

COVID-19 PROTOCOLS FOR SCHOOL AND DISTRICT ADMINISTRATORS

Management of Illness and Confirmed Cases

Updated SEPTEMBER 11 | 2020

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INTRODUCTION

This resource is intended to provide K-12 school and school district administrators with key information on the processes, roles and responsibilities involved in managing symptoms of illness, exposure to COVID-19, and confirmed positive cases of COVID-19 within the school community.

Sources of information for this document include the BC Centre for Disease Control website, COVID-19 Public Health Guidance for K-12 School Settings, the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings, and the COVID-19 Operational Guidelines for School Districts and Independent School Authorities.

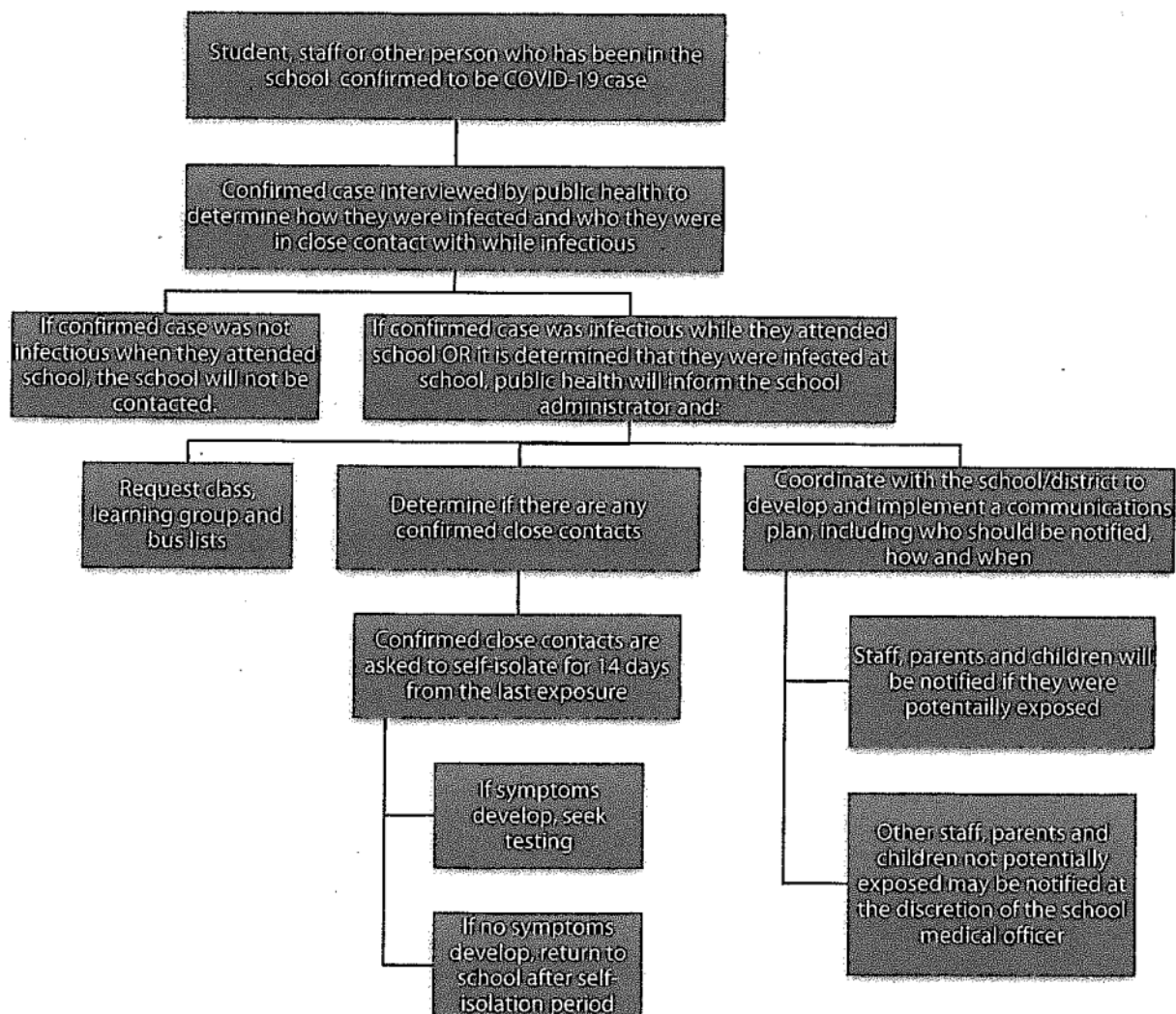
MANAGEMENT OF COVID-19 IN K-12 SCHOOLS

Definitions

- **Confirmed Case** = a person with laboratory confirmation of infection with the virus that causes COVID-19 performed at a community, hospital or reference laboratory.¹
- **Contact Tracing** = a process led by local health authorities to identify people that have been in close contact with a confirmed case. Contact tracing helps people get diagnosed earlier and reduces the chance of spreading COVID-19.
 - Only contacts who may have been exposed to respiratory droplets from the confirmed case (through coughing, sneezing or speaking) need to be identified.
 - More information on contact tracing is available on the BCCDC website.
- **School Cluster** = multiple confirmed and linked cases of COVID-19 among students and/or staff within a 14-day period. The determination of *clusters* can only be made by medical health officers.
- **Self-Isolation** = staying home and avoiding situations where one could come in contact with others. Self-isolation is required for those confirmed as a case of COVID-19, those who are identified as a close contact of a confirmed case of COVID-19, and those who have travelled outside Canada in the last 14 days.

¹ [http://www.bccdc.ca/health-professionals/clinical-resources/case-definitions/covid-19-\(novel-coronavirus\)](http://www.bccdc.ca/health-professionals/clinical-resources/case-definitions/covid-19-(novel-coronavirus))

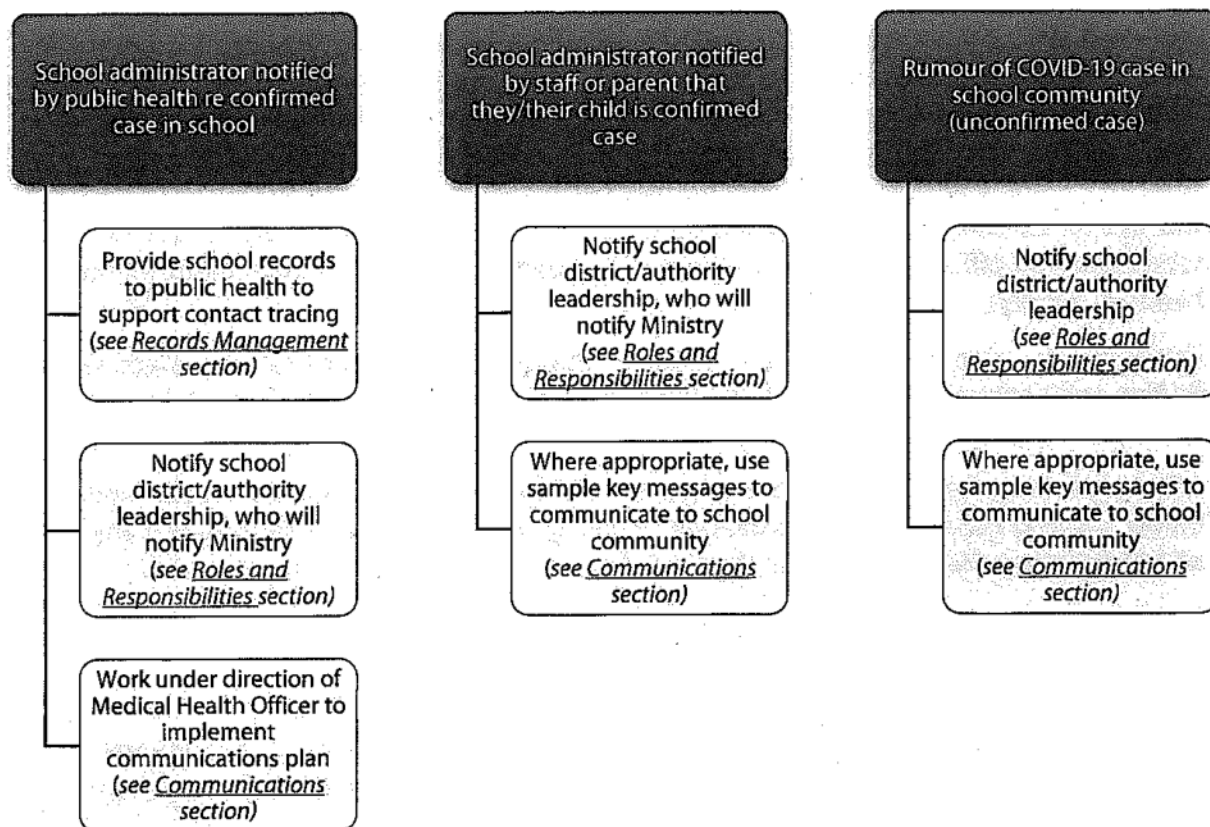
Figure A: Public Health Actions in Response to Confirmed Case of COVID-19 in a School



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

See the Protocol in the Event of a Confirmed COVID-19 Case in a School section for more information.

