



NOTRE DAME SCHOOL

925-104th Ave. Dawson Creek, BC, V1G 2H8

Phone: 250-782-4923 Fax: 250-782-4388

www.notredameschool.ca

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Notre Dame's COVID Detailed Return to School Plan – Updated January 2, 2021

The purpose of this document is to:

- 1) Set protocols and standards for the opening of Notre Dame School for the 2020-2021 school year amid the COVID-19 pandemic, and
- 2) Maintain a safe and healthy school environment by minimizing the risk of spreading COVID-19.

This document recognizes that:

- 1) The current intent is to open schools in September in Stage 2, and
- 2) Movement between the Stages 1 and 5 is possible under the direction of the Provincial Health Officer and the Ministry of Education within the 2020-2021 school year.

British Columbia's Ministry of Education Five Stage Framework for K-12 Education:

STAGE 1 IN-CLASS	STAGE 2 IN-CLASS	STAGE 3 HYBRID	STAGE 4 HYBRID	STAGE 5 REMOTE
COHORT SIZE <ul style="list-style-type: none"> Elementary: No limit Middle: No limit Secondary: No limit 	COHORT SIZE <ul style="list-style-type: none"> Elementary: 60 Middle: 60 Secondary: 120 	COHORT SIZE <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 60 	COHORT SIZE <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 30 	COHORT SIZE <ul style="list-style-type: none"> Elementary: 0 Middle: 0 Secondary: 0
DENSITY TARGETS Not applicable	DENSITY TARGETS Not applicable	DENSITY TARGETS 50% for all schools	DENSITY TARGETS 25% for all schools	DENSITY TARGETS 0% for all schools
IN-CLASS INSTRUCTION: Full-time all students, all grades.	IN-CLASS INSTRUCTION: Full-time instruction for all students for the maximum instructional time possible within cohort limits. Self-directed learning supplements in-class instruction, if required.	IN-CLASS INSTRUCTION: Full-time instruction for: <ul style="list-style-type: none"> 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 and density targets. Self-directed and remote learning supplements in-class instruction.	IN-CLASS INSTRUCTION: Full-time instruction for: <ul style="list-style-type: none"> 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 and density targets. Self-directed and remote learning supplements in-class instruction.	IN-CLASS INSTRUCTION: Suspend in-class instruction for all students Self-directed and remote learning in place of in-class instruction.

Notre Dame School, under the guidance of the Ministry of Education, BC's Center for Disease Control and WorkSafe BC, has developed safety protocols and procedures for the full return of students in **Stage Two** beginning Thursday, September 10 to ensure the safety of students, staff, and the community is protected. These include, but are not limited to:

Communication:

- Notre Dame School uses the following platforms for communication with Parents/Guardians:
 - Website: www.notredameschool.ca
 - Monthly School Newsletters, emailed to families / stakeholders and posted on the website.
 - Classroom School Newsletters, emailed to families / stakeholders and posted on the website.
 - FreshGrade Platform (used primarily by teachers for sharing student work in a portfolio) and Google Classroom (posting letters and weekly homework).
 - Social media platform (Facebook)



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- All Ministry updates will be shared via the website and social media platforms on the day of release. These same updates will be shared to families through email following the release.
- Letters from the Ministry of Education or Provincial Government addressed to parents/guardians will be shared on the website and social media, and via email within 24 hours.
- Regular updates will be shared via the school email and monthly newsletter. Time sensitive updates will be shared via additional emails as necessary, as well as on the school website and social media.
- Communications to the school community will be labelled as **“for information”** or **“for action”**.
- Appropriate and necessary signs will be posted on the front external doors.
- COVID-19 Health and Safety Protocols will be available on the website throughout the school year and shared with parents via email.
- All parent / guardian emails or phone calls will be responded to within 24 hours of a working day, even if this is an acknowledgement of receipt with a follow up forthcoming.
- Any unplanned and short notice school closures will be shared via the website, email, FreshGrade, Google Classroom, social media and the local radio station.
- Parent inquiries related to COVID should be referred to the Principal. Regular instructional inquiries are the responsibility of the teacher. Support staff continue to refer all instructional (including behavioural) inquiries to the teacher.
- Media inquiries are the responsibility of the CISPG Superintendent.
- A specific process exists for connecting with the regional health authority regarding school messaging and media requests related to COVID-19:
 - Public statements and communications to parents/guardians and staff containing public health messaging, including references to confirmed or suspected cases of COVID-19 within the school community, must be reviewed and approved by the local health authority prior to release.
 - Media requests regarding confirmed or suspected COVID-19 cases, potential exposure at a school or potential risk of transmission within a school setting should be directed to the regional health authority for response.
 - Northern Health will be contacted by the Principal.
- Notre Dame School staff, including the Principal, must refrain from discussing suspected or confirmed cases of COVID-19 in the school community. All correspondence regarding confirmed cases is the sole responsibility of the local public health authority. Discussion of suspected cases is highly detrimental to the school community.
- Notre Dame School uses the following methods for staff communication:
 - Weekly Staff Memo Google Docs Folder, which staff are expected to bookmark and check frequently for daily updates.
 - A staff “WhatsApp” for school entry and exit.
 - A staff “WhatsApp” group for quick, important messages.
 - White Board in Staff Room.
 - Daily Morning Prayer Meetings, while practicing physical distancing.
 - Monthly staff meetings, while practicing physical distancing and/or using virtual meetings.
 - Monthly Primary and Intermediate cohort meetings, while physical distancing and/or using virtual meetings.



