



**Central Okanagan
Public Schools**

Together We Learn

Central Okanagan Public Schools

Communicable Disease Plan

January 3, 2023

Communicable Disease Plan Overview

The Ministry of Education's [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#) is the source of information for communicable disease planning in K-12 school settings. The August 2022 update of these guidelines incorporates guidance from BC Centre for Disease Control (BCCDC)/Public Health and aligns with the shift in the provincial COVID-19 response to a sustainable, long-term COVID-19 management strategy focused on immunization, self-management, and specific actions to protect those most at risk of severe infection. Schools should continue to create a supportive school environment, including utilizing a trauma-informed lens when planning school activities. The Ministry of Education guidance document was developed from information in the BCCDC's [Public Health Communicable Diseases Guidance for K-12 Schools](#). In the event of variance between these two primary documents, Central Okanagan Public Schools (COPS) will follow the Ministry of Education document. [WorkSafeBC](#) (WSBC) guidelines have also been incorporated into this Plan regarding staff-only spaces. All schools are to adhere to standards, guidelines and protocols from the [BC Centre for Disease Control](#) (BCCDC) and [WSBC](#). This document will be updated regularly to incorporate new information and direction from the Ministry of Education, Public Health, and WSBC. The authority to implement a communicable disease plan at each site is with the site Administrator in consultation with the site Joint Occupational Health and Safety Committee (JOHSC). Staff are encouraged to keep up on information available through the BCCDC.

Risk Identification

Two primary routes of transmission have been identified for Communicable Diseases such as seasonal influenza and COVID-19. These include contact transmission and droplet transmission:

Droplet Transmission (Direct)

COVID-19 is mainly spread by liquid droplets that come out of mouth and nose when a person with the virus breathes, coughs, sneezes, talks, or sings. Droplets come in a wide range of sizes, and they behave differently depending on size. Larger droplets are heavier and usually fall to the ground within two meters. Smaller droplets, also known as aerosols, are lighter and can float in air for longer periods. Smaller droplets can also collect in enclosed spaces when there is a lack of fresh air. Indoor accumulation is greater when more people share the same space, spend more time together, exercise, sing, shout, or speak loudly. These conditions increase the potential for transmission. Most COVID-19 infections are spread from one person to another through respiratory droplets deposited directly into the eyes, nose, and mouth.

Contact Transmission (Indirect)

COVID-19 can also spread by touching a contaminated surface and then touching your eyes, nose, and/or mouth. Even though COVID-19 can survive for hours or days on different surfaces, infection from contact with contaminated surfaces appears to be rare.

Signs and Symptoms

Key symptoms of COVID-19 include fever, chills, cough, difficulty breathing, reduced sense of taste/smell. Other symptoms include sore throat, loss of appetite, extreme fatigue/tiredness, headache, body aches, nausea/vomiting, diarrhea. Children may show symptoms differently than adults. For example, fatigue may show in children as poor feeding, decreased activity, or changes in behaviour. Symptoms can appear up to 14 days after exposure.

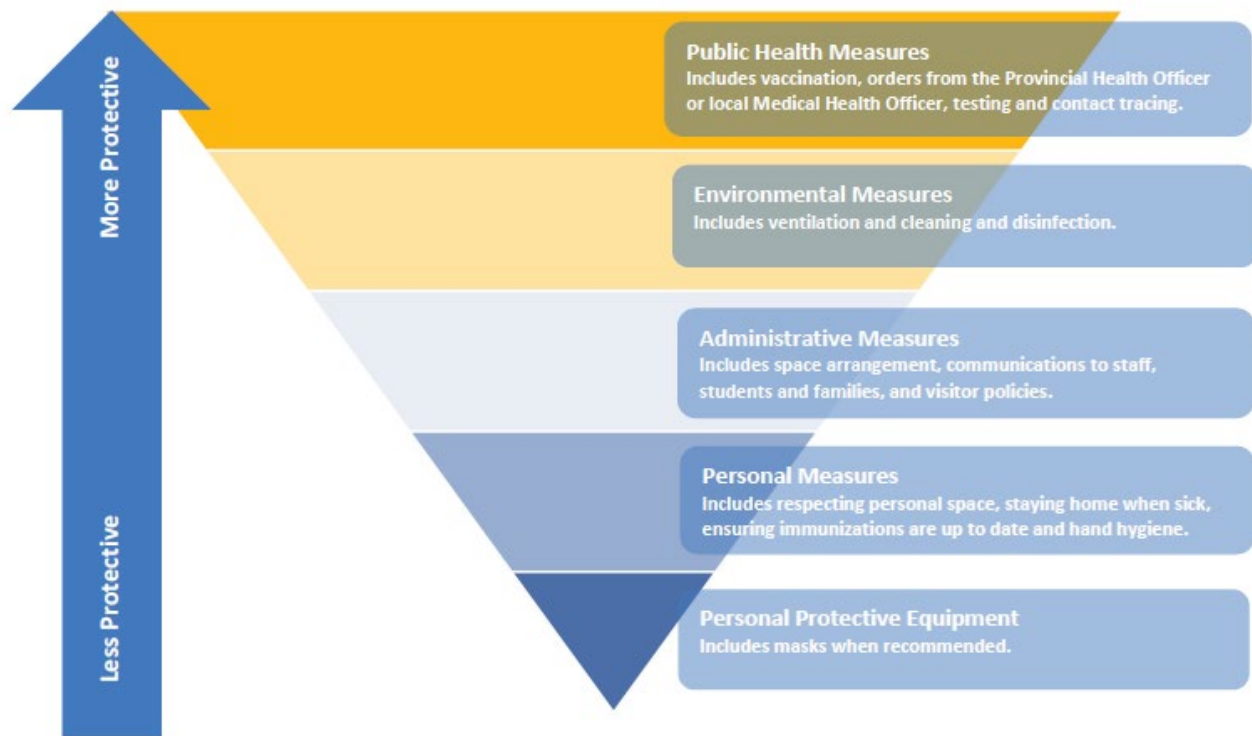
With the BC population highly immunized there is a significantly greater community protection against COVID-19, including [variants](#) such as Delta and Omicron. Variants spread the same way as the original COVID-19, which means that the established prevention measures continue to protect against the disease. Emerging evidence shows that COVID-19 presents the greatest risk to unvaccinated adults, with risk increasing with age. Children continue to be at low risk for serious outcomes from COVID-19, including the identified variants of concern detected in BC.

Infection Prevention and Exposure Control Measures

Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These measures are more effective in settings such as schools where there is a relatively consistent grouping of people and multiple control measures implemented, including:

- Robust illness policies for students and staff;
- Reinforcement and adoption of effective personal practices (e.g. hand hygiene, respiratory etiquette);
- Various environmental measures (e.g., enhanced cleaning and disinfecting practices, ensuring HVAC systems are operating properly, etc.).

