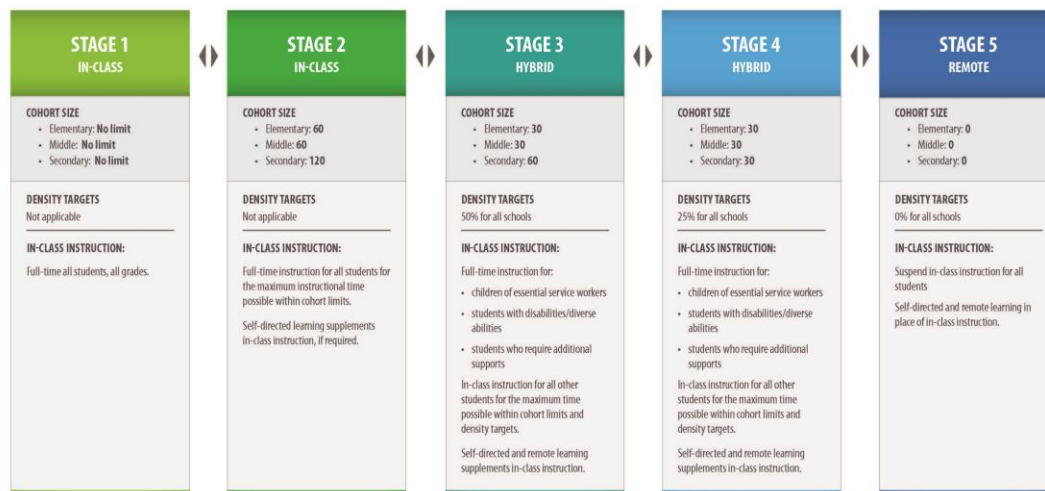
Key Principles

1. All schools are required to adhere to the standards, guideline and protocols from the BC Centre for Disease Control and WorkSafeBC.
2. All school districts (including each school and work site) are required to have COVID-19 safety plans in place that adhere to the guidance of the [COVID-19 Public Health Guidance for K-12 School Settings](#).
 - In the case of any variance between guidance documents, schools and school districts should follow the health and safety guidelines outlined in the COVID-19 Public Health Guidance for K-12 School Settings.
 - All school safety plans are available on the School Websites.
3. All schools and District facilities must regularly review their COVID-19 safety plans with site committees and joint health and safety committees, and address areas where there are identified gaps in implementation. The [BCCDC COVID-19 Health and Safety Checklist](#) (page 27-28) can be used to support these safety plan reviews.



BC's Five-Stage Framework - Stage 2

The Five Stage Framework for K-12 Education outlines expectations for BC schools for learning during COVID-19. The goal of the Framework is to maximize in-class learning for all students while adhering to the COVID-19 Public Health Guidelines for K-12 School Settings.



Click image to see full size.

The Five-Stage Framework is supported by four foundational principles:

1. Maintain a health and safe environment for all students, families and staff.
2. Provide the services needed to support the children of essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.



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▶ COVID-19

About COVID-19

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

A pandemic is worldwide spread of a new disease, often affecting a large proportion of the population with elevated rates of illness. The impact of a Pandemic on a School District can include absenteeism of staff and students and closure of schools. Contingency planning is essential for a safe, timely, measured, and effective response to disruptions and increased risk to health and safety of school communities.



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COVID-19: Signs and Symptoms

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. COVID-19 symptoms can range from mild to severe. Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days. Research shows that some symptoms are more likely related to COVID-19 than others.

Key Symptoms	Other Symptoms
<ul style="list-style-type: none">• Fever or chills• Cough• Loss of sense of smell or taste• Difficulty breathing	<ul style="list-style-type: none">• Sore throat• Loss of appetite• Extreme fatigue or tiredness• Headaches• Body aches• Nausea or vomiting• Diarrhea

For a complete listing of COVID-19 symptoms please visit the BCCDC Website: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/symptoms> or consider accessing the self-assessment tool available online at <https://bc.thrive.health/>.



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COVID-19: Routes of Transmission

Contact Transmission

Direct contact involves skin-to-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

Droplets may be generated when an infected person coughs or sneezes. Droplets travel a short distance through the air and can be deposited on surfaces or directly in the eyes, nose, or mouth. Health experts recommend keeping two meters (6 feet) between people wherever possible to mitigate this risk.



COVID-19: Routes of Transmission

Droplet Sizes

Most COVID-19 infections are spread from one person to another through respiratory droplets.

Droplets come in a wide range of sizes and they behave differently depending on their size. Larger droplets are heavier, and they usually fall to the ground within two meters. Smaller droplets, also known as aerosols, are lighter and they can float in the air for longer.