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- Traditionally, Notre Dame staff meet in the staff room from 8:30 – 8:40 for morning prayer and to share announcements or discuss any pertinent information. During the pandemic and while physical distancing is required, staff will meet over Zoom for an abbreviated staff morning prayer / meeting at 8:20-8:30.
- If protocols change, if / when the stages change, staff will be provided draft documents and an opportunity for input before they are finalized and as time permits.

Hand Hygiene and Respiratory Etiquette:

- Staff will promote the importance of diligent hand hygiene to staff and students regularly. BCCDC’s hand hygiene poster at handwashing sites are displayed
- Notre Dame School will promote 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) when entering classrooms and in washrooms.
- Notre Dame School will use alcohol-based hand rub dispensers, especially where sinks are not available.
- Hand-washing will be encouraged upon school entry, before/after breaks and eating, using washrooms and using gym/playground equipment.
- Staff will remind students to avoid touching their eyes, nose or mouth with unwashed hands.
- Staff will assist younger students with hand hygiene as needed.
- Notre Dame School will 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.
- 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).
- If soap and water are not available, alcohol-based hand rubs can be used to clean hands if they are not visibly soiled. If alcohol-based hand rub is not available, an alcohol-based hand wipe followed by alcohol-based hand rub will be used.
- Students and staff will be encouraged to cough and sneeze into their elbow, sleeve or tissue, then discard the used tissues and immediately perform hand hygiene.

When Student 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, music room, 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.



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Personal Protective Equipment:

- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).
- 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) in high traffic areas such as hallways, or anytime outside of their learning group whenever physical distancing cannot be maintained (e.g., itinerant teachers/specialists/educational assistants interacting with multiple learning groups). This includes shared spaces, such as photocopy rooms, lunch rooms, etc. Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons.
- It is recommended that staff wear a mask during all interactions with all students and other staff members.
- 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 non-medical masks.
- Notre Dame School will have non-medical masks available for staff and students, including anyone who becomes ill while at school.
- Wearing a non-medical mask, face covering, or face shield in schools outside of the requirements is a personal choice for students and adults. It is important to treat people wearing masks with respect.
- Those that choose to wear non-medical masks, face coverings or face shields must still seek to maintain physical distance from people outside of their learning group. There must be no crowding, gathering or congregating of people from different learning groups, even if non-medical masks are worn.
- In addition to the wearing of non-medical masks, there are multiple, more effective infection prevention and exposure control measures in place, such as:
 - Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check;
 - Enhanced cleaning and disinfection;
 - Placing students and staff into consistent groupings of people (learning groups);
 - Adapting learning environments to maximize the use of space;
 - Ensuring physical distance can be maintained between learning groups; and
 - Frequent hand hygiene

Cleaning and Disinfecting:

- For cleaning, use water and detergent (e.g. liquid dishwashing soap), or common, commercially available cleaning wipes, along with good physical cleaning practices (i.e. using strong action on surfaces). For hard-to reach areas, use a brush and rinse thoroughly prior to disinfecting.
- For disinfection, use common, commercially available disinfectants such as ready-to-use disinfecting wipes and pre-made solutions (no dilution needed). Refer to the Cleaning and Disinfectants for Public Settings Guidelines for additional information.
- Frequently touched items that are not easily cleaned, such as fabric or soft items, will be removed or have limited use.
- Students and staff will always wash their 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.



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- General cleaning occurs once every 24 hours by the school custodian and includes items a single student uses, such as individual desks or lockers.
- Cleaning of high touch areas occurs a minimum of twice every 24 hours, twice by the school custodian and/or a minimum of once by an assigned day shift worker, including:
 - Door knobs
 - Hand railings
 - Light switches
 - Toilet handles
 - Faucet handles
 - Water fountains
 - Shared Sinks (bathrooms, music room)
 - Tables/desks/chairs used by multiple students
 - Keyboards and iPads
 - Microwaves, refrigerators and coffee pots
 - Photocopiers and laminator
 - Office counter, library counter / desk (Fridays only)
- Staff will be trained on the use of the Electrostatic sprayer by the supplier.
- Any area that is visibly dirty will be cleaned and disinfected as necessary.
- Staff will disinfect shared areas after each use (i.e. shared table) with disinfectant wipes (Lysol) and/or spray.
- Shared hard manipulatives or hard toys will be cleaned daily either using a spray disinfectant or using a mesh laundry bag in the classroom sink of warm water and cleaning solution.
- Student laptops and iPads may be cleaned with peroxide after each student use.
- The Custodian will continue to complete a thorough cleaning each night, including emptying garbage cans.
- Daily cleaning of high touch areas will be built into the custodian and support staff schedule as a routine within the learning cohort area.
- 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, and the guidelines outlined above.
- When cleaning and disinfecting bodily fluids (runny nose, vomit, stool urine);
 - Wear disposable gloves
 - Wash hands before wearing and after removing gloves
 - Follow regular health and safety procedures and regularly used PPE
- If laundry is used as part of a school program (i.e. Foods class);
 - Laundry should be placed in a basket with a plastic liner.
 - Dirty items are not to be shaken.
 - Wearing gloves is optional. If opting to wear gloves, hand hygiene must be performed before and after use. No other PPE is required.
 - Wash with regular laundry soap and hot water.