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



1. Vaccines (Public Health measure)

Vaccination protects from serious illness due to COVID-19 and is the most effective way to reduce the impact of COVID-19 on our communities. BCCDC strongly recommends adults interacting with children to be [fully vaccinated](#). All COVID-19 vaccines approved for use in Canada protect against serious complications, including from the Omicron variant. See [BCCDC](#) for trusted information on COVID19 vaccines. Central Okanagan Public Schools works with Interior Health to share evidence-based information about vaccination (e.g. from BCCDC and [ImmunizeBC](#)), and to explore opportunities to establish school-based vaccination clinics when requested. The [Support Services for Schools Order](#) and the [Inter-Ministerial Protocols for the Provision of Support Services to Schools](#) (p.12-13) require boards of

education to provide a designated space in each school for public health nurses or other qualified health personnel to carry out their duties (including immunizations). Seasonal influenza vaccinations are offered to staff each Fall. All educational activities, including extracurricular, and before, during or after-school programs led by a school should not require proof of vaccination unless otherwise specified in local, regional, or provincial recommendations and public health Orders.

2. Following Public Health Orders and Guidance (Public Health measure)

The Ministry of Education's [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#) is the source of information about COVID-19 for K-12 school setting. Local, regional, provincial, or federal Public Health recommendations and orders, if they apply to school districts, may be put in place for individual schools, groups of schools, district, local community, or entire region. These recommendations and orders, if they apply to school districts, will be followed by Central Okanagan Public Schools.

3. Contact Tracing and School Notifications (Public Health measure)

The emergence of the more transmissible variants of COVID-19 necessitated changes in public health management. With higher levels of community transmission, shorter virus incubation period, and increased use of rapid antigen testing, contact tracing and close contact notification by public health is no longer effective to minimize spread of COVID-19. In 2022 Public health transitioned to individual self-management (i.e., individuals care for themselves, engaging health care providers as needed), with public health focused on identifying and responding to larger clusters and outbreaks. See [Instructions for close contacts](#) for more information.

4. Stay Home if Ill (personal measure)

Students, staff or other adults must stay home if they are required to self-isolate. Additional information on self-isolation requirements and support is available from [BCCDC](#). Students, staff or other adults should stay at home when sick, as this is one of the most important ways to reduce introduction and spread of COVID-19 in schools. The following resources provide guidance regarding specific symptoms of illness:

- [When to get a COVID-19 test](#)
- [Daily Health Check & What To Do When Sick Tool](#)
- Staff, students and parents/caregivers can also use the BC provincial government online [Self-Assessment Tool](#), call 81-1 or their health care provider.

If a staff member, student, or other person develops symptoms of illness at school and is unable to participate in regular activities, they should be supported to go home until their symptoms have improved. Appropriate infection control precautions should be taken while the person is preparing to leave school premises, including use of appropriate hand hygiene and cleaning/disinfection of surfaces soiled with bodily fluids. They may use a mask if they are experiencing respiratory symptoms. School administrators should also establish procedures for students and staff who become sick while at school/work.

- Continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one (for both the person who is sick and for those who may be assisting them).
- Make arrangements for the student/staff to go home as soon as possible (e.g., contact student's parent/caregiver for pick-up).
- Some students or staff may not be able to be picked up immediately. As such, schools should have a space available where the student or staff can wait comfortably and are separated from others
 - Younger children must be supervised when separated. Supervising staff can wear a non-medical mask, and should avoid touching bodily fluids as much as possible and practice diligent hand hygiene.

- Staff responsible for facility cleaning should clean and disinfect the surfaces/equipment which the person's bodily fluids may have been in contact with while they were ill (e.g., their desk in a classroom, the bathroom stall they used, etc.) prior to the surfaces/equipment being used by others. Cleaning/disinfecting the entire room the person was in (a "terminal" clean) is not required in these circumstances.
- Request that the individual stay home until symptoms have improved and they feel well enough to participate in all school-related activities.
- Individuals who experience symptoms consistent with a previously diagnosed health condition (e.g., seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal.

5. Returning After Illness (personal measure)

When a student, staff or other adult can return to school depends on the type of symptoms experienced, if a COVID-19 test is recommended and result of test. See Appendix 4 below – for more information regarding what to do when experiencing COVID-19 symptoms. Students and staff who experience symptoms consistent with a previously diagnosed health condition (e.g. seasonal allergies) can continue to attend school when they are experiencing these symptoms as normal. They do not require re-assessment by a health-care provider and should not be required to provide a health-care provider note. If they experience any new or unexplained symptoms, they should seek assessment by a health-care provider. Students or staff may still attend school if a member of their household develops new symptoms of illness and/or has tested positive for COVID-19, provided the student/staff has no symptoms themselves and has passed the daily health check. BCCDC has more information for those considered a [close contact](#), which are usually people from the same household. Staff and other adults can refer to the Daily Health Check.

6. Communicable Disease Plan Orientation (administrative measure)

Early and ongoing health and safety orientation will be provided for staff (including newly hired staff and staff who change worksites), parents/caregivers, students and other adults in the school (e.g. teacher candidates in practicums, volunteers) to ensure all members of the school community are well informed of their responsibilities and resources available. Health and safety orientation for staff will follow WSBC guidelines and will involve frontline workers, JOHSCs, and supervisors in identifying protocols for their workplaces. The School District will ensure the following:

- Everyone entering the workplace, including workers from other employers, will receive information about the workplace's measures, practices, and policies for managing communicable disease.
- All workers understand the measures in place at the workplace.
- Supervisors are knowledgeable about the measures, practices, and policies in place, and incorporate these into supervision practices at the workplace.
- Workers know how to raise health and safety concerns.

7. Site Entry Procedures (administrative measure)

Schools can return to routine sign in/sign out practices. Schools do not need to keep a list of the date, names and contact information of visitors for communicable disease prevention purposes.

Sanitize hands prior to entry. Staff, students, and invited visitors (parents, caregivers, health-care providers, volunteers and other non-staff adults) entering must perform daily self-checks for symptoms of illness prior to entering the site. Site Administrators must clearly communicate with parents and caregivers their responsibility to assess their children daily for illness before sending them to school.

Staff and students can continue to bring personal items to school, but they should be encouraged to not share items that come in contact with the mouth (e.g. food, drinks, unwashed utensils, cigarettes, vaping devices, wind instruments).

8. **Hand Hygiene** (personal measure)

Rigorous hand-washing with plain soap and water is an effective way to reduce spread of illness (antibacterial soap not needed for COVID-19). Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change effectiveness of washing hands with plain soap and water). Use portable hand-washing sites where available and/or alcohol-based hand sanitizer dispensers containing at least 60% alcohol, where sinks not available. Schools should use [commercial hand sanitizer products that have met Health Canada's requirements and are authorized for sale in Canada](#). Students may bring their own sanitizer or plain soap if list authorized by Health Canada or have a medical condition that requires specialized soaps. If hands visibly soiled, alcohol-based hand rub may not be effective at eliminating microbes. Soap and water are preferred when hands visibly dirty. If it is not available, use an alcohol-based hand wipe followed by alcohol-based hand rub. Promote importance of diligent hand hygiene to staff and students regularly. For example, display hand hygiene posters for students or adults at handwashing sites.

