



# Catholic Independent Schools Kamloops Diocese

## Health & Safety Protocols

### March 31, 2021

#### INTRODUCTION

The government of British Columbia directed all schools in the province to open the 2020/21 school year in Stage 2, effective September, 2020 [Ministry of Education's K-12 Education Restart Plan](#) . This stage includes the goal of “maximizing in-class instruction for all students within the revised public health guidelines to reduce the risk of COVID-19 transmission. Having students in the classroom helps to minimize learning gaps and provide the academic, social, and emotional supports essential for learning. Schools and school districts will also have the necessary plans in place to be able to shift quickly between stages if and when required”. **This document is an update to the February 24 document that the Catholic Independent Schools Kamloops Diocese developed. NOTE: Sections highlighted in yellow indicate the most recent updates from the previous February 24 document.**

The following objectives and principles are taken directly from the Ministry of Health and/or Ministry of Education documents.

#### **Objectives**

*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 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.*

#### **Foundational Principles:**

September start-up will continue to be supported by the four foundational principles established at the beginning of the COVID-19 pandemic:

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

This document was updated based on various Ministry of Education, Ministry of Health and WorkSafeBC resources, primarily:

- [Ministry of Education Provincial COVID-19 Health & Safety Guidelines for K-12 Settings \(revised March 30 2021\)](#)
- [BC CDC COVID19 Public Health Guidance for K-12 School Settings \(revised March 30 2021\)](#)
- [WorkSafeBC guidelines during COVID19](#)

The protocols identified in this CISKD document are designed to keep everyone as safe as possible while still providing important educational services to our families and community.

**Employees are to review this document and follow these operational guidelines when in any CISKD School facility in order to ensure the health & safety of self and others;** everyone must do their part to help reduce the spread of the virus in our communities.

**NOTE: This document will be updated as needed to reflect experience and any new guidelines from the Ministry of Health, Ministry of Education, or WorkSafeBC.**

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*Note: A significant portion of the information in the following pages is taken directly from various Ministry documents. From there, some decisions have been made on how to best implement them in CISKD Schools.*

### **A) PUBLIC HEALTH MEASURES**

1. The Provincial Health Officer's [Order for Gatherings and Events](#) is focused on one-time or recurrent events where people gather and where control measures may be hard to implement. This Order does not apply to students, teachers or instructors at a school operating under the Independent School Act

(RSBC 1996] when engaged in educational activities. Educational activities include extracurricular activities offered by a school, but not social activities or community events held at a school.

2. Schools will use cohorts (60 person groupings for elementary schools and 120 person groupings for secondary schools) as directed by the Ministry in Stage 2.
3. School gatherings are events that bring staff and students together outside of regular learning activities. School gatherings should occur within the cohort and occur infrequently. Schools should seek virtual alternatives wherever possible when a group is gathered, including for assemblies, extra-curricular practices, and other activities. Masses and liturgical worship gatherings may occur within the limits of a cohort on school property. Limit attendees to those required to be present. Provide virtual participation options for others, if possible. Examinations or assessments are not considered school gatherings. They should be implemented in accordance with the guidance for within-cohort and multi-cohort learning noted within the [provincial COVID-19 Guidelines for K-12 School Settings](#). Gatherings or events at a school including social gatherings or students and/or staff must comply with the [PHO's Order for Gatherings and Events](#).
4. 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. Schools will work with and follow the direction of the local medical health officer when a person is confirmed as positive for COVID-19.

*Note:* Public Health teams actively monitor and trace COVID-19 in schools. If a staff or student is a confirmed case of COVID-19, through testing or contact tracing, public health will determine who that person has been in close contact with recently (ie., contact tracing) to determine how they were infected and who else may have been at risk of infection.

#### **Exposures & Exposure Notifications**

An exposure occurs when a person attends school when they may have been potentially infectious with COVID-19 and there is a risk of transmission to others. If there was a potential exposure at school, 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. Public health will notify by phone or letter everyone who they determine may have been exposed., including if any follow up actions are recommended. Those who public health determines are close contacts will be advised to self-isolate. Those who public health determines are not close contacts but may still have been exposed may be advised to self-monitor for symptoms. Once those who may have been exposed have been directly notified, regional health authorities post a notification on their website that details the school and dates a person attended when they have been infectious. In some regions, this exposure notification is also provided by letter to the school community; this communication option is determined by the regional health authority.

To ensure personal privacy rights are maintained, public health will not disclose that a student or staff member is as confirmed case of COVID-19 unless there is reason to believe they may have been infectious when they attended schools. Public health will only provide the personal information needed to support effective contact tracing.

**School administrators or staff should not provide notifications to staff or students' families about potential or confirmed COVID-19 cases unless the school administrator is directed to do so by the school medical health officer.** School administrators are to follow processes outlined in [COVID-19 Protocols for School and District Administrators: Management of Illness and Confirmed Cases](#).

Refer to **Appendix C** for a process map outlining how contract tracing and public health notifications occur in schools.

Schools will report elevated staff and student absenteeism (based on thresholds established by Public Health) due to influenza-like illness to the local public health/school medical health, and as authority as directed by that authority. Refer to the [BC CDC COVID-19 Public Health Guidance for K-12 School Settings](#) for further direction on the approach to managing cases, clusters and outbreaks among students and/or staff in BC Schools under the direction of the school medical health officer.

5. Students and staff with common cold, influenza, or COVID-19 like symptoms must stay home, self-isolate, and be assessed by a health-care provider. [Staff & those who may benefit from a hard copy form shall refer to Appendix F Daily Health Check Form](#) regarding further direction. Contact 8-1-1 for guidance.
6. Self-isolate for 14 days if you have travelled outside of Canada, as directed by provincial and federal orders.
7. Maintain physical distancing protocols according to Public Health Guidelines.
8. Practice respiratory etiquette.

## **B) ENVIRONMENTAL MEASURES**

### ***Ventilation and Air Circulation***

At this time, there is no evidence that building's ventilation system, in good operating condition, would contribute to the spread of COVID-19.

Good indoor ventilation alone cannot prevent people from exposure to the virus, however, it may reduce the risk when used in addition to other preventative measures. For activities that take place indoors, application of the basic principles of good indoor air quality should continue, including supplying outdoor air to replenish indoor air by removing contaminants that naturally occur in indoor settings.

Schools 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 Regulations](#)). All mechanical heating, ventilation and air conditioning (HVAC) systems should be checked to ensure they are working properly.

- Schools with recycled recirculated air intake systems upgrade their current filters to a minimum MERV13 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](#)

Where possible, schools can consider:

- Moving activities outdoors when space and weather permit
- Increasing air exchanges by adjusting the HVAC system
- Open windows if weather permits and it doesn't impact the functioning of ventilation systems.

Site-based safety plans should include provisions for when a school/worksite's ventilation system is temporarily compromised (ex., partial power outage, ventilation break down).

For more information, see Worksafe BC guidance on [general ventilation and air circulation](#).

### ***Emergency & Evacuation Drills***

Schools should continue to practice emergency 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 (ex., providing additional muster spots to prevent crowding/congregating).

- Staff should be notified in advance of emergency/evacuation drills (ie., no surprise drills)

- BC Fire Code requires schools to conduct ‘total evacuation drills’ involving all occupants in the building. Partial evacuations involving smaller groups of students do not comply with the 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 need to consult 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 preventative measures.**

### **Effective Communication and Training/Orientation**

- Schools must clearly and consistently communicate guidelines from the Provincial Health Officer (PHO) and reliable 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 (ex., visual representations, videos using sign language, etc).
- Schools shall provide early and ongoing health and safety orientation for staff (including newly hired staff and staff who change work sites), parents/caregivers, students and other adults in the 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 &As, materials in multiple languages to meet community needs, etc. Refer to the *Health and Safety Orientation Checklist for further guidance*.

Workers shall be trained 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 handwashing and cough/sneeze etiquette
- \*changes made to work policies, practices and procedures due to the COVID-19 pandemic and keep records of that training.

Principals are to:

- Fulfill WorksafeBC responsibilities
- Document COVID-19 related meetings and post minutes at a central location.
- Keep records of instruction and training provided to personnel regarding COVID-19 (includes volunteers who provide service in support of school/student programming, as well as reports of exposure and first aid records.
- Involve frontline workers, joint health and safety committees and supervisor in identifying protocols for their workplace.
- Engage active Site Committees and Joint Health and Safety Committees to meet regularly, including prior to any transitions between stages, and are included in the school planning efforts.
- Provide accurate information from reliable sources (ex., PHO, BCCDC) 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.
- Provide personnel, students, parents/guardians/caregivers a clear understanding that staff and students must stay home if they are ill and symptomatic visitors may not enter the building and should contact their health provider or call 8-1-1.
- Communicate that the school is minimizing the number of non-essential people (parents, caregivers, contractors) entering the school.

- Keep parents/caregivers informed and updated, noting that information relating to COVID-19 is to be posted on the school website and shared by email. Encourage community members to check email notifications regularly.

Schools can refer to the [BCCDC website](#), [BC's Back to School Plan Website](#), and [Queen's Printer COVID-19 Catalogue](#) for signage and posters.

### ***Space Arrangement***

Spread people out as much as possible. Consider different common space, classroom and learning environment configurations to allow space between students and adults (ex., different desk and table formations). Avoid activities that require close, face-to-face contact.

### ***Cleaning & Disinfection***

Regular cleaning and disinfection are important 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. This includes:

1. General cleaning and disinfecting of the premises will occur **at least once every 24 hours**.
2. Frequently-touched, shared surfaces will be cleaned and disinfected **at least twice every 24 hours** (e.g., doorknobs, light switches, cupboard handles, handrails, tables, phones, bathrooms; [shared equipment](#) such as keyboards/[tablets](#), [appliances](#), [sewing machines/equipment](#), [glass/testing equipment](#), [kitchen equipment](#) sports equipment, [music equipment](#), manipulatives and toys used by multiple students). Limit frequently-touched items that are not easily cleaned to those that support learning, health, and development. Items such as toys or manipulatives that may not be cleaned often or at all (ex., sand, playdough, foam, etc) may continue to be used if hand hygiene is practiced before and after use.
3. There is no evidence that COVID-19 is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (ex., children's books or magazines) and items with plastic covers (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.
4. Additional guidance on cleaning electronics, toys, fabrics and other items can be found [here](#).
5. Any surface that is visibly dirty is to be cleaned and disinfected immediately.
6. Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
7. Empty garbage containers daily; if  $\frac{3}{4}$  full, they should be emptied during the day.
8. Wear disposable gloves when cleaning blood or body fluids (e.g. *runny nose, vomit, stool, urine*).
9. Wash hands before wearing and after removing gloves.
10. Access to drinking water sources in the school is to be engaged for bottle refilling only. Everyone should avoid contact with the fountain spout and bring a personal water bottle (filled) for consumption instead. Schools are encouraged to convert more water fountains or other water sources to provide for no-touch water refill stations. Hand hygiene practices before/after contact with high touch surfaces, coupled with increased disinfection scheduling of high touch surfaces is recommended. [Access to water and washrooms should not be restricted](#).
11. Use paper hand towels instead of cloth towels.
12. Each classroom, staff, and/or learning or working space ex, (library, computer lab, etcetera) will have a health and safety package available for staff to manage (cleaning and disinfection products, paper towels, masks, gloves, etc.). Wash hands before wearing and after removing used gloves.
13. Cleaning and disinfection products (eg. hand sanitizer as well as wipes or spray and paper towels) will be available for common areas (e.g. *photocopy room, computer lab, gym, library, entrances*), though no additional cleaning procedures are necessary. *Note: only use wipes approved by IT department for computers, keyboards, and other technology equipment/devices.*

14. Use floor markings and posters to direct traffic flow throughout the school. This may include one-way hallways and designated entrances and exit doors. It is important not to reduce the number of exits and adhere to the fire code.
15. Physical barriers can be installed in places where physical distance cannot regularly be practiced and a person is interacting with numerous individuals outside of a cohort (ex., front office, administrative offices, library desk, canteen counter). This may also include itinerant staff working across cohorts.

### *Supportive School Environments*

Schools shall follow inclusive and respectful approaches when personnel, students, and/or visitors cannot comply with protocols due to health or behavioural reasons. Should this circumstance arise, schools should explore other administrative and environmental methods to mitigate risk to ensure their safety and the safety of others.

If an activity cannot be implemented in line with provincial guidance guidelines, it should be adapted or another activity should be selected.

School personnel continue to be encouraged to support student mask use through positive and inclusive approaches, and not punitive or enforcement activities that exclude students from fully participating in school or that could result in stigma.

No student should be prevented from attending or fully participating in school if they are not wearing a mask.

## **C) ADMINISTRATIVE MEASURES**

### ***Public Entry to the Building***

Public entry to the school is limited to staff and students and others approved by administration. Staff, students, parents, guardians, caregivers and visitors are expected to follow all health & safety protocols. Visitor access during school hours will be prioritized to those supporting activities that benefit student learning and well-being (e.g., teacher candidates, public health nurses, meal program volunteers, parent meeting, etcetera). **Schools are to keep a list of the dates, names, times, contact information and areas visited in the school for all visitors and staff who are not typically onsite (ex., on call staff, IT personnel, trades people, delivery personnel, CISKD personnel, etc) over the past 30 days.**

If crowding at entry and exit locations means that physical distancing requirement of at least two metres cannot be maintained, schools should consider staggering start and end times. Alternatively, schools may designate doors for entry and exit to prevent workers and others from coming into proximity with one another. Hand sanitizing station should be clearly visible and accessible upon entry to the school/facility. Post signage indicating employees, students, or visitors exhibiting COVID-like symptoms are not allowed to enter the building.

Regular hours for facility access will be set by the Principal (eg. 7:30am – 5:30pm). There will be no access to facilities after hours or on weekends unless approval has been granted by the administrator.

### ***VISITORS***

Parents, caregivers, health-care providers, volunteers, and other **non-personnel** people (ie., visitors) entering the school should be limited to those supporting activities that are of benefit to student learning and wellbeing (ex., interns, immunizers, meal program volunteers, etc.)

- All visitors should provide active confirmation (ie., sign in at entry, email before entry, etc) that they have no symptoms of illness and are not required to self-isolate before entering the school.
- Schools should keep a list of the date, names and contact information for all visitors who enter the school.

