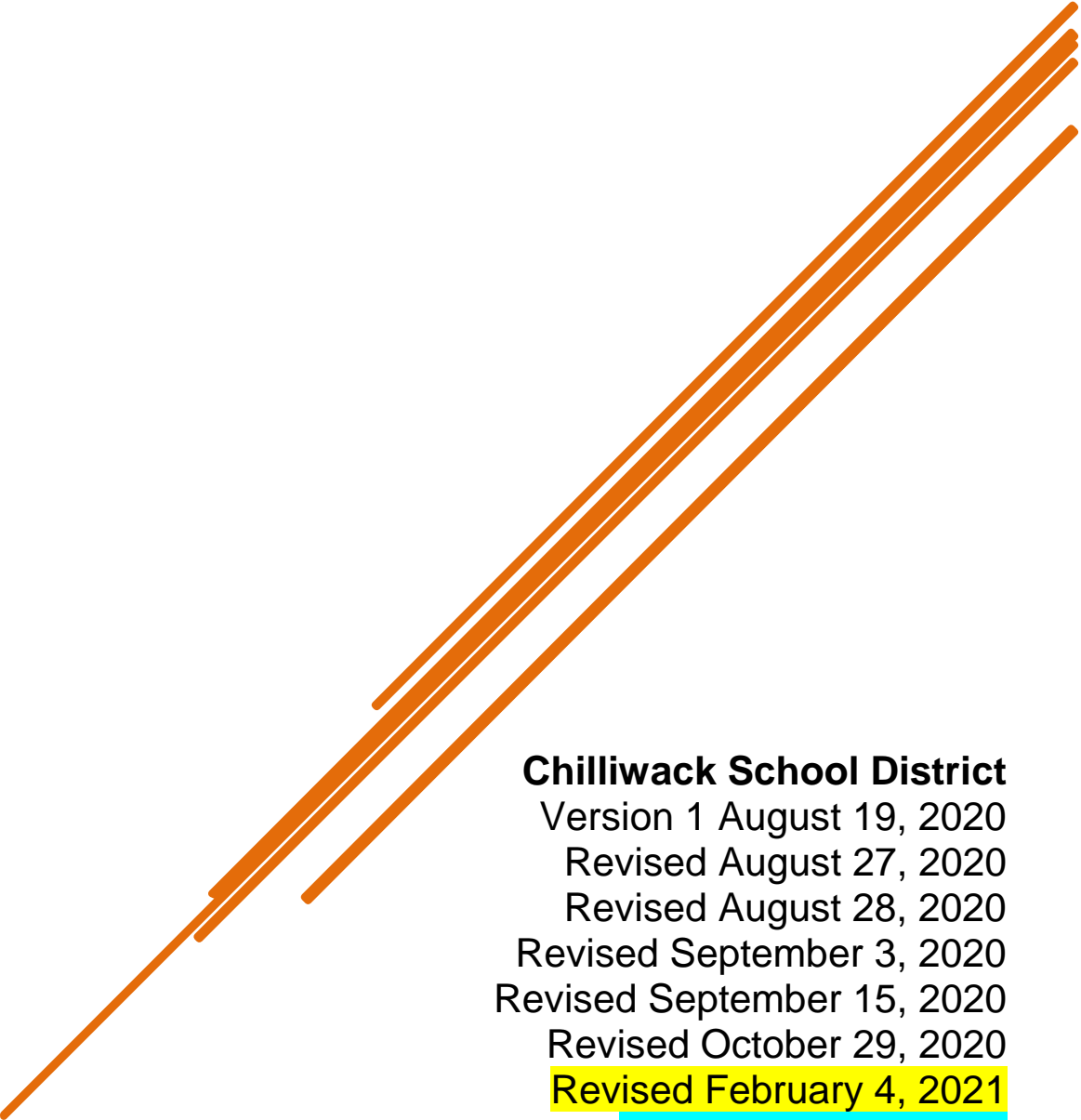




**Chilliwack
School District**

SAFE WORK INSTRUCTION & PROTOCOLS FOR COVID-19

As per BC Government COVID-19 K-12 Education Plan – Stage 2



Chilliwack School District
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Summary of Key Updates

- **COVID-19 Safety Plan Reviews (p. 4)** – new section on expectations of schools/districts, key focus areas and the new BCCDC COVID-19 School Health & Safety Checklist.
- **Supportive School Environments (p. 9)** – new section.
- **Cohorts (p. 11)** - updated language to align with current BCCDC guidance and additional guidance on learning group composition changes and size exemption.
- **Physical Distancing (p. 15)** – updated language to align with current BCCDC guidance.
- **Staff Only Spaces (p.16)** – new section with guidance for adult-to-adult interactions.
- **Working with Students with Disabilities/Diverse Abilities (p. 17)** – recommended strategies when working with students who are deaf or hard of hearing; PPE for staff and students.
- **School Gatherings and Events (p. 19)** – updated guidance on staff gatherings and examinations/assessments.
- **Cleaning and Disinfecting (p. 21)** – updated guidance regarding water fountains, shared manipulatives and toys, and paper-based products.
- **Visitor Access/Community Use (p. 24)** – measures to reduce crowding and support contact tracing; mask requirements for visitors and volunteers.
- **Illness & Self-Assessment Policies and Protocols (p.26)** – updated language to align with current BCCDC and WorkSafeBC guidance; link to new K-12 Health Check app.
- **Personal Protective Equipment (p. 32)** – updated guidance regarding mask use, and PPE for delivery of health services in schools.
- **General Ventilation & Air Circulation (p.35)** – guidance regarding ventilation system breakdown/power outage, opening windows in schools with HVAC systems.
- **Emergency and Evacuation Drills (p. 36)** – new section.
- **Food/Culinary Programs and Food Services (p. 47)** – updated language to align with current BCCDC guidance.
- **Fundraisers (p. 48)** – new section.
- **Music Programs (p. 49)** – updated guidance re physical distancing and mask use.
- **Physical and Health Education/Outdoor Programs (p. 49)** – updated guidance regarding physical contact, high intensity exercise and use of shared equipment.
- **School Libraries/Learning Commons (p. 47)** – updated guidance regarding paper-based products; link to BC Teacher Librarians Association guidance.
- **School Sports (p. 51)** – updated guidance regarding physical contact, high intensity sports and spectators

Introduction

School supports students in developing their potential and acquiring the knowledge, skills and abilities they need for lifelong success. In-person learning, as a part of a student's education, provided the opportunity for peer engagement, which supports social and emotional development as well as overall wellness. It also provides many students access to programs and services that are integral to their over health and well-being.

Based on guidance from the Provincial Health Officer and experience to date within BC and other jurisdictions that 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.

To date, the Ministry of Education has allocated \$288 million in provincial and federal funding to support the implementation of enhanced health and safety measures in public and independent schools. Schools and school districts have utilized these funds, as well as local reserves, to increase the number of hand-hygiene stations in schools, purchase cleaning supplies and personal protective equipment, hire custodial staff and support remote learning, among other measures.

BC Ministry of Education Priorities

The goal of the Ministry of Education, in collaboration with the Provincial Health Officer (PHO), and BC Centre for Disease Control (BCCDC), is to provide a healthy and safe environment for staff and students, from kindergarten to graduation (K-12), in support of in-class instruction.

In-class instruction was suspended in response to a COVID-19 pandemic being declared in BC, the BC Ministry of Education discontinued in-school instruction in March 2020. The priorities identified when in-class instruction was suspended in March remain the current priorities as in-class instruction is re-introduced. These priorities are:

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

From March to June 2020, BC and the District operated in Stage 4 of the BC Restart Plan for K-12. This included remote learning and limited in-class learning opportunities for students with diverse needs and the children of essential service workers (ESW). In June 2020, BC and the District shifted to Stage 3 of the Plan, which included a combination of some in-class and remote learning at all grade levels, with limits set based on reduced student numbers/school density.

Stage 2 of the BC Restart Plan for K-12 begins in September 2020. In Stage 2, 100% of students from K-12 will attend in-class instruction in Cohorts/Cohorts. See section on [Cohorts](#).

Although the structure of school at this time may not look like it did before, schools will operate based of public health advise, risk assessments, and strategies and will continue to be safe and healthy place to connect with others, learn, and work.

K-12 Schools are in STAGE 2				
Remote learning for all	Remote learning with exceptions	In-class & remote learning	Learning groups: full-time in-class	Learning as usual: full-time in-class
Stage 5	Stage 4	Stage 3	Stage 2	Stage 1

WorkSafeBC

WorkSafeBC and the Occupational Health and Safety Act and Regulations continue to apply during the COVID-19 pandemic. The District has considered WorkSafeBC's 6-step "Guide to Reducing the Risk of COVID-19" and WorkSafeBC "K-12 Protocols for Returning to Operation" (August 2020). The District Safety Plan will serve as a compliance guide for COVID-19 and for ease of reference the

steps are included below:

- Step 1: Assess the risk at your workplace
 - Risk assessment for COVID-19 is provided by public health
 - Identifying areas of risk requiring controls by the site supervisor in consult with the Site Health and Safety Committee
- Step 2: Implement measures to reduce the risk
- Step 3: Develop policies/procedures/practices
- Step 4: Develop communication plans and training
- Step 5: Monitor your workplace and update your plans as needed
- Step 6: Assess and address risks related to resuming operations

Responsibilities under WorkSafeBC remain unchanged. These are summarized below as related to COVID-19:

- District management/the employer is responsible for providing an overall healthy and safe workplace in accordance with the guidance of WorkSafeBC requirements, BCCDC, and the Provincial Health Officer.
- Supervisors (including administrators and managers) are responsible for ensuring the health and safety of those who report to them and for providing specific instruction and direction to staff relevant to their site and work tasks.
- Staff are responsible for participating in the District's health and safety program and working safely by following the District's implemented procedures and safety practices.

Objectives

This document was developed by the Ministry of Education in collaboration with the Ministry of Health, Indigenous rightsholders and education partners - including teachers, parents and school leaders - to outline the principles and requirements for maintaining safe learning environments. The [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) is the document reference based for guiding schools. These comprehensive guidelines build on the [COVID-19 Public Health Guidance for K-12 School Settings](#) developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control (BCCDC) to ensure schools have robust measures in place to prevent the transmission of COVID-19.

These guidelines are intended to support K-12 education employees, students, parents, caregivers, administrators and school community members to:

- Be informed about public health measures and how they support a safe school environment;
- Understand their roles and responsibilities in maintaining and promoting safe and healthy schools.

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.
- All school districts and independent school authorities **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](#) and address the health and safety guidelines outlined below.
 - **In the case of any variance between these two guidance documents, schools and school districts should follow the health and safety guidelines outlined in this document.**
 - **School and school districts are expected to update their health and safety plans in alignment with updates to the guidelines outlined in this document, and to post their updated plans on their school/school district website.**
- 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.

COVID-19 Safety Plan Reviews

School medical officers noted that most school exposures in fall 2020 did not result in transmission within the school. However, some school exposures did result in additional cases, including clusters and a limited number of outbreaks. While each case was unique, a common recommended action from school medical officers was to review existing COVID-19 safety plans to ensure required measures were in place and were being consistently implemented. A review of the COVID-19 safety plan to ensure it adequately protects workers from transmission of COVID-19 in the workplace is required in the provincial Health Office's December 16, 2020 [Workplace Safety Order](#).

With this in mind, school and district administrators must regularly review COVID-19 safety plans, and should do so with their Site Committees and Joint Health and Safety Committees and address areas where these identify gaps in implementation. BCCDC has developed a [COVID-19 School Health and Safety Checklist](#) that can support these safety plan reviews. In addition, school medical officers have recommended the following key areas of focus for schools based on reviews of school exposures to date:

1. Prevent crowding and gathering; pay particular attention to the start and end of the day, and stagger recess, lunch and transition times for students and staff whenever possible.
2. Avoid close face-to-face contact whenever possible.
3. Assign staff to specific cohort whenever possible.
4. Ensure that the use of masks does not reduce or replace practicing physical distancing between cohorts and other prevention measures, for both students and staff.
5. Ensure prevention measures are in place in staff only areas, including break and meeting rooms.
6. Implement music classes according to the [Music Educator's Association and the Coalition for Music Education in British Columbia Guidance](#) for Music Classes.
7. High intensity physical activity should occur outside whenever possible.

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

UPDATED: February 4, 2021

This guidance document is informed by [BC's Restart Plan: Next Steps to Move BC Through the Pandemic](#) and the [BC COVID-19 Go-Forward Management Strategy](#), and is aligned with [WorkSafe BC's COVID-19 Information and Resources](#) as well as [COVID-19 Frequently Asked Questions](#). It is also informed by lessons learned when partial in-class instruction resumed in June 2020. 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. This document identifies key infection prevention and control practices to implement, as well as actions to take if a student or staff member develops [symptoms](#) of COVID-19.

For up-to-date information on COVID-19, visit the [BC Centre for Disease Control \(BCCDC\) website](#).

Understanding COVID-19

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. The SARS-CoV-2 virus, is a new strain of virus which first emerged in humans in

2019 and results in COVID-19 disease. COVID-19 resulted in a pandemic being declared globally, it can cause mild to serious illness and potentially death.

Signs and Symptoms

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. BCCDC advises that the **key** symptoms include:

- Fever or Chills
- Cough
- Loss of sense of smell or taste
- Difficulty Breathing
- Sore throat
- Loss of appetite
- Extreme Fatigue **or Tiredness**
- Headache
- Body aches
- Nausea and vomiting
- Diarrhea

NOTE: Children have similar symptoms to adults, but are less likely to have fever, shortness of breath or cough. COVID-19 causes mild illness in the majority of cases in children.

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. For a complete and current list of symptoms refer to: www.bccdc.ca

School administrators are to advise the Manager of Health and Safety as well as their supervisor when there is 10% absenteeism at the school or an unusual number of students and/or staff leave the school in a 24-48-hour period with symptoms consistent with a cold, flu, or COVID-19.

Allergies and People with Chronic Medical Conditions with COVID-19-like Symptoms

Students or staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school or work when they are experiencing these symptoms as normal. If they experience any change or worsening in symptoms they should seek assessment by a health-care provider. It will be important for people with these conditions to generally share that they have such a condition and to be treated with respect by others.

Transmission Routes

COVID-19 is transmitted via liquid droplets that are dispersed when a person coughs or sneezes. Infected droplets can enter the body through the:

- Eyes
- Nose
- Throat/mouth

Transmission through infected droplets can occur via the following means:

1. Being in close contact of someone with COVID-19 when they cough or sneeze. Living in a household with someone with COVID-19 or having household-like contact with a COVID-19 case is the most common route of community transmitted COVID-19.
2. Touching a surface that is contaminated with COVID-19 and then touching your face and transferring the virus to the mucus membranes of your eyes, nose, throat. This why public health recommends frequent and diligent hand hygiene to everyone.

Transmission Update from BCCDC

“Experiences of COVID-19 in hospital settings around the world, including in B.C., suggest that COVID-19 is primarily spread by droplet contact. While there is some discussion that COVID-19 can spread by staying in the air (by aerosols), there is no convincing scientific evidence to support this. An exception is aerosols produced by aerosol-generating medical procedures.”

Risk Assessment for K-12

The assessment of risk with respect to COVID-19 pandemic is the jurisdiction of public health, specifically for the District this includes the Provincial Health Officer (PHO), BC Communicable Disease Control, and Fraser Health. The overall assessment of risk remains low for K-12. BC school districts are at Stage 2 in the K-12 Education Restart Plan developed by the Ministry of Education.

The following is reproduced from the BCCDC - *COVID-19 Public Health Guidance for K-12 School Settings*:

COVID-19 and Children (ages 0-19 years)

COVID-19 virus has a very low infection rate in children (ages 0 to 19 years).

- In B.C., less than 1% of children tested have been COVID-19 positive, and even fewer are suspected to have been infected based on serological testing. Most children are not at high risk for COVID-19 infection. Children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19.
- Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.
- Children typically have much milder symptoms of COVID-19, if any. They often present with low-grade fever and a dry cough. Gastrointestinal symptoms are more common than in adults over the course of disease, while skin changes and lesions are less common.
- Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19 (visit the [BCCDC Children-with-Immune-Suppression](#) page for further details).

The current recommendations are:

- Maintain physical distancing and good handwashing.
- Most children with immune compromise can return to school and other group gatherings, when safety measures are in place.
- Protective self-isolation is only recommended for children with severe immune compromise, on a case-by-case basis.

“Children who are at higher risk of severe illness from COVID-19 can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health-care provider to determine their child’s level of risk.”

“At the present time here in BC, all parents and children are advised to take precautions to avoid infection with COVID 19. Extra precautions to keep children at home and away from all others (protective self-isolation) are no longer recommended in most cases.”

“This may be different for children with severe immune compromise, such as those who have had a recent organ transplant, who are on intensive chemotherapy, those receiving high doses of steroids, those with severe immune deficiency diseases.”

