

DEROCHE ELEMENTARY SCHOOL COVID SAFETY PLAN (UPDATED)

RESTART PLAN SEPTEMBER 8, 2020, UPDATED
FEB 10, 2021.

FOR FURTHER DETAIL, PLEASE REFER TO
ATTACHED BC MIN. OF ED. DOUMENT, FEB. 4,
2021



OBJECTIVES

- To outline the principles and requirements for maintaining safe learning environments
- To ensure schools have robust measures in place to prevent the transmission of covid-19
- To have all MPSD staff trained on these protocols and answer any questions they may have after the training.

(training must be documented)

KEY PRINCIPLES

- All schools are to adhere to the standards, guidelines and protocols from the BC Centre for Disease Control and WorkSafeBC.
- The health and safety guidelines outlined in this document have been developed to complement the BC Centre for Disease Control and WorkSafeBC guidance
- Schools should implement psychological safety measures and trauma-informed practice alongside physical health and safety measures.
- Effective and ongoing communication with school leaders, community partners, parents, caregivers, students, unions and employees is an essential aspect of successfully implementing these guidelines.



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.

Ensure communication of infection prevention and exposure control measures is relayed in multiple formats for ease of understanding (e.g., visual representation, videos using sign language, etc.)

As well, school districts and schools should consider providing early and ongoing health and safety orientation for staff, parents/caregivers and students to ensure employees, families and the school community are well informed of their responsibilities and resources available. Examples include online information, distribution of orientation and training materials that are clear, concise and easily understood, interactive sessions with Q&A's, material in multiple languages to meet community needs, etc.



DEROCHE ELEMENTARY: SITE SPECIFIC FEB. 4, 2021 UPDATE LINK

- Link to Feb. 4, Update: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidlines.pdf>

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

COVID-19 Public Health Guidance for K-12 Schools
UPDATED: February 4, 2021

Executive Summary

This document provides guidance for educators, administrators and support staff (hereafter referred to as staff) at public, independent and First Nations Kindergarten to Grade 12 (K-12) schools to minimize the transmission of COVID-19 and maintain a safe and healthy school environment for students, families and staff.

Our experience to date within BC, as well as international evidence, suggests that schools continue to be low-risk sites for COVID-19 transmission, even with increased risk of COVID-19 in some communities. However, while COVID-19 is present in our communities, it will exist in some schools.

The infection prevention and exposure control measures in place have been shown to be effective at stopping or limiting transmission of COVID-19 within schools. However, there are areas where renewed attention and focus are needed. These include:

1. Prevent crowding at all times; pay particular attention at the start and end of day.
2. Avoid close face-to-face contact whenever possible.
3. Assign staff to a specific cohort whenever possible.
4. Stagger recess, lunch and class transition times whenever possible.
5. Ensure that the use of masks does not reduce or replace practicing physical distancing and other prevention measures, for both students and staff.
6. Ensure prevention measures are in place in staff-only areas, including break and meeting rooms.
7. Implement music classes according to the [British Columbia Music Education Association and the Coalition for Music Education in British Columbia Guidance for Music Classes](#).
8. Ensure physical activity is delivered in line with the guidance in this document.

The Ministry of Education worked with Indigenous rights holders and K-12 education and health partners to build on public health guidance to establish the [Provincial COVID-19 Health and Safety Guidelines for K-12 Schools \(English\)](#). These guidelines must be followed by schools and school districts, including if there are any differences between them and the public health guidance.

[WorkSafe BC guidance for offsite](#) kits measures that should be considered and implemented as applicable to the workplace for staff in office environments (both inside and outside of school buildings).

**WORKSAFEBC
RECOMMENDS THAT
SCHOOLS AND
SCHOOL DISTRICTS:**

Train their workers on:

- o The risk of exposure to COVID-19 and the signs and symptoms of the disease.
- o Safe work procedures or instruction to be followed, including hand washing and cough/sneeze etiquette.
- o How to report an exposure to or symptoms of COVID-19.
- o Changes they have made to work policies, practices, and procedures due to the COVID19 pandemic and keep records of that training.
- o Document COVID-19-related meetings and post minutes at a central location.

Keep records of instruction and training provided to workers regarding COVID-19, as well as reports of exposure and first aid records.

