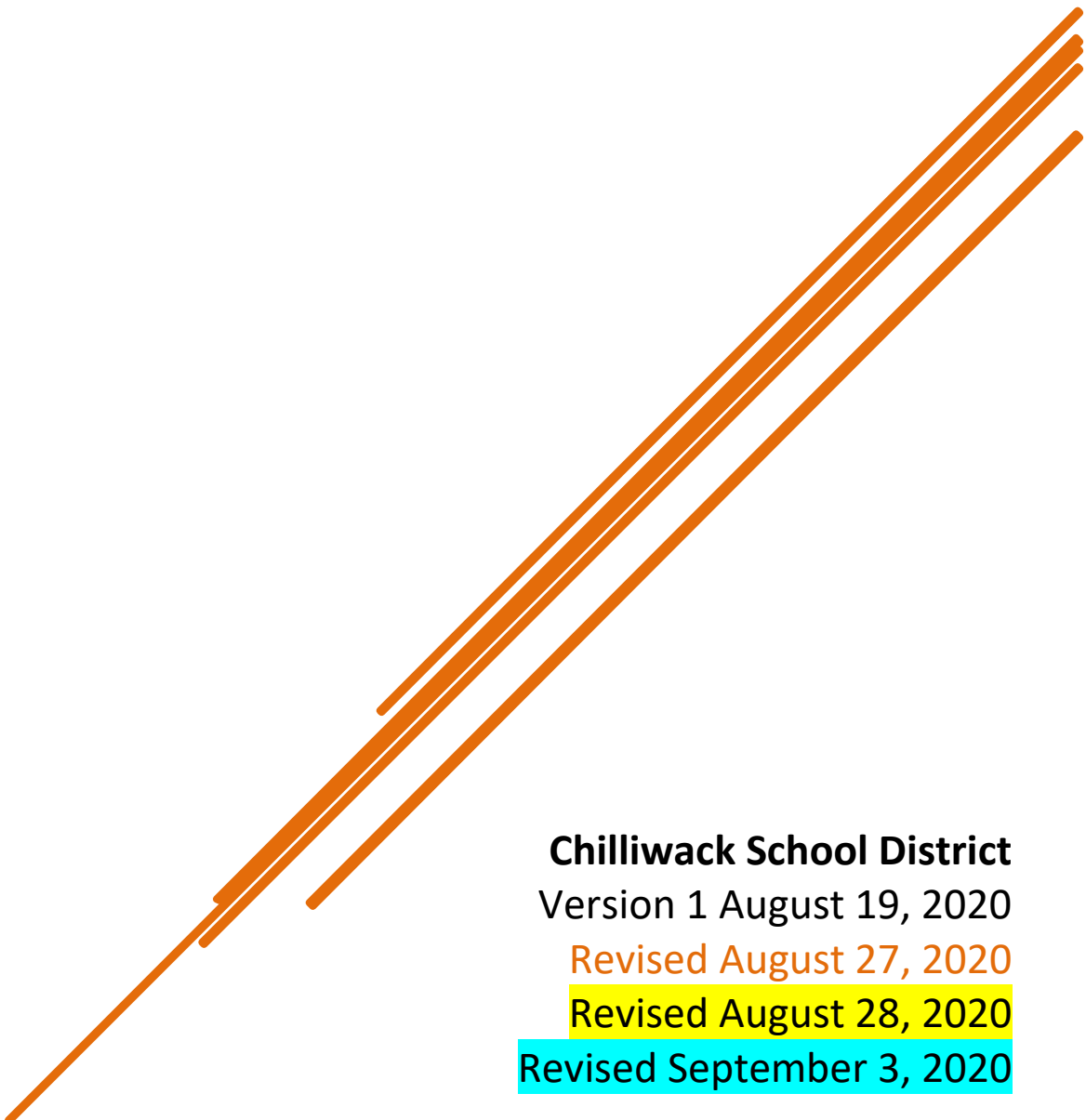




**Chilliwack  
School District**

# SAFE WORK INSTRUCTION & PROTOCOLS FOR COVID-19

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

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**Chilliwack School District**  
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# Table of Contents

<b>Introduction .....</b>	<b>1</b>
BC Ministry of Education Priorities.....	1
WorkSafeBC .....	1
Objectives .....	2
Key Principles .....	2
<b>COVID-19 Public Health Guidance for K-12 School Settings .....</b>	<b>2</b>
<b>Understanding COVID-19 .....</b>	<b>3</b>
Signs and Symptoms .....	3
Allergies and People with Chronic Medical Conditions with COVID-19-like Symptoms .....	3
Family or Household Members of Staff or Students with COVID-19 .....	3
Self-Isolation - Defined.....	3
Transmission Routes .....	4
Risk Assessment for K-12.....	4
COVID-19 and Children (ages 0-19 years).....	4
COVID-19 and Adults (Staff and Parents).....	5
COVID-19 and Schools .....	5
<b>Creating a Safe Physical and Emotional Environment .....</b>	<b>6</b>
Trauma-Informed Practice .....	6
<b>Infection Prevention and Exposure Control Measures .....</b>	<b>6</b>
<b>Public Health Measures .....</b>	<b>8</b>
Case Finding, Contact Tracing and Outbreak Management.....	8
Self-Isolation and Quarantine .....	8
Self-Isolation for International Travellers Returning to B.C.....	8
<b>B.C.'s Five Stage Framework .....</b>	<b>9</b>
<b>Learning Groups and Physical Distancing .....</b>	<b>10</b>
Learning Groups .....	10
Interacting with Learning Groups.....	11
Elementary Students.....	11
Middle/Secondary Students .....	11
Itinerant Staff and Specialists.....	12
Physical Distancing and Minimizing Physical Contact .....	12
<b>Supporting Students with Disabilities/Diverse Abilities .....</b>	<b>14</b>

Expectations for School Districts and Schools .....	14
Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required .....	15
<b>School Gatherings and Events .....</b>	<b>15</b>
<b>Mass Gatherings .....</b>	<b>15</b>
<b>Personal Items .....</b>	<b>16</b>
<b>Food and Beverages .....</b>	<b>16</b>
<b>Student Transportation on Buses .....</b>	<b>16</b>
<b>Cleaning and Disinfecting .....</b>	<b>17</b>
Definitions .....	17
Products & Procedures .....	18
Cleaning and Disinfecting Frequency .....	18
Frequently Touched Surfaces.....	18
Cleaning and Disinfecting Bodily Fluids .....	19
Laundry .....	19
<b>Visitor Access/Community Use .....</b>	<b>20</b>
Stage 2.....	20
<b>Employee/Student Attendance .....</b>	<b>21</b>
Students with Immune Suppression .....	21
<b>Illness &amp; Daily Health Check Policies and Protocols.....</b>	<b>21</b>
Self-Assessment .....	22
Self-Isolation and Symptoms .....	22
Protocol If A Student/Staff Develops Symptoms of Illness at School .....	22
Protocol in The Event of a Confirmed Covid-19 Case in A School .....	23
Daily Health Checks .....	23
Staff Daily Health Checks.....	23
Students' Daily Health Checks .....	24
<b>Hand Hygiene .....</b>	<b>24</b>
<b>Respiratory Etiquette .....</b>	<b>25</b>
<b>Personal Protective Equipment (PPE).....</b>	<b>25</b>
Face Masks .....	25
Public Health Guidance .....	26
<b>General Ventilation and Air Circulation.....</b>	<b>27</b>
<b>Communication and Training/Orientation .....</b>	<b>28</b>

<b>Safety Responsibilities by Role .....</b>	<b>29</b>
Employer (School District) .....	29
Management.....	29
Supervisors (Principals and Vice Principals) .....	29
Workers (Teachers, Education Assistants, Support Staff and Outside Contractors) .....	29
Joint Occupational Health and Safety Committee.....	29
<b>School Context Principles .....</b>	<b>30</b>
Messaging to Parents .....	30
Messaging to Staff .....	31
Students with Diverse Needs .....	31
Student Arrival Process Protocols.....	31
Classroom Expectations.....	32
Staff Orientation.....	32
All Signage Posted (on SharePoint COVID-19) .....	33
Designated Main Entry Points .....	33
Exiting the Building.....	33
Washrooms and Hand Washing Stations .....	34
Traffic Flow .....	34
Physical Barriers (Plexi-Glass Shields).....	34
Office Set-Up.....	34
Classroom Set up .....	34
Isolation Room.....	35
First Aid Room .....	35
Staff Rooms .....	35
<b>Curriculum, Programs and Activities .....</b>	<b>35</b>
Shared Office Space for Staff .....	36
Adult Education .....	36
Arts Education .....	36
Dual Credit.....	36
Extended Day Classes .....	36
Kindergarten Entry.....	37
Field Trips.....	38
Stage 2.....	38
School Libraries/Learning Commons .....	38

Food/Culinary Programs .....	39
<b>Food Services</b> .....	39
Textiles Programs .....	39
Music Programs .....	40
Physical and Health Education/Outdoor Programs .....	40
Playgrounds .....	41
Sports .....	41
Stem Programs .....	41
Science Labs .....	42
<b>Computers and Shared Technology</b> .....	42
Technology Education .....	42
Theatre, Film, and Dance Programs .....	43
Work Experience .....	43
<b>Extracurricular Activities</b> .....	<b>44</b>
<b>Appendix A: Prioritizing Health and Safety Flow Chart</b> .....	<b>45</b>
Considerations for Staff .....	45
Instructional Delivery in Secondary Schools .....	46
<b>Appendix B: Daily Health Check Example</b> .....	<b>47</b>
<b>Appendix C: What to Do if a Student or Staff Member Develops Symptoms</b> .....	<b>48</b>
<b>Appendix D: When to Perform Hand Hygiene at School</b> .....	<b>49</b>
<b>Appendix E: Non-Medical Masks</b> .....	<b>50</b>
Wearing A Non-Medical Mask .....	50
Putting On & Taking Off Your Mask .....	50
Storing Your Mask .....	50
Washing Your Mask .....	51
Do's and Don'ts .....	51
Informational Mask Videos .....	51
Resources About Non-Medical Masks .....	51
<b>Appendix F: Frequently Touched Surfaces</b> .....	<b>53</b>
<b>Health &amp; Safety Orientation Checklist</b> .....	<b>54</b>
<b>Consideration for Staff and Students</b> .....	54
<b>CONSIDERATIONS SPECIFIC TO STAFF</b> .....	55
<b>Selected Annotated Bibliography</b> .....	<b>57</b>

# Introduction

## BC Ministry of Education Priorities

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

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

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

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

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

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

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

## WorkSafeBC

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

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

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

- District management/the employer is responsible for providing an overall healthy and safe workplace in accordance with the guidance of WorkSafeBC requirements, BCCDC, and the Provincial Health Officer.

