



Bella Bella Community School

COVID Start Up Plan

September 24, 2020

Welcome Back!

Planning our return to school brings up many anxious feelings for us as students, parents, staff, and school board members. We are in this uncertain time together and will strive to have us all feel safe and supported.

We are interested to understand your thoughts and feelings. The anonymous school surveys can be found on the school's Facebook page for students, parents and community members. Staff please see your email for the link to the staff survey. Or you can always share your thoughts with Anita & Haydn.

Anita Hall/Elementary Principal

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Haydn George, High School Principal

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As we continue to plan for the return of students, all updated health and safety guidelines from the Provincial Health Office and the Ministry of Education along with survey feedback from our stakeholders and community members are being taken into account.

Our most current information can be found on our Facebook page and our website bellabellacommunityschool.ca

The Bella Bella Community School Board and the Administration team will be moving forward with the safety and health of students, staff and community at the forefront as we plan for the reopening of our school.

Introduction

The following sections contain guidance and considerations related to key areas of school operations based primarily on the latest available health and safety advice included in the [COVID-19 Public Health Guidance for K-12 School Settings](#), [WorkSafeBC's Protocols for K-12 Education](#) and the [BC Ministry of Education's Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#). Each section also contains our school's plan for minimizing the risk of COVID-19 transmission as part of our reopening.

Administration and school staff responsible for the development and promotion of the plan will continue to monitor provincial guidance as the year progresses, making updates to our plan consistent with the latest advice. The plan will be shared and discussed with school personnel and any other relevant staff to ensure our guidelines and standards are applied.

This plan was developed with input from the following bodies:

- Bella Bella Community School Board
- Bella Bella Community School Administration
- Heiltsuk Emergency Operations Centre

For questions or feedback relating to this plan, please contact:

Anita Hall/Elementary Principal

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Haydn George, High School Principal

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Guiding Principles

Our school is operating under the guidelines established by the Provincial Health Officer and the BC Centre for Disease Control to ensure the safety of students and education professionals. These guidelines include controlling access to buildings, maintaining physical distancing amongst staff, implementing distancing strategies for students who are in school, and maintaining good hygiene practices. Our guiding principles are as follows:

- Maintaining a healthy and safe environment for all students, families and employees;
- Providing the services needed to support children of essential workers;
- Supporting vulnerable students who may need special assistance; and
- Providing continuity of educational opportunities for all students.

Purpose of this Plan

The purpose of this COVID-19 Safety Plan includes:

- Ensuring staff members are aware of Public Health protocols and our school's procedures that allow them to safely care for children, colleagues and themselves;
- Informing all staff members on best practices to reduce the risk of infections through the transmission of COVID-19; and
- Ensuring all staff members are aware of their responsibility to ensure the health and safety of themselves, other staff and students.

Responsibilities

Employer

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure required resources (e.g. safe work procedures, employee training, and personal protective equipment required to implement and maintain plan are reasonably made available as practical when required).
- Ensure administrators and employees are informed about the content of safety policies.
- Conduct periodic reviews of the guideline's effectiveness.
- Maintain records of training and inspections.
- Ensure all employees have access to a copy of this plan.
- Re-examine all tasks in the workplace, especially those that require the direct care of students, and ensure that safe work procedures are updated with COVID-19 practices.

Ensure employees do not come to work when:

- They have COVID-19 like symptoms, even mild ones unless these symptoms are determined to be a part of a pre-existing condition like allergies.
- Anyone who has been outside of the community must self-isolate for 14 days and monitor for symptoms.
- Anyone who has arrived from outside of Canada or has been identified as a close contact of a confirmed COVID-19 case must self-isolate for 14 days and monitor for symptoms.
- Anyone directed by Public Health to self-isolate.

Administrators & Maintenance Supervisor

Administrators & Maintenance Supervisor have the following responsibilities:

- Ensure that employees are adequately instructed in the controls for hazards at the worksite location, including controls required to minimize their risk of exposure to COVID-19.
- Ensure employees use appropriate personal protective equipment (PPE).
- Direct work in a manner that eliminates or minimizes risk to staff and students.

Employees

Employees have the following responsibilities:

- **If you been outside of the community must self-isolate for 14 days and monitor for symptoms. It is the expectation that employees will be accessible and work from home and follow administration direction. Employee must adhere to the recommendation of the HEOC.**
- Know the hazards of the workplace and controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instructions.
- Follow established safe work procedures as directed by the employer or supervisor.
- Use any required personal protective equipment (PPE), as instructed.
- Report any unsafe conditions or acts to the administration.
- Know how and when to report exposure incidents.