INFECTION PREVENTION AND EXPOSURE CONTROL MEASURES

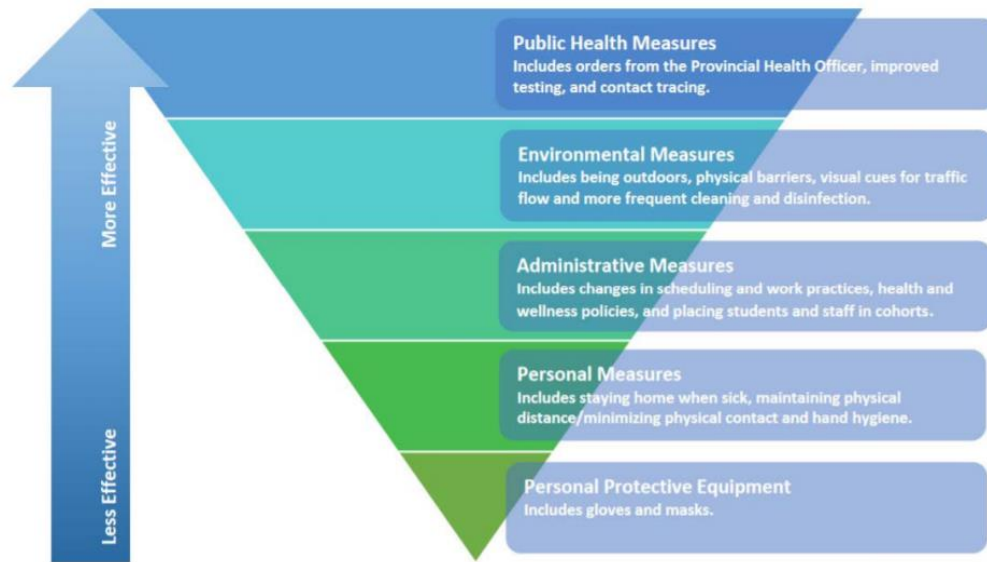
Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in “controlled” environments where multiple measures of various effectiveness can be routinely and consistently implemented.

Schools are considered a “controlled” environment by public health. This is because:

- Schools include a consistent grouping of people.
- Schools have robust illness policies for students and staff.
- Schools can implement effective personal practices that can be consistently reinforced and are followed by most people in the setting (e.g. diligent hand hygiene, respiratory etiquette, etc.).
- Schools can implement a variety of health and safety measures (e.g., enhanced cleaning and disinfecting practices, using outdoor space for learning activities, grouping students and staff in learning groups to limit in-person interactions, implementing staggered schedules, etc.)



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



THE HIERARCHY FOR INFECTION PREVENTION AND EXPOSURE CONTROL MEASURES FOR COMMUNICABLE DISEASE DESCRIBES MEASURES THAT SHOULD BE TAKEN TO REDUCE THE TRANSMISSION OF COVID-19 IN SCHOOLS.

CONTROL MEASURES AT THE TOP ARE MORE EFFECTIVE AND PROTECTIVE THAN THOSE AT THE BOTTOM.

BY IMPLEMENTING A COMBINATION OF MEASURES AT EACH LEVEL, THE RISK OF COVID-19 IS SUBSTANTIALLY REDUCED.

LEARNING GROUPS

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

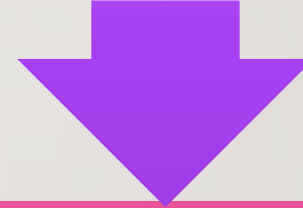
- In Stage 2, members of the same learning group must minimize physical contact.
- In Stages 3 and 4, staff, as well as middle and secondary school students, will have to maintain physical distance at all times (even if they are part of the same learning group).

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

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

STAGE 2

Learning group size			
Elementary: 60	Middle: 60	Secondary: 120	No density targets



In-class instruction: full-time instruction for all students for the maximum instructional time possible within cohort limits. Self-directed learning supplements in class instruction, if required.

INTERACTING WITH LEARNING GROUPS

Those outside of a learning group **must** practice physical distancing when interacting with the learning group. For example, an itinerant educator (e.g. a teacher teaching on call, an Indigenous support worker, a teacher candidate, a district specialist) can teach/support multiple learning groups but should maintain physical distance from students and other staff as much as possible. In an elementary or secondary school, two classes from different learning groups can be in the same learning space at the same time if a two-metre distance can be maintained between people from different learning groups.

