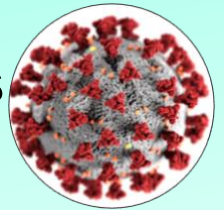


School District No. 59
COVID-19: Mandatory School Protocols
K-12 Education Restart Plan: Stage 2

K-12 Education Restart Plan – Stage 2



(Revised April 7, 2021 - updates are in red)

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

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Overview

The Ministry of Education has a five-stage approach for resuming in-class instruction. Each stage is guided by health and safety guidelines, measures, protocols, and orders as well as the principles developed for continuity of learning during the pandemic. This Protocol is meant to address Stage 2, which is a return to face to face instruction.

Before a child is able to attend school, it is expected that parents/caregivers will:

- complete a daily health check with their child, checking for symptoms of COVID-19 each day prior to dropping their child off at the school site. Parents/caregivers and students can utilize the [K-12 Health Check](#) app for daily assessment of symptoms, or reference the SD59 Daily Health Check Form. The parental check will include checking for fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea and vomiting, sore throat, loss of appetite, extreme fatigue, headache, body aches and diarrhea.
- **Keep child at home when sick.**
- provide their child with a water bottle (water fountains may not be available).

COVID-19 Preventative Measures for Staff



- Complete the active daily health check, checking for symptoms of COVID-19 each day prior to coming to work. Staff can utilize the [BC COVID-19 Self Assessment Tool app](#) for daily assessment of symptoms, or reference the SD59 Daily Health Check Form. The health check will include checking for fever, chills, cough, shortness of breath, loss of sense of smell or taste, nausea and vomiting, sore throat, loss of appetite, extreme fatigue, headache, body aches and diarrhea. School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.
- **Stay home when you are sick.**
- Wash your hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing, sneezing, going to the washroom, before eating or preparing food, and entering the building. If sinks are not available, use hand sanitizer.
- **All K-12 staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools - both within and outside of their learning group, except when:**
 - There is a barrier in place
 - Eating or drinking
 - Outdoors
- Staff will work with the students to help them understand and practice coughing and sneezing etiquette; reminding students to cough or sneeze into their elbow or a tissue, and then throw out the tissue if used and wash hands or use hand sanitizer afterwards.
- Staff will work with the students to help them understand and practice avoiding touching their eyes, nose, and mouth with unwashed hands.
- Manage flow of people in common areas, including hallways, to minimize crowding and allow for ease of people passing through. If people will be in the same space for transition purposes (e.g. changing between classes), and other measures are in place (i.e. markings on the floor, staggered transition times), there should be enough space to ensure no physical contact but 2 metre physical distancing is not required.

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COVID-19 Safety Plan Reviews

Schools must regularly review COVID-19 safety plans and should do so with their Site Committees and address areas where there are identified gaps in implementation. Schools are to use the BCCDC COVID-19 School Health and Safety Checklist (See Appendix C) to support these safety plan reviews. In addition, school medical health officers have recommended the following key areas of focus for schools based on reviews of school exposures to date:

- Prevent crowding and gathering; pay particular attention to the start and end of the day, and stagger recess, lunch and transition times for students whenever possible.
- Avoid face-to-face contact whenever possible.
- Assign staff to specific learning groups whenever possible.
- Ensure that the use of masks does not reduce or replace physical distancing between learning groups another prevention measures, for both students and staff.
- Ensure prevention measures are in place in staff only areas, including break and meeting rooms.
- Implement music classes according to the British Columbia Music Educators' Association and the Coalition for Music Education in British Columbia Guidance for Music Classes.
- High intensity physical activity should occur outside whenever possible.

Learning Groups

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

- In **elementary and middle schools**, a learning group can be composed of up to **60** people.
- In **secondary schools**, a learning group can be composed of up to **120** people.
- Learning groups can be composed of students and staff.

Learning groups are smaller in elementary and middle schools due to the recognition that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact and recognizing and articulating symptoms of illness.

Learning groups are larger in secondary schools due to the increased ability of children in that setting to be able to consistently minimize physical contact, practice hand hygiene, ensure physical distance where necessary and recognize and articulate symptoms of illness.

The composition of learning groups should remain consistent for all activities that occur in schools (i.e. students and staff cannot be part of more than one learning group at the same time). Students and staff from different learning groups can interact with one another while practicing physical distancing.

Learning group composition can be changed at the start of a new quarter, semester or term in the school year. Outside of these, composition should be changed as minimally as possible, except where required to support optimal school functioning. This may include learning, operational or student health and safety considerations.

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

School administrators must keep up-to-date lists of all members of a learning groups to share with public health should contact tracing need to occur.

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Interacting with Learning Groups

Schools will minimize the number of adults (staff and others) who interact with learning groups as much as practical while supporting learning and a positive, healthy and safe environment.

Staff outside of a learning group must practice physical distancing (2 metres) when interacting with the learning groups. For example, a secondary school teacher can teach multiple learning groups but should maintain physical distance from students and other staff as much as possible.

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

In **elementary schools**, students can socialize with peers in different learning groups if they are outdoors and can minimize physical contact or if they are indoors and can maintain physical distance. Elementary-aged students are less able to consistently maintain physical distance. Outdoors is a lower-risk environment than indoors.

In **middle and secondary schools**, students can socialize with students and staff in different learning groups if they can maintain physical distance. Middle and secondary-school students are expected to be capable of consistently maintaining physical distance when it is required. If a student is unable to physically distance, the student should socialize within their Learning Groups or where they can be supported to physically distance.