Safety Committee

- Ensure a mechanism is in place for employees to raise any concerns about the risk of COVID-19 exposure at the workplace. These concerns should be expressed to the safety committee or administration.
- Committee members participate in a walk-through assessment of the work process(es) to identify any potential areas of concern.
- Promote approved physical distancing measures.
- Provide feedback on the effectiveness of control measures implemented.
- Meet regularly, including prior to any transitions between stages.

Maintenance Supervisor & Superintendent Secretary Treasurer

- Maintain an inventory of PPE for custodians; cleaning and disinfectant products; and well-maintained equipment used for cleaning and disinfecting.
- Provide adequate instruction to custodians on the hazards associated with cleaning work areas and on the safe work procedures specified in the exposure control plan.
- Direct the work in a manner that ensures the risk to custodians is minimized and adequately controlled.
- Revise the work schedule to ensure priority intensive cleaning of impacted work area surfaces and touch points.

Workers' Rights and Responsibilities

Everyone in the workplace has distinct responsibilities regarding health and safety. Employers, administrators, workers, and contractors have a role to play in keeping the workplace safe.

- The right to know about hazards in the workplace.

- The right to participate in health and safety activities in the workplace.
- The right to refuse unsafe work without punishment or termination.

Procedure - Refusing Unsafe Work

- Report the unsafe work condition to your administrator and/or maintenance supervisor.
- Your administrator and/or maintenance supervisor must immediately investigate and ensure that any unsafe condition is remedied without delay.
- The administrator and/or maintenance supervisor must inform an employee if they consider the reported unsafe condition to be safe.
- If the employee still believes the work is unsafe and declines to carry out the work assigned, the administrator and/or maintenance supervisor must investigate this matter with the employee.
- The investigation at this step must be done with a member of the Safety Committee.
- The employee may be given a temporary assignment to alternate work, without loss in pay, until the matter is resolved. The employee is required to accept the reassignment of work until the return to original duties.
- The administrator and/or maintenance supervisor must inform the employee of the investigation results.

COVID-19

COVID-19 and Children

- The COVID-19 virus has a very low infection rate in children (ages 0 to 19).
- In B.C., less than 1% of children tested have been COVID-19 positive, and even fewer are suspected to have been infected based on serological testing. Most children are not at high risk for COVID-19 infection. Children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19.
- Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.
 - o Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19 (visit the BCCDC Children with Immune Suppression page for further details).
- Children who are at higher risk of severe illness from COVID-19 can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health-care provider to determine their child's level of risk. Additional information is available here:
<http://www.bccdc.ca/Health-Info-Site/Documents/COVID-19-IS-Children-FAQ-BCCH.pdf>
- Children typically have much milder symptoms of COVID-19, if any. They often present with low-grade fever and a dry cough. Gastrointestinal symptoms are more common than in adults over the course of disease, while skin changes and lesions are less common.

COVID-19 and Adults

- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
 - o Aged 65 and over;
 - o With compromised immune systems; or,
 - o With underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.

COVID-19 and Schools

- There is limited evidence of confirmed transmission within school settings. This is partially due to wide-spread school closures worldwide at the onset of the pandemic to help prevent the spread of COVID-19.
- In documented cases, there was typically minimal spread beyond the index case though isolated outbreaks have been reported.
 - o Children do not appear to be the primary drivers of COVID-19 spread in schools or in community settings.

- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children.
- Prevention measures and mitigation strategies involving children must be commensurate with risk.

This information is based on the best evidence currently available. It will be updated as new information becomes available.

For up-to-date information on COVID-19, visit the BC Centre for Disease Control (BCCDC) website. <http://www.bccdc.ca/health-info/diseases-conditions/covid-19>

Staff & Student Orientation

To ensure that we are ready to welcome students into classrooms for the week of September 14, 2020, there will be a gradual restart. This gives students and staff extra time to learn about the new health and safety measures at the school and classroom.

September 28 & 29: staff will meet with the administration team to receive instruction on how the updated BCCDC guidelines will work in their school. This time allows teachers and staff to:

- Adjust to their new routines;
- Finalize plans for learning groups;
- Review health and safety protocols;
- Confirm course outlines, year plans and lesson plans permit movement between the Ministry of Education's Five Stage Framework (page 17); and
- Allow for high school students to register for their courses and receive their personal schedules.

September 30 & October 1, 2:

Students will return to school for orientation, in order to become familiar with classrooms that will look different than they did before the pandemic. During orientation, students will:

- Be assigned to their class or classes;
- Find out who is in their learning group;
- Practice their new routines, including new entry designations (see school map on page...), mask requirements, and hygiene practices; and
- Familiarize themselves with how to safely move from the class to outdoor and common areas of the school.