- **All visitors must wear a non-medical mask within the school. Exceptions will be made for visitors who cannot tolerate a mask for health or behavioural reasons or as otherwise exempt by current provincial guidelines. Refer to exemptions listed on page 12.**
- *Adult volunteers can support outdoor supervision/monitoring, provided they follow required health and safety protocols (ex., maintaining physical distance, wearing a mask when unable to maintain physical distance, etc).*
- *Refer to page 8 Visitors section as related to office protocols for more information.*

### **Community Use of Facilities**

In Stage 2, the Ministry Guidelines note that after hour community use of facilities must be in compliance with relevant [Orders from the Provincial Health Officer](#), including the [Gathering & Events Order](#) and any other related guidance. Principals who receive inquiries for community use of facilities should consult the Superintendent of CISKD for further direction. Please note that no community access to school facilities is permitted in Stages 3 or 4.

### **Protocols for Offices**

#### **Workplace Operations**

- Avoid meetings or gatherings where physical distancing cannot be maintained. Consider using larger rooms, moving meetings outside, or having all or some attendees attend virtually.
- Consider creating cohorts of workers who work together and who do not interact in close proximity with others.
- Consider establishing one-way staircases to minimize contact – post signage to indicate direction.

#### **Workstations**

- Designate a 2 metre area in front of or behind a kiosk or workstation.
- If office attendance is required, position staff and furnishings in a location that permits greater distance between themselves and co-workers or visitors. Arrange workstations at least 2 metres apart and away from communal pathways.
- Consider making communal pathways one directional to reduce personal interactions.
- If necessary, install effective transparent barriers between workstations.
- Where possible, cancel in-person meetings and hold meetings by teleconference, video conference or email instead.
- Minimize sharing office space or workstations. If workers must share office space, integrate these locations into school cleaning and hygiene protocols, ensuring that frequently-touched surfaces are addressed such as the computer keyboard and mouse, desk surface, and telephone.

#### **Communal Spaces**

- Ensure that whatever changes made to communal areas is clearly communicated to staff and includes posted signage in the area.
- Consider single-room access if entry into constricted area is required.
- Limit the number of personnel allowed in common areas at any one time. Consider staggered break times to reduce large gatherings and encourage personnel to take breaks at their own desk or outside. Limit or stagger personnel from entering change areas or rooms with assigned lockers.
- Encourage personnel to eat outside or at their desk.
- Consider distancing the tables in lunchrooms or installing plexiglass dividers at the tables.
- If breaching the physical distancing requirement is unavoidable, plan the work task and provide instructions to personnel to ensure that time spent in close proximity is minimized.
- Restrict eating to a clearly identified and dedicated area with handwashing stations, cleaning and disinfectant supplies, and adequate space to maintain the physical distancing requirement.
- Require personnel to bring their own breaktime dishes, utensils and beverage containers.
- Refrain from providing and consuming communal foods.
- Allow communal doors to remain open throughout the workday to reduce contact with door handles.

- Instruct workers to designate their own supplies separate from others (ex., pens, staplers, headsets, and devices). Minimize the number and frequency of personnel using previously shared office equipment or other items (photocopiers, coffee machines, microwave ovens, etcetera). Shared equipment should be cleaned and disinfected after each use.
- Establish hygiene practices that address the needs of the workplace that includes the requirement to wash or sanitize hands after coming into contact with public items.

### **Visitors**

- If presence is required in support of student learning and wellbeing, visits to the school should be pre-arranged, staggered, and safety protocols should be communicated before entry into the facility is permitted (ex., email and/or signage posted at entrance).
- Post signage at the facility to inform everyone that measures are in place.
- When booking appointments, visitors should be reminded to reschedule if they experience symptoms typical of COVID-19 or are placed on self-isolation.
- Minimize non-essential, in-person interaction between personnel and visitors (ex., use of virtual meeting tools, email, or phone).
- Waiting areas should be arranged to maintain physical distancing requirement. If unable to sustain the requirement, consider installing transparent barriers between receptionists and visitors. Place markings on the floor directing visitors where to stand when approaching front desk.
- Provide visitor-facing staff with hand sanitizer for their use only.
- Visitors should attend appointments alone and minimize the time spent in waiting area before their appointments (ex., request visitors to wait safely outside or in their vehicles and text message or call when ready).
- Remove non-essential communal items, such as candy, magazines, and complementary phone charges.
- Beverages (coffee, tea, water) should not be offered at this time.
- Provide a safe place for visitors to dispose of used sanitizing wipes and other personal protective equipment.

### **Deliveries**

- Ensure delivery zones are clearly identified and limited to receivers and deliverers only.
- Arrange for suppliers and/or delivery persons to drop off goods at building entrance to avoid searching for business within the premises.
- Request contactless delivery to maintain physical distancing requirement. This option may be limited if signing or proof of receipt is required. Practice hand hygiene after coming into contact with a shared resource from the vendor.

### **Transportation**

- Non-essential transportation or business travel should be limited and on an exceptional basis only.
- Restrict travel between offices or work locations to critical business functions.
- Minimize the use of shared vehicles. If required, follow appropriate disinfection procedures before and after travel for vehicle surfaces such as the steering wheel, gear shift, and door handles.
- Where possible, communicate using telephone, text message, or other communication technology.

### **Elevator Use**

- Limit use/access to those requiring elevator service.
- Post occupancy limits on elevators.
- Place tape or markings on the ground to indicate where individuals should stand while lining up to enter the elevator. Ensure adequate space is provided for those exiting the elevator.
- Ensure elevator panels and buttons are routinely disinfected.

### **Learning Groups & Physical Distancing**

Reducing 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 CISKD school settings through two different but complementary approaches: cohorts (to reduce the number of potential interactions) and physical distancing (to change the nature of interactions).

**Learning Groups: Student Cohorts:**

A learning group (cohort) is a group of students and staff who remain together throughout a school term (ex., school quarter, semester or year). The grouping is based on a variety of factors that best meet the educational needs of the majority of students and the logistical needs of the school. The use of cohorts in schools allows for a significant reduction in the number of individual interactions, while allowing most students to receive in-person learning in a close to normal school environment. The composition of the cohort should remain consistent for all activities that occur in CISKD schools, including but not limited to learning and breaks (lunch, recess, classroom changes, etcetera), during the quarter, semester, or term. In Stage 2, physical distancing between cohort groupings of staff and students must be maintained as often as possible. School administrators determine the composition of the cohorts and remain consistent for all activities that occur in schools and maintain up-to-date lists of all members of a learning group and others who work with that learning group (ex., itinerant workers, specialists) and their contact information, should it be requested by public health authorities for contact tracing purposes. Consistent seating arrangements are encouraged within cohorts where practical. Cohort composition may be changed at the start of a new quarter, semester or term in the school year. Outside of these, composition should be changed as minimally as possible, except where needed to support optimal school functioning. This may include learning, operational or student health and safety considerations. Students with disabilities and diverse abilities may require unique considerations to ensure their inclusion in a cohort. Schools can adapt guidance from the BCCDC as necessary to ensure the inclusion of these students while ensuring the intent is maintained.

***Interacting with Learning Groups***

Schools should minimize the number of adults (staff & others) who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy and safe environment. Staff outside of a learning group must practice physical distancing (2 metres) when interacting with the learning group. Personnel such as itinerant teachers, a specialist teacher, a librarian) can teach/support multiple learning groups but must maintain physical distance from students and other staff and avoid close, face-to-face interactions.

**Stage 2 Learning Groups and Physical Distancing Summary Table**

Division and Grade Levels	Cohort groupings of staff and students	Physical Distancing Within a Cohort:	Physical Distancing Between Cohorts	When Members of Different Cohorts Interact
Elementary: Kindergarten to Grade 7	Up to 60	Avoid physical contact, minimize 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.	Between cohorts, avoid physical contact, minimize close, prolonged face-to-face interactions and spreading out as much as possible within the space available, and ensuring there is 2 meters of space available between people.	If in same space for more than 15 minutes, space should be sufficiently large, and/or should have limits on number of people so that 2 metres of space is available between people of different cohorts.
Secondary: Grades 8-12	Up to 120			If in same space for transition purposes (ex., changing between classes) and other measures are in place (ex., floor markings, staggered transition

times), there should be enough space to ensure no physical contact.

### **Multiple Cohort Learning:**

Multiple groups of students from different cohorts can be in the same learning space at the same time if physical distancing can be strictly practiced between people of different cohorts, and there is adequate space available to prevent crowding of those from within the same cohort. **Masks are not a replacement for physical distancing.**

### **Multiple Cohort Services**

**Note:** Students from different cohorts may need to be together to receive beneficial social supports, programs or services (ex., meal programs, after school clubs, etc.) Within these supports or services, it is expected that cohorts are maintained, and physical distancing can be strictly practiced as much as is practical to do so while still ensuring the support, program or service continues. This does not apply to extra-curricular activities where physical distancing between cohorts should consistently be practiced. Guidance for when masks should be worn is available in the Personal Protective Equipment section of the [BC CDC COVID19 Public Health Guidance for K-12 School Settings \(revised Feb 4 2021\)](#).

### **Outside of Cohort Social Interactions in Common Areas**

\* Students and staff should do the following to safely socialize with those in different cohorts in common areas during transition times or break periods:

- In elementary schools, students can socialize with peers in different cohorts if they are outdoors and can minimize physical contact or if they are indoors and can practice physical distancing. Elementary students are less able to consistently practice physical distancing. Outdoors is a lower-risk environment than indoors.
- In secondary schools, students can socialize with peers in different cohorts if they can practice physical distancing. If a secondary student is unable to do so, they should socialize within their cohort or where they can be supported to practice physical distancing.

**\*Masks are not a replacement for physical distancing. Efforts should continue to focus on using all available space and preventing crowding or close gathering.**

**\*Within and outside of learning groups there should be no crowding.**

CISKD personnel at all schools should seek to reduce the number of close, face-to-face interactions with each other at all times, even **when** wearing a mask or working within the same cohort. This includes social interactions in staff areas and during meetings.

**All K-12 personnel are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask is to be worn in addition to the face shield) in schools and on school buses – both within and outside of their learning group.**

**All Grades 4-12 students are required to wear a mask or a faceshield and mask indoors in schools and on buses, both within and outside of their learning group.**

**All K-3 students are encouraged to wear a mask indoors in schools and on buses but are not required to do so. Mask-wearing remains a personal or family/caregiver choice for these students, and their choices must be respected. Additional guidance for student mask use during certain activities is addressed in the following sections: *Music Programs, Physical and Health Education (PHE)/Outdoor Programs, School Sports, and Theatre, Film and Dance Programs.***

### **Staff**

**Personnel providing health services or other health care in support of students with complex behaviours, medical complexities or students receiving delegated care may require being in close proximity or in physical contact with a medically complex or immune suppressed student. People providing these services in schools**

**must wear a mask (medical or non-medical) when providing such services and the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for the routine practice is not necessary. Please note that Grades 4-12 students are also required to wear masks while receiving these service supports in close proximity and/or physical contact, subject to exceptions noted below.**

#### **Exceptions for Personnel, Students & Visitors**

The guidance provided above regarding mask requirements does not apply to personnel, students and visitors in the following circumstances:

- \*to a person who cannot tolerate wearing a mask for health or behavioural reasons;
- \*to a person who is unable to put on or remove a mask without the assistance of another person;
- \*if the mask is removed temporarily for the purposes of identifying the person wearing the mask;
- \*if the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (ex., playing a wind instrument, engaging in high-intensity physical activity, etc)
- \*if the person is eating or drinking;
- \*if a person is behind a barrier;
- \*while providing a service to a person with a disability or diverse ability (including, but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

No medical note is required by a health-care provider if a personnel member, student or visitor is unable to wear a mask.

No students should be prevented from attending or fully participating at school if they do not wear a mask. Refer to *Supportive School Environment* section for more information.

Should the Ministry mandate schools moving from Stage 2 to Stages 3 or 4, maximum cohorts will be adjusted as per Ministry guidelines (30 for elementary and 60 for secondary). In addition, physical distancing is required at secondary grade levels even if they are part of the same cohort. Density targets and hybrid learning will be implemented as per the [K-12 Education Restart Plan](#).

#### **Physical Distancing**

Physical distancing refers to a range of measures aimed at reducing close contact with others. Physical distancing is used as a preventative measure because COVID-19 tends to spread through prolonged, close (face-to-face) contact. Refer to the table on page 10.

Elementary and middle schools are likely able to implement cohorts without reducing the number of individuals within the school. Secondary schools may use both approaches: implement cohorts and reduce the number of the individuals typically within the school to ensure there is space available to prevent crowding. This may be necessary due to the larger number of people and the increased frequency of classroom exchanges that typically occur within secondary schools. Secondary schools should continue to prioritize the attendance of students who most benefit from in-person support and learners with diverse needs, as well as consider alternate learning modalities and off-campus learning.

#### **Staff-Specific Considerations**

##### ***Itinerant Staff & Specialists***

Schools should seek to assign staff to a single cohort whenever possible. This is intended to minimize the number of adults (staff and others) who interact with cohorts of which they are not a part.

Staff not assigned to a single cohort should practice physical distancing when interacting with each cohort. If physical distancing cannot consistently be practiced when performing their role, consider whether the service can be provided remotely/virtually, if a transparent barrier can be in place, or if other modifications to the service may be made to reduce physical interaction. If none of these can be implemented, staff should practice physical

distancing as possible while interacting with each cohort. This includes itinerant personnel who work in multiple schools. All K-12 personnel are required to wear a mask within and outside of their cohort, subject to aforementioned exceptions on page 12. **Masks are not a replacement for physical distancing.**

### ***Staff-Only Spaces and Gatherings***

Experience from the fall of 2020, underscores the importance of COVID-19 prevention among adults in the school setting. Attention should be given to ensuring physical distancing is practiced within staff only spaces, including break times, in addition to mask use. To support this, schools should:

- Hold meetings, in-service and professional development activities and other gatherings virtually whenever possible. If meetings cannot be held virtually:
  - \* Ensure personnel practice physical distancing (2m) during face-to-face meetings, whenever possible.
  - \* If barriers between participants are not present, participants are also required to wear masks when indoors.
  - \* The number of participants gathered, and the length of the gathering should be minimized as much as possible.
  - \* Examinations or assessments are not considered school gatherings, however must be delivered in accordance with health and safety guidelines outlined in the ***Provincial COVID-19 Health & Safety Guidelines for K-12 School Settings*** document and should not include non-student and/or staff spectators (ex, concert or play where families are invited to attend). In person inter-school events, such as competitions, tournaments and festivals are not permitted at this time.
- Use visual cues (ex., floor markings, posters, etc) to promote physical distancing and traffic flow in common spaces (ex., break rooms, copy rooms, hallways, staircases, etc.)

