
Note: This document is a work in progress and is updated to the BC government’s guidelines dated March 30, 2021.

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Last updated: April 1, 2021
Introduction

The Surrey School District is continuously working to improve our practices in the face of the COVID-19 pandemic. In order to support our staff and students, we have implemented new protocols in alignment with the recommendations and guidelines set forth by the British Columbia Centre for Disease Control (BCCDC) and the Ministry of Education.

As per the Provincial Health Officer, Dr. Bonnie Henry, schools continue to be low-risk sites for the transmission of COVID-19. This remains true for the District, and while there have been exposures at Surrey Schools, the rate of transmission remains low. This shows us that our protocols are effective at reducing the spread of COVID-19 and they are protecting our staff and students at our 120+ sites. These protocols include measures such as physical distancing, increased cleaning and disinfecting, hiring additional staff to support our sites, providing personal protective equipment along with many other changes.

We are continuously learning and improving as we learn more about COVID-19 and its variants, and we will adapt accordingly. This document is updated as often as possible to coincide with any new recommendations or guidelines provided by the BCCDC, and as such will reflect changes in policy. If there are any differences between the BCCDC “Provincial COVID-19 Health & Safety Guidelines for K-12 Settings” (last updated Feb. 23rd, 2021) and this document, please use this document.

Objectives

This document has been developed to inform Employees of Surrey Schools on how the District will be implementing guidelines outlined in the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings (last updated Feb. 23rd, 2021), which was developed by the Ministry of Education in collaboration with the Ministry of Health, Indigenous rightsholders and education partners – including teachers, parents and school leaders – to outline the principles and requirements for maintaining safe learning environments. These comprehensive guidelines build on the COVID-19 Public Health Guidance for K-12 School Settings (last updated Feb. 4th, 2021) developed by the Office of the Provincial Health Officer and the BCCDC to ensure schools have robust measures in place to prevent the transmission of COVID-19.

These guidelines are intended to support K-12 education employees, students, parents, caregivers, administrators, and school community members to:

- Be informed about public health measures and how they support a safe school environment.
- Understand their roles and responsibilities in maintaining and promoting safe and healthy schools.

Key Principles

- All schools are to adhere to the standards, guidelines and protocols from the BCCDC and WorkSafeBC.
- The health and safety guidelines outlined in this document have been developed to complement the BCCDC and WorkSafeBC guidance.
- Surrey Schools has developed many additional procedures in support of this document that can be found on the Surrey School Health & Safety website to include the Restart Plan, School Sports Safety Plan, Plan for Resumption of In-Class Learning, and other documents.
- Surrey Schools’ protocols may be different than provincial guidelines due to local context. These protocols were developed with guidance from the Fraser Health Authority.
• Schools should implement psychological safety measures and trauma-informed practice alongside physical health and safety measures.

• Effective and ongoing communication with school leaders, community partners, parents, caregivers, students, unions, and employees are an essential aspect of successfully implementing these guidelines.

COVID-19 Safety Plan Reviews
School medical officers across BC noted that most school exposures in fall 2020 did not result in transmission within the school. This remains true at Surrey Schools. However, some school exposures did result in additional cases, including clusters and a limited number of outbreaks. While each case was unique, a common recommended action from school medical officers was to review existing COVID-19 safety plans to ensure required measures were in place and were being consistently implemented. A review of the COVID-19 safety plan to ensure it adequately protects workers from transmission of COVID-Workplace Safety order.

With this in mind, school and district administrators must regularly review COVID-19 safety plans and should do so with their Joint Health and Safety Committees and address areas where there are identified gaps in implementation. BCCDC has developed a COVID-19 School Health & Safety Checklist that can support these safety plan reviews. In addition, school medical officers have recommended the following key areas of focus for schools based on reviews of school exposures to date:

1. Prevent crowding and gathering; pay particular attention to the start and end of the day, and stagger recess, lunch and transition times for students and staff whenever possible.
2. Avoid close face-to-face contact whenever possible.
3. Assign staff to a specific learning group whenever possible.
4. Ensure that the use of masks does not reduce or replace practicing physical distancing between learning groups and other prevention measures, for both students and staff.
5. Ensure prevention measures are in place in staff only areas, including break and meeting rooms.
6. Implement music classes according to the Coalition for Music Education in British Columbia Guidance for Music Classes.
7. High intensity physical activity should occur outside whenever possible.

These COVID-19 School Health & Safety Checklists will have already been sent out to sites at the publishing of this document.

BC’s Five-Stage Framework
The Five Stage Framework for K-12 Education outlines expectations for BC elementary, secondary schools for learning during COVID-19. The goal of the Framework is to maximize in-class instruction for all students while adhering to the COVID-19 Public Health Guidance for K-12 School Settings. This is supported by four foundational principles:

• Maintain a healthy and safe environment for all students, families, and staff
• Provide the services needed to support the children of our essential workers
• Support vulnerable students who may need special assistance
• Provide continuity of educational opportunity for all students

The framework allows instruction to be adjusted depending on the community risk of COVID-19 in BC. This will enable schools to move between stages if necessary, based on guidance from the Provincial Health Officer and the BCCDC.
While BC is currently in Stage 2, school districts and independent schools must have the necessary plans in place to be able to shift between stages if and when required.

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
<th>STAGE 5</th>
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<tbody>
<tr>
<td>Learning Group Size</td>
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</tr>
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<td>DENSITY TARGETS:</td>
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<td>25% for all schools</td>
<td>0% for all schools</td>
</tr>
<tr>
<td>IN-CLASS INSTRUCTION:</td>
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<td>IN-CLASS INSTRUCTION:</td>
<td>IN-CLASS INSTRUCTION:</td>
<td>IN-CLASS INSTRUCTION:</td>
</tr>
<tr>
<td>Full-time all students, all grades</td>
<td>Full-time instruction for all students for the maximum instructional time possible within cohort limits. Self-directed learning supplements in-class instruction, if required.</td>
<td>Full-time instruction for: children of essential service workers; students with disabilities/diverse abilities; students who require additional supports in-class instruction for all other students for the maximum time possible within cohort limits. Self-directed and remote learning supplements in-class instruction.</td>
<td>Full-time instruction for: children of essential service workers; students with disabilities/diverse abilities; students who require additional supports in-class instruction for all other students. Remote learning for all other students.</td>
<td>Suspend in-class for all students</td>
</tr>
</tbody>
</table>

Note: as Stage 1 is a return to regular operating procedures, and Stage 5 means that all in-class instruction is suspended, the following health and safety guidelines apply to Stages 2 to 4, unless specified otherwise.

Note: this chart is a provincial guideline and does not take local context into account. In Surrey Schools, learning groups in Stage 2 are 60 people in both elementary and secondary schools.

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 “controlled” environments where multiple measures of various effectiveness can be routinely and consistently implemented.

Schools are considered a “controlled” environment by public health. This is because:

- Schools include a consistent grouping of people.
- Schools have robust illness policies for students and staff.
- Schools can implement effective personal practices that can be consistently reinforced and are followed by most people in the setting (e.g. diligent hand hygiene, respiratory etiquette, etc.).
- Schools can implement a variety of health and safety measures (e.g., enhanced cleaning and disinfecting practices, using outdoor space for learning activities, grouping students and staff in learning groups to limit in-
The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease describes measures that should be taken to reduce the transmission of COVID-19 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 COVID-19 is substantially reduced.

Supportive School Environments
Schools can support students to practice preventive measures by:

- Having staff model these behaviours.
- Sharing reliable information, including from the BCCDC and the Office of the Provincial Health Officer, to parents, families, and caregivers.
- Promoting required safety measures in the school through the use of visual aids like floor markings and signage.

In line with the K-12 Education Restart Plan’s goal of maximizing class instruction for all students within current health and safety guidelines for schools, staff should utilize positive and inclusive approaches to engage students in preventive practices and should not employ measures that are punitive or stigmatizing in nature.

This includes where a student, staff, or other adult (including visitors) cannot comply with a specific safety measure due to health or behavioural reasons. In these circumstances, schools should work with these individuals (and their parents/caregivers, if applicable to a student, or site administrator or manager if applicable to staff) to explore other measures to ensure their safety and the safety of others.
Learning Groups and Physical Distancing

Reducing the number of close, in-person interactions an individual has in a day continues to be a key component of BC’s strategy to prevent the spread of COVID-19. This can be accomplished in K-12 school settings through two different but complementary approaches: learning groups (cohorts) and physical distancing.

Learning Groups

A learning group is a group of students and staff who remain together throughout a school term (e.g. a school quarter, semester, or year) and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students with the same courses.

- **In Stage 2**, members of the same learning group must minimize physical contact.
- **In Stages 3 and 4**, staff, as well as secondary school students, will have to maintain physical distance at all times (even if they are part of the same learning group).
  - Stage-specific health and safety expectations are subject to change, further to updated public health guidance from the Provincial Health Officer and the BCCDC.

The composition of learning groups should remain consistent for all activities that occur in schools (i.e. students and staff cannot be part of more than one learning group at the same time). Students and staff from different learning groups can interact with one another while masked and practicing physical distancing (see the Interacting with Learning Groups section for more information).

Learning group composition can be changed at the start of a new term (e.g., quarter, semester). Outside of these transition points, composition should be changed as minimally as possible except where required to support optimal school functioning. This may include learning, operational or student health and safety considerations. No additional safety protocols are required following a change in learning group composition.

School administrators should keep up-to-date lists of all members of a learning group, and others who work with that learning group (e.g. itinerant teachers, TTOCs), and their contact information to support swift communications from the school and to share with public health to support contact tracing, when needed.

Consistent seating arrangements that don’t allow for seating face-to-face are strongly encouraged where practical. Written and dated records of all changes should be kept. This can further reduce the number of close, prolonged face-to-face interactions a person has, and assist public health should contact tracing need to occur.

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

In Surrey Schools, Learning Groups in both Elementary and Secondary is 60 persons. Interaction with other groups will be
minimized where possible. If interaction occurs, physical distancing measures will be required.

Refer to the Prioritizing Health and Safety – Flow Charts section for more information.

Learning group size limits were established by provincial medical health officers based on a number of considerations including:

- Compared to some other community settings, schools are considered “controlled environments” in that they have a comprehensive set of safety measures in place, a consistent and limited group of people accessing the building, and the majority of those people are children who are at lower risk for transmitting COVID-19. The combination of these features reduces the risk of bringing more children and youth together in schools.
- The significant academic, social, and emotional benefits of providing more students with more in-class learning time in a closer to normal learning environment – minimizing learning gaps, increasing peer interaction and support, decreasing feelings of isolation.
- The typical format of instruction in BC (e.g. one teacher with a consistent group of students in elementary, multiple teachers and inconsistent groupings of students in secondary).
- The low community prevalence of COVID-19 currently in BC, particularly amongst school-aged children.
- Provincial contact tracing and testing capacity.