Figure B: School Administrator Actions in Response to Confirmed or Alleged Case of COVID-19 in a School



Roles and Responsibilities

Public Health

Medical health officers are physicians who work within health authorities and have authority and responsibilities outlined in the Public Health Act. These include directing the public health response to local public health threats, like COVID-19. School medical officers are medical health officers who have additional authority and responsibilities outlined in the School Act. They are responsible for directing the local public health response to any public health threat that affects schools, like COVID-19 and other communicable diseases. Every school has a school medical officer assigned to it (see the Key Contacts section for contact information by health authority).

Under the direction of medical health officers, regional health authorities have effective case finding and contact tracing systems in place and are prepared to manage any cases and confirmed contacts in the community.

If there is a confirmed case, cluster or outbreak of COVID-19 in a school, the school medical officer will lead the response. This includes working with the school to determine if any additional measures or changes to the school's health and safety plan are required.

Schools and School Districts/Independent School Authorities

School and school district/authority administrators are responsible for:

- Working with school medical officers to support contact tracing and additional measures required in the event of a confirmed case(s) of COVID-19 in the school community.
 - Any additional measures will be determined by the school medical officer and will take into consideration the unique circumstances of the school and the confirmed case(s).
- Informing school district/authority leadership and the Ministry of Education in the event of a confirmed case(s) of COVID-19 in the school in a timely manner.
 - See the Communications section for more information.
- Continuing to implement COVID-19 health and safety policies and procedures, including managing symptoms of illness among students and staff.
 - School-level policies and procedures should align with school district/authority policies, BCCDC guidance and provincial K-12 health and safety guidelines.

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.
 - Younger children should be supervised 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 improved (see [Return to School](#) section for more information).

Protocol in the Event of a Confirmed COVID-19 Case in a School

If a student, staff or other individual who has been in a school is a confirmed case of COVID-19 through testing or investigation (i.e. case finding), the local health authority will initiate contact tracing to determine how they were infected and who else may have been at risk of infection.

If there was a potential exposure at a school (i.e. the confirmed case attended school when they may have been potentially infectious), the health authority will work with the school administrator to understand who may have been exposed, and to determine what actions should be taken, including identifying if other students or staff are sick (case finding) or have been exposed and should monitor for symptoms or self-isolate.

If there was no potential exposure at the school (i.e. the confirmed case did not attend school when they may have been potentially infectious), the health authority will not notify the school administrator.

Self-isolation and Additional Measures

Health authority staff will identify and directly notify close contacts of a confirmed case who are required to self-isolate. Health authorities ensure those required to self-isolate have access to health-care providers and that other appropriate supports are in place.

Students and staff are only required to self-isolate if directed to do so by health authority staff – this includes members of the learning group of the confirmed case.

School administrators should ensure the necessary plans are in place to support continuity of learning for students who are required to self-isolate. School districts/authorities should also have contingency plans in place to arrange coverage for staff who are required to self-isolate.

Other people who are not identified as close contacts of a confirmed case, but who may have interacted with the confirmed case while they were infectious, may be advised by health authority staff to self-monitor for symptoms but can still attend school.

School medical officers may require additional measures to be taken which may include:

- Requesting students and staff to stay home until contact tracing has been completed
- Self-isolation of a learning group
- Additional cleaning/disinfecting requirements
- Temporary restrictions or modifications of certain school activities

School medical officers will consider similar measures, as outlined above, in the event of a school cluster. Only in exceptional circumstances would a school medical officer consider a school closure.

Communications and Protecting Personal Privacy

School medical officers will play the lead role in determining if, when and how to communicate out information regarding a confirmed case to the school community. To protect personal privacy rights, health authorities will not disclose that a student or staff member is a confirmed case of COVID-19 unless there is reason to believe they may have been infectious when they attended school. In this case, the health authority will provide only the information required to support effective contact tracing and only to the school administrator or delegate.

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

To ensure personal privacy rights are maintained and that information provided is complete and correct, schools and school districts/authorities should not provide any public statements or communications to staff or students' families about potential or confirmed COVID-19 cases unless they are directed to do so by the school medical officer or delegate. In these circumstances, communications must be reviewed by the school medical officer or delegate prior to release.

School and district administrators should be aware that individuals who test positive for COVID-19, or who are required to self-isolate if they are determined to be a close contact of a confirmed case, may experience stigma and discrimination. School/district administrators should seek out opportunities to foster compassion and empathy in the school community, and offer support to affected individuals and their families while respecting their privacy, to help reduce the impact of COVID-19 on people's social and emotional well-being.

Media requests regarding confirmed or suspected COVID-19 cases, potential exposure at a school or potential risk of transmission within a school setting should be directed to the regional health authority for response.

School districts and independent school authorities must promptly inform the Ministry of Education of significant events (e.g. confirmed case or outbreak) and associated communications to school communities related to COVID-19. Communications can be directed to the Ministry by email at educ.covid@gov.bc.ca, and should not include personal information associated with the confirmed case(s).

Additional Scenarios and Communications Protocols

School Administrator Informed of Confirmed Case of COVID-19 by Staff or Parent

There may be circumstances where a staff member or parent contacts a school administrator to inform them that they/their child is a confirmed case, but the school administrator has not been contacted by the school medical officer.

School administrators do not need to contact their school medical officer to inform them of the confirmed case - the local health authority will already be aware of the confirmed case and will initiate contact tracing. School administrators should notify their school district/authority leadership of the situation.

School medical officers will only contact the school administrator if it is determined that the confirmed case was infectious while they were at school or if the confirmed case was infected while at school. There may be a delay in the school medical officer notifying the school administrator until the contact tracing required to make that determination has been completed (this process may take one day or more from when the confirmed case was notified).

In the interim, schools and school districts may use the sample key messages below when communicating with members of their school community. Consideration should be given to limiting the scope of communications as much as possible, ensuring that communications do not contain any personally identifiable information, and seeking guidance from the school medical officer when needed.

- We have been made aware from a member of our school community that they have tested positive for COVID-19.
- We are working with the local health authority to determine if there is any risk to other members of our school community or if any additional steps are required. We will follow the health authority's guidance.
- The local health authority will connect directly with any individuals who may have been exposed with further instructions.
- If you are contacted by the health authority, please follow their advice carefully.
- If you have symptoms, please stay home and follow the guidance from the BC Centre for Disease Control regarding if you are sick.
- We ask for your patience, and we will communicate out additional information as it becomes available.

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

Rumour of COVID-19 Case Circulating in School Community

Schools and school districts may use the following sample key messages to issue a communication to their school community in response to unconfirmed rumours regarding a case of COVID-19 in the school community:

- We have recently been made aware of concerns in our school community regarding the presence of COVID-19.
- At this time, we have not been notified by the local health authority regarding any student or staff being confirmed to have COVID-19.
- If a member of the school community were to test positive for COVID-19, the local health authority would follow up directly with any individuals who may have been exposed.

School administrators do not need to contact their school medical officer to inform them of a potential or unconfirmed case, but should keep their school district/authority leadership informed of the situation.

Close Contacts of a Confirmed Case of COVID-19

If a health authority determines that a student or staff is a close contact of a confirmed case of COVID-19 (e.g. family member, social contact outside of the school, etc.), they will be required to self-isolate. Only health authorities can determine who is a close contact.

School administrators will not be notified by the school medical officer if a student or staff is identified as a close contact of a confirmed case.

School administrators should ensure the necessary plans are in place to support continuity of learning for students who are required to self-isolate.

Depending on the circumstances (e.g. type of interactions, when and how long they were exposed, ability of a confirmed case to fully self-isolate from others in their household, etc.), public health may determine that someone who was in contact with a confirmed case while they were infectious is at low risk of developing COVID-19. In this situation, the person may be asked to self-monitor for symptoms but will not be required to self-isolate. Individuals asked to self-monitor for symptoms may continue to attend school.

Return to School

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 improved (i.e. only mild symptoms remain like a sustained cough or an occasionally runny nose). **A doctor's note is not required for students or staff to return to school.**

If a health assessment recommends testing to exclude COVID-19, students and staff who have been tested must stay home while awaiting their test results.

Students and staff with symptoms who have had COVID-19 excluded should not return to school until their symptoms have improved and they feel well enough.

If a student or staff member tests positive for COVID-19, the health authority will provide further instructions to the student or staff member on when they can return to school.

Individuals who have traveled out of the country must self-isolate for 14 days.