INTERACTING WITH LEARNING GROUPS

DURING BREAK TIMES

During break times (e.g. recess and lunch), students may want to socialize with peers in different learning groups. There are different considerations for elementary and middle/secondary students when socializing outside of their learning group. Schools should make sure these considerations are clearly communicated and explained to students.

Elementary students:

When interacting with peers outside of their learning group, students should:

- minimize physical contact when outdoors;
- maintain physical distance (2m) when indoors. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower risk environment than indoors.

Middle/secondary students:

- When interacting with peers outside of their learning group, students should maintain physical distance (2m).
- Middle and secondary school students capable of consistently maintaining physical distance, when it is required, should be expected to do so. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

ITINERANT STAFF AND SPECIALISTS



Schools should minimize the number of staff who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. As such, school districts and schools should, where possible, assign staff to a specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need special assistance.



Examples could include assigning an educational assistant to a learning group where they can support one or more students in the same learning group or assigning a teacher teaching on call or a teacher candidate on practicum to a learning group if they have been offered an extended assignment at a single school. Schools and school districts must consider learning group size limits when assigning staff to learning groups.

PHYSICAL DISTANCING

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.)

TO SUPPORT PHYSICAL DISTANCING REQUIREMENTS:

- Avoid close greetings (e.g. hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc. as necessary.
- Create space between students/staff as much as possible:
- Consider strategies that prevent crowding at pick-up and drop-off times.
- Where possible, stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
- Incorporate more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.



TO SUPPORT PHYSICAL DISTANCING REQUIREMENTS CONTINUED

- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
- Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language, etc.).
- Consider installing barriers made of transparent material in places where physical distance cannot be regularly maintained, and a person is interacting with numerous individuals outside of a learning group. This may include at a front reception desk where visitors check in, a library check out desk, or where food is distributed in a cafeteria



GUIDELINES FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES/ DIVERSE ABILITIES WHERE PHYSICAL CONTACT MAY BE REQUIRED

- Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.
- When staff are in close physical proximity with a student within their learning group, personal protective equipment, such as masks and gloves, is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).
- Non-medical masks are required in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group. As such, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when outside of their learning groups, and when physical distancing cannot be maintained.

SCHOOL GATHERINGS AND EVENTS

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

- School gatherings should occur within a learning group.



Gatherings should not exceed the maximum learning group size in the setting (which includes students and staff who are part of the learning group), plus the minimum number of additional people required (e.g. additional school staff, visitors, etc.) to meet the gathering's purpose and intended outcome. Additional people should be minimized as much as is practical to do so, and they must maintain physical distance



Staff meetings involving staff from different learning groups should preferably occur through virtual means. Where a virtual alternative is not possible, staff meetings can happen in person if participants maintain physical distance.



In-person inter-school events (including competitions, tournaments and festivals) should not occur at this time. This will be re-evaluated throughout the school year.



DEROCHE ELEMENTARY: SITE SPECIFIC LEARNING GROUPS & DISTANCING

- 1. Learning Groups:** (a) Divs. 1 and 2: LG “A” (b) Divs. 3 and 4: LG “B”
- 2. Separate Play Areas:** (a) Upper Field or Back for “A” in AM and Recess, (b) Front For “B” at all times
- 3. Separate Exit and Entry:** (a) Div. 2 would use “Music Room, all others use own class outside doors
- 4. Separate Washrooms:** (a) LG “A” lower, LG “B” Upper, (b) Limit of 2 in washroom
- 5. Movement:** (a) Only one way in the upper hallway, try to wait at either end until hallway clear
- 6. Staffrooms:** (a) Indig. Room and Staff Room, 6 people max per room. (Outside Eating Together, periodically?)
- 7. Common Areas:** (a) Single way office movement, (b) waiting areas outside library, (c) 2 in copy room, art room, 1 in gym equipment rooms, 1 in the kitchen
- 8. Classrooms:** (a) students physically distanced as much as possible, adults will physical distance even wearing masks

PERSONAL ITEMS

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

Students can continue to use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. Lockers should not be shared if possible. If lockers have to be shared, schools should try to assign shared lockers to students in the same learning group. Schools should implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.

Staff and students should not share personal items (including electronic devices, writing instruments, etc.) Additional measures should be taken, including:
Personal items should be labelled with student's name to discourage accidental sharing

FOOD AND BEVERAGES

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

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

Please note that different guidelines apply to food that is prepared in schools (e.g. as part of a culinary program) or for school food services (e.g. cafeteria), which are outlined in the [Curriculum, Programs and Activities](#) section.