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.
- In order to enhance school ventilation, Notre Dame School will consider:



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- moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit
- ensuring that the ventilation system operates properly
- opening windows when possible and if weather permits
- using rainmate air filtration machine in each classroom

Learning Groups (Cohorts):

- Learning groups have been mandated to reduce the number of close, in-person interactions an individual has in a day. Learning groups also allow for better contact tracing, should there be a confirmed case of COVID-19 in a school community.
- Notre Dame School has organized classes into learning groups of no more than 60 students and staff members.
- Maximum learning group sizes (inclusive of students and staff):

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGES
• Elementary: no limit	• Elementary: 60	• Elementary: 30	• Elementary: 30	• Elementary: 0
• Middle: no limit	• Middle: 60	• Middle: 30	• Middle: 30	• Middle: 0
• Secondary: no limit	• Secondary: 120	• Secondary: 60	• Secondary: 30	• Secondary: 0

- The learning groups for Stage 2 have been built with recess and lunch breaks as well as the scheduling of Education Assistants and are:
 - Kindergarten and Grade 1
 - Grades 2 and 4
 - Grade 3J and Grade 3F
 - Grades 5 and 6
 - Grade 7
- In Stage 2, members of the same learning group must minimize physical contact.
- In Stages 3 and 4, staff must maintain physical distance at all times, even if they are a part of the same learning group.
- Staff from different learning groups will maintain 2 meters physical distancing.
- While students spend most of their learning time as a class, they may join with another class in their learning group for academic activities, recess and lunch breaks, presentations or celebrations, or other times for which coming together is beneficial to our students.
- In a case where staff cannot practice physical distancing with students outside of their learning group (i.e. Resource Room, Intervention/Counselling Room), a physical barrier made of transparent material will be used. When staff are interacting with people outside of their learning group and physical distancing cannot be maintained or a physical barrier is not feasible, staff are recommended to wear non-medical masks or a face covering (masks should be worn with face shields).
- Notre Dame School is minimizing the number of adults 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.

Student Attendance:

- Under the *School Act*, a person must enroll in an educational program between the ages of 5 and 16.



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- Parents/guardians have the option of enrolling their child(ren) in an education program of their choice (bricks and mortar school, online learning school, distributed learning school, blended school, homeschooling) prior to the start of the school year.
- Parents/guardians can choose a different option at any time during the school year, dependent on program availability.
- School Boards (public) have the authority to offer remote learning options to students within their districts. At this point, Notre Dame School, as a Group 1 Independent School, is offering a transitional return to school. Families opting for the transitional return have a choice of three dates on which students will begin attending in class instruction.
- The PHO and BCCDC advises parents/guardians of children with complex medical conditions or underlying risk factors, or parents/caregivers who are immunocompromised themselves, 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 at Notre Dame School will be required to obtain a doctor's note indicating the need for accommodations due to health-related risks. Notre Dame School will work with these families to ensure continuity of learning and supports are available. Students from these families will be welcomed back to in-class instruction at any time.
- Attendance Record Policies by Stage are:
 - Stage 1 and 2: all students not present on-site and not opting for a transitional return are recorded daily in MyEd BC as an absence. Students opting for the transitional return are recorded as off-site.
 - Stage 3 and 4: all students present on-site are recorded daily in MyEd BC using the OnSite code as established in June 2020.
 - Stage 5: daily attendance recording in MyEd BC is suspended.

School Access by Individuals other than Students and Staff

- Public entry to Notre Dame School is limited to staff, students, and those individuals who are supporting activities that benefit student learning and well-being.
- All visitors must be aware of health and safety protocols and requirements prior to entering the school (maintaining physical distance, requirement to wear non-medical mask at all times) and hand sanitize at the front doors upon arrival.
- All visitors must sign in and provide contact information, confirm that they have completed a daily health check, and specify the reason and location of their visit to allow for contact tracing.
- Visitor information will be recorded in a Visitor Binder at the front office.
- A mail slot is set up on the front door. Visitors can ring the bell to talk with office staff and/or leave items in the mail slot if not entering the building.
- Any visitors that must enter the school will be required to hand sanitize and provide contact tracing information. Visitors that enter the school will be required to wear a mask; disposable masks are available at the office and front door entry of the school.

School Structure to Support Physical Distancing:

- Avoid close greetings (i.e. hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts etc. as necessary.
- Create space between students / staff as much as possible:



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- Configure classroom and learning environments to allow distance between students and adults.
- Arrange desks / tables so students are not facing each other.
- Use consistent or assigned seating arrangements.
- Store excess equipment in order to open more space.
- Take students outside more often, where and when possible.
- Recess and lunch breaks have been staggered and occur within learning cohorts and cohorts have been separated into playground areas during outdoor recess breaks. Students can socialize with peers in different cohort's outdoors at recess and lunch when they can minimize physical contact. If a student is unable to physically distance, they should socialize within their learning cohort or where they can be supported to physically distance.

Recess Breaks:

1st Recess – 10:15-10:30, Grades 7, 4/2, 1/K

2nd Recess – 10:30 – 10:45, Grades 6/5, 3F/3J

Lunch Breaks:

12:00-12:20, Grades 7, 4/2, 1/K will play outside, 12:20-12:40 they will eat in their classrooms.