- Supervisors (including administrators and managers) are responsible for ensuring the health and safety of those who report to them and for providing specific instruction and direction to staff relevant to their site and work tasks.
- Staff are responsible for participating in the District's health and safety program and working safely by following the District's implemented procedures and safety practices.

## Objectives

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

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

## Key Principles

- All schools are to adhere to the standards, guidelines and protocols from the BC Centre for Disease Control and [WorkSafeBC](#).
- The health and safety guidelines outlined in this document have been developed to complement the BC Centre for Disease Control and WorkSafeBC guidance.
- All school districts and independent school authorities are required to develop a Restart Plan before the 2020/21 school year begins to outline their approach for September. This Restart Plan must include a health and safety plan to adhere to the guidance of the [COVID-19 Public Health Guidance for K-12 School Settings](#) and address the health and safety guidelines outlined below.
- Schools should implement psychological safety measures and trauma-informed practice alongside physical health and safety measures.
- Effective and ongoing communication with school leaders, community partners, parents, caregivers, students, unions and employees is an essential aspect of successfully implementing these guidelines.

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

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UPDATED: August 15, 2020

This guidance document is informed by [BC's Restart Plan: Next Steps to Move BC Through the Pandemic](#) and the [BC COVID-19 Go-Forward Management Strategy](#), and is aligned with [BC's COVID-19 Go-Forward Management Checklist](#), [WorkSafe BC's COVID-19 Information and Resources](#) as well as [COVID-19 Frequently Asked Questions](#). It is also informed by lessons learned when partial in-class instruction resumed in June 2020. This document provides guidance for educators, administrators and support staff (hereafter referred to as staff) at public, independent and First Nations Kindergarten to Grade 12 (K-12) schools to minimize the transmission of COVID-19 and maintain a safe and healthy school environment for students, families and staff. This document identifies key infection prevention and control practices to implement, as well as actions to take if a student or staff member develops [symptoms](#) of COVID-19.

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

# Understanding COVID-19

---

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. The SARS-CoV-2 virus, is a new strain of virus which first emerged in humans in 2019 and results in COVID-19 disease. COVID-19 resulted in a pandemic being declared globally, it can cause mild to serious illness and potentially death.

## Signs and Symptoms

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

- Fever
- Chills
- Cough or worsening of chronic cough
- Shortness of breath
- Sore throat
- Runny nose
- Loss of sense of smell or taste
- Headache
- Fatigue
- Diarrhea
- Loss of appetite
- Nausea and vomiting
- Muscle ache

Less common symptoms also include:

- Stuffy nose
- Conjunctivitis (pink eye)
- Dizziness, confusion
- Abdominal pain
- Skin rashes or discoloration of fingers or toes.

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

**COVID-19 symptoms can range from mild to severe.** Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days. For a complete and current list of symptoms refer to: [www.bccdc.ca](http://www.bccdc.ca)

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

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

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

## Family or Household Members of Staff or Students with COVID-19

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 by a health-care provider. Staff and students who are close contacts (including household contacts) of a public health confirmed COVID-19 case must self-isolate.

## Self-Isolation - Defined

When a person is to “self-isolate” this means that they must remain at home and stay isolated from others in the household and not get together with any other individuals, including family members.



For more information visit <http://covid-19.bccdc.ca>.

## Transmission Routes

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

- Eyes
- Nose
- Throat/mouth

Transmission through infected droplets can occur via the following means:

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

## Transmission Update from BCCDC

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

## Risk Assessment for K-12

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

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

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

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

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

**Added Note:** The following excerpts from the [BCCDC Guidelines for Families of Immunocompromised Children in School and Group Gatherings \(Updated: July 10, 2020\)](#) are provided for ease of reference and clarity **for staff and families who care for children who are immunocompromised**. Please visit the above link for more complete information. For children who are immunocompromised.

The current recommendations are:

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

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

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

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

### **COVID-19 and Adults (Staff and Parents)**

- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
  - Aged 65 and over;
  - with compromised immune systems; or,
  - with underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.
- **Added Note: There is no public health restriction on staff with asthma, diabetes, heart disease, compromised immune systems, or are age 65 or older (or who live with somebody who has any of these conditions) from working in the school environment in the context of the COVID-19 pandemic.** (Source: Fraser Health). It is, however, known that such pre-existing conditions may increase the risk of severity of illness should you acquire it. If an employee is at greater risk of more severe illness, they should consult with and follow the advice of their personal physicians or medical practitioners. They may consider extra precautions at work such as more frequent hand hygiene and maintaining physical distance within a Learning Group/Cohort.

### **COVID-19 and Schools**

- There is limited evidence of confirmed transmission within school settings. This is partially due to wide-spread school closures worldwide at the onset of the pandemic to help prevent the spread of COVID-19.
  - In documented cases, there was typically minimal spread beyond the index case though isolated outbreaks have been reported.
- Children do not appear to be the primary drivers of COVID-19 spread in schools or in community settings.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children.
  - NOTE: Prevention measures and strategies involving schools are based on risk.

The above section was a reproduction of information provided by BCCDC. It will be updated as new information becomes available. For up-to-date information on COVID-19, visit [www.bccdc.ca](http://www.bccdc.ca).

# Creating a Safe Physical and Emotional Environment

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As Stage 2 of the K-12 Restart Plan begins and students return to in-class instruction, staff will have a vital role in creating a safe physical and emotional environment. To this end, staff are encouraged to practice the 3 Rs: *Reassurance, Routines, and Regulation*.

- **Reassurance:** Social emotional learning is always an important focus for educators. When needed, reassure students about their safety and their family's safety. It is the role of adults to keep them safe.
- **Routines:** Establish and maintain routines to provide students with a sense of safety and predictability.
- **Regulation:** Support self-regulation. When students are stressed, their bodies respond by activating stress response systems. To help them manage these reactions, it is important to both validate their feelings (e.g., "I understand how this might feel overwhelming ...") and encourage them to engage in activities that help them self-regulate (e.g., exercise, deep breathing, mindfulness, regular eating and sleeping routines). Decreasing student anxiety and stress is an important role of the school at this time.

## Trauma-Informed Practice

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

Trauma-informed practice includes:

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

Regular 'check-ins' with others can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community.

The North American Centre for Threat Assessment and Trauma Response has released a resource to assist the education sector in supporting the transition back to school called [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact](#). To support educators to develop compassionate learning communities through trauma-informed practice, the Ministry has created [trauma-informed practice resources](#) that are available on the [erase website](#).

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

Administrators have been provided with resources and tools to share with school site staff related to trauma informed practice and emotional wellness.

Supports are in place for all staff should they be struggling with excessive worry or anxiety due to the COVID-19 pandemic. Staff and their immediate families can contact the District's Employee and Family Assistance Program: [fseap](#).

## Infection Prevention and Exposure Control Measures

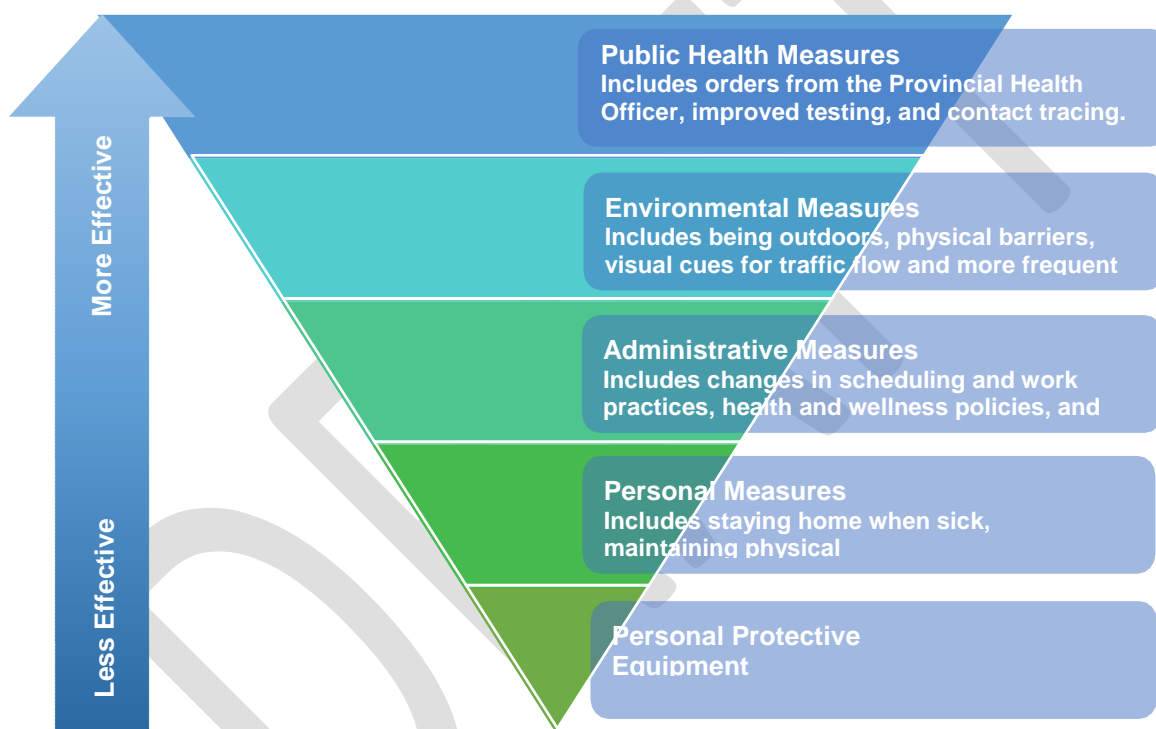
Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in "controlled" environments where multiple measures of various effectiveness can be routinely and consistently implemented.

