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

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

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

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

TRAUMA INFORMED PRACTICES AND SOCIAL EMOTIONAL NEEDS
Trauma-informed practice is a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events.

Trauma-informed practice includes:

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

The North American Centre for Threat Assessment and Trauma Response has released a resource to assist the education sector in supporting the transitioning back to school called Guidelines for Re-Entry into the School Setting during the Pandemic: Managing the Social-Emotional and Traumatic Impact. To support educators in responding to situations of trauma, the Ministry has created trauma-informed practice resources that are available on the erase website.
GUIDELINES FROM THE PROVINCIAL HEALTH OFFICER
The following requirements reflect first and foremost all guidelines from the PHO and the Ministry of Education and will be adopted by School District No. 57. PHO guidelines for the K-12 sector can be found here:


HELPFUL RESOURCES

• Northern Medical Health Officers
• K-12 Education Restart Plan
• BCCDC health and safety guidelines for K-12
• Provincial/Ministry K-12 health and safety guidelines
• Self Assessment Tool

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

- Public Health Measures
  Includes Orders from the Provincial Health Officer, improved testing, and contact tracing.

- Environmental Measures
  Includes being outdoors, using visual cues for maintaining physical distance, and more frequent cleaning and disinfection.

- Administrative Measures
  Includes changes in scheduling and work practices, and decreased density of individuals.

- Personal Measures
  Includes staying home when sick, maintaining physical distance/minimizing physical contact, and hand hygiene.

- Personal Protective Equipment
  Includes gloves and masks.
PUBLIC HEALTH MEASURES

Mass Gatherings
The PHO’s Order for Mass Gatherings continues to prohibit gatherings and events of people in excess of 50 people, however, this Order does not apply to regular school activities. As such, there can be more than 50 students and staff in a school at any given time if they are not all in one area and if they are actively engaged in physical distancing to the greatest extent possible. Large assemblies of staff and students should not be held.

Case Finding, Contact Tracing and Outbreak Management
Active testing of people with mild COVID-19 like symptoms (case finding) helps us identify cases early in the course of their disease, determine whether others in close contact with them are at risk for infection (contact tracing), and ensure they get appropriate care and follow-up. Enhancing policies regarding reporting employee and student absenteeism to public health can be helpful in early identification of clusters and outbreaks.

Should a COVID-19 positive person be identified by public health staff, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe in a school or workplace.

Self-Isolation and Quarantine
Should children, youth and staff have common-cold, influenza, or COVID-19 like symptoms they must stay home, be assessed by their health care provider and tested for COVID-19. When someone is symptomatic, they should self-isolate and follow directions provided by their health care provider. Self-isolation is also advised for those who are considered a close contact of a confirmed case and are waiting to see if they develop COVID-19 illness.

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

If a person is found to be a confirmed case of COVID-19, public health staff will ensure there is robust contact tracing and management of any clusters or outbreaks. They will also ensure that children, staff, parents and caregivers have access to health care providers and that appropriate supports are in place.

ENVIRONMENTAL MEASURES

Restricting Access to the School or School District Building
- Only visitors and non-site staff will be permitted in the building by appointment only
- Visitors and non-site based staff entering the building should be prioritized to those supporting activities that are of benefit to student learning and well-being (teacher candidates, public health nurses, meal program volunteers, in school mentors).
- Parents and caregivers should remain outside of the school to drop off and pick up their children
- Short term community use is suspended until further notice
  - User groups with existing rental and lease agreements will be permitted and must follow the guidelines established for the District.
- All visitors and non-site based staff should confirm they have completed the requirements of a daily health check before entering
- All visitors and non-site based staff MUST sign in with date, names and contact information
• If a member of the public or non-site based staff is required to enter school, the person shall practice diligent hand hygiene and maintain physical distance when they are in the school.
• If unable to physical distance PPE, (face mask, face covering) is required
• Sign in for contact tracing will remain in the entrance, including after hours