12:00-12:20, Grades 6/5, 3F/3J will eat inside, 12:20-12:40 they will play outside

- Incorporate more individual activities or activities that encourage greater space between students and staff.
- Students must bring their own food and water bottle to school for the day. All classrooms have a sink to refill and the water fountains are turned on. Sinks and water fountains can be used to fill water bottles. It is recommended that water bottles with wide openings are used to prevent contamination of the nozzle. Note that the water fountain is sanitized regularly as a high touch surface.
- Access to microwaves or any other shared item is not permitted. Shared class food or beverage, such as birthday treats or bake sales, are not permitted.
- Gathering of groups larger than the learning group is only permitted if social distancing is in effect and masks are used. Notre Dame School is significantly reducing or eliminating gatherings larger than the group size.
- The hallways and stairs have clearly marked directional arrows, which the students will be taught to follow. Hallway movement and use will be limited to one learning group at a time.
- The use of student bathrooms is limited in that students may not enter if another student from a different learning cohort is using the bathroom facilities. "Waiting circle stickers" are on the floor outside the bathroom to show students where to wait. Students will use their own individual clothespins to clip outside bathroom doors to identify bathroom/cohort occupancy. This will be taught as a routine the first week of school. Students will use the bathroom stall designated for their cohort.
- Physical, transparent barriers have been installed at the front office counter.
- Extra supervisors have been added to the 8:30 supervision for morning drop off to allow for students to be brought in by staggered entry:
 - **Drop Off:** Notre Dame School recognizes that the high majority of our families have children in more than one learning cohort, which causes difficulty with staggered arrival times. As such, students will immediately join their designated learning cohort line upon their arrival until their learning cohort enters the school with a teacher. Students will not be permitted to move around the playground or fields in an effort to minimize contact outside of the learning cohorts upon morning arrival.



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- If students arrive late, parents/guardians will ring the doorbell and a staff member will meet them at the main entrance doors, while maintaining 2 metres physical distancing and wearing a mask.
- Staggered exits have been planned for learning cohort to help support physical distancing:
 - Here are the assigned exit doors and staggered exit times for learning cohorts:
 - **2:45 Grades 7,4/2** – exit boot room doors onto playground
 - **K and Grade 1's** will exit the side blue doors of the foyer into the playground.
 - All bus students go straight to the bus when they come out with their cohorts to the playground.
 - **2:55 Grades 5/6, 3F/3J** – exit boot room doors onto playground
 - All bus students go straight to the bus when they come out with their cohorts to the playground.
 - **All sibling family groups and bus students will exit the bus gate on 105th Avenue.** Due to the small gate, no one may enter while others are exiting. Please wait for the supervisor to invite you in.
 - Family groups will line up at markers spaced 2 m apart.
 - **“Youngest and only”** (children with no siblings at Notre Dame) will **exit the parking lot gate.**
 - Any students who are not picked up **by 3:00 pm** will be walked around to wait outside the front door of the school while physically distancing under supervision of a staff member. It is important that students are picked up on time.
 - All students will wait in their cohorts until parents arrive to pick them up. Playground equipment will not be used after school.
 - **Pick-Up:** Students will exit the school at pick up time through the playground doors or assigned exit doors and wait with their teacher in their learning cohort line or area. Any students walking or biking home will be dismissed from their cohort line. Students being picked up must remain in their cohort line until their parent/guardian is visible.
 - Parents/guardians can wait for their child outside the school gates or assigned exit door while practicing physical distancing from all staff, students, and other families.
 - Once learning cohorts are outside parents can then come on to the playground, pick up their children from their learning cohort while physical distancing and/wearing a mask. If physical distancing is not being respected, then parent pick up will need to be outside the school gates.
 - The large parking lot gate will be opened to allow physical distancing while students exit the playground.
 - Parents have been asked to **please minimize the number of people coming on to the playground to help support our health and safe guidelines.** When having to bring other children on to the playground parents are asked to ensure they remain with them.
- The Notre Dame Staff Parking lot will be closed at the beginning and end of the day for student safety. The large gate at the parking lot will be open for students to exit while physical distancing. This will allow for easier student exiting at the end of the day. **Please park along the road** and walk to the gates or have your child meet you at the side walk. Thank you for your support in this safety issue.
- **Step-Up and Ride Bus students** will not exit on to the playground. They will meet a designated teacher at the library, physical distancing if in different cohorts and travel safely together to the front of the school to meet the bus.



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- Staff meetings involving staff from different learning groups should preferably occur through virtual means. Where a virtual alternative is not possible, staff meetings can happen in person if participants maintain physical distance and are recommended to wear a mask.
- 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.

Student Mental Health and Well-Being / 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
- Notre Dame School staff will watch for changes in student behaviour, including trauma-related behaviours which may include:
 - Fear
 - Hyperactivity
 - Aggression
 - Body aches and pain
 - Depression
 - Self-harming behaviours
 - Excessive shyness
 - Withdrawal
- Trauma-informed practice resources are available on the ERASE website at: <https://mytrainingbc.ca/traumainformedpractice/>
- Notre Dame School staff are partaking in the Building Compassionate Communities in a New Normal webinar offered by the Ministry of Education on September 28, 2020 (recorded).
- Notre Dame School will incorporate social and emotional learning (SEL) throughout all learning opportunities to build resilience and to enhance health, supportive communication. The whole-child approach is practiced at Notre Dame School and learning environments are designed to ensure that students feel safe, respected, valued, and meaningfully engaged to support the social and emotional well-being of students.
- Notre Dame School's staff includes a contracted Intervention Specialist. All student referrals to the Intervention Specialist will be through the Principal.
- Notre Dame Staff will watch for changes in the baseline behaviour of all students. Changes in baseline behaviours will be recorded and brought to the attention of the Principal.