### ***Other Prevention Strategies***

The following strategies should be implemented wherever and whenever possible:

- Implement strategies that prevent crowding at pick-up and drop-off times. Focus on exit and entry areas, and other places where people may gather or crowd.
- Stagger recess/snack, lunch and class transition times.
- Take students outside more often, for learning and break times. Playgrounds can be used as normal. Ensure appropriate hand hygiene practices before and after outdoor play.
- Incorporate more individual activities or activities that encourage greater space between students and staff. For elementary students, adapt group activities to minimize physical contact and reduce shared items. For secondary students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways, to minimize crossing, and allow for ease of people passing through.

### ***Student Management and Hygiene***

- Rigorous handwashing 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:
  - If sinks are not available (e.g., students and staff are outdoors), use alcohol-based hand rub containing at least 60% alcohol. If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty. Personnel should assist young 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 approved products)
  - To learn about how to perform hand hygiene, please refer to the BCCDC's [hand washing poster](#).

- Personal items brought between home and school should be limited to what is necessary (backpacks, clothing, supplies, water bottles, reusable food containers) and is easily cleaned and/or considered low risk (clothing, paper). Personal items should be labelled with the student's names to discourage accidental sharing. Personal items, including food and beverages, should not be shared.
- Encourage students and staff to avoid touching their faces.
- Encourage students and staff to practice Respiratory Etiquette:
  - Cough and sneeze into their elbow, sleeve, or a tissue.
  - Throw away used tissues and immediately perform hand hygiene.
- There is no evidence that COVID-19 is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (ex., children's books or magazines) and items with plastic covers (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.

### **Student Absenteeism & Attendance**

- School Administration will notify their local medical health officer if staff and/or students absenteeism exceeds 10 percent of regular attendance, or as directed otherwise by a BC Health Authority.
- **Note:** 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 administration is to be aware of [BCCDC Guidelines for Children with Immune Suppression](#) and [BCCDC Guidance for Families of Immunocompromised Children in School and Group Gatherings](#) and share these documents with families of children with immune suppression. Program planning is to be based on the Provincial *COVID-19 Health and Safety Guidelines for K-12 Settings*.

### **Trauma-Informed Practice & Social Emotional Learning**

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

Trauma-informed practice includes:

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

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 in developing compassionate learning communities through trauma-informed practice, the following resources may be beneficial:

- Ministry of Education: [trauma-informed practice resources](#) available on the [erase website](#).
- Ministry of Education: [webinar series](#); Building Compassionate Communities in a New Normal
- Collaborative for Academic Social and Emotional Learning (CASEL): [Reunite, Renew, Thrive: A Social Emotional Learning Roadmap for Reopening Schools](#)
- NACTATR: [Guidelines for Re-Entry into the School Setting During a Pandemic](#)

### **School Gatherings:**

School gatherings (ex., mass, liturgies, assemblies) should be kept to a minimum and within the cohort. Gatherings should not exceed the maximum cohort size in the setting, plus the minimum number of additional people (staff, visitors, etc) required to meet the gathering's purpose and intended outcome. Consider livestreaming for larger

gatherings and/or to include others. When it is necessary to gather in larger groups, the following guidance should be followed:

- Gatherings should occur within the cohort and/or learning group
- Gatherings should not exceed the maximum learning group size in the setting (includes personnel who are part of the learning group) plus the minimum number of additional people required (ex., additional school personnel, visitors, etc). Additional attendees should be minimized as much as is practical to do so and they must maintain physical distance.
- Adequate space must be available to prevent crowding of those within the learning group.

### ***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 learning groups, and;
- Under Stage 2, reduced physical contact is practiced by those within the same learning group and adequate space is provided to avoid crowding.

Non-educational activities, such as student dances, performances and in-person celebrations are considered to be events and must adhere to the Provincial Health Officer Order on Gatherings and Events.

Inter-school events including competitions, tournaments and festivals should not occur at this time.

### ***Student Transportation on Buses***

School buses used for transporting students should be cleaned and disinfected according to the guidance provided by the [BCCDC's Guidelines on Cleaning and Disinfectants for Public Settings](#) document. Additional guidance is provided by [Transport Canada](#).

- Bus drivers will clean their hands often, including before and after completing trips and to regularly use alcohol-based sanitizer with at least 60% alcohol during trips.
  - Bus Drivers are required to wear a non-medical mask or non-medical mask and face shield when on school busses except while driving, and subject to aforementioned exceptions on page 12 as applicable.

To reduce the number of close, in-person interactions, the following strategies will be followed for buses:

- Open windows when the weather permits.
- If space is available, students should each have their own seat and sit beside a window.
- Use consistent and assigned seating arrangements.
- 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.
- The seating arrangement can be altered whenever necessary to support student health and safety (ex., accommodating children with a physical disability, responding to behavioural issues, etc).
- All K-12 staff as well as students in Grades 4 to 12 are required to wear non-medical masks or face coverings when they are on the bus, subject to aforementioned exceptions on page 12. Students in K to 3 are encouraged to wear a non-medical mask or face covering on school buses though are not required to do so. Mask-wearing remains a personal or family/caregiver choice for primary students, and family/caregiver choices must be respected. Masks are to be put on before loading.

Parents and caregivers must assess their child(ren) daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school.**

Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.

Where possible, bus line up areas should be established to prevent crowding and allow for physical distancing of two (2) metres (ex., tape markings on pavement, etc.), where required.

Schools should:

- Provide support to students who are not able to physically distance.
- Keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur. The seating arrangement may be altered when necessary to support student health and safety (ex., accommodating children with a physical disability; responding to behavioural issues, etc.).

For schools whose students access local district bussing, the students must follow all District protocols.

Additional measures related to student transportation may be considered by schools, including:

- Installing a physical barrier made of transparent materials between the driver and students.
- Encourage private vehicle use and active transportation options (ex., cycling, walking, etcetera) when possible to decrease bus density. Ride sharing in private vehicles should be limited to those with whom one lives.

### **Curricular Programming and Activities**

All curriculum, programs and activities may continue to operate in alignment with the [Provincial K-12 Health & Safety Guidelines for K-12 Settings](#), including school-led activities held off-campus (e.g., sports academies, community-based programs/courses<sup>1</sup>

Schools will implement health and safety measures that promote inclusion of students with disabilities/diverse abilities. See aforementioned [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#) document for further details.

### ***Kindergarten 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 may be.
- Share a video of the school that outlines of 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 one another and from children not their own.

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<sup>1</sup> *Students and staff are 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 activity should be followed.*

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 learning group. 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 [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) document.

### ***School Libraries/Learning Commons***

School libraries/learning commons facilities should be open and book exchange can continue during Stages 2- 4. At this time, there is no evidence that 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 school personnel should practice diligent hand hygiene as outlined in this document before and after handling shared equipment/resources and whenever hands are visibly dirty.

Laminated or glossy paper-based products (ex., books, magazines, worksheets, etc.) and items with plastic covers (ex., 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, refer to the cleaning and disinfection section in this document.

When visiting the library/learning commons, students and school personnel should remain in their learning group as much as possible and maintain physical distance from members outside of their learning group.

Students should bring their personal school supplies for classes held within this 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.

The BC Teacher Librarians Association has developed [Recommendations for Access to Library Learning Commons Resources to Meet COVID-19 Requirements](#).

### ***STEM Programs, Science Labs, Technology Education (Shop Classes & Trades in Training Programs), Textile Programs, Arts Education***

Practice diligent hand hygiene. 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 Disinfection section of the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) document.

Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstration. If needed, consider breaking students into smaller groups to allow appropriate spacing and/or potentially using technology to assist. For direction on laundry protocols, refer to that section in this document.

#### **Further for Technology Education:**

Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.

- Ensure staff and students in K-12 schools 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 webpage](#), including:
  - ❖ [What Workers Should Do](#)
  - ❖ [Staying Safe at Work](#)
  - ❖ [Information Specific for 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.

### **Field Trips**

During Stage 2, field trips may be organized provided they meet the COVID-19 health and safety guidelines, with a preference for outdoor activities/locations, however, schools may use alternate spaces outside of school grounds (ie., community and recreation centres) that is aligned with the [Provincial COVID-19 Public Health Guidance for K-12 Settings](#), relevant Provincial Health Officer Orders, and any other site-specific guidance. Overnight or international field trips shall not occur at this time.

Staff should follow CISKD policies and procedures as well as the COVID-19 health and safety guidelines when planning field trips. These include:

- Aligning with PHO guidance and Orders.
- Conducting a risk assessment considering the field trip location – science exploration vs exploring at the beach.
- Submitting a field trip request form complete with all required details to the school principal a minimum of two weeks and ideally three weeks in advance of the proposed field trip date for due consideration.
- 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 must share the written plan with the school principal, and following field trip approval, with parents and students.
- Ensuring field trip numbers align with PHO guidance on mass gatherings (ie., no greater than 50 people)
- Conduct a risk assessment considering the field trip location – science exploration vs exploring at the beach.
- No overnight field trips at this time.
- No international field trips at this time.
- Ensuring volunteer supervisors 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 in the [Provincial COVID-19 Public Health Guidance for K-12 Settings](#).
- Parent drivers may only provide transportation for students who live in their household.
- If using public transportation for field trips (ex., city busses), schools should adhere to the local transit authorities guidance (ex., mandatory mask use for [Translink](#) and [BC Transit](#)) as well as practicing hand hygiene before and after use.

At this time, outdoor field trips will be considered. Bus transportation remains the preferred mode of transport. In Stages 3 and 4, no field trips are permitted.

### **Music Program**

Music education classes, programs and activities (ex., Band, Choir) can continue to occur where:

- K-12 staff and students in Grades 4 to 12 must wear masks while indoors and during certain activities, such as singing. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask, such as playing a wind instrument.
- Under Stage 2:
  - ❖ Physical contact is minimized for those within the same learning group, and students and staff are distanced as far as possible;
  - ❖ Physical distance (2m) can be maintained for K-12 staff and for secondary students when interacting outside of their learning groups;
  - ❖ Physical distance (2m) can be maintained for elementary students when interacting outside of their learning groups when indoors; and,
- Under Stages 3 to 4:
  - ❖ Physical distance (2m) can be maintained for K-12 staff, secondary students at all times.

Schools may consider installing a barrier made of transparent material in places where physical distancing cannot be regularly maintained (ex., between an itinerant teacher and a learning group). See [guidance from WorksafeBC on designing effective barriers](#) for more information.

No in-person inter-school competitions/performances/events should occur at this time. 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 in the [Guidance for Music Class in BC During COVID-19](#) and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.

Music educational programming should be delivered in line with the detailed guidance developed by the BC Music Educators' Association and the Coalition for Music Education in British Columbia: [Guidance for Music Class in BC During COVID-19](#).

Students within the same cohort should be physically distanced as far as possible from one another.

### ***Theatre, Film and Dance Programs***

Practice diligent hand hygiene as outlined in this document:

- At the beginning and end of the class
- Before and after handling shared equipment, and
- Whenever hands are visibly dirty

No in-person interschool festivals/events should occur at this time. 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.
- 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 expressing movement.

K-12 staff are required to wear masks during these programs when they are indoors, except during high intensity physical activity.

Students in Grades 4 to 12 are required to wear masks during these programs when they are indoors, except during high-intensity physical activity.

- Set up personal spaces and equipment for students, as best as possible.
- Avoid sharing equipment by numbering and assigning items to each student, if possible.
- Clean and disinfect equipment as per Cleaning and Disinfection guidelines in the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#).
- 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 permit appropriate distancing.

Costume items should be limited in their shared use at this time. Follow laundry protocols on page 25 of this document.

Where possible, make use of outdoor and site-specific performance spaces that allow 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.

### ***Physical & Health Education (PHE)/Outdoor Programs***

Create space between students and staff and encourage physical education, extracurricular exercise and sport activities outdoor activities and programs as often as possible.

K-12 teachers should plan physical activities that:

- Do not involve prolonged physical contact (ie., beyond a brief moment). For example, activities such as soccer and touch football are low risk, whereas activities like wrestling should be avoided. Schools should adapt activities/sports **whenever possible** to reduce physical contact and the duration of the contact, including within learning groups.
- Support physical distancing (2m) outside of learning groups.

**K-12 personnel are required to wear masks during PHE/outdoor program classes when they are indoors and a barrier is not present.**

People should be physically distanced as far as possible from one another during physical activity. Activities should be adapted to reduce physical contact. There should be no activities that include prolonged physical contact (ie., physical contact beyond a brief moment) or crowding. For example, activities like tag or touch football are lower-risk, whereas activities like wrestling or partner dancing should be avoided.

Support physical distancing (2m) outside of learning groups.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines of the Cleaning and Disinfection section of the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) document.

Consider

- Focus on activities that do not involve equipment or equipment sharing.  
If equipment must be used:
  - Avoid sharing equipment by numbering and assigning each student their own supplies.
  - Assemble individualized PE kits to use at home or school and set aside a budget for additional kits to be purchased or created.
  - Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment. Have disinfection product on hand in a secure location and managed by the Teacher.

Students are to practice effective hand hygiene before and after participating in physical activity and equipment use.

Disinfect teaching aids (ex., clipboards, whiteboards, pens, plastic bins for transporting materials).

Other Ideas:

- Encourage students to come to school in clothing that is appropriate for PE and weather conditions to eliminate the use of change rooms.
- When transitioning to/from outside remind students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in a designated desk area or a marked side of the hallway.
- In elementary, consider having homeroom teachers pick up/drop off their students for PE classes to maintain schedules, smooth transitions, and time on task.

Refer to [Physical and Health Education Canada](#) guidelines:

- Include more emphasis on individual healthy lifestyle and active living pursuits such as dance, alternative environment, land-based activities, exercises without equipment, fitness, mindfulness, gymnastics and target games, in preference to traditional team activities.
- Explore local parks and green space to promote outdoor learning and activity.

For students in Grades K to 3, PHE and outdoor programs can proceed in alignment with the guidance above.

For students in Grades 4 to 12, PHE and outdoor programs can proceed in alignment with the guidance above and the following additional requirements:

### High Intensity Physical Activities<sup>2</sup>

\*For high intensity stationary physical activities (ex., stationary bike, treadmills, weightlifting), students and equipment need to be spaced 2 metres apart if indoors, including for those within the same learning group. If 2metre 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 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 (ex., yoga, walking), students are required to wear masks when they are indoors and a barrier is not present.