Some students and staff who were required to self-isolate, after testing positive for COVID-19 or being identified as a close contact of a confirmed case, may have experienced elements of trauma during their time away from school. A number of trauma-informed resources are available to assist schools in supporting students and staff in their return to school:

- [Compassionate Learning Communities - Supporting Trauma-Informed Practice](#)
- [Linda O'Neill – Trauma Informed in the Classroom](#)
- [Ministry of Children and Family Development: Healing Families, Helping Systems: A Trauma-Informed Practice Guide for Working with Children, Youth and Families](#)

Records Management and Contact Tracing

In the event of a confirmed case of COVID-19 in the school, the health authority may request contact information for students, staff, volunteers and visitors to the school in order to support contact tracing activities. This information should be easily accessible by school administrators and able to be quickly provided to the health authority upon request.

The following records should be maintained for a period of at least 30 consecutive days:

- Student and staff attendance
- Class, learning group and school bus lists and seating assignments (where applicable)
- Current contact information for students, parents/caregivers and staff (names, emails, phone numbers)
- Attendance lists for onsite programs (e.g. before and after school children care) including participants, staff and volunteers (names, emails, phone numbers)
- Visitor logs (names, emails, phone numbers)

KEY CONTACTS

- COVID-19 related inquiries can be directed to the Ministry by email at educ.covid@gov.bc.ca or by phone at 236-478-2712.
- Medical Health Officer Contact Information by Health Authority:
 - Fraser Health, email FHAMedicalHealthOfficers@fraserhealth.ca
 - [Interior Health](#)
 - [Island Health](#)
 - [Northern Health](#)
 - [Vancouver Coastal Health](#)

Merry, Kathleen EDUC:EX

From: XT:HLTH McDougall, Kari
Sent: August 19, 2020 3:03 PM
To: Nicholls, Cloe EDUC:EX; Blair, Tammy EDUC:EX
Subject: Provincial Guidance for Schools Documents
Attachments: k-12-covid-19-health-safety-guidlines.pdf

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Cloe and Tammy,
I hope you're both doing well and have been able to enjoy the summer weather.

We received this document (attached) from one of our school district partners. I can't seem to locate it on the Ministry of Education Back to School website. Do you know if this is a public resource? It's helpful because there is information in here when school districts should connect with their regional health authority.

I've also received a question about communications where a school district referenced this:

- The process for connecting with the regional health authority regarding school/district messaging and media requests related to COVID-19:
 - Public statements and communications to parents/caregivers and staff containing public health messaging, including references to confirmed or suspected cases of COVID-19 within the school community, must be reviewed and approved by the local health authority prior to release.
 - Media requests regarding confirmed or suspected COVID-19 cases, potential exposure at a school or potential risk of transmission within a school setting should be directed to the regional health authority for response.

I am not sure which document this is from. Do you know where it is?

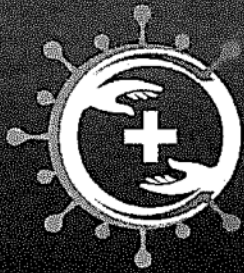
We're trying to get a handle on when school districts are directed to reach out to us so we can prepare.

Thank you,
Kari

Kari McDougall, MPH
Project Leader, Healthy Schools Program

Fraser Health
Healthy Living/Healthier Communities
#220 – 10362 King George Highway
Surrey, BC V3T 2W5
office: 604-587-7931 Ext 767931
mobile: 604-614-7739
fax: 604-582-4811
kari.mcdougall@fraserhealth.ca
www.fraserhealth.ca

I acknowledge that Fraser Health provides services within the ancestral, traditional and unceded territory of the Coast Salish nations.



Provincial COVID-19 Health & Safety Guidelines for K-12 Settings

Updated August 17, 2020



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Introduction

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

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.

In preparation for the 2020/2021 school year, the Ministry of Education has provided an investment of \$45.6 million to support the implementation of enhanced health and safety measures in public and independent schools. This investment aims at ensuring the increased cleaning of high-contact surfaces, increased number of hand-hygiene stations and the availability and use of masks, among other safety measures.

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.

B.C.'s Five-Stage Framework

The Five Stage Framework for K-12 Education outlines expectations for B.C. 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 our 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 of 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 BC 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
Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: N/A ▪ Middle: N/A ▪ Secondary: N/A 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 60 ▪ Middle: 60 ▪ Secondary: 120 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 30 ▪ Middle: 30 ▪ Secondary: 60 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 30 ▪ Middle: 30 ▪ Secondary: 30 	Learning Group Size <ul style="list-style-type: none"> ▪ Elementary: 0 ▪ Middle: 0 ▪ Secondary: 0
DENSITY TARGETS: <ul style="list-style-type: none"> ▪ Not applicable 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ Not applicable 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ 50% for all schools 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ 25% for all schools 	DENSITY TARGETS: <ul style="list-style-type: none"> ▪ 0% for all schools
IN-CLASS INSTRUCTION: Full-time all students, all grades	IN-CLASS INSTRUCTION: Full-time instruction for all students for the maximum instructional time possible within cohort limits. Self-directed learning supplements in-class instruction, if required.	IN-CLASS INSTRUCTION: Full-time instruction for: <ul style="list-style-type: none"> ▪ children of essential service workers ▪ students with disabilities/diverse abilities ▪ students who require additional supports In-class instruction for all other students for the maximum time possible within cohort limits. Self-directed and remote learning supplements in-class instruction.	IN-CLASS INSTRUCTION: Full-time Instruction for: <ul style="list-style-type: none"> ▪ children of essential service workers ▪ students with disabilities/diverse abilities ▪ students who require additional supports Remote learning for all other students	IN-CLASS INSTRUCTION: Suspend in-class for all students

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.

Learning Groups and Physical Distancing

Reducing the number of close, in-person interactions an 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 school settings through two different but complementary approaches: learning groups (cohorts) and physical distancing.

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 teacher, 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.
- **In Stages 3 and 4**, staff, as well as middle and secondary school students, will have to maintain physical distance at all times (even if they are part of the same learning group).¹

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

Maximum learning group sizes (inclusive of students and staff)

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGES
<ul style="list-style-type: none">• Elementary: no limit• Middle: no limit• Secondary: no limit	<ul style="list-style-type: none">• Elementary: 60• Middle: 60• Secondary: 120	<ul style="list-style-type: none">• Elementary: 30• Middle: 30• Secondary: 60	<ul style="list-style-type: none">• Elementary: 30• Middle: 30• Secondary: 30	<ul style="list-style-type: none">• Elementary: 0• Middle: 0• Secondary: 0

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

¹ Stage-specific health and safety expectations are subject to change, further to updated public health guidance from the Provincial Health Officer and the BC Centre for Disease Control.

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 and school-based staff prior to submitting the request.**

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. See [the Prioritizing Health and Safety – Flow Charts](#) section for more information.

PHYSICAL DISTANCING

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

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

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

- Avoid close greetings (e.g. hugs, handshakes).
- 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:
 - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).
 - Consider arranging desks/tables so students are not facing each other and using consistent or assigned seating arrangements.
 - Consider storing excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
- Consider strategies that prevent crowding at pick-up and drop-off times.
- Where possible, stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often, where and when possible.
 - Organize learning activities outside including snack time, place-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside.
- Incorporate more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.
 - For elementary students, adapt group activities to minimize physical contact and reduce shared items.
 - Offer manipulatives and items that encourage individual play, and that can be easily cleaned and reduce hand-to-hand-contact and cross-contamination.

- Prioritize the acquisition of adequate amounts of high-touch materials, such as pencils or art supplies, in order to minimize sharing between children.
- For middle and secondary students, minimize group activities and avoid activities that require physical contact.
 - Note: for guidelines specific to courses/subject areas that tend to involve a significant number of group activities (e.g. culinary programs), see the section on [Curricular, Programs and Activities](#).
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
- Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.
- Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language, etc.).
- Consider installing barriers made of transparent material in places where physical distance cannot be regularly maintained, and a person is interacting with numerous individuals outside of a learning group. This may include at a front reception desk where visitors check in, a library check out desk, or where food is distributed in a cafeteria. See [guidance from WorkSafeBC on designing effective barriers](#) for more information.

SUPPORTING STUDENTS WITH DISABILITIES/DIVERSE ABILITIES

Expectations for School Districts and Schools

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

School districts and independent schools must ensure that supports and services typically provided to students with disabilities/diverse abilities or medical complexity continue across all stages. This should include ongoing discussion on needs assessments to better understand the supports that students and families may require.

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.)

School 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

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.

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

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.
 - 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.

PERSONAL ITEMS

Staff and students can continue to bring personal items to school, but they should be encouraged to only bring items that are necessary (e.g. backpacks, clothing, school supplies, water bottles).

Students can continue to use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. If possible, lockers should not be shared if 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:

- 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

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.
 - 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. However, no student is required to wear a mask if they do not tolerate it. 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 onboard 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.

