



School District 10 (Arrow Lakes)

Exposure Response Plan

Novel Coronavirus (COVID -19)

April 2020

Updated: May 12, 2021

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Introduction

School District 10 (Arrow Lakes) is committed to providing a safe working and learning environment. In accordance with the *Workers Compensation Act Occupational Health and Safety Regulation 6.34*, this plan outlines measures to ensure the safety of all employees when there is an increased risk of exposure to a chemical or biological agent. This plan has been developed specifically in response to COVID-19.

Scope and Purpose

The District is committed to providing a safe and healthy workplace and learning environment for all staff and students. The purpose of this document is to:

1. Ensure all school district staff reduce the risk of infection through the transmission of COVID-19.
2. Outline control measures to minimize or eliminate the potential for transmission of COVID-19.
3. Follow the direction of the Provincial Health Officer, WorkSafe BC and BC Health Minister (Public Health) on the measures for infection control, based on current COVID-19 related information available.
4. Ensure that all school district staff take reasonable care and cooperate with the district to ensure the health and safety of themselves and other staff.

The Provincial Health Officer maintains that facilities that provide in-school learning and childcare services can safely care for children when following the prescribed Public Health protocols. The information in this document is taken from the [Provincial Health Guidelines for K-12 Settings](#) and [WorkSafe BC Protocols for Education \(K-12\) Settings](#). **This Plan is intended to be in alignment with the most current safety Protocols identified by the BC Public Health Officer, and WorkSafe BC Guidelines for K-12 Education. Any departure from current and/or updated Protocols not captured in this Plan should immediately be brought to the attention of the District Office.**

The authority to implement the safety plan at each site rests with the school Principal/Vice Principal.

This document should be reviewed in conjunction with site-based safety plans and the School District 10 Pandemic Response Plan.

Exposure Plan Review

School and district administrators are required to regularly review COVID-19 safety plans and should do so with their Site OHS Committees and the District Joint Health and Safety Committee.

History of Amendments:

Created: April 2020
Updated: May 12, 2021
February 26, 2021
August 26, 2020
May 21, 2020

COVID-19 Information

Risk Identification

COVID-19 is an illness caused by a coronavirus. Human coronaviruses are common and are typically associated with mild illnesses, like the common cold. In March 2020, the World Health Organization (WHO) declared COVID-19 a pandemic.

As COVID-19 poses a risk to everyone, risk assessment is correlated with the ability of staff to practice physical distancing and other public health recommendations to their level of risk.

Routes of Transmission

Respiratory infections such as influenza (flu) and COVID-19 are mainly spread by liquid droplets that come out of the mouth and nose when a person with the virus breathes, coughs, sneezes, talks, or sings. Droplets come in a wide range of sizes, from smaller than the width of a hair to larger than a grain of sand. A few large droplets or many small droplets can contain enough virus to infect another person.

➤ Droplet Transmission

Droplets may be generated when an infected person coughs or sneezes. Droplets travel a short distance through the air and can be deposited on surfaces or directly in the eyes, nose, or mouth. Health experts recommend keeping two meters (6 feet) between people wherever possible to mitigate this risk.

➤ Contact Transmission

Direct contact involves skin-to-skin contact and then touching the eyes, nose, or mouth. Indirect contact involves a worker touching a contaminated intermediate object or surface, and then touching the eyes, nose, or mouth. It is uncertain how long the virus can live on surfaces but it may be hours to days.

Signs and Symptoms

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. COVID-19 symptoms can range from mild to severe. Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days. Research shows that some symptoms are more likely related to COVID-19 than others.

Key Symptoms	Other Symptoms
<ul style="list-style-type: none">• Fever or chills• Cough or worsening of chronic cough• Loss of sense of smell or taste• Difficulty breathing	<ul style="list-style-type: none">• Sore throat• Loss of appetite• Extreme fatigue or tiredness• Headaches• Body aches• Nausea or vomiting• Diarrhea

For a complete listing of COVID-19 symptoms please visit the BCCDC Website: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/symptoms> or consider accessing the self-assessment tool available online at <https://bc.thrive.health/> or:

- Parents/caregivers and students can use: [K-12 Health Check app.](#)
- Staff and other adults should refer to: [When to get tested for COVID-19](#)

If individuals show any Symptoms of COVID-19 they are not permitted to go to work or school.

If individuals begin to experience symptoms, not related to a pre-existing condition while attending work or school, schools will promptly administer a protocol to separate the student or staff with symptoms in an area separate from others, with adequate ventilation until they can go home. People showing symptoms should contact the Provincial Health Link 8-1-1 or access the self-assessment tool available online at <https://bc.thrive.health/>.

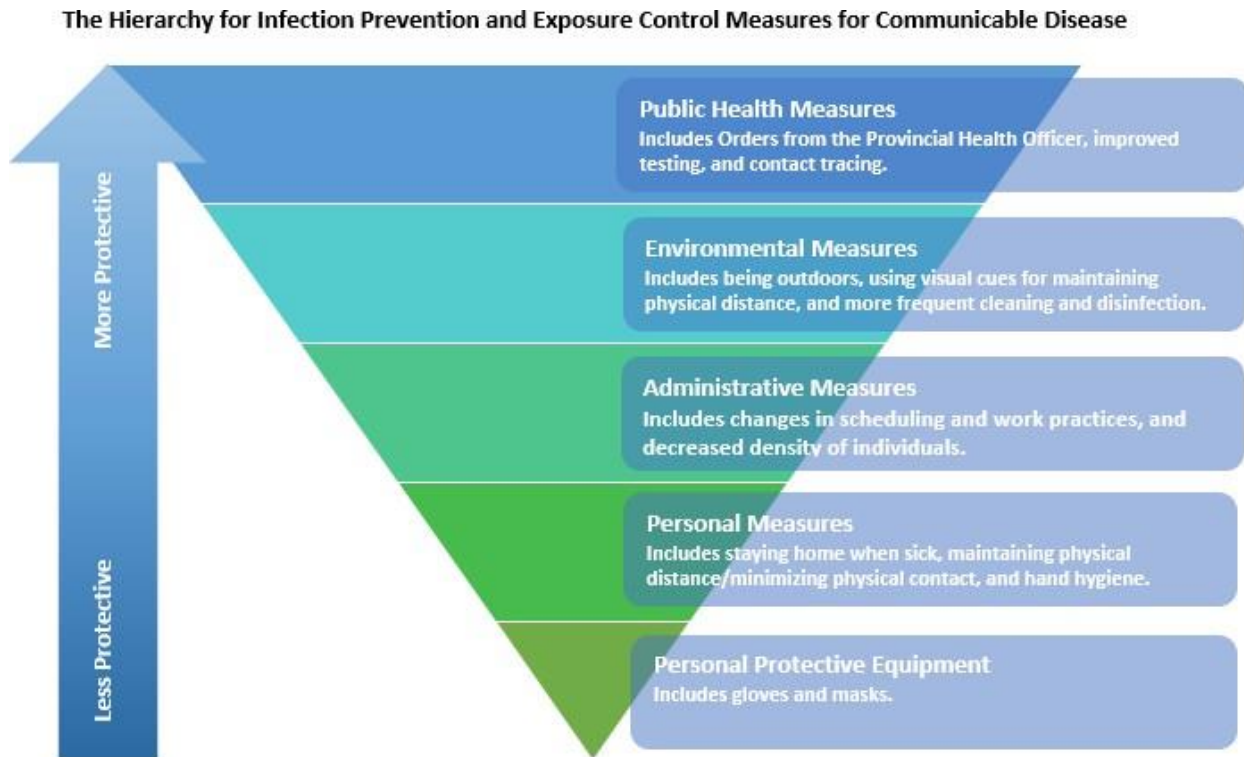
More information regarding showing symptoms is covered under the personal prevention measures section of this document.

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 are more effective in settings such as schools where there is a relatively consistent grouping of people and multiple measures of various effectiveness can be routinely

implemented.

The following information on infection prevention and exposure control measures has been organized in accordance with the hierarchy of controls for communicable disease, for ease of reference and to ensure consistency in information and important updates.



Public Health Measures

1. Mass Gatherings

Reducing the number of close, prolonged face-to-face interactions an individual has in a day continues to be a key component of BC's strategy to prevent the spread of COVID-19. This will be accomplished in K-12 schools through two different but complimentary approaches: learning groups (cohorts) and physical distancing.

While the PHO prohibits the gathering of more than 50 people for the purpose of an event, this order does not apply to schools. It focuses on one-time events where people gather and where control measures may be hard to implement. For more information please read the [Provincial Health Officer's Order for Mass Gatherings/Events](#).

School gatherings will be kept to a minimum, will seek virtual alternatives where feasible and will not exceed the maximum approved learning group size (cohort) in the setting, plus the minimum number of additional people required to meet the gathering's purpose and intended outcome. **More information regarding school learning groups is captured below.**

2. Case Finding, Contact Tracing, and Outbreak Management

Case finding, contact tracing and outbreak management remain the responsibility of public health. If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with the school district to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and

students' families should be notified.