Cleaning and Disinfection
Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. All schools in SD No. 57 will have a daytime custodian to ensure cleaning is occurring throughout the day and into the evening. All employees are reminded that Health and Safety is everyone's responsibility and they are to wipe and clean after themselves on a regular basis. Schools are cleaned and disinfected in accordance with the BCCDC’s Cleaning and Disinfectants for Public Settings document. This includes:
• General cleaning and disinfecting of premises will occur at least once a day.
• Frequently-touched shared surfaces will be cleaned and disinfected at least twice a day - (e.g. door knobs, light switches, toilet handles, tables, desks, chairs, electronic devices, keyboards, shared learning items and manipulatives, and toys)
  o Water fountains can be used if water bottle filling stations are not available, as access to water should not be restricted. Students and staff will 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.
  o Shared equipment (glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economics)
• Clean and disinfect any surface that is visibly dirty.
• Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label.
• Limit items that are not easily cleaned (e.g. fabric or soft items).
• Empty garbage containers daily.
• Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine).
  o Wash hands before wearing and after removing gloves.
• Washrooms should be cleaned at least twice a day keeping in line with the high touch surface area protocols.
• Ensure supplies are readily available.
• Remove any unnecessary furniture, tools or equipment that may elevate the risk of transmission through inability to physical distance.
• Ensure safe use of shared items including photocopiers, laminators, coffee makers, microwaves and other shared appliances, and should be cleaned as frequently touched surfaces
• Staff should use acceptable personal hygiene and cleaning protocols in food preparation areas.
• Ensure safe use and storage of cleaning supplies as per safety data sheets
• Dishwasher safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle

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

Learning Groups, Physical Distancing and Minimizing Physical Contact

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

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

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

In Stage 2
- In elementary, a learning group can be composed of up to 60 people includes teacher and some support staff if possible.
- In secondary schools, a learning group can be composed of up to 120 people includes teacher and some support staff if possible.

In Stages 3 and 4
- In elementary, a learning group can be composed of up to 30 people.
- In secondary schools, a learning group can be composed of up to
  - 60 people Stage 3
  - 30 people Stage 4

- Learning groups can be composed of students and staff.
  - Learning groups are smaller in elementary school due to the recognition that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact and recognizing and articulating symptoms of illness
  - Learning groups are larger in secondary schools due to the increased ability of children in that setting to be able to consistently minimize physical contact, practice hand hygiene, ensure physical distance where necessary and recognize and articulate symptoms of illness

- Principals and teachers should determine the composition of the learning groups. The composition of the learning group should remain consistent for all activities that occur in schools, including but not limited to learning and breaks (lunch, recess, classroom changes, etc.).

- Within the learning group minimized physical contact should be encouraged, but a two-meter physical distance does not need to be maintained.

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

- Consistent seating arrangements are encouraged within learning groups where practical. This can assist public health should contact tracing need to occur.

- School should keep up-to-date lists of all members of a learning group to share with public health should contact tracing need to occur.
Interacting with Learning Groups
- Those outside of a learning group must practice physical distancing when interacting with learning groups.
  - Itinerate staff, non-enrolling staff, TTOCs, Support Staff, teacher candidates, district specialists and EAs can work with multiple learning groups but should maintain physical distance from students and other staff as much as possible.
  - Where possible, schools should assign staff to a specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need assistance.
  - In situations where staff outside a learning group cannot practice physical distancing, other measures must be explored (reconfigure rooms, securing and alternate space, or providing virtual services if possible).
  - When staff are interacting with people outside of their learning group and physical distancing cannot be consistently maintained and none of the alternate measures are viable, staff are required to wear a non-medical mask, a face covering or shield (in which case a non-medical mask must be worn (unless medically exempt) in addition to the face shield).

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

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

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>STAGE 3</th>
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<tbody>
<tr>
<td>▪ Physical distancing (2m) for staff and for middle and secondary school students when interacting outside of their learning groups</td>
<td>▪ Physical distancing (2m) for staff, middle and secondary school students at all times.</td>
<td>▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors.</td>
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<td>▪ Physical distancing (2m) for elementary students when interacting outside of their learning groups</td>
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The following physical distancing strategies should be implemented where possible in schools: (Note: This includes all related school activities including field trips, fundraising, etc.)
- No close greetings (e.g. hugs, handshakes). Regularly remind students about keeping their “hands to yourself”,
- The number of students in a space should not exceed the ability to maintain health and safety measures,
- Where possible, schools will maximize classrooms with sinks for additional hand washing
- Spread people out into different areas,
  - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g. different desk and table formations).
- Implement strategies at pick-up and drop-off times (including busing), to avoid crowding
• Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone,

• Take students outside more often:
  o Organize learning activities outside including snack time, place-based learning and unstructured time,
  o Take activities that involve movement, including those for physical health and education, outside,
  o When playgrounds in SD No. 57 are open to be used, follow the direction of the PHO.

