



Reopening Plan

August 20, 2020

Learning Groups

Guidance and Considerations

- BC's [COVID-19 Public Health Guidance for K-12 School Settings](#) outline two different but complementary administrative measures to help prevent the spread of COVID-19 in school settings:
 - Learning Groups (also referred to as cohorts) – a group of students and staff who remain together throughout a school term; and
 - Physical Distancing – maintaining a distance of two metres between individuals.
- According to the [COVID-19 Public Health Guidance for K-12 School Settings](#), Learning Group size maximums are 60 for elementary and middle school students, and 120 for secondary school students. These maximums include students, teachers, and staff who will be interacting with the students on a daily basis. Note that most BC First Nation schools include fewer than 60 students. As these are maximums, a First Nation may decide on a lower number. For example:
 - The Learning Group size for a school could be a single class.
 - For schools with a population of under 60 students, teachers, and staff, a Learning Group could be the whole school, or it could be a single class, two classes, three classes, or more.
 - For schools with a population over 60 students, teachers, and staff, a Learning Group could be a single class, two classes, or even three classes as long as the size of the Learning Group remains under 60.
- ***Important Note: If your school's population is smaller than the numbers described above, you may decide to treat it as a single Learning Group or to adopt a different approach. As such, the references to Learning Groups in this template may not be applicable for all BC First Nation schools.***
- The [COVID-19 Public Health Guidance for K-12 School Settings](#) states that the composition of the Learning Group should remain consistent for all activities that occur in the school, including recess and lunch, classroom movements, etc. Within the Learning Group it is encouraged that physical contact be minimized but a two-metre physical distance may not need to be maintained. Decisions about physical distancing should be made in consideration of the latest available public health guidance.
- The [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) have the following additional guidelines:
 - When interacting with peers outside of their learning group, students should minimize physical contact when outdoors and 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.

Learning Groups: My School's Plan

- *Learning Group size maximums including students, teachers, and staff who will be interacting with students will be a maximum of 60 for elementary*
- *The composition of the Learning Group will remain consistent for all activities that occur in the school, including recess and lunch, classroom movements, etc.*
- *The Learning Group size for the school will be two classes of students as follows:*
 - *Learning Group 1 - Kindergarten and Grade 1*
 - *Learning Group 2 – Grades 2 and 3*
 - *Learning Group 3 – Grades 4 and 5*
 - *Learning Group 4 – Grades 6 and 7*
- *The number of adults (staff and others) who interact with Learning Groups they are not a part of will be minimized.*
- *Students within Learning Groups will not need to physically distance but will minimize physical contact. [Alternatively: Students within Learning Groups will maintain physical distancing].*
- *Those outside of a learning group must practice physical distancing when interacting with the Learning Group.*
- *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.*

Classrooms

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) encourages consistent seating arrangements and spreading people out as much as is practical. For example:
 - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g. different desk and table formations)
 - For middle and secondary schools, consider arranging desks/tables so students are not facing each other.
- The latest public health guidance does not require physical distancing in the classroom provided all individuals are part of the same learning group but, but could be implemented if that is what the First Nation decides is appropriate.

If there is not enough physical space in the school, are there other options within the community?

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommends incorporating more individual activities or activities that encourage greater space between students and staff:
 - For elementary students, adapt group activities to minimize physical contact and reduce shared items.
 - For middle and secondary students, minimize group activities and avoid activities that require physical contact.
- There is less risk of transmission of COVID-19 outside. The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommends taking students outside more often to organize learning activities outside including snack time, place-based learning, and unstructured time. Activities that involve movement, including those for physical health and education, could also be taken outside.

Is this an opportunity to do more land-based learning, or to hold classes completely outside?

Is part-time attendance of students a possibility to reduce the number of students in the school at any one time?

- The [WorkSafeBC Protocols for K-12 Education](#) recommend minimizing the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day.

- Health Canada's [COVID-19 Guidance for Schools Kindergarten to Grade 12](#) contains additional guidance that is more detailed and often more restrictive, such as consideration of barriers in classrooms, increasing air exchanges by adjusting the HVAC system, opening windows when possible, reducing or eliminating the sharing of equipment and supplies, removing toys that cannot be easily cleaned, and encouraging youth to leave personal items (cell phones, head phones) in lockers or at home. In addition, Health Canada has detail around specific educational activities, such music, singing, and libraries that you may wish to review.