Health & Safety Measures

Please note that students (or any member of their household) that has been out of town will be required to self-isolate for 14 days and access online learning. Parents are encouraged to contacted the school as soon as possible to make arrangements.

Special safety measures will keep our school safe and impede the spread of COVID-19. These extra layers of protective measures work well in schools because they're controlled environments that have:

- Consistent groups of people
- Robust illness policies for students and staff
- Effective personal hygiene practices like hand washing

Four Designated Entrances/Exits

- K4 - outside classroom door
- K5 - outside classroom door
- Grade 1 - 3 - EagleHead
- Grade 4 - 7 - Heiltsuk Language Stairs beside the Little toy
- High school and staff - Double Red Doors at top of concrete stairs near covered area & backdoor off Sasum Drive (west side of school)

Dropping off your primary children?

- Parents may drop off students in the drop off zone in front of the main entrance (EagleHead) but they are not to enter the school.
- Parents of K4 and K5 students may drop off students by parking and walking their child(ren) to the outside entrance to their classroom, on the field side of the school building.

Sign in for all Visitors in main office

- Access to the school by non-board employees, including parents, is by appointment only. Please contact Karen or Jean at 250-957-2391.

Practicing Hand Hygiene:

- Sanitize hands at the station located at your designated entry point
- Rigorous hand washing is the most effective way to reduce the spread of illness
- Wash hands with plain soap and water for at least 20 seconds
- You don't need antibacterial soap for COVID-19
- The temperature of the water doesn't matter, though most find warm water to be the most comfortable
- Have regular opportunities for staff and students to practice hand hygiene
- Help younger students with hand hygiene as needed

- If there isn't a sink (like when students and staff are outdoors), use portable hand-washing sites or alcohol-based hand rub with at least 60% alcohol.
- If hands are visibly dirty, soap and water are best. If they're not available, use an alcohol-based hand wipe followed by alcohol-based hand rub with at least 60% alcohol.
- [Review information on hand hygiene in a school setting](#) from the BCCDC.

- When Students Should Perform Hand Hygiene:	- When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none"> - When they arrive at school. - Before and after any breaks (e.g., recess, lunch). - Before and after eating and drinking (excluding drinks kept at a student's desk or locker). - Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, Heiltsuk language class, science lab, etc.). - After using the toilet. - After sneezing or coughing into hands. - Whenever hands are visibly dirty. 	<ul style="list-style-type: none"> - When they arrive at school. - Before and after any breaks (e.g. recess, lunch). - Before and after eating and drinking. - Before and after handling food or assisting students with eating. - Before and after giving medication to a student or self. - After using the toilet. - After contact with body fluids (i.e., runny noses, spit, vomit, blood). - After cleaning tasks. - After removing gloves. - After handling garbage. - Whenever hands are visibly dirty.

Wearing a Mask Requirements:

- **All staff & Gr 4-12 students will be required to wear a mask when in high traffic areas**
- **Intermediate and High School students and staff members will be given masks if they do not have their own.**
- Masks play an important role in preventing the spread of COVID-19, because they act as a barrier and help stop the spread of droplets from a person's mouth and nose when talking, laughing, yelling, singing, coughing, or sneezing.
- Under the updated health and safety guidelines, masks are required for all staff and all students in intermediate and high school (grades 4 - 12) when they are in high traffic areas such as the school bus and hallways, or any time they are outside of their classroom or learning group and they cannot safely distance from others.
- Students will have the choice to wear a mask in the classroom.
- Staff will have the choice to wear a mask when interacting within their learning group, unless they are required by other standards.
- Everyone must treat each other and those wearing masks with respect.
- Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their learning group.
- Exceptions will be made for students and staff who cannot wear masks for medical reasons.

- Primary school students (Kindergarten 4 – Grade 3) are not required to wear masks.
- If a student or staff member develops symptoms while at school, they must wear a mask, no matter the grade of the student, while they are preparing to go home. See COVID-19 Protocols (refer to page 15) for more information.

Physical Distancing:

Physical distancing involves making changes in everyday routines, in order to minimize contact with others. Reducing the number of close, in-person interactions, including keeping a safe distance from others of at least two metres, helps prevent the spread of COVID-19.

People within a learning group don't need to stay two metres apart but they must limit physical contact. Classrooms will be set up to promote spacing between students where possible.

Outside of a learning group, including during extracurricular activities, all K-12 students and staff must keep a safe distance of at least two metres, unless they are wearing a mask.