Students from different learning groups may be required to be together to receive beneficial social supports, programs or services (e.g. meal programs, after school clubs, etc.). Within these supports or services, it is expected that learning groups and physical distance are maintained as much as is practical to do so while still ensuring the support, program or service continues. This does not apply to extracurricular activities where physical distance between learning groups must be maintained.

COVID-19 Procedures for Staff - Multiple Sites

In order to support students, families and staff, School District #59 has many staff who work at multiple sites including but not limited to the district learning services team (speech, elementary counsellors, educational psychologist, literacy teachers, etc.) and on call teachers (TTOCs and TOCs) and on call educational assistants (EA). These staff work in multiple schools and with multiple learning groups.

1. Staff who work at multiple sites are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools except when:
 - There is a barrier in place
 - Eating or drinking
 - Outdoors
2. When entering schools, staff who work at multiple sites must follow all school COVID-19 protocols and procedures (daily health checks, entrance and location routines, hand hygiene, sign in, etc.). Staff must familiarize themselves with these protocols before going to a school.
3. When possible, staff who work at multiple sites can participate virtually in meetings with others if it meets their job requirements and responsibilities.

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4. Staff who work at multiple sites must schedule their visits with schools to ensure space and availability for working with students, families and staff. Schools will designate the contact person (for example: administrator, learning assistance teacher, etc.). In addition, they need to coordinate with other staff when possible to limit the number of outside staff in a school at a given time.
5. Staff who work at multiple sites must keep a detailed log, including names (first and last) of anyone with whom they worked (students, families, staff, community agencies, etc.)
6. When working in a school, staff who work at multiple sites with multiple learning groups, will follow the Prioritizing Health and Safety - Flow Chart Considerations for Staff (Provincial COVID-19 Health & Safety Guidelines for K-12 Settings) including an option to work virtually if it fulfills the roles and responsibilities of the staff member and works for the school.
 - a. The staff member can fulfill their duties by connecting with other staff, students, family members, and community agencies virtually.
 - b. The staff member may become part of the learning group at a school if possible, within the staff member's schedule, role and responsibilities and the needs of the student. For example, literacy interventions or supports may be planned at a specific school with a specific learning group for an extended period of time. During this time, they would only work with this learning group.
7. When working with individual students or small groups of students at multiple sites in the district, staff will whenever possible work with students in the same learning group. If it is necessary to work with students in different learning groups, staff will work with these students in spaces where there can be 6 feet (2 meters) of physical distancing between students.
8. When working with students at multiple sites and with multiple learning groups, staff must ensure they follow COVID 19 cleaning procedures disinfecting the space, materials, furniture, equipment when they are finished working with the students. If working in the same space with kids from different learning groups, staff will disinfect the space in between individuals or groups from different learning groups.
9. TTOC, TOC and EA substitutes will need to follow all Health and Safety protocols and follow the Prioritizing Health and Safety - Flow Chart Charts Considerations for Staff (Provincial COVID-19 Health & Safety Guidelines for K-12 Settings):
 - a. District administration/staff and/or school-based administrators will meet with TTOC, TOC and EA substitutes to review district and school Health and Safety protocols prior to working at school sites.
 - b. TTOCs, TOCs, and EA substitutes are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
 - There is a barrier in place
 - Eating or drinking
 - Outdoors

COVID-19 Procedures for Staff - Multiple Learning Groups

In addition to outside staff, schools also have non-enrolling staff who work across multiple learning groups within a school, such as administrators, school counsellors, learning assistance teachers, educational assistants, family support workers, coach mentors, aboriginal support workers, prep teachers, teacher librarians, learning resource teachers, etc. The following guidelines have been established:

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1. Staff who work with multiple learning groups are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:
 - There is a barrier in place
 - Eating or drinking
 - Outdoors
2. Staff who work with multiple learning groups must schedule their visits with learning groups/teachers to ensure space and availability for working with students, families and staff.
3. Depending on the number of people needing to attend a meeting with school-based staff, staff may need to schedule virtual meetings, in person meetings or a mix of virtual and in person meetings.
4. Staff who work with multiple learning groups must keep a detailed log for contact tracing, including names (first and last) of anyone with whom they worked (students, families, staff, community agencies, etc.).
5. Staff who work with multiple learning groups, will follow the Prioritizing Health and Safety - Flow Chart Charts Considerations for Staff (Provincial COVID-19 Health & Safety Guidelines for K-12 Settings):
6. The staff member may become part of the learning group at a school if possible, within the staff member's schedule, role and responsibilities and the needs of the student. During this time, they would only work with this learning group.
7. When working with individual students or small groups of students, staff will whenever possible work with students in the same learning group. If it is necessary to work with students in different learning groups, staff will work with these students in spaces where there can be 6 feet (2 meters) of physical distancing between students.
8. When working with individual students or small groups of students, staff must ensure they follow COVID 19 cleaning procedures by disinfecting the space, materials, furniture etc. when they are finished working with the students. If working in the same space with kids from different learning groups, staff will disinfect the space in between working with individuals or groups from different learning groups.

COVID-19 Procedures for Community Agencies

School and district staff also work closely with community agencies such as the Ministry of Children and Families, Children and Youth Mental Health, Children and Youth with Special Needs, etc. in order to support student and family needs. These community agencies are an integral part of the school team for many students and families and may need to come into the school to be a part of this team.