When Student Should Perform Hand Hygiene:	When Staff Should 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, music room, science lab, etc.). - After using the toilet. - After sneezing or coughing into hands. - Whenever hands are visibly dirty.	- 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.

For more information on hand washing see Appendix 5 below.

9. **Cough/Sneeze Etiquette** (personal measure)

Cough/sneeze etiquette includes:

- Cover your mouth and nose with a tissue when coughing or sneezing. Or cough and sneeze into the bend of your arm, not your hands.
- Use tissues to contain secretions and dispose of used tissues promptly. Wash hands immediately.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

10. **Physical Distancing and Spacing Recommendations** (administrative measure)

Schools can implement classroom and learning environment configurations and activities that best meet learner needs and preferred educational approaches, though should still consider implementing strategies to help create space between people and to support students and staff using a trauma-informed approach:

- Remind students and staff about respecting others personal space. Use visual supports, signage, prompts, video modelling, etc. as necessary.

- Use available space to spread people out, both in learning environments and for gatherings and events, where possible.
- Implement strategies that prevent crowding at pick-up and drop-off times
- Take students outside more often, where and when possible.
- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
 - Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.

11. **School Gatherings and Events** (administrative measure)

Schools can hold all types of gatherings and events (including staff only gatherings and events), and there are no specific capacity limits beyond Fire Code. Schools and staff should use an inclusive and trauma-informed lens when planning school gatherings and events. Staff and students should be encouraged to respect others personal space (distance from which a person feels comfortable being next to another person). Schools should ensure visitors are aware of and follow a school's communicable disease prevention plan, including personal practices. This should include posting information by the entrance to the school, on the school's website and including in communications to students and families. After hours community use of facilities should occur in alignment with activities permitted as per relevant local, regional, provincial and federal public health recommendations and Orders.

12. **Cleaning and Disinfecting** (environmental measure)

Regular cleaning and disinfection are essential to prevent transmission of COVID-19 from contaminated objects and surfaces. **Cleaning** is the physical removal of visible soiling (e.g., dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and friction from cleaning cloth. All visibly soiled surfaces should be cleaned before being disinfected. **Disinfection** is the killing of viruses and bacteria. A disinfectant is only applied to objects, never on the human body.

For **cleaning**, use water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (e.g., using strong action on surfaces). For hard-to-reach areas, use a brush and rinse thoroughly prior to disinfecting. For **disinfection**, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed). Schools should use commercial disinfectant products listed on [Health Canada's hard-surface disinfectants for use against coronavirus \(COVID-19\)](#).

Follow these procedures when cleaning and disinfecting:

- Always wash hands before and after handling shared objects.
- Items and surfaces that children have placed in their mouths or that have been in contact with bodily fluids should be cleaned as soon as possible and between uses by different children.
- Dishwasher-safe items can be cleaned and disinfected in a dishwasher with a hot rinse cycle.

Cleaning and Disinfecting Frequency

- General cleaning of the premises, and cleaning and disinfecting of frequently touched surfaces, at least once in a 24-hour period. (See Frequently Touched Surfaces section below for examples of frequently touched surfaces.)
- Clean and disinfect any surface that is visibly dirty.
- Empty garbage containers daily.

The requirements for daily cleaning and disinfecting outlined above do not apply to spaces/equipment that are not being used by students, staff or visitors. Many schools and districts have implemented procedures such as sign-in sheets posted next to room entrances that help custodial staff focus cleaning/disinfecting activities on those spaces that have been utilized by staff or students.

Frequently Touched Surfaces

- Cleaning and disinfection of frequently touched surfaces should occur at least once in a 24-hour period and when visibly dirty.
- Frequently touched surfaces are items touched by larger numbers of students and staff. They can include doorknobs, light switches, hand railings, water fountains and toilet handles, as well as shared equipment (e.g., computer keyboards, PE/sports and music equipment), appliances (e.g., microwaves) and service counters (e.g., library circulation desk), and may change from day to day based on utilization.
- Frequently touched items like toys or manipulatives that may not be able to be cleaned often (e.g., fabrics) or at all (e.g., sand, foam, playdough, etc.) can be used. Carpets and rugs (e.g., in Kindergarten and StrongStart classes) can also be used.
- Cleaning and disinfection activities should focus on spaces that have been utilized by staff or students. Many schools and districts have implemented procedures such as securing unoccupied spaces or adding sign-in sheets posted next to room entrances to help custodial staff focus their efforts on spaces that have been used.

Cleaning and Disinfecting Bodily Fluids

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

- Wear disposable gloves when cleaning blood or body fluids.
- Wash hands before wearing and after removing gloves.
- Follow regular health and safety procedure and regularly used PPE (e.g., gloves, Kevlar sleeves) for blood and bodily fluids (e.g. toileting, spitting, biting).

Laundry

Follow these procedures when doing laundry (Home Economics, Physical and Health Education, Life Skills Programs, etc.):

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

13. Ventilation (environmental measure)

At this time, there is no evidence that a building's ventilation system, in good operating condition, contributes to the spread of virus. Good indoor air ventilation alone cannot protect people from exposure

to COVID-19; however, it reduces risk when used in addition to other preventive measures. School districts are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort of workers ([Part 4 of the OHS Regulation](#)). HVAC systems should be regularly maintained for proper operation and ensure schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible, and that schools with fresh air intake systems increase their average air exchanges as detailed on the [ASHRAE website](#) and the [Rocky Point Engineering Ltd website](#).

Consider moving activities and classrooms outdoors when possible. Consider increasing air exchanges by adjusting the HVAC system, managing air distribution through building automation control systems, and, where possible, opening windows if weather permits and the HVAC system function will not be negatively impacted. Consider site security issues before opening doors and windows. Provisions for when a school/worksites ventilation systems is temporarily compromised (e.g., partial power outage, ventilation break down) should be developed if not already in place.

When using air conditioners and fans in ventilated spaces, air should be moved from high places to lower places instead of blowing air directly from one person's breathing zone to another's. Avoid horizontal crass breezes. Use of portable air conditioners and fans in unventilated spaces with doors and windows closed should be avoided, except when necessary during high or excessive heat events. Communicable disease prevention measures need to be balanced against the risk of excessive heat events in warmer months. Schools are encouraged to use BCCDC resources, including on [Heat Event Response Planning](#) and [Wildfire Smoke](#), in planning for excessive heat events.

See the [WSBC website](#) and [ASHRAE Reopening of Schools and Universities Guidance](#) for more information on ventilation and air exchange.