COVID-19 and Adults (Staff and Parents)

- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
 - Aged 65 and over;
 - with compromised immune systems; or,
 - with underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.
- **Added Note: There is no public health restriction on staff with asthma, diabetes, heart disease, compromised immune systems, or are age 65 or older (or who live with somebody who has any of these conditions) from working in the school environment in**

the context of the COVID-19 pandemic. (Source: Fraser Health). It is, however, known that such pre-existing conditions may increase the risk of severity of illness should you acquire it. If an employee is at greater risk of more severe illness, they should consult with and follow the advice of their personal physicians or medical practitioners. They may consider extra precautions at work such as more frequent hand hygiene and maintaining physical distance within a Cohort/Cohort.

B.C.'s Five Stage Framework

The Five Stage Framework for K-12 Education outlines expectations for BC Elementary, Middle and Secondary Schools for learning during COVID-19. The goal of the Framework is to maximize in-class instruction for all students while adhering to the [COVID-19 Public Health Guidance for K-12 School Settings](#). This is supported by four foundational principles:

- Maintain a healthy and safe environment for all students, families and staff
- Provide the services needed to support the children of essential workers
- Support vulnerable students who may need special assistance
- Provide continuity of educational opportunity for all students

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Learning Group Size <ul style="list-style-type: none"> • Elementary: N/A • Middle: N/A • Secondary: N/A 	Learning Group Size <ul style="list-style-type: none"> • Elementary: 60 • Middle: 60 • Secondary: 120 	Learning Group Size <ul style="list-style-type: none"> • Elementary: 30 • Middle: 30 • Secondary: 60 	Learning Group Size <ul style="list-style-type: none"> • Elementary: 30 • Middle: 30 • Secondary: 30 	Learning Group Size <ul style="list-style-type: none"> • Elementary: 0 • Middle: 0 • Secondary: 0
DENSITY TARGETS: <ul style="list-style-type: none"> • Not applicable 	DENSITY TARGETS: <ul style="list-style-type: none"> • Not applicable 	DENSITY TARGETS: <ul style="list-style-type: none"> • 50% for all schools 	DENSITY TARGETS: <ul style="list-style-type: none"> • 25% for all schools 	DENSITY TARGETS: <ul style="list-style-type: none"> • 0% for all schools
IN-CLASS INSTRUCTION: Full-time all students, all grades	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.	IN-CLASS INSTRUCTION: Full-time instruction for: <ul style="list-style-type: none"> • children of essential service workers¹ • students with disabilities/diverse abilities • students who require additional supports In-class instruction for all other students for the maximum time possible within cohort limits. Self-directed and remote learning supplements in-class instruction.	IN-CLASS INSTRUCTION: Full-time instruction for: <ul style="list-style-type: none"> • children of essential service workers¹ • students with disabilities/diverse abilities • students who require additional supports Remote learning for all other students	IN-CLASS INSTRUCTION: Suspend in-class for all students
<i>Note: as Stage 1 is a return to regular operating procedures, and Stage 5 means that all in-class instruction is suspended, the following health and safety guidelines apply to Stages 2 to 4, unless specified otherwise.</i>				

The framework allows instruction to be adjusted depending on the community risk to COVID-19 in B.C. This will enable schools to move between stages if necessary, based on guidance from the Provincial Health Officer and the B.C. Centre for Disease Control.

While B.C. is currently in Stage 2, for September 2020, school districts and independent schools must have the necessary plans in place to be able to shift between stages if and when required.

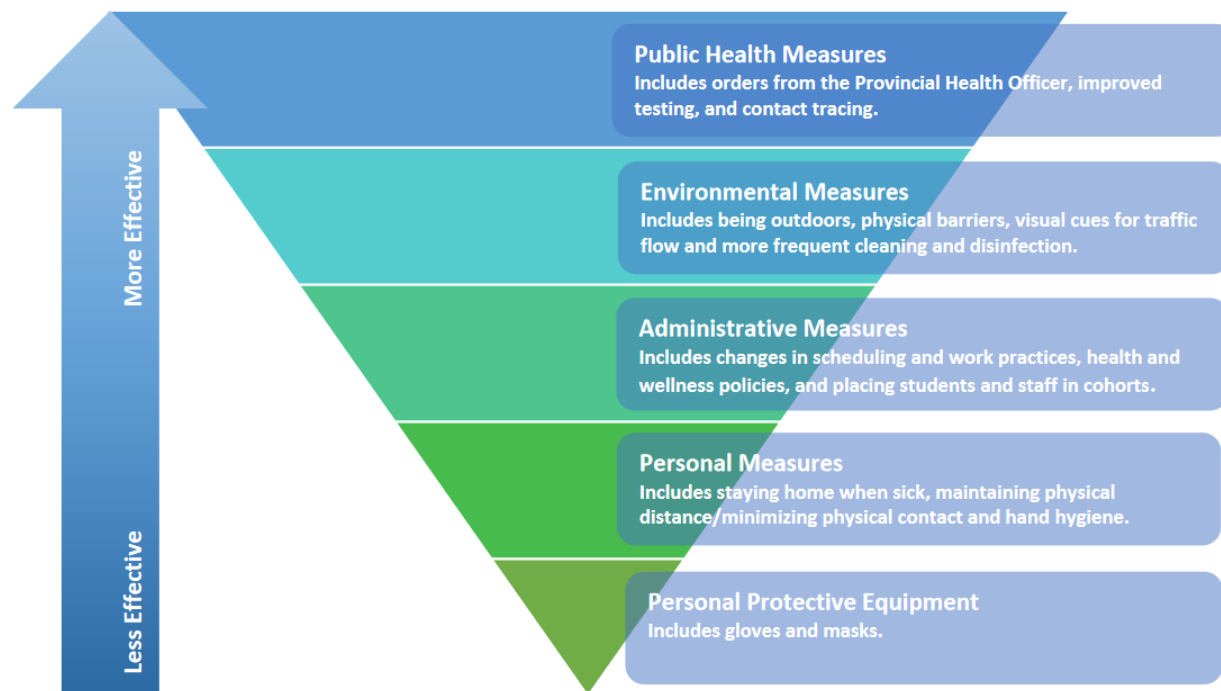
Infection Prevention and Exposure Control Measures

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 settings such as schools where there is relatively consistent grouping of people and multiple measures of various effectiveness can be routinely and consistently implemented, including:

- Robust illness policies for students and staff.
- Reinforcement and adoption of effective personal practices (e.g. diligent hand hygiene, respiratory etiquette, etc.).
- Various health and safety measure (e.g., enhanced cleaning and disinfecting practices, using outdoor space for learning activities, grouping students and staff in cohorts to limit in-person interactions, implementing staggered schedules, etc.)

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.

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



Public Health Measures are actions taken across society at the population level to limit the spread of the COVID-19 and reduce the impact of COVID-19. The Provincial Health Officer has implemented public health measures, including: prohibiting mass gatherings, requiring travellers to self-isolate or quarantine upon arrival in B.C., effective case finding and contact tracing, and emphasizing the need for people to stay home when they are sick.

Environmental Measures are changes to the physical environment that reduce the risk of exposure. Examples include being in outdoor spaces, using visual cues for maintaining physical distance or directing traffic flow in hallways, erecting physical barriers where appropriate and frequent cleaning and disinfection.

Administrative Measures are measures enabled through the implementation of policies, procedures, training and education that reduce the risk of exposure. Examples of these include health and wellness policies, cohorts, modified schedules and supporting the ability of individuals to maintain physical distance.

Personal Measures are actions individuals can take to protect themselves and others. Examples include maintaining physical distance/minimizing physical contact, washing your hands frequently, coughing into your elbow and staying home if you are sick.

Personal Protective Equipment (PPE) is not effective as a stand-alone preventive measure. It should be suited to the task, and must be worn and disposed of properly. Outside of health-care settings, the effectiveness of PPE is generally limited to protecting others should you be infected.

Schools can implement a combination of measures at different levels, as described in this

document. This document includes Environmental, Administrative, Personal Measures and the use of PPE. A summary of the recommended school measures is included in [Appendix C](#).

Supportive School Environments

Schools can support students to practice personal preventive measures by:

- Having staff model these behaviours.
- Sharing reliable information, including from the BC Centre for Disease Control and the Office of the Provincial Health Officer, to parents, families and caregivers.
- Promoting required safety measures in the school through the use of visual aids like floor markings and signage.

In line with the K-12 Education Restart Plan's goal of maximizing in-class instruction for all students within current health and safety guidelines for schools, staff should utilize positive and inclusive approaches to engage students in preventive practices and should not employ measure that are punitive or stigmatizing in nature¹.

Public Health Measures

Mass Gatherings

The [Provincial Health Officer's Order for Mass Gathering Events](#) prohibits the gathering of more than 50 people for the purpose of an event. This order does not apply to students, teachers or instructors at school when they are engaged in educational activities but does apply to community events held at schools. The Order is focused on one-time events where people gather and where control measures may be hard to implement. As such, there can be more than 50 students and staff in a school or Cohort/Cohort given the many control measures in place in school settings.

Case Finding, Contact Tracing and Outbreak Management

If a staff or student is a confirmed case of COVID-19 through testing or investigation (i.e. case finding), public health will identify who that person has been in close contact with recently (i.e. contact tracing) to determine how they were infected and who else may have been at risk of infection. If there was a potential exposure at a school (i.e. a student or staff who has a confirmed case of COVID-19 AND attended school when they may have been potentially infectious), public health will work with the school to understand who may have been exposed, and to determine what actions should be taken, including identifying if other students or staff are sick (case finding) or have been exposed and should monitor for symptoms or self-isolate. A process map for how contact tracing would occur is included as [Appendix B](#).

Personal privacy rights will be maintained. Public health will not disclose that a student or staff member is a confirmed case of COVID-19 unless there is reason to believe they may have been infectious when they attended school. In this case, public health will provide only the information required to support effective contact tracing and only to the school administrator or delegate.

Public health will notify everyone who they determine may have been exposed, including if any follow-up actions are recommended (e.g. self-isolate, monitor for symptoms, etc.). They will work with the school administrator to determine if additional notifications are warranted (e.g. notification to the broader school community).

To ensure personal privacy rights are maintained, and that the information provided is complete and correct, school administrators or staff should not provide notifications to staff or students' families about

¹ This includes where a student, staff, or other adult (including visitors) cannot comply with a specific safety measure due to health or behavioural reasons – in these circumstances, schools/districts should work with these individuals (and their parents/caregivers, if applicable to student) to explore other environmental and administrative measures to ensure their safety and the safety of others.

potential or confirmed COVID19 cases unless the school administrator is directed to do so by the school medical officer.

Managing Clusters of COVID-19

When multiple confirmed linked cases of COVID-19 occur among students and/or staff within a 14-day period (a cluster), public health, under the direction of the local school medical officer will investigate to determine if additional measures are required to prevent further transmission of COVID-19. The school medical officer will advise schools if additional prevention measures are needed.

COVID-19 Outbreaks in Schools

Cases and clusters of COVID-19 are expected in school settings, given that COVID-19 is circulating in the community. These occurrences are not considered outbreaks. The declaration of an outbreak of COVID-19 or any other communicable disease in a school setting is at the discretion of the school medical officer. This is expected to occur rarely, and only when exceptional measures are needed to control transmission.

Active testing of anyone with cold, influenza or COVID-19-like symptoms, even mild ones, helps identify cases early in the course of their disease. When a person is confirmed as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak, and whether others in close contact with them are at risk for infection. Not everyone who has been in contact with a confirmed COVID-19 case is determined to be a close contact. Public health determines who is considered a close contact.

If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with school administration 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 should not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.

Self-Isolation and Quarantine

Self-isolation means staying home and avoiding situations where you could come in contact with others. Self-isolation is required for those confirmed as a case of COVID-19 (i.e. those diagnosed with COVID-19) and those who are identified as a close contact of a confirmed case of COVID-19. Public health staff identify and notify close contacts of a confirmed case who are required to self-isolate. Public health ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place.

Quarantine is a term typically reserved for people who return from travel outside the country, who are at risk of developing COVID-19.

Self-Isolation for International Travellers Returning to B.C.

All students and staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before school begins to adhere to the self-isolation orders. Additional information is available [here](#).

Cohorts and Physical Distancing

Lowering the number of close, **prolonged face-to-face** interactions an individual has with different people

helps to prevent the spread of COVID-19. This can be accomplished in K-12 school settings through two different but complementary approaches: cohorts and physical distancing.

Cohorts

A cohort is a group of students and staff who remain together throughout a school term (e.g. a school quarter, semester or year) and who primarily interact with each other. A cohort 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 school students with same courses.

- In Stage 2, member of the same cohorts must minimize physical contact.
- In stages 3 & 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 cohort)².

The composition of cohort should remain consistent for all activities that occur in schools (i.e. students and staff cannot be part of more than one cohort at the same time). Students and staff from different cohorts can interact with one another while practicing physical distancing (see the [Interacting with Cohorts](#) section for more information).

Cohorts composition can be changed at the start of a new term (e.g. quarter, semester). Outside of these transition points, 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. No additional safety protocols are required following a change in cohort composition.

School administrators should keep up to date lists of all members of a cohort, and others who work with that cohort (e.g. itinerant teacher, TTOCs), and their contact information to support swift communication from the school and to share with public health to support contact tracing if needed.

Consistent seating arrangement are encouraged where practical. This can further reduce the number of close, prolonged face to face interactions a person has, and assist public health should contact tracing need to occur.

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.

Maximum cohort sizes (inclusive of students and staff)				
STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Elementary: no limit	Elementary: 60	Elementary: 30	Elementary: 30	Elementary: 0
Middle: no limit	Middle: 60	Middle: 30	Middle: 30	Middle: 0
Secondary: no limit	Secondary: 120	Secondary: 60	Secondary: 30	Secondary: 0

² Stage-specific health and safety expectations are subject to change, further to updated public health guidance from the Provincial Health Officer and the BC Centre for Disease Control.

Examples of what cohorts can look like in elementary, middle and secondary schools are available on the [BC Government website](#). Refer to the [Prioritizing Health and Safety – Flow Charts](#) section for more information.

Cohorts group size limits were established by provincial medical health officers based on a number of considerations including:

- Compared to some other community setting, schools are considered “controlled environments” in that they have a comprehensive set of safety measure in place, a consistent and limited group of people accessing the building, and the majority of those people are children who are at lower risk for transmitting COVID-19. The combination of these features reduces the risk of bringing more children and youth together in schools.
- The significant academic, social and emotional benefits of providing more students with more in-class learning time in a closer to normal learning environment – minimizing learning gaps, increasing peer interaction and support, decreasing feelings of isolation.
- The typical format of instruction of BC (e.g. one teacher with consistent group of students in elementary, multiple teacher and inconsistent groupings of students in secondary).
- The low community prevalence of COVID-19 currently in BC, particularly amongst school-aged children.
- Provincial contact tracing and testing capacity.

Cohorts are smaller for elementary students recognizing that younger children are less able to consistently implement personal measure such as hand hygiene, reducing physical contact and recognizing and articulation symptoms of illness.

Cohorts are larger for secondary students due to the increased ability of students in that setting to be able to consistently practice personal measures, like physical distancing and hand hygiene, and recognize and articulate symptoms of illness. Due to the typical format of instruction of multiple teachers working with different groupings of students across a larger number of curricular areas, learning groups are also larger at the secondary level to enable flexibility in meeting students’ learning needs.

Elementary and middle schools are likely to implement cohorts without reducing the number of individuals typically within the school. Secondary schools may need to reduce the number of individuals typically within the school at the same time to operate with in a cohort size limit. This may be necessary due to the larger number of people and the increased frequency of classroom exchanges that typically occur within secondary schools.

In rare circumstances, and upon Ministry approval, school districts and independent schools may request a variance from the cohort size guidelines outlined in the Five-Stage Framework for K-12 Education.

- These exceptions must be school-specific and based on significant operational implications for a school or school district, result in a relatively small increase to cohort sizes (e.g. increase from 60 to 62), and be implemented in a manner that preserves all other required health and safety measures.
- **The school district or independent school authority must outline the rationale for the request and include a recommendation from the local medical health officer in its stage 2 Restart Plan submitted to the Ministry of Education. The school district or independent school authority needs to have engaged in conversation with its local medical health**

officer, local unions and school-based staff prior to submitting the request.

See the [Key contacts and Additional Resources](#) section of the Operational guidelines for Medical Health Officer contact information by Health Authority.

Medical Health Officers are physicians who work within health authorities and have authority and responsibilities outlined in the Public Health Act. These include directing the public health response to local public health threats, like COVID-19. School medical officers are Medical Health Officers who have additional authority and responsibilities outlined in the School Act. They are responsible for directing the local public health response to any public health threat that affects schools, like COVID-19 and other communicable disease. Every school has a school medical officer.

Interacting with Cohorts

Schools should minimize the number of adults (staff and others) who interact with cohorts they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. Staff outside of a cohort must practice physical distancing (2m) when interacting with the cohort. 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 cohorts but must practice physical distance from students and other staff and avoid close face to face interactions. See section on [Itinerant Staff](#) for additional guidelines.

