

School District No. 57 (Prince George)

British Columbia Re-Start Plan

Stage 2 - COVID -19 Safe Work Procedures

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**Updates have been highlighted in yellow.*

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PRINCIPLES

In complement to the Ministry of Education's overarching principles for the COVID-19 response, School District No. 57, using the Ministry of Education's Framework titled, ***Provincial COVID-19 Health & Safety Guidelines for K-12 Setting***, has articulated the following principles with respect to health and safety as we prepare for Stage 2 of September return to school.

- *All schools in School District No. 57 will adhere to the standards, guidelines and direction from the Ministry of Education, the Provincial Health Officer (PHO) and WorkSafeBC.*
- *In collaboration with partners, School District No. 57 may develop additional health and safety requirements for all schools to ensure consistency across SD No. 57. These additions will enhance, not duplicate, PHO and WorkSafeBC requirements.*
- *Psychological safety measures and trauma-informed practice will be valued and implemented alongside physical health and safety measures in SD No. 57.*
- *Effective communication with all community partners, parents, caregivers, students, unions and employees is an essential aspect of successfully implementing these guidelines.*
- *All School District No. 57 schools will complete the COVID 19 Checklist/Safety Plan with their site specific Health and Safety Teams.*

OBJECTIVES

As a part of ensuring continuity of learning and educational outcomes during the COVID-19 pandemic, these safe work practices are intended to give guidance to SD No. 57's K-12 employees, students, parents, caregivers, administrators and school community members to:

- *Be informed about public health measures and feel safe in schools.*
- *Understand their roles and responsibilities in maintaining and promoting public health and school safety.*

TRAUMA INFORMED PRACTICES AND SOCIAL EMOTIONAL NEEDS

Trauma-informed practice is 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 need.

The North American Centre for Threat Assessment and Trauma Response has released a resource to assist the education sector in supporting the transitioning back to school called Guidelines for Re-Entry into the School Setting during the Pandemic: Managing the Social-Emotional and Traumatic Impact. To support educators in responding to situations of trauma, the Ministry has created trauma-informed practice resources that are available on the erase website.

GUIDELINES FROM THE PROVINCIAL HEALTH OFFICER

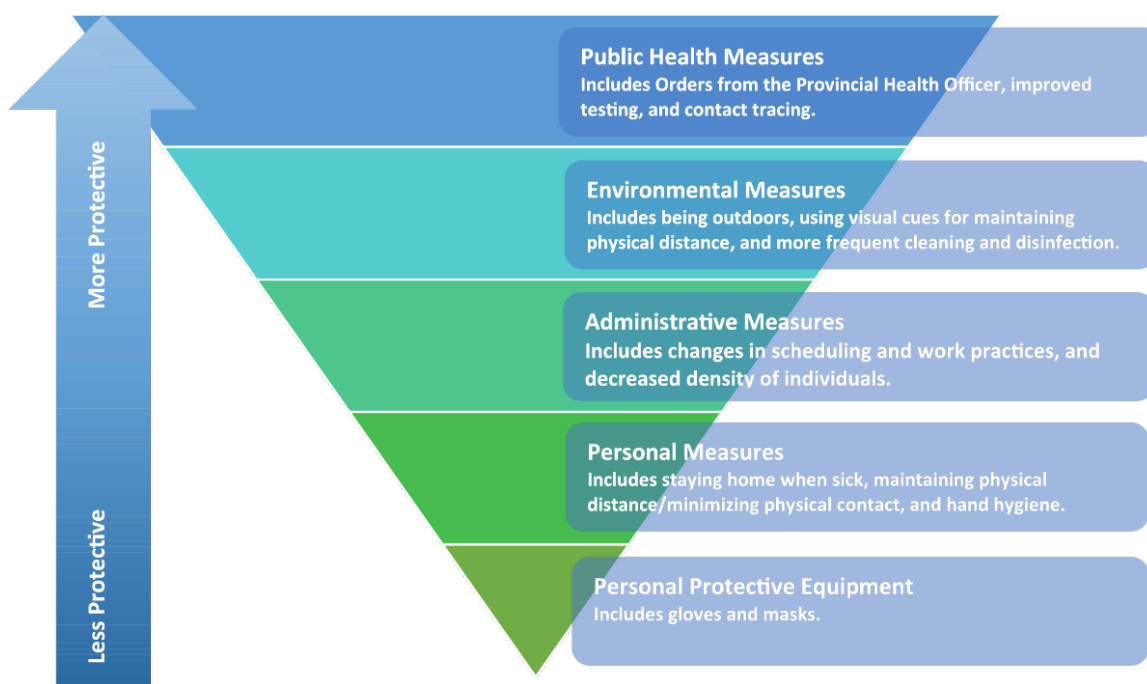
The following requirements reflect first and foremost all guidelines from the PHO and the Ministry of Education and will be adopted by School District No. 57. PHO guidelines for the K-12 sector can be found here:

<https://www2.gov.bc.ca/gov/content/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/current-health-topics/covid-19-novel-coronavirus>

HELPFUL RESOURCES

- [Northern Medical Health Officers](#)
- [K-12 Education Restart Plan](#)
- [BCCDC health and safety guidelines for K-12](#)
- [Provincial/Ministry K-12 health and safety guidelines](#)
- [Self Assessment Tool](#)

Infection Prevention and Exposure Control Measures to Help Create a Safe Environment for Students and Staff: The Hierarchy of Infection Prevention and Exposure Measures for Communicable Disease:



PUBLIC HEALTH MEASURES

Mass Gatherings

The Provincial Health Officer's Order for Gatherings and Events prohibits the gathering of more than 50 people for the purpose of an event. This order does not apply to students, teachers or instructors at school when they are engaged in educational activities but does apply to community events held at schools. The Order is focused on one-time or recurrent events where people gather and where control measures may be hard to implement. As such, there can be more than 50 students and staff in a school at any given time if they **are not all in one area and if they are actively engaged in physical distancing to the greatest extent possible. Large assemblies of staff and students should not be held.**

Case Finding, Contact Tracing and Outbreak Management

If a staff or student is a confirmed case of COVID-19 through testing or investigation (i.e. case finding), public health will identify who that person has been in close contact with recently (i.e. contact tracing) to determine how they were infected and who else may have been at risk of infection.