Physical Distancing Strategies

- Spread students and staff out to different areas when possible.
- Avoid close greetings like hugs or handshakes.
- Take children outside more often.
- Do not share food or drinks.
- Stagger break and transition times.
- Manage flow of people in common areas, including hallways.
- Incorporate more individual activities.
- Remind students to keep their hands to themselves.
- Arrange desks/tables so students are not facing each other.
- Use consistent seating arrangements.

Water Fountains:

We have four new bottle-filling filtered water fountains (EagleHead, Primary, Intermediate & High School). All of the water spouts have been disabled. Personal water bottles must be used.

School Bus:

Our school bus will be cleaned and disinfected in accordance with BCCDC guidelines. The following protocols will be followed:

- School bus will be loaded from back to front.
- School bus will be offloaded from front to back.
- Seating arrangements will be consistent and seats will be assigned where possible. If space is available, each student will have their own seat unless sharing with a member of their household.
- Students in grades 4 - 12 are required to wear non-medical masks.

- Masks aren't recommended for primary students on buses because they are more likely to touch their face and may need help putting them on and taking them off.
- The bus driver will keep up to date passenger lists to share with public health and the Health Emergency Operations Centre, should contact tracing need to occur.
- Students must clean their hands before they leave home, before they leave school, and when they get home.
- Students will be asked to use hand sanitizer before entering the school bus.

Using Shared Items:

- In Kindergarten 4 – Grade 7, adapt group activities to limit physical contact and reduce shared items.
- Limit use of frequently-touched items that can't be easily cleaned.
- Clean and disinfect laminated materials daily if multiple people touch them.
- Do not permit sharing of food or drinks, or the public sale of food (i.e. bake sales).
- Students or parent must label all personal items and not share them.
- There is no evidence that COVID-19 is transmitted on textbooks, paper, or other paper-based products. Therefore, books or paper-based educational resources can be shared between students.

Cleaning the School:

Clean and disinfect frequently touched surfaces at least twice every 24 hours (once during the school day), including:

- Door knobs
- Light switches
- Toilet handles
- Tables, desks and chairs used by multiple students
- Keyboards
- Toys

This is in addition to a general school cleaning, which will happen at least once a day.

Cleaning Strategies

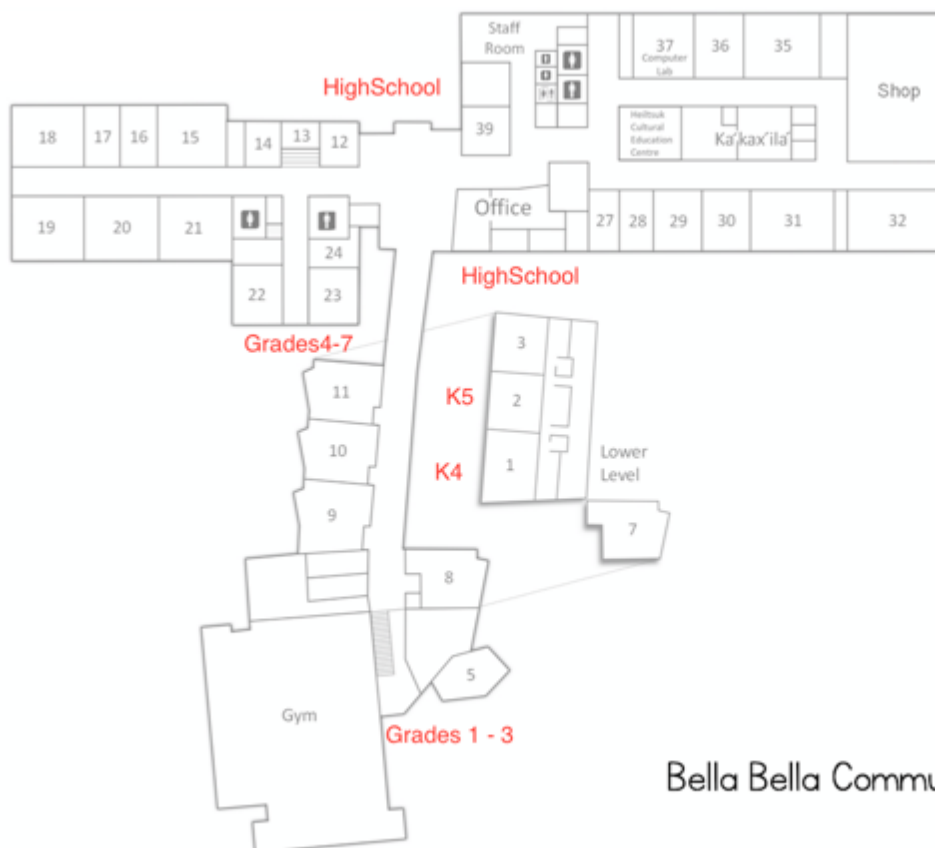
- Clean and disinfect any surface that is visibly dirty.
- Use common cleaning and disinfectant products.
- Limit frequently-touched items that aren't easy to clean.
- Empty garbage containers daily.
- Clean and disinfect laminated materials daily if multiple people touch them.