Cleaning and Disinfecting

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

DEFINITIONS

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

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

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 these procedures 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)
- If shared equipment/items have to be used, they should be cleaned and disinfected in accordance with the [BCCDC's Cleaning and Disinfectants for Public Settings document](#).
- 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 should 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.

FREQUENTLY TOUCHED SURFACES

Frequently touched surfaces include:

- Doorknobs, light switches, hand railings, faucet handles, toilet handles, tables, desks and chairs used by multiple students, water fountains.
 - 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)

CLEANING AND DISINFECTING BODILY FLUIDS

Follow these procedures 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).

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

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 should ensure that visitors are aware of health and safety protocols and requirements prior to entering the school.

- 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.

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.

STAGES 3 & 4

Limit visitor access during school hours. No non-essential community use of school facilities after hours (as determined by the Board of Education or Independent School Authority).

Employee/Student Attendance

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](#).

School districts and independent school authorities should understand that some Indigenous families and communities may be taking increased safety measures during the pandemic, which may mean that some students will not be able to attend in-person instruction even as schools return to normal operations.

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 & Self-Assessment Policies and Protocols

School districts and schools must develop local protocols that:

- Ensure school staff and other adults 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).
- Clearly communicate with parents and 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, consider having 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 Example](#) (on page 16).
- 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. 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.

If a student or staff is confirmed to have COVID-19, public health will do an investigation to confirm if any staff or students have been in close contact with that person and need to self-isolate. Public health will inform the school and superintendent if there are close contacts of a confirmed case within a learning group or school.

Trauma-Informed Practice and Socio-Emotional Lens

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.

A needs assessment for students and educators is crucial as part of a trauma-informed transition back into classrooms. Use of needs-based assessments and regular 'check-ins' 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 grase 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.

Hand Hygiene

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

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change the effectiveness of washing hands with plain soap and water).
- Facilitate regular opportunities for staff and students to practice hand hygiene:
 - Use portable hand-washing sites and/or alcohol-based hand 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 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.

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

Respiratory Etiquette

Students and staff should:

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

Personal Protective Equipment (PPE)

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.

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).

No student needs to wear a non-medical mask if they do not tolerate it.

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 interacting with multiple learning groups). 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.

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](#).

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, 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

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

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

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](#)).

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.

Communication and Training/Orientation

School districts and schools must clearly and consistently communicate guidelines from the Provincial Health Officer (PHO) and resources available for information on COVID-19 as needed. Ensure communication of infection prevention and exposure control measures is relayed in multiple formats for ease of understanding (e.g., visual representation, videos using sign language, etc.)

As well, school districts and schools should consider providing early and ongoing health and safety orientation for staff, 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 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.

Curriculum, Programs and Activities

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.

ADULT EDUCATION

Adult education programs operated by K-12 schools should follow the guidance outlined in this document, particularly the guidance provided for adults in a school environment. This includes respecting environmental and administrative measures, such as maintaining physical distance (2m).

DUAL CREDIT

Students may earn “dual credit” towards graduation by enrolling in and successfully completing courses at specific post-secondary institutions.

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

EXTENDED DAY CLASSES

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

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.
- 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.
- No overnight field trips should occur.
- International Field Trips - cancelled until further notice.

Stage 3 & 4

No field trips should occur under Stages 3 and 4.

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

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.

KINDERGARTEN ENTRY

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

- Consider implementing pre-transition strategies to familiarize students with the people, spaces, and expectations as they start school.
 - send home a social story from the perspective of the student that describes what a day may look like, how they may feel, and what their choices are;
 - share a video of the school that outlines the health and safety measures used including signage, washing hands, and class environment;
 - provide an introduction to and a warm welcome from the educators in the building;
 - organize video calls to families from the classroom so children and families can see the space and ask questions.
- Provide clear, simple communications to parents about having to limit the number of adults in the building and the classroom, and the need for adults to maintain physical distance from each other and from children not their own.
- Implement gradual entry of students, commencing no earlier than when all students are welcomed into schools, and may include:
 - Scheduling fewer caregivers into the classroom at a time to account for physical distancing of adults;
 - Outdoor learning or transition activities with a caregiver in attendance.
- Students themselves will be part of a learning group. Ensure enough space for parents/caregivers to maintain physical distance.
- As students transition to full-time, consider frequent communication with families with photos and/or information about classroom activities.
- Provide research to parents, caregivers and staff that demonstrates low transmission rates in young children.
- Kindergarten students are expected to minimize physical contact. Consider how the room is configured and rearrange furniture to encourage small group and individual play.
- Provide clear communication to students about expectations for the classroom materials, play, and physical contact. Gently remind students of the expectations throughout the day and encourage students to kindly support one another.
- Teachers should continue to provide comfort and reassurance in a way that feels comfortable for the teacher and the student. Students can be comforted through different means, including:
 - stories

- comfort objects
- drink of water
- songs
- soothing words
- Kindergarten classrooms should maintain a focus on play-based learning, while limiting the use of shared materials and following the cleaning and disinfecting protocols outlined in the 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 guidelines:
 - 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.

TECHNOLOGY EDUCATION (SHOP CLASSES & TRADES IN TRAINING PROGRAMS)

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
 - before and after handling shared tools or equipment;
 - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
 - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
 - Clean and disinfect shared equipment as per guidelines in the [Cleaning and Disinfecting](#) section of these guidelines.
 - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
 - If needed, break class into smaller groups to allow appropriate spacing.
- Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.
 - Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
 - Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.
- Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online.
 - Information for workers is available on the [WorkSafeBC COVID-19 web page](#), including:
 - [What workers should do](#)
 - [Staying safe at work](#)
 - [Information specific to various industries](#)

THEATRE, FILM, AND DANCE PROGRAMS

- No in-person inter-school festivals/events should occur. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
 - This could mean that portions of the class act as an audience and audit work.
 - This could mean that portions of the class work in alternate areas on their own small group or individual exercises.

- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.
- Costume items should be limited in their shared use at this time. For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film and dance, especially if working in theatres, green rooms and studios that have no windows.
- Consider alternatives for audience engagement such as online streaming, in class or family-oriented presentations.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the ABCDE website for more information.

WORK EXPERIENCE

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

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

Extracurricular Activities

Extracurricular activities and special interest clubs should occur 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.

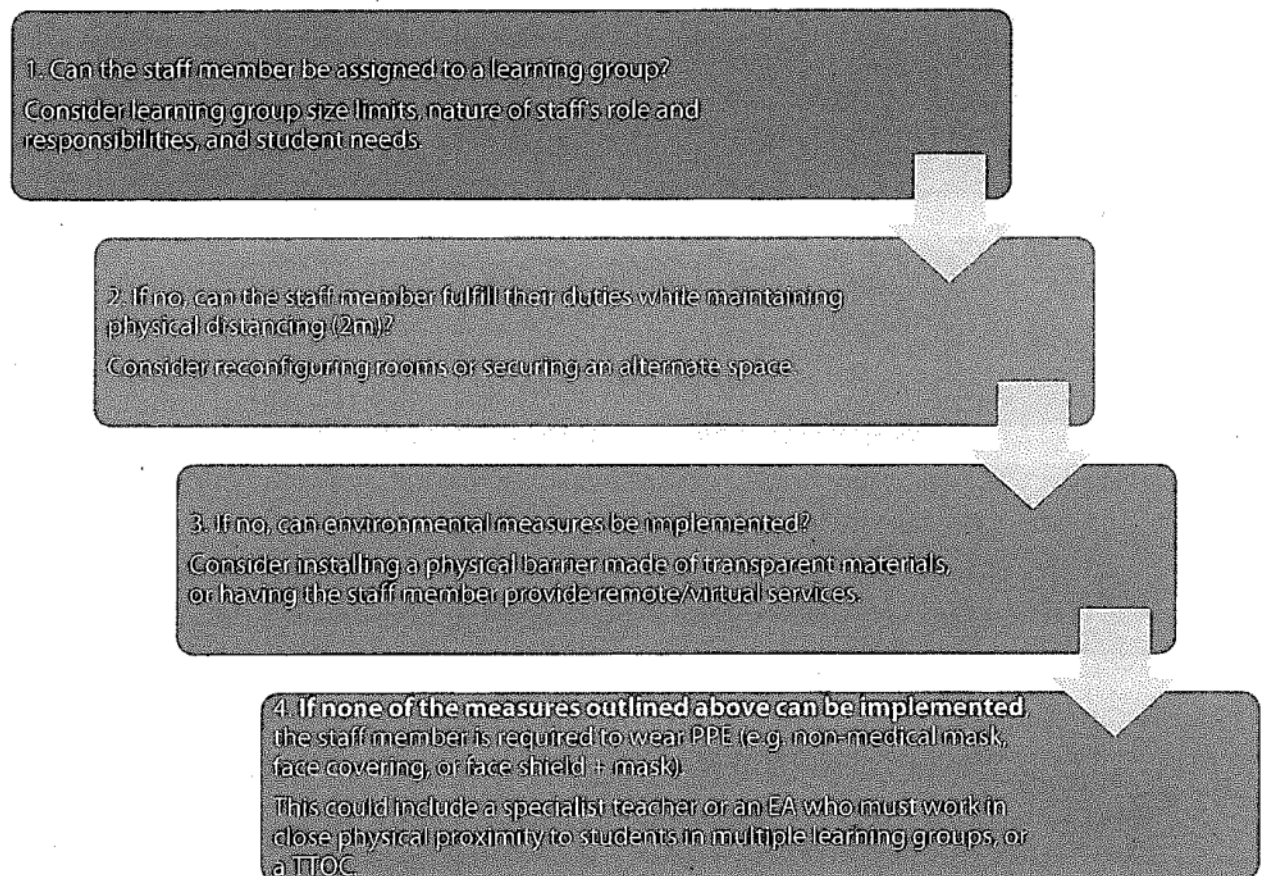
Appendix: Prioritizing Health and Safety – Flow Charts

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 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

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

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.