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

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

Public health will notify everyone who they determine may have been exposed, including if any follow-up actions are recommended (e.g. self-isolate, monitor for symptoms, etc.). They will work with the school administrator to determine if additional notifications are warranted (e.g. notification to the broader school community). **To ensure personal privacy rights are maintained, and that the information provided is complete and correct, school administrators or staff should not provide notifications to staff or students' families about potential or confirmed COVID-19 cases unless the school administrator is directed to do so by the medical health officer.**

Managing Clusters of COVID-19

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

COVID-19 Outbreaks in Schools

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

Self-Isolation and Quarantine

Self-isolation means staying home and avoiding situations where you could come in contact with others. Self-isolation is required:

- for those confirmed as a case of COVID-19 (i.e. those diagnosed with COVID-19) and
- those who are identified as a close contact of a confirmed case of COVID-19.

Public health staff identify and notify close contacts of a confirmed case who are required to self-isolate. Public health ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place.

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

- All students and staff who have travelled outside Canada in the last 14 days, must stay home and self-isolate.

ENVIRONMENTAL MEASURES

Restricting Access to the School or School District Building

- Only visitors and non-site staff will be permitted in the building by appointment only
- Visitors and non-site based staff entering the building should be prioritized to those supporting activities that are of benefit to student learning and well-being (teacher candidates, PAC, public health nurses, meal program volunteers, in school mentors).
 - All visitors should confirm they have no symptoms of illness and are not required to self-isolate before entering.
 - Schools should keep a list of the date, names and contact information for all visitors who enter the school.
 - All adult visitors should wear a non-medical mask when in the school and unable to practice physical distancing.
- Parents and caregivers should remain outside of the school to drop off and pick up their children
- Short term community use is suspended until further notice
 - User groups with existing rental and lease agreements will be permitted and must follow the guidelines established for the District.
- If a member of the public or non-site based staff is required to enter school, the person shall practice diligent hand hygiene and maintain physical distance when they are in the school.
- If unable to physical distance PPE, (face mask, face covering) is required
- Sign in for contact tracing will remain in the entrance, including after hours

Cleaning and Disinfection

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. All schools in SD No. 57 will have a daytime custodian to ensure cleaning is occurring throughout the day and into the evening. All employees are reminded that Health and Safety is everyone's responsibility and they are to wipe and clean after themselves on a regular basis. Schools are cleaned and disinfected in accordance with the BCCDC's Cleaning and Disinfectants for Public Settings document.

This includes:

- General cleaning and disinfecting of premises will occur at least every 24 hours.
- Frequently-touched shared surfaces will be cleaned and disinfected at least twice every 24 hours - (*e.g. door knobs, light switches, toilet handles, tables, desks, chairs, electronic devices, keyboards, shared learning items and manipulatives, and toys*)
 - *Classroom doors should remain open to minimize the number of touches*
 - *Water fountain "Bubblers or Spouts" will not be available. ONLY Water bottle filling stations are to be used at this time. Students and staff will use personal water bottles and cups will be available for students and staff without a bottle. Schools without a water bottle filling station will be provided a water cooler and cups.*
 - *Shared equipment (glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economics)*
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
- Limit items that are not easily cleaned (*e.g. fabric or soft items*).
- Empty garbage containers daily. **All garbage container should not have lids on them.**
- Wear disposable gloves when cleaning blood or body fluids (*e.g. runny nose, vomit, stool, urine*).
 - Wash hands before and after removing gloves.
- Washrooms should be cleaned at least twice a day keeping in line with the high touch surface area protocols.
- Ensure supplies are readily available.
- Remove any unnecessary furniture, tools or equipment that may elevate the risk of transmission through inability to physical distance.
- Ensure safe use of shared items including photocopiers, laminators, coffee makers, microwaves and other shared appliances, and should be cleaned as frequently touched surfaces
- Dishwasher safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle
- Ensure safe use and storage of cleaning supplies as per safety data sheets

There are no additional cleaning and disinfecting procedures required. This includes when different cohorts use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.).

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

ADMINISTRATIVE MEASURES

Learning Groups, Physical Distancing and Minimizing Physical Contact

Reducing the number of in-person, close interactions an individual has in a day with different people helps to prevent the spread of COVID-19. This can be accomplished in K-12 school settings through two different but complementary approaches: learning groups and physical distancing.

- A learning group is a group of students and staff who remain together throughout a school term.
- Physical distancing is maintaining a distance of one-two meters between two or more people.

Learning groups reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced. In Stage 2, members of the same learning group must minimize physical contact. In Stages 3 and 4 staff as well as secondary school students will have to maintain physical distance at all times (even if part of the same learning group).

In Stage 2

- In elementary, a learning group can be composed of up to 60 people includes teacher and some support staff if possible.
- In secondary schools, a learning group can be composed of up to 120 people includes teacher and some support staff if possible.

In Stages 3 and 4

- In elementary, a learning group can be composed of up to 30 people.
- In secondary schools, a learning group can be composed of up to
 - 60 people Stage 3
 - 30 people Stage 4
- Learning groups can be composed of students and staff.
 - Learning groups are smaller in elementary school due to the recognition that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact and recognizing and articulating symptoms of illness
 - Learning groups are larger in secondary schools due to the increased ability of children in that setting to be able to consistently minimize physical contact, practice hand hygiene, ensure physical distance where necessary and recognize and articulate symptoms of illness.
- Principals and teachers should determine the composition of the learning groups. The composition of the learning group should remain consistent for all activities that occur in schools, including but not limited to learning and breaks (lunch, recess, classroom changes, etc.).
- Within the learning group minimized physical contact should be encouraged, but a two-meter physical distance does not need to be maintained.
- Learning group composition can 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 required to support optimal school functioning. This may include learning, operational or student health and safety considerations.
- Consistent seating arrangements are encouraged within learning groups where practical. This can assist public health should contact tracing need to occur.
- School should keep up-to-date lists of all members of a learning group to share with public health should contact tracing need to occur.

- **Students with disabilities and diverse abilities may require unique considerations to ensure their inclusion in a cohort.**

Schools can adapt the guidance in this document as necessary to ensure the inclusion of these students while ensuring the intent is maintained. Schools can connect with their Northern Medical Health Officer for support and guidance.