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

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

*The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease* describes measures that should be taken to reduce the transmission of COVID-19 in schools. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.

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



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

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

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

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

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

**Schools can implement a combination of measures at different levels, as described in this document. This document includes Environmental, Administrative, Personal Measures and the use of PPE. A summary of the recommended school measures is included as Appendix A.**

## Public Health Measures

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### Case Finding, Contact Tracing and Outbreak Management

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

If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.

**Schools should not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.**

### Self-Isolation and Quarantine

Students and staff with cold, influenza, or COVID-19 like symptoms should stay home, self-isolate, and be assessed by a health-care provider. Testing is recommended for anyone with these symptoms, even mild ones.

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

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

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

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

## B.C.'s Five Stage Framework

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

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

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

While B.C. has announced a return to in-class instruction under Stage 2 for September 2020, school districts and independent schools must have the necessary plans in place to be able to shift between stages if and when required.

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: N/A</li> <li>▪ Middle: N/A</li> <li>▪ Secondary: N/A</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 60</li> <li>▪ Middle: 60</li> <li>▪ Secondary: 120</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 30</li> <li>▪ Middle: 30</li> <li>▪ Secondary: 60</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 30</li> <li>▪ Middle: 30</li> <li>▪ Secondary: 30</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: 0</li> <li>▪ Middle: 0</li> <li>▪ Secondary: 0</li> </ul>
<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 50% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 25% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 0% for all schools</li> </ul>
<b>IN-CLASS INSTRUCTION:</b> Full-time all students, all grades	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for all students for the maximum instructional time possible within cohort limits.  Self-directed learning supplements in-class instruction, if required.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>▪ children of essential service workers<sup>1</sup></li> <li>▪ students with disabilities/diverse abilities</li> <li>▪ students who require additional supports</li> </ul> In-class instruction for all other students for the maximum time possible within cohort limits.  Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>▪ children of essential service workers<sup>1</sup></li> <li>▪ students with disabilities/diverse abilities</li> <li>▪ students who require additional supports</li> </ul> Remote learning for all other students	<b>IN-CLASS INSTRUCTION:</b> Suspend in-class for all students

*Note: as Stage 1 is a return to regular operating procedures, and Stage 5 means that all in-class instruction is suspended, the following health and safety guidelines apply to Stages 2 to 4, unless specified otherwise.*

<sup>1</sup> For more information on essential service workers, see the "Services and Supports" section of the [Operational Guidelines](#).

## Learning Groups and Physical Distancing

Reducing the number of close in-person interactions and individual has in a day continues to be a key component of B.C.'s strategy to prevent the spread of COVID-19. This can be accomplished in K-12 settings through two different but complementary approaches: Learning Groups (Cohorts) and Physical Distancing.

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

### Learning Groups

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

- **In Stage 2**, members of the same learning group must minimize physical contact

Maximum learning group sizes (inclusive of students and staff)				
STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGES 5
<ul style="list-style-type: none"> <li>• Elementary: no limit</li> <li>• Middle: no limit</li> <li>• Secondary: no limit</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary: 60</li> <li>• Middle: 60</li> <li>• Secondary: 120</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary: 30</li> <li>• Middle: 30</li> <li>• Secondary: 60</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary: 30</li> <li>• Middle: 30</li> <li>• Secondary: 30</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary: 0</li> <li>• Middle: 0</li> <li>• Secondary: 0</li> </ul>

Examples of what learning groups can look like in Elementary, Middle and Secondary Schools are available on the [B.C. Government Website](#). Refer to Appendix A: Prioritizing Health and Safety – Flow Chart for more information.

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

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

Learning groups will be smaller for elementary students recognizing that it's more challenging for younger children to maintain physical distance from each other, while older students are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19. Allowing larger learning groups in secondary schools also enables more flexibility in meeting students' diverse learning needs.

In rare circumstances, and upon Ministry approval, school districts and independent schools may request a variance from the learning group size guidelines outlined in the Five-Stage Framework for K-12 Education. These exemptions must be school-specific and based on significant operational implications for a school or school district, result in a relatively small increase to learning group sizes (e.g. increase from 60 to 62), and be implemented in a manner that preserves all other required health and safety measures. **The school district or independent school authority must outline the rationale for the request and include a recommendation from the local medical health officer in its Stage 2 Restart Plan submitted to the Ministry of Education. The school district or independent school authority needs to have engaged in conversations with its local medical health officer, local unions and school-based staff prior to submitting the request.** See the [Contacts and Resources](#) section of the Operational Guidelines for Medical Health Officer contact information by Health Authority.

## Interacting with Learning Groups

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

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

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

## Elementary Students

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

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

## Middle/Secondary Students

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



## Itinerant Staff and Specialists

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

As such, school districts and schools should, where possible, assign staff to a specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need special assistance. Examples could include assigning an educational assistant to a learning group where they can support one or more students in the same learning group, or assigning a teacher teaching on call or a teacher candidate on practicum to a learning group if they have been offered an extended assignment at a single school. Schools and school districts must consider learning group size limits when assigning staff to learning groups.

Staff outside of a learning group must practice physical distancing when interacting with the learning group. For example, a learning assistance teacher or a counsellor can work with students from multiple learning groups, but they should maintain physical distance from students and other staff as much as possible.

In situations where staff outside a learning group cannot practice physical distancing, other measures must be explored, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, installing a physical barrier made of transparent materials, or providing virtual services where possible.

When staff are interacting with people outside of their learning group; physical distance cannot be consistently maintained; and none of the strategies outlined above are viable options, staff are required to wear a non- medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield).

Schools will have non-medical masks and face shields available for staff. Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons.

See Appendix A: Prioritizing Health and Safety- Flow Charts for more information.

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

See the Prioritizing Health and Safety – Flow Charts section for more information.

## Physical Distancing and Minimizing Physical Contact

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

Physical distancing can be supported through a combination of classroom design, scheduling, monitoring and supervision. Practices to promote and reinforce physical distancing (maintaining 2 metres distance between one person to another) when and where recommended and/or practical and minimizing physical contact with others. To support physical distancing requirements, the following strategies should be implemented where possible:

#### Reminder: Physical Distancing and Learning Groups

#### Implementing Stage 2 Learning Groups/Cohorts.

- Within Learning Group/Cohort, students and staff do not need to maintain physical distancing, however, must minimize physical contact at all grade levels.
- Outside of a Learning Group/Cohort, secondary students and all staff must practice physical distancing of two metres (2m).
- Extracurricular activities will likely involve students interacting outside of their Learning Groups and appropriate physical distancing (2 meters) is required in those circumstances.
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc. as necessary.
- Create space between students/staff as much as possible:
  - Configure classroom and learning environment differently to allow distance between students and adults (e.g., different desk and table formations).
  - Arrange desks/tables so students are not facing each other and using consistent or assigned seating arrangements.
  - Store excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
- Implement strategies that prevent crowding at pick-up and drop-off times.

#### Physical Distancing and In-School Traffic Flow

Physical Distancing strategies by staff and students will be implemented locally as per each site plan and will include:

- Holding assemblies and other school-wide events virtually will avoid a large number of people or people from several Learning Groups/Cohorts from gathering.
- Avoiding common close contact greetings, such as handshakes, hand-holding, hugs, etc.
- Keeping a distance of 2 metres from others as much as practical, however, this is only an expectation outside of a Learning Group/Cohort.
- Facilitate physical distancing will be reinforced by:
  - Minimizing congestion at entrances and planning arrival and departure routines or arrangements (i.e. a separate staff entrance from student entrance, the number of entrances use will align with the size of the student population, Learning Groups/Cohorts, etc.).
    - Important: The number of exit doors from a school remains unchanged as per Chilliwack Fire Bylaw. Schools must not block or otherwise impede external exit doors from the school. However, signage such as “Emergency Exit Only” is acceptable.
    - Propping open high use doors, such as washroom doors, classroom doors, is recommended as long as privacy and educational needs are also met and the door can quickly be closed by the occupant(s) if needed in an emergency.
    - Utilize directional signage to reinforce internal traffic flow (as needed).
    - Implementing physical distancing floor markings or other equivalent means where needed.
      - SD33 issued signage, vinyl floor posters, etc. are available to schools/sites
      - The use of signage and markings should be used with moderation, focusing on high congestion areas or hallway intersections. Overuse of directional signage may have the effect to elevate anxiety versus

reinforce safe practices.