Smaller droplets can collect in enclosed spaces when there is not enough fresh air. Indoor accumulation is greater when more people share a space, spend more time together, or exercise, sing, shout, or speak loudly. These conditions can lead to COVID-19 transmission. Opening windows or increasing fresh air intake with mechanical ventilation are important protective measures that can help reduce the spread of COVID-19.

Surface Contact

Even though COVID-19 can survive for hours or days on different surfaces, infection from contact with contaminated surfaces appears to be rare. The most common type of spread is through contact with the respiratory droplets of an infected person.



SD10 Pandemic Response Plan

The scope of this Pandemic Response Plan is to assist us in preparing and responding to the pandemic. This plan will clarify roles and responsibilities and outline the steps the District will take to ensure coordinated pandemic response measures and where possible, continuity of work.



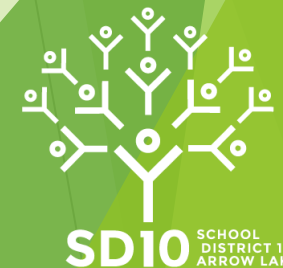
School District 10 (Arrow Lakes) Pandemic Response Plan

March 2020

Updated: May 2020

Note: This plan is fluid and serves as a guideline for situations in which conditions that can/are changing rapidly. In all matters related to a pandemic, the District will follow the directions of Provincial and National Health Officials and the Ministry of Education.

March 2020
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SD10 Exposure Response Plan



The purpose of this document is to:

- Ensure all school district staff reduce the risk of infection through the transmission of COVID-19.
- Outline control measures to minimize or eliminate the potential for transmission of COVID-19.
- Follow the direction of the Provincial Health Officer and BC Health Minister (Public Health) on the measures for infection control based on current COVID-19 related information available.
- Ensure that all school district staff take reasonable care and cooperate with the district to ensure the health and safety of themselves and other staff.

School District 10 (Arrow Lakes) Exposure Response Plan Novel Coronavirus (COVID -19)

April 2020

Updated May 12, 2021

School District 10 – Exposure Response Plan
Created: April 2020
Updated: May 2020

Page 1 of 12
Review Date: N/A



World Class Learning in a Rural Environment

Mental Well Being, Health and Safety

Mental Health and Well-Being of staff and students is critical, and we take responsibility for the physical and mental safety of our learning community.

Trauma-Informed Practice and Social Emotional Lens. We are committed to:

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

Staff are also reminded of wellness resources available through their Employee and Family Assistant Program, and BCTF HaW



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Mental Well Being, Health and Safety

Use of regular needs-based ‘check-ins’ can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community. To support educators to develop compassionate learning communities, to navigate through times of uncertainty and change, and to implement SEL practices the following resources have been developed:

- ▶ [Trauma Informed Practice Resources](#)
- ▶ [Ministry of Education Open Schools Webinar Series](#)
- ▶ [SEL Roadmap: Actions for a Successful Second Semester \(casel.org\)](#)
- ▶ [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social Emotional and Traumatic Impact](#)