### Why are masks not required during high intensity physical activity in middle and 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.

### School Sports

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

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<sup>2</sup> 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.

- Activities do not involve prolonged physical contact (ie., beyond a brief moment). For example, activities such as soccer and touch football are low risk, whereas activities like wrestling should be avoided. Schools should adapt activities/sports as needed to reduce physical contact and the duration of the contact, including within learning groups.
- 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 and a barrier is not present.**
- **For students in Grades K to 3:**
  - ❖ 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.

➤ **For students in Grades 4 to 12:**

**For high intensity stationary activities** students and activities, students and fitness equipment (ex., stationary bikes treadmills, weight training equipment), **need to be spaced 2 metres apart if indoors, including 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 exercise equipment during high intensity, indoor stationary activities.**

**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.

- Under Stage 2, physical distancing (2m) can be maintained between learning groups (indoors and outdoors).
- Under Stages 3 to 4, Physical distance (2m) can be maintained for staff and secondary students at all times.

Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines in the cleaning and disinfection in this document.

- Students should be encouraged to practice proper hand hygiene before and after participating in sport activities and equipment use.
- Disinfect teaching aids (ex., clipboards, white boards, pens, plastic bins for transporting materials, etc).

Sport activities should be held outside whenever possible.

No in-person, inter-school competition/events 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 authorities are expected to follow Ministry of Education guidelines outlined in the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#)

### **Playgrounds**

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

- Ensure effective hand hygiene is practiced before and after outdoor play.
- Attempt to minimize opportunity for 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 lives on sand, in water, or on playdough.
- More information on playgrounds is available on the [BC Centre for Disease Control website](#).

### **Dual Credit**

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

When CISKD students are learning in a post-secondary environment, they are expected to adhere to [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#). As well, 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.

### **Work Experience**

The work environment has changed due to the impact 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 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 set up and monitoring, worksite visits can now be conducted virtually if needed.
- Schools, in consultation with CISKD, 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 signed consent 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, etcetera, will adhere to the health and safety guidelines of the workplace including wearing PPE if required.

### **Culinary Programs & Food Services**

Schools may continue to include food as part of learning and provide food services, including for sale, if food is prepared:

- as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those articulated in this document and normal food safety practices need to be implemented. (ex., home economics and culinary arts).
- for meal programs, breakfast clubs and other food access initiatives, and is not regulated under the Food Premises Regulation., no additional measures beyond those articulated in this document and normal food safety practices need to be implemented. Appendix D provides additional guidance that may be useful when offering school meal programs, breakfast clubs and other food access initiatives.

### **Food Safety**

FOODSAFE Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and disinfecting. It is a helpful resource for those seeking education and training on food safety practices.

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 (ex., 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 WorkSafeBC Restaurants, cafes, pubs, and nightclubs: protocols or returning to operation.

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 here.

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.

Refer to **Appendix D** in this document for *Supplementary Guidance for School Meal Programs*.

The December 30, 2020, Order of the Provincial Health Officer, *Food and Liquor Serving Premises and Retail Establishments Which Sell Liquor* does not apply to schools. Food Safety Legislation and the Guidelines for Food and Beverage Sales in BC Schools continue to apply as relevant. Schools continue to apply as relevant.

- Practice diligent hand hygiene at the beginning and end of the class, before and after handling food, before and after eating and drinking, and whenever hands are visibly dirty.
- Homemade food items shall not be available to other students at this time (ex., birthday treats, bake sale items).
- For direction on laundry, refer to Laundry section in this document.
- 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 BC Schools

### **Cleaning**

Schools are to be cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document. General cleaning will occur at least once in a 24-hour period. Frequently (high touch) surfaces will be cleaned and disinfected at least twice in a 24-hour period, including (but not limited to) doorknobs, light switches, hand railings, faucet handles, tables, desks and chairs used by multiple students, water fountains/stations, keyboards, etcetera.

*Guidelines for cleaning and disinfecting:*

- Schools will limit the use of frequently touched items that are not easily cleaned often (ex., fabric/soft items, plush toys, upholstered furnishings), or at all (ex., sand, foam, playdough, etc) shared equipment, as much as is practical to do so. These items can continue to be used if hand hygiene is practiced before and after use.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids are to 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.

General Cleaning Items to Note:

- Use damp cleaning methods such as damp clean cloths and/or a wet mop for cleaning. Do not dust or sweep, as this can agitate particles into the air. Mop or spray floor with disinfection solution and let air dry.
- Custodial staff will check the sign-in/out sheet at the main entry at every shift to monitor people who have been in the building. All areas in the school that have been accessed must be cleaned and disinfected (misted with bleach solution and allowed to air dry).
- Other staff may also clean areas as needed in order to maintain a clean environment:
  - Cleaning supplies are provided.
  - Do not bring cleaners from home.
  - Do not take school materials home to clean.
- If cleaning is required, staff should notify the principal or school office.
- The principal or school office will request cleaning, as per the school protocol with custodial staff.
- Employees using school vehicles must clean and disinfect, misting with bleach disinfection solution and allow to air dry vehicles after each use. When cleaning the vehicle, make sure to clean it outdoors in a well-ventilated area with vehicle windows down.

*Cleaning & Disinfecting Bodily Fluids*

In addition to standards noted in **Appendix E: Sick Room Protocols** when cleaning and disinfecting bodily fluids that occur onsite (ex., runny nose, vomit, stool, urine):

- Wear disposable gloves when cleaning blood or bodily fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (ex, gloves, Kevlar sleeves) for blood and bodily fluids (ex., toileting, spitting, biting).

*Cleaning Tools/Equipment and Desk/Workstations*

Staff who must clean equipment will use gloves and a spray bottle, provided by the school with disinfectant solution:

- To clean, use a cleaning product first to remove visible soil, followed by spraying the surface with the disinfectant solution and let air dry. Custodians shall prepare a daily supply for the school, pour into bottles and develop a procedure for staff to receive and return the bottles for refilling.
- Should you have incident where diluted bleach solution cannot or shouldn't be used (ex., worker allergy; damaging to surface), it is appropriate to accommodate by either cleaning when person is not in room or if needed, use alternate disinfection product that has been approved by Health Canada and is absolutely NOT an accelerated hydrogen peroxide product as this will create a severe chemical interaction with bleach with a highly offensive smell. If a new product is used, you will need to have new MSDS sheets prepared, instructions for safe handling/use, labels on bottles, and any other notices/training involved as could have different disinfection procedures than the diluted bleach solution.

Staff are responsible for cleaning their tools/equipment and desk/workstation throughout the workday. This will ensure limiting the risk of transmission from staff to staff:

- Cleaning and disinfecting of personal workspaces shall be conducted at the end of the day or shift.
- Allocate enough time to do a thorough cleaning of surfaces and/or tools/equipment touched during the workday.
- All sets of keys used by staff, and keys loaned out to other staff, must also be cleaned and disinfected prior to shift/lending out and upon end of shift and return of keys.
- If any tools or equipment cannot be cleaned and disinfected, please contact your supervisor for further direction.
- Limit sharing of tools and/or equipment with other staff while on shift.
- Practice hand hygiene after doing any cleaning and disinfecting.

### *Keyboards and Electronic Devices*

- Mobile phones and other frequently touched electronics like tablets, remotes, keyboards, mice, Chromebooks and gaming consoles can carry germs. These electronics should be cleaned and disinfected after use.
- The BC Centre for Disease Control advises:
  - First, remove visible dirt, grease, etc. – try a soft tissue or cloth
  - Check the manufacturer’s instructions for cleaning and disinfecting.
  - If no manufacturer guidance is available, use disinfectant wipes or sprays with at least 60% alcohol.
  - Let surface air dry
  - Do not immerse devices in liquids or spray liquids onto devices as may damage the device. Hydrogen peroxide and vinegar do not work and may damage screens.
  - Consider using plastic covers or screen protectors to make cleaning and disinfection easier.
  - Keyboards, mice, controllers and electronic devices will be disinfected using hand sanitizer and paper towels/tissues or antiseptic wipes before use.
  - Turn off any electronics and unplug all connections before cleaning (remove batteries from anything with a removable battery).
  - Disinfecting wipes and/or a 60% isopropyl alcohol solution will work for cleaning most devices. Ensure the cloth is damp and lint-free. Do not soak the cloth.
  - Avoid using aerosol sprays and window cleaners, as well as cleaning products with abrasives, hydrogen peroxide, chlorine, acetone, ammonia or bleach. These products may discolor or otherwise harm your devices.
  - Ensure your cloth is soft. Avoid paper towels and other abrasive items.
  - Gently wipe all hard, nonporous surfaces (displays, keyboards, frames, etc.) on devices.
  - Do not spray cleaner on devices or submerge devices in cleaners. Spray cleaner onto a cloth to avoid getting unwanted moisture in any places where it should not be. Consider testing this cleaner on fabric, leather or other porous surfaces to ensure the product will not damage the device.
  - Do not clean inside any ports or openings. Use a dry cloth to remove debris from ports or openings.

### **Laundry**

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

- Laundry should be placed in a laundry basket with a plastic liner.
- Do not shake dirty linens or disturb the basket with dirty linens contained.
- Wearing gloves is optional. If choosing to wear gloves, ensure hand hygiene is performed before and after use. No other PPE is required.
- Wash with regular laundry soap and hot water (60-90°C)
- Practice hand hygiene after handling laundry.

### ***De-Cluttering Classrooms***

- Classrooms must be decluttered to minimize the number of surface contacts and items that will need to be cleaned and disinfected, as well as provide additional room/space.
- Attempts should be made to minimize the number of learning resources made available to students. This includes toys and manipulatives.
- Unnecessary or unused items should be removed from the classroom.
- Desks and counter surfaces must be kept clear to facilitate ongoing cleaning and disinfection. Teaching staff will direct students to take home any unnecessary personal items and keep their desks empty.
- Staff will clearly label toys, manipulative and resources that were used and need to be disinfected. These items will be placed in plastic bins or agreed upon containers to clearly identify the need for cleaning.
- No soft toys, furniture or items should remain in the classroom (ex., teddy bears, fabric sofas, etc.).

#### **i. Principals and Vice-Principals will:**

1. Ensure all personnel, volunteers and visitors have been trained in the updated health & safety protocols, including new hire personnel, and monitor that these protocols are being consistently practiced/applied.
2. Ensure all contractors (ex., bus, cleaning, SLPs, OTs, Psychologists, other service providers, etcetera) are trained in terms of PPE and health and safety standards in the school. Refer to training modules. Unpredictable visitor (ex., repair technicians, delivery drivers, etc) employed by other companies shall also undergo a health check and be required to wear a mask prior to being granted access to the building, sign in, and follow all health and safety protocols of the CISKD School while onsite.
3. Review and update gradual entry strategies for Kindergarten students with Kindergarten teachers. If implementing school-wide, review and update planning strategies with staff.
4. Ensure specialist teachers have reviewed additional health and safety protocols for their area based on this document and the [\*Provincial COVID-19 Health and Safety Guidelines for K-12 Settings\*](#).
5. Determine the composition of cohorts (based on grade levels):
  - Ensure cohorts remain consistent for all activities.
  - Encourage minimized student physical contact within cohorts as the 2 metre physical distance does not need to be maintained within a cohort group; staff shall wear masks (exclusive of times noted in this document) and reduce the number of close, face-to-face interactions
  - Encourage consistent seating arrangements within cohorts.
  - Ensure up-to-date lists of all members of a cohort, including itinerant workers and staff specialists, are kept in order to share upon request with public health should contact tracing need to occur.
  - Minimize the number of adults (staff and others) who interact with cohorts while supporting a positive, healthy and safe learning and working environment.
  - Ensure students and staff outside of a cohort practice physical distancing when in contact with others. This includes meetings, clubs, and extra-curricular activities. If physical distancing is not possible, staff will be asked to use alternate means to accommodate, and if not possible shall use physical barriers, videoconferencing or PPE (non-medical mask, face shield or both shield and mask).
  - In elementary schools when students interact outside their cohort, ensure students minimize physical contact and encourage physical distancing.
  - In secondary schools when students interact outside their cohort, ensure students maintain physical distancing and wear a mask.
6. Provide information to community members of the updated school health and safety protocols, and applicable health and safety training in support of family and community health and safety.
7. Designate and provide training and resources for First Aid (Appendix B) and Sick Room (Appendix C, known in Ministry documents as *Isolation Room* protocols) personnel.
8. Maintain CISKD cleaning and disinfection schedule and procedural particulars as provided and updated from time to time. Consult with Superintendent on any inquiries.
9. Determine what entrance will be the main entrance (or approved designated entrance and exit) to the school.
10. Encourage personnel and students to remain on site and not to leave during lunch or break times.