Staff Mental Health:

- The Principal will continue to consider the well-being of adults in the school system and ensure supports are in place. Canada Life provides support through our health plan.
- COVID-19 Psychological First Aid Service: Information and Signup (British Columbia Psychological Association) – Free virtual counselling provided by registered psychologists.
<https://www.psychologists.bc.ca/covid-19-resources>



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- COVID-19: Staying Well In Uncertain Times (Canadian Mental Health Association – B.C.) – Tips and information on how to reduce and manage anxiety in the workplace due to the COVID-19 outbreak. <https://cmha.bc.ca/covid-19/>
- Managing COVID-19 Stress, Anxiety and Depression (Ministry of Mental Health and Addictions) - Tips and resources on things we can do as individuals and collectively to deal with stress and support one another during these challenging times. https://www2.gov.bc.ca/assets/gov/health-safety/covid19_stressmanagement_5_accessible.pdf
- Mental Health and Psychosocial Considerations During COVID-19 Outbreak (World Health Organization) – These mental health considerations were developed by the WHO’s Department of Mental Health and Substance Use as messages targeting different groups to support for mental and psychosocial well-being during COVID-19 outbreak. <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>
- Mental Health and COVID-19 (Conference Board of Canada) – Videos on different aspects of mental health, including coping with anxiety, job loss, and dealing with isolation. [https://www.conferenceboard.ca/\(X\(1\)S\(1tlogepagnh0xli4w2hckucy\)\)/insights/covid-19?AspxAutoDetectCookieSupport](https://www.conferenceboard.ca/(X(1)S(1tlogepagnh0xli4w2hckucy))/insights/covid-19?AspxAutoDetectCookieSupport)
- Taking Care of Your Mental Health (COVID-19) (Public Health Agency of Canada) – Tips and resources for taking care of your mental health during the COVID-19 outbreak. <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/mental-health.html>

Academics:

- Students will be provided their own learning supplies at school. Sharing of supplies between students is not permitted.
- 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).
- Personal items, including school supplies, should be labelled with the student’s name to discourage accidental sharing.
- Staff and students should not share personal items (including electronic devices, writing instruments, etc.)
- 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 of books or paper-based educational resources to students because of COVID-19.
- Students can continue to use their lockers, as it is better for personal items to be stored in a locker than to be stored in classrooms or carried throughout the school. Notre Dame teachers will implement strategies to manage the flow of students around lockers to minimize crowding and allow for ease of people passing through.
- Students will be introduced to technology (i.e. Google Classroom and FreshGrade) that will be used should the Ministry of Education **move to Stage 4**.
- In the spring, many online subscriptions were offered without cost by various companies. Notre Dame School does not anticipate resources normally requiring a cost to be free this school year. Notre Dame School staff are to consider carefully which resources will be of best use, should we move into **Stage 3 or 4**. Teachers must present the cost and rationale to the Principal for approval before purchasing online subscriptions.
- In **Stages 3-5**, teachers will prioritize learning standards that can be more successfully taught and learned remotely. This includes a focus on key cross-curricular literacy and numeracy skills and the development of core competencies. Teachers will work with the school team and parents/caregivers to ensure that



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students who are experiencing challenges at home or who have limited access to technology are not disadvantaged by their inability to participate fully in remote learning.

- Free Online Resources include:
 - ShareEdBC <https://www.shareedbc.ca/>
 - TeachBC <https://teachbc.bctf.ca/>
 - BC Digital Classroom through Focused Education <https://focusedresources.ca/bcdc-access/>

Music Program:

- All classes, programs and activities (e.g. Choir) can continue to occur in Stage 2 where:
 - physical contact is minimized for those within the same learning group;
 - physical distance (2m) can be maintained for staff and students when interacting outside of their learning groups;
 - physical distance (2m) can be maintained for elementary students when interacting outside of their learning groups when indoors.
- All classes, programs and activities (e.g. Choir) can continue to occur in Stages 3 to 4 where:
 - physical distance (2m) can be maintained for staff and students at all times.
- No in-person inter-school competitions/events will occur. This will be re-evaluated throughout the school year as guidelines are updated. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.
- Staff should refer to the Guidance for Music Classes in BC During COVID-19 developed by the B.C. Music Educators' Association and the Coalition for Music Education in B.C. for additional information.

Physical Education Program:

- Encourage outdoor programs as much as possible.
- Teachers should plan physical activities that limit the use of shared equipment and:
 - Minimize physical contact inside learning groups (under Stage 2); or
 - Support physical distancing outside of learning groups.
- Shared equipment should be cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document, and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
- Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
- Explore local parks and green spaces to promote outdoor learning and activity.
- Focus on activities that do not use equipment.
- If equipment must be used:
 - Avoid sharing equipment by numbering and assigning each student their own supplies
 - Assemble individualized PE kits that can be assigned to students
 - Have students create their own PE kits to use at home
 - Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment



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- Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms
- When transitioning to/from outside remind students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in designated desk area or a marked side of the hallway.
- Shared equipment should be cleaned and disinfected as per the guidelines in the Cleaning and Disinfecting section of this document, and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.

School Library:

- 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 libraries / learning commons facilities should be open and book exchange can continue to occur during stages 1 to 4.
- 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.
- Laminated paper-based products, including laminated books, should be cleaned and disinfected daily if they are touched by multiple people or upon return, before re-shelving.
- When visiting the library / learning commons, students and staff should remain in their learning group as much as possible and maintain physical distance from members outside of their learning group.
- Students should bring their personal school supplies for classes held within the space.
- Schools should install a barrier made of transparent material at the library check out desk if physical distance cannot be regularly maintained.

Foods Program (ADST):

- Schools can continue to include food preparation as part of learning programs for students.
- Students will prepare food in their learning groups.
- In the case of food and culinary programs, where food is prepared as part of learning and is consumed by the students who prepared it, continue to follow normal food safety measures and requirements and implement cleaning and disinfecting measures.
- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. 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



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Hot Lunch Program:

- Notre Dame School's Hot Lunch program can continue to operate under the appropriate public health guidelines, should the Notre Dame Parent Support Group choose.