• Incorporate more individual activities or activities that encourage more space between students and staff.
  o For younger students, adapt group activities to minimize physical contact and reduce shared items.
  o For adolescent students, minimize group activities and avoid activities that require physical contact.

• Food and beverages
  o Food and beverages should not be shared
  o Homemade food items made available to other students will not be allowed at school

• Ensure communication of physical distancing guidelines is relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language etc.)

• Parents and caregivers and other non-staff adults entering the school should be minimized. If a member of the public is required to enter school, the person shall practice diligent hand hygiene and maintain physical distance when they are in the school.
  o Implement measures to ensure workers can maintain a distance of two metres when serving or in the rare occasion, working with or near members of the public, where possible, specifically in office or clerical areas where the public may engage.

• In Stage 2 school gatherings should occur within the learning group
  o Gatherings should not exceed the maximum learning group size in the setting, plus the minimum number of additional people required (school staff, guest visitors) to meet the gathering’s purpose and intended outcomes.
  o These gatherings should happen minimally
  o Schools should seek virtual alternatives for larger gathering and assemblies

• Manage flow of people in common areas, including hallways and bathrooms.
  Implement when possible one-way traffic flows in high traffic areas and stairwells to minimize congestion. It is important to not reduce the number of exits and ensure the fire code is adhered to.

• Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a learning group. This may include the front reception desk where visitors check in or in the cafeteria where food is distributed. This is a school based decision.
PERSONAL PROTECTIVE EQUIPMENT
- PPE such as masks and gloves, is not needed for most staff beyond that used as part of routine practices for the hazards normally encountered in their regular course of work
- Wearing a non-medical mask or face shield (in which case a non-medical mask must be worn in addition to the face shield) is required in high traffic areas such as buses and in common areas such as hallways, or anytime when physical distancing cannot be maintained (support staff/itinerant teachers/specialists interacting with multiple learning groups) and a person is interacting with people outside of their learning group for extended periods of time.
- With a class or learning group Staff and students can also wear a mask, a face covering or a face shield. This is a personal decision and it is important to treat people wearing masks with respect
- Schools and school districts will have non-medical masks available for staff and secondary students (2 each), including anyone who becomes ill while at school.
  - Masks will be offered and distributed to staff and students who do not have their own masks
    - Staff will receive the offer on September 8 and 9
    - Students will be offered masks on September 10 and 11 by their classroom teacher or first period teacher in the case of secondary schools
  - A limited supply of disposable masks will be available in the event the re-usable mask is forgotten or misplaced
- While wearing a mask you must still seek to maintain physical distancing for people outside of your learning group.
- While wearing a face shield a mask is to be worn as well
- There must be no crowding, gathering, or congregating of people from different learning groups, even if masks are worn

STUDENT TRANSPORTATION AND BUSES
Diversified Transportation has been informed of SD No. 57's COVID-19 safety protocols and will adhere to BCCDC’s Cleaning and Disinfectants for Public Settings document. Additional measures being taken by Diversified Transportation and SD57 include:
- Bus drivers should wash their hands often and are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips
- Bus drivers are required to wear a non-medical mask, face covering or shield (in which case a non-medical mask should be work in addition to the face shield) when they cannot maintain physical distance or behind a physical barrier in the course of their duties
- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID 19 or other infectious respiratory disease before sending them to school. **If a child has any symptoms, they must not take the bus or go to school**
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
- Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (use tape markings etc.) where required
  - Schools should provide support for students who are not able to physically distance
- Have students sit in their own seat if space allows and prioritize seat sharing with a member of their household or learning group.
- Students in their own seat should sit under the window
- Staff will not transport students in private vehicles
• Load the bus from the back seats to the front of the bus; empty the bus from the front seats to the back to avoid students passing each other in the isle.
• All routes should have a designated seating plan with daily rider attendance
• Secondary school students are required to wear a non-medical mask or face covering
  o These should be put on before loading and taken off after offloading
• Encourage private vehicle use and active transportation (biking, walking etc.) where possible to decrease transportation density
• Diversified has increased cleaning protocols
• No courtesy riders at this time