Classrooms: My School's Plan

- *Students and staff will be encouraged to avoid close greetings (e.g. hugs, handshakes) and to not touch their faces.*
- *Unnecessary furnishings and equipment will be removed from classrooms to allow more space to spread students out.*
- *Where tables are used in a classroom, they will all be equipped with protective screens and will be spaced 2 metres apart.*
- *Whenever possible, classes will be outside.*
- *Part-time attendance of students may be used to reduce the number of students in the school at any one time.*
- *The school will strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day.*
- *Staff and students will be encouraged to only bring personal items that are necessary (e.g. backpacks, clothing, school supplies, water bottles) and will not share personal items with others.*
- *Personal items including school supplies will be labelled with student names.*

Physical Distancing and Traffic Flows

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommendations include the following:
 - 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 to ensure compliance with the fire code.
 - Consider staggering class start times. This may or may not be possible depending on bus transportation options.
 - Barriers can be installed in places where physical distancing cannot regularly be maintained and a person is interacting with numerous individuals outside of a Learning Group/cohort. This may include the front reception desk where visitors check in or in the cafeteria where food is distributed.
 - All visitors should confirm they have completed the requirements of a daily health check before entering and schools should keep a list of the date, names, and contact information for all visitors who enter the school. See Appendix B of the [COVID-19 Public Health Guidance for K-12 School Settings for an example daily health check tool](#)).

Is there an opportunity to incorporate more individual activities or activities that encourage greater space between students and staff?

- The [WorkSafeBC Protocols for K-12 Education](#) state that parents and caregivers should remain outside of the school to drop off their children.
- The [WorkSafeBC Protocols for K-12 Education](#) state that the public should be limited from coming into the office and recommend a 2 metre area in front of or behind a kiosk, using tape or other floor markers, or using plexiglass to separate administrative workers from the public if 2 metres of separation cannot be maintained.
- Health Canada's [COVID-19 Guidance for Schools Kindergarten to Grade 12](#) contains additional guidance, including encouraging children to have individual bathroom breaks as needed instead of group bathroom breaks, with supervision.

Physical Distancing and Traffic Flows: My School's Plan

- *All people will enter the school through the school entrance located at [add location] Classes will gather outside while waiting to enter the school at locations that are marked using signage. These locations will be at least 2 metres apart from each other. Parents and caregivers will not be permitted to enter the school with their children and will be discouraged from waiting with their children, and if they do, they will be required to maintain 2 metres distance from other children and parents/caregivers.*

OR

- *Classes will enter and exit the school through the exterior door located outside their classrooms*

OR

- *Classes will enter and exit the school at staggered intervals. Classes will gather outside while waiting to enter the school at locations that are marked using signage. These locations will be at least 2 metres apart from each other.*

Classes will enter and exit the school at staggered intervals as follows:

- *Class A and Class B (Learning Group 1) will start school at 8:45 a.m.*
- *Class C and Class D (Learning Group 2) will start school at 9:00 a.m.*
- *Class E and Class F (Learning Group 3) will start school at 9:15 a.m.*

Recess and lunch periods will be staggered as follows:

- *Learning Group 1 & 2 will have recess from 10:00 – 10:20 am, lunch from 11:45 – 12:15 pm followed by recess from 12:15 – 12:45 pm*
 - *Learning Group 3 & 4 will have recess from 10:30 – 10:50 am, lunch from 12:30 – 1:00 pm followed by recess from 1:00 – 1:30 pm*
- *Hallways and aisles will be one way and signage will be placed to remind people to physical distance.*
 - *The office will be closed. Parents, caregivers, and visitors will not be permitted in the school without permission of the school principal. Parents, caregivers, and visitors will be asked to phone 250-828-9777 with questions or to request an appointment.*
 - *Students will be regularly reminded to keep their hands to themselves and maintain social distancing where/whenever possible.*

Student Transportation on Buses

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommendations include the following:
 - Use consistent and assigned seating arrangements.
 - Consider the order students typically onload and offload to support buses being loaded from back to front and offloaded from front to back.
 - Prioritize students sharing a seat with a member of their household or Learning Group/cohort.
 - 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.).
 - If space is available, students should each have their own seat and be seated beside the window.
 - Middle and secondary students should wear non-medical masks or face coverings. These should be put on before loading and taken off after offloading. No student is required to wear a non-medical mask if they do not tolerate it.
 - Bus drivers should clean their hands often, including before and after completing trips, and are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips, as well as wear a non-medical mask or face covering when they cannot physically distance or be behind a physical barrier in the course of their duties. Consider installing a physical barrier made of transparent materials between the driver and students.
 - Schools should keep up-to-date passenger lists to share with public health should contact tracing need to occur.
 - Encourage private vehicle use and active transportation (e.g. biking, walking, etc.) by students and staff where possible to decrease transportation density.
- The [WorkSafeBC Protocols for K-12 Education](#) include the following additional provisions:
 - Clean and disinfect the high touch areas of the bus at the start of your shift and after drop offs. Buses used for transporting students should be cleaned and disinfected according the guidance provided in the BC CDC's [Cleaning and Disinfectants for Public Settings](#) document. Additional guidance is available from [Transport Canada](#).
 - 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.
- The [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) includes the following additional guidance:
 - Bus drivers are expected 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.
- Health Canada's [COVID-19 Guidance for Schools Kindergarten to Grade 12](#) also recommends opening windows, if feasible, and to consider adding buddies or bus monitors to assist younger children with adhering to risk mitigation measures.