Reducing the number of close, in-person 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 can be accomplished in K-12 school settings through two different but complementary approaches: learning groups (cohorts) and physical distancing.

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

Learning groups are smaller for elementary students recognizing that younger children are less able to consistently implement personal measures such as hand hygiene, reducing physical contact and recognizing and articulating symptoms of illness.

Learning groups can be larger for secondary students due to the increased ability of students in that setting to be able to consistently practice personal measures, like physical distancing and hand hygiene, and recognize and articulate symptoms of illness. Due to the typical format of instruction of multiple teachers working with different groupings of students across a larger number of curricular areas, learning groups are also larger at the secondary level to enable flexibility in meeting student learning needs.

What is a Learning Group (Cohort)?

A Learning Group is a group of students and staff who remain together throughout a school term (e.g. a school quarter, semester, or year) and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students with the same courses.

- Maximize physical distance as much as possible and emphasize minimized physical contact, even within a learning group.

Outside of a learning group, physical distancing of 2m will remain the expectation. For Grades 4-12, wearing a mask at all
times is also a requirement while indoors. A learning group could be made up of:

- A single class of students
- 2-3 classes depending upon numbers

A learning group can include staff, such as:

- Teachers
- Specialist support staff
- Educational Assistants.

In Elementary, a cohort can be composed of up to 60 people. In Secondary, a cohort can be composed of up to 120 people under the BCCDC Guidelines. Surrey Schools will strive to limit learning groups to 60 students for Grades 8-12.

**Interacting with Learning Groups**

Schools should minimize the number of adults (staff and others) who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy, and safe environment.

Those outside of a learning group must practice physical distancing (2m) when interacting with the learning group. For example, an itinerant educator (e.g. a teacher teaching on call, an Indigenous support worker, a teacher candidate, a district specialist) can teach/support multiple learning groups but **must practice** physical distance from students and other staff and avoid close face-to-face interactions as much as possible.

Staff should maintain physical distance (2m) from one another at all times. **Masks are not a replacement for physical distancing.**

In an elementary or secondary school, two classes from different learning groups can be in the same learning space at the same time if a two-metre distance can be maintained between people from different learning groups. See section on [Itinerant Staff](#) for additional guidelines. During break times (e.g. recess and lunch), students may want to socialize with peers in different learning groups. There are different considerations for elementary and secondary students when socializing outside of their learning group. Schools should make sure these considerations are clearly communicated and explained to students.

**Elementary students:**

- When interacting with peers outside of their learning group, students should:
  - minimize physical contact when outdoors.
  - maintain physical distance (2m) when indoors. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.
  - Elementary-aged students are less able to consistently maintain physical distance.
  - Outdoors is a lower risk environment than indoors.

**Secondary students:**
• When interacting with peers outside of their learning group, students should maintain physical distance (2m).
  - Secondary students should strive to maintain physical distance from other students as much as possible.
  - Masks do not replace physical distancing.
• Secondary school students capable of consistently maintaining physical distance, when it is required, should be expected to do so. If a student is unable to physically distance, the student should socialize within their learning group or where they can be supported to physically distance.

Multi-Learning Group Instruction:
Students from different learning groups can be in the same learning space at the same time if physical distancing can be maintained (as per the requirements outlined above), and there is adequate space available to prevent crowding of those from within the same learning group. **Masks are not a replacement for physical distancing** between students from different learning groups in the same learning space.

Multi-Learning Group Services:
Students from different learning groups may be required to be together to receive beneficial social supports, programs or services (e.g. meal programs, after school clubs, etc.). Within these supports or services it is expected that learning groups are maintained, and physical distancing is practiced between learning groups, as much as is practical to do so while still ensuring the support, program or service continues.

Itinerant Staff and Specialists
Schools should minimize the number of staff who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy, and safe environment.

As such, the District will, where possible, assign staff to a specific learning group to help minimize the number of interactions between students and staff, while continuing to support students who may need special assistance. Examples could include assigning an educational assistant to a learning group where they can support one or more students in the same learning group, or assigning a teacher teaching on call or a teacher candidate on practicum to a learning group if they have been offered an extended assignment at a single school. Schools must consider learning group size limits when assigning staff to learning groups.

Staff not assigned to a learning group must practice physical distancing when interacting with the learning group. For example, a learning assistance teacher or a counsellor can work with students from multiple learning groups, but they should maintain physical distance from students and other staff as much as possible.

In situations where staff outside a learning group cannot practice physical distancing, other measures must be explored, such as reconfiguring rooms, securing an alternate space to allow for physical distancing, installing a physical barrier made of transparent materials, or providing virtual services where possible. If none of the strategies outlined above are viable options, staff should practice physical distancing as much as possible while providing services. In addition, all K-12 staff are required to wear a non-medical mask while not working at their regular workstation.

Schools will have non-medical masks and face shields available for staff. The District has purchased a minimum of two non-medical masks for each staff member, as well as two non-medical masks for each student. Additional masks can be purchased by placing a work order on School Dude, through the Transport craft. Face shields are available to order through the online Purchasing First Aid catalogue. All K-12 staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons.
Even with the requirement for K-12 staff to wear non-medical masks in schools, the District will ensure that other preventative measures (e.g., assigning staff to a learning group, maintaining physical distance outside of a learning group, reconfiguring space, installing barriers, etc.) have been fully explored.

See the Prioritizing Health and Safety – Flow Charts section for more information.

Those outside of a learning group must practice physical distancing when interacting with the learning group. For example, an itinerant educator (e.g. A TTOC, Aboriginal Support Worker, teacher candidate, a district specialist) can teach/support multiple learning groups but should maintain physical distance from students and other staff as much as possible. In a school, two classes from different learning groups can be in the same learning space at the same time if a two-metre distance can be maintained between people from different learning groups.

Physical Distancing Strategies

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.

- Within learning groups, physical distancing should include avoiding physical contact, minimizing close, prolonged, face-to-face interactions, and spreading out as much as possible within the space available.
  - Young children may not be able to consistently reduce physical contact.
- Outside of learning groups, physical distancing should include avoiding physical contact and close, prolonged face-to-face interactions, spreading out as much as possible within the space available, and ensuring there is 2 meters of space available between people from different learning groups.
- For situations where members of different learning groups interact:
  - If people will be in the same space for an extended period of time (>15 minutes), the space should be sufficiently large, and/or should have limits on the number of people so that 2 meters of space is available between people from different learning groups.
  - If people will be in the same space for transition purposes (e.g. changing between classes), and other measures are in place (e.g. markings on the floor, staggered transition times), there should be enough space to ensure no physical contact but 2 meter physical distancing is not required.
- Within and outside of learning groups, there should be no crowding.
- Staff and other adults should seek to reduce the number of close, face-to-face interactions with each other at all times, even while wearing a non-medical mask. This includes during break times and in meetings.

Physical distancing requirements vary between stages 2, 3 and 4:
To support physical distancing requirements, the following strategies should be implemented where possible:

- Avoid close greetings (e.g. hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc. as necessary.
- Create space between students/staff as much as possible:
  - Configure classroom and learning environment differently to maximize distance between students and adults (e.g., different desk and table formations). Seating arrangements where students directly face one another should be avoided where possible, particularly for secondary schools.
  - Use consistent or assigned seating arrangements where practical.
  - Store excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
  - In primary classrooms, remove the use of the carpet for circle time. Removing the carpet will free up space in the classroom. The carpet is also difficult to disinfect.
- When staff members cannot be assigned to a learning group (cohort), consider using barriers to keep people outside of cohorts at a 2-metre distance from each other. For example, tables can be placed on the hall side of the counter or staff can move their desks back from the counter to accomplish 2-metre distancing.
- Consider relocating some of the staff to a different room in the school for the time being to accomplish the 2-metre distancing. Alternatively, you can arrange the staff schedules so that they do not occupy the same space at the same time. You may need to implement a “no visitors in the office” rule.
- In addition to reconfiguring rooms or securing an alternate space, virtual services need to be considered and implemented where practical and appropriate to the circumstance as an alternative practice.
- Implement strategies that prevent crowding at pick-up and drop-off times.
  - Focus on entry and exit areas, and other places where people may gather or crowd.
- Where possible, stagger recess/snack, lunch, and class transition times to provide a greater amount of space for everyone.

<table>
<thead>
<tr>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Physical distancing (2m) for K-12 staff and for middle and secondary school students when interacting outside of their learning groups.</td>
<td>- Physical distancing (2m) for K-12 staff, middle and secondary school students at all times.</td>
<td>- Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors.</td>
</tr>
</tbody>
</table>

| - Physical distancing (2m) for elementary students when interacting outside of their learning groups while indoors. |
- Learning groups may be assigned specific locations on playgrounds to minimize mixing of cohorts
- Schools are to develop strategies to maximize physical distancing at lunch time, for example:
  - Grade 8/9 students should remain in their morning classroom to eat their lunch

- Take students outside more often, where and when possible.
  - Organize learning activities outside including snack time, play-based learning, and unstructured time.
  - Take activities that involve movement, including those for physical health and education, outside.

- Incorporate more individual activities or activities that encourage greater space between students and staff as much as is practical to do so.
  - For elementary students, adapt group activities to minimize physical contact and reduce shared items.
    - Offer manipulatives and items that encourage individual play, and that can be easily cleaned and reduce hand-to-hand-contact and cross-contamination.
    - Prioritize the acquisition of adequate amounts of high-touch materials, such as pencils or art supplies, in order to minimize sharing between children.
  - For secondary students, minimize group activities and avoid activities that require close face-to-face contact.
    - Note: for guidelines specific to courses/subject areas that tend to involve a significant number of group activities (e.g. culinary programs), see the section on Curricular, Programs and Activities.

- Manage flow of people in common areas, including hallways and around lockers, to minimize crowding and allow for ease of people passing through.
- Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.
- Ensure communication of physical distancing guidelines will be relayed in multiple formats for ease of understanding (visual supports and representation, prompts, video modelling, signage, videos using sign language, etc.). Posters have been provided by the District to each site and electronic copies are available if sites require additional or replacement copies.
- Consider installing barriers made of transparent material in places where physical distance cannot be regularly maintained, and a person is interacting with numerous individuals outside of a learning group. This may include at a front reception desk where visitors check in, a library check out desk, or where food is distributed in a cafeteria. See guidance from WorkSafeBC on designing effective barriers for more information.