14. **Personal Protective Equipment (PPE)** (administrative measure)

Wearing masks at school is not required. The decision to wear a mask or face covering is a personal choice. A person's choice is to be supported and respected. Schools should continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one, or who become ill at school. Gloves are not needed for staff beyond those used as part of routine practices for the hazards normally encountered in their regular course of work (e.g., WHMIS requirements).

Medical grade disposable masks: If a person shows symptoms of COVID-19, this type of mask is an appropriate barrier to help stop cough or sneeze droplets from spreading. Schools will be provided with a limited supply of medical disposable masks for First Aid rooms/kits and as an option for individuals who show symptoms while at the site. Medical masks will be located in the office and First Aid rooms.

Site Communicable Disease Plans

Site Administrators must assess their workplaces in order to identify places where there is risk of transmission. This process must involve consultation with the site safety committee and/or worker representatives. To understand the risk at your workplace, consider the following:

- where do people congregate, such as break rooms, or meeting rooms (if applicable);
- what job tasks or processes require workers to come into close proximity with others;
- what tools, machinery, and equipment do people come into contact with in the course of their work;
- what surfaces are touched often (see item 12 above, Cleaning and Disinfecting);
- what emergency procedures need to be revised (evacuation, lockdown, etc.), if at all.

See Appendix 9 for considerations when planning school Communicable Disease Plans. Continually assess the workplace after operations resume to ensure risks continue to be identified and managed.

Site-Based Joint Occupational Health and Safety Committee (JOHSC)

JOHSCs have an important function during this pandemic. Not only will JOHSCs continue to perform their duties according to their committee's Terms of Reference, but also:

- familiarize themselves with the district's Communicable Disease Plan;
- be consulted in the development and update of the site Communicable Disease Plan;
- support and assist with implementation of the site Communicable Disease Plan;
- provide feedback on the effectiveness of implemented control measures.

A JOHSC must meet regularly at least once each month. Consider additional meetings as needed when conditions change relative to COVID-19. Some examples of when JOHSCs may want to meet more often or earlier than scheduled include:

- when a new version of the District's Communicable Disease Plan is released;
- when changes in site operations occur;
- when new safety procedures are developed or existing safety procedures are adjusted.

Documentation of consultations must occur within the JOHSC minutes.

Supportive School Environments

Schools can be supportive environments for communicable disease prevention by:

- Having staff model personal practices (e.g., hand hygiene, respiratory etiquette), and assist younger students as needed.
- Sharing reliable information, including from the BC Centre for Disease Control, Office of the Provincial Health Officer, and local health authorities to parents, families and caregivers.
- Promoting personal practices in the school (e.g., posters).
- Ensuring individual choices for personal practices (e.g., choosing to wear a mask or face covering) are supported and treated with respect, recognizing varying personal comfort levels.

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 including the emotional and traumatic impact of a pandemic. 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 needs of students and staff

Some students may have experienced elements of trauma during the pandemic. Educators and support staff should be aware of changes in student behavior, including trauma-related behaviors which may include fear; hyperactivity; aggression; body aches and pain; depression; self-harming behaviors; excessive shyness; or withdrawal. To support educators and staff in identifying and responding to the needs of students who have experienced trauma, the Ministry has created [trauma-informed practice resources](#) that are available on the [erase \(Expect Respect and a Safe Education\) website](#).

School Closures (three types)

Health closure of a school, which is determined by the local health authority due to the COVID-19 case count in, or related to, a school.

Functional closure of a school is the temporary closure of a school determined by a school district due to a lack of staff to provide the required level of teaching, supervision, support, and/or custodial to ensure the health and safety of students. This would likely be due to a high number of staff or certain employees away who are required for a school to function, and the inability to temporarily replace them. School districts should notify their Medical Health Officer and the Ministry of Education and Child Care (educ.covid@gov.bc.ca) when they are considering or implementing a functional closure.

Transportation closure, which is due to a lack of staff to be able to provide the required level of transportation services for students. This would likely be due the absenteeism of bus drivers and/or mechanics and the inability to replace those absences.

Appendix 1 – Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with [Provincial K-12 Health and Safety Guidelines](#), including school-led activities held off campus (e.g., sports academies, community-based programs/courses). Students and staff are required to follow the safety protocols required by the off-campus facility. Where there is a conflict, the safety protocols required by the off-campus facility should be followed. Schools should continue to implement ongoing communicable disease prevention practices (e.g. cleaning and disinfecting, hand hygiene, respiratory etiquette) specific to the activity. Equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines outlined in this document.

Dual Credit

Students may earn "dual credit" towards graduation by enrolling in and successfully completing courses at specific post-secondary institutions. For students taking dual credit courses taken in secondary schools, the guidelines outlined in this document apply. For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to communicable disease plans set out by post-secondary institutions. Information on COVID-19 measures in post-secondary institutions can be found on the [BC Government website](#) and individual institution websites.

Field Studies

When planning field trips, staff should follow existing District policies and procedures as well as the guidance in this document. Additional measures specific to field trips should be taken, including for transportation, including school bus transportation, public transit and carpooling. See guidance in the transportation section in this document. Schools must ensure that volunteers providing supervision are trained in and strictly adhere to required health and safety guidelines. Alignment with relevant local, regional, provincial and federal public health recommendations and Orders, including for international travel. Schools should consider guidance provided for overnight camps from [BCCDC](#) and the [BC Camps Association](#) when planning overnight trips that include group accommodation.

Schools should make every effort to avoid venue/locations that place additional requirements that could prevent a person from being able to participate. If the trip cannot occur otherwise, schools can require participants to confirm they are able to meet additional requirements (e.g., are able to provide proof of vaccination).

Food/Culinary Programs

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

Food Safety - In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it continue to follow normal food safety measures and requirements and implement the cleaning and disinfecting measures outlined in the Cleaning and Disinfecting section in item #12 above in this document. FOODSAFE Level 1 covers important food safety and worker safety information including foodborne illness, receiving and storing food, preparing food, serving food, and cleaning and sanitizing. It is a helpful resource for those seeking education and training on food safety practice.

Hand Hygiene and Cleaning Protocols - Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. Students and staff should wash their hands in alignment with normal food safety measures and requirements. Refer to the Cleaning and Disinfecting section for cleaning/disinfecting protocols. For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.

Food Services

Schools can continue to provide food services, including for sale. Some schools offer food services that are regulated under the [Food Premises Regulation](#). These are typically cafeterias, though may include some meal programs. If food service is provided that is regulated under the Food Premises Regulation, no additional measures beyond those articulated in this document and regular requirements outlined in the regulation need to be implemented (e.g. a FOODSAFE trained staff member, a food safety plan, etc.). [Food Safety Legislation](#) and the [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply as relevant. For food contact surfaces, schools should ensure any sanitizers or disinfectants used are approved for use in a food service application and are appropriate for use against COVID-19. These may be different than the products noted in this document for general cleaning and disinfection. Additional information is available on the [BCCDC website](#). Schools can continue to accept food donations to support learning and delivery of meal programs, breakfast clubs and other food access initiatives. Schools should continue to emphasize that food and beverages should not be shared. School meal programs follow regular operating practices.