1. When entering schools, community agencies must follow all school COVID 19 protocols and procedures (daily health checks, entrance routines, hand hygiene, sign in, etc.). Schools must ensure that the community agency is familiar with these protocols prior to coming to the school.
2. When possible, schools may connect with the community agency virtually.
3. Schools will designate a contact person (for example: administrator, learning assistance teacher, etc.) to schedule times and locations to meet with outside agency in the school building.
4. Even though the community agency may work with a student outside of school, they are not considered to be a part of the student's learning group in school. When working with staff, students or families outside

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agencies will be required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield).

5. Community agencies will be asked to keep a detailed log including names (first and last) of anyone with whom they worked (students, families, staff, etc.) during their time at the school.

COVID-19 Procedures for Students with Diversabilities

School District #59's diversity and inclusion practices are based on the principles of respect, acceptance, safety and equity and is committed to creating an inclusive and equitable environment for all of our learners. With a focus on these principles, SD #59 district and school staff work with students, families and outside agencies to make specific plans in order to ensure equity for students with diversabilities and students who require additional supports.

SD# 59 will use the structures and supports it has in place to plan for these students within their learning groups in order to provide them with an inclusive learning plan that is focused on their needs, goals and strategies. In addition, school and district teams will build in supports and strategies for students with diversabilities and students who need additional supports as a result of the impact of COVID 19.

1. Students with diversabilities and students who require additional supports may include but are not limited to:
 - a. children and youth in-care
 - b. students with connections or identified by community agencies as needing additional supports
 - c. students who are accessing district learning services (physio, speech, literacy, etc.)
 - d. students with complex medical conditions
 - e. students with immune suppression
 - f. students who need mental health or social emotional support
 - g. students with diversabilities who have been destabilized due to changes in their routines
 - h. students at risk of not graduating
 - i. students not yet meeting literacy expectations
 - j. students identified by the school-based or district learning services teams as needing additional supports
 - k. students who did not return to school in person in the spring or who disengaged from learning in the spring
2. Schools will work with their school-based teams and district staff (learning assistant teacher, counsellor, administrator, etc.) to contact and plan with families of students who have been identified and prioritized as requiring additional planning and supports regarding health and safety protocols and the changes to school in connection with COVID-19.
 - a. Students with diversabilities and students who require additional supports will have access to all of the supports and services they would be able to access in a typical year within the framework of the health and safety protocols of the district. Additionally, strategies and plans around prevention exposure control measure will be implemented to support their access to learning within their learning group (assigned seating, prompts, visual supports etc.)
3. All students will be included in the development of learning groups at schools. Special consideration will be given to ensure that supports for students with diversabilities and students who require additional supports will have the supports they need within their learning group. Wherever possible educational assistants who work with these students will be included as a part of their learning group.

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4. The development of Individual Education Plans, Behaviour Support Plans, Annual Instruction Plans, In Care plans and Student Learning Plans and additional support plans will continue as per a typical year with additions to address specific COVID-19 concerns.
5. Meetings with families, community agencies and students may occur in person following district protocols. If families want, these meetings may also happen virtually or a mix of in-person and virtually.
 - a. All plans will continue to address and build on the needs, goals, strategies of the previous year's plans. This will include as needed referrals to district supports such as speech, counselling, physio, assessment, etc. and referrals to and connection with community agencies.
 - b. The development of these plans will include how needs, goals and strategies can be supported within the student's learning group including but not limited to one-on-one supports, environmental supports, technology, access to materials, development of skills etc. Strategies may need to be adjusted to be consistent with health and safety guidelines.
 - c. Support such as social stories, visual supports, prompts, role-modeling, repeated practice etc. will be developed to support prevention and exposure control measures based on individual student needs.
 - d. Teachers, case managers or key contact people will establish an ongoing communication plan with families of students with diversabilities or students who require additional supports and the student's support team to reflect on and change if necessary, the strategies implemented to support the student's access to learning in their learning group.
6. Students with immune suppression or complex medical needs may need an at home program or a combination of an at home or in-school program. Parents/caregivers of these children need to consult with their medical health care provider to determine the level of risk regarding their child's return to in-class instruction. If parents/caregivers do not wish to enroll in distributed learning or home schooling, they will need to obtain a doctor's note indicating the need for accommodations due to health-related risks. School and district teams will work with these families to ensure the continuity of learning.
 - a. School staff such as learning assistance teachers will work with classroom teachers and district staff to develop and support this programming. This may include providing the student with the technology to support their learning at home (dependent on student need).
 - b. Students working at home will have access to school supports (Working with educational assistant, literacy interventions, direct teaching, etc.) and district supports (speech, physio, etc.) based on the plan developed around the student's needs.
7. Educational assistants will continue to be key supports for students with diversabilities and students who need additional supports. They will continue to collaborate with classroom teachers and other school staff (learning assistance teachers, administrators, etc.) in the delivery of instructions and supports which may include:
 - a. supporting students in accessing learning in class
 - b. helping prepare assignments, content and activities
 - c. helping to collect materials to be sent to students working at home
 - d. communicating and checking-in regularly with students as outlined by the classroom teacher and learning assistance teacher and under the supervision of school or district administration
 - e. supporting families and students in accessing and participating in remote learning and therapy
8. Staff who work with students with diversabilities or students who require additional supports may need to be in close physical proximity or physical contact with a student.
 - a. Staff are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools at all times, except when:

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- There is a barrier in place
 - Eating or drinking
 - Outdoors
- b. When the staff member is working with a student in their learning group, no additional personal protective equipment such as gloves is required beyond what has typically been used when working with the student (ex – gloves for toileting).

School Gatherings and Events

School gatherings may occur within the learning groups; however, these gatherings should happen minimally.