**Staff Only Spaces**

Experience to date underscores the importance of COVID-19 prevention among adults, as well as students, in the school setting. Physical distancing is to be practiced within staff only spaces, including during break times, in addition to mask use. To support this, schools can implement 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.).
• Hold meetings virtually whenever possible.

• Ensure staff practice physical distancing (2m) during face-to-face meetings. Staff are required to wear masks when indoors—see the Personal Protective Equipment section for more information.

The district has issued H&S Protocols for Staff Break Rooms for implementation at school and non-school sites. Please see Appendix.

**Use of Transparent Barriers**
Transparent barriers are a less effective and less desirable protective measure than maintaining physical distancing. For this reason, before considering the installation of a transparent barrier, it must be demonstrated that none of the physical distancing strategies of reconfiguring rooms, securing an alternate space, and provision of virtual services are feasible.

It is the administrator’s responsibility to assess if it is possible to implement any of these three options whereby staff don’t work across cohorts, or if they do, that they can maintain 2-metre distancing.

Administrators must ensure that health and safety committee representatives are informed as assessments are conducted to allow for their involvement in the process.

Plexiglass barriers are approved for staff who:
- a) work across cohorts, and
- b) can’t maintain 2-metre distancing from their students or other adults.

The money to pay for it comes from a school account, and it is the administrator who must formally give the approval by completing an online form which is linked below:

**ADMINISTRATOR ONLY FORM: Requests for Plexiglass Barriers by School Administrators**

The Surrey Schools health and safety department will review the request and when approved will inform purchasing about your request and then purchasing will contact the Principal or Vice Principal with ordering instructions.

**Supporting Students with Disabilities/Diverse Abilities**

**Expectations for The District**

The District will implement health and safety measures that promote inclusion of students with disabilities/diverse abilities.

The District will continue supports and services typically provided to students with disabilities/diverse abilities or medical complexity across all stages. This will include ongoing discussion on needs assessments to better understand the supports that students and families may require (see the Services and Supports > Supports for Students with Disabilities/Diverse Abilities section of the COVID-19 Operational Guidelines for more information).

Students with disabilities/diverse abilities who are not able to physically distance are not to be excluded from a learning group. Prevention and exposure control measures should be implemented to support students to access learning within a learning group (e.g. assigned seating, prompts, visual support, education using video modelling, social stories, etc.)

The District will ensure that learning groups are established in a manner that allows for the implementation of students’
IEP goals, respects the principles of equity and inclusion, and does not result in segregated learning environments.

Most students with disabilities/diverse abilities or medical complexity are not considered at greater risk of experiencing severe illness from COVID-19. For guidelines specific to children with immune suppression (e.g. students who have had a recent organ transplant, who are receiving chemotherapy, those with an illness impacting their immune system), please refer to Students with Immune Suppression in the Employee/Student Attendance section.

Due to physical space limitations, it may be necessary to reduce the number of individuals at any given time within secondary schools to ensure that physical distance can be maintained when required (this would mostly be the case in larger secondary schools). In this case, secondary schools should continue to prioritize the attendance of students who most benefit from in-person support and learners with diverse needs.

Examples of students who require additional support:

- some children and youth in care
- students not yet meeting literacy expectations
- students at risk of not graduating
- students requiring mental health or substance use supports
- students with serious medical conditions
- students who may be at risk due to the situation in their home environment
- a student with a disability who has been destabilizing due to changes in their routine.

**Guidelines for Staff Working with Students with Disabilities/ Diverse Abilities where Physical Contact may be Required**

Supporting students with disabilities/diverse abilities may require staff providing support services to be in close physical proximity or in physical contact with a student.

When staff are working with a student indoors, and the service cannot be provided from behind a barrier, staff are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield). Additional personal protective equipment is generally not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting). For specific information for staff who are required to work in close proximity with students, please see Reference document: Staff working in close proximity with students.

When working with students where seeing facial expressions and/or lip movement is important, and the service cannot be provided from behind a barrier, options include having the staff member wear a mask with a transparent section to enable visualization of the mouth. More information on masks and face coverings is available on the BCCDC website.

- For students in Grades K to 3, the student or parent/caregiver should determine whether or not the student should also be wearing any PPE when receiving services in close physical proximity.
- **Students in Grades 4 to 12** are also required to wear a non-medical mask or face covering when receiving services indoors and a barrier is not present.

Exceptions will be made for staff and students who cannot wear masks for health or behavioral reasons. A note from a
health care provider is not required.

In addition to a non-medical mask, those providing health or education services that require being in close proximity to a student should follow their standard risk assessment methods to determine if additional PPE is required, in accordance with routine practices.

The District has made non-medical masks and face shields available for all staff.

For more information, including exceptions to mask requirements for staff and students, see the Personal Protective Equipment (PPE) section.

School Gatherings and Events

School gatherings should be kept to a minimum and large assemblies of staff and students are to be held virtually. When it is necessary to gather in larger groups, the following guidance should be followed:

- School gatherings should occur within a learning group.
  - Gatherings should not exceed the maximum learning group size in the setting (which includes students and staff who are part of the learning group), plus the minimum number of additional people required (e.g. additional school staff, visitors, etc.) to meet the gathering’s purpose and intended outcome. Additional people should be minimized as much as is practical to do so, and they must maintain physical distance.
  - Adequate space should be made available to prevent crowding of those within the learning group. Outdoors is better than indoors.
  - In all cases, all gatherings must be in line with current public health orders and advice.

- Staff meetings, in-service and professional development activities, and other staff-only gatherings should be held virtually.
  - Staff should practice physical distancing (2m) for face-to-face interactions, at all times.
  - The number of participants gathered, and the length of the gathering should be minimized as much as possible.
    - All meetings should take place virtually
    - Prohibit adult face-to-face meetings in a closed office
    - Informal face to face meetings with the use of masks may proceed but need to be less than 10 minutes in length and physical distancing needs to be maintained at all times.

- Examinations or assessments are not considered school gatherings; however, they must still be delivered in accordance with the health and safety guidelines outlined in this document and should not include non-student and staff spectators (e.g. performance arts concert or play where families are invited to attend).

- In-person inter-school events (including competitions, tournaments, and festivals) should not occur at this time. This will be re-evaluated throughout the school year.

- Gatherings or events at a school that are not educational activities or support services (e.g. meal programs), including social gatherings of students and/or staff, must adhere to the PHO Order for Gatherings and Events.
Personal Items

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

Items brought regularly to and from school should be limited to those that can be easily cleaned (e.g. reusable food containers) and/or are considered to be low risk (e.g. clothing, paper).

Staff and students should not share personal items (including electronic devices, writing instruments, etc.)

Additional measures should be taken, including:

- Personal items should be labelled with student’s name to discourage accidental sharing.

Food and beverages:

- Schools should continue to emphasize that individual food and beverages are not to be shared between students and staff.
- Schools should not allow homemade or purchased food items to be made available to students and staff at this time (e.g. birthday treats, bake sale items).
  - This includes food items that are individually wrapped and/or purchased.

Please note that different guidelines apply to food that is prepared in schools (e.g. as part of a culinary program) or for school food services (e.g. cafeteria), which are outlined in the Curriculum, Programs and Activities section.

Student Transportation on Buses

As per the K-12 Guidelines and the Transport Canada guidance, we are implementing the following strategies on all of our buses:

- Using consistent and assigned seating arrangements.
  - Schools/school districts should keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur.
  - The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.). Any changes must be documented.
- Considering the order students typically load and offload to support buses being loaded from back to front and offloaded from front to back.
- Prioritizing students sharing a seat with a member of their household or learning group/cohort.
- Altering seating arrangements whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.).
- If space is available, students will be assigned their own seat.
- Students in Grades 4 to 12 are required to wear non-medical masks or face coverings at all times while on the bus. Students in Grades K to 3 are encouraged to wear a non-medical mask on school buses but are not required to do so – mask wearing remains a personal or family/caregiver choice for these students, and their choices must
Buses will be disinfected daily using an electrostatic disinfectant sprayer, and all high touch areas will be wiped down with disinfectant after every run. This can be 2 – 5 times a day depending on the number of runs by area/school.

Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips.

School Bus Drivers are required to wear a non-medical mask 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 (2m). Exceptions will be made for bus drivers who cannot tolerate masks for medical or behavioural reasons.

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. They are required to complete a Daily Health Check or complete the Fraser Health K-12 Health Check (online/mobile app). If a child has any symptoms, they must not take the bus or go to school.

Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.

Bus Drivers must also assess themselves daily for symptoms before reporting to work by completing a Daily Health Check. If a bus driver has any symptoms, they should consult 811, the COVID-19 Self Assessment Tool or a physician and follow their recommendations.

Where possible, bus line up areas should be set up to prevent crowding, and allow for physical distancing of 2m (e.g., tape markings on pavement, etc.) where required.

Schools should provide support for students who are not able to physically distance.

Open windows where possible.

Cleaning and Disinfecting

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

Definitions

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

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

Products and Procedures

The district is utilizing several different products for cleaning and disinfecting high touch surfaces according to the BCCDC.
Cleaning and Disinfectants for Public Settings document. The Clorox360 electrostatic sprayer and the PCS Disinfectant Cleaner can only be used by trained caretaking staff as they require a level of Personal Protective Equipment (PPE) to be worn by the applicator of the product. Spore Defense, Isopropyl Alcohol and Sterisol can be used by staff and students without any PPE, but those using these products must follow the Safe Work Procedures that accompany the product.

Products only to be used by Caretakers:

- **Clorox360 Electrostatic Sprayer**
  As of September 2020, the District introduced the Clorox 360 Electrostatic Sprayer into the disinfecting routine. Although it is called Clorox, it does not contain bleach. The machine “fogs” the room with a fine disinfectant mist that attracts to all bare surfaces, even the undersides of desks. It allows us to disinfect a room very quickly and thoroughly, leaving no residue (if there is residue, please inform the Assistant Manager of Service Operations to resolve the issue). In elementary schools this will be done once per day in the evening, and in secondary schools it will be done twice per day. In order to achieve this, elementary schools will have a day shift custodian.

- **PCS Disinfectant Cleaner**
  In addition to the sprayer, the high touch areas will also be cleaned manually once per day in elementary schools. These include doorknobs, desks that are in use, water fountains, railings, sink taps, toilet handles. They will be cleaned with PCS Disinfectant Cleaner. This is the disinfectant used throughout the district prior to the pandemic. The product does contain bleach at 500 parts per million. At this low concentration it can still affect the virus, but not cause ill health in staff or students. Staff may notice the bleach odour after application and may wish to allow the odour to dissipate for a few additional minutes prior to re-entering the area.