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

¹ Within learning groups, minimizing physical contact is the rule. Consider focusing application of learning groups on subject areas that cannot be delivered using physical distancing strategies.

Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: September 14, 2020 11:36 PM
To: Burton, Meribeth GCPE:EX; Nicholls, Cloe EDUC:EX; Bawa, Reg R EDUC:EX
Cc: Fillion, Corinna GCPE:EX
Subject: RE: Schools

Hi Meribeth,

Thanks for passing this along. s.13
s.13

Would want to make sure that this type of reporting wouldn't get out ahead of the school/district administrators (that they would have been notified by that point, and had an opportunity to work with the HA to communicate to staff and families). Also would be curious to see what superintendents and FISA think of this idea s.13
s.13

Lastly, I was interested in what PHO's perspective on this is, in terms of a potential provincial approach. I flagged for my program areas over at HLTH and they were going to bring it forward for discussion. Apparently AB and ON are posting provincial school case information online. Will keep you posted on what I hear back on this front.

My two cents anyways.

Cheers,

Scott

From: Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>
Sent: September 14, 2020 10:03 AM
To: Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>; Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>; Bawa, Reg R EDUC:EX <Reg.Bawa@gov.bc.ca>
Cc: Fillion, Corinna GCPE:EX <Corinna.Fillion@gov.bc.ca>
Subject: FW: Schools

Hi Cloe, Reg and Scott,

Fraser Health is proposing a page on their website that would list all schools and then any cases connected to them.

Do we have concerns?

Meribeth

Subject: Schools

Hi there,

Wanted to ask what the plan is for school's and outbreaks.. we did media this weekend on exposure at schools but not a cluster or outbreak. What is the threshold for us going out proactively on things?

I would like to propose that from Fraser Health that we create a website that lists our 600 schools and a note with what they are experiencing – 1 case notification, outbreak or cluster... this might help manage anxiety and shows transparency.

Can we build something and keep you posted?

Merry, Kathleen EDUC:EX

From: Burton, Meribeth GCPE:EX
Sent: September 16, 2020 2:15 PM
To: MacDonald, Scott D EDUC:EX; Nicholls, Cloe EDUC:EX; McCrea, Jennifer EDUC:EX
Subject: FW: FOR APPROVAL: Media requests

GCPE Health is sending this to media outlet.

Mb

I can confirm that Regional Health Authorities will be posting school exposure information online.

Similar to the regional notification [page](#), bccdc.ca will be the central home for this online resource, linking to each regional health authority's page. This online resource will provide parents, teachers and community members with timely, accurate information on the COVID-19 cases in K-12 schools in their region.

Health authorities will provide the name of the school, the community and the date and type of notification (outbreak, cluster or exposure.)

Fraser Health's school notification page will be available later today and we expect the other health authorities will have theirs ready in the near future.

Shannon Greer
Communications Manager | Ministry of Health
Government Communications and Public Engagement
250-360-6597



Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: September 16, 2020 3:59 PM
To: Nicholls, Cloe EDUC:EX; Blair, Tammy EDUC:EX; Silver, Matt EDUC:EX; Chester, Delaney EDUC:EX; Williams, Cara EDUC:EX
Subject: School exposures for FHA are now online

Hi all,

FYI, looks like BCCDC has added a school exposures section to their website - <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/public-exposures>. So far only FHA is posting school exposures, but BCCDC site says that other HAs will follow.

s.13

Anyways, that's just my own thoughts. Looks like it is happening.

Scott

Scott Beddall | Director, Wellness and Safety

he/him/his

Learning Division | Ministry of Education
620 Superior St | Victoria BC | V8V 1V2
250-514-4961



BC Centre for Disease Control

COVID-19 Public Exposures

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Merry, Kathleen EDUC:EX

From: MacDonald, Scott D EDUC:EX
Sent: September 16, 2020 5:17 PM
To: Nicholls, Cloe EDUC:EX
Cc: Bawa, Reg R EDUC:EX; McCrea, Jennifer EDUC:EX; Godin, Keith EDUC:EX
Subject: Health List

FH has created a list of all exposures in schools. All other health authorities will have this done by end of day tomorrow. I would recommend we share this link in the DM bulletin tomorrow and others as they become available.
Scott

<https://www.fraserhealth.ca/health-topics-a-to-z/coronavirus/school-notifications#.X2KqcW5FyEo>

D. Scott MacDonald
s.17

Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: September 18, 2020 11:44 AM
To: Docking, Christie M HLTH:EX
Subject: RE: Posted school exposures

Thanks Christie. Much appreciated.

Cheers,

Scott

From: Docking, Christie M HLTH:EX <Christie.Docking@gov.bc.ca>
Sent: September 18, 2020 10:31 AM
To: Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: RE: Posted school exposures

Hi Scott,

The expectation from the Ministry is that all health authorities post, and will include independent schools. That being said, this may take a bit of time to work out the kinks. We can keep our eyes on it to make sure that when each HA brings this online, independent schools are included.

Cheers 😊

Christie

From: Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Sent: September 18, 2020 9:28 AM
To: Docking, Christie M HLTH:EX <Christie.Docking@gov.bc.ca>
Subject: Posted school exposures

Hi Christie,

Do you happen to know, or could you find out, if all of the HAs are planning to include independent schools in their posted school exposures or not? Now that this is happening, our independent schools branch would like to see independent schools included as well, to ensure equal levels of transparency.

Thanks Christie.

Cheers,

Scott

Scott Beddall | Director, Wellness and Safety
he/him/his
Learning Division | Ministry of Education
620 Superior St | Victoria BC | V8V 1V2
250-514-4961

Merry, Kathleen EDUC:EX

From: Nicholls, Cloe EDUC:EX
Sent: September 18, 2020 4:42 PM
To: shoffman@vsb.bc.ca
Subject: To your question...

Hi Suz –

Just further to your q on the chat, as you know the Health Authorities have their own unique governance structure ☺ and are taking some different approaches around communications to exposures in schools. FHA is issuing letters on everything, whereas VCH has been advising SDs not to communicate out where there is low risk to the school community – I assume that you are referring to this. We've followed up with our provincial PHO colleagues and we will see where it lands – they are trying to encourage consistency. s.13
s.13

Cloe

Cloe Nicholls
she/her/hers
Executive Director
Covid-19 Internal Team | Ministry of Education
250-216-9102

Acknowledging that I live and work on the unceded traditional lands of the Lekwungen-speaking peoples.

Merry, Kathleen EDUC:EX

From: Ralph, Kerri GCPE:EX
Sent: September 21, 2020 11:05 AM
To: Beddall, Scott EDUC:EX
Cc: Nicholls, Cloe EDUC:EX; Burton, Meribeth GCPE:EX
Subject: FW: ATTENTION SD COMMS - COVID-19 letter/media templates
Attachments: Letter to Parents Template - Sept. 21.docx; Media Statement Template - Sept. 21.docx

Scott

FYI – This email below has been sent out to all SD comm's right now and to indy schools as well.

If you could pls pass along to those folks who don't have SD comms.

Thanks,

Kerri

From: Ralph, Kerri GCPE:EX
Sent: September 21, 2020 11:02 AM
Subject: ATTENTION SD COMMS - COVID-19 letter/media templates

Hi Everyone,

Please see attached a *Letter to Parents Template* and a *Media Statement Template* re: COVID-19 school exposures.

Both documents have been approved by the Ministry of Health.

Thanks,

Kerri Ralph

Ministry of Education – Government Communications and Public Engagement

250-880-1112 (Mobile)

Month Day, 2020

RE: School Community Member Tested Positive for COVID-19

Dear Families,

A member of the [School Name] school community has tested positive for COVID-19. They are self-isolating at home with support from local public health teams.