Unless staff members belong to the same cohort, they should maintain physical distance (2m) from one another at all times. Masks are not a replacement for physical distancing between staff from different cohorts.

There are different considerations for elementary and middle/secondary students when socializing outside of their cohort. Schools should make sure these considerations are clearly communicated and explained to students.

Elementary Students

When interacting with peers outside of their cohort, students should:

- Minimize physical contact when outdoors.
- Maintain physical distance (2m) when indoors. If a student is unable to do so, they should socialize within their cohort or where they can be supported to practice physical distancing.

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 students and staff outside of their cohort, 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 do so, they should socialize within their cohort or where they can be supported to practice physical distancing.

Multi-Cohort Instruction

Students from different cohorts can be in the same learning space at the same time if physical distancing can be maintained (as per the requirements outlined above), and there is adequate space available to

prevent crowding of those from within the same cohort. Masks are not a replacement for physical distancing between students from different cohorts in the same learning space.

Multi-Cohort Services

Students from different cohorts may be required to be together to receive beneficial social supports, programs or services (e.g. meal programs, after school clubs, etc.). Within these supports or services, it is expected that cohorts are maintained and physical distancing is practiced between cohorts, as much as is practical to do so while still ensuring the support, program or service continues.

For information on mask requirements for K-12 staff and middle and secondary school students, see the [Personal Protective Equipment](#) section.

Itinerant Staff and Specialists

Schools should minimize the number of staff who interact with cohorts 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 seek to assign staff to a specific cohort wherever possible, 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 cohort where they can support one or more students in the same cohort, or assigning a teacher teaching on call or a teacher candidate on practicum to a cohort if they have been offered an extended assignment at a single school. Schools and school districts must consider cohort size limits when assigning staff to cohorts.

Staff not assigned to a cohort must practice physical distancing when interacting with the cohort. For example, a learning assistance teacher or a counsellor can work with students from multiple cohorts, but they should maintain physical distance from students and other staff as much as possible.

In situations where staff outside a cohort cannot practice physical distancing, other measures must be explored, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, installing a physical barrier made of transparent materials, or providing virtual services where possible. If none of the strategies outlined above are viable options, staff should practice physical distancing as much as possible while providing services. In addition, all K-12 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 schools – see the [Personal Protective Equipment](#) section for more information.

Even with the requirement for K-12 staff to wear non-medical masks in schools, 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 fully explored.
See the [Prioritizing Health and Safety – Flow Charts](#) section for more information.

Physical Distancing

Physical distancing refers to a range of measures aimed at reducing close contact with others. Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged, close (face-to-face) contact.

- Within cohorts, physical distancing should include avoiding physical contact, minimizing close, prolonged, face-to-face interactions, and spreading out as much as possible within the space available.
 - Young Children may not be able to consistently reduce physical contact.
- Outside of cohort, physical distancing should include avoiding physical contact and close, prolonged face-to-face interactions, spreading out as much as possible within the space

available, and ensuring there is 2 meters of space available between people from different cohorts.

- For situations where members of different cohorts interact:
 - If people will be in the same space for an extended period of time (>15 minutes), the space should be sufficiently large, and/or should have limits on the number of people so that 2 meters of space is available between people from different cohorts.
 - If people will be in the same space for transitions purposes (e.g. changing between classes), and other measures are in place (e.g. markings on the floor, staggered transition times), there should be enough space to ensure no physical contact but 2-meter physical distancing is not required.
- Within and outside of cohorts, there should be no crowding.
- Staff and other adults should seek to reduce the number of close, face to face interactions with each other at all times, even if wearing a non-medical Mask. This includes during break times and in meetings.

Physical distancing requirements vary between stages 2, 3 and 4:

STAGE 2	STAGE 3	STAGE 4
<ul style="list-style-type: none"> ▪ Physical distancing (2m) for K-12 staff and for middle and secondary school students when interacting outside of their learning groups ▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. 	<ul style="list-style-type: none"> ▪ Physical distancing (2m) for K-12 staff, middle and secondary school students at all times. ▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. 	

To support physical distancing requirements, the following strategies should be implemented where possible:

- Avoid close greeting (e.g. hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modeling, etc. as necessary.
- Create space between students/staff as much as possible:
 - Configure classroom and learning environment differently to maximize distance between students and adults (e.g. different desk and table formations). Seating arrangements where students directly face one another should be avoided where possible, particularly for middle and secondary schools.
 - Use consistent or assigned seating arrangements where practical.
 - Store excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
- Implement strategies that prevent crowding at pick-up and drop-off times.
 - Focus on entry and exit areas, and other places where people may gather or crowd.
- 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.
 - Organize learning activities and breaks outside including snack time, place-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education outside.
- Incorporate more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.

- For elementary students, adept group activities to minimize physical contact and reduce shared items.
 - Offer manipulatives and items that encourage individual play, and that can be easily cleaned and reduce hand contact and cross-contamination.
 - Prioritize the acquisition of adequate amounts of high-touch materials, such as pencils or art supplies, in order to minimize sharing between children.
- For middle and secondary students, minimize group activities and avoid activities that require close face to face contact.
 - Note: for guideline specific to courses/subject areas that tend to involve a significant number of group activities (e.g. culinary programs), see the section on Curricular Programs and Activities.
- 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 cohort. 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. See guidance from [WorkSafeBC on designing effective barriers](#) for more information.

Staff Only Spaces

Experience to date underscores the importance of COVID-19 prevention among adults, as well as students, in the school setting. Schools and school districts must ensure physical distancing is practiced within staff only spaces, including during break times, regardless of whether or not masks are worn. To support this, schools can implement the following strategies:

- Utilize floor markings and signage to direct traffic flow and prevent crowding (e.g. in the break room, by the photocopier, etc.)
- Hold meetings virtually whenever possible.
- Ensure staff practice physical distancing (2m) during face-to-face meetings. Staff are required to wear masks when indoors, unable to maintain physical distance, and a barrier is not present.

[WorkSafeBC guidance for Offices](#) lists measures that should be considered and implemented as applicable to the workplace for staff in office environments (both inside and outside of 'bricks and mortar' schools).

Supporting Students with Disabilities/Diverse Abilities

Expectations for School Districts and Schools

School districts and independent schools are expected to implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.

School districts and independent schools must ensure that supports and services typically provided to students with disabilities/diverse abilities or medical complexity continue across all stages. This should include ongoing discussion on needs assessments to better understand the supports that students and families may require. (see the Services and Supports > Supports for Students with Disabilities/Diverse Abilities section of the [COVID-19 Operational Guidelines](#) for more information).

Students with disabilities/diverse abilities who are not able to physically distance are not to be excluded from a cohort. Prevention and exposure control measures should be implemented to support students to access learning within a cohort (e.g. assigned seating, prompts, visual support, education using video modelling, social stories, etc.)

Schools districts and independent schools must ensure that cohorts are established in a manner that allows for the implementation of students' IEP goals, respects the principles of equity and inclusion and does not result in segregated learning environments.

Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19. For guidelines specific to children with immune suppression (e.g. students who have had a recent organ transplant, who are receiving chemotherapy, those with an illness impacting their immune system).

Due to physical space limitations it may be necessary to reduce the number of individuals at any given time within secondary schools to ensure that physical distance can be maintained when required (this would mostly be the case in larger secondary schools). In this case, secondary schools should continue to prioritize the attendance of students who most benefit from in-person support and learners with diverse needs.

Examples of students who require additional support:

- some children and youth in care
- students not yet meeting literacy expectations
- students at risk of not graduating
- students requiring mental health or substance use supports
- students with serious medical conditions
- students who may be at risk due to the situation in their home environment
- a student with a disability who has been destabilizing due to changes in their routine

Please refer to support documentation on [SharePoint](#).

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 working with a student indoors, physical distancing cannot be maintained, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment 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).

When working with students where seeing facial expression and/or lip movement is important, and physical distancing cannot be maintained, the strategies outlined in the [Itinerant Staff and Specialists](#) section should be explored. Where a mask is required, options include having the staff member wear a mask with a transparency section to enable visualization of the mouth.

- For elementary school students, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE when receiving services in close physical proximity.

- Middle and secondary school students are also required to wear a non-medical mask or face covering when receiving services indoors, in close physical proximity and where there is no barrier between the student and staff member.

Exception will be made for staff and students who cannot wear masks for health or behavioral reasons.

In addition to non-medical mask, those providing health or education services that require being in close proximity to student should follow their standard risk assessment methods to determine if additional PPE is required, in accordance with routine practices.

Schools will have non-medical masks and face shield available for staff.

Wearing 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 schools outside of the circumstances outlined above is a personal choice and will be respected.

For more information see the [Personal Protection Equipment \(PPE\)](#) section.

Students with Medical Complexity, Immune Suppression and/or Receiving Delegated Care

Supporting students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical contact with a medically complex or immune suppressed student.

- People providing these services in schools should wear a mask (medical or non-medical) when providing services and physical distancing cannot be practiced, or the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with their health care provider to determine their child's level of risk.

For information on PPE when working with students where seeing facial expressions and/or lip movement is important, see the [Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required](#) section.

School Gatherings and Events

School Gatherings

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.³ When it is necessary to gather in larger groups, the following guidance should be followed:

- School gatherings should occur within a cohort.

³ The [School Regulation](#) requires principals to ensure school assemblies are held at least 3 times each school year, including the school day immediately preceding Remembrance Day.

- Gatherings should not exceed the maximum cohort size in the setting (which includes students and staff who are part of the cohort), 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
- Adequate space should be made available to prevent crowding of those within the cohort.
- Staff meetings, in-service and professional development activities, and other staff-only gatherings should be held virtually wherever possible.
 - Staff should practice physical distancing (2m) for face-to-face interactions, whenever possible.
 - If physical distancing cannot be maintained, and barriers are not present, participants are required to wear masks.
 - The number of participants gathered, and the length of the gathering should be minimized as much as possible.
- Examinations or assessment are not considered school gatherings; however, they must still be delivered in accordance with the health and safety guidelines outlined in this document and should not include non-student and staff spectators (e.g. performance arts concert or play where families are invited to attend).
- 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.
- Gatherings or events at a school that are not educational activities or support services (e.g. meal programs), including social gatherings of students and/or staff, must adhere to the [PHO Order for Gatherings and Events](#).

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, reusable food containers).

Items brought regularly to and from school should be limited to those that can be easily cleaned (e.g. reusable food containers) and/or are considered to be low risk (e.g. clothing, paper, etc.).

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. If possible, lockers should not be shared. If lockers have to be shared, schools must assign shared lockers to students in the same cohort. 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

The following strategies are recommended for student transportation on buses:

- Buses used for transporting students should be cleaned and disinfected according to the guidance provided in [BCCDC's Guidelines on Cleaning and Disinfectants for Public Settings](#) document. Additional guidance is available from [Transport Canada](#).
- Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.
- Bus drivers 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) on school buses **except while driving or able to maintain physical distance (2M)**. Exceptions will also be made for bus drivers who cannot **tolerate masks for health or behavioural reasons**.
 - Schools will have non-medical masks and face shields available for staff.
 - See the [Supporting Students with Disabilities/Diverse Abilities](#) section for more information on safety measures when staff are required to be in physical contact with students.
- 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 (see the [Daily Health Check](#) section for more information). **If a child is sick, 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.
- Middle and secondary students are required to wear non-medical masks **or face coverings** when they are on the bus. Exceptions will be made for students who cannot wear masks for **health or behavioral reasons**. **Elementary students are not required to wear a non-medical mask or face covering on school buses.** For more information, see the [Personal Protective Equipment](#) section.
 - Non-Medical masks of face coverings should be put on before loading.
- **Open windows when the weather permits.**

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.
 - The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.)
- Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
- **Prioritize students sharing a seat with a member of their household or cohort. If space is available, students should each have their own seat (unless sharing with a member of their household).**

Additional measures related to student transportation can be taken, including:

- Encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) where possible to decrease transportation density.

- See the [Field Trips](#) section for more guidance about safety measures for field trips.
- **Plexiglass barriers have been installed in all driver areas on the bus**
- Other transportation methods not listed here can be used, with this guidance adapted as relevant to their mode of transportation (e.g. vans, boats, ferries, etc.).

Please review [Field Trips During the COVID-19 Pandemic on SharePoint](#) and complete the [Pre-Field Trip Checklist](#).

Cleaning and Disinfecting

Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the [BCCDC's Cleaning and Disinfectants for Public Settings document](#).

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.

Staff must not bring cleaning supplies from home. Only use district provided cleaning/disinfecting products on district surfaces/items. The district used PCS cleaning and disinfecting products and SD33 Operations has cleaning procedures in place that is approved by Health Canada as effective in killing COVID-19 virus and has been confirmed to meet the BCCDC requirements, product, and concentration for all tasks.

Cleaning and disinfecting supplies are provided via the Custodial Department to classrooms and common work areas to facilitate staff in conducting spot cleaning as they deem necessary and in addition to the above.

Custodial staff during school/workdays as well as evening shifts will carry out required cleaning services as per the PHO/K-12 provincial guidelines, which include the cleaning and disinfecting frequency.

Products & Procedures

For **cleaning**, use water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e. using strong action on surfaces). For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting.

For **disinfection**, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed). Refer to the [Cleaning and Disinfectants for Public Settings Guidelines](#) for additional information.

Schools should use commercial disinfectant products, listed on [Health Canada's hard-surface disinfectants for use against coronavirus \(COVID-19\)](#).

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 every 24 hours**.
 - This includes items that only a single student uses, like an individual desk or locker.
- Cleaning and disinfecting of frequently-touched surfaces at least **twice every 24 hours**.
 - These include door knobs, light switches, water fountains, toilet handles, tables, desks and chairs, keyboards and toys used by multiple students.
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

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

The recommended cleaning and disinfecting frequency for K-12 and other community setting outline above was determined by infection prevention and control experts at the BC Ministry of Health, BC Centre for Disease Control and the Provincial Health Services Authority.

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Frequently Touched Surfaces

Frequently touched surfaces include:

- Items used by multiple students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles, tables, desks, chairs and toys.
 - Students and staff should be encouraged to bring an individual, filled water-bottle or other beverage container to school each day for their personal use to support hydration needs.
 - Re-filling water stations can be used to re-fill personal containers (these should not include washroom sinks or other water sources not typically used for drinking water).
 - Water fountains where a person drinks directly from the spout should be used minimally, and only if no other means of water access are available. Hand hygiene should be practiced before and after use.
 - **Access to water and to washrooms should not be restricted.**
- 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, PE/sports equipment, music equipment, 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)
- Service counters (e.g., office service window, library circulation desk)

Limit frequently-touched items that are not easily cleaned to those that support learning, health and development.

- Some frequently touched items like toys or manipulatives may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.). These items can continue to be used, if hand hygiene is practiced before and after use.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g. children's books or magazines) and items with plastic covers (e.g. DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

USE OF BLEACH PRODUCTS CONTAINING SODIUM HYPOCHLORITE IS STRICTLY PROHIBITED (I.E. WIPES)

- Hand sanitizer will be provided in portables without sinks.
- Limit items that are not easily cleaned (e.g. fabric or soft items).
- Use only Chilliwack School District approved cleaning products
- Wash hands before wearing and after removing gloves.
- Water bottles and water fountains can both used.
- Washrooms will be cleaned/disinfected twice a day keeping in line with the high touch surface area protocols.
- Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Refer to [Biological Agents Exposure Control Plan](#).
- Empty garbage containers daily.
- Cleaning and Disinfecting of frequently touched surfaces will be included in the evening deep clean.
- Teachers will be responsible for turning on/off the light and opening/closing the door to reduce disinfection frequency.
- Spray bottles of disinfectant will be provided in each classroom as resources become available.
- Both hand dryers and paper towel are acceptable for drying of hands.
- Custodial dept. is in the process of purchasing a disinfectant misting system for each site.
- Portable handwash stations will be provided for portables to assist with hand hygiene.
- Custodial will not be disinfecting gym equipment but a bottle of disinfectant will be provided to each PE storage room.
- Material Safety Data Sheets are posted on [SharePoint](#)

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, Kevlar sleeves) for blood and bodily fluids (e.g. toileting, spitting, biting). Refer to [Biological Agents Exposure Control Plan](#) for more information.

Laundry

Follow these procedures when doing laundry (Home Economics, Physical and Health Education, Life Skills Programs, etc.):

- Laundry should be placed in a laundry basket with a plastic liner.
- Do not shake dirty items
- Wearing gloves is optional. If choosing to wear gloves, ensure hand hygiene is performed before and after use. No other PPE is required.

- Clean hands with soap and water immediately after removing gloves.
 - Wash with regular laundry soap and hot water (60-90°C).

Visitor Access/Community Use

NOTE: Chilliwack School District Rentals are Closed until June 30, 2021 and will be reevaluated in the summer. Community Schools may have child and youth run programs Monday to Friday up to 7:00pm. All licenced childcare programs can run.

Stage 2

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.).