Service Operations has developed a cleaning checklist to be placed on each room’s door that the caretaker will check off as they clean/disinfect each room. This way staff can be aware of what has been cleaned or is to be cleaned in their room. The items on this checklist may not be altered.

Products that can be used by staff and students to disinfect shared equipment:

- **Isopropyl Alcohol**
  Isopropyl Alcohol can be used as a disinfectant on the following items:

  - Technology (iPads, laptops, photocopiers, computer keyboards, etc.)
  - Weight room equipment
  - Technology Education Shop Equipment

  All staff and students are to review the Safe Work Procedure prior to use.

- **Spore Defense**
  Spore Defense can be used as a disinfectant on the following items:

  - Shared kitchen appliances in staff rooms
  - Shared PE equipment

  All staff and students are to review the Safe Work Procedure prior to use.

- **Sterisol**
  Sterisol is to be used on musical instruments as described in the Music and Band H&S Protocol.

Staff are requested to remove or limit the use of:

- frequently touched items that are not easily cleaned (e.g., fabric or soft items, plush toys)
- shared equipment, as much as is practical to do so (e.g., instead, try to assemble individualized/small group kits that can be assigned to students, if possible to do so)
The district is in the process of developing specific H&S protocols for manipulatives. When available, they can be found on the Health & Safety page on the Hub under Communicable Diseases.

- 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. NOTE: Placing and removing items in the dishwasher will be a school staff responsibility. District Caretaking staff will not be responsible.

**Cleaning and Disinfecting Frequency**

The table below outlines the District’s cleaning and disinfecting tasks and their frequency.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Clean Surfaces with Visible Dirt</td>
<td>Daily</td>
<td>Washrooms [sinks faucet handles, counters, mirrors, toilets handles, urinal flush handle, partition walls, dispensers, knobs or push actuator, doors handles, garbage bins, floors, grab bars, and all washroom supplies maintained/replenished]</td>
<td>Twice per day</td>
</tr>
<tr>
<td>Empty Garbage Containers</td>
<td>Daily</td>
<td>Secondary Classrooms [desks, tables, chairs, sinks, faucets, doorknobs, appliance handles] Elementary Classrooms [sinks, faucets, doorknobs, appliance handles]. Elementary desks/tables and chairs used by one student and staff member will be disinfected once per day.</td>
<td>Twice per day</td>
</tr>
<tr>
<td>Empty Central Waste Collection Stations</td>
<td>Daily</td>
<td>Front Entry Doors [handles]</td>
<td>Twice per day</td>
</tr>
<tr>
<td>Spot Mop</td>
<td>Daily</td>
<td>Water Fountains [push control, basin/spout]</td>
<td>Twice per day</td>
</tr>
<tr>
<td>Spot Vacuum</td>
<td>Daily</td>
<td>Hallways [handrails, push bars, doorknobs, elevator buttons]</td>
<td>Twice per day</td>
</tr>
<tr>
<td>Wash All Resilient Floors</td>
<td>Weekly</td>
<td>Office desks, counters, tables, chairs, telephones (if used by multiple users), doorknobs</td>
<td>Twice per day</td>
</tr>
<tr>
<td>Vacuum All Carpeted Floors</td>
<td>Weekly</td>
<td>Staff Room [appliance and cupboard handles, doorknobs, sinks, tables/chairs, common area keyboards]</td>
<td>Twice per day</td>
</tr>
</tbody>
</table>
No additional cleaning and disinfecting procedures are required when different learning groups use the same space or when the composition of a learning group changes at the end of a school term, beyond the cleaning and disinfecting procedures that are normally implemented as outlined above.

The recommended cleaning and disinfecting frequency for K-12 schools and other community setting outlined above was determined by infection prevention and control experts at the BC Ministry of Health, BC Centre for Disease Control and the Provincial Health Services Authority.

Frequently Touched Surfaces

Frequently touched surfaces include:

- Items used by multiple students and staff, including doorknobs, hand railings, water fountains, faucet handles, toilet handles, tables, desks, chairs, manipulatives, and toys.
  - Students and staff should be encouraged to bring an individual, filled water-bottle or other beverage container to school each day for their personal use to support hydration needs.
  - Re-filling water stations can be used to re-fill personal containers (these should not include washroom sinks or other water sources not typically used for drinking water).
  - Water fountains where a person drinks directly from the spout should be used minimally, and only if no other means of water access are available. Hand hygiene should be practiced before and after use.
  - Access to water and to washrooms should not be restricted.
- Shared equipment (e.g. computer keyboards and tablets, glassware and testing equipment for science labs, kitchen equipment for culinary programs, sewing machines and sewing equipment for home economic programs, PE/sports equipment, music equipment, etc.)
- Appliances (staff and students can share the use of appliances and other objects, but treat items like microwaves, refrigerators, coffee pots, photocopiers or laminators as frequently touched surfaces)
- Service counters (e.g., office service window, library circulation desk)

Limit frequently touched items that are not easily cleaned to those that support learning, health and development.

- Some frequently touched items like toys or manipulatives may not be able to be cleaned often (e.g. fabrics) or at all (e.g. sand, foam, playdough, etc.). The district is developing specific H&S protocols for manipulatives.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Laminated or glossy paper-based products (e.g. children’s books or magazines) and items with plastic covers (e.g. DVDs) can be contaminated if handled by a person with COVID-19; however, the risk is low. There is no need for these items to be cleaned and disinfected or quarantined for any period of time, or for hand hygiene to be practiced before or after use.

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.
  - Wear a non-medical face mask when cleaning up vomit
- Wash hands before wearing and after removing gloves.
• For staff working with students with personal care plans, refer to [doc]

Laundry

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

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

Visitor Access/Community Use

Visitor access during school hours is to be limited and should be prioritized to those supporting activities that benefit student learning and well-being (e.g. teacher candidates, public health nurses, meal program volunteers, etc.).

• Parents/caregivers and other visitors should maintain physical distance, wear a mask and avoid crowding while on school grounds, including outside (e.g. during drop off and pick up of students).
• Schools must ensure that visitors are aware of health and safety protocols and requirements prior to entering the school (e.g., maintaining physical distance, requirement to wear a non-medical mask inside the school).
• Schools are responsible for ensuring that all visitors confirm they are not ill and are not required to self-isolate before entering.
  o Schools could include, as part of their visitor registration/sign-in process, for the visitor to confirm they are not ill and are not required to self-isolate.

Schools are to keep a list of the date, names and contact information for all visitors and staff who are not typically onsite (e.g. TTOCs, itinerant teachers/specialists, maintenance or IMS personnel, district/authority administrators) who entered the school over the past 30 days.

• All visitors must wear a non-medical mask when they are inside the school. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons.

Community use/rentals of our facilities is limited to daycare providers at this time. All other community rentals have been cancelled until further notice.

Employee/Student Attendance

The District has established in conjunction with Fraser Health policies and procedures for reporting elevated staff and student absenteeism due to influenza-like illness. As per established practice, schools should notify Health & Safety by emailing HRES-Safety@surreyschools.ca if staff and/or student absenteeism exceeds 10 percent of regular attendance. This reporting is helpful in early identification of clusters and outbreaks. The District Health & Safety Manager will be the main contact with Fraser Health and will report any known reported positive cases of COVID-19 in addition to other reportable illnesses/disease.
To maximize student attendance, repeated and consistent messaging/communication is crucial to allay parent and caregiver fears and to convey that schools are a safe place to be, based on the rigorous health and safety measures in place. For more information, see section on Communications Materials.

We are continuing to support Surrey Blended, which allows for online learning for elementary and grades 8 and 9 students on a transitional basis. Grades 10-12 students already have access to hybrid learning and distributed learning options.

**Students with Immune Suppression**

According to the Provincial Health Officer and the BC Centre for Disease Control, most children who are immunocompromised can return to in-class instruction when safety measures are in place. Protective self-isolation is only recommended for children who are severely immunocompromised, as determined on a case-by-case basis.

The District is complying with the advice from the Provincial Health Officer and the BC Centre for Disease Control for parents/caregivers of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, is to consult with their medical health care provider to determine the level of risk regarding their child’s return to in-class instruction. Parents/caregivers seeking an alternative to in-class instruction, and who do not wish to register their child in a distributed learning program or homeschooling, will be required to obtain a doctor’s note indicating the need for accommodations due to health-related risks.

The district will work with these families to ensure continuity of learning and supports.

- **If attending in-class instruction is right for the child:** schools and school districts should work with parents or caregivers to develop a plan that provides options for learning to ensure appropriate preventative measures are in place.

- **If attending in-class instruction is not right for the child:** schools and school districts should work with families to develop options to continue their child’s education at the school or school district level.

**Illness & Self-Assessment Policies and Protocols**

**Daily Health Checks**

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious.

**STUDENT DAILY HEALTH CHECKS**

Parents and caregivers should assess their children daily for illness before sending them to school. Administration should encourage parents to use the [K-12 Health Check](#) when their child is experiencing symptoms of illness. The webpage also includes a link for parents to download a [K-12 Health Check Mobile App](#). Administration is to communicate this with their school communities regularly. Schools are not required to verify that the student health check has occurred every day or require that parents/caregivers submit a daily health check form.

**STAFF DAILY HEALTH CHECKS**

Staff are required to complete daily health checks using this [Daily Health Check Form](#). At school sites, this form is to be placed at sign in books. Signing in acknowledges that staff have completed their daily health check.

For non-school sites such as DEC, REC and DFC staff are required to complete the [COVID-19 Daily Health Check](#) daily. The
forms are emailed daily for completion.

VISITOR HEALTH CHECKS

While visitors are to be kept to a minimum, essential visitors are also required to perform a daily health check. Staff and non-staff visitors are to sign in at all district sites, where their sign in acknowledges they have completed a daily health check.

School and district administrators are required to verify that staff and other adult health checks have been completed before they enter the school.

If any staff, student or visitor has symptoms, they must not enter any school or non-school site.

An entry check poster should be posted on the front door of every school and non-school site.

Protocol for Illness on Site

If any staff or visitor develops symptoms while on site, they must leave the building immediately. If arrangements need to be made to have them picked up, they are to be isolated in a designated room or an area that is separated from others until they can be picked up. The ill individual is to wear a mask while in isolation.

If a student develops symptoms while on site, their parents/caregivers are to be notified immediately. The student is to isolate in a designated room or an area that is separated from others until they can be picked up. The ill student is to wear a mask while in isolation.

• Schools must provide supervision for younger children. Supervising staff should wear a non-medical mask and face shield if they are unable to maintain physical distance, avoid touching bodily fluids as much as possible, and practice diligent hand hygiene.