Interacting with Learning Groups

- Those outside of a learning group must practice physical distancing when interacting with learning groups.
 - Itinerant staff, non-enrolling staff, TTOCs, Support Staff, teacher candidates, district specialists and EAs can work with multiple learning groups but should maintain physical distance from students and other staff as much as possible.
 - Where possible schools should assign staff to a specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need assistance.
 - **If a staff member works with more than one cohort and is unable to consistently practice physical distancing when performing their role, consider if the service can be provided remotely/virtually, or if a transparent barrier can be in place. If none of those can be implemented, a non-medical mask should be worn and as much space taken as is available. This includes itinerant staff who work in multiple schools.**

Physical Distancing

Physical distancing is challenging in school, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible.

PHYSICAL DISTANCING

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

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

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

Within cohorts, physical distancing should include avoiding physical contact, minimizing close, prolonged, face-to-face interactions, and spreading out as much as possible within the space available.

Outside of cohorts, practicing physical distancing should include avoiding physical contact and close, prolonged face-to-face interactions, spreading out as much as possible within the space available, and ensuring there is 1-2 meters of space available between people.

Spaces where members of different cohorts interact should be sufficiently large, and/or should have limits on the number of people so that 1-2 meters of space is available between people.

Within and outside of cohorts, there should be no crowding.

Non-medical masks are not a replacement for the need for physical distancing for in-class instruction delivered to more than one cohort.

Staff and other adults should seek to reduce the number of close, face-to-face interactions with each other at all times, even if wearing a non-medical mask. This includes during break times and in meetings.

Other Strategies for Physical Distancing in Schools:

- No close greetings (*e.g. hugs, handshakes*). Regularly remind students about keeping their “*hands to yourself*”,
- The number of students in a space should not exceed the ability to maintain health and safety measures,
- Spread people out into different areas,
 - *Consider different classroom and learning environment configurations to allow distance between students and adults (e.g. different desk and table formations).*
- Implement strategies at pick-up and drop-off times (*including busing*), to avoid crowding
- Stagger break, lunch and class transition times to provide a greater amount of space for everyone,
- Take students outside more often:
 - *Organize learning activities outside including snack time, place-based learning and unstructured time,*
 - *Take activities that involve movement, including those for physical health and education, outside,*
- Incorporate more individual activities or activities that encourage more space between students and staff.
 - *For younger students, adapt group activities to minimize physical contact and reduce shared items.*
 - *For adolescent students, minimize group activities and avoid activities that require physical contact.*
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language etc.)
- Parents and caregivers and other non-staff adults entering the school should be minimized. If a member of the public is required to enter school, the person shall practice diligent hand hygiene and maintain physical distance when they are in the school.
 - Implement measures to ensure workers can maintain a distance of one-two meters when serving or in the rare occasion, working with or near members of the public, where possible, specifically in office or clerical areas where the public may engage.

- In Stage 2 school gatherings should occur within the learning group
 - Gatherings should not exceed the maximum learning group size in the setting, plus the minimum number of additional people required (school staff, guest visitors) to meet the gathering's purpose and intended outcomes.
 - These gatherings should happen minimally
 - Schools should seek virtual alternatives for larger gathering and assemblies
- Manage flow of people in common areas, including hallways and bathrooms. Implement when possible one-way traffic flows in high traffic areas and stairwells to minimize congestion. It is important to not reduce the number of exits and ensure the fire code is adhered to.
- Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a learning group. This may include the front reception desk where visitors check in or in the cafeteria where food is distributed. This is a school based decision.

PERSONAL PROTECTIVE EQUIPMENT

- PPE such as masks and gloves, is not needed for most staff beyond that used as part of routine practices for the hazards normally encountered in their regular course of work
- Non-medical masks or face coverings may be useful for secondary students and staff when physical distancing cannot be consistently practiced, and a person is interacting with people outside of their cohort.
Examples of when a non-medical mask should be worn include:
 - secondary students on a school bus;
 - secondary students in common areas when students are outside of their cohort and physical distancing cannot be practiced;
 - staff working across cohorts when physical distancing cannot be practiced;
 - staff in a break room where physical distancing cannot be practiced.
- Within a class or learning group staff and students can also wear a mask, a face covering or a face shield. This is a personal decision and it is important to treat people wearing masks with respect
- Schools and school districts will have non-medical masks available for staff and secondary students (2 each), including anyone who becomes ill while at school.
 - Masks will be offered and distributed to staff and students who do not have their own masks
 - Staff will receive the offer on September 8 and 9
 - Students will be offered masks on September 10 and 11 by their classroom teacher or first period teacher in the case of secondary schools
 - A limited supply of disposable masks will be available in the event the re-usable mask is forgotten or misplaced
- While wearing a mask you must still seek to maintain physical distancing for people outside of your learning group.
- While wearing a face shield a mask is to be worn as well
- There must be no crowding, gathering, or congregating of people from different learning groups, even if masks are worn

STUDENT TRANSPORTATION AND BUSES

Diversified Transportation has been informed of SD No. 57's COVID-19 safety protocols and will adhere to BCCDC's Cleaning and Disinfectants for Public Settings document. Additional measures being taken by Diversified Transportation and SD57 include:

- Bus drivers should wash their hands often and are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips
- Bus drivers are required to wear a non-medical mask, face covering or shield (in which case a non-medical mask should be worn in addition to the face shield) when they cannot maintain physical distance or behind a physical barrier in the course of their duties
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID 19 or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school**
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
- Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (use tape markings etc.) where required
 - Schools should provide support for students who are not able to physically distance
- Have students sit in their own seat if space allows and prioritize seat sharing with a member of their household or learning group.
- Students in their own seat should sit under the window
- In unique circumstances staff may transport students using the following guidelines:
 - Passengers must complete the Daily Self-Assessment
 - Staff and students must wear a mask
 - Only 2 students in the back- no riders in the front passenger seat
 - Staff and students must wash their hands before entering the vehicle and after leaving the vehicle
 - All hard surfaces must be wiped down before transport and after
- Load the bus from the back seats to the front of the bus; empty the bus from the front seats to the back to avoid students passing each other in the aisle.
- All routes should have a designated seating plan with daily rider attendance
- Secondary school students are required to wear a non-medical mask or face covering
 - These should be put on before loading and taken off after offloading
- Encourage private vehicle use and active transportation (biking, walking etc.) where possible to decrease transportation density
- Diversified has increased cleaning protocols
- No courtesy riders at this time

PERSONAL MEASURES

Stay Home When Sick.