11. Ensure the number and processes of sanitizing locales can provide for the maximum number of workers and students at peak times. Consider the implementation of efficient processes.
12. Ensure limited access (capacity) signs are posted for all shared spaces such as lunchrooms and breakrooms, consider removing chairs or tables to ensure occupancy limits are not exceeded. If possible, provide additional areas for personnel to have their breaks, including outside areas.
13. Ensure other signage is located where necessary in the building and/or onsite.
14. Establish regular hours for facility access and share these hours with staff (eg. 7:30am – 5:30pm).
15. Determine student drop off and pick-up protocols; these procedures to maintain social distancing.
16. Where possible, plan strategically for the use of space in order to consolidate cleaning efforts.
17. When scheduling, strive to minimize the number of different teacher(s) and educational assistant(s) that interact with learning cohort groups of students and staff throughout the day and term and minimize the amount of mixing between cohort groups in the setting, including “Staff only” spaces (staff room, photocopy room, meetings).
18. Develop strategies that prevent crowding and congregating at arrival, dismissal, pick-up, drop-off and other occasions during the day. Schedule staggered pick-up and drop-off times on campus that maintains the integrity of the learning cohort group as much as possible (eg., 8:30 & 8:40am ; 2:30 & 2:40pm)
19. Schedule staggered recess/snack, lunch and transition times by learning cohort group.
20. Plan for the flow of students throughout the school (ex., arrows for directional traffic in hallways, distancing lines, etcetera) to minimize crowding and allow for ease of people passing through common areas with distance.
21. Ensure school staff and other adults entering the school are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID19 or other infectious respiratory disease prior to entering the school.
22. Encourage private vehicle use of own children and active transportation (ex., biking, walking, etcetera) by students and staff where possible to decrease transportation density.
23. Clearly communicate with parents and caregivers about their responsibility to assess their child(ren) daily before sending them to school. As part of the process, provide the link to the [provincial government’s K-12 daily health check app](#) for family use (along with the school Health Commitment Form) that clearly communicates the daily symptom check to be followed in the home on a daily basis. *The Health Commitment Form must be signed by the parent/guardian and completed prior to students being received by the school on the first day.*
24. Clearly communicate with school personnel who enter the building to self-assess prior to coming to the school. As part of the process and to fulfill WorksafeBC standards, provide the link to school personnel for their completion of the school’s online Daily Health Check form prior to entering the building each day (along with the school Health Commitment Form for School Personnel). The Health Commitment Form for school personnel must be signed by school personnel and completed prior to visiting the school on their first day.
25. Plan for the flow of students throughout the school by learning cohort group (ex., arrows for traffic in hallways, distancing lines, etc.) to avoid crowding and keep people safely moving in hallways
26. Encourage community members to practice non-contact greetings, avoid touching one’s face, classroom and learning environment configurations that allow distance between students and adults, permit consistent seating arrangements, and outdoor learning activities and break times as often as possible.
27. Incorporate more individual activities or activities that encourage greater space between students and staff. For elementary students, adapt group activities to minimize physical contact and reduce shared items. For secondary students, minimize group activities and avoid activities that require physical contact.
28. Ensure those outside of a cohort practice 2 metre physical distancing when interacting with those from a different cohort. Those providing instructional or support services across multiple cohorts should maintain physical distance from students and other staff as much as possible at all times.
29. During break times, elementary (K-7) level cohorts may interact with different cohorts if outside while avoiding physical contact. If inside, physical distancing must be followed.
30. During break times, middle and secondary years cohorts may interact with others though are required to practice physical distancing to do so.
31. If students normally ride a bus to school, encourage parents to drive their own children to school. School Administration will facilitate and maintain the seating plan for transported students. If students are

- travelling on a bus, ensure the bus driver is aware of the seating plan and protocols that students are to ride one to a seat unless from the same family. Grades 8-12 students are required to wear masks to ride the bus.
32. Ensure parents, caregivers, health-care providers, volunteers and other non-staff adults (ex., predictable visitors) entering the school are prioritized to those supporting activities that are of benefit to student learning and well-being (ex., teacher interns, community nursing, school resource officer, etcetera). All visitors must confirm they have completed the requirements of a daily health check before entering.
  33. Ensure predictable visitors within the community (staff, university interns, parents, volunteers, pastors, CISKD personnel, etcetera) have completed the health and safety training modules. For other visitors who may not have received this or other training, the school shall provide training as part of entry procedures (ex., delivery drivers, tradespeople, etcetera) to advise them prior to entry of protocols (self-assess, wash hands, physically distance, and encourage to wear a mask if not already wearing one and provide instruction how to do so safely). Schools are to maintain a list of dates, times (arrival and departure), names, contact information and locales visited while in the school.

ii. **Staff are expected to:**

1. Read and adhere to all health & safety protocols.
2. Complete provided training modules.
3. Access the building during regular established hours and access the building outside those hours only if approval has been granted by the administrator. Any school staff member entering/exiting the building must sign in and out, including any CISKD/Diocesan, IT and/or custodial personnel.  
NOTE: Custodial, Maintenance and IT will have access to building during and after hours and on weekends; the administration is to be informed prior to access outside of regular Monday to Friday daytime hours.
4. Use the main entrance (or approved designated entrance and exit) to the school.
5. Upon arrival, use the hand sanitizer, report your attendance to the office.
6. Upon leaving, wash hands or hand sanitize before you sign out and leave the building.
7. If you leave facilities at any time during the day, follow the same guidelines as when you arrived.
8. When working, stay in your office/classroom/space as much as possible.
9. Practice safe physical distancing guidelines at all times; be aware especially in tight spaces. This includes maintaining a 2-metre distance from the office counter when interacting with public, including parents, students and colleagues.
10. Continue to use zoom meetings where possible (ex., staff prayer, council meetings). If you need to talk to someone in the building, use your phone/zoom/google meet as first option; make sure you maintain social distancing if you must meet face to face and be sure that it is in a space large enough to accommodate such distancing.
11. Avoid in-person meetings with parents, consultants, sales people, etc. unless required and approved by administration.
12. Stay out of other employee's workspaces; observe social distancing if standing at doorway. If invited into someone's workspace only enter if physical distancing can be maintained.
13. Wash hands before and after accepting deliveries and handling mail. Deliveries from outside agencies, including mail delivery, should be conducted in a manner so as to minimize contact.
14. Avoid sharing personal items (ex., *electronic devices, writing instruments, etc.*).
15. Bring own filled water bottle.
16. Kindergarten teachers meet with administrator to review and update gradual entry strategies for Kindergarten students.
17. Specialist teachers review additional health and safety protocols for their area based on [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#).
18. Staffroom/Kitchen
  - a. Minimize the use of the staff room.
  - b. If two entrances, use one as an entrance and one as an exit.
  - c. Wash your hands before you go into the staff room.

- d. Keep lunch in your own workspace, if possible.
- e. Observe acceptable maximum occupancy; if maximum occupancy is reached, do not enter until one has left.
- f. Clean and disinfect any area or surface used.
- g. When you are finished, wash your hands before you go back to your workspace.
- h. Do not share food or drink with others, this includes potlucks, birthday cakes, etcetera.
- i. Minimize the use of shared items where cross-contamination is possible (coffee stations, etc.). If shared, strict cleaning procedures are to be followed (i.e. disinfected after each person's use).
- j. If any cloth items are used (i.e. tea towels), they are to be bagged and tied, and taken to be laundered daily.

19. Photocopy Room

- a. Disinfect the photocopier when finished using it (i.e. areas touched).
- b. Disinfect any shared surfaces or equipment used at the photocopy area such as staplers, hole punches, etc.
- c. Observe acceptable maximum occupancy in the photocopier areas.
- d. When you are finished at the photocopier or in the mail area, wash your hands before you go back to your office or workspace.

20. Essential Meal Programs (i.e. breakfast program) – refer to Appendix D

- a. Follow all regular Food Safe Guidelines
- b. Food should be prepared and placed in individual bags, plates or other medium of service that avoids sharing of service utensils and provides for pre-portioned servings available for distribution.
- c. Students must eat in designated classroom or area and follow all hygiene protocols related to food.

21. Follow maximum capacity guidelines posted.

22. Increase how often you clean your personal work area.

23. Avoid sharing common work areas (i.e. desk). If you must the share a common work area, sanitize the area before you leave the area.

24. Arrange different classroom, workspace, and/or learning environment configurations to allow maximum distance between students and adults so as to avoid students facing each other in close proximity. Use consistent seating arrangements to assist with contact tracing if needed.

25. Incorporate more individual activities or activities that encourage greater space between students and staff. For elementary students, adapt group activities to minimize physical contact and reduce shared items. For secondary students, minimize group activities and avoid activities that require physical contact.

26. Welcome students each day based on protocols established by the school (ex., Staff will greet students at the entrance door, provide them hand sanitizer and then students will go directly to their rooms to sanitize their hands).

27. Students will only be permitted entry to the school if the parents have a signed current health and safety form noting that they perform the health check at home and by bringing them to school means they have met the morning health check standards.

28. Teach, model and remind students of health & safety protocols appropriate to the grade level of the student.

**NOTE:** In Stage 2, elementary students are to minimize physical contact when outside their cohort; secondary students are expected to maintain a 2 metre distance when interacting with those outside their cohort, whether indoors or outdoors.

29. Staff working outside their cohort or who work across cohorts or schools, will practice physical distancing from students and other personnel. If physical distancing is not possible, staff will use physical barriers, alternative remote modes of engaging or PPE (non-medical mask, face shield or both shield and mask).

30. Inform parents what supplies are to be brought to school (ex., crayons, scissors, glue, etcetera) and ask parents to label all personal items. Other supplies (ex., paper) will be supplied and distributed by the teacher as needed. Textbooks/workbooks/supplies can remain in the student's personal storage locale at school if the classroom as established a locale for student use.
31. Distribute materials if necessary (ie., textbook).
32. Students transport all backpacks and gear to/from school daily.
33. Avoid close greetings (e.g. hugs, handshakes, high fives) and regularly remind students about keeping their "hands to yourself". Smiles can be seen from any distance! Remind students to not touch their faces and remember to model this yourself in daily practice, using as a teachable moment to teach response strategies.
34. Incorporate more individual activities or activities that encourage more space between students and staff.
35. Take students outside more often where possible, both for physical activity and recreation as well as for learning activities.
36. Permit fresh air flow (windows open) in occupied rooms, whenever possible.
37. Contact sports, including tag games, are not permitted. If personal sports equipment/balls are used, they are labelled and only touched by their 'owner'.  
BEFORE and AFTER any equipment used, it must be disinfected by the supervisor with a diluted bleach spray and left to air dry.
38. Adhere to protocols with regard to moving throughout the school and teach students the same (ex. follow arrows for traffic, distancing lines, etc.)

**iii. Students are expected to:**

1. Use the main entrance (or approved designated entrance and exit) to the school.
2. Upon arrival, use the hand sanitizer and proceed directly to the classroom. Once in the room, wash hands. If there is no sink in the room, use the designated space or resources to practice hand hygiene.
3. Upon leaving the building, wash or sanitize hands (includes recesses, lunch break, and end of day).
4. Remain on site for the duration of attendance each day and in their assigned area(s) during the day. Students may not leave the school property (ex., for lunch), nor return once they have left the school building for the rest of the school day.
5. Remain in their own classroom and not move about the school unless directed to do so by the teacher or administration.
6. Avoid physical contact and maintain physical distancing.  
**NOTE: In Stage 2, students are to minimize physical contact within their cohort and maintain a 2 metre distance when interacting outside their cohort, whether indoors or outdoors.**
7. Avoid close greetings (ex., hugs, handshakes, high fives); try to remember to keep your "hands to yourself". Smiles and a wave are a great greeting! Avoid touching your face.
8. Sit in the desk assigned to you.
9. Follow protocols in regard to moving throughout the school (ex., arrows for traffic, distancing lines, etc.)
10. Transport all backpack and gear supplies to/from school daily.
11. Bring a lunch that is ready to eat and requires no preparation at school; this includes labelled, filled water bottle(s). Food items and containers are to be kept in the student's backpack, which only the student touches. Students must be able to open their own food containers and packages.
12. Eat all snacks and lunches in the classroom or designated space before or after scheduled recess or lunch recess time. Food and drink must not be shared.
13. Use your own school supplies and do not share any school supplies (pencils, erasers, phones, etc.) with others.
14. Play games (whether inside or out) that don't require sharing of equipment. Students may bring their own ball, skipping rope, etc., for personal use, on the understanding that they are the only ones to handle it.

15. At end of the day, exit the school from the designated exit and wait in a family group, while maintaining 2 metres of physical distancing between other family groups.
16. If students are travelling on a bus, follow all protocols including hand hygiene, seating arrangements, loading/offloading procedures, line up/waiting areas, behavioural expectations and any requirements for non-medical masks that may apply.

**iv. Parents/Guardians/Caregivers are expected to:**

1. Read and adhere to all health & safety protocols.
2. Review all “student” health & safety protocols with your children before they come to the school for the first time. Review them time to time with your child(ren).
3. Conduct a daily health check of child(ren) for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. The [Ministry of Education’s K-12 Health Check app](#) and *School Health Commitment Agreement* will be provided by the school that note that by bringing the child to school each day, it means that a parent or guardian has completed the health check with their child(ren) and that they are symptom-free. If the health check was not completed and the Agreement not signed and returned, the school is unable to accept the student.
4. Limit exposure of child(ren) to other groups beyond family and school that may not be observing the same protocols.
5. Wash or scrub all fruits and vegetables with cold, running, potable tap water before consuming.
6. Ensure child’s lunches require no preparation at school (ie., nothing to be microwaved) and that the child is independent with their food items. Include a filled water bottle each day.
7. Call the school to request an appointment if presence is physically required in the school. Parents/Guardians/Caregivers will only be allowed to enter the building if they are healthy, their presence is deemed by the Office as required, and have completed health and safety training modules of the school. They shall wear a mask, practice hand hygiene and maintain physical distancing while in the building. A face mask will be available from the office if the individual does not have their own.
8. Use the main entrance (or approved designated entrance and exit) to the school if approved to enter the school. Upon entry, sanitize hands at the front door and sign in at the office. Complete health and safety training modules if not already done so prior to being permitted to proceed to the area involved. Wash hands or hand sanitize before leaving the building.
9. Maintain a 2-metre distance from the office counter when interacting with others when approved to be in the school.
10. Avoid close greetings (ex., hugs, handshakes). Smiles and a wave are wonderful gesture too!
11. Drop off and pick-up children at scheduled times established by the school and follow the school’s established protocols for drop off and pick up.
12. Remain outside the school when dropping off or picking up your children. Parents/Guardians/Caregivers may not drop off children if they have not conducted a daily student health check. If students arrive late, Parents/Guardians/Caregivers are to ring the doorbell and a staff member will meet you at the main entrance doors, while maintaining physical distancing.
13. Ensure that child’s lunches are ready to eat and require no preparation at school; this includes labelled, filled water bottle(s) sent from home.
14. Ensure each child brings a self-contained personal supply kit with them (pencils, erasers, scissors, glue, etcetera) and that these and any other personal items are labelled.

**D) PERSONAL MEASURES**

**Self-Isolation and Illness**

**Stay Home When Required to Self-Isolate**

The following students, personnel, or other persons must stay home and self-isolate as per public health direction:

- A person confirmed by public health as a case of COVID-19; or,
- A person confirmed by public health as a close contact of a confirmed case or outbreak of COVID-19; or,
- A person who has travelled outside of Canada in the last 14 days.

Anyone required to self-isolate will be supported by public health. Additional information is available from [BCCDC](#).

### **Stay Home When Sick**

Students, personnel and other individuals in the school should stay home when they are sick or as directed by a health authority or Order.

### **Daily Health Check**

School Administrators shall ensure:

- Personnel and other adults (ex., parents, caregivers, visitors) entering the school/worksites are aware of their responsibility to assess themselves daily for illness prior to entering the school/worksites (ex., emails/letters to parents/personnel, orientation video, signage on doors) and to stay home.
- Personnel and others entering the school are aware they should not come to school if they are sick or are required to self-isolate.
- Parents and caregivers are aware that their child should not come to school if they are sick or are required to self-isolate as per public health direction.

