SFUCCS COVID-19 SAFETY PLAN

Guiding Principles

Childcare is an essential service.

Children, educators and parents who are a part of a child care facility community should feel confident in facility efforts to ensure the child care environment is as safe - emotionally and physically - as possible.

Children are considered low risk, and are unlikely to spread Covid-19 to adults. When children become ill, they typically experience mild symptoms. ¹

Handwashing is essential at all times. Soap and water is preferable to hand sanitizer.

Respect physical distancing rules, recognizing that not all physical distancing rules are appropriate or possible with young children.

Cleaning reduces the number of viruses and the risk of contagion. However, cleaning does not eliminate all viruses. Therefore, surfaces must also be disinfected with approved disinfectant products.

Be aware of signs of illness in children and adults and adhere to the Society’s health and wellness policy at all times.

Provide consistent interactions between caregivers and children, while limiting group sizes whenever possible and reasonable.

Social and emotional needs of the children in your care are as important as the health and safety needs

¹ Province of BC, Covid-19 Go Forward Management Strategy, May 6, 2020
Arrival and Departure

Open and clear information for parents is vital. Remind parents these procedures are in place for public health and refer parents to originally sourced government documents whenever possible (BCCDC, MCFD memos, FH memos).

- Pick-up and drop-off of children should occur outside the child care setting unless there is a need for the parent or caregiver to enter the setting (e.g., very young children). If a parent must enter the setting, they should maintain physical distance from staff and other children present and be reminded to practice diligent hand hygiene and maintain physical distance when they are in the facility. (5)

- Parents are encourage to limit time in the program and if needed should limit their stay to the entry way. Educators must physically distance from parents and will make every effort to not take a child from the parent. If you anticipate a difficult drop off transition, please discuss this with your educator.

- Family members who are experiencing symptoms of common cold, influenza, COVID-19 or other respiratory disease must not come on to the childcare site to drop off or pick up children.

- Sign-in sheets are just inside the door or outside based on the programs. Hand sanitizer is available at each sign-in space. Educators are to supply clean pens at the beginning and end of each day. Weekly sheet with daily health declaration are to be located with sign-in sheet.

- Educators will take children to wash their hands upon arrival in the program.

- Educators are to remind parents to limit items being brought into the childcare. Educators will wash blankets and extra clothes to limit items going back and forth.

- Parents have been asked to be at the centre no later than 515PM (445PM for School Age). To manage the number of parents coming into the program, and to allow a final clean of cubbies/entryway.

- Parents and caregivers should practice hand hygiene before and after touching the sign in/out sheet.

- Parents have been requested to monitor numbers at pick-up and drop-off. (5)
Provision of Care

We are currently providing child care at a reduced capacity, which could change based on further recommendations from the PMHO. Educator/child ratios will look like the following:

- Max group size of 8 in infant-toddler programs (4 educators)
- Max group size of 16 in 3-5 programs (4 educators)
- Max group size of 25 School Age (5 educators)

The recommendations remain, parents who can, should care for their children at home, and that open child care services must be provided in a safe way for those families whose parents work in critical roles, or included in the current phase of the restart plan.

BC Guidelines

- The physical space requirements for licensed child care settings set out in the Child Care Licensing Regulation mean that child care centres have sufficient space to support physical distancing between staff without reducing the number of children in care at any one time. (5)

- Staff should minimize the frequency of direct physical contact with children and encourage children to minimize physical contact with each other. (5)

- Staff should maintain physical distancing from one another. (5)

Consider subdividing your group, so that children are able to have a smaller group size within each space. For example, if you have a group of 16, consider having one group of 8 (nappers) start outside and one group of 8 (non-nappers) start inside. Your schedule might look like:

<table>
<thead>
<tr>
<th>Group A (nappers)</th>
<th>Group B (non-nappers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Outside</td>
<td>Morning inside</td>
</tr>
<tr>
<td>Lunch Outside</td>
<td>Lunch inside</td>
</tr>
<tr>
<td>Inside group time</td>
<td>Outside quiet meditations for rest</td>
</tr>
<tr>
<td>Nap inside</td>
<td>Afternoon outside</td>
</tr>
<tr>
<td>Afternoon Inside</td>
<td></td>
</tr>
</tbody>
</table>
Staffing

Staff may be experiencing anxiety and fear around returning to work, uncertainty of work hours, or safety protocols. Provide open and clear communication as much as possible. Ensure regular meeting times, and try to keep schedules routines as normal as possible.