Students and Staff will follow instructions under the direction of the Northern Medical Health Officer

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

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

These steps do not replace usual health care. Health questions can be directed to 8-1-1 or your health care provider.

These recommendations are discussed in more detail below and **may change over time**.

Daily Health Check

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious. An example is included as **Appendix C**. Symptoms of COVID-19 can be mild and are similar to other respiratory infections. Most people in BC with these symptoms do not have COVID-19.

- School administrators should ensure parents, caregivers, school staff and other adults routinely entering the school are aware of their responsibility to assess themselves daily for key symptoms of illness prior to entering the school. (i.e. perform a daily health check). See **Appendix C** for more information.
- Parents and caregivers should assess their child daily for key symptoms of illness before sending them to school (i.e. perform a daily health check for their child). See **Appendix C** for more information.
- Staff and other adults should assess themselves daily for key symptoms of illness prior to entering the school (i.e. perform a daily health check). See **Appendix C** for more information.
- There is no need for schools to verify that the health check has occurred every day, nor to require that parents submit a daily health check form to the school.
- Students, staff or other adults that have any symptoms, must not enter the school or building. Schools will follow up to ensure process was followed

A full list of COVID-19 symptoms is available from BCCDC.

Stay Home When New Symptoms of Illness Develop

Students and staff should stay at home when new symptoms of illness develop. The key symptoms to watch for are fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea, vomiting and diarrhea.

- If the staff or student (or their parent) indicates that the symptoms are consistent with a previously diagnosed health condition and are not unusual for that individual, they may return to school. No assessment or note is required from a health care provider.
- For mild symptoms without fever, students and staff can monitor at home for 24 hours. If symptoms improve, they can return to school without further assessment.
- If symptoms include fever, or if after 24 hours, symptoms remain unchanged or worsen, seek a health assessment. A health assessment can include calling 8-1-1, a primary care provider like a physician or nurse practitioner, or going to a COVID-19 testing centre.

When a **COVID-19 test is recommended** by the health assessment:

- If the COVID-19 test is **positive**, the person should stay home until they are told by public health to end their self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is **negative**, the person can return to school once symptoms have improved and they feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. BCCDC has information on receiving negative test results.

- If a COVID-19 **test is recommended but is not done** because the person or parent chooses not to have the test or a health assessment is not sought when recommended, and the person's symptoms are not related to a previously diagnosed health condition, they should stay home from school until 10 days after the onset of symptoms, and then may return if feeling well enough.

If a **COVID-19 test is not recommended** by the health assessment, the person can return to school when symptoms have improved and they feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

Managing Illness

Students or staff may still attend school if a member of their household has cold, influenza or COVID-19 like symptoms, provided the student/staff is asymptomatic. It is expected the symptomatic household member is seeking assessment of a health-care provider.

- If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school. Most illness experienced in B.C. is not COVID-19, even if the symptoms are similar.
- Students and staff who experience seasonal allergies or other COVID-19 like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms they should seek assessment by a health-care provider
- When staff is sick, they must:
 - inform Principal of sickness
 - inform sub-service to document absence and request replacement if required
 - inform HR Wellness if sickness contains COVID-19 related symptoms
 - Prepare replacement plans/notes as per usual
 - **School should not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.**
- Sites will receive increased/intense cleaning as appropriate if evidence of COVID-19 like illness

School Administrators must:

- Ensure school staff and other adults entering the school or school district building 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 or school district building
- Clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school, See Appendix C
- Conduct a daily check-in with students for physical and mental wellness,
- Ensure students and staff who become sick while at school are sent home immediately,
- All students and staff should be directed to use the [BC COVID-19 Self-Assessment Tool](#). If they are unsure of their health.
- Establish procedures that allow for students and staff to return to school with mild symptoms of illness remaining, in line with the guidance in this document. This is to ensure staff and students are not kept out of school longer than necessary.

- Establish procedures for students and staff who become sick while at school to be sent home as soon as possible
 - A space should be available for the student or staff to wait comfortably that is separate from others and provide them with a non-medical mask if they don't have one.

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

See Appendix C, if concerned, they can be advised to contact 8-1-1, or the local public health unit to seek further input.

Hand Hygiene

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Both students and staff can pick up and spread germs easily, from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. ***Please see Appendix A for when to perform Hand Hygiene at school.***

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.
- If sinks are not available (*e.g., students and staff are outdoors*), use alcohol-based hand rub containing at least 60% alcohol (SD No. 57 uses SOAPOPOPULAR as an alternative and this is acceptable).
 - See the List of [Hand Sanitizers Authorized by Health Canada](#) for products that have met Health Canada's requirements and are authorized for sale in Canada
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands visibly dirty
- To learn about how to perform hand hygiene, please refer to the [BCCDC's hand washing poster](#).

Strategies to Ensure Diligent Hand Hygiene:

- **Hand washing with water and soap/Hand Sanitizer will be applied upon arrival at school.** Place hand washing stations in various locations including school entrances, hallways, and classrooms to encourage appropriate hand hygiene throughout the day.
- Remind staff and students about the importance of diligent hand hygiene.
- Incorporate additional hand hygiene opportunities into the daily schedule.
- 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 or SOAPOPOPULAR.
- Staff should assist younger students with hand hygiene as needed

Respiratory Etiquette

Students and Staff must:

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

SUPPORTING SCHOOL COMMUNITIES

The BC Centre for Disease Control is the source of information about COVID-19. Resources available there can be used to support learning and to respond to questions you may receive from members of your school community. More information is available on the [BC Centre for Disease Control website](#).

COMMUNICATION

Schools must ensure that everyone entering the workplace, including workers from other employers, knows how to keep themselves safe while at your workplace.

The Superintendent is the spokesperson for all COVID-19 related communication for School District 57 staff, parents, rightsholders, and stakeholders. The Chair of the Board of Education will speak on behalf of the Board.