School Administrators can support this practice by communicating the requirement for everyone to do a **daily health check** (for parents and students: [K-12 Daily Health Check App](#); for school personnel: refer to **Appendix F** to self-assess before leaving home; complete the school's self-declaration form prior to entering the school). Other adults and visitors who require entry to the school are to follow the directions of the school that comply with requirements.

For students, this means ensuring their parent or caregiver is aware of common symptoms of COVID-19 and is checking with their child daily to see if the child is experiencing any of these symptoms, as well as ensuring their child is not required to self-isolate. The Ministry of Education's [K-12 Health Check](#) app can be used to support their daily health checks.

For school personnel, an active daily health check must be completed in line with the requirements of the Provincial Health Officer's [Order](#) on Workplace Safety. Worksafe BC resources to support this can be found [here](#). Other adults (ex., visitors) required to enter the school should also complete an active daily health check. School personnel and other adults can refer to [BCCDC's When to Get Tested for COVID-19](#) resource to support their daily health checks.

If school personnel, students, or other persons entering school the school indicated that the symptoms are consistent with a previously diagnosed condition and are not unusual for that individual, they can continue to attend school. No assessment or note should be required from a health care provider.

Those experiencing symptoms of illness can use the [BC Self-Assessment Tool](#), call 8-1-1, or their health care provider.

### **What to do When Sick**

School personnel, students and other person entering the school are expected to follow guidance from [BCCDC](#). This is outlined in the [When to Get Tested for COVID-19](#) resource. Nobody should come to school if they are sick.

Students and staff who may be exposed to a person in their household who has cold, influenza or COVID-19 like symptoms, should follow the BCCDC guidelines for [isolation when ill](#)<sup>3</sup> and/or [caregiving for the ill](#)<sup>4</sup> to help minimize the risk of transmission within the household.

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<sup>3</sup> <http://www.bccdc.ca/Health-Info-Site/Documents/Self-isolation.pdf>

<sup>4</sup> [http://www.bccdc.ca/Health-Info-Site/Documents/Self-isolation\\_caregivers.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/Self-isolation_caregivers.pdf)

## Returning to School After Sickness

When school personnel, students, or other persons entering the school can return to the school depends on the type of symptoms they experienced as outlined in the [When to Get Tested for COVID-19](#) resource.

If, based on their symptoms, a test was not recommended (ie., the guidance is to ‘stay home until you feel better’) the person can return to school when their symptoms improve and they feel well enough.

If, based on their symptoms, a test is recommended (ie. the guidance includes ‘get tested’), the person must stay home until they receive their test result.

- If the test result is **negative**, they can return to school when symptoms improve and they feel well enough to participate in all school-related activities.
- If the test result is **positive**, they must follow direction from public health on when they can return to school.

School personnel, students, parents/caregivers and others can use the [BC Self-Assessment tool](#) app, call 811 or their health care provider for guidance.

Anyone being tested is encouraged (though not required) to share that information with administration as soon as the results have been received. If the test is positive, the person is asked to share that information with administration as soon as the results have been received.

## Other Considerations for Managing Illness at Schools

Those who become ill while at school are to go home as soon as possible. For those who cannot depart immediately, they shall follow the CISKD procedures for supporting those ill, namely to have a sick room prepared where the individual may wait comfortably, which is safe and separated from others. This can include being in the same room as others, as long as the person experiencing illness is at least 2 metres from others and wears a mask if it may be tolerated independently. Supervision is to be provided. Supervising staff should wear a non-medical mask and face shield if unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene protocols. Refer to *Appendix E: Sick Room Protocols* document.

## Hand Hygiene

Rigorous handwashing with plain soap and water reduces the spread of illness. Everyone should practice diligent hand hygiene.

### How to practice diligent hand hygiene

Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19. Water temperature does not affect effectiveness, however warm water is preferred for personal comfort.

If sinks are not available, (ex., outdoors), use alcohol-based hand rub containing at least 60% alcohol. See the [List of Hand Sanitizers Authorized by Health Canada](#) for products that have met federal requirements and are authorized for sale in Canada.

If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating microbes. Soap and water are preferred when hands are visibly dirty. If not available, use an alcohol-based hand wipe (to clean as well as possible) followed by alcohol-based hand rub (to disinfect as well as possible).

To learn how to perform hand hygiene, refer to the BCCDC’s [hand washing poster](#).

### Strategies to ensure diligent hand hygiene

1. Facilitate regular opportunities for school personnel and students to practice hand hygiene. Where sinks are not available, provide portable hand-washing sites or alcohol-based hand rub dispensers.
2. Promote the importance of diligent hand hygiene to staff and students regularly. Use posters and other methods of promotion.

3. Ensure hand washing supplies are well stocked at all times including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
4. School personnel should assist younger students with hand hygiene as needed.

### **Respiratory Etiquette**

School personnel, students and others who enter the school should:

- Cough or sneeze into their elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

Parents and School personnel can teach, model, and reinforce these practices among students.

### **Water Stations and Fountains**

School personnel, students and others are 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. Bathroom sinks or other water sources not typically used for drinking water should not be used as re-filling stations.

Water fountains that require one to drink directly from the spout should be used minimally, and only if no other means of drinking water access are available. In these cases, hand hygiene should be practiced before and after use.

Access to water and to washrooms should not be restricted.

### **Personal Items and School Supplies**

Students and school personnel can continue to bring personal items and school supplies to school for their own use. This includes reusable food containers for bringing drinks, snacks and meals.

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

### **Personal Protective Equipment (PPE)**

Although personal protective equipment (Including masks) is low 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. 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. The term 'mask' for the purposes of this document, refers to a non-medical mask or face covering. Medical grade masks are not recommended within school settings for general use.

Masks do not prevent the spread of COVID-19 on their own. They should not be used in place of physical distancing or any other measures noted in this guidance. Masks can be safely worn by school-aged children.

All K-12 Personnel are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask is to be worn in addition to the face shield) in schools and on school buses – both within and outside of their learning group.

All Grades 4-12 students are required to wear a mask or a faceshield and mask indoors in schools and on buses, both within and outside of their learning group.

All K-3 students are encouraged to wear a mask indoors in schools and on buses but are not required to do so. Mask-wearing remains a personal or family/caregiver choice for these students, and their choices must be respected. Additional guidance for student mask use during certain activities is addressed in the following

sections: *Music Programs, Physical and Health Education (PHE)/Outdoor Programs, School Sports, and Theatre, Film and Dance Programs.*

## **Staff**

Personnel providing health services or other health care in support of students with complex behaviours, medical complexities or students receiving delegated care may require being in close proximity or in physical contact with a medically complex or immune suppressed student. People providing these services in schools must wear a mask (medical or non-medical) when providing such services and the service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for the routine practice is not necessary. Please note that Grades 4-12 students are also required to wear masks while receiving these service supports in close proximity and/or physical contact, subject to exceptions noted below.

## **Exceptions for Personnel, Students & Visitors**

The guidance provided above regarding mask requirements does not apply to personnel, students and visitors in the following circumstances:

- \*to a person who cannot tolerate wearing a mask for health or behavioural reasons;
- \*to a person who is unable to put on or remove a mask without the assistance of another person;
- \*if the mask is removed temporarily for the purposes of identifying the person wearing the mask;
- \*if the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (ex., playing a wind instrument, engaging in high-intensity physical activity, etc)
- \*if the person is eating or drinking;
- \*if a person is behind a barrier.
- \*while providing a service to a person with a disability or diverse ability (including, but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

No medical note is required by a health-care provider if a personnel member, student or visitor is unable to wear a mask.

No students should be prevented from attending or fully participating at school if they do not wear a mask. Refer to *Supportive School Environment* section at the beginning of this document for more information.

In “staff only” spaces, staff are required to wear masks when indoors and a barrier is not present. [Worksafe BC 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 ‘brick and mortar’ schools).

For specific guidance regarding mask use during physical education, extracurricular exercise, sport activities and music, please refer to page 17 in this document. Masks do not need to be worn outdoors.

For further guidance regarding staff use of masks in office settings, please refer to [WorksafeBC](#)

Schools shall provide non-medical grade masks for students, school personnel (including itinerant workers, Pastor/Parochial Administrators/Bishop’s Representatives, and regularly scheduled volunteers. A supply of disposable non-medical masks shall be provided for visitors who are subject to the same standards as outlined in this document. Each school is to provide a face covering (shield) for school personnel.

Schools will continue to use and develop practices and procedures for the use of personal protective equipment based on universal precautions in the course of their duties of caring for children and each other.

Those wearing masks must still seek to practice physical distancing. There must be no crowding or congregating of people, even if masks are worn.

Masks should not be used in place of other measures detailed in this document.

Students should not be required to wear a mask if they do not tolerate it (for health or behavioural

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 medical masks, except for those communicating using lip-reading, when visual facial cues are essential, or when people may be unable to wear a mask. Clear masks that cover the nose and mouth are another option when visual communication is necessary. Additional information about masks and how to wear them is available from [BCCDC](#).

### **PPE When Providing Student Services**

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

**Supporting** students with complex behaviours, on a delegated care plan or experiencing a health emergency may require staff to be in close physical proximity or in physical contact with a medically complex or immune suppressed student for an extended period of time. **Those providing support services to students in schools are required to wear a mask (medical or non-medical) or faceshield (in which case a non-medical mask should be worn in addition to the faceshield) when providing services indoors and when those services cannot be provided from behind a barrier.** Additional PPE over and above that required for routine practices 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.

While implementation of infection prevention and exposure control measures help create a safe environment by helping to significantly reduce the risk of COVID-19 transmission, it does not eliminate the risk entirely. 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. Additional information is available from [BCCDC](#).

#### **Students with Disabilities and Diverse Abilities**

Supporting students with disabilities and diverse abilities may require those providing services to be in close physical proximity or in physical contact with a student. **Those providing these services are required to wear a non-medical mask or faceshield and non-medical mask when providing services indoors when the service cannot be provided from behind a barrier.**

**When working with students where seeing facial expressions and/or lip movement is important and the service cannot be provided from behind a barrier, options include having the personnel member wear a mask with a transparent section to enable visualization of the mouth.**

**Students in Grades 4-12 are also required to wear a non-medical masks or face covering when receiving services indoors and a barrier is not present.**

**For students in K-3, 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.**

**In addition to a non-medical mask, those providing services to students with medical complexity, immune suppression, receiving delegated care, or with disabilities and diverse abilities that require being in close proximity to a 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 faceshields available for staff.

No health services should be provided to a student in school who is exhibiting any symptoms of COVID-19 (beyond those detailed if a student develops symptoms at school as detailed in *Appendix E: Sick Room Protocols*)

**i. Principals and Vice Principals**

1. Ensure school personnel are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school. Self-assessment includes:
  - Anyone who has had symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease. Symptoms include, but are not limited to: fever, chills, new or worsening chronic cough, shortness of breath, loss of sense of smell or taste, diarrhea, nausea and vomiting or any other symptoms (excluding chronic symptoms that may have surpassed the period of contagion as determined by a health care provider and pre-existing conditions diagnosed and treated by a health care provider, such as asthma or allergies) and/or as may be updated by the [BC CDC](#) from time to time.
  - Anyone directed by Public Health to self-isolate.
  - Anyone who has arrived from outside of Canada, as directed by provincial and federal Orders.
  - Anyone who has had contact with a confirmed COVID-19 case must self-isolate for 14 days and monitor for symptoms.
2. Clearly communicate with parents, guardians and caregivers their responsibility to assess their children for respiratory or other illness symptoms daily before sending them to school. Parents and caregivers will be provided a copy of a daily health check form that confirms to support the completion of the daily health check (refer to [Ministry of Education's K-12 Daily Health Check app](#))
3. Ensure all parents have signed and submitted the required Health Commitment Form to the school before the student arrives on the first day back. Ensure no student is allowed into the school without proper signed authorization of the Health Commitment Form.
4. Ensure School administrators wear a mask or faceshield as per current provincial standards. A mask or faceshield and mask is required on school buses.
5. Staff will be responsible to self-assess daily before attending the school. School Administrators will establish standards and procedures for self-assessment of any person who is not a student or staff member who may require entry to the school.
6. Establish procedures for students and staff who become sick while at school. Staff are to go home immediately after informing administration of their illness. Students are to be picked up by a parent/guardian as soon as possible. In the event that the symptomatic student or staff member are unable to go home directly, they are to be immediately separated from others and relocated to a supervised isolation room, where procedures for *Sick Room Protocols for Symptomatic Staff or Students (Appendix E)* will be followed by the designated staff member providing care.
  - When the parent arrives to pick up their child, they are to call the office to say they arrived and a staff member will escort the student outside to his or her parent. Parents will be advised to refer to **Appendix A: When to Get Tested for COVID19** and contact their child's health care provider or call 8-1-1 HealthLink BC line, a family physician or nurse practitioner, to be assessed for COVID-19 and/or other infectious respiratory diseases. Parents will be asked to contact the administration of the school if their child has tested positive for COVID-19. Asymptomatic members of the household are not required to go home with the ill sibling/house member, as long as they are asymptomatic

themselves and not directed otherwise by a health authority or subject to related protocols/guidelines.

- Staff are also encouraged to contact their health care provider or call 8-1-1 HealthLink BC as appropriate and advise the administration of the school of the outcome and prognosis of return to duties.
7. Provide a first aid care room separate from the sick room.
  8. Ensure sufficient hand washing stations and hand sanitizer are available for ease of access.
  9. Ensure sufficient hand washing supplies are well stocked at all times including liquid soap, paper towels and where appropriate, alcohol-based hand sanitizer with a minimum of 60% alcohol.
  10. Place signage related to hand hygiene and respiratory etiquette throughout the school.
  11. Regularly remind staff and students about the importance of diligent hand hygiene and respiratory etiquette.
  12. Access to drinking water sources in the school are to be available for bottle refilling only. Everyone should avoid contact with the fountain spout and bring a personal water bottle filled for consumption instead. Schools are encouraged to convert more water fountains or other water sources to provide for no-touch water refill stations. Hand hygiene practices before/after contact with high touch surfaces, coupled with increased disinfection scheduling of high touch surfaces is recommended.
  13. Monitor and support staff and students in the area of mental health and trauma-informed principles.
  14. The threshold for reporting student and/or staff illness in regard to public health will be determined in consultation with the local medical health officer.
  15. Request all staff and students bring a non-medical mask or face covering available at school.
  16. Ensure a supply of disposable face masks are available on site.
  17. Ensure personnel, visitors and students are aware of **when to wear a mask**, how to properly put one on, wear, take off and store non-medical masks and other face coverings.