STUDENT TRANSPORTATION ON BUSES

- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school**
 - Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
 - Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape markings on pavement, etc.) where required.
 - Schools should provide support for students who are not able to physically distance.

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

- Use consistent or assigned seating arrangements.
 - Schools/school districts should keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur.
- Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
- If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.
- **It is important to note that students that opt for school bus transportation will be expected to wear a mask while on the bus, similar to other public transportation.**



DEROCHE ELEMENTARY: SITE SPECIFIC BUSES, LST, FOOD, PERSONAL ITEMS & MASKS

- 1. Masks will be required:** (a) for non staff visitors or, for District staff; (b) A staff person at all times
- 2. Bus students will:** (a) be lined up in three marked and distanced lines in an “L” shape near bus stop place; (b) be required to wear masks and clean hands before entering and leaving the bus at Deroche (c) have a seating plan
- 3. In LST Room students will:** (a) be physically distanced if working outside LG; (b) be physically distanced from LST teacher.
- 4. Breakfast and Lunch will:** (a) be delivered on separate carts and tables corresponding to each LG
- 5. Food and Personal Items:** (a) No sharing of any food, personal items such as pencils or erasers. (b) Other materials such as class set of scissors, glue etc. should have hand washing before use. (c) No sharing outside of LG unless sanitized.
- 6. All Food Delivery is according to:** (a) **Supplementary Guidance for School Meal Programs**

CLEANING AND DISINFECTING

WE FOLLOW THE PROCEDURES OUTLINED IN THE BCCDC CLEANING AND DISINFECTANTS FOR PUBLIC SETTINGS DOCUMENT WHEN CLEANING AND DISINFECTING.

DEFINITIONS

- **Cleaning:** the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.
- **Disinfection:** the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body

CLEANING & DISINFECTING

Follow the procedures outlined in the BCCDC Cleaning and Disinfectants for Public Settings document when cleaning and disinfecting.

- Remove or limit the use of:
 - frequently touched items that are not easily cleaned (e.g., fabric or soft items, plush toys)
 - shared equipment, as much as is practical to do so (e.g., instead, try to assemble individualized/small group kits that can be assigned to students, if possible, to do so)
- Always wash hands before and after handling shared objects.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different children.
- Dishwasher-safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle.

CLEANING AND DISINFECTING FREQUENCY

The following frequency guidelines **MUST** be adhered to when cleaning and disinfecting:

- General cleaning and disinfecting of the premises at least **once in a 24-hour period**. This includes items that only a single student uses, like an individual desk.
- In addition to the cleaning and disinfecting of the premises, cleaning and disinfecting of frequently touched surfaces at least **twice in 24 hours, including at least once during regular school hours**.
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

No additional cleaning and disinfecting procedures are required when different learning groups use the same space or when the composition of a learning group changes at the end of a school term, beyond the cleaning and disinfecting procedures that are normally implemented, and the guidelines outlined above.



FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces include:

- Doorknobs, light switches, hand railings, faucet handles, toilet handles, service counters, tables, desks and chairs used by multiple students, water fountains.
 - Water fountains can continue to be used, as access to water should not be restricted. Students and staff should be encouraged to use personal water bottles. If using water fountains, students and staff should practice hand hygiene before and after use and should not place their mouth on the fountain. Water fountains should be cleaned as a frequently touched item.
- Shared learning items and manipulatives
- Shared equipment (e.g. computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, etc.)
- Appliances (staff and students can share the use of appliances and other objects, but treat items like microwaves, refrigerators, coffee pots, photocopiers or laminators as frequently touched surfaces)

CLEANING AND DISINFECTING BODILY FLUIDS

Follow these procedures in conjunction with school/district policies when cleaning and disinfecting bodily fluids (e.g., runny nose, vomit, stool, urine):

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g., gloves, mask, goggles) for blood and bodily fluids (e.g. personal care, spitting, biting).