- Parents/Caregivers and other visitors should maintain physical distance and avoid crowding while on school grounds, including outside.
- 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 **inside the school**)
- Schools are responsible for ensuring that all visitors confirm they **not ill and are not required to self-isolate before entering.**
- Schools should 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/sign-in process, for the visitor to confirm they are not ill and are not required to self-isolate.

Schools should keep a list of the date, names and contact information for all visitors and staff who are not typically onsite (e.g. TTOCs, itinerant teachers/specialists, maintenance or IT personnel, district/authority administrators) who entered the school over the past 30 day.

- All visitors must wear a non-medical mask when they are inside the school. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons.
- Adult volunteers can continue support outdoor supervision/monitoring. Provided that they follow required health and safety protocols (e.g. maintaining physical distance, wearing a mask when unable to maintain physical distance, etc.).

After hours community use of facilities is allowed in alignment with other health and safety measures:

- Must adhere to the [Gatherings and Events Order](#) of the Provincial Health Officer.
- Diligent hand hygiene
- Respiratory etiquette
- Physical distancing among older youth and adults
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity
- Spaces and equipment used by community members should be cleaned and disinfected prior to students and staff re-entering the space.
 - Cleaning for purposes of after school use cannot result in a reduction of cleaning for education purposes.
 - Schools can consider asking community members to bring their own equipment, where appropriate.

Employee/Student Attendance

To maximize student attendance, repeated and consistent messaging/communication is crucial to allay parent and caregiver fears and to convey that schools are a safe place to be, based on the rigorous health and safety measures in place. For more information, see section on Communications and Training/Orientation.

Alternative methods of instructional delivery will be jointly determined by boards of education and First Nations for students from First Nations that remain closed and will not be sending students back to school at this time.

Students, Family Members and Staff with Immune Suppression

According to the Provincial Health Officer and the BC Centre for Disease Control, most children who are immunocompromised can return to in-class instruction when safety measures are in place. Protective self-isolation is only recommended for children who are severely immunocompromised, as determined on a case-by-case basis.

School districts and schools should be aware of [BCCDC Guidelines for Children with Immune Suppression](#) and share these documents with families of children with immune suppression.

The advice from the Provincial Health Officer and the BC Centre for Disease Control for parents/caregivers of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, is to consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction. Parents/caregivers seeking an alternative to in-class instruction, and who do not wish to register their child in a distributed learning program or homeschooling, will be required to obtain a doctor's note indicating the need for accommodations due to health-related risks. School districts and independent school authorities are expected to work with these families to ensure continuity of learning and supports.

School districts and independent school authorities are expected to work with these families to ensure continuity of learning and supports.

- **If attending in-class instruction is right for the child:** schools and school districts should work with parents or caregivers to develop a plan that provides options for learning to ensure appropriate preventative measures are in place.
- **If attending in-class instruction is not right for the child:** schools and school districts should work with families to develop options to continue their child's education at the school or school district level.

School district questions regarding accommodations for immunocompromised staff can be directed to the [BC Public School Employers' Association](#).

Illness & Self-Assessment Policies and Protocols

School districts and independent school authorities must develop local protocols for schools and adult-only worksites/offices that:

- Ensure staff and other adults (e.g. parents, caregivers, visitors) entering the school/worksites are aware of their responsibility to:
 - Assess themselves daily for illness prior to entering the school/worksites (e.g. emails/letters to parents and staff, orientation video, signage on doors).
 - Stay home and self-isolate if they are sick **OR** travelled outside of Canada in the last 14

days **OR** were identified as a close contact of a confirmed case or outbreak by their local health authority (see the staying home, [Self-Isolation and Symptoms section](#) for more information).

- Clearly communicate with parents/caregivers their responsibility to assess their children daily before sending them to school, and keep them home from school if they are sick or if they have been directed to self-isolate by their local health authority.
- Establish procedures for students and staff who become sick while at school/work 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.
 - Schools must provide supervision for younger children, supervising staff should wear a non-medical mask and face shield if they are unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene.
- Establish procedures that allow for students and staff to return to school/work in line with the guidance in the [Staying Home, Self-Isolation and Symptoms](#) Section.
 - This is to ensure students and staff who are not sick are not kept out of school/away from work longer than necessary.

Schools and districts should not require a health-care provider note (i.e. a doctor's note) to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practices.

Stay Home When Sick

Staying home when sick is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. When COVID-19 is present in the community, the risk of introducing COVID-19 into schools is reduced if staff, students and parents/caregivers:

- Perform a daily health check.
- Stay at home when sick.
- Get a health assessment and/or COVID-19 test when sick.

These steps do not replace usual health care. Health questions can be directed to 8-1-1 or your health care provider. These recommendations are discussed in more detail below and may change over time.

Fraser Health will work with schools and school districts throughout the school year to address question related to [COVID-19 Public Health Guidance for K-12 School Settings](#). We will also work closely with schools for case confirmation, contact tracing and outbreak management.

What If Someone Develops Symptoms at School

Anyone with NEW symptoms of illness that are not associated with a known chronic condition, such as allergies or asthma should be isolated at school and sent home. Key symptoms to watch for are fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea, vomiting, and diarrhea. Schools need to establish procedures for those who become sick at school to be sent home as soon as possible.

Symptoms of COVID-19 can be mild and are similar to other respiratory infections. Most people in BC with these symptoms do not have COVID-19. To ensure staff and students are not kept out of school when they present no risk of COVID-19, schools should also establish procedures that allow for students and staff to attend school with mild symptoms of illness if a single key symptom improved within 24 hours or COVID-19 has been excluded. A doctor's note should not be required for a return to school. – Refer to Appendix J

What Will Happen If There Is A Confirmed COVID-19 Exposure at School

If a staff member or student is a confirmed case of COVID-19, public health will identify if they were at

school during their infectious period and at risk of transmitting COVID-19 to other people. If public health determines that there was an exposure risk at school, we will notify the school administrator. We will work with the school administrator to provide further notification as necessary, including specific individuals or classrooms who may have been exposed and provide recommended actions, such as to self-monitor or to self-isolate, depending on the nature of the exposure.

If there is a suspected or positive case of COVID-19, please do not notify staff, students, or parents, unless directed to by public health. To maintain personal privacy rights, public health will not disclose if a student or a staff member is a confirmed case of COVID-19, unless information is required to support effective contact tracing.

When Should You Notify Fraser Health

It is not necessary for schools to notify Fraser Health about symptomatic staff or students in the schools. All positive COVID-19 cases are reported to public health from the BC Centre for Disease Control (BCCDC). A risk assessment of the school and school community will be completed and communicated by regional health authority.

What Should Schools Prepare for In Case and Contact Management at Their Site

Schools and school districts should maintain accurate documentation of all students and staff in schools and school district building. To support public health's investigation if there is a positive case of COVID-19, we may request this information. For example, we may request information about a students' schedule, including staff and students from their cohort or classrooms. If there is an outbreak in a school, we may need information about who was in the school each day for the previous two weeks.

Please ensure staff, students and parents are aware of your restart plan, including staying at home if ill and what to do if someone developed symptoms at school.

Process to Communicate Information to the School Community in Regards to COVID-19 early notification and exposure events

Effective February 19, 2021, Fraser Health is rolling out a new streamlined process to communicate information to the school community in regards to COVID-19 early notification and exposure events. The new process will streamline letters from three different early notification letters into one notification letter and continue to use a self-monitoring letter and self-isolation letter as needed. The school bulletin will be discontinued.

The new streamlined process is as a result of feedback received from schools and families, and Fraser Health has worked in partnership with the school districts to streamline the notification process. The new process is designed to:

- Increase Fraser Health's response time in issuing the appropriate notifications,
- Decrease the number of emails sent to staff and families and
- Increase the accuracy of the notifications.

In summary, the revised process is as follows:

- When a case has been identified and includes an individual who attended school during their infectious period, the school and district will be provided with a **notification letter** to distribute to the school community.
- If the case is linked to one or more classes, a **self-monitoring letter** will be issued to the affected classes.
- Additional **self-monitoring letters** and/or **self-isolation letters** will be issued as identified during the course of case and contact management.
- Instead of a school bulletin, the **notification letter** has been updated to alert parents and staff that case and contact management will be completed within **48 hours**.

- School exposures will continue to be updated daily on Fraser Health's school exposures page.
- In the event of case identification or a COVID-19 exposure at a school, parents and staff can expect one or more letters, as described below:
 - **Notification letter:** this is a general letter to the entire school community that serves as a notification that someone within the school community has tested positive for COVID-19.
 - **Self-monitoring letter:** This letter will be sent to classes or cohorts of the person who attended school while potentially infectious. The intent of the letter is to provide heightened awareness, beyond that of the daily health check, around monitoring for symptoms.
 - **Self-isolation letter:** Individuals or groups who are identified through contact tracing as being at higher risk due to proximity to the case or the nature of the exposure, will receive a self-isolation letter. The letter advises those individuals to self-isolate, which means that they should remain isolated at home.

It is key to note that COVID-19 cases at our schools are a direct reflection of community transmissions in Chilliwack. Therefore, it is important that we all follow Public Health advice on reducing the risk of spreading COVID-19 in our community.

The safety and well-being of our students, families, and staff remain our highest priority. Please be reassured that our school district will continue to implement the strict health and safety protocols we have in place so that our children and staff can continue to attend school as safely as possible.

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.
 - For a list of symptoms of COVID-19, see the BC Centre for Disease Control website.
- 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.

Protocol If A Student/Staff Develops Symptoms of Illness 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.

- 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.
- Schools and school districts should notify their local medical health officer if staff and/or student-absenteeism exceeds 10 percent of regular attendance, to help with the early identification of clusters or outbreaks.

Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved.

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.)
 - 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:
 - Recommend 14-day isolation if necessary (for confirmed close contacts).
 - Recommend monitoring for symptoms if necessary.
 - 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.

Daily Health Checks for Staff and Students

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

- Parents and caregivers should assess their children daily for illness before sending them to school.
 - Parents/caregivers and students can utilize the [Provincial K-12 Health Check App](#) for daily assessment of symptoms.
 - Schools are not required to verify that the student's health check has occurred every day or require that parents/caregivers submit a daily health check form.
- Staff and other adults are required to complete an active daily health check, in line with the Provincial Health Officer's [Order on Workplace Safety](#). Prior to entering the school.
 - School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.
 - An entry check poster for worksites, and additional information on health checks for workers, is available on the [WorkSafeBC Website](#).
- If a student, staff, or other adult is sick, they must not enter the school.

A full list of COVID-19 symptoms is available from [BCCDC](#).

The Daily Health Check form is posted on [SharePoint](#).

Staying Home, Self Isolation and Symptoms

Stay Home When Required to Self-Isolate

The following students, staff or other adults **must stay home and self-isolate**:

- A person confirmed by the health authority as testing positive for COVID-19; or
- A person confirmed by the health authority as a close contact of a confirmed case of COVID-19; or
- A person who has travelled outside of Canada in the last 14 days.

A person who has been tested for COVID-19 **must stay home** while they are waiting for the test result.

Information on self-isolation for international students, and homestay contingency plans for illness, is available in the [COVID-19 Operational Guidelines for K-12](#).

Additional Information on Self-isolation requirements and support is available from [BCCDC](#).

Symptoms of Illness and Return to School

Students, staff or other adults should stay at home when sick, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- Parents/caregivers and students can use the [K-12 Health Check App](#).
- Staff and other adults can refer to BCCDC's "[When to get tested for COVID-19](#)".
- Staff, students and parents/caregivers can also use the BCCDC online [Self-Assessment Tool](#), call 8-1-1 or their health care provider.

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. See [Appendix B: COVID-19 Symptoms, Testing & Return to School](#) for more information.

Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g. seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms, they should seek assessment by a health-care provider.

Students or staff may still attend school if a member of their household develops new symptoms of illness, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school. Most illness experienced in BC is not COVID-19, even if the symptoms are similar.

Protocols for Managing Illness and Confirmed Cases at School

Refer to the [COVID-19 Protocols for School and District Administrator](#) for more information.

Trauma-Informed Practice and Socio-Emotional Learning

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 included:

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

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 through trauma-informed practice, the Ministry has [trauma-informed practice resources](#) that are available on the [erase website](#).

The Ministry of Education has developed a [webinar series](#) to support educators as they navigate through times of uncertainty and change. The first webinar, Building Compassionate Communities in a New Normal, provides educators with information, ideas and strategies that they can use to create compassionate spaces for students, especially during times when the classroom environment is ever-changing.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a wide range of social emotional learning resources, including [Reunite, Renew, Thrive: A Social Emotional Learning Roadmap for Reopening Schools](#), that outline a roadmap of action steps to implement SEL practices throughout the school year, for both educators and administrators.

The North American Centre for Trauma Assessment and Trauma Response has released a resource to assist the education sector in supporting the transition back to school called [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact](#).

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

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 [sanitizer](#) dispensers [containing at least 60% alcohol](#), 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 [sanitizer](#) with a minimum of 60% alcohol.
- Staff should assist younger students with hand hygiene as needed.
- Students may bring their own sanitizer or plain soap if they are on the list authorized by Health Canada or have a medical condition that requires specialized soaps. (See the [List of Hand Sanitizers Authorized by Health Canada](#) for products that have met Health Canada's

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

requirements and are authorized for sale in Canada.)

- If hands are visibly soiled, alcohol-based sanitizer may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If it is not available, use alcohol-based hand wipe followed by alcohol-based hand sanitizer.

Respiratory Etiquette

Students and staff should:

- Cough or sneeze into their elbow or a tissue.
- Throw away used tissues and immediately perform hand hygiene.

Water Stations and Fountains

Students and staff should be encouraged to bring an individual, filled water-bottle or other beverage container to school each day for their personal use to support hydration needs.

Re-filling water stations can be used to re-fill personal containers.

Water fountains where a person drinks directly from the spout should be used minimally, and only if no other means of water access are available. Hand hygiene should be practiced before and after use.

Water fountains are strongly encouraged to be used as additional bottle fillers.

Personal Protective Equipment (PPE)

Although personal protective equipment (including masks) is the lowest level on the hierarchy of infection Prevention and Exposure Control Measures, it can provide an additional layer of protection when more effective measures are not feasible. Non-medical masks and face coverings (hereafter referred to collectively as “masks”) have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

Those wearing masks must still maintain physical distancing whenever possible. There must be no crowding or congregating of people, even if masks are worn.

Masks should not be used in place of the other safety measures detailed in this document. For example,

masks are not a replacement for need for physical distancing for in-class instruction delivered to students from more than one cohort (refer to the *Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease* graphic on page 8).

K-12 staff

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) in schools – both within and outside of their cohort, except when:

- Sitting in (or standing at) their desk/workstation, or while maintaining physical distance (2M) in a classroom/learning environment;
- There is a barrier in place;
- Eating and drinking; or
- Outdoors⁴

All K-12 staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) on school buses.

In “staff only” spaces staff are required to wear masks when indoors, unable to maintain physical distance (2M), and a barrier is not present. [WorkSafeBC guidance for Offices](#) also lists measures that should be considered and implemented as applicable to the workplace for staff in office environments (both inside and outside of ‘bricks and mortar’ schools).

Exceptions will also be made for staff who cannot tolerate masks (e.g. health or behavioural reasons). Schools must not require a health-care provider note (i.e. a doctor)

Middle and Secondary School Students

All middle and secondary school students are required to wear a mask or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools – both within and outside of their cohort – except when:

- Sitting in (or standing at) their seat or desk/workstation (including shared tables) in a classroom/learning environment;
- There is a barrier in place;
- Eating and drinking; or
- Outdoors.

All middle and secondary school students are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) on school buses.

Exceptions will also be made for students who cannot tolerate masks (e.g. health or behavioural reasons). Schools must not require a health-care provider note (i.e. a doctor’s note) to confirm if a student cannot wear a mask.

Additional guidance for mask use during specific activities in middle and secondary schools is detailed in the [Music Programs](#), Physical and Health Education (PHE)/Outdoor Programs, [School Sports](#) and [Theatre, Film and Dance Program](#) sections of this document.

Staff should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature.

⁴ Mask use outdoors is a personal choice

Elementary School Students

Elementary students are not required to wear a mask in schools or on school buses. Elementary students' mask use should be based on their personal or family/caregiver choice, and their choices must be respected.

In line with [current public health guidance](#) masks are not required for elementary school students based on international evidence regarding younger children's capacity to comply with the correct use of masks (e.g. frequent touching/removal of mask, wearing mask incorrectly, etc.), and potential impact of mask wearing on learning and development.

Schools and districts will have non-medical masks available for staff and students, including anyone who becomes sick while at school.

The use of masks should not reduce or replace other more effective infections prevention exposure control measures in schools, 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 (cohorts);
- Adapting learning environments to maximize the use of space;
- Ensuring physical distance can be maintained between cohorts; and
- Frequent hand hygiene

These measures provide multiple layers of protection that reduce the risk of transmission.

Supporting students with complex behaviours, medical complexities or receiving delegated care may require staff providing health services or other health care providers to be in close physical contact with a medically complex or immune suppressed student.