Fundraisers

Schools can continue to offer fundraisers that can be implemented in line with the guidelines outlined in this document. If the fundraisers involve the sale of food items, they should also align with the [Guidelines for Food and Beverage Sales in B.C. Schools](#).

Homemade Food

There is currently no prohibition on homemade food. While homemade food is not recommended by H&S, school administration/site management can decide whether homemade food is permissible at their own school/facility. Where homemade is permitted, school administration/management must ensure its use is also consistent with the [Guidelines for Food and Beverage Sales in B.C. Schools](#) and [Admin Procedure 'Food Services in Schools' \(Public\)](#).

Kindergarten Program and Entry

Include information about communicable disease prevention measures that will be in place as part of communications to students and their families prior to school start. Parents/caregivers must follow guidelines for visitors. Provide opportunities for Kindergarten students to learn and practice respecting personal space, recognizing they are unlikely to be able to do this at all times. Gently remind students of expectations throughout the day and encourage students to kindly support one another. Frequently-touched items like toys or manipulatives that may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.) can be used, if hand hygiene is practiced before and after use. Carpets and rugs (e.g. for circle time activities) can also be used.

Music

Shared equipment should be cleaned and disinfected as per cleaning and disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after music equipment use. Equipment that touches the mouth (e.g. instrument mouth pieces) should not be shared unless cleaned and disinfected in between uses. The B.C. Music Educators' Association and the Coalition for Music Education in B.C. have developed [Guidance for](#)

Music Classes in BC During COVID-19. In the case of any discrepancy in guidance, schools and school districts are expected to follow Ministry of Education guidelines.

Physical Education and Outdoor Programs

Spread out students/staff within available space. Encourage outdoor activities and programs, as much as possible. Shared equipment can be used, provided it is cleaned and disinfected as per guidelines in the Cleaning and Disinfecting section of this document. Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a sports game using a shared ball), as well as proper respiratory etiquette. Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected between uses.

Playgrounds

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds. Ensure appropriate hand hygiene practices before and after outdoor play. Attempt to minimize unintentional physical contact between students. Sand and water can be used if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough.

School Libraries/Learning Commons

Regular book browsing and circulation processes can occur as per routine practice. For information on cleaning, including technological devices, see the guidelines in the Cleaning and Disinfecting section. The BC Teacher Librarians Association has developed [Recommendations for Access to Library Learning Commons Resources to Meet COVID-19 Requirements](#). In the case of any discrepancy in guidance, schools and districts are expected to follow the Ministry of Education guidelines in this document.

School Sports

Intra- and inter-school programs, activities (e.g. intramurals, sports team practices, games), sports academies and events can continue in alignment with the following guidance. Requirements of relevant local, regional and provincial public health recommendations and Orders for community gatherings and events (see Appendix 10 for current additional measures, recommendations, or Orders). Central Okanagan Public Schools will follow any applicable local, regional, or provincial Public Health recommendations and Orders pertaining to school sports. Shared equipment can be used, provided it is cleaned and disinfected as per guidelines in the Cleaning and Disinfecting section of this document. Students should be encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment (e.g. before and after a game using a shared ball), as well as respiratory etiquette. Equipment that touches the mouth (e.g. water bottles) should not be shared unless cleaned and disinfected in between uses. Sport activities should be held outside whenever possible. See [Return to School Sports Plan from BC School Sports](#) for additional information. In the case of any discrepancy in guidance, school districts are expected to follow the Ministry of Education guidelines.

Trades in Training Programs

Students enrolled in individual training/work experience programs should follow the communicable disease prevention plan required by the workplace/facility. Classes (or other similar groupings of students) participating in training/work experience programs together should follow the more stringent measures (if applicable) between the school and the workplace/facility's communicable disease prevention plans. Information for workers is available on the [WSBC Communicable Disease Prevention](#) webpage, including [COVID-19 and communicable disease information for workers](#).

Theatre, Film, Dance Programs

Spread out students and staff within available space, and encourage outdoor activities and programs, as much as possible. Shared equipment such as set pieces, props, cameras etc. should be cleaned and disinfected as per cleaning and disinfection guidelines in this document and students encouraged to practice proper hand hygiene before and after using frequently touched pieces of equipment. The Association of BC Drama Educators (ABCDE) has developed additional guidelines for teaching drama during COVID-19. Staff should refer to the [ABCDE website](#) for more information. In the case of any discrepancy in guidance, schools and districts are expected to follow the Ministry of Education guidelines.

Work Experience

The work environment has changed due to the impact of COVID-19 and employers will need to follow current guidelines from the [Provincial Health Officer](#) and [WSBC](#). Students can engage in work placements in accordance with the following guidance. Schools and school districts must ensure students are covered with the required, valid workplace insurance for placements at standard worksites and follow WSBC guidelines. Information for workers is available on the WSBC [Communicable Disease Prevention](#) webpage, including [COVID-19 and communicable disease information for workers](#). For current and new placements, standards in the ministry [Work Experience Program Guide](#) must be followed. As part of setup and monitoring, worksite visits can now be conducted virtually if needed. Schools and school districts will assess and determine if it is safe for their students to continue with existing work placements or to begin new placements, considering [Provincial Health Officer](#) and [WSBC](#) guidance regarding COVID-19. To ensure awareness and support for placements, it is recommended that school districts and schools obtain parent/guardian sign-off for all new and continuing placements during the COVID-19 pandemic. Students and support workers who accompany special needs students to work sites, life skills course and locations, etc., will adhere to the communicable disease prevention plan of the workplace, including wearing PPE if required.

Emergency and Evacuation Drills

Schools should continue to practice various emergency procedures including six school fire evacuation drills, required annually by [BC Fire Code 2.8.3.2](#).

- Staff should be notified in advance of emergency/evacuation drills (i.e. no “surprise” drills).
- BC Fire Code requires schools to conduct “total evacuation fire drills” involving all occupants in the building. Partial building evacuations involving smaller groups of students would not comply with the fire drill requirements of the BC Fire Code.
- Schools must continue to review their fire safety plans on a minimum annual basis, as per the BC Fire Code, to “ensure it takes account of the changes in use and other characteristics of the building” (such as pandemic-related protocols). Changes to school fire safety plans, including fire drill procedures, should be developed in cooperation with the local fire department.
- Emergency procedures may require modification to adhere to communicable disease plans (e.g. designating additional muster locations to reduce crowding where required). The school district may also need to consult with their local medical health officer for guidance on current Public Health Orders, which may affect site specific emergency and evacuation procedures.
- In the event of an actual emergency, procedure modifications may be suspended to ensure a timely, efficient and safe response.

Appendix 2 – Transportation Safety Plan

Employees are required to review the Central Okanagan Public Schools Communicable Disease Plan and follow all instructions and signage posted in District schools and buildings.