- School District No. 57 will:
 - Provide all communications through regular channels for parents, rightsholders and partner groups. This includes key messages.
 - Provide any posters or associated materials will be provided to all sites and posted accordingly.
 - Be sure everyone is trained on the protocols and measures put in place
 - Ensure outreach to families with children with disabilities/ diverse abilities to discuss their plans for their child
 - Ensure all media requests be approved by the Superintendents
 - Look for opportunities to engage in conversations regarding educational programming with students

Communication Materials

From the School District:

- Updated Website to include all new information available to the public from the Ministry of Education, Ministry of Health and Northern Health
- Video messages to families and staff
- Weekly Bulletin to all School and District Leaders with items outlines For Action and For Information
- Post all updated Stage 2 Restart Plans

All schools will post their site-specific plans for:

- Site access and risk limitation
- Cleaning and hygiene
- Physical distancing

SCHOOL DISTRICT 57 PROTOCOLS -STAGE 2

SD No.57, all schools and sites will establish protocols for accessing work sites and minimizing risk, including:

- Establishing clear site-based protocols for staff and student access to site
- All sites will have a clear process to assess the wellness of their staff and students
 - Sites will have processes for staff or students leaving if they are showing COVID related symptoms
 - Sites will need locations for students who are unable to return home immediately
- SD No. 57 and schools will communicate with families the importance of students not attending if sick
- Sites will have clearly designated wash areas

- Students will bring limited materials to school (backpack, water bottle, etc.) and should not share any personal materials
 - Staff and students should not share personal items (including electronic devices, writing instruments, etc.)
 - Students will not have access to lockers at this time.
- PPE, non medical masks and face shields (as required) will be available for all staff requesting one
 - Masks should be used when unable to maintain physical distancing when interacting with others outside of your learning group

SD No. 57 STAGE 2 RESTART PLAN:

Learning Groups and Physical Distancing

Learning groups reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced.

- In elementary schools, a learning group can be composed of up to 60 people.
- In secondary schools, a learning group can be composed of up to 120 people.
- Learning groups can be composed of students and staff.
- Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as is practical to do so while supporting learning and a positive, healthy and safe environment.
- Those outside of a learning group must practice physical distance when interacting with the learning group. For example, a secondary school teacher can teach multiple learning groups but should maintain physical distance from students and other staff as much as possible.
- In an elementary or secondary school, two classes from different learning groups can be in the same learning space or outside at the same time if a two-metre distance is able to be maintained between people from different learning groups.
- Students from different learning groups may be required to be together to receive beneficial social supports, programs or services (e.g. meal programs, after school clubs, etc.). Within these supports or services, it is expected:
 - that learning groups and physical distance are maintained as much as is practical to do so while still ensuring the support, program or service continues. This does not apply to extracurricular activities where physical distance between learning groups must be maintained.
 - Elementary schools are able to implement learning groups without reducing the number of individuals typically within the school.
 - Small and medium sized Secondary schools (all SD57 secondary schools), should be able to implement learning groups without reducing the number of individuals typically within the school.
- In Stage 2 school gatherings be kept to a minimum and should occur within the learning group
 - Gatherings should not exceed the maximum learning group size in the setting, plus the minimum number of additional people required (school staff, guest visitors) to meet the gathering's purpose and intended outcomes.
 - Schools should seek virtual alternatives for larger gathering and assemblies
 - Staff meetings involving staff from different learning groups should preferably occur through virtual means, where a virtual alternative is not possible, staff meetings can happen in person if participants maintain physical distance
 - In person inter-school events (including competitions, tournaments and festivals) must NOT occur at this time
- To minimize the amount of interaction outside of learning groups, Wednesday early dismissal time for collaboration will be suspended until further notice.

Break Times

Elementary

- During Stage 2 there will not be a formalized recess break. Teachers can organize and facilitate washroom breaks, and snack breaks within their learning groups.
- Students can socialize with peers in different learning groups if they are outdoors and can minimize physical contact or if they are indoors and can maintain physical distance. Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower- risk environment than indoors.
- Schools will stagger lunch breaks so that 50% of learning groups are outside in designated play areas at one time.
 - Possible model could be 50% of learning groups eat first then play, the other 50% play first then eat

Secondary

- Schools will operate a quarter system for the 2020-21 school year
- Students can socialize with peers in different learning groups if they can maintain physical distance. Students must maintain physical distance when socializing with peers in different learning groups.
- Secondary-school students are expected to be capable of consistently maintaining physical distance when it is required. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.
- School should consider opening up classroom spaces to students during lunch breaks do eat and socialize within their learning group

Field Trips

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

- Field trip locations must provide supervisors with the COVID-19 operating plan and ensure it does not conflict with the school's plan. The trip supervisor should then share the plan with parents and the principal
- Following the transportation guidance in this document
- Use of parent volunteers driving group is NOT permitted
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines
- Field trips to outdoor locations are preferable
- No overnight field trip
- International field trips are cancelled until further notice

EXTRA-CURRICULAR ACTIVITIES

- Extracurricular activities and special interest clubs should occur when:
 - Physical distance can be maintained between members of different learning groups
 - Reduced physical contact is practiced by those within the same learning group
- In-person inter-school events including competitions, tournaments and festivals, should not occur at this time.

CURRICULUM AND PROGRAMS

All curriculum, programs and activities should operate in alignment with provincial K-12 health and safety guidelines.

	Space/Classroom Health and Safety Measures	Equipment/Materials Shared Equipment will be cleaned and disinfected by staff	Cleaning and Disinfecting
Adult Education	<ul style="list-style-type: none"> Follow guidance for Physical Distancing 	<ul style="list-style-type: none"> Follow guidance for Physical Distancing 	<ul style="list-style-type: none"> Follow guidance for Physical Distancing
Dual Credit	<ul style="list-style-type: none"> SD57 Health and Safety guidelines apply for courses taken in SD57 buildings For courses taken in Post-Secondary Institutions schools must ensure students are aware of and adhere to the guidelines set out by post-secondary institutions 	<ul style="list-style-type: none"> SD57 Health and Safety guidelines apply for courses taken in SD57 buildings For courses taken in Post-Secondary Institutions schools must ensure students are aware of and adhere to the guidelines set out by post-secondary institutions 	<ul style="list-style-type: none"> SD57 Health and Safety guidelines apply for courses taken in SD57 buildings For courses taken in Post-Secondary Institutions schools must ensure students are aware of and adhere to the guidelines set out by post-secondary institutions
Block X and Y	<ul style="list-style-type: none"> Follow guidance for Physical Distancing for students outside of learning groups Minimize physical contact by those in the same learning group 		
Food and Culinary Arts	<ul style="list-style-type: none"> Follow guidance for Physical Distancing Use of Learning Groups is encouraged 	<ul style="list-style-type: none"> Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) Shared tools should be cleaned at a minimum of 2 times daily Tools cleaned between learning groups at the end of school quarter 	<ul style="list-style-type: none"> Practice diligent hand hygiene : At the beginning and end of class Before and after handling food Before and after eating and drinking When hands are visibly dirty