Talk to the staff team about their concerns, and do your best to address them if possible and if it aligns with current safety recommendations. Seek support from your Program Director or Executive Director when needed. Empathy and kindness is required, especially as new staff/educators return to work.

- Staff and educators must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to working and stay home if they are ill. (5)
- Staff and educators should maintain physical distancing from one another. (5)

Meal Times

- Apply all the usual known hygiene rules.
- Prepare children's plates away from the table where the children are but do not forget to ask them how hungry they are.
- Cover food, trays with dishes and utensils well.
- Avoid making up trays with dishes in advance if you do not have the means to cover everything tightly.
- Compost or put in the trash all food that comes out of the kitchen and is not eaten.
- Cease family-style meal service.
- For snack programs, dispense snacks directly to children.
- Cease activities involving child participation in food preparation. (6)
- Ensure that food handling staff practice meticulous hand hygiene
- Utensils should be used to serve food items (not fingers).
- Children should not serve themselves.
- There should be no common food items (e.g. shared snack bowl).
- Ensure 1 educator in the kitchen are at one time (6)

Children’s Naps and Rest Time

- Make use of all the space in your facility for napping to increase space between children.
  Increase the distance between nap mats, if possible. (2, 6)
- Personal comfort items (e.g., stuffies) should remain at the centre. (5)
- Clean and disinfect cots and cribs after each use.
- Children should be placed on nap cots “head to toe” to reduce possible transmission of illness.
- Consider napping outside as weather permits, or having children who do not nap go outside in order to allow napping children increased space between beds.
- Disinfect cots as soon as sheets are removed and ensure sufficient disinfection time has passed before storing.
Meetings
Being in community, collaborating and thinking together is an important part of our work. Educators have regular meetings and we will make every effort to meet in SPARKS as we can allow for appropriate distancing. Where educator’s are unable to meet, or the number of participants exceeds the maximum number who can safely distance may attend through a remote format.

Suppliers & Visitors
- No entry to programs will be allowed to suppliers and visitors.
- Deliveries must be left at the main office.
- There should be no visitors or volunteers at the child care centre program at this time.
- Practicum students, work place students, and volunteers are not being placed until further notice.

Exceptions:
Organizations or professionals who provide support to children with extra support needs.

The following protocols will be in place:
- Visits are by appointment only
- Visitors will confirm they are free of any COVID or cold and flu symptoms.
- Where possible, observations will happen outside, where unable, the number of children in side will be reduced, an educator will stay with the visitor and the child, and be prepared to clean and sanitize the space after.
- Meetings with the educator and visitor will be held in the SPARKS conference room. The area will be cleaned and sanitized after the meeting.
- Every effort will be made to hold virtual meetings, where it does not compromise the best interest of the child.

Physical Distancing Strategies
Understandably, physical distancing is not possible in a childcare setting. At the same time, it is important that we do what we can to try to assist children to understand these rules that are so important outside of childcare. Use ideas that work for your setting so you can accommodate smaller groups with more space. (2, 5)
- When working in a child care setting: **Children with no symptoms should continue to be treated as you typically would care for a child.** (2)
- Have a group outside while another is inside, as another way to encourage physical distance. (2)
- Set up regular activities outside such as; snack time, and art, building and meeting times (2)
- Avoid activities that require direct contact between children (e.g. holding hands) or sharing objects.
Health Checks

“All children and staff who are ill with fever and/or infectious respiratory symptoms of any kind need to stay home.