- Identifying narrow stairwells as going up levels or down levels only.
- Plan and schedule work and breaks according to the school-specific schedule and Learning Groups/cohorts.
- Assess the proximity of workers in workspaces and change seating arrangements by moving workers, as necessary, to achieve physical distancing.
- Inform and reinforce that occupants, especially in adult/office environments, stay to the right when transitioning between classes or workspaces, rather than installing overly prescriptive signage

See [guidance from WorkSafeBC on designing effective barriers](#) for more information.

## Supporting Students with Disabilities/Diverse Abilities

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### Expectations for School Districts and Schools

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

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

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

Schools districts and independent 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.

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

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

Examples of students who require additional support:

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

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

## **Guidelines for Staff Working with Students with Disabilities/Diverse Abilities where Physical Contact may be Required**

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.

When staff are in close physical proximity with a student within their learning group, personal protective equipment, such as masks and gloves, is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).

Non-medical masks are required in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group. As such, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when outside of their learning groups, and when physical distancing cannot be maintained. **Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons.**

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

Wearing a non-medical mask, a face covering, or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools outside of the circumstances outlined above is a personal choice and will be respected.

For more information, see the Personal Protective Equipment (PPE) section.

## **School Gatherings and Events**

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

- School gatherings should occur within a learning group/cohort.
- Gatherings should not exceed the maximum learning group size in the setting (which includes students and staff who are part of the learning group), plus the minimum number of additional people required (e.g. additional school staff, visitors, etc.) to meet the gathering's purpose and intended outcome. Additional people should be minimized as much as is practical to do so, and they must maintain physical distance
- Staff meetings involving staff from different learning groups should preferably occur through virtual means. Where a virtual alternative is not possible, staff meetings can happen in person if participants maintain physical distance.
- In-person inter-school events (including competitions, tournaments and festivals) should not occur at this time. This will be re-evaluated throughout the school year.

## **Mass Gatherings**

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The Provincial Health Officer's Order for Mass Gathering Events prohibits the gathering of more than 50 people for the purpose of an event. This order does not apply to schools. It also does not apply to workplaces such as office buildings, workshops, etc. The Order is focused on one-time events where people gather and where control measures may be hard to implement. As such, there can be more than 50 students and staff in a school or Learning Group/Cohort given the many control measures in place in school settings.

## Personal Items

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Staff and students can continue to bring personal items to school, but they should be encouraged to only bring items that are necessary (e.g. backpacks, clothing, school supplies, water bottles). If possible, lockers should not be shared if possible. If lockers have to be shared, schools should try to assign shared lockers to students in the same learning group. Schools should implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.

Staff and students should not share personal items (including electronic devices, writing instruments, etc.) Additional measures should be taken, including:

- Personal items should be labelled with student's name to discourage accidental sharing.

## Food and Beverages

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- Schools should continue to emphasize that individual food and beverages are not to be shared.
- Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).

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

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

## Student Transportation on Buses

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The following strategies are recommended for student transportation on buses:

- Buses used for transporting students should be cleaned and disinfected according to the guidance provided in [BCCDC's Guidelines on Cleaning and Disinfectants for Public Settings](#) document. Additional guidance is available from [Transport Canada](#).
- Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.
- Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) when they cannot maintain physical distance or be behind a physical barrier in the course of their duties. **Exceptions will be made for bus drivers who cannot wear masks for medical and/or disability-related reasons.**
  - Schools will have non-medical masks and face shields available for staff.
  - See the Supporting Students with Disabilities/Diverse Abilities section for more information on safety measures when staff are required to be in physical contact with students.
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school.**
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.

- Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape markings on pavement, etc.) where required.
  - Schools should provide support for students who are not able to physically distance.
- Middle and secondary students are required to wear non-medical masks when they are on the bus. Exceptions will be made for students who cannot wear masks for medical and/or disability-related reasons. For more information, see the Personal Protective Equipment section.
- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

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

- Use consistent or assigned seating arrangements.
  - Schools/school districts should keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur.
  - The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.)
- Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
- If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.

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

- Consider installing a physical barrier made of transparent materials between the driver and students. For additional information with respect to safety considerations when deciding to install a physical barrier, read the [Joint Guidance Document from Transport Canada and CSA D250 School Bus Technical Committee](#).
- Encouraging private vehicle use and active transportation (e.g. biking, walking, etc.) where possible to decrease transportation density.
- See the Field Trips section for more guidance about safety measures for field trips.
- **Plexiglass barriers have been installed in all driver areas on the bus**

## Cleaning and Disinfecting

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

### Definitions

**Cleaning:** the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents and steady friction from a cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected.

**Disinfection:** the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

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

for all tasks.

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

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

## Products & Procedures

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

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

For specific brands and disinfectant products, see Health Canada's list of hard-surface disinfectants for use against coronavirus (COVID-19).

Follow the procedures outlined in the [BCCDC Cleaning and Disinfectants](#) for Public Settings document when cleaning and disinfecting.

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

## Cleaning and Disinfecting Frequency

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

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

The same cleaning and disinfecting frequency guidelines outlined above apply when different learning groups use the same space (e.g., classroom, gym, arts room, home economics or science lab, etc.), or when the composition of a learning group changes at the end of a school term.

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

## Frequently Touched Surfaces

Frequently touched surfaces include:

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

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

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

### **Cleaning and Disinfecting Bodily Fluids**

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

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g., gloves, Kevlar sleeves) for blood and bodily fluids (e.g. toileting, spitting, biting). Refer to [Biological Agents Exposure Control Plan](#) for more information.

### **Laundry**

Follow these procedures when doing laundry (Home Economics, Physical and Health Education, Life



Skills Programs, etc.):

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

## Visitor Access/Community Use

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**NOTE: Chilliwack School District Rentals are Closed until September 30, 2020 and will be reevaluated mid September. Community Schools may have child and youth run programs Monday to Friday up to 7:00pm. All licenced childcare programs can run.**

### Stage 2

Visitor access during school hours should be prioritized to those supporting activities that benefit student learning and well-being (e.g. teacher candidates, public health nurses, meal program volunteers, etc.).

- Schools **must** ensure that visitors are aware of health and safety protocols and requirements prior to entering the school. (e.g., maintaining physical distance, requirement to wear a non-medical mask in high traffic areas such as buses and in common areas such as hallways, or whenever physical distancing cannot be maintained.)
- Schools are responsible for ensuring that all visitors confirm they have completed the requirements of a daily health check before entering.
- Schools should keep a list of the date, names and contact information for any visitors who entered the school.
  - Schools could include, as part of their visitor registration form, a checkbox for the visitor to confirm they have completed their daily health check.
- Childcare's located within our schools is separate from our gradual Kindergarten transition process. The process for child drop-off and pick-up will be left to the site administrator and childcare provider. Each site has its own challenges depending on where the childcare is located within the school.

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

- Maximum 50 person gatherings, in alignment with the [Gatherings and Events Order](#) of the Provincial Health Officer. Additional information is available from the BC Centre for Disease Control for [gatherings and events](#) in community settings.
- Diligent hand hygiene
- Respiratory etiquette
- Physical distancing among older youth and adults
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity
- Spaces and equipment used by community members should be cleaned and disinfected prior to students and staff re-entering the space.
  - Cleaning for purposes of after school use cannot result in a reduction of cleaning for education purposes.
  - Schools can consider asking community members to bring their own equipment, where appropriate.

## Employee/Student Attendance

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School districts and schools should work with their local medical health officer to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the local medical health officer. Schools and school districts should notify their local medical health officer if staff and/or student absenteeism exceeds 10 percent of regular attendance. This reporting is helpful in early identification of clusters and outbreaks.

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

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

### Students with Immune Suppression

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

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

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

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

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

## Illness & Daily Health Check Policies and Protocols

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School districts and schools must develop local protocols that:

- Ensure school staff and other adults (e.g. parents, caregivers, visitors) entering the school are aware of their responsibility to:
  - assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school (e.g. emails/letters to parents and staff, orientation video, signage on doors).

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

### **Self-Assessment**

- Daily assessment of children for symptoms by parents/caregivers, and staff self-assessment.
  - Schools could recommend using BCCDC's Daily Health Check.
- If a student, staff or other adult has any symptoms, they must not enter the school.

### **Self-Isolation and Symptoms**

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

### **Protocol If A Student/Staff Develops Symptoms of Illness at School**

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

- Provide the student/staff with a non-medical mask if they don't have one (exceptions should be made for students and staff who cannot wear masks for medical and/or disability-related reasons).
- Provide the student/staff with a space where they can wait comfortably that is separated from others.

- The student is to be supervised and cared for, when separated.
- Make arrangements for the student/staff to go home as soon as possible.
  - Contact the student's parent/caregiver with a request to have their child picked up as soon as possible.
- Clean and disinfect the areas the student/staff used.
- Encourage the student/staff to seek assessment by a health-care provider.
- Request that the student/staff stay home until COVID-19 has been excluded and symptoms have resolved.
- Schools and school districts should notify their local medical health officer if staff and/or student absenteeism exceeds 10 percent of regular attendance, to help with the early identification of clusters or outbreaks.

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

### **Protocol in The Event of a Confirmed Covid-19 Case in A School**

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

- Public health will perform an investigation to determine if there were any potential close contacts within the school. (To learn more about contact tracing, visit the BCCDC website.)
  - Students and staff who have interacted with the confirmed case may be asked to stay home while public health completes their investigation.
- If it is determined that there are close contacts within the school, public health will notify the school administrators to request class and bus lists to assist with contact tracing and provide guidance on what steps should be taken.
- Public health may then:
  - Recommend 14-day isolation if necessary (for confirmed close contacts).
  - Recommend monitoring for symptoms if necessary.
  - Provide follow-up recommendations if necessary.
- Schools must continue to provide learning support to students required to self-isolate.
- Together, schools/school districts and public health officials will determine if any other actions are necessary.