Schools and districts should not require a health-care provider note (i.e. a doctor’s note) to confirm the health status of any individual, beyond those required to support medical accommodation as per usual practices.

Staying Home, Isolation and Symptoms

Stay Home When Required to Self-Isolate

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

• A person confirmed by the health authority as testing positive for COVID-19; or
• A person confirmed by the health authority as a close contact of a confirmed case of COVID-19; or
• A person who has travelled outside of Canada in the last 14 days.

A person who has been tested for COVID-19 must stay home while they are waiting for the test result.

Additional information on self-isolation requirements and support is available from BCCDC.

Symptoms of Illness and Return to School

Students, staff or other adults should stay at home when sick, as this is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. Monitor for new and worsening symptoms and use the resources below that provide guidance on steps you should take:

• Parents/caregivers and students can use the K-12 Health Check app.
• Staff and other adults can refer to BCCDC’s When to get tested for COVID-19
• Staff, students and parents/caregivers can also use the BCCDC online Self-Assessment Tool or their health care
For personal health care issues, contact your health care provider.

For specific information regarding school-based exposures call Fraser Health COVID-19 Call Centre at 604-918-7532

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. See Appendix B COVID-19 Symptoms, Testing & Return to School for more information.

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, provided the student/staff has no symptoms themselves. If the household member tests positive for COVID-19, public health will advise the asymptomatic student/staff on self-isolation and when they may return to school. Most illness experienced in B.C. is not COVID-19, even if the symptoms are similar.

PROTOCOLS FOR MANAGING ILLNESS AND CONFIRMED CASES AT SCHOOL

Refer to the COVID-19 Protocols for School and District Administrators for more information.

Trauma-Informed Practice and Socio-Emotional Lens

Trauma-informed practice is an informed way of approaching your practice through a compassionate lens of understanding that is helpful to all children, youth and adults, especially those who have experienced traumatic events.

Trauma-informed practice includes:

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

Use of regular needs-based 'check-ins' can assist in gathering important information to inform the level of trauma response and recovery necessary to support the school community. To support educators to develop compassionate learning communities through trauma-informed practice, the Ministry has created trauma-informed practice resources that are available on the erase website.

The Ministry of Education has developed a webinar series to support educators as they navigate through times of uncertainty and change. The first webinar, Building Compassionate Communities in a New Normal, provides educators with information, ideas and strategies that they can use to create compassionate spaces for students, especially during times when the classroom environment is ever-changing.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a wide range of social emotional learning resources, including Reunite, Renew, Thrive: A Social Emotional Learning Roadmap for Reopening Schools, that outlines a roadmap of action steps to implement SEL practices throughout the school year, for both educators and administrators.

The North American Centre for Threat Assessment and Trauma Response has released a resource to assist the
education sector in supporting the transition back to school called Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact.

School district and school staff should practice awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.

Hand Hygiene

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

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds (temperature does not change the effectiveness of washing hands with plain soap and water).
- Facilitate regular opportunities for staff and students to practice hand hygiene:
  - Use alcohol-based hand sanitizer containing at least 60% alcohol where sinks are not available and when hands are not visibly soiled.
  - Surrey Schools has procured hand sanitizer that meets Health Canada requirements.
  - Ensure that rooms without sinks have hand sanitizer available. This includes portables, gyms, music rooms, etc.
  - Handwashing should be encouraged upon school entry and before/after breaks and eating, using the washroom, and using shared equipment, including gym/playground equipment, staff room kitchen appliances, music instruments, etc.
- Promote the importance of diligent hand hygiene to staff and students regularly. For example, display Surrey Schools’ handwashing poster at handwashing sites.
- Remind staff and students to avoid touching their eyes, nose, or mouth with unwashed hands.
- Ensure hand-washing supplies are always well stocked including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
  - Let your caretaker know if hand soap and paper towel are running low
  - To order additional hand sanitizer, place a School Dude worker order through Transport.
- Staff should assist younger students with hand hygiene as needed.
- Students may bring their own sanitizer or plain soap if they are on the list authorized by Health Canada or have a medical condition that requires specialized soaps. (See the List of Hand Sanitizers Authorized by Health Canada for products that have met Health Canada’s requirements and are authorized for sale in Canada.) Such products must be unscented.
### Respiratory Etiquette

Students and staff should:

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

### Personal Protective Equipment (PPE)

Although personal protective equipment (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. Non-medical masks and face coverings (hereafter referred to collectively as “masks”) have a role to play in preventing the spread of COVID-19. They provide some protection to the wearer and to those around them.

**Those wearing masks must still maintain physical distancing whenever possible. There must be no crowding or congregating of people, even if masks are worn.**

Masks should not be used in place of the other safety measures detailed in this document. For example, masks are not a replacement for the need for physical distancing for in-class instruction delivered to students from more than one learning group (refer to the Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease graphic on page 7).

**K-12 STAFF:**

All **K-12** staff are required to wear a mask or a face shield (in which case a mask should be worn in addition to the face shield) **indoors in schools and on school buses** - both within and outside of their learning group.

In “staff only” spaces, staff are required to wear masks when indoors and a barrier is not present. **WorkSafeBC guidance for offices** also lists measures that should be considered and implemented as applicable to the workplace for staff in office.

Exceptions will also be made for staff who cannot tolerate masks for health or behavioural reasons. Schools must not require a health-care provider note (i.e., a doctor’s note) to confirm if staff cannot wear a mask.

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<table>
<thead>
<tr>
<th>When Student Should Perform Hand Hygiene:</th>
<th>When Staff Should Perform Hand Hygiene:</th>
</tr>
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<tbody>
<tr>
<td>- When they arrive at school.</td>
<td>- When they arrive at school.</td>
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<tr>
<td>- Before and after any breaks (e.g., recess, lunch).</td>
<td>- Before and after any breaks (e.g. recess, lunch).</td>
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<tr>
<td>- Before and after eating and drinking (excluding drinks kept at a student’s desk or locker).</td>
<td>- Before and after eating and drinking.</td>
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<tr>
<td>- Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.).</td>
<td>- Before and after handling food or assisting students with eating.</td>
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<tr>
<td>- After using the toilet.</td>
<td>- Before and after giving medication to a student or self.</td>
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<tr>
<td>- After sneezing or coughing into hands.</td>
<td>- After using the toilet.</td>
</tr>
<tr>
<td>- Whenever hands are visibly dirty.</td>
<td>- After contact with body fluids (i.e., runny noses, spit, vomit, blood).</td>
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<tr>
<td>- Before putting on and after taking off a mask.</td>
<td>- After cleaning tasks.</td>
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<td>- After removing gloves.</td>
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<td></td>
<td>- After handling garbage.</td>
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<tr>
<td></td>
<td>- Whenever hands are visibly dirty.</td>
</tr>
<tr>
<td></td>
<td>- Before putting on and after taking off a mask.</td>
</tr>
</tbody>
</table>
Face shields are a form of eye protection for the person wearing it. They may not prevent the spread of droplets from the wearer. Face shields should not be worn in place of masks, but rather in conjunction with a mask.

**K-12 STUDENTS:** All students in Grades 4 to 12 are required to wear a mask or a face shield (in which case a non-medical mask should be worn in addition to the face shield) indoors in schools and on school buses - both within and outside of their learning group.

Students in Grades K to 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/caregiver choice for these students and their choices must be respected.

Additional guidance for student mask use during specific activities in schools is detailed in the Music Programs, Physical and Health Education (PHE)/Outdoor Programs, School Sports and Theatre, Film and Dance Programs sections of this document.

Staff should utilize positive and inclusive approaches to engage students in the use of masks, and should not employ measures that are punitive or stigmatizing in nature. See the Supportive School Environments section for more information.

**NON-SCHOOL STAFF**
Staff that don’t work in a school environment (DEC/REC, DFC, etc.) are required to wear a mask except when:
- sitting in (or standing at) their seat or desk/workstation
- there is a barrier in place
- eating or drinking, or
- outside (mask use outdoors is a personal choice).

Note that the terms “work bubble” or “learning group/cohoot” do not apply in this context. Adults are required to be physically-distanced from each other at all times.

**PROVISION OF MASKS**
The district has provided staff and students two reusable masks each. Disposable masks are also available at schools in the event staff or students forget to bring one. Schools and non-school sites can order additional masks by placing a School Dude work order and choosing Transport.

Staff and students may provide their own mask, if the mask conforms to the following guidelines:
- it covers the mouth and nose and goes under the chin
- fits tightly with no gaps (consider adjustable masks)
- be made of three layers of fabric, including two layers of tightly woven fabric, with a filter or filter fabric between layers.
  - If there are two layers with a pocket for a filter, use a filter.

**VISITORS:**
All visitors must wear a non-medical mask when they are inside the school.

**EXCEPTIONS FOR STAFF, STUDENTS AND VISITORS:**
The guidance outlined above regarding mask requirements 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 person wearing it;
- If the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a
mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);
• If a person is eating or drinking;
• If a person is behind a barrier; 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.

Schools must not require a health-care provider note (i.e. a doctor’s note) to confirm if staff, students or visitors cannot wear a mask.

No student should be prevented from attending or fully participating at school if they do not wear a mask. See the Supportive School Environments section for more information.

Students and staff will be provided with resources on how to properly put on, wear, take off and store non-medical masks and other face coverings.

GLOVES
Health Canada and the BCCDC do not recommend the use of gloves as a means of protection against COVID-19 outside of the Health Care setting. The World Health Organization has stated, “The unnecessary use of gloves in situations where their use is not recommended represents a waste of resources without necessarily leading to a reduction of cross-transmission and may also result in missed opportunities for hand hygiene.”

Gloves are appropriate when engaged in student care plan activities (toileting, tube feeding, etc.) and first aid provision.

General Ventilation and Air Circulation

At this time, there is no evidence that a building’s ventilation system, in good operating condition, is contributing to the spread of the virus.

The District is required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers (Part 4 of the OHS Regulation).

The district is conducting an assessment at all sites to confirm that all ventilation systems are function as designed. Additionally, the district regularly maintains HVAC systems for proper operation in an effort to ensure that:

• schools with recycled/recirculated air systems upgrade their current filters to a MERV 13 filter
  o where these cannot be installed due to limitations on the existing equipment design installing MERV-11 filters. While MERV-11 filters capture slightly less particulate than MERV-13s, they are still of very high quality
  o where the system cannot accommodate either new filter type, we will continue using our standard MERV-8 filters
• schools with fresh air intake systems optimize their average air exchanges as detailed on the ASHRAE website and the Rocky Point Engineering Ltd website

In order to enhance school ventilation, schools should consider:

• moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit
• opening windows when possible and if weather permits

See the WorkSafeBC website for more information.