Daily check at drop-off may be conducted by asking parents and caregivers to confirm that their child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.(5)

Health Authorities have provided health screening/health check forms for facilities, which can be completed by the facility, or by the parent prior to arrival.”(1, 2)

Routine daily screening for all educators, staff and children (1)

- Daily Health Declaration completed by parent’s daily screening process for parents to upon arrival.
- Any child, parent, staff or visitor must not enter the child care space if they are sick, even if symptoms resemble a mild cold. (2)
- Child care providers should exercise judgment. For example, children who are crying can exhibit a runny nose. If a symptom is clearly due to a behaviour such as crying (running nose), running or over-dressed (fever), ask parents to wait for 15 minutes, and then reassess the child.
- If a child has any symptoms, they must be excluded from the child care centre, as per the facility health policy. (2)

Exclusion criteria for children and staff (2)

- People returning from any international travel (including from the United States).
- Sick people waiting for a test or test result for COVID-19.
- People with COVID-19.
- People who have been in close contact with COVID-19 cases during the period of isolation.
- People who have not travelled, but who develop flu-like symptoms (fever, cough, tiredness, aches or severe tiredness).
Use of masks and gloves

- There is no evidence to support the use of medical grade, cloth, or homemade masks in child care setting at this time. (5)
- Masks are not recommended for children. In young children in particular, masks can be irritating and may lead to increased touching of the face and eyes. (2)
- Wearing a mask is not recommended for child care center staff. (2)
- Gloves must be worn for activities where gloves are usually required for sanitation purposes (e.g. cleaning, changing diapers, sick child, etc.).
- Gloves must follow appropriate putting on /taking off procedures. These procedures should be followed at all times that gloves are worn, including diaper changes. (4)

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Rationale</th>
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</thead>
<tbody>
<tr>
<td><strong>TAKE OFF GLOVES:</strong></td>
<td>Grasp the outside edge near your wrist and peel it away, rolling the glove inside out. Slide fingers of un gloved hand under glove on other hand, peel off. Discard in garbage bin.</td>
</tr>
<tr>
<td><strong>PUTTING ON GLOVES:</strong></td>
<td>Roll up long sleeves prior to handwashing, as they should not be able to cover gloves, one worn. Using soap and water or an alcohol-based sanitizer, follow hand washing guidelines. Once clean, take new gloves and place on hands.</td>
</tr>
</tbody>
</table>
Sick Children & Staff

When a child becomes sick (2)

- Symptomatic children are immediately separated from others in a supervised area until they can go home. A staff member must remain with the child at all times.
- The parent or emergency contact must be notified to pick up the child immediately.
- Hygiene and respiratory etiquette should be practiced while the child is waiting to be picked up.
- Tissues should be provided to the child for proper respiratory etiquette, with proper disposal of the tissues and proper hand hygiene.
- Environmental cleaning of the space the child was separated should be conducted once the child has been picked up.
- Ask for a “waiting for pick up” box (small amount of easy-to-sanitize toys, mask, hand sanitizer and a blanket) Box is located in the Main office and UCC)
- Contact your Program Director with information about the child situation and any to learn any information or reporting that may be needed.
- Children or staff who have been exposed to a confirmed case of COVID-19 or symptomatic person(s), should be excluded from the childcare setting for 14 days. (5)
- If a child who attended a child care centre, or their family member, is being investigated by public health to confirm whether they have COVID-19, or if public health has confirmed a case of COVID-19, direction will be provided by regional health authority nurses.

When a staff member becomes sick (2)

- Staff should be directed to stay home if they are feeling unwell.
- If staff develop symptoms during their work day, they must leave the premises as quickly as possible. If immediate departure is not possible, they must self-isolate in an appropriate location away from other children and staff. Environmental cleaning will be performed upon the departure of the staff member.
- Staff who are away sick, or self-isolated or self-monitoring, must follow the facility’s health and wellness policy on being away from work.
- If a staff who attended a child care centre, or their family member, is being investigated by public health to confirm whether they have COVID-19, or if public health has confirmed a case of COVID-19, direction will be provided by regional health authority nurses.
- Staff who have symptoms are able to get a COVID-19 test, and with a negative result, may return to work as long as no fever is present. (5)
Provisions of Care during Educator Illness or Time Off

When educators are ill or taking short days off, we will not introducing other educators into the programs, nor do we have on-call educators available to us to replace sick employees. Hence the increased ratio in each program. We will be addressing time off in the following way:

1. If an educator is ill or off, they will not be replaced in the short term
2. If an educator is expected to be off for more than 5 days, an educator working off the floor will move into replace them.
3. Educators may not return to child care until either they have a medical note or negative COVID19 test confirms they do not have COVID19 and they are symptom free.