1. The following information is in addition to the District's Communicable Disease Plan and drivers are required to practice the procedures as set out below.
2. Restroom facilities are available at each school.

MASK REQUIREMENTS:

Bus drivers, teachers and students in Kindergarten to Grade 12 may choose to wear masks or face coverings when they are on the bus.

THE BUS DRIVER:

1. Must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school or worksite and complete the Daily Health Check form.
2. [Will wash their hands](#) often, including before and after completing trips.
3. If no wash station is available, hand sanitizer will be available and used by the driver when entering the bus.

THE PASSENGER:

1. 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 follow the directions specified in the Daily Health Check.
2. Students should clean their hands before and after taking the bus. Hand sanitizer is available and students may use upon loading or unloading the school bus.
3. All students will have assigned seats and may not switch or move seats unless permitted to do so by the driver.
4. Only registered riders may be transported on the school bus, and no guest passengers are permitted to ride.
5. Other than a student's water bottle, food or beverages may not be consumed while riding on the school bus and lunch/snacks must remain in the student's backpack or lunch kit.

SCHOOL BUS TRANSPORTATION PROCEDURE:

For school buses, schools can follow normal seating and onloading/offloading practices.

1. Elementary students may be assigned 3 per seat (i.e. standard pre-pandemic procedure)
2. Middle and secondary students may be assigned 2 per seat. (i.e. standard pre-pandemic procedure)
3. The assigned seating plan will be available in the bus.
4. To reduce the number of close in-person interactions on school buses, the following strategies are required:
 - a) Open windows when the weather permits.
 - b) If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.
 - c) The seating arrangement can be altered whenever necessary to support student health and safety (e.g., accommodating children with a physical disability, responding to behavioral issues, etc.)
5. The Bus driver, students and staff will practice respiratory etiquette while riding on the school bus.

FIELD STUDIES:

When performing work on Field Studies drivers shall follow existing guidelines and procedures contained in this document and as outlined in the Communicable Disease Plan.

THE SCHOOL BUS:

Regular cleaning and disinfection are essential to prevent the transmission of COVID-19 from contaminated objects and surfaces. School buses should be cleaned and disinfected in accordance with the Disinfectants for Public Settings document.

PRODUCTS & PROCEDURES:

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

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

Oxivir: Product in use for cleaning and disinfecting the school bus.

1. When used for weekly cleaning of the bus floor, the product shall be dispensed into the mop bucket as per the water-product dilution ratio noted on the dispenser.
2. When used for disinfecting buses the product to be dispensed using an Electrostatic Victory Handheld Sprayer.

In addition to the District's regular school bus cleaning schedule:

1. Drivers will ensure the bus is disinfected each day by placing the "Disinfecting Required" card in the front window of the school bus.
2. Waste containers will be lined with bags and removed each day.
3. The above procedures will apply any time a spare bus is being used.

Personal Protective Equipment:

Gloves and non-medical masks are available to the driver upon request and should be used in a situation that requires cleaning with the Oxivir product. Mess Kits with instructions for use are also available in the bus for the purpose of cleaning bodily fluids.

OTHER METHODS OF TRANSPORTATION

For students, staff and visitors taking mass transit (e.g. municipal buses, SkyTrain, ferries, etc.), hand hygiene should be practiced before and after trips. Riders should follow any other safety guidance (including mask guidance) issued by the relevant transit authority. Schools should continue to encourage methods of active transportation (e.g. walking, biking, skateboarding, etc.) wherever possible due to the overall health benefits.

Appendix 3 – Staff Only Spaces

Experience to date underscores the importance of COVID-19 prevention among adults, as well as students, in the school setting. The guidelines in this document should be used to determine what measures should be in place within staff-only spaces within a school (e.g. break rooms, school office). WSBC guidance for workplaces should be used to determine what measures should be in place for non-school spaces operated by a school district or independent school authority (e.g. board/authority offices, maintenance facilities, etc.).

In addition, K-12 schools and other worksites should consider implementing the following strategies:

- Utilize floor markings and signage to direct traffic flow and prevent crowding (e.g. in the break room, by the photocopier, etc.).
- For gatherings (e.g. meetings, Pro-d, etc.), respect room occupancy limits, use available space to spread people out, and consider virtual options. Gatherings must be in line with those permitted as per relevant local, regional, provincial and federal public health recommendations and Orders and WSBC guidance.

Appendix 4 – Daily Health Check – Individual Self Screening

A daily health check is a tool to reduce likelihood of a person with COVID-19 coming to school when they are infectious. Parents and caregivers should assess their children daily for illness before sending them to school. Staff, parents/caregivers and students can utilize the [Daily Health Check & What to Do When Sick](#) resource for daily assessment of symptoms. Staff and other adults should complete a daily health check prior to entering school. This [BC government self-assessment tool](#) is also useful to determine if a Covid test is recommended. If a student, staff or other adult does not pass the health check, they must not enter the school.

Please note that the screen-shot below is an excerpt. Open the [Daily Health Check](#) for more details.

Daily Health Check

Everyone going into to school must complete a daily health check, including staff, visitors, and students. A daily health check means checking yourself or your child for new symptoms of illness, including symptoms of COVID-19.

Symptoms of illness (including COVID-19) include things like:

- Fever or chills
- Difficulty breathing
- Runny nose
- Headache
- Diarrhea
- Cough
- Sore throat
- Sneezing
- Body aches
- Loss of sense of smell or taste
- Loss of appetite
- Extreme fatigue or tiredness
- Nausea or vomiting

If you are sick or feel unwell, stay at home. This is important to stop the spread of illness, including COVID-19, in schools.

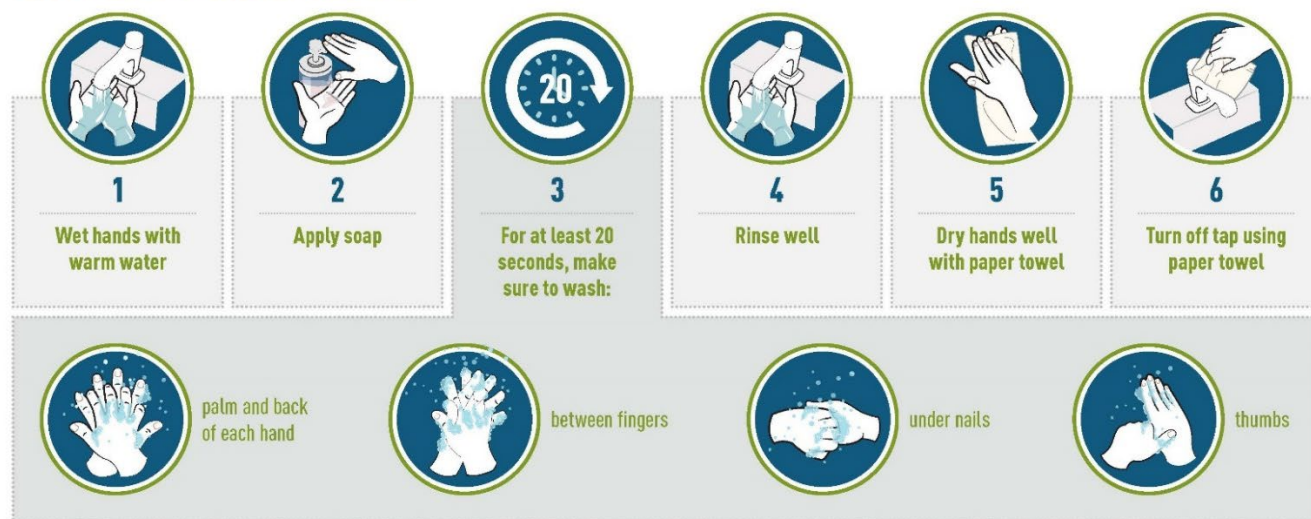
You can attend school if:

- Your symptoms are consistent with a previously diagnosed health condition (e.g., seasonal allergies), OR
- You have existing symptoms that have improved to where you feel well enough to return to regular activities,

AND you are not required to self-isolate, or your self-isolation period is over (based on a positive COVID-19 test result, if taken).

Appendix 5 - Handwashing

REDUCE THE SPREAD OF COVID-19. WASH YOUR HANDS.



1-833-784-4397

@canada.ca/coronavirus



Public Health
Agency of Canada

Agence de la santé
publique du Canada

Canada

When Students Should Perform Hand Hygiene:	When Staff Should 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, music room, science lab, etc.). - After using the toilet. - After sneezing or coughing into hands. - Whenever hands are visibly dirty.	- 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.

Appendix 6 – Glove Removal



Glove removal procedure

To protect yourself from exposure to contamination, you must take your gloves off safely.

How to remove gloves safely



1. With both hands gloved, grasp the outside of one glove at the top of your wrist.



2. Peel off this first glove, peeling away from your body and from wrist to fingertips, turning the glove inside out.



3. Hold the glove you just removed in your gloved hand.



4. With your ungloved hand, peel off the second glove by inserting your fingers inside the glove at the top of your wrist.



5. Turn the second glove inside out while tilting it away from your body, leaving the first glove inside the second.



6. Dispose of the gloves following safe work procedures. Do not reuse the gloves.



7. Wash your hands thoroughly with soap and water as soon as possible after removing the gloves and before touching any objects or surfaces.

Appendix 7 – Cleaning and Disinfecting



Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



CLEANING AND DISINFECTANTS FOR PUBLIC SETTINGS

Good cleaning and disinfection are essential to prevent the spread of COVID-19 in BC.

This document provides advice to public groups, transit, schools, universities, child care and other institutions in BC on cleaning for non-health care settings.

Make sure to wash hands with plain soap and water after cleaning or use an alcohol-based hand sanitizer.



OR



Cleaning: the physical removal of visible soiling (e.g. dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth.

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

All visibly soiled surfaces should be cleaned before disinfection.

Cleaning for the COVID-19 virus is the same as for other common viruses. Cleaning products and disinfectants that are regularly used in households are strong enough to deactivate coronaviruses and prevent their spread.

Recommendations:

- General cleaning and disinfecting of surfaces should occur at least once a day.
- Clean and disinfect highly touched surfaces at least twice a day and when visibly dirty (e.g. door knobs, light switches, cupboard handles, grab bars, hand rails, tables, phones, bathrooms, keyboards).
- Remove items that cannot be easily cleaned (e.g. plush toys).

Cleaning

For cleaning, water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes should be used, along with good physical cleaning practices (i.e. using strong action on surfaces).

Disinfection

For disinfection, common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed) can be used. Use the figure and table below for guidance. Always follow the manufacturer's instructions printed on the bottle.



Ministry of Health



BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1888-268-4319) or text 604-630-0300



IPC v3.2

Appendix 8 – Supporting students with Disabilities/Diverse Abilities and/or Receiving Health Services

Expectations

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

In-class instruction may not be suitable for some children (or families) with severe [immune compromise](#) or medical complexity, which should be determined on a case-by-case basis with a medical care provider. Schools should follow regular practices for those needing alternative learning arrangements due to immune compromise or medical complexity to ensure access to learning and supports.

Guidelines for Staff and/or Those Working with Students with Disabilities/Diverse Abilities, Complex Behaviors, Medical Complexities, or Receiving Delegated Care Where Physical Contact May Be Required

Staff and those providing services to students with medical complexity, immune suppression, receiving direct or delegated care, or with disabilities and diverse abilities who are in close proximity to a student should follow routine infection control practices and care plans for the child, if applicable.

Those providing health services in schools may receive guidance related to PPE from their regulatory college or employer. Health service providers are encouraged to work with their employer to confirm what PPE is recommended for the services they provide in school settings.

Parents and caregivers of children who are considered at higher risk of severe illness due to communicable disease (including COVID-19) are encouraged to consult with their health care provider to determine their child's level of risk. Students are not required to wear a mask or face covering when receiving services, though may continue to base on their or their parent/caregiver's personal choice.

Schools should continue to have non-medical masks on hand for those who have forgotten theirs but would like to wear one.

Community Resources and Supports

Families are encouraged to seek support from agencies they are familiar with and have accessed prior to the pandemic. Supports from Ministry of Children & Family Development, Child & Youth with Special Needs Services, Interior Health Nursing Support Services (for students requiring delegated nursing tasks), Autism funding and respite can be found [here](#).

Students not considered vulnerable before the pandemic may now experience challenges that affect their sense of safety, and their emotional and mental well-being. Both [Child & Youth Mental Health \(CYMH\)](#) and the [Foundry](#) (youth ages 12-24) are offering mental health support and treatment options. They can be accessed by a self-referral in-take system.

Adjusted Schedules, Supplemental Support Plans and Response Plans

Students who require or currently on adjusted schedules, supplemental support plans or response plans will be supported on their plans. Student will continue to be assessed case-by-case to ensure safety and well-being for all.

Staff working with students who have adjusted schedules, supplemental support plans or response plans should review these plans before students return to school in collaboration with School Administrators and families.

Appendix 9 – Communicable Disease Plan Orientation Checklist

This checklist is intended to support school districts and independent school authorities in planning ongoing communicable disease orientation for staff (including newly hired staff and staff who changed worksites), other adults (including volunteers and teacher candidates in practicums) and students. Orientation sessions should provide a comprehensive overview of the key principles and guidelines outlined in the resources listed below, as well as information on how these principles and guidelines will be implemented at the school level:

- [Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings](#)
- [Public Health Communicable Disease Guidance for K-12 Schools](#)
- [WorkSafeBC Communicable Disease Prevention: A Guide for Employers](#)
- [Supporting Child Wellness: Public Health Guidance for Communicable Disease Management in Child Care Settings](#)
- District's Communicable Disease Plan

Schools and school districts should ensure their JOHSC is established prior to the orientation session. At the beginning of the school year, schools/school districts should consider holding JOHSC meetings more frequently to help identify and address any safety concerns in a timely manner.