- People providing these services in schools should wear a mask (medical or non-medical) when providing services and physical distancing cannot be practiced, or the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.
- Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with their health care provider to determine their child's level of risk.

For information on PPE when working with students where seeing facial expressions and/or lip movement is important, see the [Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required](#) section.

Visitors

All visitors must wear a non-medical mask when they are inside the school. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons.

Students and staff should be supported to know how to properly put on, wear, take off and store non-medical masks and other face coverings. Related information is available on the [BCCDC website](#) and the [Government of Canada website](#).

Medical-grade masks are not required within school settings for general use.

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.

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. Good indoor air ventilation alone cannot protect people from exposure to COVID-19; however, it may reduce risk when used in addition to other preventive measures.

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
 - School district and site-based safety plans should include provisions for when a school/worksite's ventilation system is temporarily compromised (e.g. partial power outage, ventilation break down).
- increasing air exchanges by adjusting the HVAC system
- where possible, opening windows if weather permits and HVAC system function will not be negatively impacted.

See the [WorkSafeBC website](#) for more information.

Chilliwack Facilities Department Mechanical/HVAC Systems

- 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](#)).

- Mechanical Systems are set to “full occupancy mode” bringing in more outside air throughout the day. (This equates to roughly 6 changes per hour)
- Also Providing Night cooling and an additional purge of the building first thing in the morning before staff and students arrive to exchange building air to outside air. (This is equivalent to 4-5 hours of purging).
- Will Continue with routine maintenance and filter changes (quarterly) to ensure system is in top working order.
- Mechanical team will be monitoring the HVAC system through our building management system (DDC) to ensure system is functioning properly.

In order to enhance the ventilation in classrooms, schools, and other office/work areas:

- Classroom, other school-based staff, and other district staff can augment ventilation in the following ways:
 - Move activities outdoors when possible (for example, lunch, classes, physical activity, classes) when appropriate and time, space, and weather permits.
 - Open exterior windows to allow in outside air.
 - Ensure air vents are unimpeded (i.e. clear unimpeded of any clutter, do not block, cover, or blank off vents in classrooms.).
 - If portable fans units are used, set them up to avoid blowing air directly from one person’s breathing zone to other occupants of a room. Introducing horizontal cross breezes should be avoided. Ideally place devices so that air flow moves downward, for example from a cabinet top.
- Staff who travel in District vehicles or during work in their personal or other vehicles should:
 - Turn on the vents or air conditioning controls to allow outdoor air to flow in. Do not set the vents to recirculate.
 - Leave windows partially open to allow as much outdoor air as possible into the vehicle. Avoid recirculating air and turn any recirculation functions off.

Emergency and Evacuation Drills

Schools should continue to practice emergency (e.g. fire, earthquake, lockdown) and evacuation drills, including the six required annual fire drills as per BC Fire Code 2.8.3.2, and modify current drill procedures to adhere to health and safety guidelines (e.g., providing additional muster spots to prevent crowding/congregating).

- Staff should be notified in advance of emergency/evacuation drills (i.e. no “surprise” drills).
- The BC Fire Code requires schools to conduct “total evacuation fire drills” involving all occupants in the building. Partial evacuations involving smaller groups of students would not comply with the fire drill requirements of the Fire Code.
- Schools must continue to update their fire safety plans on an annual basis, as per the BC Fire Code, to “ensure it takes account of the changes in use and other characteristics of the building” (such as current pandemic protocols). School fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department and other regulatory authorities.
 - Schools may also need to consult with their local medical health officer for guidance on physical distancing and PPE, based on their site-specific conditions and evacuation procedures.
- In the event of an actual emergency, emergency procedures must take precedence over COVID-19 preventive measures.

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 (including newly hired staff and staff who change worksites), parents/caregivers, students and other adults in the school (e.g. teacher candidates in practicums, volunteers) to ensure all members of 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. See the Health & Safety Orientation Checklist for considerations to support school districts and independent school authorities in planning their health & safety orientation for staff and students.

WorkSafeBC recommends that schools and school districts:

Train their workers on:

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

As per WorkSafeBC guidance, employers need to involve frontline workers, joint health and safety committees, and supervisors in identifying protocols for their workplace. School districts and schools should ensure they have active Site Committees and Joint Health and Safety Committees that meet regularly, including prior to any transitions between stages, and are included in school district/school planning efforts.

School district and school communications should include evidence-based information, provided by the Provincial Health Officer and B.C. Centre for Disease Control, to build awareness that the risk of contracting COVID-19 from students is minimal and to help address inaccurate information that might be circulation in the school community.

Schools/districts can refer to the [BCCDC website](#), [B.C.'s Back to School Plan website](#), [WorkSafeBC's website](#) and [Queen's Printer COVID-19 Signage Catalogue](#) for signage and posters.

See the Health & Safety Orientation Checklist for considerations to support school districts and independent school authorities in planning their health & safety orientation for staff and students.

Safety Responsibilities by Role

Employer (School District)

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure that all resources (information, authorization administrative changes, technology, training, human resources) and materials (personal protective equipment, equipment, cleaning and disinfecting products and systems) required to implement and maintain plan are reasonably made available as practical when required.
- Ensure that supervisors and workers are informed about the content of safety policies.
- Conduct a periodic review the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.
- Re-examine all tasks in the workplace, especially those that require the direct care of students, and ensure that safe work procedures are updated with COVID-19 practices.
- Where possible, have workers perform only essential tasks to maintain the student's education and well-being. Tasks that are non-essential should be put on hold until directed otherwise by the provincial health officer.

Management

- Maintaining an inventory of PPE for custodians, cleaning and disinfectant products, and well-maintained equipment used for cleaning and disinfecting.
- Providing adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this exposure control plan.
- Directing the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revising the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.

Supervisors (Principals and Vice Principals)

- Ensure that workers are knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.
- Direct work in a manner that eliminates or minimizes the risk to workers.
- Post or relay educational and informational material in an accessible area for workers to review.

Workers (Teachers, Education Assistants, Support Staff and Outside Contractors)

- Know the controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions as directed by the employer or supervisor.
- Report any unsafe conditions or acts to the supervisor.
- Know how and when to report exposure incidents.

Joint Occupational Health and Safety Committee

Joint Occupational Health and Safety Committees (JOHSC) continue to function and play an important advisory and inspection role during the COVID-19 restart stages. For example, in support of COVID-19 risk reduction control and protocols, the site JOHS Committee will continue to:

- **All staff will be required to meet with their school's Joint Health and Safety Committee along with PVP to receive instructions about how the updated guidelines, co-developed the BCCDC and PHO will work in their school.**
- Consult and share information with site staff on Health and Safety issues, including COVID-19
 - Reminder: JOHS Committee members will continue to remind staff to report health or safety concerns in a timely fashion to their administrator/supervisor, including those regarding COVID-19.

- Conduct monthly meeting while adhering to physical distancing measures. For clarity, local workplace procedures or concerns as they relate to COVID-19 are in scope of the JOHS Committee.
- Collaborate with and provide feedback to administration/management on local COVID-19 control measure implementation. Examples: arrival areas, hallways, traffic flow, etc.
- Conduct site inspections as a tool to advise the administration/management and District of areas where COVID-19 risk reduction methods may be an issue/concern.
- Continue with other regular JOHS Committee responsibilities.

School district and school communications should include evidence-based information, provided by the Provincial Health Officer and BC Centre for Disease Control, to build awareness that the risk of contracting COVID-19 from students is minimal and to help address inaccurate information that might be circulating in the school community.

School Context Principles

Principals/Vice-Principals must include their school's Health and Safety Committee in the JOHSC Site-Based Checklist for COVID-19.

Messaging to Parents

- Clearly communicate with parents and care givers their responsibility to assess their children for symptoms of common cold, influenza, COVID-19, or other respiratory disease daily before sending them to school. **Parents or caregivers must keep their child at home** if their child is sick, until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved
 - Parents may be requested to provide school administration with documentation from a health care professional clearing their child of COVID-19 before returning to school.
- Students will need to be picked up promptly from the school's dedicated isolation room if sick.
- Parents to be made aware of pick up and drop off procedures for their child and expected conduct
- Students not to contact or share items (school supplies, clothes, food)
- Parental questions or concerns. Communicate how parents are to contact the school regarding their child or how make an appointment.
- Minimize the number of non-essential people coming into the school (i.e. parents, caregivers, contractors, etc.).
- **Parents are responsible for the daily care and maintenance of their child's mask.**

Messaging to Staff

- Establish a central, accessible location where new information is posted related to COVID-19 in your school. (i.e. School Health & Safety Board)
- Clearly communicate with staff that they must be excluded from work and stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved if they are unwell.
- Staff may be required to provide school administration with documentation from a health care professional clearing their child of COVID-19 before returning to school.
- All staff must be review COVID-19 documents on [SharePoint](#).

All staff should review, understand, and follow the information and protocols and procedures provided in this document and provided by their school administrators/supervisors. If staff have questions, they should discuss with their school administrator/supervisor, who can seek District or public health clarity if they do not have the answers.

Accompanying this document, updated instruction and training video plus posters, reminders, and work site-based information and protocols will be provided to staff by school administrators/supervisors.

Student Arrival Process Protocols

- All students and staff who 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 must stay home and self-isolate, including children of essential service workers who are ill.
- 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.
- Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
 - Parents, caregivers and staff should follow the guidelines outlined in [Appendix F: What to Do if a Student or Staff Member Develops Symptoms at School](#)
- Student to be dropped off by bus or parent/caregiver in designated drop off areas
- Student reports to a designated entrance or classroom (several entry points will be required)
- Teacher opens the door to let students in and directs them to wash their hands immediately in the classroom or designated washroom.
- Teacher takes attendance and conducts health check.

Classroom Expectations

- Teacher to review and practice with students and support staff physical distancing, hand wash procedures, cough and sneeze etiquette.
- Teacher to show [How to Wear a Mask](#) and [Hand Hygiene](#) Video to students
- Teacher to note for younger children physical distancing is less practical and the focus should be on minimizing physical contact instead. No hugging, touching one another or hand shaking. Frequently remind them to keep their hands to themselves.
- Remind students hand washing of minimum 20 seconds (hand-sanitizing) is to take place upon arrival, before eating, before going outside and upon return to the school, before the need to touch the face, after coughing or sneezing into hands, after using the toilet, after handling common resources/equipment/supplies or pet, whenever hands are visibly dirty and, upon departure.
- Remind students not to touch their face (nose, eyes, mouth)
- Teacher to review protocols around bringing materials (bags/backpacks, school supplies) in and out of the building.
- There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students because of COVID-19.
- All staff and middle and secondary school students will be required to wear masks in high traffic areas and common areas, according to the August 17, 2020 documentation from the Ministry of Education.
- Masks will be required anytime middle and secondary students are outside their cohort and physical distancing is not possible.
- No student needs to wear a mask if they do not tolerate it.
- New guidelines also released Monday, August 17, 2020 will require staff and students to maintain physical distance from people outside of their cohort, even while wearing a mask.
- A “cohort” is being defined as “a group of students and staff who remain together throughout a school term (e.g. quarter, semester or year) which could be made up of a single class of students or multiple classes of students who primary interact with each other.”
- Ensure there is not crowding, gathering or congregating of people from different cohorts in a school setting, even if non-medical masks are being worn. Schools will also ensure non-medical masks are available for staff if someone should become ill while at school.
- Every public-school staff member and student to have at least two masks.

Staff Orientation

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

- **All staff will be required to meet with their school's Joint Health and Safety Committee along with PVP to receive instructions about how the updated guidelines, co-developed the BCCDC and PHO will work in their school.**
- Supervisors or designate are required to meet with staff and ensure they are trained on the Health & Safety protocols.
- Establish record of staff training and submit in monthly JOHSC Minutes.
- Provide a copy and review with staff the [COVID-19 Exposure Control Plan](#) (ECP).
- All staff must sign in/sign out of the building and wash their hands upon entry/exit.
- Must have a first aid attendant on site daily.
- Staff are required to report to work during scheduled times only (7:00am – 5:00pm, Monday to Friday, no weekend access).
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with your cohorts throughout the day.
- All staff/students should bring a water bottle for bottle fillers. Water fountains are open for use as well.
- Photocopier rooms need to be cleaned by the user with district approved disinfectant and paper towels after each use.
- **USE OF BLEACH PRODUCTS CONTAINING SODIUM HYPOCHLORITE IS STRICTLY PROHIBITED (I.E. WIPES)**
- First aid room required and staff to be aware where attendants are and how to summon them
- Isolation room required (Isolation room signage and checklist included, COVID-19 Safe Work Procedure (SWP) Isolation of Symptomatic Students/Staff).
- Remind staff all current documentation is on SharePoint under the COVID-19 Heading.
- Staff room(s) to be set up with designated physical distancing areas and room occupancy numbers.
- All rooms being used must have occupancy signage posted on them (how many persons allowed) with the exception of teaching spaces. e.g. copy room, office, counselling, etc.
- Handwashing is most important: COVID is not transferred through your skin; it is through the respiratory system and eyes (minimize face touching with unwashed hands).
- Insure staff are aware of staggered break times and protocols around mask use.

All Signage Posted (on SharePoint COVID-19)

- Hand Hygiene Posters where hand washing occurs, as well as, in high visible areas
- Coughing and sneezing etiquette
- Physical (social distancing)
- Enhanced environmental cleaning guide
- Directional Signage
- SD33 Safe Building Practices
- How to Wear a Mask
- Daily Health Assessment Poster
- **ALL ROOMS BEING USED MUST HAVE OCCUPANCY SIGNAGE POSTED ON THEM (HOW MANY PERSONS ALLOWED) WITH THE EXCEPTION OF TEACHING SPACES**

Designated Main Entry Points

- No designated door greeter required.
- Signage (masks, distancing, hand hygiene, health assessment poster, cough and sneeze etiquette) can be found on [SharePoint](#).
- Clear wayfinding and directional signage posted. ([SharePoint](#))
- Main entry doors to school should be left unlocked during school hours of operation.

- 2-metre waiting areas designated outside.
- Multiple entry points may be required.
- Daily Health Assessments:
 - 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.
 - Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
 - **All students and staff who have symptoms of COVID-19, must stay home and self-isolate, including children of essential service workers who are ill.**
- Schools are controlled environments, after entering schools, staff and students must minimize their public interactions during the workday to decrease everyone's risk of exposure to COVID-19.

Exiting the Building

- Staff must sign out

Washrooms and Hand Washing Stations

- No washroom attendants and washroom sign-in/out required
- Designate separate washrooms for staff and students for both hand washing and actual washroom use where possible and label rooms.
- Washrooms are not required to have occupancy limits posted
- Hand washing poster displayed in all washrooms
- Schools with portables may receive additional hand washing stations.

Traffic Flow

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.

- Vinyl floor signage can be ordered through [Kinetic Signs](#) in Chilliwack

Physical Barriers (Plexi-Glass Shields)

Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a cohort. This may include the front reception desk where visitors check in, libraries or in the cafeteria where food is distributed.

- Each site will be provided with portable plexiglass barriers fabricated by our facilities dept for the requirements above.
- Typical classroom teaching spaces are not being supplied with plexiglass/plastic or vinyl barriers
- Additional barriers may be purchased through facilities by submitting a service request requiring PVP/Management approval.
- Store bought or personally fabricated plexiglass/plastic or vinyl barriers are not permitted in our schools due to liability, improper installation and cleaning/disinfecting challenges around custodial time.
- Any barriers not reflecting the District standard will be directed to be removed from the site.
- If you require a custom barrier and facilities is unable to accommodate this request a contractor may be brought in but must have the design signed off by a facilities manager.
- On occasion a barrier may be required based on a medical accommodation in a work space.

Office Set-Up

- Physical distancing must be maintained in the school office. Signage and markers reinforcing this should be used.
- Barriers may be required.

- Re-arrange waiting areas to allow for physical distancing and decrease number of people in the office. For example, move chairs into the hall outside of the school office, properly spaced, or use markers/signage.
- Establish procedures for onsite deliveries.

Classroom Set up

- Hand sanitizer wall mount units will be provided for all portables without sinks.
- Spray bottles of disinfectant will be provided in shops, foods and resource rooms.
- Where possible, arrange student learning spaces to minimize student to student physical contact while maximizing student to adult distance.
- All surfaces must be kept clear to facilitate ongoing disinfection including the teacher work station.
- De-clutter classrooms to facilitate effective and efficient cleaning. Only essential, daily required teaching items should be accessible. All other non-needed items stored away and marked off as “out-of-use”).
- 2 meters space between student desks is not a requirement.
- All porous fabric material (i.e. bean bags, stuffed animals, couches, classroom carpets/rugs, student’s mats, etc.) items to be removed or stored.
- **Students don’t share materials.** Students to have school supplies in personal container (i.e. Ziploc bag) to limit contact with others.