Schools (and staff) are not permitted to provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they are displaying symptoms of COVID-19, unless directed to by public health.

3. Travel Outside of Canada

All students or staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. Students and staff are required to notify their school if they are required to self-isolate for 14 days due to travel outside of Canada.

Environmental Measures

1. Cleaning and Disinfecting

Regular cleaning and disinfecting of objects and high-touch surfaces (e.g. door handles, water fountain push buttons) will help prevent the transmission of viruses.

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 steady friction from cleaning cloth. Cleaning for COVID-19 virus is the same as for other common viruses.

Disinfection is the killing of viruses and bacteria. A disinfectant is only applied to objects, never on the human body. It is recommended that high-touch surfaces be disinfected at least twice/day.

To ensure cleaning and disinfection protocols are in accordance with the BC Centre for Disease Control's Cleaning and Disinfectants for Public Settings document: [Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf](#). (Referenced in Appendix A and Attached).

- a) All Custodians will be trained and familiar with the BCCDC Cleaning guidelines.
- b) In the event of a disruption to custodial services, the Manager of Operations will assign available custodians or redeploy qualified and trained staff to ensure high traffic areas are cleaned. All cleaning procedures will be in strict accordance with public health recommendations.
- c) Cleaning technology 'mistors' will be available to all schools including to all SD10 bus drivers to support more efficient and ergonomic cleaning practices.
- d) Visual cues to communicate cleaning needs will be implemented through-out district facilities.

2. Traffic Flow and Physical Distancing Markers

Floor markings, and visual aid posters will be used to identify designated entries and exits, appropriate social distancing (i.e. distance from a stationary desk, markings to indicate a line up, etc.), and traffic flow directions.

3. Physical Barriers

Barriers will be installed in places where appropriate including but not limited to when physical distance cannot regularly be maintained, and when a person is required to interact with numerous individuals outside of a cohort (i.e. office Administration).

Administrative Measures

1. School Learning Groups (school cohorts)

A cohort is a group of students and staff who remain together throughout a school term who primarily interact with each other.

- a) Establishing School Cohorts (Learning Groups)
 - i. School principals will determine the composition of cohorts and will identify learning groups within their site safety plans.
 - ii. Ministry approved variances to learning group sizes will be identified in the site-based safety plans.
 - iii. Cohorts should remain consistent for all activities that occur in the schools, including but not limited to learning, breaks, gatherings, etc.
 - iv. Cohort composition may be changed at the start of a new semester or term in the school year. Outside of these, composition will 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.
- b) School Cohort Interactions (Learning Groups) – Staff
 - i. Schools should minimize the number of staff who interact with learning groups (cohorts) they are not a part of as much as possible when continuing to support learning and a positive, healthy and safe environment.
 - ii. Persons outside of an established cohort (i.e. learning support staff, cross cohort teachers, consultants) are required to practice physical distance and wear a face mask when interacting with the cohort.
 - iii. In situations where staff outside of a learning group cannot practice physical distancing, other measures will be considered, such as reconfiguring rooms, securing an alternate space, installing physical barriers, or providing virtual services where possible.
- c) School Cohort Interactions (Learning Groups) – Students
 - i. During break times, if students wish to socialize with peers in different learning groups, the following considerations are to be clearly communicated and explained to students:
 - Elementary students:
 - Minimize physical contact when outdoors
 - Maintain physical distance when indoors. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance
 - Secondary students:
 - Maintain physical distance. 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

2. Visitor Access/Limiting Access

Visitor access during school will be prioritized to those supporting activities that benefit student learning and well-being. To keep sites as hygienic as possible site entry will be limited to only those individuals that are required to be on the premises. School Principals will decide which individuals (staff and visitors) will have access to the site. Others who wish to access the site may be required to make an appointment to schedule a time in advance with the School Principal and otherwise may not be permitted to access the site. Additional measures to include:

- a) All district facilities will clearly identify designated entries for visitor access
- b) Schools will ensure that visitors are aware of health and safety protocols and requirements prior to entering the school

- c) Schools will ensure that all visitors confirm that they are not ill and are not required to self-isolate before entering the school
- d) All persons entering a building or new space are required to sanitize or wash their hands
- e) All persons entering a building are required to sign-in/all sites are required to maintain a record of persons in the building
- f) All persons entering a building are required to wear a face mask. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons

Personal Measures

1. Hand Washing and Hand Hygiene

Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious material from the hands to other parts of the body, particularly the eyes, nose, and mouth or to other surfaces that are touched.

- a) Signage regarding proper hand hygiene will be posted throughout all School District facilities.
- b) Ongoing communication with staff and students, both in school and out of school (i.e. reminders sent home to parents) about the importance of hand hygiene will take place regularly.
- c) Hand sanitizer will be available at all designated entrances and in classrooms.

[Public Education - Hand Washing Video Reference](#)

When Students Should Perform Hand Hygiene	When Staff Should Perform Hand Hygiene
<ul style="list-style-type: none"> ➤ When they arrive at school ➤ Before and after any breaks (e.g., recess, lunch) ➤ Before and after eating and drinking (excluding drinks kept at a student's desk or locker) ➤ Before and after using an indoor learning, space used by multiple cohorts After using the toilet ➤ After sneezing or coughing into hands. ➤ Whenever hands are visibly dirty 	<ul style="list-style-type: none"> ➤ When they arrive at school ➤ Before and after any breaks 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 ➤ After cleaning tasks ➤ After removing gloves ➤ After handling garbage ➤ Whenever hands are visibly dirty

Proper hand washing includes using soap and a running water. Wash for a minimum of 20 seconds. If water is unavailable, you must use a waterless hand cleanser that has at least 60% alcohol. Follow the manufacturer's instructions on how to use the cleanser.

Health Authorities note that hand washing with plain soap and water is the preferred method of hand hygiene in schools and childcare centres, as the mechanical action is effective at removing visible soil as well as microbes. In instances where hand-washing sinks are not available, supervised use of alcohol-based hand rubs may be considered. If hands are visibly soiled, alcohol-based hand rubs may not be effective at eliminating the virus.

2. Physical Distancing

Physical distancing refers to a range of measures aimed at reducing close contact with others. Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged, close, face-to-face contact.

It is recognized that physical distancing can be challenging in a K-12 school setting, 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 are expected to practice physical distancing in accordance with public health recommendations (6 feet).

The following strategies will be implemented where possible:

- a) Avoid close greetings
- b) Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modellings, etc. as necessary
- c) Space management considerations which include spacing of furniture, different configurations, and effective use of storage
- d) Use assigned or consistent seating arrangements where possible
- e) Storing excess furniture and equipment to create for more open spacing
- f) Minimizing prolonged face-to-face interactions
- g) Staggering schedules to provide a greater amount of space for everyone and managing traffic flow
- h) Shared spaces including washrooms, staff rooms, and other common rooms will have identified occupancy limits posted on the outside of the shared space
- i) Reduce activities that include close physical contact and shared items
- j) Take students outside more often, where and when possible

3. Cough/Sneeze Etiquette

Staff and students are expected to use proper cough/sneeze etiquette which includes the following:

- a) Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- b) Use tissues to contain secretions and dispose of them promptly in a waste container.
- c) Offer surgical masks to people who are coughing.
- d) Turn your head away from others when coughing or sneezing.
- e) Wash hands regularly.

4. Personal Items

Staff and students can continue to bring personal items to school but are encouraged to only bring items that are necessary. All personal items should be labelled to discourage accidental sharing. Staff and students are not permitted to share personal items.

5. Students and Staff Showing Symptoms

While at Home

If individuals are showing symptoms common to COVID-19 they should not go to school or work.

- a) Staff must assess themselves daily for symptoms of common cold, influenza, or COVID19 prior to entering the school: [Daily Health Check Form](#).
- b) Staff must participate in the active daily health check as coordinated by their work site.
- c) 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: [K-12 Health Check \(gov.bc.ca\)](#)
- d) Any student, staff, or other person within the school who has cold, influenza, or COVID-19-like symptoms should seek assessment by a health-care provider, contact the Provincial Health Link 8-1-1 or access the self-assessment tool available online at <https://bc.thrive.health/>.

- e) 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.

While at Work/School

If individuals begin to experience symptoms while attending work or school, schools should:

- a) Promptly separate the student or staff with symptoms in an area separate from others, with adequate ventilation until they can go home.
 - i. This room should not be one that is commonly used for other purposes (i.e., the lunchroom). It should not be a space through which others regularly pass. It is not necessary for this room to have a separate air supply (HVAC) system.
 - ii. Ill persons should be placed in well-ventilated areas and where minimum physical distancing can be maintained between the ill person and others.
- b) Provide a mask to the person experiencing symptoms to wear if they can tolerate it.
- c) Limit the number of staff designated to care for ill persons until they can be sent home.
 - i. These caregivers should not be at increased risk of viral infection complications (i.e., pregnant women or persons that have a chronic illness), and they should be familiar with infection control recommendations to prevent the spread of the virus.
- d) Contact parent/care giver, or in the case of staff, a family member if appropriate, to make arrangements to have the staff or student picked up as soon as is feasible.
 - i. Some students or staff may not be able to be picked up immediately. As such it will be important to consider alternate or additional spaces for any others who may start to experience symptoms while attending work or school.
- e) Notify custodial staff that the isolation room has been used.
 - i. Custodial staff will conduct enhanced cleaning of this room and other rooms where the staff or student was present while symptomatic.
- f) Post signage on the door of the isolation room 'for cleaning' until the custodian is able to clean the room.