PERSONAL MEASURES
Stay Home When Sick.
• Students and Staff will follow instructions under the direction of the Northern Medical Health Officer
  o All students and staff who have symptoms of COVID-19, OR travelled outside Canada in the last 14 days, OR were identified by Medical Health Officer as a close contact of a confirmed case or outbreak must stay home and self-isolate.
• Any student, staff or other person within the school who has cold, influenza or COVID-19 like symptoms will be asked to seek assessment by a health-care provider.
  o Students or staff may still attend school if a member of their household has cold, influenza or COVID-19 like symptoms, provided the student/staff is asymptomatic. It is expected the symptomatic household member is seeking assessment of a health-care provider
  o 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
• 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,
  o If a child has any symptom, they must not go to school. See APPENDIX B
  o Schools will follow up with families to ensure process was followed
• All staff must assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school,
  o If staff or any adult has any symptoms, they must not enter the school or school district building
  o Schools will follow up with staff to ensure process was followed
• When sick, school staff must:
  o inform Principal of sickness
  o inform sub-service to document absence and request replacement if required
  o inform HR Wellness if sickness contains COVID-19 related symptoms
  o Prepare replacement plans/notes as per usual
  o **School should not provide notification to staff or students’ families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.**
• Sites will receive increased/intense cleaning as appropriate if evidence of COVID-19 like illness
• School Administrators must:
  o Ensure school staff and other adults entering the school or school district building are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school or school district building
  o Clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school, See Appendix B
  o Conduct a daily check-in with students for physical and mental wellness,
  o Ensure students and staff who become sick while at school are sent home immediately,
  • All students and staff should be directed to use the BC COVID-19 Self-Assessment Tool. If they are unsure of their health.

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

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

**How to Practice Diligent Hand Hygiene:**
• Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is **not** needed for COVID-19.
• If sinks are not available *(e.g., students and staff are outdoors)*, use alcohol-based hand rub containing at least 60% alcohol *(SD No. 57 uses SOAPOLAR as an alternative and this is acceptable).*
  o See the List of Hand Sanitizers Authorized by Health Canada for products that have met Health Canada's requirements and are authorized for sale in Canada
• If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands visibly dirty
• To learn about how to perform hand hygiene, please refer to the BCCDC’s hand washing poster.

**Strategies to Ensure Diligent Hand Hygiene:**
• **Hand washing with water and soap/Hand Sanitizer will be applied upon arrival at school.** Place hand washing stations in various locations including school entrances, hallways, and classrooms to encourage appropriate hand hygiene throughout the day.
• Remind staff and students about the importance of diligent hand hygiene.
• Incorporate additional hand hygiene opportunities into the daily schedule.
• Ensure hand washing supplies are well stocked at all times including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol or SOAPOLAR.
• Staff should assist younger students with hand hygiene as needed

**Respiratory Etiquette**
Students and Staff must:
• Cough and sneeze into their elbow, sleeve, or a tissue. Throw away used tissues and immediately and perform appropriate hand hygiene.
• Refrain from touching their eyes, nose or mouth.
• Refrain from sharing any food, drinks, unwashed utensils.
Supporting School Communities
The BC Centre for Disease Control is the source of information about COVID-19. Resources available there can be used to support learning and to respond to questions you may receive from members of your school community. More information is available on the BC Centre for Disease Control website.

COMMUNICATION
Schools must ensure that everyone entering the workplace, including workers from other employers, knows how to keep themselves safe while at your workplace.
• Be sure everyone is trained on the measures you have put in place and the protocols around staying home when sick.
• Post signage, including occupancy limits and effective hygiene practices. Signage should also be posted at the main entrance indicating who is restricted from entering the premises (including visitors and workers with symptoms).
• Ensure workers are adequately supervised to ensure they know what to do.

Communication Materials
SD No. 57 will provide all communications through regular channels for parents and partner groups. Any posters or associated materials will be provided to all sites and posted accordingly. All schools will post their site-specific plans for:
• Site access and risk limitation
• Cleaning and hygiene
• Physical distancing