Ventilation and Air Circulation

- Our ventilation systems are operating in positive pressure, constantly bringing fresh, filtered air into BBCS.
- Air is not being recirculated internally.
- Our fresh air can be heated as required.
- Open windows whenever practical.

Controlling Traffic Flow:

- Use floor markings and posters to show traffic flow throughout the school.
- Traffic flow begins and ends in the school by using our designated entrances and exits
- Our school will maintain the same number of exits and ensure they adhere to the fire code.



COVID19 Protocols

Stay Home When Sick

The BCCDC guidelines for schools are firm. If a student, staff member or any other adult has any symptoms of a cold, influenza, COVID-19, or any other infectious respiratory disease, **they must not enter the school, even if symptoms are mild.** Students (including children of essential service workers), staff members and any other adults must stay home and self-isolate if they have:

- Symptoms of COVID-19;
- Travelled outside Canada in the last 14 days; or
- Been identified as a close contact of a confirmed case or outbreak.

Daily Health Screening

The school has digital touchless thermometers that can be used in digital health screenings. A temperature above 37.70 C will require a student to stay home.

Parent & caregiver responsibilities

Daily screenings start at home. Ask these questions:

- Does your child have the symptoms of a common cold, influenza, COVID-19, or other infectious respiratory disease?
- Has your child been outside Canada in the last 14 days?
- Has your child been identified as a close contact of a confirmed case or outbreak?
- If the answer is yes to any of these questions, you must keep your child at home, self-isolate, and seek care from a health-care provider.

School administration responsibilities

- Ensure staff and other adults know they are responsible for assessing themselves daily for symptoms prior to entering the school.
- Clearly communicate with parents and caregivers that they are responsible for assessing their children daily before sending them to school.

Testing Students Before a Return to School

- At this time, it is recommended that only people with symptoms or people otherwise identified by a health professional should be tested for COVID-19. This includes children.
- Testing can also result in false positive and false negatives for the following groups:
 - o Asymptomatic people;
 - o Those who are very early on in the illness; or
 - o Those who may be incubating the disease.

What if someone in my household or bubble has COVID-19 symptoms?

- Students or staff are **not** to attend school if a member of their household have COVID-19-like symptoms.
- It is expected the symptomatic household member is seeking assessment by a health-care provider. Once a clearance is obtained by a health care provider, the student or staff are expected to return back to school.

What if my child has allergies or asthma?

- Students and staff who experience seasonal allergies, asthma, or other COVID-19-like symptom that are related to an existing condition, can continue to attend school when they are experiencing these symptoms as normal.
- If you notice a sudden change in the severity or type of symptoms your child normally experiences, you may want to keep your child at home and seek advice from a health-care provider.

Confirmed Case of COVID-19 in a Learning Group or at School

- When a person is confirmed by public health as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe. Students and staff with cold, influenza, or COVID-19 like symptoms should stay home, self-isolate, and be assessed by a health-care provider. Testing is recommended for anyone with these symptoms, even mild ones. Self-isolation is also advised for those who are considered a close contact of a confirmed case. Public health staff identify and notify close contacts of a confirmed case. Public health also ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place.
- If a student or staff member develops symptoms at school, they may be given a non-medical mask and will be separated from their classmates or colleagues.
- The individual's parent or guardian will be contacted to discuss next steps.
- Custodial staff will clean and disinfect the areas the person used.
- School administration will immediately inform public health of a potential case.
- Public health will then:
 - o Reach out and identify any potential cases
 - o Get in touch with close contacts
 - o Recommend 14-day isolation if necessary
 - o Provide follow-up recommendations if necessary
- Our school will provide learning support to students required to self-isolate.
- Together, administration, the Bella Bella Community School Board and public health officials will determine if suspending in-class learning is necessary.
- Our school will not provide notification to students' families if an employee becomes ill at home or at school, including if they display symptoms of COVID-19. However, parents will be notified if their child has been in contact with a COVID-positive person. If that happens, the child is required to self-isolate for 14 days and get clearance by a health care provider prior to coming to school. The same expectation will be applied if an employee comes in contact with a COVID-19 person.