Cleaning and Disinfecting Objects & Surfaces

Early evidence suggests COVID-19 can live on objects and surfaces from a few hours to days. Regular cleaning and disinfecting of objects and high touch surfaces is very important to cleaning and disinfect public settings from contaminated objects and surfaces.

Clean and disinfect frequently touched surfaces at least twice a day and general cleaning and disinfecting of the entire centre must occur at least once a day. (5)

Routine and Environmental Cleaning (2)

- Disinfect all surfaces (counters, chairs, tables, etc.), sinks, toilets and the different types of dispensers after each use, if possible.
- High-Touch Surfaces: It is recommended that high-touch objects and surfaces (e.g., doorknobs, faucet handles, toys, electronic devices and small appliances) in your facilities are cleaned and disinfected regularly.
- Keep minimal items on counters in programs, kitchens and washrooms to ensure appropriate cleaning and sanitizing can occur.

Cleaning & Sanitization Solutions (2)

- Always follow the manufacturer’s instructions when using commercially prepared disinfectants.
- It is important to follow measurements carefully when using bleach – more is not necessarily better. Prepare a dilution of fresh bleach every day and discard unused mixed portions after 24 hours.
- Caution must be used when using bleach in an early learning and childcare setting. Strong bleach odours may be irritating for some individuals if breathed in.
- Increased ventilation by opening doors and windows should be considered and/or isolate the area and disinfect by this method after everyone has left the building, if possible.
- Gloves should be worn when cleaning and disinfecting equipment and surfaces. After cleaning and disinfection of surfaces, it is recommended that gloves are discarded and hands are washed with soap and water or an alcohol-based hand sanitizer solution.
**Recommended concentrations:**

<table>
<thead>
<tr>
<th>Agent and concentration</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. 1:100 dilution Chlorine: household bleach - sodium hypochlorite (5.25%)</strong>&lt;br&gt;&lt;br&gt;10 ml bleach to 990 ml water</td>
<td>Used for disinfecting surfaces (e.g., hand railings, grab handles, door knobs, cupboard handles). Make fresh daily and allow surface to air dry naturally.</td>
</tr>
<tr>
<td><strong>2. 1:50 dilution Chlorine: household bleach - sodium hypochlorite (6.26%)</strong>&lt;br&gt;&lt;br&gt;20 ml bleach to 980 ml water</td>
<td>Used for disinfecting surfaces contaminated with bodily fluids and waste like vomit, diarrhea, mucus, or feces (after cleaning with soap and water first). Make fresh daily and allow surface to air dry naturally.</td>
</tr>
<tr>
<td><strong>3. Hydrogen Peroxide 0.5%</strong></td>
<td>Used for cleaning and disinfecting surfaces (e.g., counters, hand rails, door knobs).</td>
</tr>
<tr>
<td><strong>4. Quaternary Ammonium Compounds (QUATs):</strong>&lt;br&gt;noted as ‘alkyl dimethyl ammonium chlorides’ on the product label</td>
<td>Used for cleaning and disinfecting surfaces (e.g., floors, walls, furnishings).</td>
</tr>
</tbody>
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**Coughing / Sneezing / Nose blowing**

**Coughing**
- Remind children that it is important to cough into the elbow.

**Nose Blowing**
- When blowing a child’s nose, be sure to use enough layers of tissue paper so that the fingers do not touch the secretions. Immediately dispose of tissue paper in a bin with a lid (make sure it contains a bag). Wash the hands with soap and water.
Materials

Sensory experiences are a vital part of early learning and finding creative ways to provide them is essential. Consider how share sensory materials can be used, and alternatives (single/individual use).

- Materials that cannot be cleaned and sanitized should not be used.
- Plush toys should be avoided. However, children’s personal toys that they require to offer them security and comfort are not to be shared with other children and should be stored in a way that ensures this. (5)
- To allow the use of sand play, limit to being individual use only.
- Water tables should have a cap full of bleach and soap added and water changed after use, and use is restricted to single use only.
- Individually stored clay (kitchen margarine containers)
- Water play is best done outside with soap and a capful of bleach (in large table)
- Sandboxes are open!
- Cleaning is hard work...children still need materials. Create systems to ensure a rotation of materials.
- Studio materials – paint, makers, charcoal, pastels!