## ii. **Staff**

1. **Ensure a mask or faceshield and mask are worn as per provincial standards. A mask or faceshield and mask is required on school buses.**
2. Must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school. Self-assessment includes (refer to **Appendix F: Daily Health Check**, the school's online self-declaration form and **Appendix A: When to Get Tested for COVID-19**):
  - Do you have any symptoms consistent with COVID-19? Symptoms include but are not limited to fever, chills, new or worsening cough, shortness of breath, loss of sense of smell or taste, diarrhea, nausea and vomiting.
  - Were you or a member of your household directed by Public Health to self-isolate?
  - Have you or a member of your household arrived from outside of Canada in the last 14 days?
  - Have you or a member of your household recently been in contact with a confirmed COVID-19 case? If so, you must self-isolate for 14 days and monitor for symptoms.
3. Inform administration immediately they are unwell and go directly home if they are experiencing symptoms of illness while at school. If unable to leave immediately:
  - Symptomatic staff should separate themselves into an area away from others – ideally reporting to the office and school's isolation room or requesting assistance to do so.
  - Maintain a distance of 2 metres from others.
  - Use a tissue or mask to cover their nose and mouth while they wait to be picked up.
  - Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (ex., bathroom, classroom, common areas).
4. Leave the school because of symptoms of illness. Refer to **Appendix A: When to Get Tested for COVID-19** for direction. Anyone experiencing symptoms consistent with COVID-19 should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases. Personnel are asked to contact the administration of the school if they have tested positive for COVID-19 (this information will be kept confidential).
5. Must remain at home until it is safe to return if they have been sick.

6. Not allow any student to enter the building without the health check agreement form signed by the parent/guardian.
7. As per **Appendix A: When to Get Tested for COVID-19**, if symptom(s) of illness improve after 24 hours, you may return to school when you feel well enough. If the symptom(s) persist(s) or worsen(s), seek a health assessment via the [BC Self-Assessment Tool](#), contact Healthlink BC 8-1-1 or call your health care provider.
8. Model, encourage and teach all students about effective hand hygiene and respiratory etiquette.
  - Wash hands with plain liquid soap and water for at least 20 seconds.
    - Upon arriving at school
    - Prior to departure from school
    - Before and after eating and drinking
    - Before and after any breaks
    - After using the toilet
    - After sneezing or coughing into hands or tissue
    - Before and after giving medication to a student or self
    - After handling common resources/equipment/supplies or pets
    - After contact with body fluids (ex., runny nose, saliva, vomit, blood, urine feces, infection)
    - Before and after using gloves
    - After handling garbage
    - After cleaning or disinfecting
    - When hands are visibly dirty; and
    - When moving between different learning environments (classrooms/gym, indoor/outdoor, etc).
  - If sinks are not available (*e.g., students are outdoors*), use an alcohol-based hand sanitizer containing at least 60% alcohol.
  - Staff should assist younger students with hand hygiene as needed.
  - Cough and sneeze into the elbow, sleeve, or a tissue. Throw away used tissues and immediately perform hand hygiene.
  - Refrain from touching eyes, nose or mouth with unwashed hands.
  - Wear a mask and faceshield when required according to the guidelines noted in this document.
  - Teach students how to properly put on, wear, take off and store non-medical masks and other face coverings.
9. Incorporate additional hand hygiene opportunities into the daily schedule.
10. Are encouraged to inform the principal if they are struggling with mental health at this time.
11. Monitor and support students in the area of mental health.
12. Provide information and training to students on when to wear, how to put one on, wear, remove and store non-medical masks and other face coverings.
13. Utilize positive and inclusive approaches to engage students in the use of masks and not employ measures that are punitive or stigmatizing in nature.

### iii. **Students are expected to:**

1. Stay home if ill.
2. Notify their teacher if they are feeling ill during the school day.
3. Practice and model effective hand hygiene and respiratory etiquette.
  - Wash their hands (at minimum):
    - Upon arriving at school
    - Before/after any breaks
    - Before/after eating and drinking
    - After using the toilet
    - After sneezing or coughing into hands or tissue
    - After handling common resources/equipment/supplies or pets
    - When hands are visibly dirty

- When moving between different learning environments (classrooms, indoor/outdoor, etc),
  - Wear a mask when required according to the guidelines noted in this document
  - Make every effort to properly put on, wear, take off and store non-medical masks and other face coverings, and,
  - When asked to do so.
- If sinks are not available (*e.g., students are outdoors*), use an alcohol-based hand sanitizer containing at least 60% alcohol.
  - Cough and sneeze into the elbow, sleeve, or a tissue. Throw away used tissues and immediately perform hand hygiene.
  - Refrain from touching eyes, nose or mouth with unwashed hands.
4. Inform their teacher or counsellor if they are struggling with mental health at this time.
  5. Be knowledgeable in **when to wear**, how to properly put one on, wear, remove and store non-medical masks and other face coverings.
  6. Grades 4- 12 students shall wear a mask as per provincial standards. A mask or faceshield and mask is required while on busses and must be put on prior to loading. Music, Physical Education, Health and Sport Activities require certain mask use. Refer to Physical Education Health and Sport Activities in this document.
  7. Though mask use is encouraged for K-3 students, mask wearing is not a requirement for these students. Use of masks by K-3 students is a personal or family/caregiver choice that is to be respected.

**iv. Parents, guardians and caregivers must:**

1. Assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. A temperature higher than 37.5 degrees Celsius is considered a fever. Refer to the [Ministry of Education's K-12 Health Check app](#).
2. Sign and submit the required school Health Commitment Form to the school with their child by the communicated deadline.
3. Keep child at home and have him or her self-isolate if child has symptoms, has been diagnosed with a confirmed case of COVID-19, or has travelled outside of Canada in the last 14 days or was identified as a close contact of a confirmed case or outbreak.
14. Keep their child at home if child develops symptoms of illness while at home until their symptoms have resolved. Based on directions in *Appendix A; When to Get Tested for COVID-19*, , if symptom(s) of illness improve after 24 hours, the child may return to school when they feel well enough. If the symptom(s) persist(s) or worsen(s), seek a health assessment via the [BC Self-Assessment Tool](#), contact Healthlink BC 8-1-1 or call your health care provider.
4. to exclude COVID-19 or other infectious diseases and/or confirm that the risk period of contagion has passed, and to share the results with the school.
5. Notify the school if their child is staying home due to illness or other reason, as per usual school attendance procedures.
6. Parents and caregivers of children who are considered 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 and attendance at school.
15. Immediately come to the school to pick up their child if he/she becomes ill at school. Once at the school, the parent is to call the office to notify of their arrival. A staff member will escort the student outside to join the parent. In this case, parents are asked to refer to *Appendix A: When to Get Tested for COVID-19 and* , if symptom(s) of illness improve after 24 hours, the child may return to school when they feel well enough. If the symptom(s) persist(s) or worsen(s), seek a health assessment via the [BC Self-Assessment Tool](#), contact Healthlink BC 8-1-1 or call your health care provider.
7. Parents are asked to contact the administration of the school if their child has tested positive for COVID-19 (this information will be kept confidential).
8. Ensure their child has at least one labelled, non-medical mask or face covering available at school and a corresponding resealable bag or other means of safe storage of **separating** clean and used masks when not in use.

9. Wear a mask within the school as per provincial guidelines. A mask or faceshield and mask is required on school buses.
10. Be knowledgeable in when to wear, how to properly put a mask on, wear, remove and store non-medical masks and other face coverings and model proper usage and coach their children in these techniques.

## E) ADDITIONAL ITEMS

### I. FOR CUSTODIANS/CLEANERS

#### A. Cleaning/Disinfecting During School Hours

- Common, commercially-available detergents and disinfectant products are to be used.
- Maintain and record the Daily Cleaning Schedule during shift.
- Frequently touched (high touch) surfaces are cleaned and disinfected at least twice a day, including (but not limited to) doorknobs, light switches, toilet handles, stair railings, etc.) spaces.
- Mask must be worn when dealing with garbage at any time.
- Garbage containers are to be emptied once three quarters (3/4) full to avoid spillage, or, at least twice per day, whichever comes first. Under no circumstances is anyone permitted to 'push' the contents down into the garbage can in order to make 'room' for more.
- Garbage cans will have plastic bags as liners.
- Before tying the bag, all garbage will be misted (sprayed) with water or bleach solution to settle particles.
- Once misted, garbage bags can be securely tied before removing the bag from the can and area.
- If any soiled cloths were used for cleaning, they can be disinfected in bleach solution water and hung to dry. Though bleach solution will disinfect the cloths, it is recommended they are washed in a washing machine and dried in a dryer on a weekly basis.
- Personal protective equipment shall be used to address usual workplace hazards.

#### B. Cleaning/Disinfecting After School Hours

- Schools are to be cleaned and disinfected in accordance with the BC CDC's [Cleaning and Disinfecting for Public Settings](#).
- Cleaning practices are in line with the PHO's [COVID-19 Public Health Guidance for Childcare Settings](#)

#### C. WHMIS

- Employees working with or using disinfectants, detergents or hand sanitizers must review safety data sheets and ensure products are stored out of the reach of children.
- Safety Data Sheets for all cleaning products are available through MSDS Online (<https://www.msdsonline.com/sds-search/>). Sheets and instructions must be available. School health and safety committees should have these sheets available for staff members.
- All chemicals must be properly labelled, in accordance with WHMIS requirements by a school designated person.

## II. MENTAL HEALTH RESOURCES

On a final note, we all know that mental health is very important for all of us. There are a number of free mental health websites to access as well; here are two:

- <https://www.healthlinkbc.ca/mental-health>
- <https://www.heretohelp.bc.ca/>

**Other helpful sites include:**

[COVID-19 Psychological First Aid Service: Information and Signup](#) (British Columbia Psychological Association) – Free virtual counselling provided by registered psychologists.

[Managing COVID-19 Stress, Anxiety and Depression](#) (Ministry of Mental Health and Addictions) - Tips and resources on things we can do as individuals and collectively to deal with stress and support one another during these challenging times.

[Mental Health and Psychosocial Considerations During COVID-19 Outbreak](#) (World Health Organization) – These mental health considerations were developed by the WHO’s Department of Mental Health and Substance Use as messages targeting different groups to support for mental and psychosocial well-being during COVID-19 outbreak.

[Mental Health and COVID-10](#) (Conference Board of Canada) – Videos on different aspects of mental health, including coping with anxiety, job loss, and dealing with isolation.

[Taking Care of Your Mental Health \(COVID-19\)](#) (Public Health Agency of Canada) – Tips and resources for taking care of your mental health during the COVID-19 outbreak.

Anxiety Canada (2020). [Learn about Anxiety](#)

Centre for Disease Control and Prevention (2020). [Stress and Coping](#)

Child Mind Institute (2020). [Supporting Kids During the COVID Crisis](#) and [Stress and Resilience](#)

Foundry BC (2020). [Tips for When the News Stresses You Out](#)

Government of British Columbia (2020). [Ministry of Children & Family Development Response to COVID19](#)

Government of Canada (2020). [Responding to Stressful Events](#) and [Helping Children Cope](#)

HealthLink BC (2020). [Mental Health](#).

**IV. REFERENCES**

Ministry of Education [K-12 Education Restart Plan](#) and [COVID19 Back to School Plan](#)  
BC CDC [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings \(Feb 4\)](#).  
BC CDC/Ministry of Health [COVID-19 Public Health Guidance for K-12 School Settings \(Feb 4\)](#)

BC CDC [Cleaning and Disinfecting for Public Settings](#)  
[Guide for Caregivers and Household Members of those with COVID19 or Respiratory Symptoms](#)  
[How to Clean and Disinfect Schools to Help Slow the Spread of the Flu](#)  
[How to Isolate for those with COVID19 or Respiratory Symptoms](#)  
[Dos and Don'ts of Self-Isolation: for those exposed but have no symptoms](#)

WorkSafe BC: [Education \(K-12\): Protocols for returning to operation](#)  
[Help prevent the spread of COVID-19: Handwashing](#)  
[Designing Effective Barriers](#)  
[Roles, Rights & Responsibilities](#)

Health Canada [List of Hard Surface Disinfectants for Use Against COVID-19](#)

Provincial Health Officer [COVID-19 Public Health Guidance for Childcare Settings](#)  
BC Government [COVID-19 Self-Assessment Tool](#)  
British Columbia [COVID-19 Dashboard](#)  
Other: [Physical Health Education Canada Guidelines](#)  
[Association of BC Dramas Educators Association](#)  
[Guidance for BC Music Classes During COVID-19](#)

Appendix A: When to Test for COVID/ Daily Health Check Form – as of Feb., 2021

# COVID-19

## When to get tested for COVID-19

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

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

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

\* You will be notified if you are a close contact. For more information on close contacts, go to <http://www.bccdc.ca/covid19closecontacts>

For more information on COVID-19, go to [www.bccdc.ca](http://www.bccdc.ca)