VISITOR ACCESS

- Visitor access during school hours should be prioritized to those supporting activities that benefit student learning and well-being (e.g. teacher candidates, public health nurses, meal program volunteers, etc.).
- Schools **must** ensure that visitors are aware of health and safety protocols and requirements prior to entering the school. (e.g., maintaining physical distance, requirement to wear a non-medical mask in high traffic areas such as buses and in common areas such as hallways, or whenever physical distancing cannot be maintained.)
- Schools are responsible for ensuring that all visitors confirm they have completed the requirements of a daily health check before entering.
- Schools will keep a list of the date, names and contact information for any visitors who entered the school.
- Schools could include, as part of their visitor registration form, a checkbox for the visitor to confirm they have completed their daily health check.
- Visitors must wear masks in common areas and where they cannot always maintain a 2m physical distance from others.



DEROCHE ELEMENTARY: SITE SPECIFIC SANITIZING AND VISITORS

Frequently Used Surfaces: (a) Debbie Skipper (arrives at 1130 pm) will start in classrooms, go to library then do washrooms (b) teachers will have own “QUAT” spray bottles for counters (c) teachers will have wet wipes for students to do computers and staff to do photocopier, microwave and fridge after use.

Hands: (a) Each class will have hand sanitizer and soap for all student movement in and out (b) Front entrance will have requirement to sanitize and product available

Visitors (a) Must only enter by appointment (b) Must sign in verifying health and travel (c) Must be in school for important reason for children eg. Non-parent reading volunteers, will work in lower music room with outside entrances and windows

Staff (a) Are expected to sanitize hands on entry to school.

EMPLOYEE/STUDENT ATTENDANCE

School districts and schools should work with their local medical health officer to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the local medical health officer.

Schools and school districts should notify their local medical health officer if **staff and/or student absenteeism exceeds 10 percent of regular attendance.** This reporting is helpful in early identification of clusters and outbreaks.

ILLNESS & SELF ASSESSMENT POLICIES AND PROTOCOLS

School districts and schools must develop local protocols that:

- Ensure school staff and other adults (e.g. parents, caregivers, visitors) entering the school are aware of their responsibility to:
 - assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school (e.g. emails/letters to parents and staff, orientation video, signage on doors).
 - stay home and self-isolate if they have symptoms of COVID-19 OR travelled outside Canada in the last 14 days OR were identified as a close contact of a confirmed case or outbreak. seek assessment by a health-care provider and self-isolate while they await the results if they have cold, influenza, or COVID-19-like symptoms.
- Clearly communicate with parents/caregivers their responsibility to assess their children daily before sending them to school.
 - Consider having parents and caregivers provide a copy of a completed daily health check form that confirms they understand how to complete the daily health check and that it must be completed daily.
 - Alternatively, conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.
- Establish procedures for students and staff who become sick while at school to be sent home as soon as possible.
 - Some students may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably that is separated from others and provide them with a non-medical mask if they don't have one.

Here is a link to the CoVid-19 health assessment tool <https://www.thrive.health/bc-self-assessment-tool>



SELF ASSESSMENT

- Daily assessment of children for symptoms by parents/caregivers, and staff self-assessment.
- If a student, staff or other adult has any symptoms, they must not enter the school.

SELF-ISOLATION AND SYMPTOMS

- Any student, staff or other person within the school who has symptoms of COVID-19 OR travelled outside Canada in the last 14 days OR was identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers.
- Any student, staff, or other person within the school who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider and self-isolate while they await the results.
- Those unsure if they or a student should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool.
 - If concerned, they can be advised to contact 8-1-1 or the local public health unit to seek further input. They can also be advised to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.
- 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. As per public health guidance, it is expected the symptomatic household member is seeking assessment by a health-care provider.
- Students and staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms, they should seek assessment by a health-care provider.

IF STAFF OR STUDENTS FALL ILL WHILE AT SCHOOL

If a student or staff member develops symptoms at school, schools should:

- Provide the student/staff with a non-medical mask if they don't have one (exceptions should be made for students and staff who cannot wear masks for medical and/or disability-related reasons).
- Provide the student/staff with a space where they can wait comfortably that is separated from others.
 - o The student is to be supervised and cared for, when separated.
- Make arrangements for the student/staff to go home as soon as possible.
- Contact the student's parent/caregiver with a request to have their child picked up as soon as possible.
- Clean and disinfect the areas the student/staff used.
- Encourage the student/staff to seek assessment by a health-care provider.
- Request that the student/staff stay home until COVID-19 has been excluded and symptoms have resolved