Consider:

- Toys that children have placed in mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are sanitized or cleaned in a dishwasher.
- Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.
- Do not share materials between programs, unless they are washed and sanitized before being moved from one group to the other.
- Children’s books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.
- Place a “to be washed” bin in the classroom. Any toy that has been mouthed, goes straight into the bin and is not returned to until sanitized. This could be done at the end of the day as part of closing duties.
- Remove materials that cannot be feasibly sanitized twice per day.
Don't keep excessive materials in your program. When cleaned, sanitized and dried, please move to the materials room (or studio) for others to use.

**Hand Washing** *(2)*

*Hand washing with soap and water is still the single most effective way to reduce the spread of illness.* *(2, 6)*

- Children forget about proper hand washing so practice often and teach them to wash their hands properly in a fun and relaxed way. Everyone – all staff and children should wash their hands more often!
- Place handwashing signs throughout your child care facility, ensuring visual signs are clearly displayed at every handwashing station.
- Use hand sanitizer only when hand washing stations are not readily available

**Six steps to proper handwashing**

1. Wet hands with warm running water.
2. Apply a small amount of liquid soap. Antibacterial soap is not required.
3. Rub hands together for at least 20 seconds (sing the ABC’s). Rub palms, backs of hands, between fingers and under nails/creating a lather.
4. Rinse off all soap with running water.
5. Dry hands with a clean, disposable towel.
6. Discard the used towel in the waste container.

**Children should wash their hands**

- When they arrive at the centre and before they go home
- Before and after eating and drinking
- After a diaper change, using the toilet
- After playing outside or handling pets
- After sneezing or coughing into hands
- Whenever hands are visibly dirty

**Staff should wash their hands** *(2)*

- When they arrive at the centre and before they go home
- Before and after eating
- After using the toilet
- After coughing or sneezing or blowing nose
• Before and after giving or applying medication or ointment to a child or self
• After changing diapers, assisting a child to use the toilet, 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 (2)

Respectful Workplace

Our various identities may cause us to experience the challenges of Covid-19 differently. When people associate Covid-19 with a specific group, ethnic community or nationality, stigma and discrimination occurs. These narratives are reflected in acts of racism or xenophobia.

These behaviours can have a significant effect on the mental health of affected individuals. Stigma affects us all. It creates fear or anger towards people instead of the virus. It’s important for all of us to stand up and refute these narratives. As the SFUCCS community, we have the opportunity to come together and support each other.

Possible Stigma Associated with Covid-19:
• Wrongly implying that particular racial or ethnic groups are more susceptible to viruses.
• Wrongly assuming that some racial or ethnic groups are spreading the disease more than others, instead of recognizing that this is a global pandemic with community spread.

What Should I do if I Notice Problematic Behaviour?
• Model Appropriate Behaviour – Step in to reframe comments in the moment with an appropriate response.
• Give someone the chance to repeat or reframe what they said – Sometimes we notice our mistakes and need a chance to correct ourselves. Other times, we might need some education.
• Focus on Yourself — Don’t try to interpret what other people might be feeling or thinking. Focus on why or how it made you upset or insulted you

What Should I do if I got Something Wrong?
• Be reflective and don’t argue – Recognize that everyone makes mistakes, and it’s not a sign of bad character.
• Offer a genuine apology — Reflect on what you said and apologize for the harm that was caused.
• Commit to do better in the future and avoid engaging in the same problematic behaviour again.
• Seek Support if You Need It!
All existing WCB Workplace protocols, SFUCCS workplace Bullying and Harassment Policies as well as SFUCCS Communication pathway guidelines apply to our work.

References


ADDITIONAL RESOURCES

Centre for Disease Control
Centers for Disease Control and Prevention. (2020, April 12). *Guidance for Child Care Programs that Remain Open.*

BC Centre for Disease Control
BC Centre for Disease Control. (2020). *Cleaning and Disinfectants for Public Settings.*
http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf

BC Health Authority Handouts
https://drive.google.com/open?id=1LiGXLNUoCrPtPhW72TDxpO57yYLaHLxW

https://drive.google.com/open?id=1YYKaMWhGAsQ9HkgD404pADkJCp3gtoVC

https://www.healthlinkbc.ca/healthlinkbc-files/take-temperature

June 12, 2020