Emergency and Evacuation Drills

In the event of an actual emergency, priority is given to safety, not to physical distancing or face coverings.

General Guidelines:
• For all drills, adhere to physical distancing expectations and wear a mask if they cannot be maintained.
• Prior to implementing a drill, ensure all staff are aware of revisions and changes, and that they review this information with their students.
• All drills will be planned, and advance notice must be given to staff and students. No surprise drills.
• Ensure hand sanitizing takes place after each drill.
• Schools are still expected to conduct 6 fire drills, 2 earthquake drills and 2 lockdown drills each year.

Evacuation Drills:
• Students remain in their learning group.
• Physical distance from other learning groups must be maintained. Where this is not possible, particularly in schools that do not have classroom exterior doors, masks should be worn.
• Consider adding additional muster stations and increasing spacing on fields to allow for proper physical distancing.
• If masks cannot be worn and physical distance cannot be maintained, contact Sarah McKay to discuss additional precautions.

Earthquake Drills:
• Students who are in their learning groups can follow regular drop, cover and hold protocols.
• Students outside of their learning groups should maintain physical distancing and wear a mask if they cannot.

Shelter In Place Drills:
• Follow normal shelter in place protocols.

Lockdown Drills:
• Since the nature of lockdown procedures requires individuals to remain huddled in extremely close proximity for an extended length of time, masks should be worn.

Communication and Training/Orientation

The District will clearly and consistently communicate guidelines from the Provincial Health Officer (PHO) and resources available for information on COVID-19 as needed. Communication of infection prevention and exposure control measures is relayed in multiple formats for ease of understanding and on a regular basis (e.g., Superintendent’s Weekly Memos, Principals’ meetings, Sway presentations, newsletter articles, translated content for families, etc.)
As well, the District and schools are providing early and ongoing health and safety orientation for staff (including newly hired staff and staff who change worksites), parents/caregivers, and students and other adults in the school (e.g. practicum students) to ensure all members of the school community are well informed of their responsibilities and resources available. Examples include online information, distribution of orientation and training materials that are clear, concise, and easily understood, interactive sessions with Q&A’s, material in multiple languages to meet community needs, etc.

As per WorkSafeBC recommendations the District will:

- Train all employees on:
  - The risk of exposure to COVID-19 and the signs and symptoms of the disease.
  - Safe work procedures or instruction to be followed, including hand washing and cough/sneeze etiquette.
  - How to report an exposure to or symptoms of COVID-19.
  - Changes they have made to work policies, practices, and procedures due to the COVID-19 pandemic and keep records of that training.
  - Document COVID-19-related meetings and post minutes at a central location.
  - Keep records of instruction and training provided to workers regarding COVID-19, as well as reports of exposure and first aid records.

As per WorkSafeBC guidelines, the district has involved the District health and safety committee which includes members of the Surrey Teacher’s Association, CUPE 728, the Surrey Principals and Vice Principals Association and the Exempt Employee Group in identifying protocols for our workplace. The District will ensure that all Site Based Health & Safety Committees meet regularly, including prior to any transitions between stages, and are included in school district/school planning efforts through discussions with the District Health & Safety Committee.

Through the District’s Health & Safety Department and Communications Department, the District will disseminate evidence-based information, provided by the Provincial Health Officer and BC Centre for Disease Control, to build awareness that the risk of contracting COVID-19 from students is minimal and to help address inaccurate information that might be circulating in the school community.

Schools can refer to the BCCDC website, BC’s Back to School Plan website, WorkSafeBC’s website and Queen’s Printer COVID-19 Signage Catalogue for signage and posters in addition to those posters provided by the District. The following posters were provided to all District sites:

- COVID 19 Student Protocols poster
- Physical Distancing poster
- BC Ministry of Health Physical Distancing poster
- Surrey Schools Cleaning Your Hands poster
- Bubble Free Zone poster
- Donut Share Treats poster
- Easy as Pie poster
- Health & Safety Protocols poster
- Superheroes Unite poster

**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 also required to follow the safety protocols required by the off-campus facility. When there is a conflict, the safety protocols required by the off-campus facility should be followed.

Electives (e.g. Fine Arts education, etc.) are important to student health and well-being and staff in these programs should be:

- reassured these programs will continue throughout each stage; and
- be supported in finding creative ways to redesign/deliver courses, if needed.

Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines outlined in this document, and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.

For guidelines specific to visitor access during school hours (e.g. guest speakers), see the Visitor Access/Community Use section in this document. As visitors are not part of learning groups, they would need to adhere to the physical distancing requirements outlined in the Physical Distancing section of this document.

In-person inter-school events including competitions, tournaments, and festivals, should not occur at this time. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

For information on mask requirements for K-12 staff and students, see the Personal Protective Equipment section. Additional guidance for mask use during specific activities is detailed in the Music Programs, Physical and Health Education (PHE)/Outdoor Programs, School Sports and Theatre, Film and Dance Programs sections below.

**Adult Education**

Adult education programs operated by K-12 schools show follow the guidance outlined in this document, particularly the guidance provided for adults in a school environment. This includes respecting environmental and administrative measures, such as maintaining physical distance (2m). Note that learning groups cannot be applied to adult-only settings (an “all adult” learning group is not an acceptable public health measure).

**Arts Education**

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - at the beginning and at the end of the class.
  - before and after handling shared equipment; and
  - whenever hands are visibly dirty.
- Have personal spaces and equipment set up for students, as best as possible.
  - Avoid sharing equipment by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Demonstrations and instruction: ensure appropriate space is available to allow for all students to view and
understand demonstrations.
  o If needed, break class into smaller groups to allow appropriate spacing.

**Dual Credit**

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

- For students taking dual credit courses taken in secondary schools, the health and safety guidelines outlined in this document apply.
- For students taking dual credit courses in post-secondary institutions, schools must ensure students are aware of and adhere to the health and safety guidelines set out by post-secondary institutions. Information on health and safety guidelines for post-secondary institutions can be found on the [BC Government website](https://www2.gov.bc.ca) and in individual institutions.

**Extended Day Classes**

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

**Field Trips**

**Stage 2**

Field trips in Surrey Schools requiring transportation are currently suspended in Stage 2. When considering a field trip, review the following:

- Are there virtual options?
- Is the activity within walking distance?
- Is the activity done outdoors?
- Does the company offering the outdoor activity have a COVID-19 Safety Plan?

COVID-19 Safety Plans are to be requested from the company and reviewed by the District Health & Safety and Purchasing departments prior to booking.

No overnight, or international field trips are to occur at this time.

**Stage 3 & 4**

No field trips should occur under Stages 3 and 4.

**Food/Culinary Programs**

Schools can continue to include food preparation as part of learning programs for students. The following guidelines
Food Safety

- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply:
  - Continue to follow normal food safety measures and requirements
  - Implement the cleaning and disinfecting measures outlined in the Cleaning and Disinfecting section of this document
  - Food preparation areas should be wiped down prior to use following disinfection with the electrostatic sprayer.
- 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 practices.

Hand Hygiene and Cleaning Protocols

- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - at the beginning and at the end of the class
  - before and after handling food
  - before and after eating and drinking
  - whenever hands are visibly dirty
- Refer to the Cleaning and Disinfecting section for cleaning/disinfecting protocols.
- For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines.

Learning Groups

- As students tend to prepare food together in culinary programs, use of learning groups is encouraged.

Food Services

- Secondary schools can continue to provide limited food services through their cafeteria and teaching kitchens. This typically involves offering a limited menu and providing food for students on meal programs.
  - Additional considerations that may be relevant when providing food services in schools are detailed in the WorkSafeBC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation.
  - The September 18th, 2020 Order of the Provincial Health Officer Food and Liquor Serving Premises does not apply to schools. As such, the restriction of six patrons at a table does not apply. However, requirements related to learning groups and physical distancing outlined in these guidelines continue to apply.
  - Food Safety Legislation and the Guidelines for Food and Beverage Sales in BC 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 the delivery of meal programs, breakfast clubs and other food access initiatives, such as a Surrey Food Bank collection.
  - For the Fruit and Veggie program, have students take the item home to consume.
  - Collections for the Food Bank should be organized following health and safety protocols:
    - Each classroom has their own box for donations
    - On the day prior to pick-up by the external agency, tape boxes shut.
    - On the day of pick-up, place boxes outside the front entrance. Volunteers from the external agency are not to enter the school.

- Schools and non-school sites should not allow homemade or purchased food items to be made available to staff and students at this time (e.g., birthday treats, bake sale items, communal donuts, chocolates/candy that are in a box to share or individually wrapped).
  - If food or treats are brought in, return it to the sender, or dispose of it immediately.
  - This includes the use of food in curricular activities, outside of the teaching kitchen environment (e.g. baking muffins as a class).

- Schools and non-school sites should continue to emphasize that food and beverages should not be shared amongst staff and students.
  - Special occasion staff lunches are not to occur at this time, even if the meals are prepared by a catering company or restaurants and are individually wrapped.

- Refer to Appendix D Supplementary Guidance for School Meal Programs in the BCCDC Public Health Guidance for K-12 School Settings for guidance on the delivery of school programs, breakfast clubs and other food access initiatives that are not regulated under the Food Premises Regulation.

**Fundraisers**

Schools can continue to offer fundraisers with the following health and safety protocols:

- If the fundraiser requires a pickup of a product:
  - have the student take the item(s) home
  - If parents are picking up items:
    - Set up the pickup station outside the school
    - Ensure physical distancing is in place with reminder posters and tape on the floor
    - Have multiple pickup days to avoid crowding
    - Organize a drive thru pickup, where items are placed in the trunks of parked cars.

**Textile Programs**

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands:
  - at the beginning and at the end of the class.
  - before and after handling shared tools or equipment; and
o whenever hands are visibly dirty.

- Have personal spaces and tools set up for students, as best as possible.
  o Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  o Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
  o When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.

- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.

- For laundry, follow the instructions provided in the Cleaning and Disinfecting section.

**Kindergarten Program and Entry**

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

The district implemented the following for September 2020. The current guidelines from Public Health have been central to the planning process. While aligning with the health and safety requirements, we have worked to design a model that supports both the spirit and intent of the gradual entry, including:

- Creating experiences that will build a sense of belonging, ownership and connection to teachers, peers and place for students
- Providing students with opportunities to grow into the school experience
- Providing teachers with an opportunity to connect with and learn about students prior to the formation of classes
- Beginning to establish relationship with parents which will be sustained and grown over time in support of students

**Key to Planning:**

Before adopting one of the gradual entry plans, the number of cohorts will first have to be established. All cohorts that include Kindergarten students will follow the same schedule over the two week period:

- 1 day – 1 hour
- 3 days - 2 hours/day
- 3 days - 3 hours/day
- 3 days - 4 hours/day

Grade One’s who will be placed in the K/1 must be identified in advance.