	Space/Classroom Health and Safety Measures	Equipment/Materials Shared Equipment will be cleaned and disinfected by staff	Cleaning and Disinfecting
Textiles	<ul style="list-style-type: none"> Follow guidance for Physical Distancing Use of Learning Groups is encouraged For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups if required) 	<ul style="list-style-type: none"> Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) Shared tools should be cleaned at a minimum of 2 times daily Tools cleaned between learning groups at the end of school quarter 	<ul style="list-style-type: none"> Practice diligent hand hygiene : At the beginning and end of class Before and after handling shared tools or equipment When hands are visibly dirty
Music For additional strategies Guidance for Music Classes in BC during COVID 19	<ul style="list-style-type: none"> Follow guidance for Physical Distancing/Physical contact When in Learning Groups, physical contact is minimized When students interact outside of learning groups physical distancing of 2m 	<ul style="list-style-type: none"> Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) Shared tools should be cleaned at a minimum of 2 times daily Tools cleaned between learning groups at the end of school quarter 	<ul style="list-style-type: none"> Practice diligent hand hygiene : At the beginning and end of class Before and after handling shared instruments or equipment When hands are visibly dirty
Physical and Health Education	<ul style="list-style-type: none"> Encourage outdoor programs as much as possible Minimize physical contact inside learning groups Support physical distancing outside of learning group No change room use. encourage students to come to school in clothing appropriate for PE and the weather conditions to eliminate the use of change rooms Designate an area for changing into outdoor clothing if moving outdoors Include more individual pursuits than traditional team activities such as dance, land based activities, exercise without equipment, fitness, mindfulness 	<ul style="list-style-type: none"> Plan activities that limits the use of shared equipment Shared equipment clean and disinfect shared equipment minimum 2 times daily Avoid sharing equipment by numbering and assigning each student their own if possible (students will clean after use with soap and water) Assemble individualized PE kits that can be assigned to students Have students create their own PE kits to use at home or school 	<ul style="list-style-type: none"> Practice diligent hand hygiene : At the beginning and end of class Before and after handling shared equipment When hands are visibly dirty Disinfect teaching aids (clipboard, white boards, pens, plastic bins etc.)

	Space/Classroom Health and Safety Measures	Equipment/Materials Shared Equipment will be cleaned and disinfected by staff	Cleaning and Disinfecting
Playground	<ul style="list-style-type: none"> • Attempt to minimize physical contact 	<ul style="list-style-type: none"> • Sand and water can be used for play if children wash their hands 	<ul style="list-style-type: none"> • Ensure appropriate hand hygiene practices before and after outdoor play
Sports	<ul style="list-style-type: none"> • Follow guidance for Physical Distancing/Physical contact • When in Learning Groups, physical contact is minimized • When students interact outside of learning groups physical distancing of 2m 	<ul style="list-style-type: none"> • Clean and disinfect shared equipment minimum 2 times daily 	<ul style="list-style-type: none"> • Ensure appropriate hand hygiene practices before and after outdoor play
Science Labs	<ul style="list-style-type: none"> • Follow guidance for Physical Distancing • Use of Learning Groups is encouraged • For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups If required) 	<ul style="list-style-type: none"> • Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) • Shared items should be cleaned at a minimum of 2 times daily • Tools cleaned between learning groups at the end of school quarter 	<ul style="list-style-type: none"> • Practice diligent hand hygiene : • At the beginning and end of class • Before and after handling shared equipment • When hands are visibly dirty
Tech Ed (shops, trades)	<ul style="list-style-type: none"> • Follow guidance for Physical Distancing • Use of Learning Groups is encouraged • Have student use designated area for leaving personal items when entering the classroom • For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups If required) 	<ul style="list-style-type: none"> • Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) • Shared tools should be cleaned at a minimum of 2 times daily • Tools cleaned between learning groups at the end of school quarter 	<ul style="list-style-type: none"> • Practice diligent hand hygiene : • At the beginning and end of class • Before and after handling shared tools or equipment • When hands are visibly dirty

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

	Space/Classroom Health and Safety Measures	Equipment/Materials Shared Equipment will be cleaned and disinfected by staff	Cleaning and Disinfecting
Theatre, Film and Dance	<ul style="list-style-type: none"> • Follow guidance for Physical Distancing • Use of Learning Groups is encouraged • No in-person interschool events • Minimize physical contact for dance and drama classes by reorganizing warm up exercises and performance work into smaller groups allowing for physical distancing • Where possible make use of outdoor space and site-specific performances spaces that allow for physical distancing 	<ul style="list-style-type: none"> • Avoid sharing costumes/props if possible and wash items • Clean and disinfect shared equipment minimum 2 times daily 	<ul style="list-style-type: none"> • Practice diligent hand hygiene : • At the beginning and end of class • Before and after handling shared props/equipment etc. • When hands are visibly dirty
Work Experience	<ul style="list-style-type: none"> • Schools will assess and determine if it is safe for their students to continue with existing work placements • Schools will obtain parent/guardian sign off for all new and continuing placements during COVID • Follow guidance for Physical Distancing • Schools will ensure students are covered with the required, valid workplace insurance for placements 		
Art	<ul style="list-style-type: none"> • Follow guidance for Physical Distancing • Use of Learning Groups is encouraged • Have student use designated area for leaving personal items when entering the classroom • For safety demonstrations and instruction ensure appropriate space is available to allow all students to view 	<ul style="list-style-type: none"> • Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) • Shared tools should be cleaned at a minimum of 2 times daily Tools cleaned between learning groups at the end of school quarter 	<ul style="list-style-type: none"> • Practice diligent hand hygiene: • At the beginning and end of class • Before and after handling shared equipment When hands are visibly dirty

SUPPORTING STUDENTS WITH DISABILITIES/DIVERSE ABILITIES

Schools are expected to implement health and safety measures that promote inclusion of students with disabilities/diverse needs.