If an individual is identified as a close contact of a confirmed COVID-19 case or outbreak, they are also required to stay home and self-isolate.

6. Staying Home When Required to Self-Isolate

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

- a) A person confirmed by the health authority as testing positive for COVID-19
- b) A person confirmed by the health authority as a close contact of a confirmed case of COVID-19; or
- c) A person who has travelled outside of Canada in the last 14 days
- d) A person who has been tested for COVID-19 and is waiting for the test results

7. Return to School

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 that the symptomatic household member is seeking assessment by a healthcare provider.

When a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the K-12 Health Check App and BCCDC "When to Get Tested for COVID-19" resource) and if a COVID-19 test is recommended.

The following resources provide guidance regarding specific symptoms of illness:

- a) Parents/caregivers and students can use: [K-12 Health Check app](#).
- b) Staff and other adults should refer to: [When to get tested for COVID-19](#)

Personal Protective Equipment

PPE is not effective as a stand-alone preventative measure. It should be suited to the task and must be worn and disposed of properly.

Non-medical face masks:

Masks should not be used in place of the other more effective safety measures. For example, masks are not a replacement for the need for physical distancing or hand hygiene. Any mask, no matter how efficient at filtration or how good the seal, will have minimal effect if it is not used together with other preventive measures.

- a) All K-12 staff, and students grades 4-12 are required to wear a mask in schools – both within and outside of their learning group, and including when on school busses or in district vehicles, except when:
 - i. Sitting in (or standing at) their seat or desk/workstation in a classroom or learning space, or while maintaining physical distance (2M), in a classroom/learning environment
 - ii. There is a barrier in place
 - iii. Eating or drinking
 - iv. Outdoors
- b) Exceptions will be made for individuals who cannot wear masks for health or behavioural reasons
- c) Persons not able to wear a mask for health or behavioural reasons are required to contact their school Principal
- d) PPE such as masks will be provided for staff and students
- e) Staff and students are responsible for maintaining their re-useable face masks

Instruction about how to put on and take off a face mask are found here:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>

Well-Being in Schools

SD10 is aware and sensitive regarding the complexity of returning to school in a pandemic. In implementing safety and prevention measures the Districts is committed to supporting and developing the physical and mental well-being of all students and staff.

SD10 is committed to:

- Trauma-informed practices
- Providing welcoming, inclusive, and compassionate learning environments
- Modelling and practicing coping strategies
- Helping to minimize additional stress or trauma by addressing individual student needs
- Sharing reliable information, including from the BC Centre for Disease Control and the Office of the Provincial Health Officer

Responsibilities

The listed responsibilities are conducted in alignment with recommendations and/or requirements outlined by both the Provincial Health Officer and WorkSafeBC.

District Responsibilities

- Ensure the exposure control plan is implemented, and updated copies are maintained and available to staff. A manual copy will be available in the Office and an electronic copy will be maintained on the School District Website at <https://sd10.bc.ca/covid-19-updates-and-resources/>
- Ensure that the district site based safety plan is implemented, and an updated copy is available to staff.
- Select, implement, and document the risk assessment and appropriate site-specific control measures.
- Ensure that all resources and materials required to implement and maintain the plan are reasonably made available as practical and when required.
- Ensure that supervisors and workers are informed about the content of this plan.
- Conduct a periodic review of the plan's effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.

School Principals/Vice Principal Responsibilities

- Ensure that workers are adequately instructed on the prevention and control measures for the hazards at the location.
- Educate staff and students on good respiratory etiquette and hand hygiene.
- Establish a communication plan with school-based teams to indicate how and when information will be made available.
 - Post or relay appropriate and relevant safety and informational material in an accessible area for workers to see.
- Ensure that site-based safety plans are implemented, and updated copies are available to staff.
- Clearly communicate with staff, parents, and caregivers their responsibility to assess themselves and/or their children daily before sending them to school. Where necessary conduct daily checks for respiratory illness at drop off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.
- Provide parents and caregivers with a copy of a daily health check form to ensure understanding of what to assess for in their daily health checks of children.
- Implement a system to complete and track active daily health checks for staff and other workers coming on site.
- Establish and communicate school-based procedures for students and staff who become sick while at school to be sent home as soon as possible. [*See Students and Staff Showing Symptoms While at School.*](#)
- Ensure cleaning protocols are conducted in accordance with Public Health recommendations.
- Maintain privacy and protect an individual's right to confidentiality.
- Ensure that workers use proper PPE where required in accordance with Public Health recommendations.
- Direct work in a manner that eliminates or minimizes the risk to workers.

Workers (and on-site Contractors) Responsibilities

- Follow established safe work procedures and instructions provided by the employer or supervisor.
- Appropriately use and maintain any required PPE, where required in accordance with Public Health recommendations.
- Report any unsafe conditions or acts to the supervisor.
- Notify their supervisor of high student absenteeism rates.
- Assess daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
- Participate in the active daily health check process.
- Notify supervisor immediately if unwell or have confirmed illness.

- Practice good respiratory etiquette and hand hygiene.
- Maintain privacy and protect an individual's right to confidentiality.
- Instruct students, with age appropriate techniques, on good respiratory etiquette and hand hygiene.

Operations Manager Responsibilities

- Maintain an inventory of:
 - Required PPE for custodians
 - Disinfectant / antiviral chemicals
 - Well maintained equipment used for cleaning and disinfecting
- Provide adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in this exposure control plan.
- Direct work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revise the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.
- Develop and distribute cleaning plan including schedule revisions and/or redeployment plans to site supervisors and District office.

Parents and Students Responsibilities

- Practice and encourage good respiratory etiquette and hand hygiene.
- Follow the advice given by 8-1-1 and/or medical professionals.
- Parents must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
- Keep children home/stay home when required or necessary.

Safe Work Procedures

Site Safety Orientation

When responding to a risk of exposure to COVID-19, workers will be provided with an orientation to the hazards and the processes that have changed because of responding to the risk at the workplace.

To meet this WorkSafeBC requirement, workers must have the following elements of the organization's Pandemic Response Plan and Exposure Response Plan reviewed with them:

- Routes of COVID-19 virus transmission
 - contact transmission
 - droplet transmission
- Signs and symptoms of COVID-19
 - Severe symptoms (fever, cough, chest pain/difficulty breathing)
 - Mild (initial) symptoms (malaise, runny nose, fatigue, sore throat, nausea, diarrhea)
- Prevention and Control Measures
 - Public Health Measures
 - Environmental Measures
 - Administrative Measures
 - Personal Measures
- Safe Work Procedures

Sharing of Items

The practice of sharing items is discouraged.

- Staff and students will continue to be encouraged to only bring personal items to school that are necessary
- Items brought regularly to and from school and district facilities are recommended to be items that can be easily cleaned

- Where items are shared (i.e. resources) staff and students are encouraged to practice diligent hand hygiene, as well as to disinfect items after use

Emergency Procedures

- Schools will continue to practice emergency and evacuation drills, including the required annual fire drills as per the BC Fire Code 2.8.3.2, and will modify drill procedures to adhere to the health and safety guidelines
- More detail information for emergency and evacuation drills will be addressed in site specific safety plans
- It has been communicated that in the event of an actual emergency, emergency procedures will take precedence over COVID-19 preventative measures

Curriculum, Programs and Activities

All curriculum, programs and activities should operate in alignment with the [provincial K-12 health and safety guidelines](#), including school-led activities held off the regular school site

Multi-user Workstations

The practice of multi-user computer workstations is discouraged. If workstations must be shared, they must be first disinfected by the next user using the workstation.

On Site Food Preparation (ie: school meal programs, etc)

Schools can continue to include food preparation as part of learning and provide food services, including for sale and meal programs.

- If food is prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those articulated in this document and normal food safety measures and requirements need to be implemented (e.g. FOODSAFE trained staff, a food safety plan, etc.).
- If food is prepared within or outside a school for consumption by people other than those that prepared it (including for sale), it is expected that the [WorkSafe BC Restaurants, cafes, pubs, and nightclubs](#): Protocols for returning to operation are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.).
- Homemade food items to be made available to other staff and students are not permitted (e.g. birthday treats, bake sale items).
- Schools will address food programs in site-based safety plans.
- Schools will continue to emphasize that food and beverages should not be shared.