Drama Program (Arts Education):

- Minimize contact by recognizing warmups, exercises and performance work into smaller groups allowing for physical distancing to occur as per individual space limitations.
- Blocking of scenes should be choreographed in ways that limited physical touch and face-to-face interactions, and instead seek creative solutions to dynamic storytelling and expressive movement.
- Shared equipment such as set pieces, props, cameras etc. Should be 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 classes.
- Costume items should be limited in their shared use at this time.
- Where possible, make use of outdoor and site-specific performance spaces that allow for physical distancing for drama, especially if working in rooms with no windows.
- The Association of BC Drama Educators (ABCDE) is currently developing additional guidelines for teaching drama during COVID-19, staff should refer to the ABCDE website for more information.

Assessment and Reporting:

- The Ministry of Education recognizes that teachers will use their professional judgement to determine whether a student has demonstrated sufficient evidence of learning. This professional judgement determines how teachers assign marks and communicate that information to students and families. Teachers also have the professional autonomy to decide how grades are determined and how different activities meet the learning standards of the curriculum.
- Stage 1:
 - All students receive progress updates based on the learning opportunities they engaged in throughout the year.
 - The Ministry recognizes the need to be flexible and to accommodate students who have engaged in self-directed or remote learning during previous stages throughout the school year.
- Stage 2:
 - All students receive progress updates based on the learning opportunities they are engaging in at school. Teachers may wish to work with families to develop realistic learning goals and shared expectations for learning in order to accommodate any self-directed or remote learning conditions that students are working within.
 - The Ministry recognizes the need to be flexible and to accommodate students who are engaged in additional self-directed or remote learning. Reports prepared during this stage for students engaged in self-directed or remote learning may not provide the amount of rich, detailed feedback that usually goes on a report card. Proficiency scales and comments can place additional emphasis on literacy, numeracy, and core competency development in each learning area.
- Stage 3:
 - All students will receive progress updates based on the learning opportunities they are engaging in at school and through remote learning.
 - Teachers may wish to work with families to develop realistic learning goals and shared expectations for learning in order to accommodate the wide variety of remote learning conditions that students are working within.



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- The Ministry recognizes the need to be flexible and to accommodate students who are engaged in remote learning. Reports prepared during for students engaged in remote learning may not provide the amount of rich, detailed feedback that usually goes on a report card.
- Proficiency scales and comments can place additional emphasis on literacy, numeracy, and core competency development in each learning area.
- Stage 4 and 5:
 - All students will receive progress updates based on the learning opportunities they are engaging in through remote learning, plus any in-class learning that has previously taken place.
 - Teachers may wish to work with families to develop realistic learning goals and shared expectations for learning in order to accommodate the wide variety of remote learning conditions that students are working within.
 - The Ministry recognizes the need to be flexible and to accommodate students who are engaged in remote learning.
 - Reports prepared during this Stage for students engaged in remote learning may not provide the amount of rich, detailed feedback that usually goes on a report card.
 - Proficiency scales and comments can place additional emphasis on literacy, numeracy, and core competency development in each learning area.

Technology and Student Privacy Protection:

- The Ministry of Education has secured a provincial license for Zoom. Invites have been shared to the CISPG email of all staff. Staff must activate their account through the emailed link,
- All emails regarding school and students must go through CISPG email only.
- Focused Education, Protecting Student Information:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/protecting_student_personal_info.pdf
- Focused Education, Reference Guide to App Privacy Implications:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/reference_guide_to_app_privacy_implications.pdf
- Safer Schools Together, Increasing Safety in a Remote Learning World – Guidelines:
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/increasing-safety-remote-learning-world-guidelines.pdf>
- Safer Schools Together, Increasing Safety in a Remote Learning World – Using Zoom, MS Teams and Google Classroom: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/increasing-safety-in-remote-learning.pdf>
- Zoom – Creating Safe Remote Teaching and Learning Spaces:
<https://drive.google.com/file/d/1zzyb0207zBANbW9WqklfrYoowVhnE1R/view>
- Zoom – Keeping it Private and Practical Tips for Remote Teaching:
<https://drive.google.com/file/d/1cttIxV70n-ih3Bfh6mr0HMtooyA4NsvV/view>
- Zoom Settings for Education – Quick Reference Sheet:
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/sst-zoom-settings-education-cheat-sheet.pdf>

Supports for Students with Disabilities/Diverse Abilities and Students Requiring Additional Support:

- Students who require additional support may include:
 - Children in care
 - Students not yet meeting literacy expectations
 - Students requiring mental health or substance use supports