Isolation Room

- Area for staff/students showing symptoms (coughing, sneezing, flushed face).
- Post [COVID-19 Safe Work Procedures \(SWP\) Instructions for Isolation of Symptomatic Students and Staff.](#)
- Separate from learning spaces and first aid room.
- Short term stays. (area for students to wait for parents to pick up)
- Must be easy to clean.
- Minimal furniture and nothing with porous fabric material.
- Maintain social distancing.
- Non-medical masks will be supplied for use.

First Aid Room

- Separate from learning spaces and isolation room.
- Post [Covid-19 Safe Work procedures for First Aid Attendants.](#)
- For regular first aid. (Not for people who are symptomatic; symptomatic people go immediately to Isolation Room)
- Must be easy to clean.
- Minimal furniture and nothing with porous fabric material.
- Regular first aid supplies.
- Have supply of gloves for protection from fluids.
- Face shields and face masks have been provided to all OFA’s.

Staff Rooms

- Encourage staff to eat in their rooms/work station area wherever possible and bring a small cooler to keep items.
- Remove couches and soft surface furniture to a do not use area.
- Sink and fridge area should have a 6’ perimeter line on the floor.
- Wash your hands before/after you use items in the staff room and eating. Do not share food or containers.
- Microwaves and fridges may be used but disinfect touched surfaces throughout the day.
- **Staff rooms can be used for seating if physical distancing requirements are met.**

Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with provincial K-12 health and safety guidelines, including School-led activities held off campus⁵ (e.g. sports academies, community-based programs/courses). Electives (e.g. Fine Arts education, etc.) are important to student health and well-being and staff in these programs should be:

- reassured these programs will continue throughout each stage; and
- be supported in finding creative ways to redesign/deliver courses, if needed.

Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines outlined in this document, and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.

For guidelines specific to visitor access during school hours (e.g. guest speakers), see the [Visitor Access/Community Use](#) section in this document. As visitors are not part of cohorts, they would need to adhere to the physical distancing requirements outlined in the [Physical Distancing](#) section of this document.

In-person inter-school events including competitions, tournaments and festivals, should not occur at this time. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

For information on mask requirements for K-12 staff and middle and secondary school students, see the [Personal Protective Equipment](#) section. Additional guidance for mask use during specific activities in middle and secondary schools detailed in the [Music Programs](#), [Physical and Health Education \(PHE\)/Outdoor Programs](#), [School Sports](#) and [Theatre, Film and Dance Program](#) sections below.

Shared Office Space for Staff

WorkSafeBC guidance for offices lists measures that should be considered and implemented as applicable to the workplace for staff in office environments (both inside and outside of “bricks and mortar schools”, including Distributed Learning office, schools/school district offices). Note that cohorts cannot be applied to adult-only settings (an “all adult” cohort is not an acceptable public health measure).

Adult Education

Adult education programs operated by K-12 schools should follow the guidance outlined in this document, particularly the guidance provided for adults in a school environment. This includes respecting environmental and administrative measures, such as maintaining physical distance (2m). Note that cohorts cannot be applied to adult-only settings (an “all adult” cohort is not an acceptable public health measure).

Arts Education

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
 - at the beginning and at the end of the class;
 - before and after handling shared equipment; and
 - whenever hands are visibly dirty.
- Have personal spaces and equipment set up for students, as best as possible.
 - Avoid sharing equipment by numbering and assigning each student their own supplies, if possible.

⁵ Students and staff are also required to follow the safety protocols required by the off-campus facility. Where there is a conflict, the safety protocols required by the off-campus facility should be followed.

- Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.
- When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
 - If needed, break class into smaller groups to allow appropriate spacing.

Dual Credit

Students may earn ["dual credit" towards graduation by enrolling in and successfully completing courses at specific post-secondary institutions.](#)

- For students taking dual credit courses taken in secondary schools, the health and safety guidelines outlined in this document apply.
- For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to the health and safety guidelines set out by post-secondary institutions. Information on health and safety guidelines for post-secondary institutions can be found on the [B.C. Government website](#) and in individual institutions.

Extended Day Classes

- Extended day classes should occur when:
 - Under Stages 2 to 4, physical distance can be maintained between members of different cohorts; and
 - Under Stage 2, minimized physical contact is practiced by those within the same cohort.

Kindergarten Program and Entry

Students transitioning into Kindergarten will need additional time to adjust to the new school environment and develop relationships with educators and peers in the context of COVID-19.

- Consider implementing pre-transition strategies to familiarize students with the people, spaces, and expectations as they start school.
 - send home a social story from the perspective of the student that describes what a day may look like, how they may feel, and what their choices are;
 - share a video of the school that outlines the health and safety measures used including signage, washing hands, and class environment;
 - provide an introduction to and a warm welcome from the educators in the building;
 - organize video calls to families from the classroom so children and families can see the space and ask questions.
- Provide clear, simple communications to parents about having to limit the number of adults in the building and the classroom, and the need for adults to maintain physical distance from each other and from children not their own.
- Some Kindergarten parents may be invited into the building during their Kindergarten Interview.— (Some schools have a plan to do it outside on the playground) These interviews take place during the gradual transition time before students begin full-day Kindergarten. Parents will complete the Health Screen prior to coming into the building. This does not happen on mass...usually one or two parents at a time. This is the first time that parents are handing off their children to SD33. This is a great time to help parents see that our spaces are safe.
- Childcare's located within our schools are separate from our gradual Kindergarten transition process. The process for child drop-off and pick-up will be left to the site administrator and childcare provider. Each site has its own challenges depending on where the childcare is located within the school.
- Implement gradual entry of students, commencing no earlier than when all students are welcomed into schools, and may include:
 - Scheduling fewer caregivers into the classroom at a time to account for physical distancing of adults;

- Outdoor learning or transition activities with a caregiver in attendance.
- Students themselves will be part of a cohort. Ensure enough space for parents/caregivers to maintain physical distance.
- As students transition to full-time, consider frequent communication with families with photos and/or information about classroom activities.
- Provide research to parents, caregivers and staff that demonstrates low transmission rates in young children.
- Kindergarten students are expected to minimize physical contact. Consider how the room is configured and rearrange furniture to encourage small group and individual play.
- Provide clear communication to students about expectations for the classroom materials, play, and physical contact. Gently remind students of the expectations throughout the day and encourage students to kindly support one another.
- Teachers should continue to provide comfort and reassurance in a way that feels comfortable for the teacher and the student. Students can be comforted through different means, including:
 - stories
 - comfort objects
 - drink of water
 - songs
 - soothing words
- Kindergarten classrooms should maintain a focus on play-based learning, while limiting the use of shared materials and following the cleaning and disinfecting protocols outlined in the [Cleaning and Disinfecting](#) section.

Field Trips

Stage 2

When planning field trips, staff should follow existing policies and procedures as well as the COVID-19 health and safety guidelines. Additional measures specific to field trips should be taken, including:

- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administration.
- For transportation, see guidance in the [transportation](#) section in this document.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines, **including wearing masks**. Refer to the [Prioritizing Health and Safety – Flow Charts](#) section for guidance on health and safety measures.
- Ensure field trip numbers align with the PHO guidance on mass gatherings.
- Field trips to outdoor locations are preferable.
- **Alignment with PHO guidance and Orders**
- Conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
 - Schools/districts should consider developing a risk assessment specific to field trips under Stage 2, in accordance with their school/district policies and the guidelines outlined in this document.
- If using public transportation for field trips (e.g., SkyTrain, public buses), schools should adhere to local transit authorities guidance (e.g., mandatory mask use for [Translink](#) and [BC Transit](#), as well as practicing hand hygiene before and after use).
- **No overnight or international field trips at this time**
- International Field Trips - cancelled until further notice.
- The Field Trip Safe Work Procedure developed by the district must be followed and a Pre-Field Trip Checklist completed prior to commencing.

Please review Field Trips During the COVID-19 Pandemic on [SharePoint](#) and complete the Pre-Field Trip

Checklist.

Stage 3 & 4

- No field trips should occur under Stages 3 and 4

School Libraries/Learning Commons

School libraries / learning commons facilities should be open and book exchange can continue to occur during stages 1 to 4.

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

- Students and staff should practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
 - before and after handling shared equipment/resources;
 - whenever hands are visibly dirty.
- Laminated or glossy paper-based products (e.g. books, magazines, worksheets, etc.) and items with plastic covers (e.g. DVDs) are low risk items. Regular book browsing and circulation processes can occur as normal. There is no need to clean, disinfect or quarantine these items for any period of time.
- For information on cleaning, including technological devices, see the guidelines in the [Cleaning and Disinfecting](#) section.
- When visiting the library/learning commons, students and staff should remain in their cohort as much as possible and maintain physical distance from members outside of their cohort.
- Students should bring their personal school supplies for classes held within the space. For makerspace and STEM activities, see the [STEM Programs](#) section.
- Schools should install a barrier made of transparent material at the library check out desk if physical distance cannot be regularly maintained. See guidance from [WorkSafeBC on designing effective barriers](#) for more information.
- The BC Teacher Librarians Association has developed [Recommendations for Access to Library Learning Commons Resources to Meet COVID-19 Requirements](#).

Food/Culinary Programs

Schools can continue to include food preparation as part of learning programs for students. The following guidelines should be applied:

Food Safety

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:
 - Continue to follow normal food safety measures and requirements
 - Implement the cleaning and disinfecting measures outlined in the [Cleaning and Disinfecting](#) section of this document
- [Food safe](#) Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food safety practices.

Hand Hygiene and Cleaning Protocols

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20

seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:

- at the beginning and at the end of the class
- before and after handling food
- before and after eating and drinking
- whenever hands are visibly dirty
- Refer to the [Cleaning and Disinfecting](#) section for cleaning/disinfecting protocols.
- For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section of these guidelines.

Cohorts

- As students tend to prepare food together in culinary programs, use of cohorts is encouraged.

Food Services

Schools can continue to provide food services, including for sale.

Some schools offer food services that are regulated under the [Food Premises Regulation](#). These are typically cafeterias, though may include some meal programs.

- If food service is provided in schools that is regulated under the Food Premises Regulation, no additional measures beyond those articulated in this document and regular requirements as outlined in the regulation need to be implemented (e.g. a FOODSAFE trained staff member, a food safety plan, etc.).
 - Additional considerations that may be relevant when providing food services in schools are detailed in the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#).
 - The September 18th, 2020 Order of the Provincial Health Officer Food and Liquor Serving Premises does not apply to schools. As such, the restriction of six patrons at a table does not apply. However, requirements related to cohorts and physical distancing outlined in these guidelines continue to apply.
 - Schools/school districts should reach out to their local health authority if they are unsure if their food services are regulated.
 - [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.

For food contact surfaces, schools should ensure any sanitizers or disinfectants used are approved for use in a food service application and are appropriate for use against COVID-19. These may be different than the products noted in this document for general cleaning and disinfection. Additional information is available [BCCDC website](#).

Schools can continue to accept food donations to support learning and the delivery of meal programs, breakfast clubs and other food access initiatives.

Students may be facing increased levels of food insecurity (a worry or lack of financial means to buy healthy, safe, personally acceptable food). Wherever possible, schools are encouraged to continue providing meal programs, breakfast clubs and other food access initiatives.

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

Refer to [Appendix E – Supplementary Guidance for School Meal Programs in the BCCDC Public Health Guidance for K-12 School Settings](#) for guidance on the delivery of school programs, breakfast clubs and other food access initiatives that are not regulated under the *Food premises Regulation*.

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

Fundraisers

Schools can continue to offer fundraisers that can be implemented in line with the health and safety guidelines outlined in this document. If the fundraisers involve the sale of food items, they should also align with the [Guidelines for Food and Beverage Sales in B.C. Schools](#)

Textiles Programs

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
 - at the beginning and at the end of the class;
 - before and after handling shared tools or equipment; and
 - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible.
 - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
 - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.
 - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
 - If needed, break class into smaller groups to allow appropriate spacing.
- For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section.

Music Programs

All classes, programs and activities (e.g. Band, Choir) can continue to occur where:

- K-12 staff and middle and secondary students wear masks while singing indoors.
- Under Stage 2:
 - physical contact is minimized for those within the same cohort, and students and staff are spaced as far apart as possible.
 - physical distance (2m) can be maintained for K-12 staff and for middle and secondary school students when interacting outside of their cohorts;
 - physical distance (2m) can be maintained for elementary students when interacting outside of their cohorts when indoors.
- Under Stages 3 to 4:
 - physical distance (2m) can be maintained for K-12 staff, middle and secondary school students at all times.
- Schools could consider installing a barrier made of transparent material in places where physical distance cannot be regularly maintained (e.g., between an itinerant teacher and a cohort). See [guidance from WorkSafeBC on designing effective barriers](#) for more information.
- No in-person inter-school competitions/performances/events should occur. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.
- Music education should be delivered in line with the [Guidance for Music Classes in BC During COVID-19](#) developed by the B.C. Music Educators' Association and the Coalition for Music Education in B.C.

ALL MUSIC TEACHERS MUST READ HIGHLIGHTED AREAS OF THIS SECTION (MUSIC PROGRAMS)

Physical and Health Education (PHE)/Outdoor Programs

- Create space between students and staff, and encourage outdoor programs as much as possible.
- K-12 Teachers should plan physical activities that:
 - Do not involve prolonged physical contact (i.e. physical contact beyond a brief moment) or crowding. For example, activities such as tag and touch football are low-risk, whereas activities like wrestling or partner dancing should be avoided. Teachers are encouraged to adapt activities wherever possible to reduce physical contact, including within cohorts.
 - Support physical distancing outside of cohorts.
- K-12 staff are required to wear masks during PHE/outdoor program classes when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- In middle and secondary schools:
 - For high intensity activities (that significantly increase respiration rate(s):
 - If indoors and the activity is stationary, students and/or fitness equipment (e.g. stationary bikes, treadmills, weight training equipment, etc.) should be spaced 2 meters apart. If indoors and the activity involves movement, ensure there is ample space available to reduce the likelihood of physical contact beyond a brief moment.
 - Activities should take place outdoors, or be replaced with low-intensity exercise activities, if the conditions above cannot be met.
 - Wearing masks during high-intensity exercise (indoor and outdoors) is left to personal choice, however masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary exercise indoors.
 - Guidance for high intensity exercise activities applies within and between cohorts
 - For low intensity exercise activities, middle and secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- Shared equipment can be used provided it is cleaned and disinfected as per the guidelines in the [Cleaning and Disinfecting](#) section of this document,
 - Students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
 - Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials, etc.)
- Refer to Physical and Health Education (PHE) Canada guide lines:
 - Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
- Explore local parks and green spaces to promote outdoor learning activity
- In elementary schools, PHE and outdoor programs can proceed in alignment with the guidance above.
- In middle and secondary schools, PHE and outdoor programs can proceed in alignment with the guidance above and the following additional requirements:

High Intensity Physical Activities⁶

- For high intensity stationary physical activities (e.g. exercise bike, weightlifting), people and equipment need to be spaced 2 metres apart if indoors, including for those within the same learning group. If 2 metre spacing is not available, and the activity cannot be moved outdoors, then the activity must not take place and a different activity should be selected.
 - Masks cannot replace the need for 2 metres between students and/or fitness

⁶ As a general rule, high intensity physical activities involve sustained heavier breathing and elevated heart rates- most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in low intensity physical activities can carry on a conversation without having to catch their breath.

- equipment during high intensity stationary activities indoors.
- For high intensity physical activities that involve movement (e.g. Basketball, soccer), indoors or outdoors:
 - Students within the same learning group are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
 - Students from different learning groups are required to maintain physical distancing (2M).
- Wearing masks during high-intensity physical activity(stationary or with movement, indoor or outdoors) is left to students personal choice.

Low Intensity Physical Activities

- For low intensity activities, middle and secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

Why are masks not required during high intensity physical activity in middle & secondary schools? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

Playgrounds

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds:

- Ensure appropriate hand hygiene practices before and after outdoor play
- Attempt to minimize direct contact between students
- Sand and water can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough.
- More information on playgrounds is available on the [BC Centre for Disease Control website](#).

School Sports

Programs, activities (e.g. intramurals, sports team practices and games) and sports academies can occur if:

- Activities do not involve prolonged physical contact (i.e. physical contact beyond a brief moment). For example, activities such as soccer and touch football are low-risk, whereas activities like wrestling should be avoided;
 - Schools are encouraged to adapt activities/sports as needed to reduce physical contact.
- No spectators are in attendance – aside from participants, only the minimum number of individuals required to run the activity should be present.
- Masks are worn by K-12 staff and other adults when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

In elementary schools

- Students within the same learning group are not required to maintain physical distancing, but activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
- Students from different learning groups are required to maintain physical distancing (2M) when indoors. When outdoors, activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.