Gatherings must not exceed the maximum learning group size in the setting, plus the minimum number of additional people required (e.g. 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.

Schools should seek virtual alternatives for larger gatherings and assemblies.

Staff meetings, in-service and professional development activities, and other staff-only gatherings should be held virtually wherever possible.

- Staff should practice physical distancing (2m) face-to-face interactions, in addition to wearing a mask, whenever possible.
- The number of participants gathered, and the length of the gathering should be minimized as much as possible.

Examinations or assessments are not considered school gatherings; however, they must still be delivered in accordance with the health and safety guidelines outlined in this document.

Visitors

Parents, caregivers, health-care providers, volunteers and other non-staff adults (e.g. visitors) entering the school should be prioritized to those supporting activities that are of benefit to student learning and wellbeing (e.g. teacher candidates, immunizers, meal program volunteers, etc.).

- Parents/caregivers and other visitors should maintain physical distancing and avoid crowding while on school grounds, including outside.
- Schools must ensure that visitors are aware of health and safety protocols and requirements prior to entering the school (e.g. maintaining physical distance, requirement to wear a non-medical mask while in the school).
- Schools are responsible for ensuring that all visitors confirm they are not ill and are not required to self-isolate before entering.
 - Schools should include, as part of their visitor registration/sign-in process, for visitors to confirm they are not ill and are not required to self-isolate.
- All visitors must wear a non-medical mask when they are inside the school.
- Adult volunteers can continue to support outdoor supervision/monitoring, provided that they follow the required health and safety protocols (e.g. maintaining physical distance, wearing a mask when unable to maintain physical distance, etc.).

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Student Drop Off/Pick Up:

- Students will use designated entrance(s) and exit(s). These are site-specific.
- Students will maintain physical distancing as they enter/exit the school.
- Students will wash their hands or use hand sanitizer when they enter/exit the school.
- Parents must drop off and pick up their students at their designated time (site specific).
- Schools will have further site-specific procedures for student arrival/exit at school.
- Schools will develop site specific procedures for students arriving and departing by bus.
 - Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m where required.

Playgrounds and Outdoor Activities

- Take students outside more often.
 - Reassure students, parents and caregivers that playgrounds are a safe environment, and encourage appropriate personal hygiene practices before, during, and after outdoor play.
- Spread people out into different areas.
- Limit the number of students on certain pieces of playground equipment.

Washrooms

- Schools will develop a washroom use plan for students in keeping with physical distancing expectations.
- Regularly review the COVID-19 handwashing guidelines (as posted) with students.
- Washrooms will be cleaned twice per day.

Food for Students

- Students must wash their hands or use hand sanitizer before handling food.
- Students are not to share food items or contact food items that belong to others.
- Microwave ovens must be treated like other frequently touched items and cleaned and disinfected frequently.
- Students will need to consume food items at their individual designated work area and clean the area when finished.
- All beverage and food containers should be clearly labeled with the student name.
- Students are discouraged from leaving the school to pick up food at breaks to limit potential exposure in schools.

Workspaces for Students

- Avoid close greetings (**e.g. hugs, handshakes**). Regularly remind students about keeping their “**hands to yourself**”.
- If possible, organize students into smaller groups that stay together throughout the day.
- Learning spaces are arranged to maximize the space available and to minimize people directly facing one another (where possible).
- Strive to minimize number of different teachers and EAs that interact with groups of students throughout the day.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Incorporate more individual activities or activities that encourage more space between students and staff.
- For younger students, adapt group activities to minimize physical contact and reduce shared items.

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- For adolescent students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways and washrooms.

Physical Education

- Create space between students and staff, and encourage outdoor activities and programs, as much as possible.
- K – 12 Teachers should plan activities that:
 - Do not involve prolonged physical contact (i.e. physical contact beyond a brief moment) or crowding. For example, activities such as tag or touch football are low risk, whereas activities like wrestling or partner dancing should be avoided. Teachers are encouraged to adapt activities wherever possible to reduce physical contact, including within learning groups.
- K-12 staff are required to wear masks during PE/OE program classes when they are indoors, and a barrier is not present.
- Shared equipment can be used, providing it is cleaned and disinfected as per the provincial guidelines.
 - Students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
 - Disinfect teaching aids (e.g. clipboards, whiteboards, pens, plastic bins for transporting materials etc.)
- For students in Grades K to 3. PHE and outdoor programs can proceed in alignment with the guidance above.
- For students in Grades 4 to 12, PHE and outdoor programs can proceed in alignment with the guidance above and the following additional requirements:
 - **For high intensity exercise activities** (that significantly increase respiration rates):
 - For high intensity stationary physical activities (e.g. exercise bike, weightlifting), people and equipment need to be spaced 2 metres apart if indoors, **including for those within the same learning group**. If 2 metre spacing is not available, and the activity cannot be moved outdoors, then the activity must not take place and a different activity should be selected.
 - Masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary activities indoors.
 - For high intensity physical activities that involve movement, indoors or outdoors:
 - **Basketball and soccer games should not be played indoors.**
 - **Students within the same learning group are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment(i.e. skills and drills).**
 - **Students from different learning groups** are required to maintain physical distancing (2M).
 - Wearing masks during high-intensity physical activity (stationary or with movement, indoors or outdoors) is left to students' personal choice.
 - **For low intensity exercise** activities (e.g. yoga, walking) students are required to wear masks when indoors and a barrier is not present.
- Why are masks not required during high intensity physical activity? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