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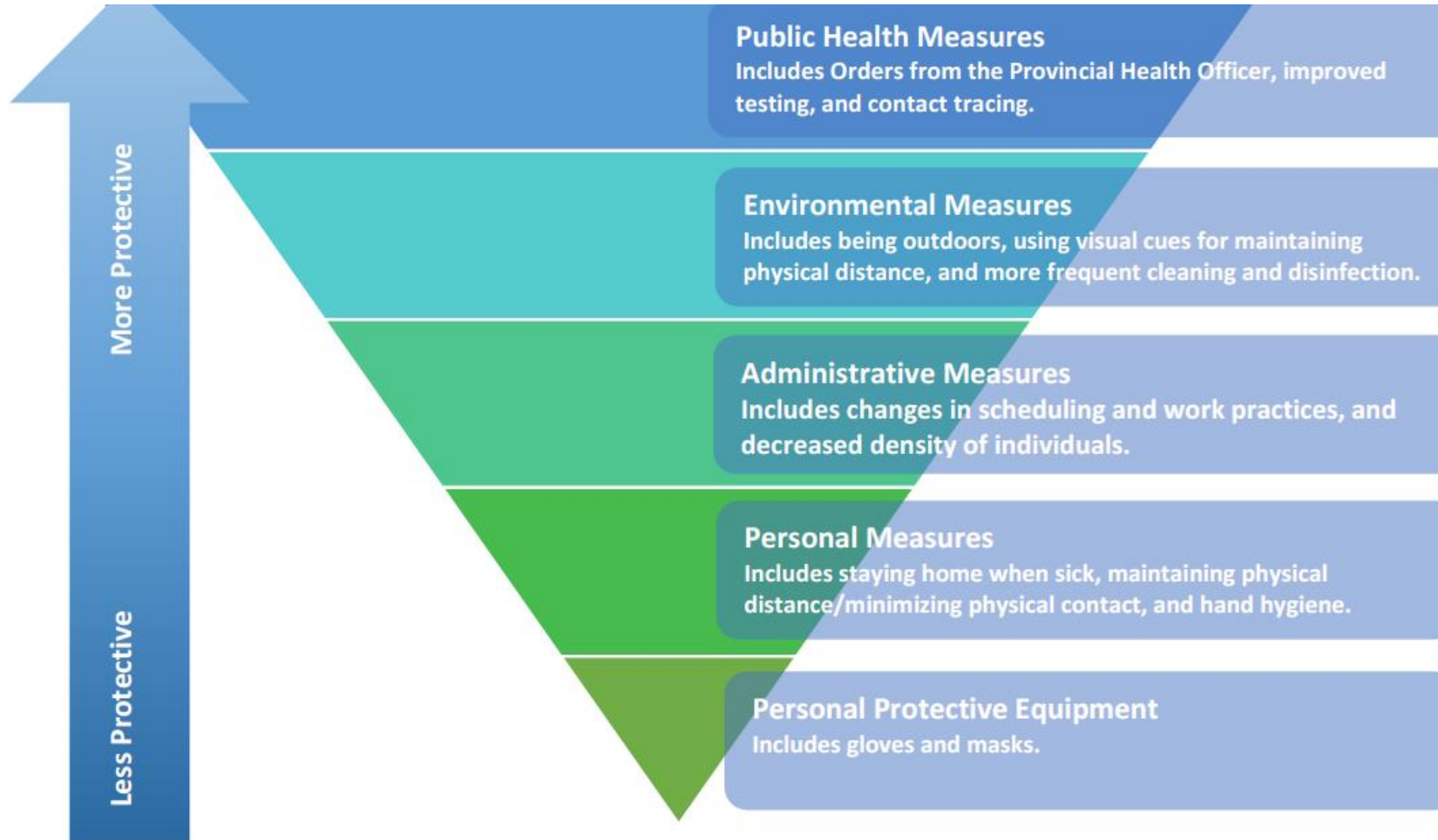
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▶ Prevention Controls

COVID-19: Hierarchy of Prevention Controls

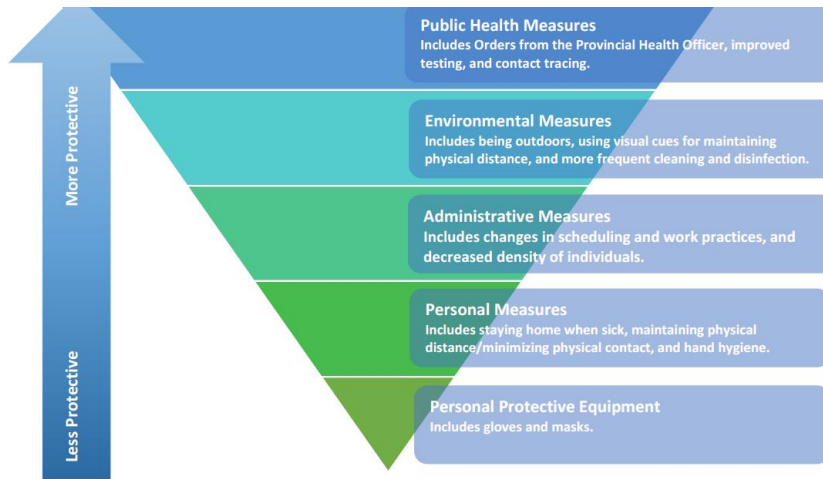
The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



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COVID-19: Hierarchy of Prevention Controls



- Infection prevention and exposure control measures help to create a safe environment by reducing the spread of communicable diseases like COVID-19.
- These are more effective in settings such as schools where there is relatively consistent grouping of people.
- Control measures at the top are more effective than those at the bottom.
- By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.



Gatherings, Case Finding and Contact Tracing, Travel Outside of Canada

Mass Gatherings

- ▶ School gatherings will be kept to a minimum. Schools will seek virtual alternatives where feasible and will not exceed the maximum learning group size (cohort size)* in the setting unless by approved variance, plus the minimum number of additional people required to meet the gathering's purpose and intended outcome.
- ▶ All inter-school activities including tournaments, and festivals should not occur at this time.
- ▶ Schools will adhere to the requirements of the [Provincial Health Officer's Order for Mass Gatherings/Events](#).

Case Finding, Contact Tracing and Outbreak Management

- ▶ Case finding, contact tracing and outbreak management remains the responsibility of public health. If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with the school district to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.
- ▶ **Schools are not permitted to provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they are displaying symptoms of COVID-19, unless directed to by public health.**

Travel Outside of Canada

- ▶ All students or staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. Students and staff are required to notify their school if they are required to self-isolate for 14 days due to travel outside of Canada.