CONSIDERATIONS FOR STAFF AND STUDENTS

- ☐ Adopt a trauma-informed approach:
 - o where possible, have an employee trained in trauma-informed practice deliver some of the orientation
 - o conduct needs-based assessments and regular 'check-ins' after the orientation session, and provide contact information to students/staff for requesting additional supports
 - o provide information on how to access counselling services during school start up
 - o for staff: consider sharing the [Building Compassionate Communities in a New Normal webinar link](#). This free webinar developed by the Ministry of Education provides teachers, education assistants, and administrators with information, ideas and strategies that they can use to create compassionate spaces for students.
- ☐ Highlight the process used to develop the school/district plan (e.g., alignment with provincial direction, engagement at the local level) and the provincial guidelines:
 - o Based on the current epidemiology of COVID-19 in B.C., the latest research, guidance from the Provincial Health Officer, and evidence that children are at a lower risk of developing and transmitting COVID-19, K-12 students can safely participate in full-time, in-class instruction in accordance with current public health guidelines for schools.
 - o The Provincial COVID-19 Communicable Disease Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the BC Centre for Disease Control, Indigenous rightsholders and education partners, including district/school leaders, teachers, support staff, and parents.
 - o These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control.

- ☐ Discuss the importance of implementing communicable disease prevention measures that promote equity and inclusion, and outline how these principles are reflected in the school/district plan.
- ☐ Review the [Provincial K-12 Guidelines](#) and school/district plan, and describe what a school day will look like with the Communicable Disease guidelines (e.g. interactions between peers and staff, traffic flow throughout the school, transition time, recess/lunch, etc.).
- ☐ Outline how prevention and exposure control measures are being implemented in schools to ensure student and staff safety (see the Infection Prevention and Exposure Control Measures section for more information).
- ☐ Discuss measures for gatherings and events; provide opportunities for staff and students to put forward alternatives to continue to support events in a different format if needed (e.g., virtual events).
- ☐ Discuss preparation for potential transitions (e.g. regional public health order).
- ☐ Review school emergency and evacuation procedures (e.g., fire drill) considering relevant guidelines (see the Emergency and Evacuation Drills section for more information).
- ☐ Outline individual responsibilities (e.g., daily health check, stay home if sick, etc.) and remind everyone to do their part (e.g., practice diligent hand hygiene on a regular basis).
- ☐ Outline measures in place to support students and staff who are immune compromised.
- ☐ Implement strategies to ensure staff and students who cannot attend orientation are made aware of communicable disease protocols (e.g., provide a booklet/a video on communicable disease plans).
- ☐ Provide time and space for staff, students and families to review the school/district communicable disease plan, ask questions, and provide input; provide contact information for any questions that may arise.
- ☐ Describe the process to address concerns and suggestions regarding the communicable disease plan (e.g., suggestions to support continuous improvement).
- ☐ Outline the process in place to assess and revise the school/district safety plan on an ongoing basis as well as how staff, students and families will be made aware of any changes in the plan.
- ☐ Communicate proactively and on an ongoing basis about the changes made to policies, practices, and procedures to ensure staff, students and families are informed in a timely manner.
- ☐ Provide a list of resources and links for more information (e.g., BCCDC resources, resources from the Government of Canada, guidelines developed by provincial associations, Ministry-developed trauma-informed practice resources or other resources such as videos from the BC Health Emergency Services).

CONSIDERATIONS SPECIFIC TO STAFF

- ☐ Walk staff (administrators, teachers, teachers teaching on call, support staff, itinerant staff, etc.) through what the first days of school will look like to welcome students back.
 - o If appropriate, consider involving school staff representatives in the delivery of information pertaining to specific area of expertise
- ☐ Ensure orientation includes specific communicable disease protocols for itinerant staff and specialists (e.g., teachers teaching on call, counsellors, education assistants, teacher candidates).
- ☐ Include itinerant staff as well as on call and auxiliary staff in orientation sessions.
- ☐ Implement strategies to ensure staff who work at multiple sites are made aware of communicable disease protocols in each of the sites (e.g., provide a booklet/a video on communicable disease plans for different schools).
- ☐ Share procedures and contact information in case of emergencies.
- ☐ Introduce members of the JOHSC or any other safety representative.
- ☐ Outline existing processes to address requests, concerns or accommodations related to communicable disease prevention measures.

Appendix 10 – Current Additional Prevention Measures

[Travel to Canada – federal requirements regarding international travel](#)

Appendix 11 - Indigenous Students (First Nations, Métis and Inuit)

First Nations Students Living on Reserve

First Nations may take increased safety measures during the pandemic recovery phase. This may mean that some First Nations learners will not be able to attend in-person classes.

First Nations have the authority to declare states of emergency and have responsibility for the education of their citizens. In the spirit of Reconciliation and consistent with the [Declaration on the Rights of Indigenous Peoples Act](#), boards of education and independent schools (excluding First Nations independent schools) are expected to engage with First Nations communities who have First Nation students living in community (on reserve) enrolled in the school district/school as soon as possible to discuss school plans for the 2022/23 school year. This will help to identify potential accommodations needed to support students who may not be able to attend in-person classes.

Indigenous Student Success and Achievement

Boards of education are expected to continue to support equitable outcomes and opportunities for all Indigenous learners by maintaining Indigenous student supports and collaboration with Indigenous communities and education partners. Boards/authorities are expected to collaborate with local First Nations, Métis Chartered communities and Indigenous communities on any changes/updates to the delivery of any programs including Indigenous language and culture services. The COVID-19 pandemic has had a disproportionate impact on Indigenous communities. Boards/authorities should identify Indigenous students whose educational outcomes may have been negatively impacted during the pandemic and make accommodations to ensure these students are supported. The needs of Indigenous students who require additional supports should be planned for and prioritized in partnership with parents/caregivers and communities. Boards of education are also expected to engage with First Nations to identify the transportation needs of First Nation students living on reserve. Collaboration between boards and First Nations is necessary to ensure there are equitable and safe transportation opportunities for students.

Additional considerations for boards/authorities include:

- Collaboration between teachers and Indigenous support staff on the development of Indigenous students' learning plans, including ensuring the integration of language and culture into these plans.
- Awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.
- Understanding that some Indigenous families and communities may continue to take increased safety measures, which may mean that some students will not attend in-person instruction in September.

Communication

Boards have an obligation to inform and communicate with the First Nations they serve regarding learning plans for Nominal Roll students, Enhancement Agreement goals and Equity Action Plans, Local Education Agreements and Joint Transportation Plans. Boards/authorities are expected to inform and communicate with the local Métis Chartered communities regarding the learning plans, Enhancement Agreement goals and Equity Action Plans for Métis students.