### **Daily Health Checks**

Staff, students, and any authorized visitors must not attend a school/worksite and must stay home if they:

- Are ill or have any symptoms of a cold, flu, or COVID-19.
- Have travelled outside Canada in the last 14 days (PHO Order).
- Have been identified by public health as a close contact of a confirmed COVID-19 case or outbreak.
- Live in a household with someone who has been tested and public health has confirmed is a COVID-19 case.

Staff and Student Daily Health Check forms are posted on [SharePoint](#).

### **Staff Daily Health Checks**

Staff must assess/check their own health daily for symptoms of cold, flu, COVID-19 or other infectious respiratory disease prior to entering the school or attending work. If unwell with cold, flu, or COVID-19 symptoms, an employee must stay home AND self-isolate. If symptoms warrant, the employee should be tested for COVID-19. If off work or unwell for other reasons, staff must continue to report their absence in SFE (as per the District's usual procedure).

The Daily Health Check for all employees is provided in Appendix B. A copy will be provided to all district

employees. For ease of reference, it is recommended that a copy of this be kept in a convenient location at home.

**At start up, all employees of the District will be asked to submit one checklist to their supervisor confirming they understand: 1) how to conduct this daily self-assessment, 2) that this process must be completed daily, and most importantly 3) they must stay home if they have symptoms consistent with a cold, flu, or are ill and seek the advice of a healthcare professional, and if advised, get tested to exclude COVID-19 and self-isolate while awaiting the results.**

All staff to complete the Staff Health Checklist on the 1st of the month and submit it to their supervisor.

## Students' Daily Health Checks

Parents and guardians must assess/check their child's health daily for symptoms of cold, flu, or COVID-19 or other infectious respiratory disease before sending them to school. This applies to elementary and secondary students. The Daily Health Assessment all parents must refer to when conducting a daily health check of their child(ren) is provided in Appendix B. Prior to school in September, a copy is distributed to all families and it is recommended that a copy of this be kept in a convenient location at home for daily reference. If unwell or symptomatic, the student must stay home and self-isolate (see below) and, as always, the parent should call the school office to report the absence to the school.

**On a one-time basis, parents/guardians will be asked to submit one checklist to the school confirming they understand: 1) how to conduct the Daily Health Assessment and 2) that this health assessment/check must be conducted daily, 3) they must keep their child(ren) home if their child(ren) are have symptoms or are ill and seek the advice or a healthcare professional.**

Once the completed Student Health Check is received no further completed daily checklist is required on a daily basis. Student Health Checklists would be required after Christmas and Spring break. Parents/guardians who drop their child off who is showing COVID-19 symptoms may be required to provide a Doctor's note prior to their child(ren) returning to school.

Additionally, staff and parents may wish to contact 8-1-1 or the local public health unit to seek further advice. In BC and in the Fraser Health region, testing is readily available to all people who are ill or who have symptoms of COVID-19. Results are available within 24-48 hours (subject to change).

## Hand Hygiene

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**Rigorous hand-washing with plain soap and water is the most effective way to reduce the spread of illness (antibacterial soap is not needed for COVID-19).** Follow these guidelines to ensure effective hand hygiene in schools:

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

- Students may bring their own sanitizer or plain soap if they are on the list authorized by Health

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

Canada or have a medical condition that requires specialized soaps. (See the [List of Hand Sanitizers Authorized by Health Canada](#) for products that have met Health Canada's requirements and are authorized for sale in Canada.)

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

For more information please see Appendix D: When to Perform Hand Hygiene at School.

## Respiratory Etiquette

Students and staff should:

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

## Personal Protective Equipment (PPE)

### Face Masks

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

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

Students will have the choice to wear a mask in the classroom.

Non-medical masks are not recommended for elementary school students due to the increased

likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).

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

Staff can also wear a mask, a face covering or a face shield within their classroom or learning group if that is their personal preference. Refer to the Prioritizing Health and Safety – Flow Charts section for more information.

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

Schools and school districts will have non-medical masks available for staff and students, including anyone who becomes ill while at school. Schools and school districts should consider distributing masks at the beginning of the school year on an opt-out basis, rather than at the request of students/staff.

Wearing a non-medical mask, face covering, or face shield in schools outside of the circumstances outlined above is a personal choice for students and adults. It is important to treat people wearing masks with respect.

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

- More information about COVID-19 related mask use, including how to clean and store reusable masks, is available on the [BCCDC website](#) and the [Government of Canada website](#).
- More information on cleaning and disinfecting instructions for face shields is available on the [BCCDC website](#).

## Public Health Guidance

**Wearing non-medical masks at all times in schools is not recommended** as there are multiple, more effective infection prevention and exposure control measures in place. These measures provide multiple layers of protection that reduce the risk of transmission, such as:

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

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

- In community-based clinical settings where there is low incidence and prevalence of COVID-19, additional personal protective equipment over and above that required for normal practices is not required. The same guidance is applicable to staff providing health services and other health care providers who are providing health services in schools. However, if a person providing health services assesses the need for personal protective equipment

- beyond routine practices following a point of care risk assessment, it should be worn.
- Staff providing health care services and other health care providers are required to wear a mask when working in close proximity with students.
- 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.

## General Ventilation and Air Circulation

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At this time, there is no evidence that a building's ventilation system, in good operating condition, is contributing to the spread of the virus.

School districts and independent school authorities are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers ([Part 4 of the OHS Regulation](#)).

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

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

In order to enhance school ventilation, schools should consider:

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

### Chilliwack Facilities Department Mechanical/HVAC Systems

- ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers ([Part 4 of the OHS Regulation](#)).
- Mechanical Systems are set to “full occupancy mode” bringing in more outside air throughout the day. (This equates to roughly 6 changes per hour)
- Also Providing Night cooling and an additional purge of the building first thing in the morning before staff and students arrive to exchange building air to outside air. (This is equivalent to 4-5 hours of purging).
- Will Continue with routine maintenance and filter changes (quarterly) to ensure system is in top working order.
- Mechanical team will be monitoring the HVAC system through our building management system (DDC) to ensure system is functioning properly.

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

- Classroom, other school-based staff, and other district staff can augment ventilation in the following ways:
  - Move activities outdoors when possible (for example, lunch, classes, physical activity, classes) when appropriate and time, space, and weather permits.
  - Open exterior windows to allow in outside air.
  - Ensure air vents are unimpeded (i.e. clear unimpeded of any clutter, do not block, cover, or blank off vents in classrooms.).



- If portable fans units are used, set them up to avoid blowing air directly from one person's breathing zone to other occupants of a room. Introducing horizontal cross breezes should be avoided. Ideally place devices so that air flow moves downward, for example from a cabinet top.
- Staff who travel in District vehicles or during work in their personal or other vehicles should:
  - Turn on the vents or air conditioning controls to allow outdoor air to flow in. Do not set the vents to recirculate.
  - Leave windows partially open to allow as much outdoor air as possible into the vehicle. Avoid recirculating air and turn any recirculation functions off.

## Communication and Training/Orientation

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School districts and schools must clearly and consistently communicate guidelines from the Provincial Health Officer (PHO) and resources available for information on COVID-19 as needed. Ensure communication of infection prevention and exposure control measures is relayed in multiple formats for ease of understanding (e.g., visual representation, videos using sign language, etc.) As well, school districts and schools should consider providing early and ongoing health and safety orientation for staff, parents/caregivers and students to ensure employees, families and the school community are well informed of their responsibilities and resources available. Examples include online information, distribution of orientation and training materials that are clear, concise and easily understood, interactive sessions with Q&A's, material in multiple languages to meet community needs, etc.

### **WorkSafeBC recommends that schools and school districts:**

Train their workers on:

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

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

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

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

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

# Safety Responsibilities by Role

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## Employer (School District)

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

## Management

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

## Supervisors (Principals and Vice Principals)

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

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

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

## Joint Occupational Health and Safety Committee

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

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

regarding COVID-19.

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

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

## School Context Principles

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

### Messaging to Parents

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

### Daily Health Check (refer to Appendix B: Daily Health Check):

- Parents/guardians are required to provide a completed Student Health Checklist on the first day of school for their child(ren).
- Demonstrates the parent understands what is required daily and ensure they have a paper copy to take home with them.
- Parents/guardians are then responsible for the daily Student Health check of their child(ren) prior to sending them to school.
- Once the completed Student Health Check is received no further completed daily checklist is required on a daily basis. Student Health Checklists would be required after Christmas and Spring break.
- Parents/guardians who drop their child off who is showing COVID-19 symptoms may be required to provide a Doctor's note prior to their child(ren) returning to school.
- [Letter sent to Parents/Guardians and Students August 17, 2020.](#)

For current information on COVID-19 which is relevant to the school district, please refer to the [school district website](#).

## Messaging to Staff

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

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

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

## Daily Health Checks (refer to Appendix B: Daily Health Checks):

- Staff are required to fill out and submit one Staff Daily Health Checklist on/prior to their first day of work to their supervisor.
- Demonstrates staff understands what is required daily.
- All staff to complete the Staff Health Checklist on the 1st of the month and submit it to their supervisor.
- Helps fulfill the training requirement of the Health Checklist for staff.