Health/Isolation Rooms

Schools should promptly separate people exhibiting symptoms from others. To accomplish this each site must have a designated isolation room or rooms. These rooms should be established on the schools site map. The space should have adequate ventilation but does not require a separate air supply (HVAC) system. Do not use a room commonly used for other purposes (ie. a lunchroom) or a space through which others regularly pass.

Custodial staff should be alerted to clean and disinfect the isolation room after the individual goes home. If the room cannot be cleaned immediately, the room should not be accessed until it can be cleaned by a qualified and trained custodian.

For more detailed procedural information on Quarantine/Isolation Rooms see above under: [Showing Symptoms](#)

At Risk Population

Staff who believe they are at a higher risk of developing complications from COVID-19 should contact 8-1-1 or contact their physician to seek guidance regarding attending the workplace. Staff who believe they are at risk need to contact their supervisor.

Working from Home

In support of the Provincial Health Officers' advice, and during this period of pandemic, school and district employees may be required to work-from-home at times. Working from home is required to approved by the District.

Employees must recognize their responsibility to maintain a safe and secure work location and that the conditions of their employment contract and the policies of the school and/or district extend to their work-from-home. A separate Protocol to support employees working from home has been developed.

Please refer to **Protocol P-12 – Employees Temporarily Working from Home**

Occupational First Aid

First Aid Attendants (FAA) should follow their Occupational First Aid (OFA) training and perform their *scene assessment* as outlined in their *Priority Action Approach* to determine if the scene is safe to approach the injured person. FAAs should assume all injured individuals requiring First Aid are infected with COVID-19. Based on their *scene assessment* if the FAA determines that it is not safe to approach the injured person then they are to assist the individual from outside the minimum distance requirement as recommended by public health. If life-saving interventions are required and the FAA must encroach upon the minimum distance radius to treat the injured person (ie: apply an AED, perform chest compressions, etc) the FAA must have the required personal protective equipment (PPE). The Interior Health Authority has stated:

'New recommendations for PPE effective March 25th, 2020: All health care workers and staff who have direct contact with patients in ANY care setting must wear a surgical / procedural mask, eye protection and gloves for ALL patient interactions. This requires extending the use of mask and eye protection'

FAAs should review the [Occupational First Aid Training Manual](#) Part 13/Chapter 44/pages 311-315 which is the Communicable Diseases chapter.

Student Transportation on Buses

Buses used for transporting students should be cleaned and disinfected according to the guidance provided in the BCCDC's Cleaning and Disinfectants for Public Settings document: http://www.bccdc.ca/Health-Info-Site/Documents/CleaningDisinfecting_PublicSettings.pdf

Additional measures include:

- Encouraging private vehicle use where possible
- Have students sit in their own seat
- Students from the same household can share seats if space is limited
- Assigned seating
- Students grades 4-12 are required to wear face masks, if they can tolerate it
- School bus pick up and drop off will adhere to loading and off-loading protocols where practical to minimize cross cohort interaction

Record Keeping

The School District will keep records of instruction and training provided to workers regarding the COVID-19, as well as reports of exposure and first aid records. All records are kept in strict accordance with privacy and confidentiality requirements.

Appendix A – Stage 2 Learning Plan



SD10 Stage 2 Learning – Updated April 6, 2021

Though school continues to look different than in previous years with the health and safety of our students and staff a top priority, the world class teaching and learning and welcoming learning environments that our learners and parents expect in our schools continues to be front and centre.

The District is committed to providing a safe and healthy workplace and learning environment for all staff and students. **The following updated Stage 2 Learning Plan outlines how the school district and our schools continue to ensure the health and well-being of our students and staff as well as organizing for learning.** Updates to this plan and all site-specific plans are made in accordance with the School District Exposure Response Plan and the most recent [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#).

Additional information prepared by School District 10, including the [School Board Office Safety Plan](#) the [SD10 COVID-19 Information, Prevention and Worker Safety PPT](#), and Pandemic Response Plan have all been reviewed and updated with the current Provincial COVID-19 Health and Safety Guidelines for K-12 Settings. These documents along with other important COVID-19 Information and Resources can be found at the district [COVID-19 Updates and Resources](#) webpage.

The District will continue to review all health and safety documents on an ongoing basis and update them as required with the most recent information and health advice from the Public Health Office.

In the case of any variance between guidance documents, schools and school districts should follow the health and safety guidelines outlined in the [COVID-19 Public Health Guidance for K-12 School Settings](#).

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February 5, 2021

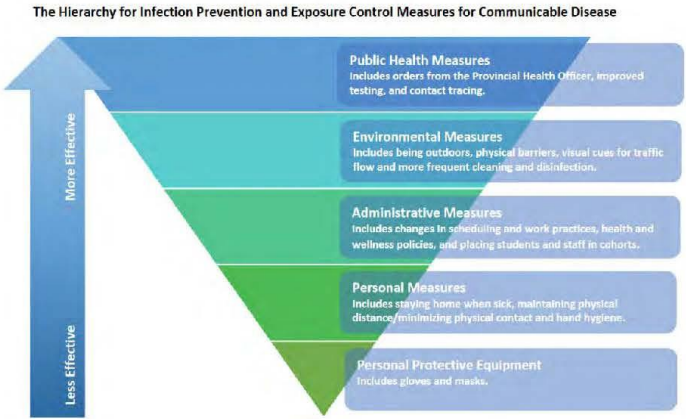
Re: Ministry of Education/Provincial Health Guidelines Update

Dear Parents and Families,

Yesterday, the Minister of Education and Dr. Bonnie Henry shared updated COVID-19 health and safety guidelines for all public and independent schools in BC. We will begin implementing the new guidelines as soon as possible and also work on updating our school and district safety plans.

The Minister of Education, Deputy Minister and senior Public Health officials, clearly state:

- 1) We continue to do an **excellent job of keeping our schools safe** for all students and staff.
- 2) The **risk of transmission or exposure in schools remains low** because of our diligence and strong safety plans. Exposures in schools happen when there is community spread of the virus.
- 3) There are **lessons learned over the past six months** back to school that have caused some **areas of the PHO and Ministry guidelines to be revised and updated for implementation in all schools.**
- 4) The most important health protocols based on scientific evidence, remain those in upper and middle areas of the pyramid below.



As a result, we will remain diligent in encouraging hand washing, having students and staff stay home when ill through daily Health Checks, maintain physical distance whenever possible, continue our enhanced cleaning in schools and on busses, and implement the updated public health measures.

P 250 265 3638 ext. 3304 C 250 265 8354 E terry.taylor@sd10.bc.ca Box 340, Nakusp, BC V0G 1R0 SD10.BC.CA

World Class Learning in a Rural Environment

In the [Ministry news release](#), the Ministry states that wearing masks shall increase as follows:

All middle and secondary students and K-12 staff will now be required to wear non-medical masks in all indoor areas, including when they are with their learning groups. The only exceptions are when:

- *sitting or standing at their seat or workstation in a classroom;*
- *there is a barrier in place; or*
- *they are eating or drinking.*

Prior to these changes, masks were required for middle and secondary students and all K-12 staff in high-traffic areas, like hallways and outside of classrooms or learning groups when they could not safely distance from others.

For elementary students, wearing masks indoors remain a personal choice. These updates are part of ongoing work of the provincial education steering committee and are in alignment with provincial health updates.

Both the Minister of Education and Dr. Bonnie Henry stated clearly that although the update guidelines require masks in more situations for secondary students, ensuring a caring and safe learning environment for all is important. They reiterated that the approach in schools and on busses is not to be punitive, should students for a variety of reasons, not be able to tolerate masks.

Here are some useful links:

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

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

BCCDC school site: <http://www.bccdc.ca/schools>

FAQs for Parents and Students: <http://www.bccdc.ca/schools/Documents/Parent-FAQs.pdf>

K-12 Daily Health Check app and tool: <https://www.k12dailycheck.gov.bc.ca/healthcheck?execution=e1s1>

More information in the coming days and weeks will be shared by your school principals and vice-principals and on our websites. As always, do not hesitate to reach out to your schools should you have questions or concerns.