Learning Groups

A learning group is a group of students and staff who remain together throughout a school term and who primarily interact with each other. In Stage 2, members of the same learning group must minimize physical contact.

- ▶ School principals will determine the composition of learning groups (cohorts). Learning groups should remain consistent for all activities that occur in the schools, including but not limited to learning, breaks, gatherings, etc.
- ▶ Cohort composition may be changed at the start of a new semester or term in the school year. Outside of these, composition should be changed as minimally as possible, except where required to support optimal school functioning. This may include learning, operational or student health and safety considerations.
- ▶ Students from different learning groups can be in the same learning space at the same time if physical distancing can be maintained and if adequate space is available.
- ▶ School administrators are asked to keep up-to-date lists of all members of a learning group, and others who work with that learning group.
- ▶ The maximum learning group size for Stage 2 is:
 - ▶ Elementary/Middle School: 60
 - ▶ Secondary: 120
- ▶ Note: School District 10 (Arrow Lakes) has an approved variance for Nakusp Secondary School.



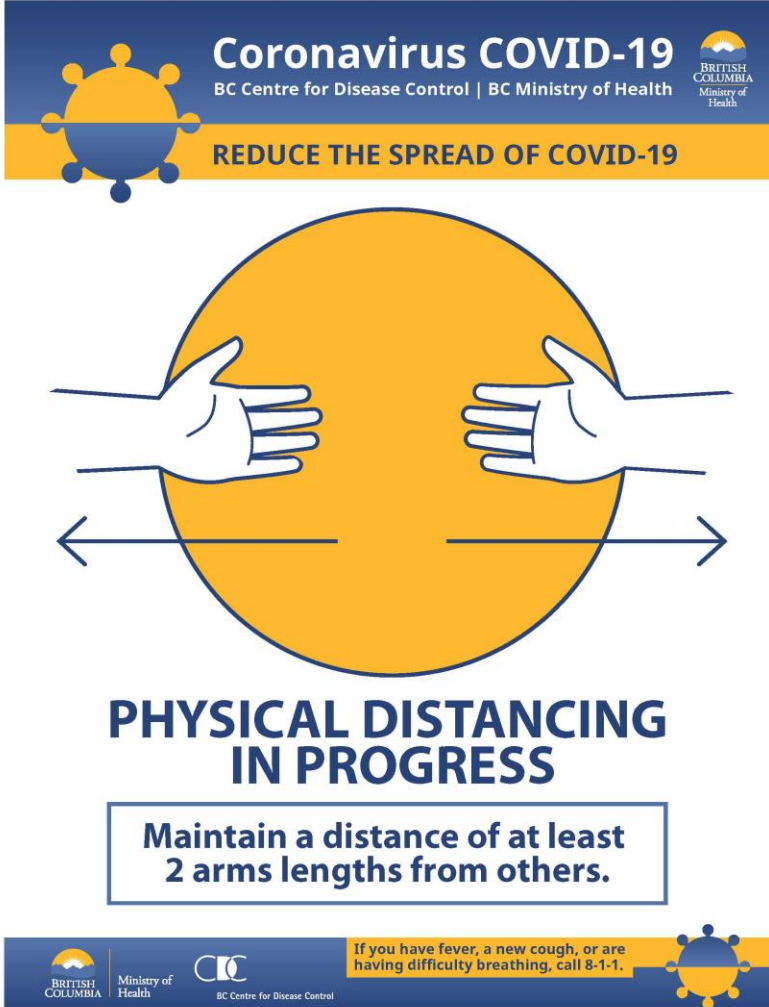
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Physical Distancing

It is recognized that physical distancing can be challenging in a K-12 school setting, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults are expected to practice physical distancing in accordance with public health recommendations (6 feet).

Physical Distancing signage will be posted through-out schools to remind staff and students of this important practice.



The sign features a blue header with a coronavirus icon, the text 'Coronavirus COVID-19', and logos for the BC Centre for Disease Control and BC Ministry of Health. Below the header is an orange bar with the text 'REDUCE THE SPREAD OF COVID-19'. The central graphic shows two hands with arrows pointing outwards from a yellow circle, indicating a distance of two arm lengths. Below this is the text 'PHYSICAL DISTANCING IN PROGRESS' and a box containing the instruction 'Maintain a distance of at least 2 arms lengths from others.' The footer includes logos for British Columbia, Ministry of Health, and the BC Centre for Disease Control, along with a warning: 'If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.' and another coronavirus icon.