SD No. 57, all schools and sites will establish protocols for accessing work sites and minimizing risk, including:
• Establishing clear site-based protocols for staff and student access to site
• All sites will have a clear process to assess the wellness of their staff and students
  o Sites will have processes for staff or students leaving if they are showing COVID related symptoms
  o Sites will need locations for students who are unable to return home immediately
• SD No. 57 and schools will communicate with families the importance of students not attending if sick
• Sites will have clearly designated wash areas
• Students will bring limited materials to school (backpack, water bottle, etc.) and should not share any personal materials
  o Staff and students should not share personal items (including electronic devices, writing instruments, etc.)
  o Students will not have access to lockers at this time.
• PPE, non medical masks and face shields (as required) will be available for all staff requesting one
  o Masks should be used when unable to maintain physical distancing when interacting with others outside of your learning group
Illness and Self-Assessment Protocols
Schools must adhere to SD57 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.
- Clearly communicate with parents and caregivers their responsibility to assess children daily before sending them to school.
  - Students, staff or other adults that have any symptoms, must not enter the school.
- Establish procedures for students and staff who become sick while at school to be sent home as soon as possible.
  - A space should be available for the student or staff to wait comfortably that is separate from others and provide them with a non-medical mask if they don’t have one.

SD No. 57 STAGE 2 RESTART PLAN:
Guidelines
Learning Groups and Physical Distancing
Learning groups reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced.

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

In-person inter-school events (including competitions, tournaments, and festivals) must NOT occur at this time.

To minimize the amount of interaction outside of learning groups, Wednesday early dismissal time for collaboration will be suspended until further notice.