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

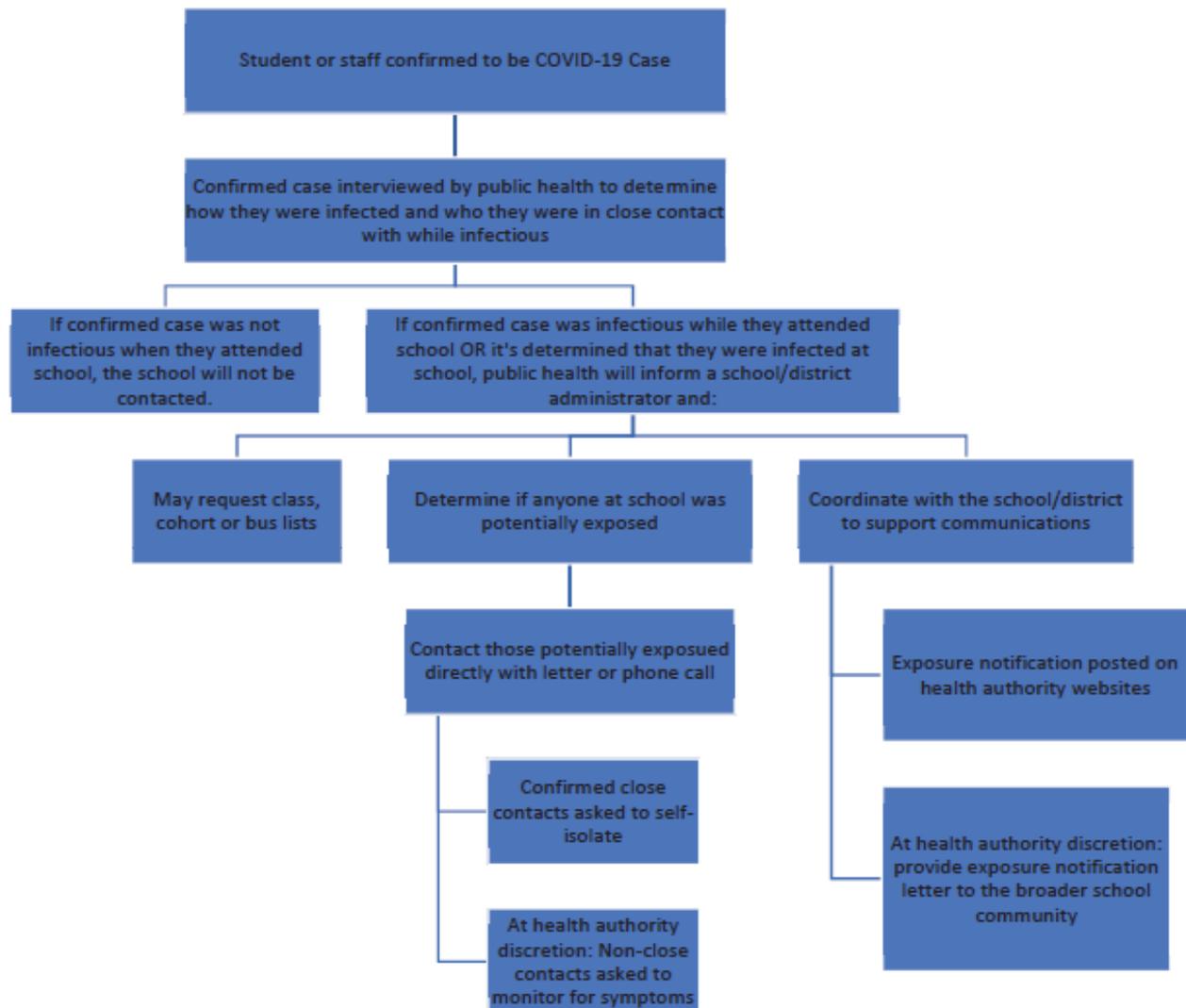


## Administering First Aid Safe Work Procedure – COVID 19

Description:	This purpose of this document is to provide a safe procedure for staff to follow while performing first aid to either students or staff during COVID-19 to ensure worker safety
Personal Protective Equipment (PPE)	Nitrile gloves: standard Mask: to help protect the client and care provider Face Shield, safety glasses or goggles: to provide eye protection for the care provider from contact with body fluids while providing care/supervision – worn with mask
Procedure	Before Administering first aid, attendant must perform hand hygiene
<b>GENERAL PROCEDURE: FLU LIKE SYMPTOMS (potential COVID care)</b>	
1. First aid attendants shall offer assistance to those with suspected flu-like (aches, pains, coughing) symptoms and guide them to the designated sick room, supervise them within distance guidelines as appropriate. Don required PPE and follow <i>Sick Room Protocols for Symptomatic Students or Staff</i> . Should a staff or a student begin to show flu like symptoms, the first aid attendant shall: <ul style="list-style-type: none"> <li>• Put on full PPE (gloves; mask; safety glasses/goggles or face shield)</li> <li>• Maintain physical distance of 6 feet/2 meters, as appropriate, and reassure the student/adult.</li> <li>• Ask the student or staff member to remain in sick room until transportation is arranged.</li> <li>• For an ill staff member, ensure safe ride home is arranged, work with the Principal or supervisor.</li> <li>• For an ill student, the attendant will alert the Principal or supervisor.</li> <li>• Ensure after the isolation room is cleared, notify site custodian to ensure cleaning and disinfection as per protocols begins immediately.</li> </ul>	
<b>GENERAL PROCEDURE: NON-FLU LIKE SYMPTOMS - Standard First Aid (bleeding/open wound/concussion, etc)</b>	
<ol style="list-style-type: none"> <li>1. Before administering any first aid, attendant must perform proper hand hygiene as per Hand Washing procedure.</li> <li>2. Put on required PPE (gloves, mask, goggles, face shield) as appropriate to potential hazards during care.</li> <li>3. Perform injury assessment verbally and visually prior to administering first aid while maintaining physical distancing, as appropriate.</li> <li>4. Gather required first aid supplies (stored outside of room - only take required supplies into room).</li> <li>5. The first aid attendant shall render first aid to the student.</li> <li>6. Dispose of any used and unused materials brought into the room in the garbage can.</li> <li>7. Where appropriate, provide the supplies to the injured adult member who may render first aid under your direction.</li> <li>8. Ensure the ill person is comfortably waiting in the room while awaiting transportation and under direct supervision.</li> <li>9. PPE remains worn while providing care and supervision in the room.</li> <li>10. After the student/staff have departed or when attendant is exiting the room, discard gloves into the room's waste basket and perform hand hygiene after removal (worn gloves must not be taken outside room -REMEMBER the outside of the gloves are contaminated). Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under other glove at wrist and peel off.</li> <li>11. Leave face shield protection in place until after staff/student has departed.</li> <li>12. Should re-entry of the room be necessary, put on new gloves, and mask, as appropriate.</li> <li>13. Exit the room and supervise the staff/student until transportation arrives for them.</li> </ol>	
<b>For Non-Urgent Care (bandaids, icepacks, hangnail, paper cuts, sore arm, etc)</b>	
Mask + hand hygiene before and after care.	
<b>PROCEDURE: POST-CARE FOR ALL FIRST AID CARE</b>	
<ol style="list-style-type: none"> <li>1. Remove mask and gloves, discarding in garbage can in the room. Wash hands.</li> <li>2. Exit room with shield still on face.</li> <li>3. Notify custodian to complete cleaning and disinfection.</li> <li>4. Proceed with disinfecting shield as per protocols with disinfectant spray or disinfectant wipes. Allow to air dry.</li> <li>5. Wash hands again.</li> </ol>	

6. **Complete First Aid Record** for both staff and students. If staff, advise them to complete a Worker's Report of Injury.

## Appendix C: Contact Tracing and Public Health Notifications in Schools



Regional health authorities determine their own notification processes. The notifications used in some regions may differ from what is included here. In all regions, public health ensures anyone who may be a close contact (i.e. those required to self-isolate) is notified. Additional information on contact tracing, self-isolation and close contacts is available from [BCCDC](#).



Ministry of Health



BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.



## Appendix D: Supplementary Guidance for School Meal Programs

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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 and Disinfecting*

- Continue with regular cleaning and 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.



Ministry of  
Health



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If you have fever, a new cough, or are  
having difficulty breathing, call 8-1-1.



## **Appendix E:**

### **Sick Room Protocols for Symptomatic Staff or Students**

#### **\*POST ON SICK ROOM DOORS & INSIDE SICK ROOMS\***

##### **Preparing the Sick Room:**

- 1) Plan to have two prepared rooms: one for COVID-like symptoms, the other room reserved for First Aid. Non-urgent care can be done in the First Aid room if required (disinfection may not be required depending on level of non-urgent care involved).
- 2) The furniture in the room consists of a chair and a garbage can with liner. Should body fluids require disposal, they must be triple bagged before being disposed.
- 3) Each sick room should have a cleaner, disinfectant spray, and paper towels stored securely outside of room and outside of student reach.
- 4) Hand sanitizer will be stored securely outside of the sick room and accessible only by the designated staff member. Under no circumstances should students self-administer hand sanitizer. Designated staff dispenses amount of sanitizer and supervises related hand hygiene practice.
- 5) PPE (ex., mask, gloves) will be stored outside the room. Designated staff will also wear eye protection (face shield or goggles) when attending to those referred to the sick room.
- 6) Staff members designated to provide care for students or staff in the sick room will be trained in these protocols. Designated staff should have a spare set of clothes on hand.

##### **Caring for Those Referred to the Sick Room:**

- 1) Only one symptomatic person is permitted in the sick room at any time (no visitors).
- 2) At no time should an ill person be left unattended.
- 3) In the event of someone becoming ill at school, the office will be notified immediately for the designated staff member to attend to the person. Under no circumstances is the ill person to leave the room without the designated personnel to accompany them.
- 4) Upon the office receiving a notification of a person with illness in the school, the designated staff member will don their PPE (mask, gloves, face shield or goggles) as per protocols and go to the locale of the ill person to accompany the ill person to the isolation room. The office secretary shall contact the parents/guardians or emergency contact of ill person to arrange for immediate pick up.
- 5) Upon arrival at the sick room, both the designated staff member and ill person will perform hand hygiene as per protocols prior to entering and exiting the sick room.
- 6) If not vomiting and after the ill person has performed hand hygiene, he or she will don a mask as per protocols under the guidance of the designated staff member.

- 7) The designated staff member will direct the ill person into the sick room and direct them to the chair, placing the waste bin close to the ill person, before taking their place two meters away so as to still be able to directly observe the ill person until transportation has arrived and be able to respond quickly should there be a sudden change in their health. Under no circumstances are ill children (under 18 years old) to leave the school alone. If caring for an adult, the adult's next of kin will be notified, prior to leaving the school.
- 8) If the ill person needs to leave the sick room for any place other than home (ie., bathroom), they will perform hand hygiene before exiting the area. They will also need to perform hand hygiene upon re-entering the sick room.
- 9) Once transportation for the ill person arrives, he or she shall go home. Any asymptomatic siblings or family members within the school may stay at school as long as they are asymptomatic themselves and are not directed otherwise by a health authority or are subject to related protocols/guidelines that would require them to go home. The parent/guardian or ill staff member will be encouraged to contact their medical health care provider or call 8-1-1 Healthlink BC to report their symptoms, receive direction and advise the school of the outcome.
- 10) If directed by the local Health Authority, the designated staff member may be asked or required to report the potential case to 8-1-1 HealthLinkBC.

#### **After Caring for the Ill Person:**

- 1) The sick room will be thoroughly cleaned and disinfected after each use.
- 2) If a staff member's clothing becomes soiled with bodily fluids, the clothing should be removed and placed in a plastic bag, sealing the bag by tying it, and taking the sealed bag for laundering. The staff member shall change into alternate clothing of their own.
- 3) Upon arrival at home, the soiled clothing will be washed in a washing machine and dried in a dryer.
- 4) The sealed bag is emptied directly into the washing machine without touching the soiled clothes. The plastic transport bag is then disposed in the garbage. Hand hygiene is performed. Remember to disinfect any surfaces that came into contact with your hands, clothing or bag, with the diluted bleach solution (1/3 cup bleach to 1 gallon of water or 50 ml of bleach to 1 litre of water) and let air dry.

#### **APPENDIX F: DAILY HEALTH CHECK – For Staff & Others**

**The following is a resource of a daily health check to determine if you should attend school that day.**

Daily Health Check			
<b>1. Key Symptoms of Illness:</b>	<b>Do you have any of the following key symptoms (note all that apply)?</b>	<b>Circle One</b>	
<b>Note:</b> If 'yes' to even one of these symptoms, stay home and seek testing.	Fever (37.5°C or higher is considered a fever)	Yes	No
	Chills	Yes	No
	Cough or worsening of chronic cough	Yes	No
	Difficulty breathing	Yes	No
	Loss of sense of smell or taste	Yes	No
<b>2. Other Symptoms of Illness:</b>	<b>Are you experiencing any of the following symptoms (note all that apply)?</b>	<b>Circle One</b>	
<b>Note:</b> If 'yes' to <u>one (1)</u> of these symptoms, stay home until you feel better.  If 'yes' to <u>two (2) or more</u> of these symptoms, stay home for 24 hours to see if you feel better. If not better after 24 hours, seek testing.	Sore Throat	Yes	No
	Loss of Appetite	Yes	No
	Extreme Fatigue/Tiredness	Yes	No
	Headache	Yes	No
	Body Aches	Yes	No
	Nausea or Vomiting	Yes	No
	Diarrhea	Yes	No
<b>3. Other Questions</b>		<b>Circle One</b>	
<b>Confirmed Contact?</b>  <i>If yes, you are required to self-isolate for 14 days since last contact with the person confirmed to have COVID-19</i>	Have you been identified and contacted by Public Health as a 'confirmed close contact' of a person confirmed by Public Health to have COVID-19?	Yes	No
<b>International Travel?</b>  <i>If yes, you are required to do self-quarantine for 14 days.</i>	Have you returned from travel outside Canada in the last 14 days?	Yes	No
<b>Isolation?</b>  <i>If yes, you are required to do so and follow the instructions provided by Public Health</i>	Have you been told to isolate by Public Health?	Yes	No
<p align="center"><b>Check your Symptoms Using the <a href="#">BC Self-Assessment Tool</a>.</b></p> <p align="center">Should you have questions, or the symptoms get worse, contact your health care provider or call 8-1-1.            If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved or as otherwise directed by public health or health care provider.</p>			
<p align="center"><b>To arrange for a testing appointment in Interior Health:</b></p> <p align="center">You can make an appointment online through the <a href="#">COVID-19 Test Booking Form</a> ,            or call <b>1-877-740-7747</b> for assistance between 8 am – 7pm, daily.            Please try to book within 24 hours or the first available test in the closest collection centre.</p>			
<p align="center"><b>To arrange for a testing appointment in Northern Health</b></p> <p align="center"><b>Call the Info Line at <a href="#">1-844-645-7811</a></b></p> <p align="center">All Northern BC residents can call this line for COVID-19 information, health advice, virtual screenings and assessments, and primary and community care services.</p>			
<p align="center"><b>For more information on COVID-19 visit the <a href="#">BCCDC website</a></b></p>			
<p align="center"><b>When can I return to school after a Test? Typically:</b></p> <p align="center">*If the test result is <b>negative</b>, one can return to school when symptoms improve and one feels well enough to participate in all school-related activities.</p> <p align="center">*If the test result is <b>positive</b>, one must follow direction from public health on when return to school is possible.</p> <p align="center"><b>If unsure/unclear whether safe to return to school, contact 811 or your health care provider.</b></p>			