Coronavirus COVID-19
BC Centre for Disease Control | BC Ministry of Health

REDUCE THE SPREAD OF COVID-19

**PHYSICAL DISTANCING
IN PROGRESS**

**Maintain a distance of at least
2 arms lengths from others.**

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Physical Distancing

Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged, close, face-to-face interactions. To support physical distancing requirements, the following strategies are implemented where possible:

- ▶ Avoiding physical contact, minimizing close, prolonged, face to face interactions, and spreading out as much as possible within the space available.
- ▶ Regularly reminding students about keeping their hands to themselves. Using visual supports, signage, prompts, video modelling, etc. as necessary.
- ▶ Configuring spaces appropriately (i.e. consistent or assigned seating where practical).
- ▶ Staggering recess/snack, lunch and class transition times to provide for more space where practical.
- ▶ Taking students outside more often.
- ▶ Avoiding close greetings.
- ▶ Avoiding spaces that may cause crowding.
- ▶ Incorporating more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.



Enhanced Cleaning/Modified Cleaning

Schools are cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfecting Protocol http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf

- ▶ General cleaning and disinfecting of the premises will occur at least one a day.
- ▶ Frequently-touched surfaces will be cleaned and disinfected at least twice a day.
 - ▶ Doorknobs, light switches, washrooms, tables, desks, shared equipment*, chairs*, keyboards*, manipulatives* and toys*
- ▶ Cleaning and disinfecting of any surface that is visibly dirty.
- ▶ Limiting items that are not easily cleaned.
- ▶ Emptying garbage cans daily.
- ▶ Use of cleaning technology 'mistors' to provide for cleaning efficiency of certain spaces and items.
- ▶ ***Enhanced cleaning is a shared responsibility among all SD10 employees. School District 10 has developed a complete list of high-touch *custodial* cleaning to provide transparency in role and responsibilities.**



Limiting Access, Designated Entries/Exits

- ▶ School Principals will identify designated entry/exit points to their school using appropriate signage.
- ▶ Designated entries/exits are used to help minimize the potential for crowding.
- ▶ Designated entry points are used to maximize facility hygiene and cleanliness.
 - ▶ Signage will be posted to provide information and instructions to entrants that will help maximize facility hygiene and cleanliness (i.e. location of closest washroom).



Visitor Access

Site entry will be limited to those individuals that are required to be on the premises. Visitor access during school hours will be prioritized to those persons entering to support activities that benefit student learning and well-being.

- ▶ Schools must ensure that visitors are aware of health and safety protocols and requirements prior to entering the school.
- ▶ Schools must ensure that all visitors confirm that they are not ill and are not required to self isolate before entering the school.
- ▶ All persons entering a building or new space are required to sanitize or wash their hands.
- ▶ All persons entering a building are required to sign-in/all sites are required to maintain a record of persons in the building.
- ▶ All persons entering a building are required to wear a face mask. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons.
- ▶ Schools will advise visitors who cannot tolerate masks for health or behavioural reasons of the school-based process for determining steps/measures that can be taken as result of not being able to wear a mask.



Active Daily Health Checks

Staff must assess themselves daily for symptoms of common cold, influenza, or COVID19 prior to entering the school and are required to participate in the active daily health check process established by their school.

Appendix B: Daily Health Check Example

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

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

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

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

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

If you answered "YES" to questions 2 or 3, use the [COVID-19 Self-Assessment Tool](#) to determine if you should be tested for COVID-19.

COVID-19

When to get tested for COVID-19

Based on current evidence, some symptoms are more likely to be related to COVID-19 than others.

If you or your child have any of the symptoms listed below, follow the instructions.

SYMPTOMS	WHAT TO DO
<ul style="list-style-type: none"> Fever (above 38° C) Chills Cough Loss of sense of smell or taste Difficulty breathing 	<p>1 or more of these symptoms: Get tested and stay home.</p>
<ul style="list-style-type: none"> Sore throat Loss of appetite Headache Body aches Extreme fatigue or tiredness Nausea or vomiting Diarrhea 	<p>If you have 1 symptom: Stay home until you feel better.</p> <p>2 or more of these symptoms: Stay home and wait 24 hours to see if you feel better. Get tested if not better after 24 hours.</p>
<p>If you are a close contact* of someone who has COVID-19 and have any of the symptoms listed above: Get tested and stay home.</p>	
<p>Check your symptoms with the B.C. Self-Assessment Tool. If you have any questions, or the symptoms get worse, contact your healthcare provider or call 8-1-1.</p>	

* You will be notified if you are a close contact. For more information on close contacts, go to <http://www.bccdc.ca/covid19/closecontacts>

For more information on COVID-19, go to www.bccdc.ca

If you develop severe symptoms, such as difficulty breathing (e.g. struggling to breathe or speaking in single words) or chest pain, call 9-1-1 or go to the nearest Emergency Department.



Symptomatic Individuals *At Home*

While at home: If individuals are showing symptoms common to COVID-19 they are not permitted to go to school or work and are required to self-isolate. If an individual is identified as a close contact of a confirmed case or outbreak, they are also required to stay home and self-isolate.

1. Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
2. Staff must participate in an active daily health check process as established by their school or work location.
3. 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.
4. **The following resources provide guidance regarding specific symptoms of illness:**
 - ▶ **Parents/caregivers and students can use:** [K-12 Health Check app.](#)
 - ▶ **Staff and other adults should refer to:** [When to get tested for COVID-19](#)
5. Staff who are advised to self-isolate due to being in contact with a confirmed case or outbreak are asked to complete a self-declaration form.



Symptomatic Individuals *At Work*

While at work: If individuals begin to experience symptoms while attending work or school, schools should:

1. The Principal will promptly separate the student or staff with symptoms in an area separate from others (isolation room), with adequate ventilation until they can go home.
 - a. This room should not be one that is commonly used for other purposes (i.e., the lunchroom). It should not be a space through which others regularly pass. It is not necessary for this room to have a separate air supply (HVAC) system.
 - b. Ill persons should be placed in well-ventilated areas and where minimum physical distancing can be maintained between the ill person and others.
2. Provide a mask to the person experiencing symptoms to wear if they can tolerate it.
3. Limit the number of staff designated to care for ill persons until they can be sent home.
 - a. These caregivers should not be at increased risk of viral infection complications (i.e., pregnant women or persons that have a chronic illness), and they should be familiar with infection control recommendations to prevent the spread of the virus.
4. Contact parent or caregiver or in the case of a staff member needing assistance, a family member to pick up the ill person.
5. The ill person and any care providers should continue to practice all other personal measures as appropriate (i.e. hand hygiene, cough/sneeze etiquette, physical distancing, etc.)
6. Notify custodial staff that the isolation room has been used and will require cleaning.
7. Post signage on the door of the isolation room 'for cleaning' until the custodian is able to clean the room.



Symptomatic Individuals and Return to School

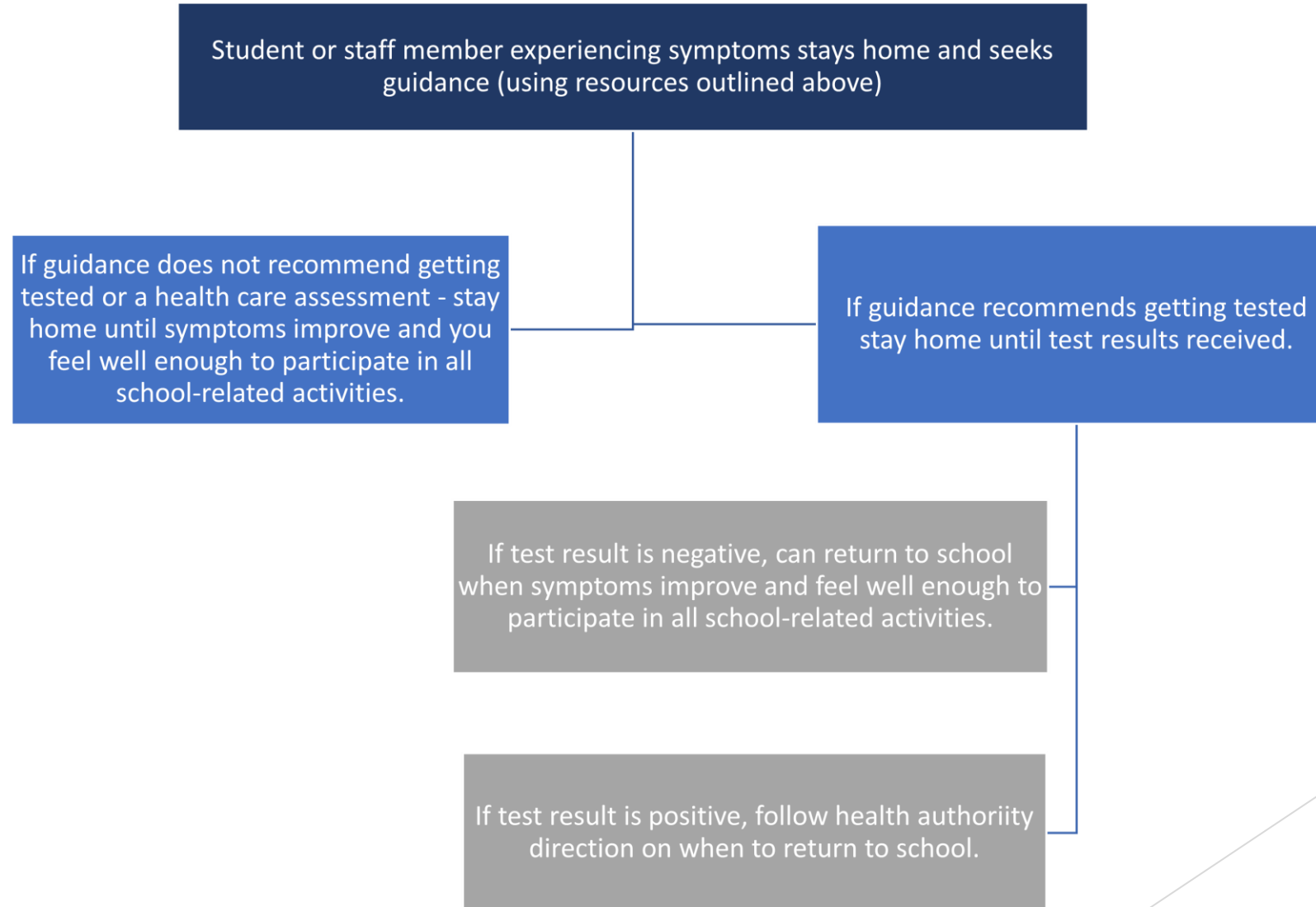
1. Students and staff who experience seasonal allergies or other COVID-19 like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal.
2. Students or staff may still attend school if a member of their household has cold, influenza, or COVID-19 like symptoms, provided the student/staff is asymptomatic. It is expected that the symptomatic household member is seeking assessment by a healthcare provider.
3. When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the K-12 Health Check App and BCCDC “When to Get Tested for COVID-19” resource) and if a COVID-19 test is recommended.
4. Any student, staff, or other person within the school who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider, contact the Provincial Health Link 8-1-1 or access the self-assessment tool available online at <https://bc.thrive.health/>.