In middle and secondary schools

- High Intensity sport activities⁷
 - For high intensity stationary activities, students and fitness equipment (e.g. stationary bikes, treadmills, weight training equipment) need to be spaced 2 metres apart if indoors, including for those within the same learning group. If 2 metre spacing is not available, and the activity cannot be moved outdoors, then the activity must not take place and a different activity should be selected.
 - Masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary activities indoors.
 - For high intensity activities that involve movement (e.g. basketball, soccer,) indoors or outdoors:
 - Students within the same learning group are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
 - Students from different learning groups are required to maintain physical distancing (2M).
 - Wearing masks during high-intensity sport activities (stationary or with movement, indoor or outdoors) is left to personal choice⁸.
- Low Intensity sport activities:
 - For low intensity activities, middle/secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and a barrier not present.
- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the [Cleaning and Disinfecting section](#) of this document.
- Students should be encouraged to practice proper hand hygiene before and after participating in sport activities and equipment use.
- Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Sport activities should be held outside whenever possible.
- No in-person inter-school competitions/events should occur at this time.
- See the [Return to School Sports Plan from BC School Sports](#) for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

Stem Programs

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
 - before and after handling shared tools or equipment;
 - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
 - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
 - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
 - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting section](#).
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
 - If needed, break class into smaller groups to allow appropriate spacing.

⁷ As a general rule, high intensity sport activities involve sustained heavier breathing and elevated heart rates- most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in low intensity sport activities can carry on a conversation without having to catch their breath.

⁸ See Why are masks not required during high intensity activities in middle & secondary schools for more information.

Science Labs

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
 - before and after handling shared tools or equipment;
 - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
 - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
 - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
 - If needed, break class into smaller groups to allow appropriate spacing.

Computers and Shared Technology

Guidelines for disinfecting computers:

- Shared computers (including desktop computers, laptops, and tablets) should be disinfected twice/day.
- Computers that are not shared are to be disinfected once per day.
- Custodial staff will disinfect all desktop computers once daily.
- Custodians will provide cleaning supplies for each laptop cart/cabinet so that the devices can be disinfected before use. Laptops should be disinfected once per day before use, and then again, every time they are used by a different student.
- Wherever possible, teachers should try to keep students using the same computer or laptop.
- Laptops & tablets that are not used do not need to be disinfected.

Disinfecting a device means wiping the touch surfaces of the device with either a disinfecting wipe or a cloth sprayed with alcohol-based disinfectant.

- Desktop Computer: Keyboard and mouse
- Laptop: Keyboard and trackpad + exterior of laptop.
- iPad: Front and Back

*Peroxide based cleaning solutions should not be used on monitors, iPads, or laptop screens as they may damage them.

Technology Education

(Shop classes & trades in training programs)

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
 - before and after handling shared tools or equipment;
 - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
 - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
 - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section of these guidelines.
 - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.

- If needed, break class into smaller groups to allow appropriate spacing.
- Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.
 - Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
 - Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.
- Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online.
 - Information for workers is available on the [WorkSafeBC COVID-19 web page](#), including:
 - [What workers should do](#)
 - [Staying safe at work](#)
 - [Information specific to various industries](#)

Theatre, Film, and Dance Programs

- No in-person inter-school festivals/events should occur. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
 - This could mean that portions of the class act as an audience and audit work.
 - This could mean that portions of the class work in alternate areas on their own small group or individual exercises.
- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- K-12 staff and middle and secondary students are required to wear masks during these programs when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- Costume items should be limited in their shared use at this time. For laundry, follow the instructions provided in the [Cleaning and Disinfecting](#) section of these guidelines.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film and dance, especially if working in theatres, green rooms and studios that have no windows.
- Consider alternatives for audience engagement such as online streaming, in class or family-oriented presentations.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information.

Work Experience

The work environment has changed due to the impacts of COVID-19 and employers will need to follow current guidelines from the [Provincial Health Officer](#) and [WorkSafeBC](#). Students can still engage in work placements in accordance with the following guidance:

- Schools and school districts must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WorkSafeBC guidelines.
 - Information for workers is available on the [WorkSafeBC COVID-19 web page](#), including:
 - [What workers should do](#)

- [Staying safe at work](#)
 - [Information specific to various industries](#)
- For current and any new placements, standards in the ministry [Work Experience Program Guide](#) must be followed. *(Note: As part of setup and monitoring, worksite visits can now be conducted virtually if needed.)*
- Schools and school districts will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering [Provincial Health Officer](#) and [WorkSafeBC](#) guidance regarding COVID-19. To ensure awareness and support for placements under these conditions, it is recommended that school districts and schools obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic.
- Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the health and safety guidelines of the workplace including wearing PPE if required.

Extracurricular Activities

Extracurricular activities and special interest clubs should occur **if**:

- Under Stages 2 to 4, physical distance can be maintained between members of different cohorts; and
- Under Stage 2, reduced physical contact is practiced by those within the same cohort, **and adequate space is provided to avoid crowding.**

In-person inter-school events including competitions, tournaments and festivals, should not occur at this time. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

Appendix A: Summary of School-Based Control Measures



1. STAY HOME WHEN SICK

Staff or students with new symptoms of illness should stay home.

Staff or students who develop symptoms at school should go home.



2. HAND HYGIENE

Clean hands more often.

Thorough hand washing with plain soap and water for at least 20 seconds helps prevent the spread of illness.



3. RESPIRATORY AND PERSONAL HYGIENE

Cover coughs.

Sneeze into elbows.

Don't share food, drinks, or personal items.



4. PHYSICAL DISTANCING

Minimize close, face-to-face interactions.

Avoid physical contact.

Spread students and staff out to different areas when possible.

Take students outside more often.

Stagger break and transition times.

Incorporate individual activities.

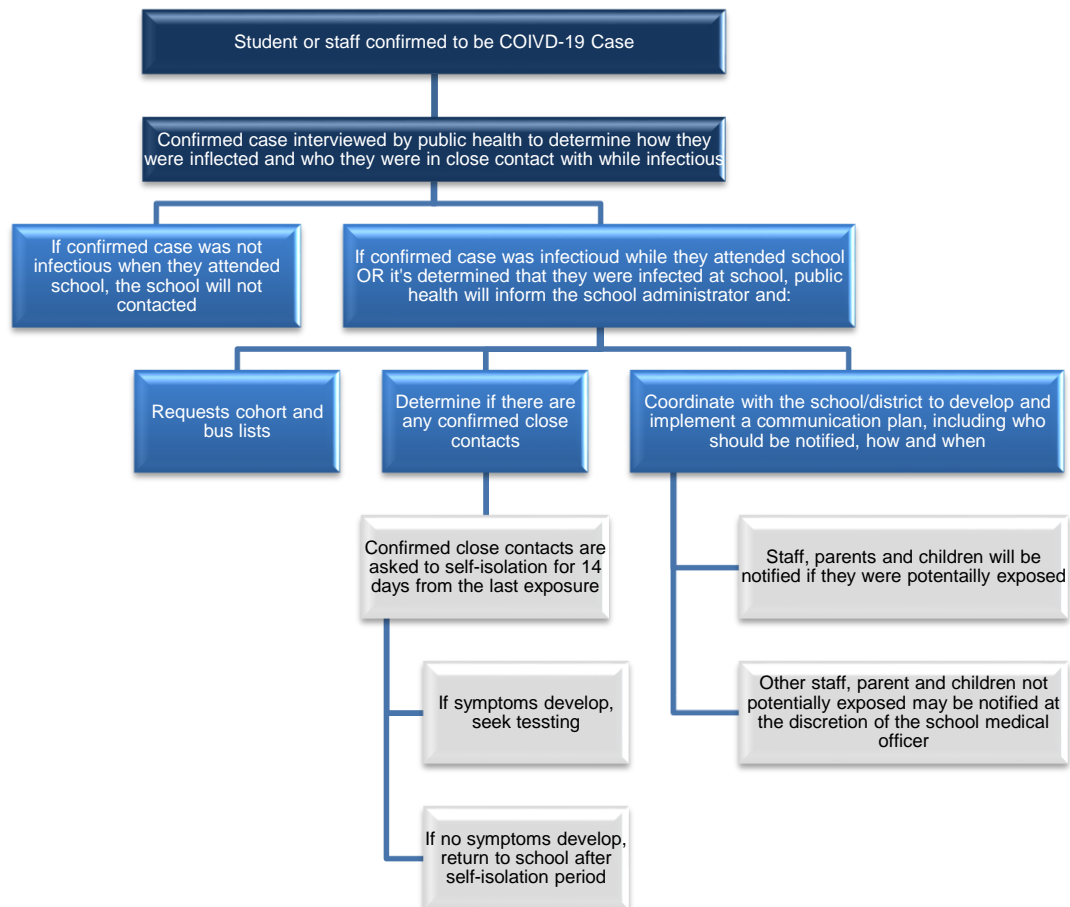


5. CLEANING AND DISINFECTION

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

Cleaning and disinfecting of frequently touched surfaces should occur at least one additional time, during the school day.

Appendix B: Public Health Actions if a Staff, Student or Other Person Who Has Been in the School is a Confirmed COVID-19 Case



Confirmed close contacts are determined based on the length of time exposure and nature of the interaction. Only public health can determine who is a close contact.

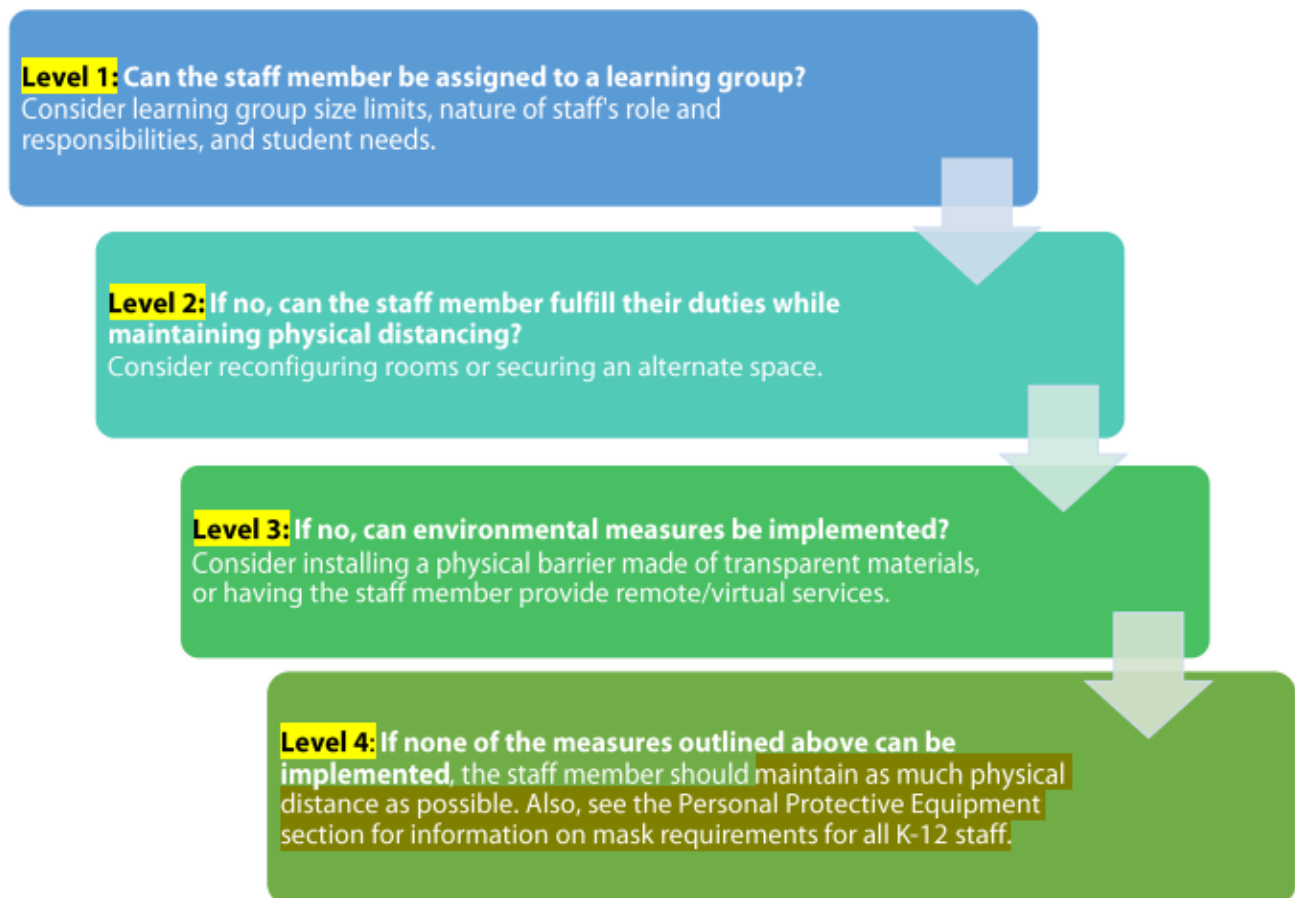
Appendix C: Prioritizing Health and Safety Flow Chart

There is a suite of measures that can be implemented in school setting to prevent the transmission of COVID-19. These flow charts have been developed to assist school districts and independent school authorities in navigating the layered approach of environmental and administrative measures available to schools (e.g. organizing students/staff in cohorts, maintaining physical distance, enhancing cleaning and disinfecting protocols, using outdoor space for learning activities, implementing staggered schedule, reinforcing effective personal practices such as diligent hand hygiene and respiratory etiquette, implementing robust illness policies for students and staff).

School districts and independent school authorities **must** ensure that all options for the highest level of measures have been **explored** before moving to the next level. **All decisions should be made to prioritize health and safety and in consideration of the best interest of students.**

Considerations for Staff (Including Itinerant Staff)

Schools should minimize the number of staff who interact with cohorts they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. The following flow chart outlines the considerations to assign staff to a cohort and the steps to take when a staff cannot be assigned to a cohort.



Instructional Delivery in Secondary Schools

Schools and school districts are required to deliver the full breadth of provincial curriculum as outlined in the [Expectations for Each Stage](#). the following flow chart outlines considerations for schools and school districts when planning instructional delivery to students in secondary schools.

Within learning groups, minimizing physical contact is the rule. Consider focusing application of learning groups on subject areas that cannot be delivered using physical distancing strategies.

1. Organize students and staff into learning groups, considering the following:

- a. Can “natural learning groups” be identified through analysis of student enrolment data (students taking the same core subjects and/or electives)?
- b. Which courses or programs could be delivered using physical distancing (based on the required learning environment and available space relative to number of students enrolled), and can therefore be excluded from learning group considerations?

2. Create timetables including “in-learning group” and “cross-learning group” classes

- a. “In-learning group” class = all students are from the same learning group; students must minimize physical contact.
- b. “Cross-learning group” class = students are from different learning groups; students must maintain physical distance (2m)

Note: See the Personal Protective Equipment section for additional information on mask requirements for middle and secondary students.

3. Supplement in-class instruction with self-directed or remote learning for those courses/programs that cannot be accommodated via learning group or physical distancing approaches.

Requiring students to wear masks during class is not an acceptable alternative to the use of learning groups or physical distancing.

Appendix D: Staff Daily Health Check

A printable version is available on [SharePoint](#).

Keep our workplace safe from COVID-19


Please do not enter this workplace if you:

- Have travelled outside of Canada within the last 14 days
- Have been identified by Public Health as a close contact of someone with COVID-19
- Have been told to isolate by Public Health
- Are displaying any of the following new or worsening symptoms:

- Fever or chills
- Cough
- Loss of sense of smell or taste
- Difficulty breathing
- Sore throat
- Loss of appetite

- Extreme fatigue or tiredness
- Headache
- Body aches
- Nausea or vomiting
- Diarrhea

If you are displaying symptoms consistent with COVID-19, refer to HealthLink BC at 811.



Chilliwack School District

WORK SAFE BC

Appendix E: Supplementary Guidance for School Meal Programs

This guidance is adapted from the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#) to support the delivery of school meal programs, breakfast clubs and other food access initiatives that are not regulated under the Food Premises Regulation.

General Considerations

- Students from different cohorts can access school meal programs at the same time if necessary (e.g. a morning breakfast program offered only to students who may need it). Physical distance between students from different cohorts should be maintained as much as is practical to do so while ensuring the program can be offered.

Food Delivery and Preparation

- Limit the number of staff/volunteers in a food preparation or eating area at any one time to those necessary to ensure the program can be delivered.
- Inform delivery agents and other volunteers of how to adhere to the school's visitor policy, where food should be delivered to, and what hours food can be accepted at.
- Develop and establish hand hygiene procedures for all staff/volunteers. This includes before and after leaving the food preparation area and using equipment.
- Donated food, including Traditional foods, can continue to be accepted in line with regular food safety precautions for accepting food donations.

Cleaning & Disinfecting

- Continue with regular cleaning & disinfecting practices for food services.
- Identify high-touch surfaces to ensure they are cleaned and disinfected in line with the guidance in this document and existing food safety practices.
 - High-touch surfaces may include ingredients and containers, equipment such as switches, dials and handles and shared serving utensils if they are used by multiple people.