DEROCHE ELEMENTARY: SITE SPECIFIC HEALTH CHECKS

Adult Health Checks: All authorized adults: **(a)** will first enter the school through the front door only **(b)** will sign in verifying health and travel, (or will have completed an on-line health form)

Student Health Checks: **(a)** The principal has and will repeatedly notify Deroche parents the importance of NOT sending children to school with any COVID related symptoms such as repeated cough, atypically runny nose (that is not allergy related), labored breathing, digestive upset or fever **(b)** teachers will notify the principal of any student who arrives at school with any or the above symptoms and the student will wait in the Isolation Room until pick up by a parent **(c)** the principal will vigorously encourage parents not to send children when someone in their household is awaiting test results for COVID **(d)** any child who is awaiting test results is not to return to school until a negative test result is obtained.

PROTOCOL IN THE EVENT OF A CONFIRMED COVID-19 CASE IN A SCHOOL

If a student or staff member is confirmed to have COVID-19, and were potentially infectious while they were at school:

- Public health will perform an investigation to determine if there were any potential close contacts within the school. (To learn more about contact tracing, visit the BCCDC website.)

 - o Students and staff who have interacted with the confirmed case may be asked to stay home while public health completes their investigation.

- If it is determined that there are close contacts within the school, public health will notify the school administrators to request class and bus lists to assist with contact tracing and provide guidance on what steps should be taken.

- Public health may then:

 - o Recommend 14-day isolation if necessary (for confirmed close contacts).

 - o Recommend monitoring for symptoms if necessary.
 - o Provide follow-up recommendations if necessary.

- Schools must continue to provide learning support to students required to self-isolate.

- Together, schools/school districts and public health officials will determine if any other actions are necessary.



DEROCHE ELEMENTARY: SITE SPECIFIC ISOLATION AND FIRST AID

Adult Isolation: Staff experiencing COVID-like symptoms are recommended to: **(a)** take sick leave **(b)** arrange COVID testing **(c)** Notify principal and, if possible, provide permission for him to notify staff

Child Isolation: If a teacher informs the principal of a symptomatic student the principal will (a) arrange for the child to go to the isolation room, (the old reading room (b) inform the parents and request pick up ASAP (c) supervise or arrange for supervision until pick up (c) request that the child not return to school until symptoms are gone.

First Aid: The office will no longer be used for First Aid therefore: **(a)** Staff will be provided with band aids (b) the use ice packs will avoided if possible, and they be kept in freezer in old reading room **(c)** Please notify principal or our First Aid rep, Alexis Christie to come to any injured child.

REPORTING TO PUBLIC HEALTH

School leaders must report to HR, any unusual absenteeism patterns or symptoms in staff or students who recently attended the school.

School should notify HR when absenteeism rates of students or staff members is greater than would be expected (10%) or severe illness is observed.

TRAUMA-INFORMED PRACTICE AND SOCIO-EMOTIONAL LENS

Trauma-informed practice is an informed way of approaching your practice through a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events. Trauma-informed practice includes:

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

A needs assessment for students and educators is crucial as part of a trauma-informed transition back into classrooms. Use of needs-based assessments and regular 'check-ins' can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community.

School district and school staff should practice awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.

HAND HYGIENE/RESPIRATORY ETIQUETTE

- Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body, particularly the eyes, nose, and mouth or to other surfaces that are touched.
- Do not touch your face, eyes, nose or mouth (especially with unwashed hands)
- When sneezing, cover your mouth and nose with a tissue or sneeze into the bend of your arm- not your hands

HAND HYGIENE

Rigorous hand-washing with plain soap and water is the most effective way to reduce the spread of illness (antibacterial soap is not needed for COVID-19).

Follow these guidelines to ensure effective hand hygiene in schools:

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change the effectiveness of washing hands with plain soap and water).
- Facilitate regular opportunities for staff and students to practice hand hygiene:
 - Use portable hand-washing sites and/or alcohol-based hand rub dispensers, especially where sinks are not available.
 - Hand-washing should be encouraged upon school entry and before/after breaks and eating, using washroom and using gym/playground equipment.
- Promote the importance of diligent hand hygiene to staff and students regularly. For example, display BCCDC's [hand hygiene poster](#) at handwashing sites.
- Remind staff and students to avoid touching their eyes, nose or mouth with unwashed hands.
- Ensure hand-washing supplies are always well stocked including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.