Student Transportation on Buses: My School's Plan

- *Students and parents will be encouraged to consider alternate transportation to school (biking, walking, driving) when it is reasonable and safe to do so.*
- *If students **need** to travel by bus, parents and guardians will be asked to ensure that their children will abide by the following guidelines:*
 - *Perform hand hygiene before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.*
 - *Sit in their assigned seat (students will be assigned seats based on the order they are picked up and dropped off, loading back to front and offloading front to back).*
 - *Students will wear a non-medical mask that is put on before loading and taken off after offloading, providing that they do not have a health condition that means they cannot tolerate a mask.*
- *A daily checklist will be maintained by the bus driver that confirms daily attendance on the bus and that students have been asked about their health before boarding.*
- *Windows on the bus will be open at all times.*
- *A transparent physical barrier will be installed between the driver and the students and the driver will wear a non-medical mask.*
- *Where possible, bus line up areas will be set up to prevent crowding and allow for physical distancing of 2 metres (e.g. tape or chalk on pavement, etc.).*

School Gatherings

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommends that school gatherings should be minimized. Gatherings that do occur should take place within the Learning Group/cohort and should not exceed the maximum Learning Group size including the number of additional people required (e.g. school staff, visitors, etc.) to meet the gathering’s purpose and intended outcome. Schools should seek virtual/online alternatives for larger gatherings and assemblies.

***Could students help plan what a virtual assembly might look like?
Do they have other ideas for how to foster togetherness?***

School Gatherings: My School’s Plan

- *School gatherings will be minimal during the pandemic and will occur only within the Learning Group/cohort. Visitors will not be able to attend school gatherings.*
- *School gatherings may be shared virtually whenever possible*

Extracurricular Activities

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) state that extracurricular activities including sports, arts, or special interest clubs can occur if physical distance can be maintained between members of different Learning Groups and reduced physical contact is practiced by those within the same Learning Group.
- The [COVID-19 Public Health Guidance for K-12 School Settings](#) state that inter-school events including competitions, tournaments, and festivals should not occur at this time. This will be re-evaluated in mid-fall 2020.

Is there an opportunity to provide outdoor extracurricular activities that minimize physical contact or maintain physical distancing?

- The [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) also recommend that:
 - 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 to increase public confidence.
 - Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
 - Parent volunteers providing supervision must be trained in and strictly adhere to physical distancing and other health and safety guidelines.
 - Ensure field trip numbers align with the Provincial Health Officer guidance on mass gatherings (less than 50 people)
 - Field trips to outdoor locations are preferable.
 - Risk assessments of where you are going - science exploration vs. exploring at the beach
 - No overnight field trips should occur.
 - International Field Trips should be cancelled until further notice.

Are there opportunities to engage in cultural activities outdoors in the coming months?

Extracurricular Activities: My School's Plan

- *No extracurricular activities will occur during the pandemic.*
- *No inter-school event including competitions, tournaments and festivals will occur during the pandemic.*

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Food Services

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) state that schools can continue to include food preparation as part of learning and provide food services, including for sale and meal programs. More detailed information is available in the [COVID-19 Public Health Guidance for K-12 School Settings](#) document and includes the following:
 - If food is prepared within or outside a school for consumption by people other than those that prepared it (including for sale), it is expected that the [WorkSafeBC 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.).
 - Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).
 - Schools should continue to emphasize that food and beverages should not be shared.

Food Services: My School's Plan

- *Learning Groups 1 & 2 – lunch from 11:45 am – 12:15 pm*
Learning Groups 3 & 4 – lunch from 12:30 – 1:00 pm
- *Students and parents/caregivers are not permitted to bring homemade food items meant for sharing into the school at this time (e.g., birthday treats, bake sale items).*
- *The school will emphasize to students, teachers and parents/caregivers that food and beverages should not be shared.*

Hand Hygiene

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) states that rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness and that everyone should practice diligent hand hygiene. Both students and staff can pick up and spread germs from objects, surfaces, food and people.
- Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19. Temperature does not change the effectiveness of washing hands with plain soap and water, though warm water is preferred for personal comfort.
- If sinks are not available (e.g., students and staff are outdoors), use alcohol-based hand rub containing at least 60% alcohol. See the [List of Hand Sanitizers Authorized by Health Canada](#) for products that have met Health Canada's requirements and are authorized for sale in Canada.
- To learn about how to perform hand hygiene, please refer to the [BCCDC's hand washing poster](#).
- Staff should assist younger students with hand hygiene as needed.