With kindest regards to all,



Ms. Terry Taylor
Superintendent of Schools

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World Class Learning in a Rural Environment

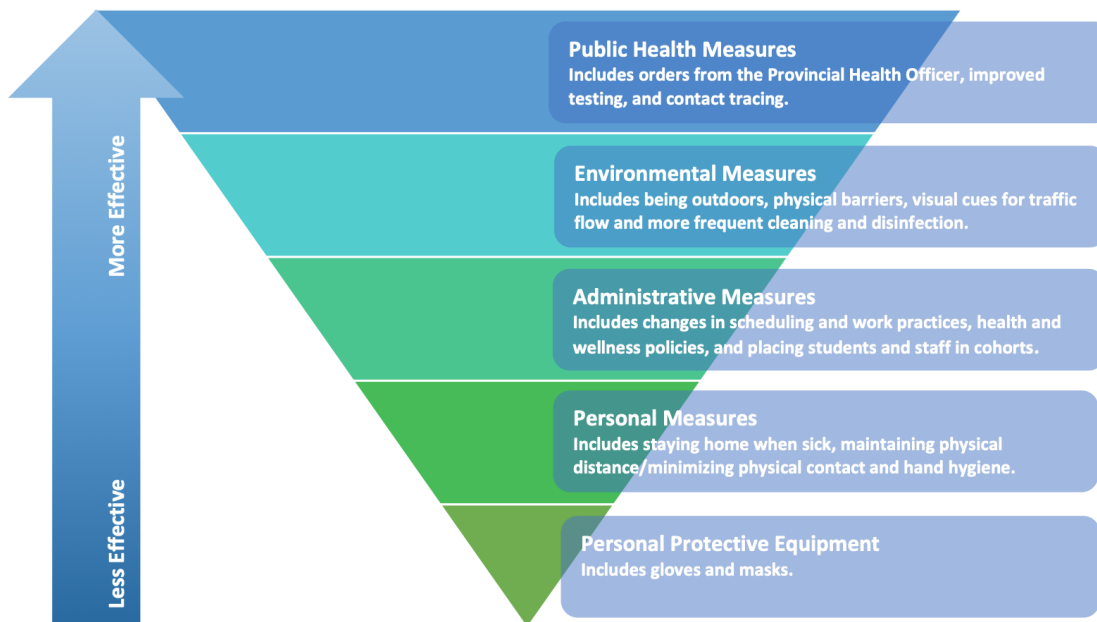
Section 1: Health and Safety Measures

BC Centre for Disease Control and the Public Health Office have produced an evidence-informed approach to guide school districts in the measures to take in ensuring safety for all students and staff in response to the COVID-19 pandemic. All our health and safety measures are informed by the BCCDC and PHO as well as the Ministry of Education and WorkSafe.

All schools and district facilities continue to utilize the Hierarchy for Infection Prevention and Exposure Control Measures by implementing a combination of measures at each level. We continue to foster supportive school environments by:

- ✧ Having staff model good prevention and safety practices
- ✧ Sharing reliable information, including from the BC Centre for disease Control and the Office of the Provincial Health Officer, to staff, parents, families, and caregivers
- ✧ Promoting required safety measures in our schools and all district facilities

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



From BCCDC/PHO Guidelines for K-12 page 2

a. Safe and Healthy Schools that are Welcoming for Learners and Staff

The overarching feedback from all of our educational partners is that safety is paramount, and it is important that staff, children and youth feel comfortable and not anxious at school.

While complying with all required public health and safety provisions, our district and schools will also ensure that the learning environments in all schools are welcoming and inviting.

Striking a balance between [BCCDC/PHO](#) environmental measures, administrative measures and personal measures and personal protective equipment and ensuring caring classrooms and learning for all is therefore essential.

b. Mental Well-being for Students and Staff

- Physical safety and health are important, as is fostering and sustaining mental well-being for all our learners and employees
- The Board of Education and school district have added to counselling time for all schools in the 2020/21 with an additional .8 FTE spread across the district
- Continuing to engage in environmental education and outdoor learning will help provide mental well-being and physical well-being for all and is recommended in health guidelines
- Field studies trips within our local communities including cross country and downhill skiing have commenced
- Food programs in accordance with COVID-19 health protocols are provided in all schools to ensure students nutritional health and well being
- The school district and schools will continue partnerships with [Columbia Basin Environmental Education Network](#) and the [Kootenay Boundary Environmental Education “Take Me Outside for Learning”](#) initiatives to foster high calibre outdoor learning
- Socio-emotional learning (SEL) and mindfulness remain strong components in school plans and in learning environments across the district
- Professional learning for staff in mindfulness, socio-emotional learning, and well-being have been and will continue to be integrated in our work, through the year in staff meetings and at Pro-D days.
- Compassionate Systems Awareness training provided for teachers, principals and vice-principals and district staff, aligned with the [Ministry Mental Health in Schools Strategy](#)
- Employee wellness resources are shared on the school district website with email reminders of help that is available to staff

c. Cleaning and disinfecting

Continued compliance with all cleaning protocols as outlined in the updated [BC Centre for Disease Control/PHO guidelines](#) and [WorkSafe Cleaning](#) guidelines is ensured

- Student and staff orientation and review of cleaning and disinfecting protocols was facilitated between Sept 8-11, 2021 prior to classes starting
- A comprehensive custodial task analysis was conducted to determine the specific needs of each school to ensure the mid-day cleaning and general cleaning responsibilities are met
- All SD 10 Custodians have participated in various Pro-D day working sessions to introduce new cleaning technology, discuss changes in the work environment, and to provide an opportunity for ongoing dialogue regarding the cleaning needs of schools and district facilities in accordance with health and safety guidelines
- Cleaning technology ‘mistors’ have been deployed to all schools including to all SD10 bus drivers to support more efficient and ergonomic cleaning practices
- A detailed high-touch cleaning checklist in accordance with the BCCDC Cleaning Guidelines for Public Settings was developed for School District 10 to provide for transparency and consistency and to ensure quality
- Additional custodial time is provided for twice daily cleaning of high touch surface cleaning during the school day, as well as the regular cleaning after school in all schools, especially larger schools in the district
- Additional cleaning time is provided to all SD 10 Bus Drivers to ensure enhanced cleaning for district school busses
- Schools have implemented systems including visual cues to communicate cleaning needs

d. Physical distancing strategies

- Schools continue to implement strategies to avoid physical contact, and minimize close, prolonged, face-to-face interactions within learning groups
- Schools continue to implement strategies to avoid physical contact, minimize close, prolonged, face-to-face interactions, and adhere to physical distancing requirements outside of learning groups
- All school-based staff meetings, learning groups, in-service, and professional learning offerings have moved to a virtual only format until further notice
- All district-based meetings including Board meetings, policy meetings, Leadership team meetings, etc. have moved to a virtual-only format until further notice
- Schools continue to implement strategies to avoid crowding, including staggered break schedules, and designated learning group and visitor entries/exits
- In situations where members of different learning groups interact, the space used is sufficiently large enough to ensure physical distancing can be accommodated
- Common areas have occupancy limits identified to ensure physical distancing can be accommodated
- Student and staff orientation and regular review of physical distancing structures and strategies are revisited and modeled on an ongoing basis
- Additional signage about physical distancing and markers/tape on floors or walls to indicate foot traffic flow continue to be implemented and maintained where needed
- In school offices, tape on floor around office counter to indicate physical distancing and plexiglass shields where needed
- Each teacher/EA desk with physical distance tape on floors
- School maps posted with exits/entrances and traffic flow patterns identified
- Isolation rooms for possible illness while awaiting parent pick up

e. Hand hygiene

- Student and staff orientation and review of hand hygiene in week of September 8-11
- All schools and district facilities continue to ensure hand-washing supplies are well stocked
- Schools continue to facilitate regular opportunities for staff and students to practice frequent, rigorous hand hygiene
- Additional signage about hand hygiene is posted in all schools and is regularly maintained
- Continued communication at school and sent home to parents about importance of proper hand hygiene with procedures for handwashing
- Additional portable hand-washing stations under consideration for some schools
- Touchless mechanized paper towel dispensers ordered and installed in August and September
- Hand sanitizer stations at entrances to schools
- Hand sanitizer and/or sinks and soap in all classrooms

f. Visitor access / limiting access

- Site entry continues to be limited to those individuals required to be on the premises
- Visitor access during school hours is prioritized to those persons entering to support activities that benefit student learning and well-being
- Schools and district facilities have implemented measures to ensure that visitors are aware of health and safety protocols and requirements prior to entering the schools
- Schools and district facilities have implemented measures to ensure that all visitors confirm that they are not ill and are not required to self-isolate before entering the school
- Systems are in place to ensure that all persons entering a building are required to sign-in;

all sites are required to maintain a record of persons in the building

- It is expected that all persons entering a building or new space are required to wash or sanitize their hands upon entry
- All persons entering a building are required to wear a face mask. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons

g. Share resources and personal items

- Staff and students will continue to be encouraged to only bring personal items to school that are necessary
- Items brought regularly to and from school and district facilities are recommended to be items that can be easily cleaned
- Where items are shared (i.e. resources) staff and students are encouraged to practice diligent hand hygiene, as well as to disinfect items after use

h. Personal protective equipment for students and staff

Parents and Indigenous Elders have expressed concerns about mandatory masks and don't want children to not attend school because of mask rules