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- Students with serious medical conditions
- Students who may be at-risk due to their home environment
- Students with a disability who is unstable due to changes in their routines
- With the exception of Stage 5, schools are expected to make full-time, in-class instruction available for students with disabilities or diverse abilities and students who require additional supports.
- Students with disabilities / diverse abilities who are not able to physically distance will not 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.).
- When staff are in close physical proximity with a student within their learning group, personal protective equipment, such as masks and gloves, is not required beyond that used as part of the personal care routine normally encountered in their regular course of work (e.g., gloves for toileting).
- Notre Dame School will develop Student Learning Plans/Individual Education Plans/Annual Instruction Plans for students with disabilities or diverse abilities that prioritize in-school instruction and ensure equity of access to learning. For all stages, learning plans are based on needs, goals, and strategies articulated in the SLP/IEP/AIP in consultation with education professionals who typically support the student in the educational setting (EAs, speech language pathologists, occupational therapists). Learning plans that involve remote learning will not be able to fully replicate the services provided in the educational setting but will provide activities that are appropriate in the circumstances.
- Students who are immunocompromised or have underlying medical conditions and who have been identified as high risk to attend school by a medical health care provider should be provided with an at-home learning plan. A note from a medical professional to confirm that the student is at high-risk is required.
- Educational Assistants should continue to collaborate with teacher in the delivery of instruction and supports for students with disabilities and diverse abilities, which may include:
 - Assisting with preparation of assignments, contents and activities.
 - Assisting with the collection of materials to send to students.
 - Maintaining regular communication and check in with students as determined by the classroom teacher and under the direction of the principal.
 - Supporting families and students in accessing and participating in remote learning and therapy experiences as needed.
- In Stages 3-5, educational support staff should create specific plans on how students with disabilities / diverse abilities will be able to continue to access specialized supports delivered onsite. Families who decide to keep their children at home should continue to have access to specialized supports through direct service to learners or via consultation with the educational team (i.e. teachers of the deaf and hard of hearing).
- Notre Dame School must ensure that learning groups are established in a manner that reflects the principles of equity and inclusion and does not result in segregated learning environments for students with disabilities / diverse abilities.
- Communication in stressful times will focus on relationship, connection, and lowering anxieties. Relevant, clear and concise information increases the parents/guardians sense of trust and collaboration.

Indigenous Student Success and Achievement

- First Nations have the authority to declare states of emergency and have responsibility for the education of their students.
- Notre Dame School is aware and sensitive to the complex and devastating history that pandemics have had on many Indigenous communities. Notre Dame School understands that some Indigenous families



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and communities may be taking increased safety measures during the pandemic, which may mean that some students will not be able to attend in-person instruction even when we return to normal operations.

- Alternative methods of instructional delivery will be provided for students from First Nations that remain closed and will not be sending students back to school.

Staff Planning:

- As staff may not come in to the building to plan if they are sick, staff are required to have their **3 days planned (best professional practice)** before the start of school Monday morning. When preparing plans, please include enough detail to ensure a non-certified teacher could have a successful day covering your class.
- Staff must have class routines and expectation clearly prepared and easily accessible, should coverage be necessary.

School Scheduling:

- Notre Dame School's schedule of classes (PE, Library/French, Resource, etc.) has been created to allow for movement between Stages 1-3. Monday and Tuesday are mirrored, as are Wednesday and Thursday.
- Educational Assistants (EAs) Schedules will be created to minimize EA's support in learning group as much as possible.
- In a case where staff cannot practice physical distancing with students outside of their learning group (i.e. Resource Room, Intervention Room), a physical barrier made of transparent material maybe used. When staff are interacting with people outside of their learning group and physical distancing cannot be maintained or a physical barrier is not feasible, staff are required to wear non-medical masks or a face covering.
- A disinfecting schedule focusing on high touch areas is built in to the EA support within classrooms.

Playgrounds:

- There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment.
- Ensure appropriate hand hygiene practices before and after outdoor play.
- Attempt to minimize direct contact between students. Notre Dame has scheduled staggered recess and lunch time with cohorts.
- Sand and water can be used for play if children wash their hands before and after play. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives on sand, in water or on playdough.

Field Trips and Extracurricular Activities:

- Field trip locations must provide Notre Dame School staff with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The staff should then share the plan with parents and school administration.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Volunteers providing supervision must be trained in and strictly adhere to physical distancing and other health and safety guidelines.
- Field trip numbers must align with the PHO guidance.



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- Field trips to outdoor locations are preferable.
- Teachers are to conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
- Overnight field trips are not permitted this school year.
- **No field trips** should occur **under Stages 3 and 4**.
- International Field Trips - cancelled until further notice.
- 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, Notre Dame School will seek virtual alternatives to continue to support these events in a different format.
- Extracurricular activities and special interest clubs should occur when:
 - Under **Stage 2**, reduced physical contact is practiced by those within the same learning group
 - Under **Stages 2 to 4**, physical distance can be maintained between members of different learning groups

Staff Arrival and Illness:

- Staff must complete their own health check entering the school building and acknowledge that they have completed the self-check on Notre Dame's Health check form on google docs daily. Any staff presenting symptoms are not be permitted to enter the school. If symptoms are conducive with seasonal allergies or a pre-existing condition that are regularly experienced, staff are permitted to enter the school. A daily health check can be found in Appendix C of the following document:

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



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Daily Health Check			
1. Key Symptoms of Illness*	Do you have any of the following new key symptoms?	CIRCLE ONE	
		YES	NO
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Loss of sense of smell or taste	YES	NO
	Diarrhea	YES	NO
	Nausea and vomiting	YES	NO
2. International Travel	Have you returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you a confirmed contact of a person confirmed to have COVID-19?	YES	NO

If you answered "YES" to one of the questions included under "Key Symptoms of Illness" (excluding fever), you should stay home for 24 hours from when the symptom started. If the symptom improves, you may return to school when you feel well enough. If the symptom persists or worsens, seek a health assessment.

If you answered "YES" to two or more of the questions included under "Symptoms of Illness" or you have a fever, seek a health assessment. A health assessment includes calling 8-1-1, or a primary care provider like a physician or nurse practitioner. If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved.

When a COVID-19 test is recommended by the health assessment:

- If the COVID-19 test is **positive**, you should stay home until you are told by public health to end self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.
- If a COVID-19 test is **recommended but is not done** because you choose not to have the test, or you do not seek a health assessment when recommended, and your symptoms are not related to a previously diagnosed health condition, you should stay home from school until 10 days after the onset of symptoms, and then you may return if you are feeling well enough.