We are supporting [NAME] Health Authority as they undertake contact tracing to determine if any other members of our school community were in contact with the person who tested positive for COVID-19, and if any additional steps are required. We are following the protocol established for these circumstances:

- The health authority is performing contact tracing;
- The health authority will determine if anyone in the school community was in contact with the person who tested positive for COVID-19 while they were potentially infectious;
- The health authority will determine if anyone in the school community is a close contact that is required to self-isolate.

Only the health authority can determine who is a close contact.

If you are contacted by [NAME] Health Authority, please follow their advice.

If you are not contacted by [NAME] Health Authority, it has been determined that your child is not at risk of developing COVID-19.

To ensure personal privacy rights are maintained, we will not be providing additional details.

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

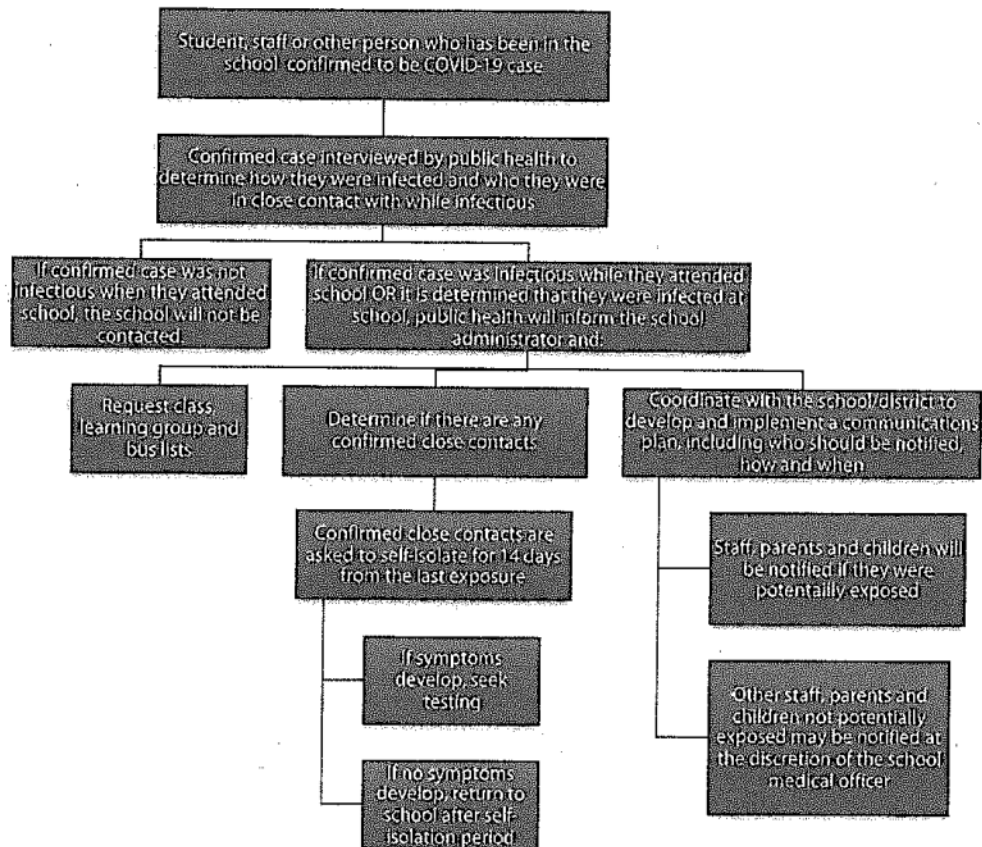
Students should continue to come to school while contact tracing is underway. As a reminder, please continue daily health checks to monitor your child for illness.

We will continue to work closely with [NAME] Health Authority to provide ongoing communication as required.

If you have questions or concerns about COVID-19, please call 811.

Sincerely,

Figure A: Public Health Actions in Response to Confirmed Case of COVID-19 in a School



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

*This chart above is located in the "COVID-19 Protocols for School and District Administrators" document - <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/covid-19-protocols-for-administrators.pdf> These protocols were created by the Ministry of Education, The Ministry of Health and the BC Centre for Disease Control.

Media statement Template

[Name] Health Authority has confirmed a member of our [Name] school community has tested positive for COVID-19. They are self-isolating at home with support from local public health teams. [Name] Health Authority's follows up with anyone potentially exposed to a confirmed case directly through contact tracing.

The safety and well-being of students, families and staff remains our highest priority. [School Name] will continue to implement the strict health and safety protocols and procedures that are in place so children and staff can continue to attend school as safely as possible.

Our school and school district will continue to work closely with [NAME] Health Authority to determine if any additional actions are required, and to support ongoing communication to our school community.

Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: September 21, 2020 1:43 PM
To: Burton, Meribeth GCPE:EX; Sheppard, Grant EDUC:EX
Cc: Mayhew, Marnie EDUC:EX; Ralph, Kerri GCPE:EX
Subject: RE: ATTENTION SD COMMS - COVID-19 letter/media templates

Hi all,

I have asked our program area colleagues in HLTH to provide a bit of clarity on this. I think the main intention here (and with the KMs in our protocol) was to support the schools/SDs in providing some public health approved messaging in instances where their school community was already aware. In the case like we heard this morning, where VCH is advising the school not to send out a communication, that's a different scenario. Asking HLTH for input on how we communicate out use of the KMs and draft templates in our protocol document to ensure everyone is on the same page. Stay tuned.

Scott

From: Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>
Sent: September 21, 2020 11:25 AM
To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
Cc: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>; Ralph, Kerri GCPE:EX <Kerri.Ralph@gov.bc.ca>; Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: Re: ATTENTION SD COMMS - COVID-19 letter/media templates

Hi Grant

I'll let Scott B weigh in. That's a program answer
The protocol lays out the process.

We pulled together template letter And media statement to support schools and districts In conjunction With Ministry of Health who have confirmed cases with the understanding it's health authority approved.

Sent from my iPhone

On Sep 21, 2020, at 11:20 AM, Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca> wrote:

Marnie and Meribeth:

Before I send – I'd like to understand whether Indy Schools need the HA's approval to send this notice.

We have a school today where VCH is advising the school not to send any comms to parents after a staff exposure.

If we send this letter without instructions on how to collaborate with the HA, the school may possibly send without working with the HA.

Are there any instructions about collaboration with HA?

Thanks,
Grant.

From: Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Sent: September 21, 2020 11:14 AM
To: Ralph, Kerri GCPE:EX <Kerri.Ralph@gov.bc.ca>; Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>
Cc: Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>
Subject: RE: ATTENTION SD COMMS - COVID-19 letter/media templates

Great – thanks Kerri – Grant please share with FISA and the indy association leads and copy me on the email...thanks.

Marnie

From: Ralph, Kerri GCPE:EX <Kerri.Ralph@gov.bc.ca>
Sent: September 21, 2020 11:04 AM
To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Mayhew, Marnie EDUC:EX <Marnie.Mayhew@gov.bc.ca>
Cc: Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>
Subject: FW: ATTENTION SD COMMS - COVID-19 letter/media templates

Just sent this out to all SD comm's – pls pass along to your folks.
Thanks team,
Kerri

From: Ralph, Kerri GCPE:EX
Sent: September 21, 2020 11:02 AM
Subject: ATTENTION SD COMMS - COVID-19 letter/media templates

Hi Everyone,
Please see attached a *Letter to Parents Template* and a *Media Statement Template* re: COVID-19 school exposures.
Both documents have been approved by the Ministry of Health.
Thanks,

Kerri Ralph
Ministry of Education – Government Communications and Public Engagement
250-880-1112 (Mobile)

Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: September 21, 2020 8:43 PM
To: Docking, Christie M HLTH:EX
Subject: FW: Media reporting

Hi Christie,

Further to our email exchange/discussion today – FYI. Appreciate your efforts to help us navigate this communications aspect of confirmed cases....

Cheers,

Scott

From: Elizabeth Moore <elizabeth.moore@isabc.ca>
Sent: September 21, 2020 8:34 PM
To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: Media reporting

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Grant and Scott

Thank you for taking my call this morning. This media report illustrates the importance of alignment in the public health offices and effective communication - and also how important it is that the Ministry is aware of what is happening in its schools. North Shore News: Copyright

Copyright

Please let me know the outcome of your deliberations. The Head of York House will not send out anything until she has direction from you.

Regards,
Elizabeth
Dr. Elizabeth Moore / Executive Director

elizabeth.moore@isabc.ca / 778-688-1649

Independent Schools Association of BC
www.isabc.ca



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Sentinel teacher mulling WorkSafe claim over COVID-19 exposure

[Jane Seyd](#) / North Shore News

SEPTEMBER 21, 2020 05:31 PM

Copyright

Page 69 of 89

Withheld pursuant to/removed as

Copyright

Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: September 21, 2020 8:51 PM
To: Elizabeth Moore; Sheppard, Grant EDUC:EX
Subject: RE: Media reporting

Hi Elizabeth,

Thank you for your email, and for passing along the article. I have shared this with my colleagues at Ministry of Health, who I engaged with by phone and by email about this issue earlier today following our call. They are following up with VCH on the Office of the PHO on this topic, and I am hoping to hear back from them soon.