Five Stages Framework

STAGE 1 IN-CLASS	STAGE 2 IN-CLASS	STAGE 3 HYBRID	STAGE 4 HYBRID	STAGE 5 REMOTE
<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: <i>No limit</i> Middle: <i>No limit</i> Secondary: <i>No limit</i> <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> Not applicable <p>In-Class Instruction Full-time all students, all grades</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 60 Middle: 60 Secondary: 120 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> Not applicable <p>In-Class Instruction Full-time instruction for all students for the maximum instructional time possible within cohort limits.</p> <p>Self-directed learning supplements in-class instruction, if required</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 60 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> 50% for all schools <p>In-Class Instruction Full-time instruction for:</p> <ul style="list-style-type: none"> Children of essential service workers Students with disabilities/diverse abilities Students who require additional supports <p>In-class instruction for all other students for the maximum time possible within cohort limits and density targets.</p> <p>Self-directed and remote learning supplements in-class instruction.</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 30 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> 25% for all schools <p>In-Class Instruction Full-time instruction for:</p> <ul style="list-style-type: none"> Children of essential service workers Students with disabilities/diverse abilities students who require additional supports <p>In-class instruction for all other students for the maximum time possible within cohort limits and density targets.</p> <p>Self-directed and remote learning supplements in-class instruction.</p>	<p>COHORT SIZE</p> <ul style="list-style-type: none"> Elementary: 0 Middle: 0 Secondary: 0 <p>DENSITY TARGETS</p> <ul style="list-style-type: none"> 0% for all schools <p>In-Class Instruction Suspend in-class instruction for all students.</p> <p>Self-directed and remote learning in place of in-class instruction.</p>

The Ministry of Education Five Stage Framework for K-12 includes comprehensive COVID-19 health and safety measures and aligns with B.C.'s Restart Plan. Based on new public health guidance for K-12 schools from the Provincial Health Officer, the Five Stages have been updated to outline expectations for BC schools for the 2020/21 school year.

Learning Groups

To get the most students back in full-time in-class instruction in September, the Provincial Health Officer has recommended the use of cohorts (Learning Groups) to reduce the number of close, in-person interactions. This will reduce the number of people each student or staff member comes into contact with, thereby reducing the risk of transmission and ensuring quicker contact tracing by health authorities and/or HEOC.

Within a Learning Group, minimized physical contact is required, but physical distancing does not need to be maintained at all times. Outside of a Learning Group, physical distancing of two meters will remain the expectation for middle and secondary school students, and for all staff.

A learning group is a group of students and staff who remain together throughout the school quarter, semester or year and who primarily interact with each other. Learning groups were recommended by the Provincial Health Officer to help reduce the transmission of COVID-19.

For example,

- A single class of students (10-24
- A group of high school students with the same courses in the same quarter or semester
- The Grade Eights

Learning groups also include staff, including:

- Teachers
- Specialist support staff
- Education Assistants (EAs)

Why Use Learning Groups?

- Compared to other public settings, schools have a relatively consistent set of people accessing the building. Learning groups further reduce the number of interactions between students and staff.
- This helps with contact tracing and limits interruptions to learning if a case of COVID-19 is confirmed in a learning group.
- Learning groups provide a range of benefits for students including more in-class learning time, increased peer interaction and support, and decreased feelings of isolation.

Learning group sizes

Learning groups are smallest in elementary and middle schools because it is more challenging for younger students to maintain physical distance.

Students in secondary school are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19.

- **Elementary:** 60
- **Middle:** 60
- **High School:** 120

The [PHO order on mass gatherings](#) does not apply to schools, as events are defined in the order as an irregular gathering, like a party or celebration.

Learning groups at Bella Bella Community School will be set as:

Learning Group Name	Staff	Grades
Primary 1 - 34 students - 4 staff	<u>Teachers:</u> - Donna Germyn - Dorena Mason <u>Support Staff:</u> - Ronald Humchitt Jr. - Mandy Wilson -	- Kindergarten 4 - Kindergarten 5 -
Primary 2 - 51 students - 6 staff	<u>Teachers:</u> - Ashely Doucette Pilles - Micayla Callaghan - Angel Richards <u>Support Staff:</u> - Verna Wilson - Sally Hunt - Mary Dixon	- Grade 1 - Grade 2 - Grade 3
Intermediate 1 - 33 students - 4 staff	<u>Teachers:</u> - Rachael Lawless - Patrick Callow <u>Support Staff:</u> - Brittany Hall - Doris Humchitt	- Grade 4 - Grade 5
Intermediate 2 - 38 students - 5 staff	<u>Teachers:</u> - Leandrea Carpenter - Mary Alyx Murphy <u>Support Staff:</u> - Rhonda Wilson - Janine Newman - TBA	- Grade 6 - Grade 7