Could older students also assist in helping the younger ones learn the new routines?

- Appendix D of [COVID-19 Public Health Guidance for K-12 School Settings](#) outlines when to perform hand hygiene at school and may be incorporated in your school reopening plan.
- [The Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) have additional guidance including:
 - 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.
 - 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 require specialized soaps.

Hand Hygiene: My School's Plan

- *Students will be advised by signage and class instruction to perform hand hygiene:*
 - *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).*
- *After using the toilet.*
- *After sneezing or coughing into hands.*
- *Whenever hands are visibly dirty.*

- *Staff will be advised by signage and through meetings to perform hand hygiene:*
 - *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.*

- *Hand washing supplies sanitizer will be made available in the school and classes.*

Personal Strategies

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommends the following additional strategies:
 - Avoid close greetings (e.g. hugs, handshakes).
 - Encourage students and staff to not touch their faces (“hands below shoulders”).
 - Cough or sneeze into your elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.
 - Refrain from touching your eyes, nose, or mouth with unwashed hands.
 - Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

- *Students and staff will be encouraged by teachers and through other communication tools such as signage and newsletters/emails to parents and caregivers to:*
 - *Avoid close greetings (e.g. hugs, handshakes).*
 - *Encourage students and staff to not touch their faces (“hands below shoulders”).*
 - *Cough or sneeze into your elbow or a tissue. Throw away used tissues and immediately perform hand hygiene.*
 - *Refrain from touching your eyes, nose, or mouth with unwashed hands.*
 - *Refrain from sharing any food, drinks, unwashed utensils, cigarettes or vaping devices.*

Daily Health Checks

Guidance and Considerations

- **Important note: FNEESC and FNSA are coordinating with the First Nations Health Authority and will provide further information related to daily health checks as soon as possible.**
- The [COVID-19 Public Health Guidance for K-12 School Settings](#) contains detailed provisions regarding daily health checks and what to do if a student or staff member develops symptoms of an illness (see pages 4-5; 11-19; and Appendix B and C).
- The school could 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. An example is included in Appendix B of the [COVID-19 Public Health Guidance for K-12 School Settings](#).
- Alternatively, the school could conduct daily health 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.
- Those unsure of 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](#).
- They can also be advised to contact 8-1-1, a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases. If concerned, they can be advised to contact the local public health unit to seek further guidance.
- There should be no role for staff in screening students or other staff for symptoms, checking temperatures, or COVID-19 testing. Such activities should be reserved for health-care professionals.
- **Important note: There are significant privacy considerations for issuing notifications about possible cases of COVID-19. It is strongly recommended that such notifications be done only under the direction of the appropriate health authority.**

Daily Health Checks: My School's Plan

Note: Here are some possible provisions for your school's plan based on the considerations above. You are invited to select, modify, and delete as appropriate for your school. Additional provisions can be added below.

- *The school will work with its health officer, local health clinic, or health authority to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the school medical health officer. This reporting is helpful in early identification of clusters and outbreaks.*

- *If a staff or student in a school is confirmed by a local public health professional or authority as positive for COVID-19, they will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.*
- *Students and staff with cold, influenza, or COVID-19 like symptoms should stay home, self-isolate, and be assessed by a health-care provider. Testing is recommended for anyone with these symptoms, even mild ones.*
- *Quarantine is a term typically reserved for people who return from travel outside the country who are at risk of developing COVID-19. All students and staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders.*
- *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.*
- *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.*
- *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 go to school.*
- *Staff and other adults must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.*
 - *If staff or any adult has any symptoms, they must not enter the school.*
- *The school will:*
 - *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.*
 - *Clearly communicate with parents and caregivers about their responsibility to assess their children daily before sending them to school.*

12.0 Illness at School

Guidance and Considerations

- ***Important note: FNEESC and the FNSA are coordinating with the First Nations Health Authority and will provide further information on illness at school as soon as possible.***
- The [COVID-19 Public Health Guidance for K-12 School Settings](#) recommends that schools establish procedures for those 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 member can wait comfortably, separated from others.
- If a student develops signs of illness while at school, the available guidance sets out the following steps:
 - Immediately separate the symptomatic student from others in a supervised area. Contact the student's parent or caregiver to pick them up as soon as possible. Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.
 - Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a nonmedical mask or face covering and tolerated, or use a tissue to cover their nose and mouth.
 - Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.
 - Avoid touching the student's body fluids (e.g. mucous, saliva). If you do, practice diligent hand hygiene.
 - Once the student is picked up, practice diligent hand hygiene.
 - Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g., classroom, bathroom, common areas).
- If staff develops symptoms at work, staff should go home as soon as possible. If unable to leave immediately:
 - Symptomatic staff should separate themselves into an area away from others.
 - Maintain a distance of 2 metres from others.
 - Use a tissue or mask to cover their nose and mouth while they wait to be picked up.
- Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g. classroom, bathroom, common areas).
- The [WorkSafeBC Protocols for K-12 Education](#) require employers to develop a procedure for workers to follow to have a student picked up by their parent or caregiver as soon as possible, and to apply physical distancing, respiratory etiquette, and hand hygiene principles while waiting for pick-up.