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Symptomatic Individuals and Return to School



Traffic flow, visual cues, and physical barriers

- ▶ Floor markings will be used to identify proper physical distancing and traffic flow
- ▶ Visual aid posters (as provided by the BCCDC or WorkSafe BC) will be used to identify where appropriate:
 - ▶ staying home from work when sick
 - ▶ masks/face covering required
 - ▶ designated entries and exits
 - ▶ appropriate social distancing
 - ▶ traffic flow directions
 - ▶ location of washrooms hand hygiene centers
 - ▶ hand hygiene best practices
 - ▶ cough and sneeze etiquette
- ▶ Barriers will be installed in places where physical distance cannot be regularly maintained, and where a person is required to interact with numerous individuals outside of a cohort (i.e. office Administration, Learning Support Services).



Hand Hygiene

Rigorous hand-washing with plain soap and water is the most effective way to reduce the spread of illness.

- Proper hand washing includes using soap and a running water. Wash for a minimum of 20 seconds. If water is unavailable, you must use a waterless hand cleanser that has at least 60% alcohol.
- Schools will facilitate regular opportunities for staff and students to practice hand hygiene as practical.
- Schools will ensure hand-washing supplies are well stocked.
- In instances where hand-washing sinks are not available, alcohol-based hand rubs should be used (containing at least 60% alcohol). Hand sanitizer will be available at all designated entrances and in classrooms.
- Staff or students may bring their own sanitizer or plain soap if they are on the list of authorized by Health Canada or have a health condition that requires specialized soaps.



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Hand Hygiene

When Students Should Perform Hand Hygiene

- When they arrive at school.
- Before and after any breaks (e.g., recess, lunch).
- Before and after eating and drinking (excluding drinks kept at a student's desk or locker).
- Before and after using an indoor learning space used by multiple cohorts
- After using the toilet.
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

When Staff Should Perform Hand Hygiene

- When they arrive at school.
- Before and after any breaks
- 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.
- After cleaning tasks.
- After removing gloves.
- After handling garbage.
- Whenever hands are visibly dirty.



Cough/Sneeze Etiquette

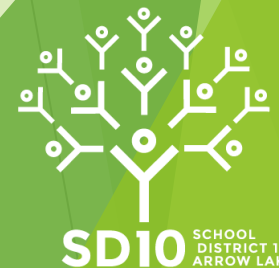
Staff and students are expected to practice proper cough and sneeze etiquette including cough and sneeze into elbow, sleeve or tissue; throw away tissue and immediately perform proper hand hygiene.



Personal Protective Equipment (PPE)

Face masks:

- ▶ Masks should not be used in place of the other safety measures detailed in this document. For example, masks are not a replacement for the need for physical distancing for in-class instruction delivered to students from more than one learning group
- ▶ All K-12 staff, and students in grades 4-12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools – both within and outside of their learning group and including when on school busses or in district vehicles.
- ▶ Student in Grades K-3 are encouraged to wear a mask indoors in schools and on school buses, but are not required to do so – mask wearing remains a personal or family/care giver choice for these students, and their choices must be respected.
- ▶ The requirement to wear a mask does not apply to staff, students, and visitors in the following circumstances:
 - ▶ To a person who cannot tolerate wearing a mask for health or behavioural reasons;
 - ▶ To a person who is unable to put on or remove a mask without the assistance of another person;
 - ▶ If the mask is removed temporarily for the purposes of identifying the wearing it;
 - ▶ If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (i.e. playing a wind instrument, engaging in high-intensity physical activity, etc.)
 - ▶ If a person is eating or drinking; or
 - ▶ While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip-reading movements is important.
 - ▶ No student will be prevented from attending or fully participating at school if they do not wear a mask.
- ▶ Persons not able to wear a mask for health or behavioural reasons are required to contact their school Principal
- ▶ PPE such as masks will be provided for staff and students
- ▶ Staff and students are responsible for maintaining their re-useable face masks
- ▶ Instruction about how to put on and take off a face mask are found here:
<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>