Break Times

Elementary

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

Secondary

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

Field Trips

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

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

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

Curriculum, Programs and Activities

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

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<tr>
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<th>Space/Classroom Health and Safety Measures</th>
<th>Equipment/Materials Shared Equipment will be cleaned and disinfected by staff</th>
<th>Cleaning and Disinfecting</th>
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<tbody>
<tr>
<td>Adult Education</td>
<td>Follow guidance for Physical Distancing</td>
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<tr>
<td>Dual Credit</td>
<td>SD57 Health and Safety guidelines apply for courses taken in SD57 buildings</td>
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<td>For courses taken in Post-Secondary Institutions schools must ensure students are aware of and adhere to the guidelines set out by post-secondary institutions</td>
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<td>For courses taken in Post-Secondary Institutions schools must ensure students are aware of and adhere to the guidelines set out by post-secondary institutions</td>
</tr>
<tr>
<td>Block X and Y</td>
<td>Follow guidance for Physical Distancing for students outside of learning groups</td>
<td>Follow guidance for Physical Distancing</td>
<td>Follow guidance for Physical Distancing</td>
</tr>
<tr>
<td></td>
<td>Minimize physical contact by those in the same learning group</td>
<td>Follow guidance for Physical Distancing</td>
<td>Follow guidance for Physical Distancing</td>
</tr>
<tr>
<td>Food and Culinary Arts</td>
<td>Follow guidance for Physical Distancing</td>
<td>Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water)</td>
<td>Practice diligent hand hygiene:</td>
</tr>
<tr>
<td></td>
<td>Use of Learning Groups is encouraged</td>
<td>Shared tools should be cleaned at a minimum of 2 times daily</td>
<td>At the beginning and end of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tools cleaned between learning groups at the end of school quarter</td>
<td>Before and after handling food</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Before and after eating and drinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>When hands are visibly dirty</td>
</tr>
<tr>
<td>Space/Classroom Health and Safety Measures</td>
<td>Equipment/Materials</td>
<td>Cleaning and Disinfecting</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Textiles</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Follow guidance for Physical Distancing  | • Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water) | • Practice diligent hand hygiene:  
• At the beginning and end of class  
• Before and after handling shared tools or equipment  
• When hands are visibly dirty |
| • Use of Learning Groups is encouraged    | • Shared tools should be cleaned at a minimum of 2 times daily  
• For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups if required)  
• Tools cleaned between learning groups at the end of school quarter |                          |
| • For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups if required)  
• Tools cleaned between learning groups at the end of school quarter | • Tools cleaned between learning groups at the end of school quarter |                          |
| **Music**                                | • Practice diligent hand hygiene:  
• At the beginning and end of class  
• Before and after handling shared instruments or equipment  
• When hands are visibly dirty |                          |
| For additional strategies  
**Guidance for Music Classes in BC during COVID 19** |                          |                          |
| • Follow guidance for Physical Distancing/Physical contact  
• When in Learning Groups, physical contact is minimized  
• When students interact outside of learning groups physical distancing of 2m | • Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water)  
• Shared tools should be cleaned at a minimum of 2 times daily  
• Tools cleaned between learning groups at the end of school quarter |                          |
| • When in Learning Groups, physical contact is minimized  
• When students interact outside of learning groups physical distancing of 2m | • Tools cleaned between learning groups at the end of school quarter |                          |
| **Physical and Health Education**        | • Practice diligent hand hygiene:  
• At the beginning and end of class  
• Before and after handling shared equipment  
• When hands are visibly dirty  
• Disinfect teaching aids (clipboard, white boards, pens, plastic bins etc.) |                          |
| • Encourage outdoor programs as much as possible  
• Minimize physical contact inside learning groups  
• Support physical distancing outside of learning group  
• No change room use. encourage students to come to school in clothing appropriate for PE and the weather conditions to eliminate the use of change rooms  
• Designate an area for changing into outdoor clothing if moving outdoors  
• Include more individual pursuits than traditional team activities such as dance, land based activities, exercise without equipment, fitness, mindfulness  
• Plan activities that limits the use of shared equipment  
• Shared equipment clean and disinfect shared equipment minimum 2 times daily  
• Avoid sharing equipment by numbering and assigning each student their own if possible (students will clean after use with soap and water)  
• Assemble individualized PE kits that can be assigned to students  
• Have students create their own PE kits to use at home or school | • Tools cleaned between learning groups at the end of school quarter |                          |
| • Minimize physical contact inside learning groups  
• Support physical distancing outside of learning group  
• No change room use. encourage students to come to school in clothing appropriate for PE and the weather conditions to eliminate the use of change rooms  
• Designate an area for changing into outdoor clothing if moving outdoors  
• Include more individual pursuits than traditional team activities such as dance, land based activities, exercise without equipment, fitness, mindfulness  
• Plan activities that limits the use of shared equipment  
• Shared equipment clean and disinfect shared equipment minimum 2 times daily  
• Avoid sharing equipment by numbering and assigning each student their own if possible (students will clean after use with soap and water)  
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• Have students create their own PE kits to use at home or school | • Tools cleaned between learning groups at the end of school quarter |                          |
| • Designate an area for changing into outdoor clothing if moving outdoors  
• Include more individual pursuits than traditional team activities such as dance, land based activities, exercise without equipment, fitness, mindfulness | • Tools cleaned between learning groups at the end of school quarter |                          |
| • Plan activities that limits the use of shared equipment  
• Shared equipment clean and disinfect shared equipment minimum 2 times daily  
• Avoid sharing equipment by numbering and assigning each student their own if possible (students will clean after use with soap and water)  
• Assemble individualized PE kits that can be assigned to students  
• Have students create their own PE kits to use at home or school | • Tools cleaned between learning groups at the end of school quarter |                          |
<p>| • Have students create their own PE kits to use at home or school | • Tools cleaned between learning groups at the end of school quarter |                          |</p>
<table>
<thead>
<tr>
<th></th>
<th>Space/Classroom Health and Safety Measures</th>
<th>Equipment/Materials Shared Equipment will be cleaned and disinfected by staff</th>
<th>Cleaning and Disinfecting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Playground</strong></td>
<td>• Attempt to minimize physical contact</td>
<td>• Sand and water can be used for play if children wash their hands</td>
<td>• Ensure appropriate hand hygiene practices before and after outdoor play</td>
</tr>
<tr>
<td><strong>Sports</strong></td>
<td>• Follow guidance for Physical Distancing/Physical contact</td>
<td>• Clean and disinfect shared equipment minimum 2 times daily</td>
<td>• Ensure appropriate hand hygiene practices before and after outdoor play</td>
</tr>
<tr>
<td><strong>Science Labs</strong></td>
<td>• Follow guidance for Physical Distancing</td>
<td>• Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water)</td>
<td>• Practice diligent hand hygiene:</td>
</tr>
<tr>
<td></td>
<td>• Use of Learning Groups is encouraged</td>
<td>• Shared items should be cleaned at a minimum of 2 times daily</td>
<td>• At the beginning and end of class</td>
</tr>
<tr>
<td></td>
<td>• For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups if required)</td>
<td>• Tools cleaned between learning groups at the end of school quarter</td>
<td>• Before and after handling shared equipment</td>
</tr>
<tr>
<td></td>
<td>• When students interact outside of learning groups physical distancing of 2m</td>
<td></td>
<td>• When hands are visibly dirty</td>
</tr>
<tr>
<td><strong>Tech Ed (shops, trades)</strong></td>
<td>• Follow guidance for Physical Distancing</td>
<td>• Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water)</td>
<td>• Practice diligent hand hygiene:</td>
</tr>
<tr>
<td></td>
<td>• Use of Learning Groups is encouraged</td>
<td>• Shared tools should be cleaned at a minimum of 2 times daily</td>
<td>• At the beginning and end of class</td>
</tr>
<tr>
<td></td>
<td>• Have student use designated area for leaving personal items when entering the classroom</td>
<td>• Tools cleaned between learning groups at the end of school quarter</td>
<td>• Before and after handling shared tools or equipment</td>
</tr>
<tr>
<td></td>
<td>• For safety demonstrations and instruction ensure appropriate space is available to allow all students to view (break students into smaller groups if required)</td>
<td></td>
<td>• When hands are visibly dirty</td>
</tr>
</tbody>
</table>