- Appendix C of the [COVID-19 Public Health Guidance for K-12 School Settings](#) document outlines what to do if a student or staff member becomes ill at school and may be incorporated into your reopening plan.

Illness at School: My School's Plan

- *If a student develops any symptoms of illness parents or caregivers must keep the student at home.*
- *If a staff member develops any symptoms of illness, staff must stay home.*
- *The designated space for an ill student or staff member to wait if they cannot return home immediately will be outside the main office.*

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13.0 Cleaning and Disinfection

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) emphasize that regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces and that schools should be cleaned and disinfected in accordance with the BCCDC's [Cleaning and Disinfectants for Public Settings document](#).
- See Health Canada's list of [hard-surface disinfectants for use against coronavirus \(COVID-19\)](#) for specific brands and disinfectant products.
- The [WorkSafeBC Protocols for K-12 Education](#) have detailed guidance on cleaning, including the following:
 - Cleaning practices should be in line with the Provincial Health Officer's [COVID-19 Public Health Guidance for Childcare Settings](#).
 - Develop a cleaning policy that focuses on high-traffic areas and high-contact surfaces such as doors and cabinet handles, stair railings, washrooms, shared office spaces, desks, keyboards, light switches, and communications devices.
 - Set up a cleaning and disinfecting schedule so that high touch surfaces are frequently cleaned during the day. General cleaning and disinfecting of the premises should occur at least once a day. Frequently-touched surfaces should be cleaned and disinfected at least twice a day. This includes items that only a single student uses, like a desk or locker.
 - Remove shared items where cross-contamination is possible (e.g. shared school supplies, coffee and water stations, and snack bins).
 - Incorporate end-of-shift wipe downs for all shared spaces.
 - Empty your garbage containers often (at least daily).
 - Clean and disinfect cots and mattresses prior to use and after they are used or soiled. Use single use only pillow cases and blankets and dispose of them immediately after single use. Where pillow cases and blankets are not single use, launder between each student.
 - Provide adequate instruction, training, and supplies to custodians on the cleaning protocols developed for the workplace.
 - Clean and disinfect any surface that is visibly dirty and limit frequently-touched items that are not easily cleaned. Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label. See Health Canada's list of [hard-surface disinfectants](#) for use against COVID-19 for specific brands and disinfectant products.
 - In addition, the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) states that 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 to not place their mouth on the fountain. Water fountains should be cleaned as a frequently touched item.

Cleaning and Disinfection: My School's Plan

- *Cleaning and disinfection procedures in the school will include:*
 - *General cleaning and disinfecting of the premises at least **once every 24 hours**.*
 - *This includes items that only a single student uses, like an individual desk or locker.*
 - *Cleaning and disinfecting of frequently-touched surfaces at least **twice every 24 hours**.*
 - *These include door knobs, light switches, toilet handles, tables, desks, chairs used by multiple students, water fountains, and toys.*
 - *Cleaning and disinfecting any surface that is visibly dirty.*
 - *Using common, commercially-available detergents and disinfectant products and closely following the instructions on the label.*
 - *Limiting frequently-touched items that are not easily cleaned.*
 - *Emptying garbage containers daily.*
 - *Wearing disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Washing hands before wearing and after removing gloves.*
 - *Laminated paper-based products will be cleaned and disinfected daily if they are touched by multiple people.*
 - *Removing shared items where cross-contamination is possible (e.g., shared school supplies, coffee and water stations, and snack bins).*
 - *Incorporating end-of-shift wipe downs for all shared spaces.*
 - *Providing adequate instruction, training, and supplies to custodians.*

14.0 Students with Medical Complexity, Immune Suppression, or Receiving Delegated Care

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) contains a section on students with medical complexities, immune suppression, or receiving delegated care as well as considerations for whether PPE should be worn. The document states that if a person providing health services assesses the need for additional PPE following a point of care risk assessment, PPE should be worn. Those providing health services should wear a mask when working in close proximity with students who are at a higher risk of severe illness due to COVID-19 (e.g. children with immune suppression), particularly those who work at multiple sites.
- In addition, the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) states that 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. 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.
 - **If attending school is right for the child:** schools 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 should work with families to develop options to continue their child’s education at the school or school district level.