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Music Classes

- K-12 staff and students in Grades 4 to 12 must wear masks when indoors. Masks can be temporarily removed while engaging in an educational activity that cannot be performed while wearing a mask (e.g. playing a wood wind instrument) but must be worn while singing.
 - Physical contact should be minimized for those in the same learning group, and students and staff should be spaced as far apart as possible;
 - Physical distance (2m) should be maintained for K-12 staff and for middle and secondary school students when interacting outside of their learning groups;
 - Physical distance (2m) should be maintained for elementary students when interacting outside of their learning groups when indoors.
- Schools should consider installing a barrier in places where physical distance cannot be regularly maintained (e.g. between an itinerant teacher and a learning group).
- No in-person inter-school competitions/performance/events should occur at this time. Where possible schools should seek virtual alternatives to continue to support the events in a different format.
- Shared equipment should be cleaned and disinfected as per the Cleaning and Disinfecting Guidelines.

School Sports

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

- Activities do not involve prolonged physical contact (i.e. physical contact beyond a brief moment). For example, activities such as soccer and touch football are low risk, whereas activities like wrestling should be avoided;
 - Schools are encouraged to adapt activities/sports as needed to reduce physical contact.
- No spectators are in attendance – aside from participants, only the minimum number of individuals required to run the activity should be present.
- Masks are worn by K-12 staff and other adults when indoors, and a barrier is not present.
- For students in K - 3:
 - **Students within the same learning group** are not required to maintain physical distancing, but activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
 - **Students from different learning groups** are required to maintain physical distancing (2M) when indoors. When outdoors, activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment
- For students in Grade 4 to 12:
 - For high intensity exercise activities (that significantly increase respiration rates):
 - For high intensity stationary activities, students and fitness equipment (e.g. stationary bikes, treadmills, weight training equipment) need to be spaced 2 metres apart if indoors, including for those within the same learning group. If 2 metre spacing is not available, and the activity cannot be moved outdoors, then the activity must not take place and a different activity should be selected.
 - Masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary activities indoors.
 - For high intensity activities that involve movement (e.g. basketball, soccer), indoors or outdoors:
 - **Students within the same learning group** are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
 - **Students from different learning groups** are required to maintain physical distancing (2M)

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- Wearing masks during high-intensity sport activities (stationary or with movement, indoors or outdoors) is left to personal choice.
 - For low intensity exercise activities (e.g. stretching, golf), students are required to wear masks when indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- Shared equipment can be used, providing it is cleaned and disinfected as per the Cleaning and Disinfecting Guidelines.
 - Students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
 - Disinfect teaching aids.
- No in-person inter-school competitions/events should occur at this time.
- See the Return to School Sports Plan from BC School Sports. In case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined here.

Emergency Evacuation Drill

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

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

Staff will Promote Good Hand Hygiene and Respiratory Etiquette with Students

Reinforce and remind the rule of “hands to yourself”.

Students will wash hands or use hand sanitizer, particularly:

- When they arrive at school and before they go home.
- Before/after any breaks (e.g., recess, lunch).
- Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).
- Before and after eating and drinking (excluding drinks kept at a student’s desk or locker).
- After using the washroom.
- After handling common resources/equipment/supplies or pets.
- Before and after using an indoor learning space used by multiple learning groups (e.g. the gym, music room, science lab, etc.)
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

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Staff Should Wash Hands Frequently

Staff should wash hands or use hand sanitizer:

- When they arrive at school, before they go home. Before/after breaks (e.g. recess, lunch).
- Between different learning environments (e.g. outdoor-indoor transitions, gym to classroom).
- 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 washroom.
- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks, or handling garbage.
- After removing gloves.

Staffroom and Breaks

- **Staff are required to wear masks indoors (See PPE section for more guidance).** Whenever in shared spaces, maintain physical distancing (2m), **in addition to wearing a mask.**
- Wash your hands or use hand sanitizer before you go into the staffroom.
- Bring your own lunch. We are asking you not to leave the building for lunch to limit potential exposure. If you have to leave, make sure you follow the same protocols that you did when you arrived.
- Bring a lunch/snack that does not require a lot of preparation (to limit microwave use, surface use, utensil use, etc.).
- Clean the areas, surfaces, appliances, etc. that you use in the staffroom.
- Wash your hands or use hand sanitizer again before you go back to your classroom, office or workspace.
- Do not share food or drink.

Other Shared or Specialty Spaces

- Administrators will develop procedures for use of other shared spaces within their individual buildings (libraries, gyms, shops, etc.). Procedures for these spaces must be in line with District protocols.

Maintain Cleaning/Disinfecting Procedures

Regular cleaning and disinfecting of objects and high-touch surfaces is very important to help to prevent the transmission of viruses from contaminated objects and surfaces.

- General cleaning and disinfecting of the premises will occur at least once every 24 hours.
- Cleaning and disinfecting high touch surfaces will occur twice every 24 hours, including:



COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

- high-touch electronic devices (i.e., keyboards, tablets, smartboards).
- Items used by multiple students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles, tables, desks, chairs, manipulatives and toys
- Shared equipment (e.g. computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, PE/sports equipment, music equipment, etc.)
- Appliances
- Service counters (office, library circulation desk)
- Washrooms will be cleaned twice every 24 hours, keeping in line with high touch surface area protocols.
- Items that are not easily cleaned (e.g. fabric or soft items) will be limited.
- Laminated or glossy paper-based products (e.g. books, magazines worksheets etc.) and items with plastic covers (e.g. DVDs) are low risk items. There is no need to disinfect or quarantine these items for any period of time.