Ongoing collaboration and communication with PSI for Trades in Training or other pre-trades apprenticeship programs is crucial.
<table>
<thead>
<tr>
<th>Theatre, Film and Dance</th>
<th>Space/Classroom Health and Safety Measures</th>
<th>Equipment/Materials Shared Equipment will be cleaned and disinfected by staff</th>
<th>Cleaning and Disinfecting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Follow guidance for Physical Distancing</td>
<td>• Avoid sharing costumes/props if possible and wash items</td>
<td>• Practice diligent hand hygiene:</td>
</tr>
<tr>
<td></td>
<td>• Use of Learning Groups is encouraged</td>
<td>• Clean and disinfect shared equipment minimum 2 times daily</td>
<td>• At the beginning and end of class</td>
</tr>
<tr>
<td></td>
<td>• No in-person interschool events</td>
<td></td>
<td>• Before and after handling shared props/equipment etc.</td>
</tr>
<tr>
<td></td>
<td>• Minimize physical contact for dance and drama classes by reorganizing warm up exercises and performance work into smaller groups allowing for physical distancing</td>
<td></td>
<td>• When hands are visibly dirty</td>
</tr>
<tr>
<td></td>
<td>• Where possible make use of outdoor space and site-specific performances spaces that allow for physical distancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Experience</td>
<td>• Schools will assess and determine if it is safe for their students to continue with existing work placements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schools will obtain parent/guardian sign off for all new and continuing placements during COVID</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow guidance for Physical Distancing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Schools will ensure students are covered with the required, valid workplace insurance for placements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>• Follow guidance for Physical Distancing</td>
<td>• Equipment/tools can be numbered and assigned to a student to avoid sharing (students will clean their own tools with soap and water)</td>
<td>• Practice diligent hand hygiene:</td>
</tr>
<tr>
<td></td>
<td>• Use of Learning Groups is encouraged</td>
<td>• Shared tools should be cleaned at a minimum of 2 times daily Tools cleaned between learning groups at the end of school quarter</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Supporting Students with Disabilities/Diverse Abilities

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

- Schools must ensure that supports and services typically provided to students with disabilities/diverse abilities or medical complexity continue across all stages.
- Students with disabilities/diverse abilities who are not able to physically distance are not to be excluded from a learning group. Prevention and exposure control measures should be implemented to support students to access learning within a learning group.
- Schools must ensure that learning groups are established in a manner that allows for the implementation of students’ IEP goals, respects the principles of equity and inclusion and does not result in segregated learning environments.
- Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.
- When staff are in close physical proximity with a student and 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.
- Non-medical masks are required in situations where a person cannot maintain physical distance and is in close proximity to a person outside of their learning group. As such staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask must be worn in addition to the face shield with outside of their learning groups and when physical distancing cannot be maintained.
- Schools will have non-medical masks and face shields available for staff.
- Wearing a non-medical mask, a face shield or covering in schools outside of the circumstances outlined above is a personal choice and will be respected.