Students with Medical Complexity, Immune Suppression, or Receiving Delegated Care: My School’s Plan

- *Parents /caregivers of children who are at higher risk of severe illness due to COVID-19 will be encouraged to consult a healthcare provider to determine their child’s level of risk.*
- *School staff providing delegated care and working in close proximity with students who are at higher risk of severe illness due to COVID-19 will wear a mask.*
- *The school will work with families to develop options for student safety and learning.*

15.0 Students with Disabilities and Diverse Abilities

Guidance and Considerations

- The [COVID-19 Public Health Guidance for K-12 School Settings](#) notes that staff or other care providers working with students with disabilities and diverse abilities should continue with regular precautions. No additional mitigation measures or PPE are required.
- The [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) guidelines for students with disabilities and diverse abilities are as follows:
 - School districts and independent schools are expected to implement health and safety measures that promote inclusion for 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.).
 - Schools districts and independent schools must ensure that learning groups are established in a manner that reflects the implementation of students' IEP goals, respects the principles of equity and inclusion and does not result in segregated learning environments for students with disabilities/diverse abilities.

Students with Disabilities and Diverse Abilities: My School's Plan

- *Staff will use standard precautions in their work with students with disabilities and diverse abilities.*
- *Extra effort will be made to communicate on a regular basis with parents to ensure student needs are being met.*
- *If physical space limitations make it necessary to reduce the number of students in a learning environment to ensure physical distancing, students who will most benefit from in-person support and learners with diverse needs will be prioritized.*

16.0 Non-Medical Masks

Guidance and Considerations

- ***Important note: Public health guidance on the use of non-medical masks has been changing rapidly. To ensure you have the most current information, please check for the latest version of the referenced documents. We have included recommendations from both the BC Centre of Disease Control/Ministry of Health and the Ministry of Education. First Nations should adopt and apply this guidance in the best interest of their learners and community.***
- The [COVID-19 Public Health Guidance for K-12 School Settings](#) states the following regarding non-medical masks:
 - Wearing a non-medical mask or face covering within schools is a personal choice for students and adults.
 - Non-medical masks or face coverings are recommended when physical distance cannot be consistently maintained and the person is interacting with people outside of their Learning Group/cohort for extended periods of time (e.g. middle and secondary students on a school bus, etc.). It is important to treat people wearing masks with respect.
 - Those that choose to wear non-medical masks must still seek to maintain physical distance from people outside of their Learning Group/cohort. There must be no crowding, gathering or congregating of people from different Learning Groups /cohorts, even if non-medical masks are worn.
 - Schools should consider requesting students and staff to have a non-medical mask or face covering available at school so it is accessible should they become ill while at school.
 - 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 close personal contact from school staff).
 - No student needs to wear a non-medical mask if they do not tolerate it.
- More information about COVID-related mask use, including how to clean and store reusable masks, is available on the [BCCDC website](#) and the [Government of Canada website](#).
- The [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) contain the following additional guidelines:
 - Non-medical masks are required to be used in situations where a person cannot physically 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.

- 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.
- Schools will have non-medical masks available for staff and students, including anyone who becomes ill while at school. They should consider distributing them at the start of the school year.
- 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.
- See also the considerations in 14.0 Students with Medical Complexity, Immune Suppression, or Receiving Delegated Care.

Non-Medical Masks: My School's Plan

- *Routine wearing of masks by students age 10 and up and staff within the school and on buses will be encouraged, but not required.*
- *Students and staff will have a non-medical mask or face covering available at school so it is accessible should they become ill while at school.*
- *Students will wear a non-medical mask or face covering when they cannot physically distance or be behind a physical barrier on a school bus.*
- *Students will be taught about how to use masks and the expectation that they will treat people wearing masks with respect.*
- *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 expected 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.*