Universal Precautions

- Wash your hands with soap and water for at least 20 seconds after you have had contact with blood or other body fluids, after going to the washroom, before preparing or eating food, and after removing latex gloves. Use hand lotion to help keep your hands from becoming chapped or irritated. Intact skin is your first defense against infection!
- Wear gloves when in contact with blood or other body fluids, excrement or non-intact skin.
- Wear gloves when in contact with articles such as clothing or surfaces that have been contaminated with blood or body fluids.
- Replace torn or punctured gloves immediately.
- DO NOT clean up blood or other bodily fluids from surfaces, call administrator or speak with the on-site custodian regarding clean-up
- If you have cuts or open sores on your skin, cover them with a plastic bandage.

Illness and Self-Assessment Policies and Protocols

The School District has developed local protocols that:

- Ensure students, staff and other individuals (e.g. parents, caregivers, visitors) entering the school/worksites are aware of their responsibility to:
 - assess themselves daily for illness prior to entering the school/worksites.
 - stay home and self-isolate if they are sick **OR** travelled outside Canada in the last 14 days **OR** were identified as a close contact of a confirmed case or outbreak by their local health authority.
- Clearly communicate with parents/caregivers their responsibility to assess their children daily before sending them to school, and keep them home from school if they are sick or they have been directed to self-isolate by their local health authority.
- Establish procedures for students and staff who become sick while at school/work to be sent home as soon as possible.

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Daily Health Check

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

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

If a student, staff member or other individual has any symptoms, they must not enter the school.

Staying Home, Self-Isolation and Symptoms

Stay Home When Required to Self-Isolate

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

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

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

Symptoms of Illness and Return to School

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

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

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the [K-12 Health Check](#) app and the BCCDC "[When to get tested for COVID-19](#)" resource) and if a COVID-19 test is recommended. See Appendix A – COVID-19 Symptoms, Testing and Return to School for more information.

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

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

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

Northern Health Online Clinic and Information Line: [1-844-645-7811](tel:1-844-645-7811)

Protocol if a Student/Staff Develops Symptoms of Illness at School

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

- 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.
- Request that the student/staff stay home until COVID-19 has been excluded and symptoms have resolved.

Students, staff or other adults should stay home when sick.

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 will 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.

There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health-care professionals.

The District and school personnel must 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.

Personal Protective Equipment (PPE)

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

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

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

Masks are not to be used in place of other safety measures detailed in this document. For example, masks are not a replacement for the need for physical distancing for in-class instruction delivered to students from more than one learning group.

K-12 Staff

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

- There is a barrier in place;
- eating and drinking;
- Outdoors.

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

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

Students in Grades 4 - 12

All students in grades 4 - 12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) indoors in schools and on school buses – both within and outside of their learning group, except when:

- There is a barrier in place;
- eating and drinking;
- Outdoors.

Students in Grades K - 3

Students in Grades K - 3 are encouraged to wear a mask in indoors in schools or on school buses, but are not required to do so – mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

Exceptions for Staff, Students and Visitors

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

To a person who cannot tolerate wearing a mask for health or behavioural reasons;

To a person who is unable to put on or remove a mask without the assistance of another person;

If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);

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If a person is eating or drinking;

If a person is behind a barrier; or

While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

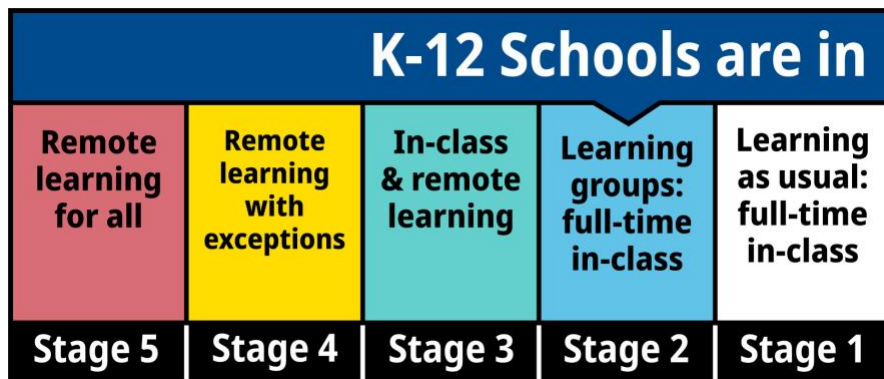
Schools must not require a health-care provider note (i.e. a doctor's note) to confirm if staff, students or visitors cannot wear a mask.

No student should be prevented from attending or fully participating at school if they do not wear a mask.

Supporting Students with Complex Needs

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

- People providing these services **must** wear a mask (medical or non-medical) when providing services and physical distance cannot be practiced, or service cannot be provided from behind a physical barrier. Additional PPE over and above that needed for routine practices and the use of a medical or non-medical mask is not necessary.
- Those providing health services in schools may be receiving different guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in schools.
- 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.



COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

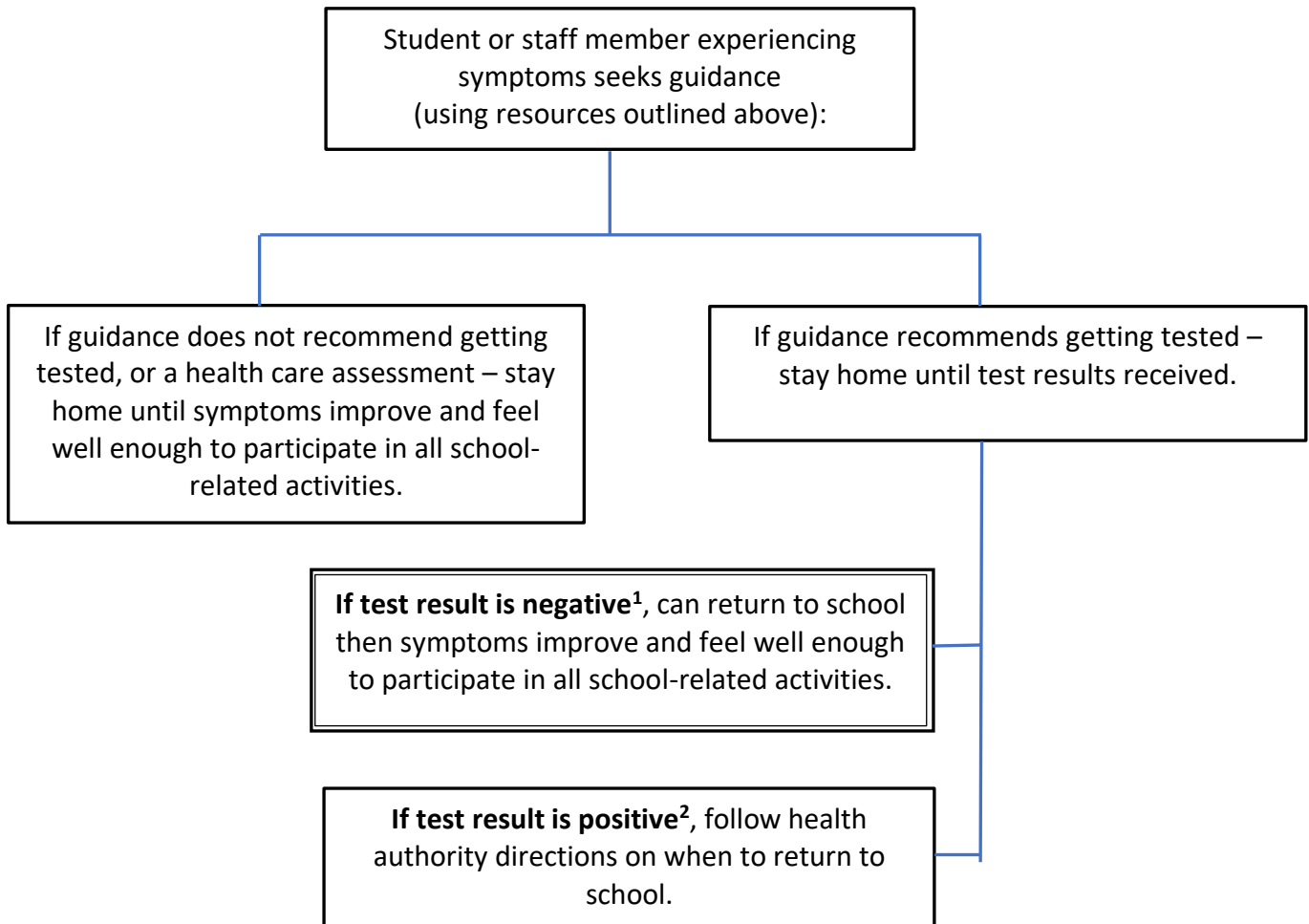
Supporting Documents:

- **BC's K-12 Education Restart Plan**: Updated July 29th to outline the five-step approach for resuming in-class instruction.
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-education-restart-plan.pdf>
- **Provincial COVID-19 Health and Safety Guidelines for K-12 Setting**: Updated **March 30th, 2021** to provide detailed information and guidelines pertaining to health and safety in K-12 schools.
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>
- **WorkSafeBC K-12 Education Protocols**: Updated **December 2020** to provide guidance and protocols for returning to operation for K-12 education providers.
<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education>
- **BCCDC COVID-19 Public Health Guidance for K-12 School Settings**: Updated **March 30th, 2021** to provide health and safety standards for schools to operate in Stage 3.
http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

Appendix A: COVID-19 Symptoms, Testing and Return to School

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



1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. BCCDC has information on receiving negative test results.
2. Public health will contact everyone with a positive test. Visit the BCDC website for more information on negative test results.

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

Appendix B-1: Daily Health Check for Students

Daily Health Check for Students:

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other.
If your child has any of the symptoms listed below, follow the instructions.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	1 or more of these symptoms: Get tested and stay home.
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue Headache Body aches	If you have 1 of these symptoms: Stay home until you feel better 2 or more these symptoms: Stay home and wait for 24 hours to see if you feel better. Get tested if not better after 24 hours
If you answer "YES" to either of the following questions, you must stay home and self-isolate.	
Have you or anyone in your household returned from travel outside Canada in the last 14 days?	
Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when to return to school.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough to participate in all school-related activities. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

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

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

Appendix B-2: Daily Health Check for Staff

Daily Health Check for Staff:

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other.
If you have any of the symptoms listed below, follow the instructions.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	1 or more of these symptoms: Get tested and stay home.
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue Headache Body aches	If you have 1 of these symptoms: Stay home until you feel better 2 or more these symptoms: Stay home and wait for 24 hours to see if you feel better. Get tested if not better after 24 hours
If you answer “YES” to either of the following questions, you must stay home and self-isolate.	
Have you or anyone in your household returned from travel outside Canada in the last 14 days?	
Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when to return to work or school.
- If the COVID-19 test is **negative**, you can return to work once symptoms have improved and you feel well enough to participate in all work/school-related activities. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

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

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

Appendix B-3: Daily Health Check for Visitors

Daily Health Check for Visitors:

Based on current evidence, some symptoms are more likely to be related to COVID-19 than other.
If you have any of the symptoms listed below, follow the instructions
and do not enter the school/building.