**Additional Notes:**

- The number of cohorts must be determined prior to developing gradual entry groups and operate separately
through the two-week process

- 2 & 3 hour morning sessions start 15 minutes after the a.m. bell
- 2 hour afternoon sessions end 15 minutes before the p.m. bell
- 4 hour session aligns with school start time. Dismiss group 15 minutes after the lunch bell signalling
- For the two hour sessions, different classroom chairs used for each group
- (Virtual) child-focused conversations with parents begin week one. Teachers will continue to “meet” with parents on days with reduced student schedules
- Wednesday, September 23 – no K students in session, opportunity for teachers to continue engaging in child-focused conversations
- Encourage the inclusion of outdoor activities through gradual entry and beyond

Gradual Entry Scenarios:
In the attached gradual entry model, you will find scenarios designed to help guide your planning process. The scenarios consist of models that involve single-age K classes, K and K/1 classes and three K/1 combined classes. Please remember that before adopting one of the gradual entry plans, the number of cohorts will first have to be established. We recognize that the context at each of your schools is unique, but we hope that these scenarios will be helpful in your planning process.

Child-focused Conversations:
- Recognizing that families are their child’s first teacher, these conversations are intended to facilitate the beginning of a positive home-school relationship by providing:
  - families the opportunity to share information about their child, as well as express expectations, explore concerns, or ask questions in a comfortable and private setting.
  - teachers the opportunity to share information about the classroom and school.
  - Child-focused conversations with families can take place via phone or virtual settings during the portions of gradual entry when children are not in session. Consideration should be given to families who are only able to connect before or after regular school hours.
  - In planning for conversations with families, a possible discussion guide was distributed.

Music Programs
Surrey Schools is developing health and safety protocols for Music and Band Programs. When available, they will be distributed and will be available on the H&S page on the Hub.

Shared Office Space for Staff
- Schools are asked to follow WorkSafeBC guidance on Offices: Protocols for returning to operation for office settings occupied by adults only (e.g. Distributed Learning office, school/school district offices). Note that learning groups cannot be applied to adult-only settings (an “all adult” learning group is not an acceptable
• Staff are always to maintain 2m from each other.
• Staff are to always wear a mask when not at their desk or workstation. When seated at their designated workstation, the mask may be removed.
• Meetings are to be held virtually or outside while physically distanced whenever possible.

**Physical and Health Education/Outdoor Programs**

Surrey Schools has developed [H&S Protocols for Physical and Health Education](#), which were developed with guidance from the Fraser Health Authority and with consideration for local district context. The protocols also reflect the latest guidance from the Ministry of Education health and safety guidelines. The protocols can be found in the appendix.

**Playgrounds**

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds:

• Ensure appropriate hand hygiene practices before and after outdoor play
• Attempt to minimize direct contact between students
• More information on playgrounds is available on the [BC Centre for Disease Control website](#).
• Implement staggered break times to create more space
• We may continue to have sections of the playground assigned for use by specific learning groups. Where this is the case, it will be clearly communicated to staff and students.
• To help ensure the health of our students and staff, public access to school playgrounds is limited to the hours outside of 8 am to 4 pm.

**School Libraries/Learning Commons**

The district has developed protocols for [Libraries and Learning Commons](#). These protocols can be found in the appendix.

*At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper, or other paper-based products. As such, there is no need to limit the distribution or sharing/return of books or paper-based educational resources to students because of COVID-19.*

**School Sports**

Surrey Schools agrees with BC School Sport (BCSS) that “participation in school sport aids in the development of critical life skills, improves the mental well-being of a student, enhances their academic achievement and leads to healthier habits into adulthood” and that “School sport plays a critical role in the physical, emotional and psychological well-being of our student-athletes.” For these reasons, Surrey Schools supports bringing back school sport in ways identified to be safer in order to support the health of student athletes, coaches, parents/guardians and any additional staff members involved. While Surrey Schools relies on guidance from BCSS, we have developed [Surrey Schools Return to Extracurricular School Sport Safety Plan](#) based on local district context.
STEM Programs

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - before and after handling shared tools or equipment.
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
  - Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.

Science Labs

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - before and after handling shared tools or equipment.
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
  - Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.

Technology Education (Shop Classes and Trades in Training Programs)

- Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hands:
  - before and after handling shared tools or equipment.
    - Shared tools and equipment can be disinfected using isopropyl alcohol.
  - whenever hands are visibly dirty.
- Have personal spaces and tools set up for students, as best as possible
  - Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section of these guidelines.

When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.

- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
  - If needed, break class into smaller groups to allow appropriate spacing.

- Ongoing collaboration and communication with post-secondary institutions for Trades in Training or other pre-trades apprenticeship programs is crucial.
  - Ensure that staff and students in the K-12 school and the post-secondary institution are aware of health and safety measures in place.
  - Diligent student self-assessment of health when transitioning between the secondary school and post-secondary institution.

- Given the unique structure of Trades Training Programs and oversight by the Industry Training Authority (ITA), new information on assessments and programming for these courses is available online.
  - Information for workers is available on the WorkSafeBC COVID-19 web page, including:
    - What workers should do
    - Staying safe at work
    - Information specific to various industries

Theater, Films, and Dance Programs

- No in-person inter-school festivals/events should occur. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.

- Dance programs should follow the H&S Protocols for Physical and Health Education.

- Dance and drama classes should minimize contact by reorganizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
  - This could mean that portions of the class act as an audience and audit work.
  - This could mean that portions of the class work in alternate areas on their own small group or individual exercises.

- Blocking of scenes and dance numbers should be choreographed in ways that limit physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.

- K-12 staff and students in Grades 4 to 12 are required to wear masks during these programs when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

- Shared equipment such as set pieces, props, cameras etc. should be limited at this time. Items that must be shared should be identified and cleaned and disinfected as per cleaning and disinfecting guidelines in this document and students should be encouraged to practice proper hand hygiene before and after participating in drama, film or dance classes.

- Costume items should be limited in their shared use at this time. For laundry, follow the instructions provided in the Cleaning and Disinfecting section of these guidelines. Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, film, and dance, especially if
working in theatres, green rooms and studios that have no windows.

- Consider alternatives for audience engagement such as online streaming, in class or family-oriented presentations.
- The Association of BC Drama Educators (ABCD) is currently developing additional guidelines for teaching drama during COVID-19. Staff should refer to the ABCDE website for more information.

**Work Experience**

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

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

**Extracurricular Activities**

Extracurricular activities and special interest clubs should occur when:

- Under Stages 2 to 4, physical distance can be maintained between members of different learning groups; and
- Under Stage 2, reduced physical contact is practiced by those within the same learning group.

Non-educational activities such as student dances, performances, and in-person gatherings are considered to be events and are not to occur at this time.

School sports should follow the Return to School Sports Safety Plan for specific guidance.

In-person inter-school events including competitions, tournaments, and festivals, should not occur at this time. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
Appendix A: Prioritizing Health and Safety – Flow Charts

There is a suite of measures that can be implemented in school settings to prevent the transmission of COVID-19. These flow charts have been developed to assist school districts and independent school authorities in navigating the layered approach of environmental and administrative measures available to schools (e.g. organizing students/staff in learning groups, maintaining physical distance, enhancing cleaning and disinfecting protocols, using outdoor space for learning activities, implementing staggered schedules, reinforcing effective personal practices such as diligent hand hygiene and respiratory etiquette, implementing robust illness policies for students and staff).

The District must ensure that all options for the highest level of measures have been exhausted before moving to the next level. All decisions should be made to prioritize health and safety and in consideration of the best interest of students.

Considerations for Staff (including itinerant staff)

Schools should minimize the number of staff who interact with learning groups they are not a part of as much as possible while continuing to support learning and a positive, healthy, and safe environment. The following flow chart outlines the considerations to assign staff to a learning group and the steps to take when a staff cannot be assigned to a learning group.

1. Can the staff member be assigned to a learning group?
   Consider learning group size limits, nature of staff’s role and responsibilities, and student needs.

2. If no, can the staff member fulfill their duties while maintaining physical distancing (2m)?
   Consider reconfiguring rooms or securing an alternate space.

3. If no, can environmental measures be implemented?
   Consider installing a physical barrier made of transparent materials, or having the staff member provide remote/virtual services.

4. If none of the measures outlined above can be implemented, the staff member is required to wear PPE (e.g. non-medical mask, face covering, or face shield, in which case a non-medical mask should be worn in addition to the face shield).

This could include a specialist teacher or an EA who must work in close physical proximity to students in multiple learning...
INSTRUCTIONAL DELIVERY IN SECONDARY SCHOOLS
Schools and school districts are required to deliver the full breadth of provincial curriculum as outlined in the Expectations for Each Stage. The following flow chart outlines considerations for schools and school districts when planning instructional delivery to students in secondary schools.

1. Organize students and staff into learning groups, considering the following:
   a. Can “natural learning groups” be identified through analysis of student enrolment data (students taking the same core subjects and/or electives)?
   b. Which courses or programs could be delivered using physical distancing (based on the required learning environment and available space relative to number of students enrolled), and can therefore be excluded from learning group considerations?

2. Create timetables including “in-learning group” and “cross-learning group” classes
   a. “In-learning group” class = all students are from the same learning group; students must minimize physical contact.
   b. “Cross-learning group” class = students are from different learning groups; students must maintain physical distance (2m)
   Note: See the Personal Protective Equipment section for additional information on mask requirements for middle and secondary students.

3. Supplement in-class instruction with self-directed or remote learning for those courses/programs that cannot be accommodated via learning group or physical distancing approaches.

Requiring students to wear masks during class is not an acceptable alternative to the use of learning groups or physical distancing.
Appendix B: COVID-19 Symptoms, Testing & Return to School

When a student, staff or other adult can return to school depends on the type of symptoms they experienced and if a COVID-19 test is recommended. See the K-12 Health Check app and BCCDC "When to get tested for COVID-19" resource for specific guidance. Staff, students and parents/caregivers can also use the BCCDC online Self-Assessment Tool or call 8-1-1 or their health care provider.