- We continue to educate our students gently on mask usage
- Two reusable masks for every student and staff member were purchased by the district at the beginning of the school year, and masks continue to be supplied by the District
- Laundering and cleaning reusable masks is the responsibility of staff and students and their families
- All K-12 staff, and students in grades 4-12 are required to wear a mask or face shield (in which case a mask should be worn in addition to the face shield) in schools – both within and outside of their learning group and including when on school busses or in district vehicles.
- Student in Grades K-3 are encouraged to wear a mask indoors in schools and on school buses, but are not required to do so – mask wearing remains a personal or family/care giver choice for these students, and their choices must be respected.
- The requirement to wear a mask does not apply to staff, students, and visitors in the following circumstances:
 - To a person who cannot tolerate wearing a mask for health or behavioural reasons;
 - To a person who is unable to put on or remove a mask without the assistance of another person;
 - If the mask is removed temporarily for the purposes of identifying the wearing it;
 - If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (i.e. playing a wind instrument, engaging in high-intensity physical activity, etc.)
 - If a person is eating or drinking; or
 - While providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip-reading movements is important.
- All K-12 staff are aware that exceptions will be made for individuals who cannot wear masks for health or behavioural reasons. Those individuals unable to wear a mask are advised to consult with their site supervisor, or school principal/vice principal or authorized designate to determine the appropriate measures to be taken
- No student will be prevented from attending or fully participating at school if they do not wear a mask.
- Masks are encouraged to be used in addition to other safety and prevention measures including all instances when physical distancing is possible
- Face shields provided for all bus drivers and all staff who work at multiple sites and across Learning Group cohorts

- Additional face shields are available at each location for persons who require them, or for those who are unable to wear a mask for health or behavioural reasons
- Additional gloves purchased for first aid and health and safety purposes in all schools, sites, and on busses
- Plexiglass barriers have been installed in all practical locations, and where physical distancing is more difficult to maintain
- Training in use of PPE (masks, face shields and gloves) for students and staff as appropriate
- Although PPE (including masks) is the lowest level on the Hierarchy of Infection Prevention and Exposure Control Measures, it can provide an additional layer of protection when more effective measures are not feasible. The District continues to ensure all exposure control measures are in place
- Staff and students are advised that wearing masks is not a replacement for the need to physically distance

i. Symptom assessment and illness policies/procedures – Daily Health Checks

- Compliance with [BCCDC/PHO guidelines](#) that all staff and students presenting with signs of possible COVID-10 illness are not to attend school or the workplace
- All schools and district facilities have implemented active daily health check systems for staff which include tracking the daily health checks completed
- The following resources are posted on the School District website, embedded in all safety plans, and have been provided to staff and parents and caregivers to provide guidance for specific symptoms of illness:
 - Parents/caregivers and students can use: [K-12 Health Check app](#).
 - Staff and other adults should refer to: [When to get tested for COVID-19](#)
- Continued communication with all families and staff on procedures for daily health checks using self-assessment tool and steps for accessing COVID-19 medical assessment and support, including the active daily health check requirement and available resources as noted above
- Updated COVID symptom checklist is shared with all families and staff for self-monitoring and assessment of symptoms along with protocols for possible illness
- Attendance management procedures created for parent/caregiver calling in to report student absences
- Attendance management procedures created for staff calling in to report absences for sick or illness-related reasons
- Continued communication to all staff to self-assess and participate in the active daily health check for symptoms and not come to work ill
- Isolation room clearly marked in each school with procedure and symptom checklist posted in case of a sick child or youth awaiting parent pick-up from school
- As per BCCDC/PHO guidelines, schools continue to track absences and report unusually high absence rates to district office who will report to Interior Health’s Medical Health Officer

j. Symptomatic individuals and return to school

- Staff and students are aware that when a staff, student or other adult can return to school depends on the type of symptoms they experience (as indicated in the K-12 Health Check App and BCCDC “When to Get Tested for COVID-19” resource) and have reviewed when a COVID-19 test is recommended.
- Staff and students have been provided with the following resources regarding specific symptoms of illness:
 - Parents/caregivers and students can use: [K-12 Health Check app](#).
 - Staff and other adults should refer to: [When to get tested for COVID-19](#)

k. Outdoor Learning and School Ventilation Systems

- Outdoor learning spaces are under construction and will be completed in early spring of 2021, providing an outdoor learning classroom option for schools
- In keeping with recommendations in [BCCDC/PHO guidelines](#) pages 7-10, SD 10 and our schools will continue our strong practices in supporting learning outside
- The school district is a member of the six school district [Kootenay Boundary Environmental Education](#) (KBEE) and its [Take Me Outside for Learning](#) challenges and the [Columbia Basin Environmental Education Network](#) (CBEEN)
- Outside learning environments are founded on our school district's signature pedagogy, [place-conscious learning](#), which embeds BC curriculum in student learning about geography, history, mathematics, science, physical literacy, the arts and the environment and social justice issues
- Schools will be encouraged to open windows for greater air circulation
- All air filters are regularly cleaned and changed to ensure high indoor air quality
- MERV 13 filters are in place at all schools and worksites

I. Student transportation on busses

- All SD10 Bus Drivers have been given additional time each day to ensure adherence to the BCCDC Cleaning Protocols
- All local field trips include contingency time for additional cleaning as/if required
- Principals and vice-principals continue to support bus drivers by gently reminding students about appropriate student conduct while riding a school bus, and COVID-19 prevention and safety measures. Where necessary, principals and vice-principals ride bus routes or are in attendance when busses are off-loading at schools to support drivers and students
- Bus drivers continue with established district practice of assigned seating and manifest of student attendance
- Alternate seating arrangement to support student health and safety if needed (eg. family members sitting next to one another, space between seats if possible, sitting next to a bus window)
- Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) on school buses except while driving or able to maintain physical distance of 2 metres. Exceptions will also be made for bus drivers who cannot tolerate masks for health or behavioural reasons
- Masks are to be worn by students Grades 4-12 on school busses in compliance with recommendation to wear masks in the [BCCDC/PHO guidelines](#)
- A face mask supply intended for students is provided to all school bus drivers for students who are required to board the bus and do not have a face mask available at the time of boarding
- Students sit in family groups where possible and students are assigned seating to facilitate this for both the morning and the afternoon bus runs
- Schools ensure that students offload as per [BCCDC/PHO guidelines](#)

Section 2: Orientation and Health and Safety Training of School District

a. Ongoing Communication, Orientation and Training

- All new staff are provided with an onboarding and safety orientation session with the District HR Manager, which includes a review of the SD10 COVID-19 Prevention and Worker Safety Information PPT.
- All new staff are provided with a site-specific safety orientation session at each school or district facility prior to starting work at that location, which includes a review of the School Safety Plan and Safety Checklist

- All staff are provided with updated COVID-19 Information including the updated Provincial COVID-19 Health and Safety Guidelines for K-12 Settings through multiple communication mediums including staff meetings, emails, newsletters, and school and District websites [Recent News and COVID-19 Information and Resources].

b. Orientation: September 8, 2020 - Staff only in schools:

- Each school staff community will review all [BCCDC/PHO](#) health and safety guidelines, the updated [SD 10 Exposure Response Plan](#) for all COVID-19 protocols, and review all additional site-based health and safety guidelines/procedures.
- All staff including TOCs and casual support staff have been provided with the SD10 COVID-19 Prevention and Worker Safety Information PPT.
- All staff will review proper procedure for donning and doffing PPE, proper hand hygiene, and social distancing protocols and procedures for their school(s)
- All staff will review school site map to ensure they are aware of exit and entrance procedures, isolation room locations, cleaning routines, and symptom assessment and illness policies/procedures.
- Site-based OH&S Committee meeting held for all staff members
- Implementation and planning for Learning Group cohorts in each school in school teams
- Staff who work at multiple sites and across cohorts will be identified and provided with additional information around use of PPE and maintaining social distancing when working with students across cohorts and at multiple sites
- Staff will plan for orienting students to new health and safety protocols including hand hygiene and use of masks and all new school procedures

Casual CUPE staff and TTOCs

- Casual CUPE staff and TTOC staff will be offered opportunity to attend one of school sites for orientation, health and safety training and information sharing
- All TTOCs and casual CUPE staff will be sent the district exposure response plan and training information by email. They will also receive a site-specific orientation upon arriving at a specific site or school for the first time.

Bus Drivers, maintenance and custodial staff

- Our bus drivers, maintenance and custodial staff will review new BCCDC/PHO guidelines and cleaning protocols pertinent for their work and in preparation for students

c. Orientation September 9, 2020 - Staff only in schools:

- Staff planning and review of back-to-school COVID-19 orientation for students
- Identify and plan mental well-being strategies, activities and support for all students
- Mental well-being and wellness resources and supports identified for all staff
- Support planning for all students with diverse learning needs
- Support planning for all indigenous learners
- Planning for future staff meetings as school unfolds to debrief, adjust plans, and respond to emergent student needs as well as to share best practices

d. Additional Health and Safety measures

- All school-based OH and S and the District OH & S Committee have completed a comprehensive review of the COVID-19 Safety Checklist
- School-based Occupational Health and Safety (OH & S) committees send monthly meeting minutes with action/attention items to district OH & S Committee.
- All site-based OH & S meetings have a COVID-19 section of the agenda to address specific issues related COVID-19
- District OH & S Committee review monthly school-based OH & S meeting minutes and will address specific COVID-19-related items action/attention items

Section 3: Organizing for Learning and Safety in Learning Groups

a. What is a Learning Group and Why Organize for Learning and Safety this way?