If soap and water are not available, alcohol-based hand rubs can be used to clean hands if they are not visibly soiled. If alcohol-based hand rub is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub.

WHEN TO PERFORM HAND HYGIENE

STUDENTS

- 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 science lab, etc.).
- After using the toilet.
- After sneezing or coughing into hands
- Whenever hands are visibly dirty

STAFF

- When they arrive at school.
- Before and after any breaks (e.g. recess, lunch).
- 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.

Students and staff should:

Cough and sneeze into
their elbow, sleeve, or a
tissue.

Throw away used tissues
and immediately perform
hand hygiene

RESPIRATORY ETIQUETTE

EXCEPTIONS WILL BE MADE FOR STAFF WHO CANNOT WEAR MASKS FOR MEDICAL AND/OR DISABILITY-RELATED REASONS.

School districts and independent school authorities should ensure that other preventative measures (e.g., assigning staff to a learning group, maintaining physical distance outside of a learning group, reconfiguring space, installing barriers, etc.) have been exhausted before requiring itinerant teachers/specialists to use a non-medical mask.

USE OF PPE

Non-medical masks are required to be used in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group or household.

Students in Middle and Secondary school are required to wear non-medical masks in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained. Exceptions will be made for students who cannot wear masks for medical and/or disability-related reasons. For these exceptions, schools/districts should implement other environmental and administrative measures to ensure student and staff safety.

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

PPE

Staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in high traffic areas such as buses and in common areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained (e.g., itinerant teachers/specialists/educational assistants interacting with multiple learning groups). Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons

Staff can also wear a mask, a face covering or a face shield within their classroom or learning group if that is their personal preference.

Face shields are a form of eye protection for the person wearing it. They may not prevent the spread of droplets from the wearer. Face shields should not be worn in place of non-medical masks.

Those that choose to wear non-medical masks, face coverings or face shields must still seek to maintain physical distance from people outside of their learning group. There must be no crowding, gathering or congregating of people from different learning groups, even if non-medical masks are worn.

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

- Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check;
 - Enhanced cleaning and disinfection;
 - Placing students and staff into consistent groupings of people (learning groups);
 - Adapting learning environments to maximize the use of space;
 - Ensuring physical distance can be maintained between learning groups; and
 - Frequent hand hygiene
- These measures provide multiple layers of protection that reduce the risk of transmission.



GENERAL VENTILATION AND AIR CIRCULATION

At this time, there is no evidence that a building's ventilation system, in good operating condition, is contributing to the spread of the virus. School districts and independent school authorities are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers (Part 4 of the OHS Regulation).

School districts and independent school authorities should regularly maintain HVAC systems for proper operation and ensure that:

- schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible; and schools with fresh air intake systems increase their average air exchanges as detailed on the ASHRAE website and the Rocky Point Engineering Ltd website.

In order to enhance school ventilation, schools should consider:

- moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit
- ensuring that the ventilation system operates properly
- increasing air exchanges by adjusting the HVAC system
- opening windows when possible and if weather permits

SUMMARY OF CONTROLS

1. Stay at home if you have symptoms such as; fever, chills, sneezing, running nose, new or worsening cough, shortness of breath, sore throat, and new muscle aches or headache. Do not enter the building.
2. Wash hands, as outlined in this plan.
3. Do not touch your face.
4. Use respiratory etiquette.
5. Clean and disinfect frequently touched surfaces.
6. Use physical distancing where possible. It is understood this might be difficult and in certain situations, other controls may need to be put in place. It also makes other controls listed (1-5) essential.

SCHOOL SITE PROTOCOLS

Access to the school by non-school district personnel, including parents, is by appointment only. Principals must approve all visits.

- o District support staff must access schools through pre-arrangement only.
- o District maintenance and BSW staff must use sign in procedures when entering the building.
- o Designated entrance(s) and exit(s) and reduce contact when passing.
- o Signage on designated entrances and exits to provide instructions and public health information.
- o Limit access times and days for staff or students to be in the building (e.g. Monday to Friday, 8am to 4:00pm access only).
- o Sign in/out for visitors – name, phone number, date, time in, time out, areas visiting.
- o Hand washing/sanitizer at point of entry for use on arrival.
- o Part-time staff will enter/exit buildings according to their regular schedule.

MOVEMENT OF STAFF IN SCHOOLS

All staff are encouraged to practice physical distancing at all times where possible.