## Students with Diverse Needs

- Once it is determined which students will be attending, review all plans with the student's support team including: IEPs, Student Support Plans, Safety Plans, Delegated Care Plans, Behaviour Plans, Personal Care Plans
- Refer to support documentation on [SharePoint](#)
- *Managing students with complex behaviours, on a delegated care plan or experiencing a health emergency may require staff to be in close physical proximity with the student. **No additional personal protective equipment is required (for reducing COVID-19 transmission) beyond precautions regularly taken or previously identified for the use with a specific student.***

## Student Arrival Process Protocols

- All students and staff who have symptoms of COVID-19, OR travelled outside Canada in the last 14 days, OR were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers who are ill.
- Parents and caregivers must **assess their child daily** for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
- Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
  - Parents, caregivers and staff should follow the guidelines outlined in *Appendix C: What to Do if a Student or Staff Member Develops Symptoms at School*
- Student to be dropped off by bus or parent/caregiver in designated drop off areas
- Student reports to a designated entrance or classroom (several entry points will be required)
- Teacher opens the door to let students in and directs them to wash their hands immediately in the classroom or designated washroom.

- Teacher takes attendance and conducts health check.

## Classroom Expectations

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

## Staff Orientation

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

- **All staff will be required to meet with their school’s Joint Health and Safety Committee along with PVP to receive instructions about how the updated guidelines, co-developed the BCCDC and PHO will work in their school.**
- Supervisors or designate are required to meet with staff and ensure they are trained on the Health & Safety protocols.
- Establish record of staff training and submit in monthly JOHSC Minutes.
- Provide a copy and review with staff the [COVID-19 Exposure Control Plan](#) (ECP).
- All staff must sign in/sign out of the building and wash their hands upon entry/exit.
- Must have a first aid attendant on site daily.
- **Staff are required to report to work during scheduled times only (7:00am – 5:00pm, Monday to Friday, no weekend access).**
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with your cohorts throughout the day.

- All staff/students should bring a water bottle for bottle fillers. Water fountains are open for use as well.
- Photocopier rooms need to be cleaned by the user with district approved disinfectant and paper towels after each use.
- **USE OF BLEACH PRODUCTS CONTAINING SODIUM HYPOCHLORITE IS STRICTLY PROHIBITED (I.E. WIPES)**
- First aid room required and staff to be aware where attendants are and how to summon them
- Isolation room required (Isolation room signage and checklist included, COVID-19 Safe Work Procedure (SWP) Isolation of Symptomatic Students/Staff).
- Remind staff all current documentation is on SharePoint under the COVID-19 Heading.
- Staff room(s) to be set up with designated physical distancing areas and room occupancy numbers.
- All rooms being used must have occupancy signage posted on them (how many persons allowed) with the exception of teaching spaces. e.g. copy room, office, counselling, etc.
- Handwashing is most important: COVID is not transferred through your skin; it is through the respiratory system and eyes (minimize face touching with unwashed hands).
- Insure staff are aware of staggered break times and protocols around mask use.

### All Signage Posted (on SharePoint COVID-19)

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

### Designated Main Entry Points

- No designated door greeter required.
- Signage (masks, distancing, hand hygiene, health assessment poster, cough and sneeze etiquette) can be found on [SharePoint](#).
- Clear wayfinding and directional signage posted. ([SharePoint](#))
- **Main entry doors to school should be left unlocked during school hours of operation.**
- 2-metre waiting areas designated outside.
- Multiple entry points may be required.
- Daily Health Assessments:
  - Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
  - Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
  - **All students and staff who have symptoms of COVID-19, must stay home and self-isolate, including children of essential service workers who are ill.**
- Schools are controlled environments, after entering schools, staff and students must minimize their public interactions during the workday to decrease everyone's risk of exposure to COVID-19.

### Exiting the Building

- Staff must sign out

## Washrooms and Hand Washing Stations

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

## Traffic Flow

Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.

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

## Physical Barriers (Plexi-Glass Shields)

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

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

## Office Set-Up

- Physical distancing must be maintained in the school office. Signage and markers reinforcing this should be used.
- Barriers may be required.
- Re-arrange waiting areas to allow for physical distancing and decrease number of people in the office. For example, move chairs into the hall outside of the school office, properly spaced, or use markers/signage.
- Establish procedures for onsite deliveries.

## Classroom Set up

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

- **Students don't share materials.** Students to have school supplies in personal container (i.e. Ziploc bag) to limit contact with others.

### Isolation Room

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

### First Aid Room

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

### Staff Rooms

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

## Curriculum, Programs and Activities

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All curriculum, programs and activities should operate in alignment with provincial K-12 health and safety guidelines. Electives (e.g. Fine Arts education, etc.) are important to student health and well-being and staff in these programs should be:

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

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

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

In-person inter-school events including competitions, tournaments and festivals, should not occur



at this time. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

### Shared Office Space for Staff

Schools and school districts must follow WorkSafeBC guidance on [Offices: Protocols for returning to operation](#) for office settings occupied by adults only (e.g. Distributed Learning office, school/school district offices). Note that learning groups cannot be applied to adult-only settings (an “all adult” learning group is not an acceptable public health measure).

### Adult Education

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

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

### Arts Education

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

### Dual Credit

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

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

### Extended Day Classes

- Extended day classes should occur when:
  - Under Stages 2 to 4, physical distance can be maintained between members of

- o different learning groups; and
- o Under Stage 2, minimized physical contact is practiced by those within the same learning group.

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

Cleaning and Disinfecting section.

## Field Trips

### Stage 2

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

- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administration.
- For transportation, see guidance in the transportation section in this document.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines. Refer to the [Prioritizing Health and Safety – Flow Charts](#) section for guidance on health and safety measures if the volunteer is not part of the learning group.
- Ensure field trip numbers align with the PHO guidance on mass gatherings (i.e. 50 people).
- Field trips to outdoor locations are preferable.
- Conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
  - Schools/districts should consider developing a risk assessment specific to field trips under Stage 2, in accordance with their school/district policies and the guidelines outlined in this document.
- If using public transportation for field trips (e.g., SkyTrain, public buses), schools should adhere to local transit authorities guidance (e.g., mandatory mask use for [Translink](#) and [BC Transit](#), as well as practicing hand hygiene before and after use).
- No overnight field trips should occur.
- International Field Trips - cancelled until further notice.

## School Libraries/Learning Commons

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

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

- Students and staff should practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - before and after handling shared equipment/resources;
  - whenever hands are visibly dirty.
- Laminated paper-based products, including laminated books, should be cleaned and disinfected daily if they are touched by multiple people or upon return, before reshelving.
- For information on cleaning, including technological devices, see the guidelines in the Cleaning and Disinfecting section.
- When visiting the library / learning commons, students and staff should remain in their learning group as much as possible and maintain physical distance from members outside of their learning group. For more information on learning groups and maintaining physical distancing, see the Learning Groups and Physical Distancing section.
- Students should bring their personal school supplies for classes held within the space. For makerspace and STEM activities, see the STEM Programs section.
- Schools should install a barrier made of transparent material at the library check out desk if physical distance cannot be regularly maintained. See guidance from [WorkSafeBC on designing effective barriers](#) for more information.

## Food/Culinary Programs

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

### Food Safety

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:
  - Continue to follow normal food safety measures and requirements
  - Implement the cleaning and disinfecting measures outlined in the Cleaning and Disinfecting section of this document

### Hand Hygiene and Cleaning Protocols

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - at the beginning and at the end of the class
  - before and after handling food
  - before and after eating and drinking
  - whenever hands are visibly dirty
- Refer to the [Cleaning and Disinfecting](#) section for cleaning/disinfecting protocols.
- For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.

### Learning Groups

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

## Food Services

Chilliwack Bowls of Hope are in the process of creating new Health & Safety guidelines and training staff. They plan to be up and running mid to late September.

If food is prepared within or outside a school for consumption by people other than those that prepared it (e.g., meal program, cafeteria), it is expected that the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation](#) are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.). Some of the guidance within may not be relevant to a school's food services. For example, the July 23, 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. As such, the restriction of six patrons at a table does not apply.

[Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant.

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

## Textiles Programs

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - at the beginning and at the end of the class;
  - before and after handling shared tools or equipment; and
  - whenever hands are visibly dirty.

- Have personal spaces and tools set up for students, as best as possible.
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.
- For laundry, follow the instructions provided in the Cleaning and Disinfecting section.

## Music Programs

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

- Under Stage 2:
  - physical contact is minimized for those within the same learning group;
  - physical distance (2m) can be maintained for staff and for middle and secondary school 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.
- Under Stages 3 to 4:
  - physical distance (2m) can be maintained for staff, middle and secondary school students at all times.
- Schools could consider installing a barrier made of transparent material in places where physical distance cannot be regularly maintained (e.g., between an itinerant teacher and a learning group). See [guidance from WorkSafeBC on designing effective barriers](#) for more information.
- No in-person inter-school competitions/events should occur. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.
- Staff should refer to the [Guidance for Music Classes in BC During COVID-19](#) developed by the B.C. Music Educators' Association and the Coalition for Music Education in B.C. for additional information.