Dividing into Learning Groups or Cohorts is a requirement by the Public Health Office and BC Centre for Disease Control as a powerful measure to limit the risk in transmission or spread of the virus and also conduct rapid contact tracing should a case of COVID-19 be confirmed.

In this way, only the cohort rather than the whole school would need to self-quarantine if a case were confirmed. “Fewer faces” as Dr. Henry tells us is an important public health safety measure.

BCCDC/PHO guidelines state that a Learning Group/Cohort in

- Elementary schools is 60 people (students and staff)
- Secondary schools is 120 people (students and staff)

b. IHA Approved Variances to Learning Group Sizes in SD 10

Variance from the learning group size of 60 people for elementary and 120 people for secondary has been approved by the Medical Health Officer at Interior Health Authority in accordance with BCCDC/PHO guidelines given the specific context of our small rural schools and small communities as follows:

Nakusp Elementary School (173 students and staff)

Variance is approved to divide into three cohorts each of 60-70 students

Note: While the variance has been approved, at this time, NES principal has determined that rather than three learning groups, the school will be organized into four Learning Groups

Nakusp Secondary School (140 students and staff)

Variance approved to have the entire secondary school as one learning group.

Lucerne Elementary Secondary School (88 students and staff)

Variance is approved for small crossover of teaching and support staff who teach in both elementary and secondary settings. Crossover staff will maintain physical distancing where possible in elementary and be required to physically distance in secondary settings. Excellent hand hygiene, masks and vigilance in daily health checks will also be maintained.

c. Learning Groups in SD 10 Schools

Each school principal and vice-principal along with senior district staff have examined the [BCCDC/PHO guidelines](#) pages 6-9 on Learning Group cohorts and organized their schools accordingly to begin the school year.

Nakusp Elementary School: 4 cohorts

Cohort 1: Total cohort size = 56 people (49 students; 7 staff)

- Gr. K- 16 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher
- Gr. K/1- 17 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher
- Grade 1- 16 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher

Cohort 2: Total cohort size = 40 people (35 students; 5 staff)

- Gr. 2- 17 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher
- Gr 2/3/4- 18 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher

Cohort 3: Total cohort size= 46 people (40 students; 6 staff)

- Gr. 4/5- 19 students; Staff: 1 teacher, 1.5 EA, 1 shared Learning Support teacher
- Gr 5/6- 21 students; Staff: 1 teacher, 1.5 EA, 1 shared Learning Support teacher

Cohort 4: Total cohort size = 48 people (42 students; 6 staff)

- Gr. 6- 20 students; Staff: 1 teacher, 0.5 EA, 1 shared Learning Support teacher
- Gr 7- 22 students; Staff: 1 teacher, 1.5 EA, 1 shared Learning Support teacher

Lucerne Elementary Secondary School: 3 cohorts

Cohort 1: Total cohort size = 34 people (28 students; 6 staff)

- Gr. K/1 -15 students; Staff: 1 teacher, 2 EAs, 1 Learning Support teacher
- Gr. 2/3 - 13 Students; Staff: 1 teacher, 1 prep teacher, 1 Learning Support teacher

Cohort 2: Total cohort size = 29 people (24 students; 5 staff)

- Gr. 4/5 - 12 students; Staff: 2 part-time teachers, .5 EA
- Gr. 6/7 - 12 students; Staff: 2 part-time teachers; .5 EA

Cohort 3: Total cohort size = 44 people (38 students; 6 staff)

- Gr. 8 to 12 - 38 students; Staff: 5 teachers; 1 EA

Nakusp Secondary School: one cohort

Total Cohort Size = 140 students, 17 staff

- Variance approved for one secondary cohort

School District 10 – Exposure Response Plan

Created: April 2020

Updated: May 12, 2021, February 26, 2021, August 26, 2020, May 21, 2020

Burton Elementary School: one cohort

One cohort: Total Cohort Size = 38 people (32 students; 5 staff – incl. secretary, bus driver/custodian)

- Gr. K-3: 14 students; Staff: 1 teacher, shared EA
- Gr. 4-6: 10 students; Staff: 1 teacher, shared EA

Edgewood Elementary School: one cohort

One cohort: Total Cohort Size = 15 people (11 students; 4 staff – inc secretary/custodian/library clerk and EA)

- Gr. K -2 - 8 Students; Staff: 1 teacher, 2 part-time EA's; school secretary/lib clerk/custodian)

d. Safety Measures for Staff working across or in more than one Learning Group

Schools continue to implement appropriate environmental and administrative measures for organizing students/staff in learning groups including: maintaining physical distance, cleaning and disinfecting protocols, using outdoor spaces for organizing learning activities, implementing staggered schedules, reinforcing effective personal practices including staying home when sick, diligent hand hygiene, and appropriate use of PPE.

- Due to small size of our schools, we are able to organize our workforce in such a way that minimizes any disruption to the normal delivery of instruction. We do have itinerant teachers and staff who work at multiple sites and across cohorts (one teacher librarian at NES/NSS, school-based Learning Support teachers, school-based Indigenous Support teachers, teacher counsellors (one who works at NES/EES/BES), prep-teachers, Education Assistants, music specialist, and principals and vice-principals).
- In these cases, schools will ensure that those staff who work across cohorts or between schools must practice social distancing, practice excellent hand hygiene, monitor for symptoms of COVID-19 and wear PPE when working at different sites and across different cohorts.
- All itinerant and cross-cohort staff will receive specific training and instruction around safely interacting at different sites and across different cohorts.

e. Emergency and evacuation drills

- Schools will continue to practice emergency and evacuation drills, including the required annual fire drills as per the BC Fire Code 2.8.3.2, and will modify drill procedures to adhere to the health and safety guidelines
- More detail information for emergency and evacuation drills will be addressed in site specific safety plans
- It has been communicated that in the event of an actual emergency, emergency procedures will take precedence over COVID-19 preventative measures

f. Curriculum, programs and activities

- All curriculum, programs and school-based activities are required to operate in alignment with the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) including school-led activities held off the regular school site
- Based on [Ministry of Education Operating guidelines](#), sports can continue in Stage 2 with restrictions on contact. Intramurals and outdoor sports are okay but out of district travel is not allowed

Section 4: Supporting our Learners with Diverse Abilities and Disabilities

SD10 is an inclusive learning community supporting diverse learners and parents

- Our school district and all schools are based on principles of equity and inclusion
- Each school in SD10 will ensure that goals and objectives of IEP's are met and students continue to receive full-time instruction with their classroom teacher, and any 1:1 support needed as outlined in the student's IEP in inclusive learning environments
- School staff will communicate with parents on a regular basis to assess learning needs, gaps and challenges, and provide support for students with diverse abilities and disabilities for success in inclusive classroom settings
- School staff will reach out to parents of students who have specific needs preventing them from attending school full time, and a full review of their IEP and specific needs will be addressed at the start of September to outline and create a plan for that student's success and as much inclusion in the school community as possible
- Schools will work with families and community health support team to ensure students have health and safety supports at home if they are unable to attend school
- Students who are unable to attend full time will be able to access curriculum and work toward the goals/objectives of their IEP in a remote learning environment supervised by their classroom teacher and with support of the learning support teacher and an education assistant as needed
- Regardless of which phase of the K-12 Restart plan, students with diverse needs and vulnerable students will be able to attend school in-person full time and will be supported by their classroom teacher and school-based support team
- Plans will be developed in coordination with parents, teachers and Education Assistants for students who may not be able to communicate their illness or symptoms
- Regular bus routes will transport all students including our Indigenous students and students with diverse abilities and disabilities to school unless parents choose to drive or students live within walking distance to their school.

Section 5: Strong Start Programs

- Our educational partners have expressed concerns about vulnerable children and families who usually would be able to attend Strong Start programs in the district but are unable to do so in the same ways in Stages 2, 3 or 4
 - Currently, all SD10 Strong Start programs are open and operating on their regularly scheduled days, however hours of operation and capacity have been reduced to comply with health guidelines
 - Strong Start Coordinators are ensuring equity in attendance by doing on-line registration, or pre-booking
 - Strong Start Coordinators continue to do community outreach for families who are not able to attend Strong Start in-person
- We are committed to working on ways to provide outreach service and remote learning or examine outdoor learning options where possible to engage parents of young children in these important early learning programs
- Strong Start staff may be re-assigned to support K-12 children in classroom learning should their regular Strong Start hours be reduced

Section 6: Communication and Engagement with our Community

- The school district website's [COVID-19 Updates and Resources page](#) is the main hub for communication about any changes or updates to school, information on the school Restart Plans, District Pandemic Response plan and District Exposure Response plans as well as FAQs for parents
- SD 10's website and all communication aligns with Ministry of Education direction, BCCDC/PHO guidelines and WorkSafe guidelines
- Regular emails to SD 10-All highlight relevant information and updates for staff as do resources on the SD 10 COVID-19 webpage and Employee resources webpages
- Schools align with district communication for consistent messaging by linking their websites and school FaceBook pages to the district website
- Schools communicate with parents and students using school FaceBook sites, links in community FaceBook sites, by email to parents, and in Google Classroom to students and parent
- Direct contact by telephone and text with parents is common practice at our schools
Surveys of parents are conducted by email or by telephone
- Regular contact with the Indigenous Education Advisory Council is sought for advice and support for Indigenous students and families
- Regular communication with both unions occurs formally in monthly labour management meetings and informally with the Superintendent by telephone, text or in- person meetings

Section 7: Engagement with Indigenous People

22% of our students in School District 10 are indigenous in ancestry

- Our learners are Metis, Inuit, and First Nations from many Indigenous nations
- SD 10 is fortunate that on short notice to prepare the Restart plan, a number of our Indigenous Elders and parents were able to attend a consultation meeting with all partner groups to help develop our Stage 2 plan on August 17, 2020
- In part, the August 17th meeting location at Lucerne School was chosen to facilitate Indigenous Elders who live in New Denver being present and their voices heard
- At this meeting, the district gathered input, feedback and suggestions on how to best support our Indigenous learners and inform our Stage 2 September 2020 plan
- SD 10's Indigenous Education Advisory Council meets throughout the year and will continue the dialogue around our return to school planning at our meetings
- The district will provide updates and seek additional and ongoing feedback from the Council on how to best support our Indigenous students and families.