- All staff entering or exiting schools or buildings must sign in each day. This can be done paper based or using an electronic Form. (This process MUST be documented).
- Any staff demonstrating any symptoms of cold, flu, or COVID-19 must remain at home under self-isolation. Staff are asked to use the online self-assessment tool BC COVID-19 Self- Assessment Tool to determine if their symptoms pose a risk to public health.
- If a staff member has been in a building and subsequently develops symptoms, this must be reported to the principal/supervisor immediately.
- During the re-engagement period for staff, principals/supervisors will develop a schedule for staff to access/exit the building. This will ensure that only a specific number of people will be using the entrance to the building at any one time.
- No part of the school or facility may be used for personal business, including self-isolation.

MOVEMENT BY STAFF AND STUDENTS IN SCHOOLS

- School teams will create a plan for entrance and exit with physical distancing during lunch, recess, and the beginning and end of school. Outside classroom doors will be used.
- A plan for recess and lunch will be developed to ensure students play within their designated cohorts in specific areas. Consider a rotation schedule so each group has an opportunity to use each area of outdoor space over the course of a week. You may need to consider staggering time outdoors for breaks and scheduling times and spaces for outdoor learning times, depending on the size of the school.
- Limit contact of students and staff from different classrooms by staggering time outdoors (e.g. schedule shifts), break/recess time, lunch time in classrooms, and staggering entry times.

USE OF WATER DISPENSERS AND WATER FOUNTAINS

Students and staff should bring their own water bottles.

Fill stations (water dispensers) can be used to fill individual water bottles.

Do NOT use fountain or mouthpiece features of the water dispensers.

Do NOT use water fountains.

STAFF MEETINGS, ASSEMBLIES AND LARGE GATHERINGS



No school assemblies or gatherings larger than a learning cohort will occur. In-person staff meetings will not occur unless social distancing can be maintained.



Online platforms should be used for staff meetings and class/school presentations.

OCCUPATIONAL FIRST AID ATTENDANTS

Before performing administering first aid, first aid attendant must wash their hands.

First aid attendants are not to assess or approach patients with suspected flu like symptoms. Should a staff or a student **begin to show flu like symptoms**:

- Ensure physical distance of 6 feet / 2 meters and reassure the patient.
- Ask the student or staff member to go to and remain in isolation room.
- Staff – ensure safe ride home is arranged, work with the Principal or supervisor.
- Student – alert the Principal or supervisor.
- Ensure after the isolation room is cleared, notify site custodian to ensure cleaning begins immediately

OCCUPATIONAL FIRST AID ATTENDANTS (NON FLU LIKE SYMPTOMS)

First aid attendant must wash their hands before rendering first aid. Perform hand washing as per Hand Washing procedure.

1. Wear required PPE.
2. Gather first aid supplies.
3. Perform injury assessment verbally and visually prior to administering first aid while maintaining physical distancing.
4. If possible, provide the supplies to the staff or student and instruct the staff or student to render first aid under your direction. If not, render appropriate first aid.

1. Remove personal protective equipment:

Remove Face Shield.

- Remove Gloves - remember the outside of the gloves are contaminated. 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.
- Wash hands.
- Disinfectant all equipment used.
- Wash your hands again.

2. Complete First Aid Record for both staff and students. If staff, advise them to complete a Workers Report of Injury.

SCHOOL BASED REQUIREMENTS

Isolation/ Recovery Rooms

Students that present symptoms of illness must use the isolation/recovery room until they can be picked up by a parent/guardian.

Principals will select a room with a door that can be used for isolating a sick student and/or staff member while waiting for a parent/caregiver or transportation to arrive.

The selected area will ideally have a sink with running water and hand washing supplies. Hand sanitizer should be available if no running water is available.

The room must have an isolation sign posted while this room is in use.

The selected isolation room must not impede the timely provision of school first aid services.

TRAINING AND EDUCATION



All school district personnel are required to:



1. Review this document;



2. Report concerns to your supervisor immediately;



3. Support site safety committee; and



4. Follow the guidelines outlined in this plan.



5. Fill out the online form to confirm you've received the re-entry training. (Kirsten will send link for all staff to use)

-
- [Click here to complete training confirmation form](#)

* additional resources on the next 2 slides
(optional)





HAND
WASHING
VIDEO



DO'S & DON'TS
OF WEARING
MASKS AND
GLOVES