Learning Group Name	Staff	Grades
Grade 8s - 15 students - 7 staff	Teachers: - Gabriel, Dan, Michelle, Alex, Jen/Ted/Gabe/Tom EAs	- Grade 8
Grade 9s - 21 students - 9 staff	Teachers: - Dan, Vikki, Vi, Gabe, Tom, Alex, Jen, Michelle, Ted/Jen EAs	- Grade 9
Grade 10s - 20 students - 12 staff	Teachers: - Dan, Vikki, Vi, Gabe, Tom, Alex, Jen, Michelle, Julian, Matty, Ted EAs	- Grade 10
Grade 11 & 12s - 33 students - 15 staff	Teachers: - Dan, Vikki, Vi, Gabe, Tom, Ted, Alex, Jen, Michelle, Julian, Matty, Julian & Ashley	- Grade 11 - Grade 12

Students with Complex Medical Conditions

Parents of students who are immune-compromised or have underlying medical conditions are encouraged to consult with their health care provider to determine their level of risk regarding return to school.

If a medical professional determines that a student cannot attend school due to their health risks, the school district will work with the family to review alternative learning options for the student.

Students who need to stay at home because they are immune-compromised will have an at-home learning plan and will be provided with an educational program by the school.

This may include providing assistive technologies to help students learn remotely.

[Review COVID-19 and children with immune suppression information](http://www.bccdc.ca/health-info/diseases-conditions/covid-19/priority-populations) from the BCCDC.
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/priority-populations>

Students with Disabilities, Diverse Abilities

Students with disabilities, diverse abilities or those who require additional supports will have access to and receive the same supports and services they had prior to the pandemic.

The way supports are provided may look different, but all students will have access to a learning environment and the opportunity to have their learning needs assessed.

Students who require additional supports will be identified through a needs assessment. School authorities will develop continuity of learning plans for those students to ensure equity of access to learning.

Continuity of learning plans will align with the goals identified in a student's Individual Education Plan (IEP).

They will be developed in consultation with parents/caregivers and the specialists who typically support the student, like education assistants (EAs), non-enrolling teachers, speech language pathologists and occupational therapists

Attendance Requirements

In-Class Instruction

- In-class instruction provides students with peer engagement, supports social and emotional development and decreases feelings of isolation.
- School also provides many students access to programs and services they can't get at home and is integral to their overall health.
- We are aware of and respect the differing comfort levels that families have regarding students attending
- Staff, students and parents are encouraged to find the amount of in-class instruction that feels safest; close collaboration and regular communication between students, parents and staff will be key
- Grades K-Grade 3 will be using the online platform Seesaw. Parents will have access to the site to view assignments and a communication tool.
- Courses in Grades 4-12 will be required to use Google Classroom to organize learning; this will allow regular in-class and at home learning and will minimize disruptions if we are required to move to a different stage.
- Students in secondary school courses will be required to complete learning online, if in-person instruction is not possible given the Ministry COVID stage we are in.

Alternative Options

Like every September, parents have options for their child's education.

Before selecting an alternative to in-class instruction, parents should talk to their school administration team as soon as possible about their options.

In the Classroom

Instruction & Supports

- BBCS will focus on mental health and well-being supports for students returning to school. The school board and independent authorities will regularly monitor and assess how changes to the delivery of education are impacting the mental and emotional wellbeing of students and staff.
- Full-time instruction will be provided for students with disabilities/diverse abilities and students requiring additional support
- Options will be provided for students with underlying complex medical needs.
- Alternative methods of delivery will be made available, should the need arise in the community.

Curriculum, Assessment & Report Cards

The return to full in-class instruction in September will meet BC's Student Reporting Policy:

- [Provincial curriculum](#) for all students at all grade levels
- Regular report cards
- Regular [assessments](#) at the classroom and provincial level

Bella Bella Community School will ensure activities, assignments and assessments are accessible to all students and families, as appropriate for any in-class, remote or blended (hybrid) learning, primarily via Google Classroom.

Grad Program

When in-class instruction is being supplemented with self-directed or remote learning, the focus will remain on ensuring students are making progress towards completing their graduation requirements.

Inclusive Education

Students who require more support in school will have full-time, in-class instruction available without any delays.

Education assistants will continue to support students and teachers, both during in-class instruction and remote or online learning

Children and youth in care will have priority access to technology, child care, in-class instruction and additional supports

Outside the Classroom

Recess, Lunch & Break Times

- Students will remain in their learning group during recess and break times.
- Students can socialize with a friend in a different learning group if they follow these rules.

Elementary schools

- Outdoors, students must minimize physical contact.
- Indoors, students must maintain physical distance.

Middle and secondary schools

- Consistently maintain physical distance in all environments.