17.0 Staff Safety

Guidance and Considerations

- The [WorkSafeBC Protocols for K-12 Education](#) contain detailed provisions regarding staff safety, including:
 - Establish and post occupancy limits for shared spaces such as lunch rooms and break rooms. Consider removing chairs or tables to ensure occupancy limits are not exceeded. If possible, provide additional areas for workers to have their breaks, including outside areas if available.
 - Stagger start and end of shift times as well as break times for workers to prevent crowding when entering and leaving the workplace.
 - Maintain 2 metre physical distancing whenever possible between workers and students. Consider the use of virtual meetings or other means to reduce the number of staff onsite. Modify work processes and practices to encourage physical distancing between staff and student, and other workers.
 - Provide instructions to workers on methods for maintaining physical distance such as not greeting others by hugging or shaking hands.
 - If workers need to meet in person, ensure there is a 2 metre space between each worker.
 - If staff need to travel between worksites, maintain physical distance in vehicles wherever possible. Consider separate vehicles if possible. Larger vehicles may be able to accommodate physical distancing by using a seat configuration that maximizes distance between people.
 - Consider installing barriers in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a Learning Group/cohort. This may include the front reception desk where visitors check in or in the cafeteria where food is distributed.
 - Encourage workers and students to remain on site and not to leave during lunch or at break times.
 - Ensure hand washing supplies are available at all times (i.e., soap, clean towels, paper towels and, if needed, 60% alcohol-based hand sanitizer).
 - Develop and establish handwashing policies and procedures for all staff and others at the school. Post handwashing signs near all sinks. Workers, including teachers, administrators, and support workers should wash their hands frequently to reduce the risk of transmission.
 - Ensure workers are provided with appropriate supplies and facilities with soap and water. If soap and water are not available, use hand sanitizer and disinfectant wipes. Hand hygiene stations should be set up at the school entrance and other locations as appropriate.
 - Consider the maximum number of workers and students required to wash their hands at peak times and ensure that sufficient hand washing or sanitizing stations are available for these times.
 - Promote effective hygiene practices.

Staff Safety: My School's Plan

- *Establish and post occupancy limits for shared spaces such as lunch rooms and break rooms.*
- *Remove chairs or tables to ensure occupancy limits are not exceeded and provide additional areas for workers to have their breaks, including areas outdoors.*
- *Stagger start and end of shift times as well as break times for workers to prevent crowding when entering and leaving the workplace.*
- *If workers need to meet in person, ensure there is a 2-metre space between each worker.*
- *Ensure that workers are knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.*
- *Report any unsafe conditions or acts.*

18.0 Communication

Guidance and Considerations

- The psychosocial needs of students and staff should be considered. Health Canada’s [COVID-19 Guidance for Schools Kindergarten to Grade 12](#) contains some useful considerations that you may wish to review, including open and frequent communication with parents and caregivers, listening to and providing reassurance to students, the possibility of misinformation being shared in less supervised settings, and the importance of mental health supports.
- The [COVID-19 Public Health Guidance for K-12 School Settings](#) contains the following statement which parents and caregivers should be aware of:
 - While implementation of infection prevention and exposure control measures help create a safe environment by helping to significantly reduce the risk of COVID-19 transmission, it does not eliminate the risk entirely. Parents and caregivers of children who are considered at higher risk of severe illness due to COVID-19 are encouraged to consult with their healthcare provider to determine their child’s level of risk.
- The [WorkSafeBC Protocols for K-12 Education](#) contain detailed provisions regarding communication, including:
 - Remind staff that all health and safety measures in place prior to the pandemic are still in place.
 - Attempt to mitigate staff confusion and concerns by communicating essential health and safety information to them in writing before they return to the workplace. If possible, give staff an appropriate amount of time to review this material, and to respond with questions.
 - Upon first return to the workplace, hold a health and safety meeting to review workplace practices relating to COVID-19 and other health and safety matters. Additional communication may be required as new information is made available that may affect work practices.
 - Daily check-in meeting with workers to provide them with new information and review any concerns.
 - Ensure that parents and caregivers understand your policy that students must stay home if they are sick.
 - Minimize the number of non-essential people coming into the school such as parents and caregivers and contractors.
 - Keep parents and caregivers informed about what you are doing in your educational setting regarding taking extra precautions.
 - Ensure that workers know how to raise safety concerns. This may be through your joint health and safety committee.
 - Establish a central location where new information is posted relating to COVID-19 in your school.

- 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.
- Clearly communicate with parents and caregivers about their responsibility to assess their children daily before sending them to school.
- The [Provincial Health and Safety Guidelines for K-12 Settings](#) have additional guidance:
 - 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.)
 - 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, etc.

Communication: My School's Plan

- *The school will send a regular email to families/parents/caregivers. It will include updates about the school's COVID-19 response and procedures, reminders about daily health checks and signs/symptoms of COVID-19, mental health resources, and responses to common questions/concerns.*
- *The principal will communicate on a regular basis with First Nation administration and Chief and Council*
- *COVID-19 information and notices will be posted to a designated school bulletin board.*
- *Signage will be posted at the school entrances, including notices to adults entering the school about their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering.*
- *A start of the year email update and meeting will be held with staff to review workplace practices relating to COVID-19 and answer questions.*
- *Regular check-in meeting with staff will be held to share current information and review any concerns.*

19.0 Training and Orientation

Guidance and Considerations

- The [WorkSafeBC Protocols for K-12 Education](#) contain provisions regarding documentation and training including training 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 made to work policies, practices, and procedures due to the COVID-19 pandemic.
 - 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 public and non-First Nation schools are opening later than normal for training and orientation, First Nation schools may consider doing the same.