## Physical and Health Education/Outdoor Programs

- Encourage outdoor programs as much as possible.
- Teachers should plan physical activities that limit the use of shared equipment and:
  - Minimize physical contact inside learning groups (under Stage 2); or
  - Support physical distancing outside of learning groups.
- Shared equipment should be cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document, and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
- Refer to Physical and Health Education (PHE) Canada guide lines:
  - Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
  - Explore local parks and green spaces to promote outdoor learning and activity.
  - Focus on activities that do not use equipment.
  - If equipment must be used:
    - Avoid sharing equipment by numbering and assigning each student their own supplies

- Assemble individualized PE kits that can be assigned to students
- Have students create their own PE kits to use at home or school and set aside budget for additional kits to be purchased
- Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment
- Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Encourage students to come to school in clothing that is appropriate for PE and the 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 designated desk area or a marked side of the hallway

## Playgrounds

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

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

## Sports

Programs, activities and sports academies can occur if:

- Under Stage 2:
  - physical contact is minimized for those within the same learning group;
  - physical distance (2m) can be maintained for staff and for middle and secondary school 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.
- Under Stages 3 to 4:
  - physical distance (2m) can be maintained for staff, middle and secondary school students at all time.
- No in-person inter-school competitions/events. This will be re-evaluated throughout the school year.
- See the [Memorandum from BC School Sports](#) for addition information.

## Stem Programs

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

## Science Labs

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

## Computers and Shared Technology

### Guidelines for disinfecting computers:

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

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

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

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

## Technology Education

(Shop classes & trades in training programs)

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

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

### Theatre, Film, and Dance Programs

- No in-person inter-school festivals/events should occur. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
  - This could mean that portions of the class act as an audience and audit work.
  - This could mean that portions of the class work in alternate areas on their own small group or individual exercises.
- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- Costume items should be limited in their shared use at this time. For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film and dance, especially if working in theatres, green rooms and studios that have no windows.
- Consider alternatives for audience engagement such as online streaming, in class or family-oriented presentations.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information.

### Work Experience

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

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



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

## Extracurricular Activities

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Extracurricular activities and special interest clubs should occur when:

- 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.

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

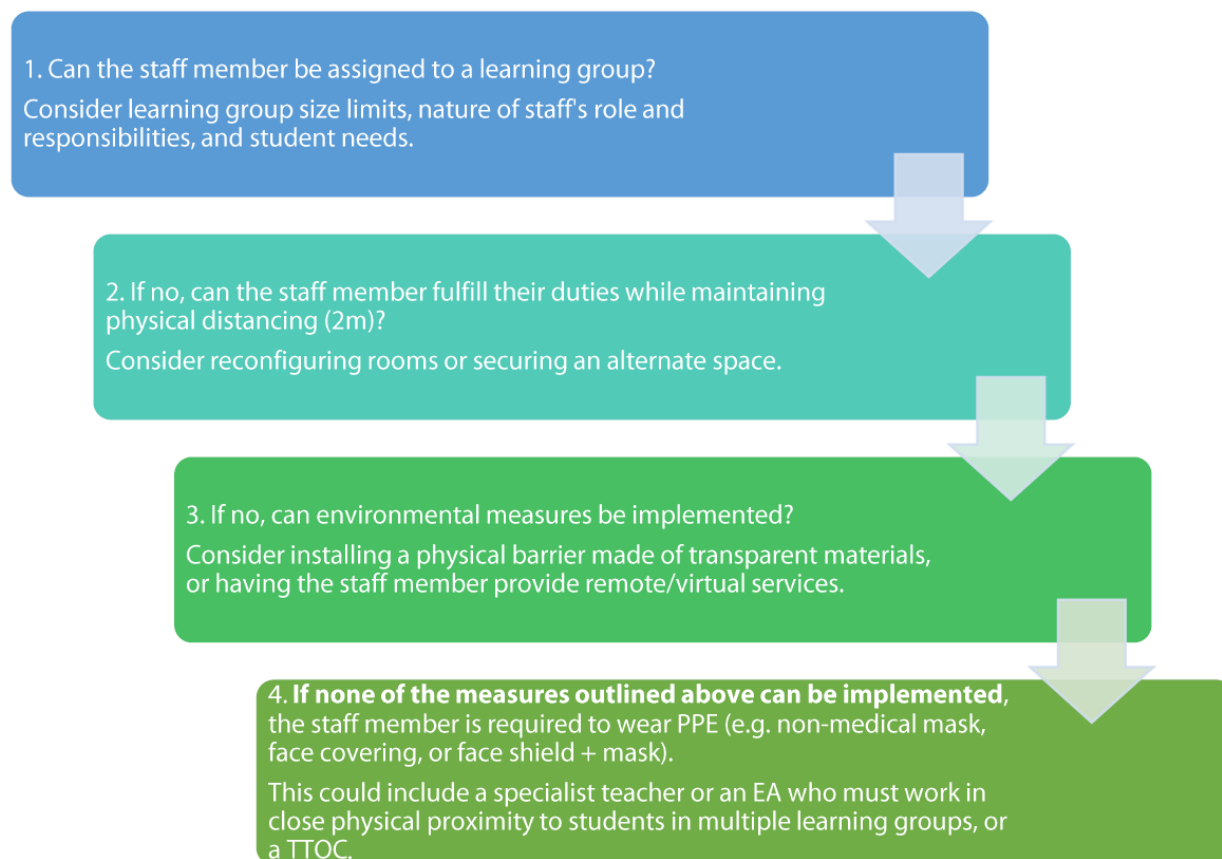
## Appendix A: Prioritizing Health and Safety Flow Chart

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

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

### Considerations for Staff

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



## Instructional Delivery in Secondary Schools

School and school districts are required the full breadth of provincial curriculum as outlined in the Expectations for Each Stage. The following flow chart outlines considerations for schools and school districts when planning instructional delivery to students in secondary school.

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

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

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

## Appendix B: Daily Health Check Example

The following can be used as an example of a tool that can be used for parents and caregivers to complete prior to their child coming to school. It should be adapted if used for school staff and visitors.

Daily Health Check			
1. Symptoms of Illness*	Does your child have any of the following symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Sore throat	YES	NO
	Runny nose / stuffy nose	YES	NO
	Loss of sense of smell or taste	YES	NO
	Headache	YES	NO
	Fatigue	YES	NO
	Diarrhea	YES	NO
	Loss of appetite	YES	NO
	Nausea and vomiting	YES	NO
	Muscle aches	YES	NO
	Conjunctivitis (pink eye)	YES	NO
	Dizziness, confusion	YES	NO
	Abdominal pain	YES	NO
	Skin rashes or discoloration of fingers or toes	YES	NO
2. International Travel	Have you or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	YES	NO

\*Check BCCDC's [Symptoms of COVID-19](#) regularly to ensure the list is up to date.

If you answered "YES" to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) your child should **NOT** come to school.

If they are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8- 1-1, or a primary care provider like a physician or nurse practitioner.

If you answered "YES" to questions 2 or 3, use the COVID-19 Self-Assessment Tool to determine if you should be tested for COVID-19.

A copy of the Daily Health Check can be found on SharePoint.

- [Staff](#)
- [Student](#)

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

<b><i>If a Student Develops Any Symptoms of Illness</i></b>	<b><i>If a Staff Member Develops Any Symptoms of Illness</i></b>
<p>Parents or caregivers must keep the student at home</p>	<p>Staff must stay home</p>
<p><b>IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</b></p>	<p><b>IF STAFF DEVELOPS SYMPTOMS AT WORK:</b></p>
<p><b>Staff must take the following steps:</b>            Immediately separate the symptomatic student from others in a supervised area.            Contact the student's parent or caregiver to pick them up as soon as possible.            Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a non- medical mask or face covering if available and tolerated, or use a tissue to cover their nose and mouth.            Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.            Avoid touching the student's body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.            Once the student is picked up, practice diligent hand hygiene.            Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).             Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p><b>Staff should go home as soon as possible.</b>             If unable to leave immediately:            Symptomatic staff should separate themselves into an area away from others.            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 (e.g., classroom, bathroom, common areas).</p>
<p>The threshold for reporting student and/or staff illness to public health should be determined in consultation with the school medical health officer</p>	
<p><b>Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved</b></p>	

## Appendix D: When to Perform Hand Hygiene at School

<b>When Students Should Perform Hand Hygiene:</b>	<b>When Staff Should Perform Hand Hygiene:</b>
<p>When they arrive at school.            Before and after any breaks (e.g., recess, lunch).            Before and after eating and drinking (excluding drinks kept at a student's desk or locker).            Before and after using an indoor learning, space used by multiple cohorts (e.g. the gym, music room, science lab, etc.).            After using the toilet.            After sneezing or coughing into hands.            Whenever hands are visibly dirty.</p>	<p>When they arrive at school.            Before and after any breaks (e.g. recess, lunch).            Before and after eating and drinking.            Before and after handling food or assisting students with eating.            Before and after giving medication to a student or self.            After using the toilet.            After contact with body fluids (i.e., runny noses, spit, vomit, blood).            After cleaning tasks.            After removing gloves.            After handling garbage.            Whenever hands are visibly dirty.</p>

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## Appendix E: Non-Medical Masks

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### Wearing A Non-Medical Mask

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

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

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

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

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

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

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

### Putting On & Taking Off Your Mask

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

#### Putting on your mask:

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

#### Removing your mask:

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

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

### Storing Your Mask

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

## Washing Your Mask

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

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

## Do's and Don'ts

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

### DO

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

### DON'T

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

## Informational Mask Videos

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

## Resources About Non-Medical Masks

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



# CORONAVIRUS COVID-19 NON-MEDICAL MASKS



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

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

## PUTTING ON YOUR MASK:

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

## REMOVING YOUR MASK:

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

## STORING YOUR MASK:

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

## WASHING YOUR MASK:

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

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

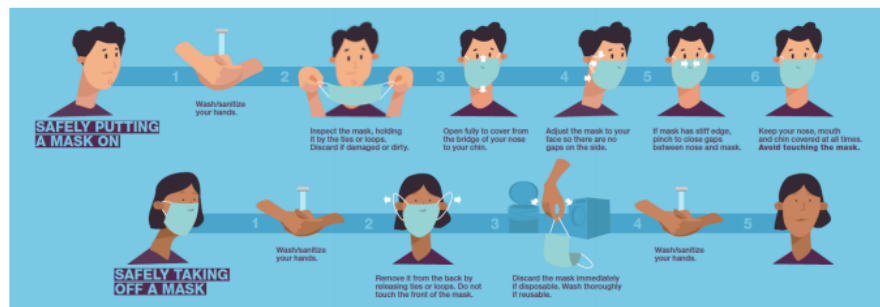
## DO'S AND DON'TS OF WEARING NON-MEDICAL MASKS

### DO:

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

### DON'T:

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



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

# Appendix F: Frequently Touched Surfaces



## SD33 Enhanced Environmental Cleaning Guide

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

- General cleaning and disinfecting of the premises at least once in a 24-hour period. This includes items that only a single student uses, like an individual desk.
- In addition to the cleaning and disinfecting of the premises, cleaning and disinfecting of frequently touched surfaces at least twice in 24 hours, including at least once during regular school hours.