Sports, Clubs & Extracurricular Activities

Extracurricular activities including sports, arts and special interest clubs can only occur if:

- Physical distance can be maintained between members of different learning groups.
- Reduced physical contact is practiced by those within the same learning group.

Assemblies, Concerts & Gatherings

- Small gatherings will only occur within a learning group.
- A gathering can include the full learning group (60 or 120) and the minimum number of people needed to meet the gathering's purpose.
- For example, a parent-teacher conference would require one parent per student and a teacher.
- Assemblies, concerts and other large gatherings like a guest speaker will happen virtually.

Tournaments, competitions & festivals

- All inter-school events including competitions and tournaments will not occur at this time.

Work Placements & Apprenticeships

- School administration and/or the School Board will assess and determine if it is safe for students to remain on work placements and apprenticeships.
- For work placements that cannot continue in person, districts and schools will determine if alternate methods to continue learning or accumulate volunteer hours for work placements are possible.
- Students are encouraged to talk to their teachers about work placements and apprenticeships.

School Meal Programs

- Our existing meal programs will continue within learning groups, and in collaboration with community partners in alignment with current public health guidelines.
- The school will continue to include food preparation as part of learning and provide food services, including meal programs.
 - o If food is prepared as part of learning and is consumed by the student(s) who prepared it, no additional measures beyond those articulated in this document and normal food safety measures and requirements need to be implemented (e.g. FOODSAFE trained staff, a food safety plan, etc.).
 - o If food is prepared within or outside a school for consumption by people other than those that prepared it, it is expected that the WorkSafe BC Restaurants, cafes, pubs, and nightclubs: Protocols for returning to operation are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures and requirements (e.g. FOODSAFE trained staff, a food safety plan, etc.).
 - o There will be no homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).

Other Considerations

The following strategies should be implemented wherever possible in the K-12 school setting:

- Avoid close greetings (e.g., hugs, handshakes).
- Encourage students and staff to not touch their faces.
- Use strategies that prevent crowding at pick-up and drop-off times.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Use four designated entrances: one for each primary, intermediate, high school and staff.
- Take students outside more often.
 - o Organize learning activities outside including snack time, place-based learning and unstructured time.
 - o Take activities that involve movement, including those for physical health and education, outside.
 - o Playgrounds are a safe environment. Ensure appropriate hand hygiene practices before and after outdoor play.

Parents, caregivers, health-care providers, volunteers and other non-staff adults (e.g. visitors) entering the school should be prioritized to those supporting activities that are of benefit to student learning and wellbeing (e.g. teacher candidates, immunizers, meal program volunteers, etc.).

All visitors should confirm they have completed the requirements of a daily health check before entering.

Schools should keep a list of the date, names and contact information for all visitors who enter the school.

In summary, what Can Parents & Students Expect in Stage 2?

Given the permitted sizes of Learning Groups, it is expected that BBCS students will return to full-time, in-class instruction with minimal modifications to school structures and timetables.

Parents and students can also expect:

Regular Communication

- Regular information updates on the school's website and Facebook page.

In-Class Instruction & Supports

- Full return to in-class instruction provided that all required health and safety measures can be accommodated.
- Full-time instruction for students with disabilities/diverse abilities and students requiring additional support.
- Focus on mental health and well-being supports for students returning to school.
- Options for students with underlying complex medical needs.

Curriculum, Assessment & Report Cards

- Provincial curriculum for all students at all grade levels.
- Regular report cards as per the Student Reporting Policy.
- Regular assessments at the classroom and provincial level.

Enhanced Health & Safety Measures

- Parents will be asked to monitor their children daily for symptoms and not to send them to school if they are sick anyone who is sick will not be allowed in school, even if the symptoms are mild.
- Students will be asked to wash their hands frequently, including before they come into school. They will have access to hand sanitizer when hand washing is not available.
- The school will continue to be cleaned more frequently, including high-touch areas within classrooms.
- The school and classrooms might look different:
 - o *Organizing students into Learning Groups*
 - o *Increased spacing between students in classrooms and more individual and smaller group activities*
 - o *Limitations on assemblies and other large gatherings*
- Staff and students in grades four and up will be required to wear non-medical masks when in close proximity of others or in general areas such as the hallway.
- While in the classroom, the wearing of non-medical masks will be a personal choice for students and teachers, and masks will be made available.

- Students will be asked to label their personal items and not to share them.
- Parents may need to remind children to minimize physical contact with their friends
- See the COVID 19 public health guidelines for K-12 school settings for more information on the key to 12 health and safety measures.

Summary of School-Based Control Measures:

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

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

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

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

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

6. WEAR YOUR MASK
 All staff & Grade 4-12 students
 in common areas