- Schools should allow for flexible learning options for students with disabilities or diverse abilities, to ensure equitable access to education. This should involve collaborative conversations with families to respond to questions and concerns regarding their child's education and to support informed decision-making and choice regarding the most equitable option for their child.
- Schools must ensure that supports and services typically provided to students with disabilities/diverse abilities or medical complexity continue across all stages.
- Clear guidance should be provided to students and families regarding the educational supports that will be provided in these circumstances
- Students with disabilities/diverse abilities who are not able to physically distance are not to be excluded from a learning group. Prevention and exposure control measures should be implemented to support students to access learning within a learning group.
- Schools must ensure that learning groups are established in a manner that allows for the implementation of students' IEP goals, respects the principles of equity and inclusion and does not result in segregated learning environments
- Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student
- Non-medical masks are required in situations where a person cannot maintain physical distance and is in close proximity to a person **outside of their learning group**. As such staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask must be worn in addition to the face shield with outside of their learning groups and when physical distancing cannot be maintained.
- Schools will have non-medical masks and face shields available for staff
- Wearing a non-medical mask, a face shield or covering in schools outside of the circumstances outlined above is a personal choice and will be respected.
- Educational Assistance should continue to collaborate with teachers in the delivery of instruction and supports for students with disabilities and diverse abilities, which may include:
 - Assisting with the preparing of assignments, content and activities;
 - Assisting with the collection of materials that will be sent to students;
 - Maintaining regular communication and check-in with students as determined by the classroom teacher, and under the direction of the principal or vice principal
 - Supporting families and students in accessing and participating in remote learning and therapy experience as needed

SUPPORTING STUDENTS WITH IMMUNOCOMPROMISED SITUATIONS

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 isolation is only recommended for children who are severely immunocompromised as determined on a case-by-case basis.

- Parents/caregivers of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, are to consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction.
- Parents /caregivers seeking an alternative to in-class instruction, and do not wish to register their child in a distributed learning program or homeschooling, will be required to obtain a doctor's note indicating the need for accommodations due to health-related risks.

- Schools are expected to work with these families to ensure continuity of learning and supports.
- If attending in-class instruction is right for the child: schools should work with the parents or caregivers to develop a plan that provides options for learning to ensure appropriate preventative measures are in place.
- If attending in-class instruction is not right for the child: schools should work with the families to develop options to continue their child's education.

KINDERGARTEN GRADUAL ENTRY, EARLY LEARNING, CHILDCARE

Kindergarten Gradual Entry

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

- Schools will be supported to implement pre-transition strategies to familiarize students with the people, spaces and expectations as they start school (social stories, video of school environment, introduction video on safety measures, organized video call with parents etc.)
- School will provide clear communication to parents about having to limit the number of adults in the building and the classroom and the need for adults to respect and follow the criteria established for drop off and pick up.
- Implementation of Kindergarten Gradual Entry will commence no earlier than when all students are welcomed in to the schools.

StrongStart

School districts may offer in-person StrongStart BC programs at reduced capacity during Stage 2.

- StrongStart BC programs can be operated safely by following recommended preventative measures such as requiring participants and staff to stay home when sick, encouraging physical distancing and minimizing physical contact, practicing hand hygiene and implementing enhanced cleaning and disinfecting protocols. All programs must follow current public health guidelines for K-12 schools and child care settings.
- StrongStart BC programs offering in-person programs are expected to maintain daily attendance records.
- School districts are encouraged to find flexible solutions that best meet community needs for StrongStart BC programming. Examples of flexible options include:
 - Limiting the number of hours per day and/or days per week that the program is offered.
 - Pre-registering families into the program, if possible.
 - Pre-planning family attendance and/or organizing families into smaller cohorts, if possible.
 - Limiting group sizes in consideration of the StrongStart BC program's maximum space capacity.
 - Engaging in physical distancing as much as possible including increasing the space between learning stations.
 - Taking children and families outside for learning activities, including play and snack time.
 - Engaging in outreach to families via emails, phone calls, and/or offering StrongStart services online.
- In-person StrongStart will begin October 5th

Child Care

Learning group requirements and density targets do not apply to child care operations on school grounds. School districts/authorities should work with before and after school care operators on school grounds to support children to stay within their learning groups as much as possible.

However, the primary requirements for child care operators are to meet their licensing requirements and to follow the COVID-19 Public Health Guidance for Child Care Settings. Note that:

- Learning groups reduce the number of in-person, close interactions an individual has in a day with different people.
- Students from different learning groups may be required to be together to receive beneficial programs or services, like before and after school care.
- Before and after school care providers will be implementing other measures that provide layers of protection from COVID-19 transmission, including adapting the space to reduce physical contact, requiring regular hand hygiene and taking students outside more often.
- Child care providers will be required to submit COVID Health and Safety Plans to the district for review.

MEALS PROGRAMS AND FOOD SERVICE

Schools can 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 (e.g. home economics and culinary arts).
- If food is prepared 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.
- **Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).**

[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 sanitizing. 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 (e.g. a FOODSAFE trained staff member, a food safety plan, etc.).
- Additional considerations that may be relevant when providing food services in schools are detailed in the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#).

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.

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

The July 31st, 2020 Order of the Provincial health Officer Restaurants, Coffee Shops, Cafes, Cafeterias and Licensed Premises, Including Pubs, Bars, Lounges, Nightclubs and Tasting Rooms does not apply to schools. [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.

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

Meals Program

School District No. 57 will be offering a meals program following all guidelines as required.

SD No. 57 STAGE 3 HYBRID PLAN:

Guidelines for Stage 3

- LEARNING GROUP SIZE (includes staff)
 - Elementary Grades K to 7: 30
 - Secondary Grades 8 to 12: 60
- Density is 50% based on school enrolment K to 12
- ESW and students requiring additional supports attend 5 days a week full time instruction
- In class instruction for all other student for the maximum time possible within learning group limits and density targets
- Self-directed and remote learning supplements in class instruction
- Regular schedules will apply (bells, prep, etc.) to the best of our ability
- Schools will maintain a Safety Plan considering the following:
 - Completion of Site-Based Joint Health and Safety Committee COVID Checklist and Safety Plan
 - Entrance and exit from school
 - Safely bringing materials to and from school
 - Ensuring no sharing of materials, food, resources, etc....
 - Staffrooms will be open but must maintain the physical distance guidelines set out by the PHO. Please ensure seating, tables etc... are spaced appropriately.
- No Field Trips

School Plans will be developed using the above guidelines.