Symptoms	What to Do
Fever higher than 38°C Chills Cough Difficulty breathing Loss of sense of smell or taste	1 or more of these symptoms: Get tested and stay home.
Sore throat Loss of appetite Diarrhea Nausea and vomiting Extreme fatigue Headache Body aches	If you have 1 of these symptoms: Stay home until you feel better 2 or more these symptoms: Stay home and wait for 24 hours to see if you feel better. Get tested if not better after 24 hours
If you answer “YES” to either of the following questions, you must stay home and self-isolate.	
Have you or anyone in your household returned from travel outside Canada in the last 14 days?	
Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	

When a **COVID-19 test** is recommended by health assessment, stay home until test results are received:

- If the COVID-19 test is **positive**, follow health authority direction on when it is safe to return to the school.
- If the COVID-19 test is **negative**, you can return to the school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.

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

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

Appendix C: Health and Safety Checklist

COVID-19 Public Health Guidance for K-12 Schools

Health and Safety Checklist



BC Centre for Disease Control
Vancouver Health Services Authority

Complete this checklist with your school's health and safety committee to assess your school's safety plan with the [Ministry of Education's Health and Safety Guidelines](#). Measures that are only sometimes or never in place represent areas where more attention and action may be needed.

SCHOOL: _____ DATE: _____

Administrative Measures		
Entrance and Exits	Staff and students are not crowded when they enter and leave the school. This includes spaces like hallways, coat rooms and bus waiting areas.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Common Spaces	Staff and students can move through common spaces - hallways, washrooms, cafeteria, bus stops - without crowding or physical contact.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Physical Distancing Within Learning Groups	Physical contact and close, face-to-face interactions are minimized. People are spread out as much as possible.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Physical Distancing Outside of Learning Groups	There is 2 meters of space available between people from different learning groups when together for extended periods of time (when indoors for elementary, and at all times for middle and secondary).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Staff Only Spaces (e.g. Administrative Officers, Staff Rooms, Copy Rooms, etc.)	Physical distancing is practiced. Masks are not used in place of physical distancing.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Visual cues (floor markings, posters, etc.) are in place to promote physical distancing.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Masks are worn in accordance with the Health and Safety Guidelines.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Itinerant Staff, Temporary Teachers on Call and Other Visitors	Process in place to ensure itinerant staff, Teachers On-Call and visitors are aware of the school's health and safety measures and their responsibility to follow them at all times.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Gatherings	Student gatherings (e.g. events that bring staff and students together outside of regular learning activities) only occur within learning groups and as minimally as possible.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Staff gatherings (e.g. meetings, professional development activities, etc.) occur virtually whenever possible. If not possible, staff are able to be physically distanced during the meeting.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Extracurricular Activities	Activities are implemented in line with the guidance for within- and outside-of-learning group interactions, including 2 meters of space available between people from different learning groups (when indoors for elementary, and at all times for middle and secondary).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

COVID-19 MANDATORY PROTOCOL: SCHOOL SITE PROCEDURES

COVID-19 Public Health Guidance for K-12 Schools

Health and Safety Checklist



BC Centre for Disease Control
Prevent. Protect. Promote.

Administrative Measures		
Hand Hygiene	Hand cleaning facilities available and accessible throughout the school and well maintained.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Signage to remind students staff to practice regular hand hygiene and good cough etiquette.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

Environmental Measures		
Learning Space Configuration	Learning spaces are arranged to maximize the space available and to minimize people directly facing one another (where possible).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Increased Cleaning and Disinfecting	General cleaning and disinfecting is done every 24 hours, with frequently-touched surfaces cleaned an additional time (including once during the school day).	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Ventilation and Air Exchange	The school's ventilation system is serviced and operating to specifications.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

Personal Measures		
Daily Health Checks	Staff complete an active Daily Health Check.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Parents and students are made aware of their responsibilities to complete a Daily Health Check.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Stay Home When Sick	Staff and students are reminded to stay home when they are sick.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

Personal Protective Equipment		
Masks	Staff, itinerant staff, and visitors (who are able to), wear masks in accordance with the K-12 Health and Safety Guidelines.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Students (who are able to), wear non-medical masks in accordance with the Health and Safety Guidelines.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
	Masks are available for those who have forgotten theirs.	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

Appendix D: Prioritizing Health and Safety – Flow Chart

There is a suite of measures that can be implemented in school settings 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 activities, implementing staggered schedules, reinforcing effective personal practices such as diligent hand hygiene and respiratory etiquette, implementing robust illness policies for students and staff).

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

CONSIDERATIONS FOR STAFF (INCLUDING ITINERANT STAFF)

Schools should minimize the number of staff who interact with 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 (e.g. specialist teacher or EA working with multiple learning groups, TTOQ).

Level 1: Can the staff member be assigned to a learning group?

Consider learning group size limits, nature of staff's role and responsibilities, and student needs.

Level 2: If no, can the staff member fulfill their duties while maintaining physical distancing?

Consider reconfiguring rooms or securing an alternate space.

Level 3: If no, can environmental measures be implemented?

Consider installing a physical barrier made of transparent materials, or having the staff member provide remote/virtual services.

Level 4: If none of the measures outlined above can be implemented, the staff member should maintain as much physical distance as possible. Also, see the Personal Protective Equipment section for information on mask requirements for all K-12 staff.