Safe Work

▶ Procedures

Safe Work Procedures: Student Transportation

Buses used for transporting students should be cleaned and disinfected according to the guidance provided in the BCCDC's Cleaning and Disinfectants for Public Settings document:

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

- ▶ Bus drivers are required to wear a non-medical mask, a face covering or a face shield (with a face mask) on school buses except while driving or able to maintain physical distance of 2M. Exceptions will be made for bus drivers who cannot tolerate masks for health or behavioral reasons.
- ▶ Students grades 4-12 are required to wear non-medical masks or face coverings when they are loading and riding on the bus. Exceptions will be made for students who cannot tolerate masks for health or behavioral reasons.
- ▶ Parents and care givers are advised of their responsibility for conducting daily health checks for their children before sending them to school.
- ▶ Parents, care givers, and students are advised of their responsibility to practice hand hygiene (washing before and after getting on the bus) and cough/sneeze etiquette while riding the bus.
- ▶ Bus drivers in consultation with School Principals may implement consistent or assigned seating arrangements.
- ▶ Field trips are limited to local field trips only.

Safe Work Procedures: Transportation

Carpooling/Vehicle Sharing

Physical distancing requirements must be adhered to while driving in vehicles for work purposes. If the recommended physical distancing requirements cannot be maintained, workers are discouraged from carpooling.

Safe Work Procedures: Emergency and Evacuation Drills

Schools are required to continue to practice emergency and evacuation drills including annual fire drills per the BC Fire Code 2.8.3.2. Drills and evacuation procedures should be modified to adhere to the health and safety guidelines.

- ▶ Staff should be notified in advance of emergency/evacuation drills (no surprise drills).
- ▶ Fire drills must continue to be accordance with the BC Fire Code, which requires total evacuation fire drills involving all occupants of the building.
- ▶ Schools must continue to update their fire safety plans in accordance wit the BC Fire Code.
- ▶ In the event of an actual emergency, emergency procedures take precedence over COVID-19 preventative measures.



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Safe Work Procedures: Communication and Training/Orientation

School districts and schools must clearly and consistently communicate guidelines from the Provincial Health Officer (PHO) and resources available for information on COVID-19 as needed.

- ▶ Communication of infection prevention and exposure control measures should be related in multiple formats for ease of understanding.
- ▶ The District website and school websites should be used as a communication tool as appropriate and practical (i.e. updated Provincial Health Guidelines, School Safety Plans, Resources, etc.)
- ▶ New employees to the District will be provided with an overview of the SD10 COVID-19 Information and Safe Work Practices information.
- ▶ New employees will be provided with a site-specific safety orientation prior to commencing work at a school site.



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Safe Work Procedures: Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with the [provincial K-12 health and safety guidelines](#), including school-led activities held off the regular school site



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Safe Work Procedures: First Aid

First Aid Attendants (FAA) should follow their Occupational First Aid (OFA) training and perform their *scene assessment* as outlined in their *Priority Action Approach* to determine if the scene is safe to approach the injured person.

FAs should assume all injured individuals requiring First Aid are infected with COVID-19. Based on their *scene assessment* if the FAA determines that it is not safe to approach the injured person then they are to assist the individual from outside the minimum distance requirement as recommended by public health.

If life-saving interventions are required and the FAA must encroach upon the minimum distance radius to treat the injured person (ie: apply an AED, perform chest compressions, etc) the FAA must have the required personal protective equipment (PPE). The Interior Health Authority has stated:

'New recommendations for PPE effective March 25th, 2020: All health care workers and staff who have direct contact with patients in ANY care setting must wear a surgical / procedural mask, eye protection and gloves for ALL patient interactions. This requires extending the use of mask and eye protection'



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Resources

As the COVID-19 pandemic continues to evolve, we know that our parents, students, and staff can all appreciate the rapidly changing nature of the virus and its impact on our small communities, and on those all around us. We are in an evolving situation that continues to change daily, and we are committed to providing the most up-to-date and reliable information available. COVID-19 Information, Resources and News Updates can be found on the School District Website at: [COVID-19 Information Updates and Resources \(sd10.bc.ca\)](https://www.sd10.bc.ca/covid-19)



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