### Main Entrance and All Interior Doors

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



### Reception and Offices

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



### Handrails and Elevators

- Staircase handrails
- Guardrails
- Elevator pushbuttons



### Drinking Fountains

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



### Washrooms

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



### Classrooms

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



### Libraries and Computer Labs

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



### Staff Rooms

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

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

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

*If you have any questions regarding these enhanced cleaning procedures, contact Manager of Custodial Services  
Phone: 604-792-4327 Cell: 604-793-8325 Email: bryce\_stephenson@sd33.bc.ca*

# Health & Safety Orientation Checklist

This checklist is intended to support school districts and independent school authorities in planning their health & safety orientation for staff and students. Orientation sessions should provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

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

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

## Consideration for Staff and Students

Adopt a trauma-informed approach:

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

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

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

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

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

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

Discuss measures for extracurricular activities, as well as school-wide activities and events; provide opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events)

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

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

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

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

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

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

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

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

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

## **CONSIDERATIONS SPECIFIC TO STAFF**

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

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

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

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

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

Share procedures and contact information in case of emergencies

Introduce members of the Joint Health and Safety Committee or any other safety representative (along

with their contact information) and outline the committee/representative's role in helping maintain a healthy and safe workplace

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

DRAFT

## Selected Annotated Bibliography

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Alberta Government. (2020, August 20). COVID-19 information: Guidance for school re-entry—Scenario 1—Open Government. <https://open.alberta.ca/publications/covid-19-information-guidance-school-re-entry-scenario-1>

The Alberta 2020-21 School Re-entry Plan is based on three scenarios: 1. Near-normal conditions (with health measures) 2. Partial in-class learning resumes (with additional health measures) 3. In-school classes suspended/cancelled. This document provides guidance to the Alberta school system for scenario 1. The document includes guidance on health and safety measures, how to support student learning growth, planning for elementary, middle and secondary schools, students with special needs, extracurricular activities and transportation.

CDC. (2020, April 30). Communities, schools, workplaces, & events. Centers for Disease Control and Prevention. <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/clean-disinfect-hygiene.html>

Reducing the risk of exposure to coronavirus (or SARS-CoV-2, the virus that causes COVID-19) by cleaning and disinfection is an integral part of reopening schools that will require careful planning.

This guidance is intended to aid school administrators as they consider how to protect the health, safety, and wellbeing of students, teachers, other school staff, families, and communities and prepare for educating students this fall.

CDC. (2020, August 28). How to clean and disinfect schools to help slow the spread of flu. Centers for Disease Control and Prevention. <https://www.cdc.gov/flu/school/cleaning.htm>

Cleaning and disinfecting are part of a broad approach to preventing infectious diseases in schools. To help slow the spread of influenza (flu), the first line of defense is getting vaccinated. Other measures include staying home when sick, covering coughs and sneezes, and washing hands often. This webpage provides tips on how to slow the spread of flu specifically through cleaning and disinfecting.

CDC. (2020, August 21). Schools and childcare programs. Centers for Disease Control and Prevention (CDC). <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html> The CDC website provides information on measures schools, childcare programs, and families can take to mitigate risk of COVID-19.

European Centre for Disease Prevention and Control. Disinfection of environments in healthcare and nonhealthcare settings potentially contaminated with SARS-CoV-2. ECDC: Stockholm; 2020. [https://www.ecdc.europa.eu/sites/default/files/documents/Environmental-persistence-of-SARS\\_CoV\\_2-virusOptions-for-cleaning2020-03-26\\_0.pdf](https://www.ecdc.europa.eu/sites/default/files/documents/Environmental-persistence-of-SARS_CoV_2-virusOptions-for-cleaning2020-03-26_0.pdf)

This document provides guidance to EU/EEA Member States on environmental cleaning in healthcare and nonhealthcare settings during the COVID-19 pandemic.

Harvard Global Health Institute. (2020, July 20). Path to zero & schools: Achieving pandemic resilient teaching and learning spaces. <https://globalhealth.harvard.edu/path-to-zero-schools-achieving-pandemic-resilient-teaching-and-learning-spaces/>

This document provides guidance on when it's okay to reopen and how to do it safely in a U.S. context. The briefing explains how risk incidence levels, the creative adaptation of infection control guidelines for healthy buildings, and national investment in pandemic resilient schools can optimize operations, keep people safe, and restore schools as trusted sites of learning during the pandemic.

Johns Hopkins University. (n.d.). Eschool+ initiative—Ensuring ethics and equity in the pandemic response: Tools and resources for K-12 Schools. Retrieved September 1, 2020, from <https://equityschoolplus.jhu.edu/> John Hopkins' Eschool+ initiative provides a selection of resources to help school reopen safely during the pandemic including a tracker for state and national schools re-opening plans, a whitepaper on the ethics of K-12 school re-opening, a Covid-19 school re-opening checklist, and samples of equity-oriented reopening policies.

Jones, E., Young, A., Clevenger, K., Salimifard, P., Wu, E., Lahaie, Luna M., Lahvis. M., Lang, J., Bliss, M., Azimi, P., Cedeno-Laurent, J., Wilson, C., Allen, J. Healthy Schools: Risk Reduction Strategies for Reopening Schools. Harvard T.H. Chan School of Public Health Healthy Buildings program. June, 2020. <https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-ProgramSchools-For-Health-Reopening-Covid19-June2020.pdf>

Recognizing there is no “zero risk” option, only risk mitigation strategies based on the best available evidence, and that closing schools comes at an immense social and societal cost, the Harvard T.H. Chan School of Public Health has compiled a list of best practices for school systems to consider when re-opening during the pandemic divided into five categories: Healthy classrooms, healthy buildings, healthy policies, healthy schedules and healthy activities.

National Collaborating Centre for Methods and Tools. (2020). Rapid Evidence Review: What is the specific role of daycares and schools in COVID-19 transmission? <https://www.nccmt.ca/knowledge-repositories/covid-19-rapidevidence-service>.

This rapid review was produced to support public health decision makers’ response to the COVID-19 pandemic. It seeks to identify, appraise and summarize emerging research evidence to support evidence-informed decision making. This rapid review is based on the most recent research evidence available at the time of release. A previous version was completed on June 26, 2020. This updated version includes evidence available up to July 20, 2020. Key points are that based on evidence to date, young children are not a major source of transmission of Covid-19 and that adults were more likely to transmit the virus to children rather than vice versa.

Public Health Agency of Canada. (2020, August 12). COVID-19 guidance for schools Kindergarten to Grade 12. <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/healthprofessionals/guidance-schools-childcare-programs.html>

Directed to administrators of schools from kindergarten to grade 12 (K-12) and local public health authorities (PHAs), this guidance provides information for both public and private institutions providing K-12 education programs in the classroom setting. It takes into consideration the diverse needs of population groups based on vulnerability, ethnicity/culture, disability, developmental status, and other socioeconomic and demographic factors. The guidance is not prescriptive in nature, rather, it supports administrators and PHA's to consider potential risks and mitigation strategies associated with the resumption of in-school classes during the COVID19 pandemic.

The Hospital for Sick Children. (2020, July 29). COVID-19: Guidance for School Reopening. <http://www.sickkids.ca/PDFs/About-SickKids/81407-COVID19-Recommendations-for-School-ReopeningSickKids.pdf>

This living document is meant to provide information to policy-makers by highlighting paediatric-specific considerations based on our collective experience with children and their families/caregivers. The authors agree bringing children and youth back to school for in-person, full-time learning, with appropriate risk-mitigation strategies to ensure everyone’s safety, is the ultimate goal. This updated document provides additional considerations for a spectrum of stakeholders as they prepare to return to school. It highlights the need to consider the epidemiology of COVID-19 in decision making and provides recommended health and safety measures, with age and developmental considerations, to support schools in keeping students, staff and their families safe.

World Health Organization (WHO). (2020, May 10). Considerations for school-related public health measures in the context of COVID-19. <https://www.who.int/publications-detail-redirect/considerations-for-school-relatedpublic-health-measures-in-the-context-of-covid-19>

WHO has issued guidance on adjusting public health and safety measures while managing the risk of resurgence of cases. A series of annexes has been developed to help guide countries through adjusting various public health measures in different contexts. This annex provides considerations for decision-makers and educators on how or when to reopen or close schools in the context of COVID-19. These decisions have important implications for children, parents or caregivers, teachers and other staff, communities, and society at large. This document was drafted based a review of available literature, discussion with experts, regional partners and country examples. See also the Q&A: Schools and Covid-19