Consultation with Indigenous people and First Nations

- We live and learn on the traditional unceded territory of the Sinixt First Peoples who were declared extinct in 1956
- A Sinixt Elder assisted in helping create this plan and reminded us at our August 17th Partner meeting that the Sinixt People were the mother tribe, the Lakes people located at the crossroads of the lakes and that Sinixt People need to be recognized and their voices heard
- Our Sinixt Elder reminded us that Sinixt culture and history and their presence needs to continue to be taught in our schools to make sure we have the teachings and learnings of Sinixt People for our children so they know about this land
- Hundreds of children and young people from the school district have visited the pit house, middens, and burial grounds at Vallican where the longest peaceful occupation of native Land in Canada has taken place with teachings from Marilyn James, a Sinixt Elder and knowledge-keeper
- Though there is no resident band located in our school district or a Local Education Agreement, we do have an Indigenous Education Enhancement Agreement which was signed by Marilyn James on behalf of the Sinixt People
- We acknowledge that this territory was also used by the Okanagan Nation to the west, the Ktunaxa Nation to the east and the Secwepmec Nation to the north
- We honour and respect the Indigenous cultures of all our students and staff and will continue to make connections with the Sinixt People, and Okanagan, Ktunaxa, and Secwepmec Indigenous and Metis Nations

Section 8: Consultation and Engagement with Unions

- Ongoing dialogue and consultation with local unions continues to take place throughout the pandemic
- Union executives have been updated regularly and consulted with in the development of the restart plan and their concerns and needs have helped inform the draft plan

- Both unions attended the district's Stage 2 Restart Plan consultation meeting with all partner groups on August 17, 2020
- Monthly union liaison meetings take place where consultation and collaboration help address any labour management or health and safety issues of concern
- The district and both unions collaborate and solve any issues on a regular basis outside of scheduled monthly meetings in person, by telephone, by email and by text
- Our relationship with both local unions is very positive and focused on supporting our unionized employees with students at the centre of our collaborative work

Section 9: Consultation and Engagement with Parents, Guardians and Caregivers

SD10 continues to engage with parents, guardians and caregivers by ensuring updated, reliable information is made available through school communication mediums, and the District website.

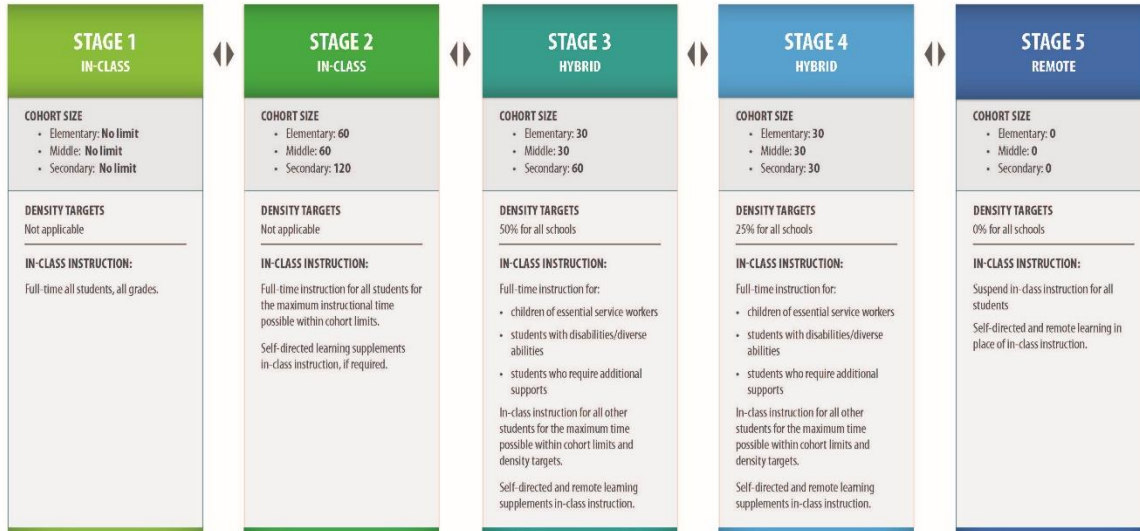
SD10 invited DPAC representatives to a consultation meeting with partner groups to help develop our stage 2 plan on August 17, 2020. Three of five of our school PAC Chairs or representatives attended the meeting. Parents offered input, feedback and suggestions on how to best support our families and incorporate that input into our Stage 2 plan.

Plans for further engagement with parents, guardians and caregivers

- SD 10 engages in ongoing dialogue with DPAC, and school principals with PACs and parents during the year
- Trustees attend all scheduled DPAC and PAC meetings, share district news and updates and report back on key PAC matters at monthly board meetings
- Schools principals, vice-principals and teachers engage in regular communication with parents
- Principals and vice principals hold monthly PAC meetings and consult with parents as needed
- Email or phone survey input from parents has assisted schools and the district in planning for Stage 3 and 4 of the Restart plan and will continue to inform our next steps
- All PAC presidents and DPAC President were invited to the August 17th partner consultation meeting to assist in giving feedback on the draft plan and helping shape the plan

Section 10: Ensuring Continuity of Learning in the Event of Switching Stages

FIVE STAGES FRAMEWORK FOR K-12 EDUCATION



Should we need to go back to Stage 3 or 4 based on government or public health direction, the school district is prepared to do so based on our March to June 2020 experience.

- SD 10 was successful in implementing both Stage 3 and Stage 4 with 70% of students in our schools, and almost 100% of staff in schools for Stage 3 during the month of June.
- We demonstrated strong connections with most families and students during both 100% remote learning (Stage 4) and a hybrid of in-class and remote learning (Stage 4).
- As a result, we have developed strong protocols and support for hybrid in-person and remote learning (Stage 3), consistent universal support in schools for students with diverse learning needs and vulnerable students (Stages 3 and 4), and strong human resources practices to support our staff.
- We loaned IT equipment to over half of our students as well as support with internet access, and continued to provide healthy meal programs to 40% of our learners with the generous support of local businesses and organizations, various grants, and school district funds.
- The dedication and commitment of our staff was exemplary in Stages 3 and 4 to support continuity of learning.
- There were however, due to the voluntary nature of Stage 3 and Stage 4, some students and families who did not or were less able to engage with remote learning. A number of our students have also struggled with mental well-being as a result of not being engaged in school.
- We plan therefore to continue the excellent work that we did in each of these stages and also plan for ways to more effectively engage all learners regardless of which stage we are in.

Stage 3 (June 2020) Summary & Stage 3 Plans Going Forward

- Elementary students attended in-person for instruction 2-3 days per week and engaged in remote learning 2-3 days per week
- Secondary students split each class in half and had half of students attend Monday, Thursday and alternate Wednesdays, with the other half attending Tuesday, Friday and alternate Wednesdays
- Students with diverse learning needs and vulnerable students were able to attend on a full-time basis or could attend as needed
- In-school learning was provided for all children of essential service workers if required
- The school district will continue with the success of our June 2020 Stage 3 plan and also work towards ensuring that all students are engaged and successful in their learning
- In addition, mental health supports and capacity in well-being for all learners and staff will be fostered while we are in Stage 2 to ensure greater support for all learners should we need to return to Stage 3

Stage 4 (March to May 2020) Summary & Stage 3 Plans Going Forward

- Remote learning supported for all students K-12
- Students with diverse learning needs and vulnerable students able to attend on a full-time basis or could attend as needed
- In-school learning provided for all children of essential service workers if required
- Chromebooks distributed to 40% of SD 10 families and students
- Various remote learning platforms used: synchronous on-line Zoom classes, asynchronous Google Classroom, and paper learning packages distributed to students
- The district will conduct a parent survey at each school site to ensure all student learning needs are met in the event that we move stages