Grant – let's reconnect on this in the AM.

Cheers,

Scott

From: Elizabeth Moore <elizabeth.moore@isabc.ca>
Sent: September 21, 2020 8:34 PM
To: Sheppard, Grant EDUC:EX <Grant.Sheppard@gov.bc.ca>; Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: Media reporting

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Dear Grant and Scott

Thank you for taking my call this morning. This media report illustrates the importance of alignment in the public health offices and effective communication - and also how important it is that the Ministry is aware of what is happening in its schools. It may help advocating your cause! North Shore News: "Since then, however, there have been few details provided by either the West Vancouver School District or Vancouver Coastal Health"

Please let me know the outcome of your deliberations. The Head of York House will not send out anything until she has direction from you.

Regards,
Elizabeth
Dr. Elizabeth Moore / Executive Director

elizabeth.moore@isabc.ca / 778-688-1649

Independent Schools Association of BC
www.isabc.ca





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Merry, Kathleen EDUC:EX

From: Burton, Meribeth GCPE:EX
Sent: September 24, 2020 9:28 AM
To: MacDonald, Scott D EDUC:EX; Nicholls, Cloe EDUC:EX; Beddall, Scott EDUC:EX
Cc: Fillion, Corinna GCPE:EX
Subject: FW: Adding School Exposures information to COVID-19 site

We received this as an FYI

Any concerns about adding exposures to website?

Meribeth

From: Lacharite, Kim A CITZ:EX <Kim.Lacharite@gov.bc.ca>
Sent: September 24, 2020 9:22 AM
To: Fillion, Corinna GCPE:EX <Corinna.Fillion@gov.bc.ca>; Burton, Meribeth GCPE:EX <Meribeth.Burton@gov.bc.ca>
Cc: Rosenberg, Kaitlyn CITZ:EX <Kaitlyn.Rosenburg@gov.bc.ca>
Subject: Adding School Exposures information to COVID-19 site

Good morning Meribeth and Corrina,

Just a quick note to advise are adding a link to the School Exposures information available through the BC-CDC and Health Authority sites to the back-to-school section of the COVID-19 site.

We know this information is highly sought after by parents so our intent is to make it as easy for them to find as possible.

As a quick reference, here is the information on the BC-CDC's page:

School exposures

Copyright

Kind Regards,

Kim Lacharite, Executive Director

Government Digital Experience Division (GDX) | Ministry of Citizens' Services

617 Government Street, Victoria BC

+1 250 588 1700 | Email: Kim.lacharite@gov.bc.ca

Merry, Kathleen EDUC:EX

From: Blair, Tammy EDUC:EX
Sent: September 24, 2020 4:38 PM
To: XT:HLTH McDougall, Kari
Cc: Nicholls, Cloe EDUC:EX; Beddall, Scott EDUC:EX
Subject: FW: Templates for Schools
Attachments: Letter to Parents Template - Sept. 21.docx; Media Statement Template - Sept. 21.docx

Hi Kari,

EDUC Government Communications and Public Engagement (GCPE) and HLTH GCPE developed template letters and media statements for schools/districts to use, and they circulated those letters directly to the comms depts of SDs that have comms depts. EDUC GCPE also asked Scott Beddall to share the letters with all of the other SDs. There will be a DM Bulletin tomorrow going out with this information.

Let us know if you have any questions.

Tammy

From: Mcdougall, Kari [FH] <kari.mcdougall@fraserhealth.ca>
Sent: September 24, 2020 2:07 PM
To: Blair, Tammy EDUC:EX <Tammy.Blair@gov.bc.ca>; Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>
Subject: Templates for Schools

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Tammy and Cloe,
We have heard from our school district partners that they have received templates from the Ministry of Education to use to communicate to schools when there is a positive COVID exposure at school. Are you please able to send these to us? We have also created templates and we would like to ensure consistency.
Thank you,
Kari

Kari McDougall, MPH
Project Leader, Healthy Schools Program

Fraser Health
Healthy Living/Healthier Communities
#220 – 10362 King George Blvd
Surrey, BC V3T 2W5
office: 604-587-7931 Ext 767931
mobile: 604-614-7739
fax: 604-582-4811
kari.mcdougall@fraserhealth.ca
www.fraserhealth.ca

I acknowledge that Fraser Health provides services within the ancestral, traditional and unceded territory of the Coast Salish nations.

Month Day, 2020

RE: School Community Member Tested Positive for COVID-19

Dear Families,

A member of the [School Name] school community has tested positive for COVID-19. They are self-isolating at home with support from local public health teams.

We are supporting [NAME] Health Authority as they undertake contact tracing to determine if any other members of our school community were in contact with the person who tested positive for COVID-19, and if any additional steps are required. We are following the protocol established for these circumstances:

- The health authority is performing contact tracing;
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- The health authority will determine if anyone in the school community is a close contact that is required to self-isolate.

Only the health authority can determine who is a close contact.

If you are contacted by [NAME] Health Authority, please follow their advice.

If you are not contacted by [NAME] Health Authority, it has been determined that your child is not at risk of developing COVID-19.

To ensure personal privacy rights are maintained, we will not be providing additional details.

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

Students should continue to come to school while contact tracing is underway. As a reminder, please continue daily health checks to monitor your child for illness.

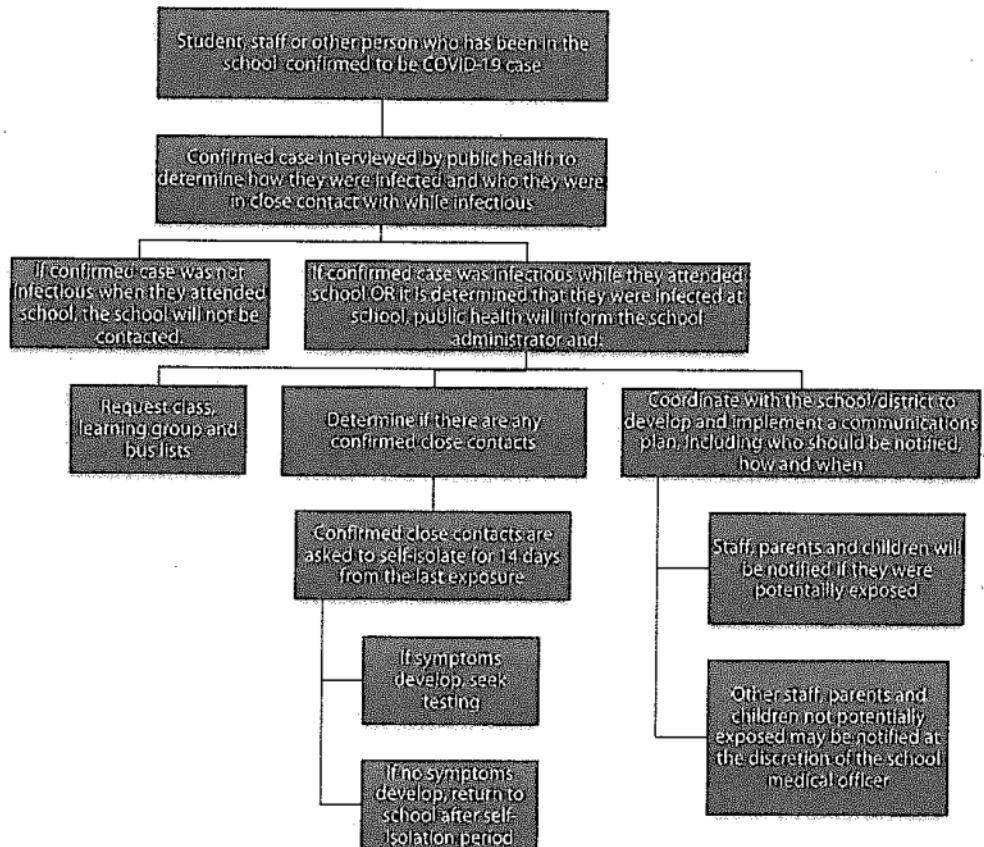
We will continue to work closely with [NAME] Health Authority to provide ongoing communication as required.

If you have questions or concerns about COVID-19, please call 811.

Sincerely,

Name and Title

Figure A: Public Health Actions in Response to Confirmed Case of COVID-19 in a School



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

*This chart above is located in the "COVID-19 Protocols for School and District Administrators" document - <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/covid-19-protocols-for-administrators.pdf> These protocols were created by the Ministry of Education, The Ministry of Health and the BC Centre for Disease Control.