Food Distribution to Students

- Students should practice hand hygiene before accessing food.
- Schools can continue to provide self-service stations (e.g., salad bar, self-serve breakfast, etc.).
 - Consider pre-plating or serving food directly if students are unable to consistently implement personal measures (e.g. practice regular hand hygiene, not touch their face, etc.) or to prevent gathering or crowding.
- Post signs to remind students to practice hand hygiene and to maintain space from one another.
- If food is served to students, re-usable plates, utensils and containers can be used, with normal cleaning and disinfecting methods for dishwashing implemented.
- Provided food safety precautions are followed, leftover food can be sent home with students.

Appendix F: What to Do if a Student or Staff Member Develops Symptoms

<i>If a Student Develops Any Symptoms of Illness at School</i>	<i>If a Staff Member Develops Any Symptoms of Illness at School</i>
<p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic student from others in a supervised area. 2. Contact the student's parent or caregiver to pick them up as soon as possible. 3. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a nonmedical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth. 4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 5. Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. 6. Once the student is picked up, practice diligent hand hygiene. 7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas). <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 1. Symptomatic staff should separate themselves into an area away from others. 2. Maintain a distance of 2 metres from others. 3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up. 4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).
<p>Students and staff should return to school according to the guidance under the 'Stay Home When Sick' and Appendix D sections of this document.</p> <p>A health-care provider note should not be required for students or staff to return.</p>	

Appendix G: When to Perform Hand Hygiene at School

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

Appendix H: Non-Medical Masks

Wearing A Non-Medical Mask

Face masks can be worn to help protect those around you. This is because masks act as a barrier to help stop the spread of droplets from a person's mouth and nose when talking, laughing, yelling, singing, coughing or sneezing. It is important to remember that wearing a mask should be combined with other important preventative measures such as frequent hand washing, and physical distancing—especially when a person is interacting with people outside of their cohort.

Every student and staff member will be given two masks when they return to school in September. Under the updated health and safety guidelines, masks are required for all staff and all students in middle and secondary school when they are in high traffic areas like school buses and hallways, and anytime they are outside of their classroom or cohort and they cannot safely distance from others.

- Students will have the choice to wear a mask in the classroom
- Staff will have the choice to wear a mask when interacting within their cohort
- Everyone must treat each other and those wearing masks with respect

Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their cohort.

- Exceptions will be made for students who cannot wear masks for medical and/or disability-related reasons.

Elementary school students **are not** required to wear masks.

If a student or staff member develops symptoms while at school, they must wear a mask while they are preparing to go home. Review [COVID-19 mask use information](#) from the British Columbia Centre for Disease Control (BCCDC).

Putting On & Taking Off Your Mask

It is important to put on and take off your mask properly. Follow the steps below on how to put on and remove your mask.

Putting on your mask:

1. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.
2. Pick up your mask by the ties or loops to place the mask over your nose and mouth and secure it.
3. Adjust the mask if needed to make sure your nose and mouth are covered. You want the mask to be comfortable, but also tight enough that there are no gaps.
4. While wearing the mask avoid touching your mask or face, and wash your hands if you do.

Removing your mask:

1. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.
2. Remove it by the ties or loops without touching the front of the mask.
3. Fold the outer part of the mask together and place it inside a clean paper bag.
4. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.

Be sure to change your mask if it becomes moist, dirty or damaged. Your mask should be cleaned at least once a day.

Storing Your Mask

When you are not using your mask, place it in a paper bag or envelope. This keeps your mask clean until you wear it again, or until you are able to wash it. It's best to use a paper bag or envelope because it does not retain moisture, which is especially important if you are planning on wearing your mask again before you are able to properly wash it.

Washing Your Mask

Your mask should be washed at least once a day, or if it becomes damp or soiled. Your mask can be cleaned by:

- Putting it directly into the washing machine, using a hot cycle, and then drying thoroughly.
- If a washing machine is not available, wash it thoroughly by hand using soap and warm/hot water. Allow it to dry completely before wearing it again.

Do's and Don'ts

When worn properly, a person wearing a non-medical mask can reduce the spread of their own infectious respiratory droplets. Some things to remember when wearing a non-medical face mask:

DO

- Inspect the mask to make sure there are no tears or holes, and that it is clean and dry
- Replace your mask whenever it becomes damp or dirty
- Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer before and after touching the mask
- Use the ear loops or ties to put on and remove your mask
- Make sure your nose and mouth are fully covered
- Make sure it fits securely and there are no gaps on the sides
- Store your mask in a clean paper bag when it is not in use
- Wash your mask with hot soapy water and let it dry completely before using it again

DON'T

- Use masks that are damaged, dirty or moist
- Touch the mask while wearing it
- Wear a loose mask
- Wear a mask under your nose
- Hang the mask from your neck or ears
- Remove the mask to talk to someone
- Share your mask

Informational Mask Videos

- [Government of Canada](#)
- [University of British Columbia \(UBC\)](#) (Students)
- [World Health Organization](#) (Staff)

Resources About Non-Medical Masks

- [BC Centre for Disease Control](#)
- [Government of Canada](#)
- [World Health Organization](#)

CORONAVIRUS COVID-19

NON-MEDICAL MASKS

Face masks can be worn to help protect those around you. It is important to remember that wearing a mask should be combined with other important preventative measures such as frequent hand washing, and physical distancing. There may be situations where you are interacting with someone from outside of your learning group and cannot maintain physical distance; in these situations, masks may be useful. It is suggested that students and staff have a face mask available at school so it is available when necessary.

It is important to remember that even if you wear a face mask you must still maintain physical distance from people outside of your learning group. There can't be crowding, gathering or congregating of people from different cohorts even if non-medical masks are worn.

PUTTING ON YOUR MASK:

1. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.
2. Pick up your mask by the ties or loops to place the mask over your nose and mouth and secure it.
3. Adjust the mask if needed to make sure your nose and mouth are covered. You want the mask to be comfortable, but also tight enough that there are no gaps.
4. While wearing the mask avoid touching your mask or face, and wash your hands if you do.

REMOVING YOUR MASK:

1. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.
2. Remove it by the ties or loops without touching the front of the mask.
3. Fold the outer part of the mask together and place it inside a clean paper bag.
4. Wash your hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.

STORING YOUR MASK:

When you are not using your mask, place it in a paper bag or envelope. This keeps your mask clean until you wear it again, or until you are able to wash it.

WASHING YOUR MASK:

Cloth masks should be washed at least once a day, or whenever they become damp or soiled. To clean masks:

- Put it directly into the washing machine, using a hot cycle, and then drying thoroughly.
- Wash it thoroughly by hand using soap and hot water. Allow it to dry completely before washing again.

DO'S AND DON'TS OF WEARING NON-MEDICAL MASKS

DO:

- Make sure your mask isn't damaged, and it's clean and dry
- Replace your mask whenever it becomes damp or dirty
- Wash your hands for 20 seconds or use hand sanitizer before and after touching the mask
- Use the ear loops or ties to put on and remove your mask
- Make sure your nose and mouth are fully covered, it fits securely, and there are no gaps on the sides
- Store your mask in a clean paper bag when it is not in use
- Wash your mask with hot soapy water and let it dry completely before using it again

DON'T:

- Use masks that are damaged, dirty or moist
- Touch the mask while wearing it
- Wear a loose mask
- Hang the mask from your neck or ears
- Remove the mask to talk to someone
- Share your mask

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.
For non-medical inquiries call 1-888-COVID19 (1-888-268-4319) or text 604-630-0300.

Appendix I: Frequently Touched Surfaces



SD33 Enhanced Environmental Cleaning Guide

The following enhanced cleaning measures have been developed to mitigate the spread of virus during an outbreak or pandemic. During these times, Custodians place a priority on cleaning and disinfecting surfaces and objects that are touched often:

- 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.



Main Entrance and All Interior Doors

- Door handles and crash bars
- Push plates and push areas above door handles and crash bars (both sides)



Reception and Offices

- Countertops and desktops
- Light & roll shutter switches
- Copiers/printer touchscreens and lid handles
- Telephones, keyboards/mice



Handrails and Elevators

- Staircase handrails
- Guardrails
- Elevator pushbuttons



Drinking Fountains

- Handles, knobs, and pushbuttons of drinking fountains and bottles fillers



Washrooms

- Countertops, faucets, sinks
- Toilet and urinal flush buttons/handles
- Toilet stall locking mechanisms, pulls and areas around (both sides)
- Soap/paper dispensers



Classrooms

- Light & roll shutter switches
- Cabinet handles
- Teacher's chairs (top back and arm rests)
- Student chairs and stool (top back and sides)
- Desks and tables (top and sides and 1-2" of area immediately under the sides)
- Faucets, sinks, countertops
- Telephones, keyboards, mice
- Soap/Paper dispensers



Libraries and Computer Labs

- Light & roll shutter switches
- Countertops and desktops
- Keyboards, mice and monitor power button
- Touchscreens and lid edges on copiers/printers
- Telephones



Staff Rooms

- Light & roll shutter switches
- Cabinet handles
- Faucets, sinks
- Appliance handles
- Countertops
- Tables (top and sides and 1-2" of area immediately under the sides)
- Chairs (top back and arm rests)
- Keyboards, mouse and monitor power button

Exceptions: Shop equipment, kitchen equipment, furniture (other than listed above), books.

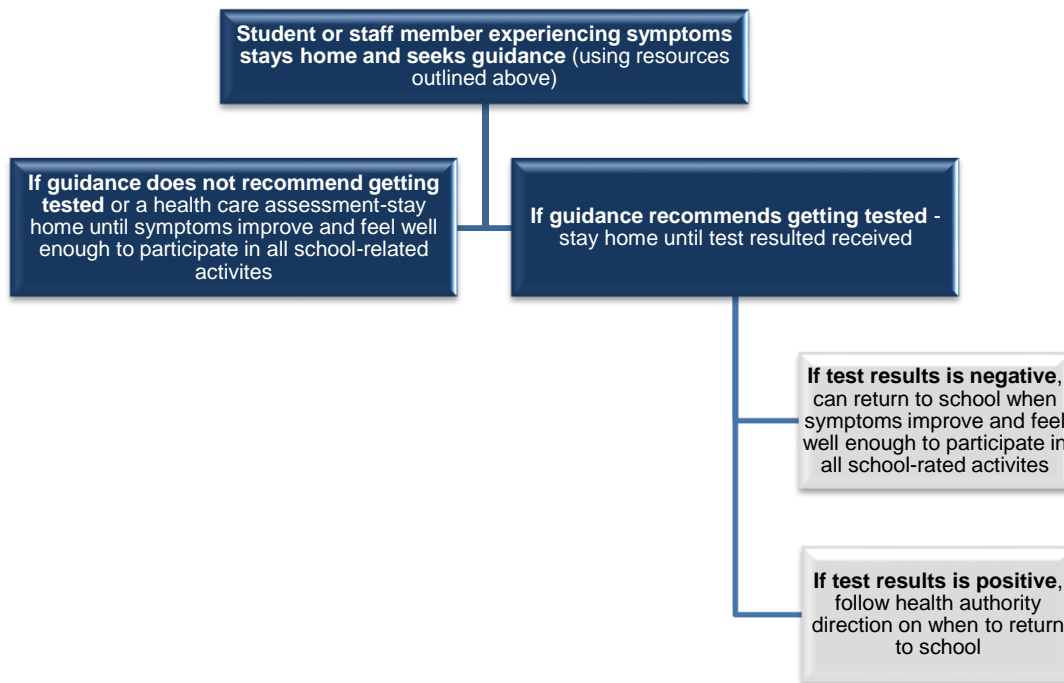
Childcare Spaces: These groups clean their own tables, counters, toys and chairs during time of operation. Custodians replenish supplies and also clean and disinfect door handles (both sides of door and push area above door handle), washrooms and sinks, vacuum and damp mop the area once vacated. Custodial will disinfect all touch points including desks, tables, counters and chairs.

If you have any questions regarding these enhanced cleaning procedures, contact Manager of Custodial Services

Phone: 604-792-4327 Cell: 604-793-8325 Email: bryce_stephenson@sd33.bc.ca

Appendix J: COVID-19 Symptoms, Testing & Return to School

When a student, staff or other adult can return to school depends on the type of symptoms they experienced and if a COVID-19 test is recommended. See the [K-12 Health Check app](#) and BCCDC [“When to get tested for COVID-19”](#) resource for specific guidance. Staff, students, and parents/caregivers can also use the BCCDC online [Self-Assessment Tool](#), or call 8-1-1 or their health care provider.



1. Symptoms of common respiratory illness can persist for a week or more. Re-testing is not needed unless the person develops a new illness. [BCCDC](#) has information on receiving negative test results.

2. Public health will contact everyone with a positive test. Visit the [BCCDC website](#) for more information on [positive test results](#).

Appendix K: Health & Safety Orientation Checklist

This checklist is intended to support school districts and independent school authorities in planning their ongoing health & safety orientation for staff (including newly hired staff and staff who changed worksites), other adults (including volunteers and teacher candidates in practicums) and students. Orientation sessions should provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

- [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#)
- [BCCDC's COVID-19 Public Health Guidance for K-12 School Settings](#)
- [WorkSafeBC's Education \(K-12\): Protocols for returning to operation](#)
- School/district health and safety plan

Schools and school districts should ensure their Joint Health and Safety Committee is established prior to the orientation session. At the beginning of the school year, schools/school districts are encouraged to hold Joint Health and Safety Committee meetings more frequently to help identify and address any health and safety concerns in a timely manner.

Consideration for Staff and Students

Adopt a trauma-informed approach:

- where possible, have an employee trained in trauma-informed practice deliver some of the orientation.
- conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports.
- provide information on how to access counselling services during school start up.
- for staff: consider sharing [the Building Compassionate Communities in a New Normal](#) webinar link. This free webinar (scheduled on September 9, 2020 at 10:00 am) developed by the Ministry of Education is intended to provide teachers, education assistants, and administrators with information, ideas and strategies that they can use to create compassionate spaces for students.

Highlight the process used to develop the school/district plan (e.g., alignment with provincial direction, engagement at the local level) and the provincial health and safety guidelines:

- Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K- 12 students can return to full-time, in-class instruction in accordance with current public health guidelines for schools.
- The Provincial COVID-19 Health and Safety Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the Ministry of Health, Indigenous rightsholders and education partners, including district/school leaders, teachers, support staff, and parents.
- These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control.

Discuss the importance of implementing health and safety measures that promote equity and inclusion, and outline how these principles are reflected in the school/district plan

Review the health and safety guidelines and school/district plan, and describe what a school day will look like with the new guidelines (interactions between peers and staff, traffic flow throughout the school, transition time, recess/lunch, school schedule, etc.)

Outline how comprehensive prevention and exposure control measures are being implemented in schools to ensure student and staff safety (see the "Infection Prevention and Exposure Control Measures" section and the Prioritizing Health and Safety Flowcharts in [the Provincial COVID-19 Health and Safety Guidelines for K-12 Settings for more information](#))

Discuss measures for extracurricular activities, as well as school-wide activities and events; provide

opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events)

Review school emergency and evacuation procedures (e.g., fire drill) considering the new health and safety guidelines (e.g. establishing additional muster points to reduce gathering size)

Outline individual responsibilities (e.g., daily health check, stay home if sick, etc.) and remind everyone to do their part (e.g., practice diligent hand hygiene on a regular basis, only bring personal items if they are necessary, specific guidelines for visitors, etc.)

Outline measures in place to support students and staff who are immunocompromised

Implement strategies to ensure staff and students who cannot attend orientation are made aware of health and safety protocols (e.g., provide a booklet/a video on health and safety plans)

Provide enough time and space for staff, students and families to review the school/district plan, ask questions, and provide input; provide contact information for any future questions that may arise

Describe the process to address concerns and suggestions regarding the health and safety plan (e.g., suggestions to support continuous improvement)

Outline the process in place to assess and revise the school/district safety plan on an ongoing basis as well as how staff, students and families will be made aware of any changes in the plan

Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students and families are informed in a timely manner

Provide a list of resources and links for more information (e.g., [BCCDC resources](#) – including a [poster on how to wear a mask](#), [resources from the Government of Canada](#) on how to put on, remove, store and clean a nonmedical mask/face covering, guidelines developed by provincial associations, [Ministry-developed trauma informed practice resources](#) or other resources such as [videos from the BC Health Emergency Services](#))

Considerations Specific to Staff

Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through what the first days of school will look like to welcome students back

- If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise

Ensure orientation includes specific health and safety protocols for itinerant staff and specialists (e.g., teachers teaching on call, counsellors, education assistants, teacher candidates) including protocols pertaining to site based scheduling and access to building

Include itinerant staff as well as on call and auxiliary staff in orientation sessions

Implement strategies to ensure staff who work at multiple sites are made aware of health and safety protocols in each of the sites (e.g., provide a booklet/a video on health and safety plans for different schools)

Share procedures and contact information in case of emergencies

Introduce members of the Joint Health and Safety Committee or any other safety representative (along with their contact information) and outline the committee/representative's role in helping maintain a healthy and safe workplace

Outline the process to request and conduct a needs assessment pertaining to health and safety (e.g., implementing additional control measures in a specific setting such as a transparent barrier, signage in the school, etc.)