Schools will communicate specific learning schedules to parents.

Appendix A: Summary of School-Based Control Measures



1. STAY HOME WHEN SICK

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

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



2. HAND HYGIENE

Clean hands more often.

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



3. RESPIRATORY AND PERSONAL HYGIENE

Cover coughs.

Sneeze into elbows.

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



4. PHYSICAL DISTANCING

Minimize close, face-to-face interactions.

Avoid physical contact.

Spread students and staff out to different areas when possible.

Take students outside more often.

Stagger break and transition times.

Incorporate individual activities.



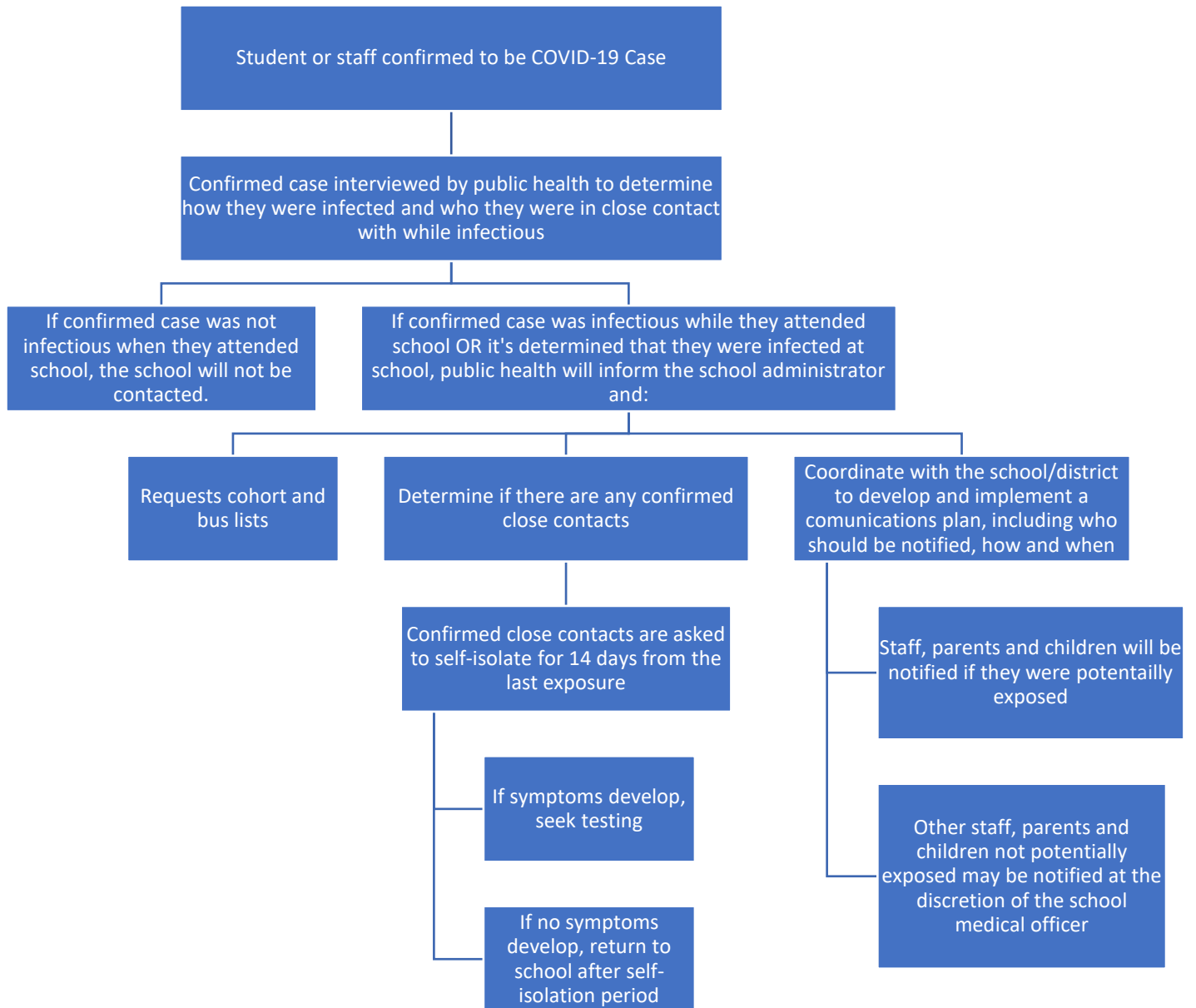
5. CLEANING AND DISINFECTION

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

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



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



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



Appendix C: Daily Health Check Example

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

Daily Health Check			
1. Key Symptoms of Illness*	Do you have any of the following new key symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Loss of sense of smell or taste	YES	NO
	Diarrhea	YES	NO
	Nausea and vomiting	YES	NO
2. International Travel	Have you returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you a confirmed contact of a person confirmed to have COVID-19?	YES	NO

If you answered “YES” to one of the questions included under ‘Key Symptoms of Illness’ (excluding fever), you should stay home for 24 hours from when the symptom started. If the symptom improves, you may return to school when you feel well enough. If the symptom persists or worsens, seek a health assessment.

If you answered “YES” to two or more of the questions included under ‘Symptoms of Illness’ or you have a fever, seek a health assessment. A health assessment includes calling 8-1-1, or a primary care provider like a physician or nurse practitioner. If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved.

When a **COVID-19 test** is recommended by the health assessment:

- If the COVID-19 test is **positive**, you should stay home until you are told by public health to end self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.
- If a COVID-19 **test is recommended but is not done** because you choose not to have the test, or you do not seek a health assessment when recommended, and your symptoms are not related to a previously diagnosed health condition, you should stay home from school until 10 days after the onset of symptoms, and then you may return if you are feeling well enough.

If a COVID-19 test is not recommended by the health assessment, you can return to school when symptoms improve and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

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

A health-care provider note (i.e. a doctor’s note) should not be required to confirm the health status of any individual.



Appendix D: Supplementary Guidance for School Meal Programs

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

General Considerations

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

Food Delivery and Preparation

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

Cleaning & Disinfecting

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

Food Distribution to Students

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