1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. BCCDC has information on receiving negative test results.
2. Public health will contact everyone with a positive test. Visit the BCCDC website for more information on positive test results.
Appendix C: COVID-19 Health & Safety Protocols for Staff Break Rooms

Staff break rooms or common break areas are typically a space for staff to take a nutrition break and connect with colleagues, professionally and socially. The COVID-19 pandemic has changed this dynamic in many ways. On December 16, 2020, Dr. Bonnie Henry issued an Order related to workplace safety, where it states:

*Employers must include in their COVID-19 safety plan measures to prevent workers from crowding together or congregating in indoor common areas, including elevators, lobbies, hallways, stairwells, corridors, bathrooms, meeting rooms, break rooms, kitchens* (emphasis added).

Recent visits by Fraser Health to three of our schools, as well as the recent update to the Public Health Guidance for K-12 Schools, have highlighted staff break rooms as an area of focus. In order to continue with the use of shared equipment in staff break rooms, enhanced protocols must be introduced.

**Staff Break Room Protocols**

- All staff are to be reminded that “bubbles” or “cohorts” do not apply to staff unless two members live as part of the same household. For this reason, staff are to be physically distanced while at work, including in the staff break room, in addition to mask use.
  - Use posters to promote physical distancing in the staff break room (see Resources section).
- Staff are to wash their hands upon entering and leaving the lunchroom as well as after disinfecting high touch areas of shared appliances.
- Ensure seating matches the occupancy limit posted (i.e., if the staffroom has a limit of 5 people, there should only be seating for 5 people including chairs and couches).
- Mark off couches to ensure single seating only.
- Single seating at tables, with signage on the table that states this.
- No shared utensils or tableware in staff areas. Remove dishware and utensils from cupboards and drawers or secure them using zip ties so these items cannot be accessed. Bring necessary cutlery and dishware to and from home daily.
- Communal items such as salt, pepper, sugar, tea bags, etc. are allowed if they are in individual paper packets. Individual plastic creamer packs, individual packs of coffee and single-use stir sticks are also allowed. Multiple use (i.e., shared creamer for coffee, communal bowl of sugar, salt, and pepper shakers) or plastic items are not permitted.
- No shared food of any kind. If food or treats are brought in, please return to sender, or dispose of it immediately.
- Encourage staff to bring lunch that does not need to be refrigerated or warmed up in the microwave or toaster.
- Encourage staff to eat lunch in an area by themselves to ensure that staff rooms are not over the designated occupancy. Principals and H&S Committees should work to identify spaces that can be used differently for the purpose of eating lunch in small groups of distanced staff.
  - Examples of where staff can eat their lunch include at their desks, outside, or in their car.
  - Encourage staff to engage in virtual lunch groups, walking groups (of 2-4 people per group) and other safe, distanced ways of engaging socially with peers.
  - Groups of staff should not eat lunch together in vehicles, at student desks or picnic tables where social distancing is not possible.
- Masks are to be worn while in the staff room if not actively eating or drinking.

**Optional Use of Shared Appliances**

- Examples of shared appliances include, but are not limited to microwaves, refrigerators, kettles, toasters, and coffee makers.
• Single-use coffee makers, such as Keurig machines, are to be removed from the staff room entirely. This is due to the multiple touch points on the machine required to make one cup of coffee.

• High touch areas of shared appliances are required to be disinfected by the user after each use.

• High touch areas of shared appliances are to be disinfected with the district-supplied product for this specific purpose. Staff are reminded that non-district supplied products are not permitted onsite. When using district provided products, staff should read the product label for directions for use as well as the [Safe Work Procedure for Disinfecting Shared Equipment](#).
  
  • The Safe Work Procedure should be reviewed with staff prior to use and posted in the staff break room.

• Refills of the disinfectant spray bottles are available through the school’s caretaker.

• This is NOT an opportunity for staff to bring in their own personal appliances, as this will overload electrical resources.

**Water Stations and Fountains**

• Encourage individual, filled water bottles or other beverage containers be brought from home by staff and students for their personal use.

• Water bottle filling stations should still be accessible and can be used to re-fill personal containers.
  
  o These should not include bathroom sinks or other water sources not typically used for drinking water.

• Water bubblers in classrooms have been disconnected, as these are connected to classroom sinks. With increased hand washing, the likelihood for cross contamination is high in these areas.

• Water fountains where a person drinks directly from the spout should be used minimally, and if no other means of water access are available. Hand hygiene should be practiced before and after use.

**Resources**

• [Public Health Guidance for K-12 Schools](#)

• [BC Ministry of Health Physical Distancing poster](#)

• [Bubble-Free Zone poster](#)

• [Health & Safety Protocols poster](#)

• [Donut Share Treats poster](#)

• [Easy as Pie poster](#)

• [Safe Work Procedure for Disinfecting Shared Equipment](#)

• [Spore Defense Disinfectant Safety Data Sheet](#)
Appendix D: COVID-19 Health & Safety Protocols for Physical and Health Education

The Surrey School District understands the important role of Physical and Health Education in the well-being, fitness, and health of students. During the Covid-19 pandemic, the impact and benefits of Physical and Health Education are even more important than ever, as many students may not have the same level of access to fitness activities as they had previously. As with all learning activities, the health and safety of students and staff is the most important priority, and school and district staff must continue to adjust our approach to education to allow learning to continue in a safe manner and reduce the spread of Covid-19.

These protocols were developed with guidance from Fraser Health and with consideration for local district context. The protocols also reflect the latest guidance from the Ministry of Education health and safety guidelines. In order to support schools in their efforts, the following information has been added to the Surrey School District Health and Safety Protocols for Physical and Health Education:

Health and Safety Protocols for Physical and Health Education:

1. Encourage outdoor programs as much as possible.
2. Create space between staff and students as much as possible.
3. K-12 staff are required to wear masks during PHE classes when they are indoors and a barrier is not present.
4. Staff are reminded that masks are used in addition to physical distancing; not in place of physical distancing.
5. Teachers should plan physical activities that limit the use of shared equipment and:
   - Minimize physical contact inside learning cohorts or
   - Support physical distancing outside of learning groups.
   - **Further clarification**: Planning for activities that minimize physical contact within learning cohorts means planning activities which do not include or encourage physical contact or close proximity (for example, close checking in Ultimate or Basketball).
   - During high intensity exercise activities (that significantly increase respiration rates), students should be spread at least 2 meters apart, and not be facing each other.
     - If indoors and the activity involves movement, ensure there is ample space available to reduce the likelihood of physical contact beyond a brief moment.
     - Cardiovascular equipment, such as exercise bikes, need to be spaced apart 2 meters or more. This may mean limiting the use of equipment to every 2nd or 3rd bike, depending upon the distance from each piece of equipment.
     - Activities should take place outdoors, or be replaced with low-intensity exercise activities, if conditions above cannot be met.
     - The above guidance for high intensity activities applies within and between learning groups.
   - Students should practice proper hand hygiene before and after physical and health education classes.

6. Shared equipment can be used. This equipment should be cleaned and disinfected frequently as per the protocols in the Cleaning and Disinfecting section of the Surrey Schools Health & Safety Guidelines for Covid-19.

This includes:
• Frequently-used PHE equipment should be made available for disinfecting using the electro-static sprayer once during the school day, and then again in the evening. This spraying should happen in the equipment room (if this poses a problem, discuss with your principal and caretaking staff).

• Individually-used equipment (racquets, paddles, etc.) should be disinfected after each use before being used by the next student. This equipment should be disinfected using Spore Defense Cleaner Disinfectant (or alternatively, isopropyl alcohol). Alternatively, this equipment can be sprayed between usage utilizing the electrostatic sprayer.

• Teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.) should be disinfected.

• In the weight room, equipment and machines should be disinfected using isopropyl alcohol applied to a paper towel to wipe equipment after each use.

• The electro-static sprayer is to be used by custodians only, while isopropyl alcohol and Spore Defense is safe to be used by others. No other disinfecting products should be used.

• Where disinfecting equipment is not possible, then students should be engaged in activities that do not require shared equipment, regardless of whether they are in their learning cohort or not.

Student Masks:

• For low intensity exercise activities, Grade 4 to 12 students are required to wear masks when they are indoors and a barrier is not present.

  • For high-intensity exercises (indoor or outdoors) mask wearing among secondary students is left to personal comfort level, however masks cannot replace the need for 2 metres between students and/or fitness equipment during high intensity stationary exercise indoors.

    • high intensity exercises should occur outdoors, whenever possible
    • if activities need to occur indoors ensure space is maximized

7. Staff and students should also avoid playing loud music in the gym which encourages students to yell to be heard over the music.

8. Schools are to minimize the use of PHE change rooms as much as possible. Students are expected to come to class prepared for PHE so changerooms do not need to be used.


Teaching Physical and Health Education under the Covid-19 Health and Safety guidelines is challenging, yet so important to the well-being of our students. The health and safety of the staff and students continues to be our most important priority and we will continue to share best practices and strategies between schools in order to support our teachers, promote learning, fitness, and activity, and help keep our schools safe.

Resources:

Safe Work Procedure for Disinfecting Shared Equipment
Safety Data Sheet for Spore Defense
Appendix E: COVID-19 Health & Safety Protocols for Library and Learning Commons

The goal of these protocols is to have our Surrey Schools Library and Learning Commons (LLC) remain open while preventing the spread of COVID-19 and enabling Teacher Librarians (TL) to provide rich programming and instruction to their school communities.

In order to support schools in these efforts, the following information has been added to the Surrey School District Health and Safety Protocols for LLC:

General

- When visiting the LLC, students and staff should remain in their learning group as much as possible and maintain physical distance from members outside their learning group.
  - Staff should remain 2m distance from their colleagues at all times.
  - Secondary students are to physically distance from each other as much as possible.
  - Staff and Grade 4 to 12 students are to wear a mask while they are in the LLC. **Masks do not replace physical distancing.**

- Students and staff should practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19). Students and staff should wash their hands before and after handling shared equipment/resources and whenever hands are visibly dirty.
  - Hand sanitizer can be used in place of hand washing when soap and water are not available.

Book Exchange

- There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing/return of books or paper-based educational resources to students because of COVID-19.
- Laminated or glossy-paper based products (e.g., books, magazines, worksheets, etc.) and items with plastic covers (e.g., DVDs) are low risk items. Regular book browsing and circulation processes can occur as normal. There is no need to clean, disinfect or quarantine these items for any period of time.

Space and Supplies Considerations

- Students should bring their personal school supplies for classes held within the LLC.
- Use the space available and spread out the tables as much as possible.
  - Ensure table configurations do not allow for face-to-face interactions.
- 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.
- Remove or limit the use of frequently touched items that are not easily cleaned.
- Use furniture as a 2-meter barrier from TL space at the circulation desk to where students will stand for check out.

Teacher Librarian Helping Teacher, Andrea LaPointe, is available to support Teacher Librarians as they implement these protocols.