Training and Orientation: My School's Plan

- *The school will provide instruction to staff on the following:*
 - *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 made to policies, practices, and procedures due to the COVID-19 pandemic.*
 - *The school will keep a record of the instruction and training provided to workers regarding COVID-19, as well as reports of exposure and first aid records. COVID-19 related meetings will be documented and minutes posted at a central location.*
- *The school will keep a record of the instruction and training provided to workers regarding COVID-19, as well as reports of exposure and first aid records. COVID-19 related meetings will be documented and minutes posted at a central location.*

Appendix A: Further Information

Find this resource and supporting documents at www.fnsa.ca/covid19.

Key Resources

The BC Centre for Disease Control (BCCDC) is an important source of information about COVID-19. Resources available on their website can be used to support learning and to respond to questions you may receive from members of your school community. More information is available here:

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/childcare-schools>

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

http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf

WorkSafeBC Protocols for K-12 Education:

<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education>

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

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school>

Operational Guidelines for School Districts and Public Health Authorities:

<https://www.openschool.bc.ca/covidguidelines/>

Other Useful Resources

BCCDC's Cleaning and Disinfectants for Public Settings:

http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf

Health Canada's list of hard-surface disinfectants for use against coronavirus (COVID-19):

<https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html>

List of Hand Sanitizers Authorized by Health Canada:

<https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/hand-sanitizer.html>

Federal Guidance for School Bus Operations during the COVID-19 Pandemic:

<https://www2.tc.gc.ca/en/services/road/federal-guidance-school-bus-operations-during-covid-19-pandemic.html>

<https://www2.tc.gc.ca/en/services/road/joint-guidance-document-transport-canada-csa-d250-school-bus-technical-committee.html>

COVID-19 Public Health Guidance for Child Care Settings:

<https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-response-covid-19/child-care-response-covid-19-provider/child-care-response-covid-19-health-safety>

WorkSafeBC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation:

<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/restaurant-cafes-pubs>

Health Canada COVID-19 Guidance for Schools Kindergarten to Grade 12 (contains additional information that could be useful):

<https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/guidance-schools-childcare-programs.html>

World Health Organization COVID-19 Considerations for Schools:

<https://www.who.int/news-room/q-a-detail/q-a-schools-and-covid-19>

Ministry of Education Information for School Districts & Independent Schools, including operating guidelines:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school/school-districts>

BC COVID-19 Self-Assessment Tool:

<https://bc.thrive.health>

BCCDC's posters, including hand washing poster:

<http://www.bccdc.ca/health-professionals/clinical-resources/covid-19-care/signage-posters>

COVID-related mask use information:

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/prevention-risks/masks>

World Health Organization Guidance on the Use of Masks in the Context of COVID-19:

[https://www.who.int/publications/i/item/advice-on-the-use-of-masks-in-the-community-during-home-care-and-in-healthcare-settings-in-the-context-of-the-novel-coronavirus-\(2019-ncov\)-outbreak](https://www.who.int/publications/i/item/advice-on-the-use-of-masks-in-the-community-during-home-care-and-in-healthcare-settings-in-the-context-of-the-novel-coronavirus-(2019-ncov)-outbreak)

Appendix B: School Reopening Considerations Checklist

Please adapt and add to this checklist as appropriate for your school.

Planning

- School reopening plan drafted
- School reopening plan reviewed and approved by Chief and Council
- COVID-19 news being monitored
- Person identified to manage the plan
- _____
- _____

Scheduling and Organization

- Learning Groups have distinct start/end times, meals, and recesses
- Visitor log kept at school reception
- _____
- _____

Transportation

- Driver PPE and barriers provided
- Student assigned consistent seats that maximize physical distancing and load back to front
- Parent/caregiver instructions communicated
- Bus attendance checklist prepared
- _____
- _____

Building, Supplies, and Cleaning

- Cleaning supplies and Personal Protective Equipment (PPE) ordered
- Barriers installed at reception
- Cleaning/disinfecting schedule in place
- Unnecessary furnishings, equipment, and shared items removed

- Classroom desks and hallways set for physical distancing
- Floor markings and posters address traffic flow
- Adequate amounts of high touch materials on hand (pencils, pens, art supplies)
- Handwashing/sanitizing sites set up
- Enhanced cleaning routine in place
- Sick room designated
- _____
- _____

Staff

- Start of the school year training with staff (all types) to review procedures and responsibilities
- WorkSafeBC Guidelines reflected in School reopening plan
- Written instructions/plan shared with staff
- _____
- _____

Communication

- Share reopening plan with First Nation leadership and parents/caregivers
- Families of students with higher risk of severe illness consulted
- Signage posted: entrances, bathrooms, halls, classrooms, and common areas
- Bulletin board for COVID-updates set
- _____
- _____