Media statement Template

[Name] Health Authority has confirmed a member of our [Name] school community has tested positive for COVID-19. They are self-isolating at home with support from local public health teams. [Name] Health Authority's follows up with anyone potentially exposed to a confirmed case directly through contact tracing.

The safety and well-being of students, families and staff remains our highest priority. [School Name] will continue to implement the strict health and safety protocols and procedures that are in place so children and staff can continue to attend school as safely as possible.

Our school and school district will continue to work closely with [NAME] Health Authority to determine if any additional actions are required, and to support ongoing communication to our school community.

Merry, Kathleen EDUC:EX

From: Blair, Tammy EDUC:EX
Sent: September 24, 2020 4:52 PM
To: XT:HLTH McDougall, Kari
Cc: Nicholls, Cloe EDUC:EX; Beddall, Scott EDUC:EX
Subject: RE: Templates for Schools

Kari,

One additional point to pass along – as these were co-developed by EDUC and HLTH, you may want to follow up internally with your own communications team at FHA to see how they could/should be shared from HLTH to the HAs.

Tammy

From: Mcdougall, Kari [FH] <kari.mcdougall@fraserhealth.ca>
Sent: September 24, 2020 4:42 PM
To: Blair, Tammy EDUC:EX <Tammy.Blair@gov.bc.ca>
Cc: Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>; Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: RE: Templates for Schools

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Thank you very much! This is helpful

Kari McDougall, MPH
Project Leader, Healthy Schools Program

Fraser Health
Healthy Living/Healthier Communities

office: 604-587-7931 Ext 767931
mobile: 604-614-7739

From: Blair, Tammy EDUC:EX <Tammy.Blair@gov.bc.ca>
Sent: Thursday, September 24, 2020 4:38 PM
To: Mcdougall, Kari [FH] <kari.mcdougall@fraserhealth.ca>
Cc: Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>; Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: FW: Templates for Schools

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Hi Kari,

EDUC Government Communications and Public Engagement (GCPE) and HLTH GCPE developed template letters and media statements for schools/districts to use, and they circulated those letters directly to the comms depts of SDs that

have comms depts. EDUC GCPE also asked Scott Bédall to share the letters with all of the other SDs. There will be a DM Bulletin tomorrow going out with this information.

Let us know if you have any questions.

Tammy

From: McDougall, Kari [FH] <kari.mcdougall@fraserhealth.ca>

Sent: September 24, 2020 2:07 PM

To: Blair, Tammy EDUC:EX <Tammy.Blair@gov.bc.ca>; Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>

Subject: Templates for Schools

[EXTERNAL] This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hi Tammy and Cloe,

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Thank you,

Kari

Kari McDougall, MPH
Project Leader, Healthy Schools Program

Fraser Health
Healthy Living/Healthier Communities
#220 – 10362 King George Blvd
Surrey, BC V3T 2W5
office: 604-587-7931 Ext 767931
mobile: 604-614-7739
fax: 604-582-4811
kari.mcdougall@fraserhealth.ca
www.fraserhealth.ca

I acknowledge that Fraser Health provides services within the ancestral, traditional and unceded territory of the Coast Salish nations.

Merry, Kathleen EDUC:EX

From: Nicholls, Cloe EDUC:EX
Sent: September 29, 2020 9:56 AM
To: EDUC COVID-19 Support EDUC:EX
Cc: Beddall, Scott EDUC:EX
Subject: RE: COVID Communication at SD48

Hi Tammy,

The overall guidance is that the school district should follow the direction of the Health Authority about whom to communicate, what and when. The templates were created as a tool for school districts to use in the event that they needed to communicate broadly to the school community. They were created by GCPE at HLTH and EDUC because they were getting lots of them to review and wanted to have a simple template to streamline the process.

So – the SD can use them if they want, but they don't have to. They should always follow the guidance of the health authority in when to send and to whom. If they have concerns about the HA direction (e.g. HA is saying not to notify parents, but SD feels it would help quell fear/rumours in school community) they can always reach out to us.

Just cc'ing Scott as well – if helpful he can probably call Phillip directly when he is back.

C

From: EDUC COVID-19 Support EDUC:EX <EDUC.Covid@gov.bc.ca>
Sent: September 29, 2020 9:22 AM
To: Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>
Subject: FW: COVID Communication at SD48

Cloe,

I reviewed the protocol guide for administrators to see if there is clarity on who receives the communication regarding a covid case.

The reference is only to distribute to the 'school community'.

Is the guidance here:

- Consult your school medical officer and local Health Authority to determine the distribution of the letter to the school community. The distribution will vary depending on the exposure.

Tammy

From: Phillip Clarke <PClarke@sd48.bc.ca>
Sent: September 28, 2020 9:12 AM
To: EDUC COVID-19 Support EDUC:EX <EDUC.Covid@gov.bc.ca>
Cc: Jennifer Morris <JMorris@sd48.bc.ca>
Subject: COVID Communication at SD48

EXTERNAL: This email came from an external source. Only open attachments or links that you are expecting from a known sender.

Hello,

We are hoping to get some clarity around expectation for communication when there is and exposure or possible exposure of COVID at a school site. In our conversations with VCH they have said that they will only be communicating with the families of those who may have been impacted and not providing any proactive communication. We were also going to follow that same plan, which we did at Mamquam Elementary.

We now have the letter template from the Ministry to send home to school communities. Is it the expectation from the Ministry that we send this letter home to all school families? We did send this home at Signal Hill because of the size of the exposure and the small town population, however we saw over 55% absenteeism the following day.

Are we to be proactive in communication or follow an approach similar to VCH? I appreciate your help and guidance.

Thank you,
Phillip Clarke
Director of Instruction – Learning Services
School District No. 48 (Sea to Sky)
604.815.9286

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Page 82 of 89 to/à Page 87 of 89

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s.14

Merry, Kathleen EDUC:EX

From: Beddall, Scott EDUC:EX
Sent: October 13, 2020 12:16 PM
To: Nicholls, Cloe EDUC:EX
Subject: RE: Heads Up - SD22

Thanks Cloe. I have emailed Christie re the first point and will keep you posted on what I hear back.

Re the second point, I haven't really heard much around this except through the steering committee. I'm thinking this is where the hospital/homebound program comes into play here - pre-COVID, there have always been instances of students being away from school for extended periods of time, and an expectation that there will be opportunities to support their continued learning while they are away. Becomes even more important where you have these 1/8 and quarter systems. I know that last year, where the remote learning technology was not in place, some districts sent out paper packages that students needed to complete and send back in each week, but even there you still need staff to assemble and review the packages. Not sure if any schools/SDs have successfully offered live streaming of classes yet, but I guess I wonder if any of the technology that SD22 put in place to support continuity of learning last year could come into play now? In any case, good topic for the Education Programs WG to explore in more depth.

Cheers,

Scott

From: Nicholls, Cloe EDUC:EX <Cloe.Nicholls@gov.bc.ca>
Sent: October 13, 2020 10:11 AM
To: Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>
Subject: FW: Heads Up - SD22

Further to this one... Joe's two comments were:

- Is it possible for the HAs to send out some kind of communication once the contact tracing is done? Along the lines of "we have completed and contacted everyone necessary, if you haven't been contacted please continue to go about your business..." Joe raised this with IHA and they are looking into it but I said we would raise provincially. Could you ask Christie for thoughts?
- His second concern was how to support the students in the B block learning group as they are not doing any remote learning and they have multiple cohorts in the B block. As an example – an entire Drama Class from Block A is now self-isolating, but they are in a multitude of Block B classes in the afternoon. If there are only 5 people in the afternoon science class self-isolating, how does the teacher handle it? I told him we were looking into this through the Education Programs WG but not sure if you have any other ideas or have heard of anything happening with other districts.

Thanks!
Cloe

From: Nicholls, Cloe EDUC:EX
Sent: October 13, 2020 10:07 AM
To: Beddall, Scott EDUC:EX <Scott.Beddall@gov.bc.ca>; McCrea, Jennifer EDUC:EX <Jennifer.McCrea@gov.bc.ca>;

Godin, Keith EDUC:EX <Keith.Godin@gov.bc.ca>; Fillion, Corinna GCPE:EX <Corinna.Fillion@gov.bc.ca>
Subject: Heads Up - SD22

Good morning everyone –

I talked to Joe Rogers this morning about the exposure at Clarence Fulton Secondary over the weekend. He also sent a note to the COVID inbox. He has worked with IHA over the weekend and contact tracing is done – s.22

He also had some suggestions re: health authority communication and student supports that I will also follow up on between Scott B/HLTH and the Education Programs Working Group.

Thanks
Cloe

Cloe Nicholls
she/her/hers
Executive Director
Covid-19 Internal Team | Ministry of Education
250-216-9102

Acknowledging that I live and work on the unceded traditional lands of the Lekwungen-speaking peoples.