Supporting 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 isolation is only recommended for children who are severely immunocompromised as determined on a case-by-case basis.
- Parents/caregivers of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, are to consult with their medical health care provider to determine the level of risk regarding their child’s return to in-class instruction.
- Parents/caregivers seeking an alternative to in-class instruction, and do not wish to register their child in a distributed learning program or homeschooling, will be required to obtain a doctor’s note indicating the need for accommodations due to health-related risks.
  - **Schools are expected to work with these families to ensure continuity of learning and supports.**
    - If attending in-class instruction is right for the child: schools should work with the parents or caregivers to develop a plan that provides options for learning to ensure appropriate preventative measures are in place.
    - If attending in-class instruction is not right for the child: schools should work with the families to develop options to continue their child’s education.
Kindergarten Gradual Entry, Early Learning and Childcare

Kindergarten Gradual Entry

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

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

StrongStart

- School districts may offer in-person StrongStart BC programs at reduced capacity during Stage 2.
- StrongStart BC programs can be operated safely by following recommended preventative measures such as requiring participants and staff to stay home when sick, encouraging physical distancing and minimizing physical contact, practicing hand hygiene and implementing enhanced cleaning and disinfecting protocols. All programs must follow current public health guidelines for K-12 schools and child care settings.
- StrongStart BC programs offering in-person programs are expected to maintain daily attendance records.
- School districts are encouraged to find flexible solutions that best meet community needs for StrongStart BC programming. Examples of flexible options include:
  - Limiting the number of hours per day and/or days per week that the program is offered.
  - Pre-registering families into the program, if possible.
  - Pre-planning family attendance and/or organizing families into smaller cohorts, if possible.
  - Limiting group sizes in consideration of the StrongStart BC program’s maximum space capacity.
  - Engaging in physical distancing as much as possible including increasing the space between learning stations.
  - Taking children and families outside for learning activities, including play and snack time.
  - Engaging in outreach to families via emails, phone calls, and/or offering StrongStart services online.
- In-person StrongStart will begin October 5th

Child Care

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

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

- Learning groups reduce the number of in-person, close interactions an individual has in a day with different people.
- Students from different learning groups may be required to be together to receive beneficial programs or services, like before and after school care.
- Before and after school care providers will be implementing other measures that provide layers of protection from COVID-19 transmission, including adapting the space to reduce physical contact, requiring regular hand hygiene and taking students outside more often.
- Child care providers will be required to submit COVID Health and Safety Plans to the district for review.
Meals Programs and Food Service
Food prepared within or outside a school for consumption by people other than those that prepared (meal program, cafeteria) it is expected that the WorkSafe BC Restaurants, café, 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.
Schools should not allow homemade food items to be made available to other students at this time

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

SD No. 57 STAGE 3 HYBRID PLAN:
Guidelines for Stage 3
- LEARNING GROUP SIZE (includes staff)
  - Elementary Grades K to 7: 30
  - Secondary Grades 8 to 12: 60
- Density is 50% based on school enrolment K to12
- ESW and students requiring additional supports attend 5 days a week full time instruction
- In class instruction for all other student for the maximum time possible within learning group limits and density targets
- Self-directed and remote learning supplements in class instruction
- Regular schedules will apply (bells, prep, etc.) to the best of our ability
- Schools will maintain a Safety Plan considering the following:
  - Completion of Site-Based Joint Health and Safety Committee COVID Checklist and Safety Plan
  - Entrance and exit from school
  - Safely bringing materials to and from school
  - Ensuring no sharing of materials, food, resources, etc....
  - Staffrooms will be open but must maintain the physical distance guidelines set out by the PHO. Please ensure seating, tables etc... are spaced appropriately.
- No Field Trips

School Plans will be developed using the above guidelines.

Schools will communicate specific learning schedules to parents.
Appendix A: Summary of School-Based Control Measures

1. **STAY HOME WHEN SICK**
   All students and staff with common cold, influenza, COVID-19, or other respiratory diseases must stay home and self-isolate.

2. **HAND HYGIENE**
   Everyone should clean their hands more often!
   Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.

3. **RESPIRATORY AND PERSONAL HYGIENE**
   Cover your coughs.
   Do not touch your face.
   No sharing of food, drinks, or personal items.

4. **PHYSICAL DISTANCING AND MINIMIZING PHYSICAL CONTACT**
   Spread students and staff out to different areas when possible.
   Take students outside more often.
   Stagger break and transition times.
   Incorporate individual activities.
   Remind students to keep their hands to themselves.

5. **CLEANING AND DISINFECTION**
   Clean and disinfect frequently touched surfaces at least twice every 24 hours (once during the school day).
   General cleaning of the school should occur at least once a day.
   Use common cleaning and disinfectant products.
Appendix B: Daily Health Check Example

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

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

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

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

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

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