If a COVID-19 test is not recommended by the health assessment, you can return to school when symptoms improve and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

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

A health-care provider note (i.e. a doctor's note) should not be required to confirm the health status of any individual.

- Those unsure if they should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool. If concerned, they are advised to contact 8-1-1 or the local public health unit to seek further input. They are also advised to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.
- Staff may still attend school if a member of their household has cold, influenza, or COVID-19-like symptoms, provided the student/staff is asymptomatic.
- Staff who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school when they are experiencing these symptoms as normal. If they experience any change in symptoms, they should seek assessment by a health-care provider.

Student Arrival and Illness:

- Parents/Guardians must assess their children daily before sending them to school.
- The Principal will not be completing individual health checks at drop-off as was done in June, as this procedure is not feasible. Parents/Guardians must complete their own health checks with their child(ren) before coming to school. Any students presenting symptoms at drop-off or in their grade line are not permitted to enter the school. A daily health check is included in the mailed package and can be found in Appendix C of the following document:

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



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Daily Health Check			
1. Key Symptoms of Illness*	Do you have any of the following new key symptoms?	CIRCLE ONE	
		YES	NO
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Loss of sense of smell or taste	YES	NO
	Diarrhea	YES	NO
	Nausea and vomiting	YES	NO
2. International Travel	Have you returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you a confirmed contact of a person confirmed to have COVID-19?	YES	NO

If you answered "YES" to one of the questions included under 'Key Symptoms of Illness' (excluding fever), you should stay home for 24 hours from when the symptom started. If the symptom improves, you may return to school when you feel well enough. If the symptom persists or worsens, seek a health assessment.

If you answered "YES" to two or more of the questions included under 'Symptoms of Illness' or you have a fever, seek a health assessment. A health assessment includes calling 8-1-1, or a primary care provider like a physician or nurse practitioner. If a health assessment is required, you should not return to school until COVID-19 has been excluded and your symptoms have improved.

When a COVID-19 test is recommended by the health assessment:

- If the COVID-19 test is **positive**, you should stay home until you are told by public health to end self-isolation. In most cases this is 10 days after the onset of symptoms. Public health will contact everyone with a positive test.
- If the COVID-19 test is **negative**, you can return to school once symptoms have improved and you feel well enough. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless you develop a new illness.
- If a COVID-19 test is **recommended but is not done** because you choose not to have the test, or you do not seek a health assessment when recommended, and your symptoms are not related to a previously diagnosed health condition, you should stay home from school until 10 days after the onset of symptoms, and then you may return if you are feeling well enough.

If a COVID-19 test is not recommended by the health assessment, you can return to school when symptoms improve and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

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

A health-care provider note (i.e. a doctor's note) should not be required to confirm the health status of any individual.

- If students have any symptoms on the above health check, they must not enter the school.
- Any student who has symptoms of COVID-19, has travelled outside Canada in the last 14 days or was identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers.
- Those unsure if they or a student should self-isolate or be tested for COVID-19 should be directed to use the BC COVID-19 Self-Assessment Tool. If concerned, they are advised to contact 8-1-1 or the local public health unit to seek further input. They are also advised to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.
- Students may still attend school if a member of their household has cold, influenza, or COVID-19 like symptoms, provided the student is asymptomatic. As per public health guidance, it is expected the symptomatic household member is seeking assessment by a health-care provider.
- Students who experience seasonal allergies or other COVID-19-like symptoms, which are related to an existing condition can continue to attend school as normal when they are experiencing these symptoms. If they experience any change in symptoms, they should seek assessment by a health-care provider.

Students and Staff Who Become Ill at School:

- If a student or staff member develops symptoms at school, Notre Dame School will:



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- Provide the student/staff with a non-medical mask if they don't have one (exceptions should be made for students and staff who cannot wear masks for medical and/or disability-related reasons).
- Provide the student/staff with a space where they can wait comfortably that is separated from others. The student will be supervised and cared for, when separated.
- Make arrangements for the student/staff to go home as soon as possible. The student's parent/caregiver (or emergency contact) will be contacted with a request to have their child picked up as soon as possible.
- Clean and disinfect the areas the student/staff used.
- Encourage the student/staff to seek assessment by a health-care provider.
- Request that the student/staff stay home until COVID-19 has been excluded AND symptoms have resolved
- Anyone experiencing key symptoms of COVID-19 should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have improved.

Protocol in the Event of a Confirmed COVID-19 Case in a School:

- If a student or staff member is confirmed to have COVID-19, and were potentially infectious while they were at school:
 - Public health will perform an investigation to determine if there were any potential close contacts within the school. To learn more about contact tracing, visit the BCCDC website.
 - Students and staff who have interacted with the confirmed case may be asked to stay home while public health completes their investigation.
 - If it is determined that there are close contacts within the school, public health will notify the school administrators to request class lists to assist with contact tracing and provide guidance on what steps should be taken.
 - Public health may then:
 - Recommend 14-day isolation if necessary (for confirmed close contacts).
 - Recommend monitoring for symptoms if necessary.
 - Provide follow-up recommendations if necessary.
- Schools must continue to provide learning support to students required to self-isolate.
 - Together, schools/school districts and public health officials will determine if any other actions are necessary.
- It is the responsibility of the public health office to notify the community of confirmed cases. Notre Dame School staff may not share any information regarding confirmed or suspected cases without permission of public health.

School Routines Specific to COVID-19 (the following routines will be confirmed during staff meetings on Tuesday, September 8 and Wednesday, September 9):

- Staggered entry by learning cohorts
 - Students will line up at their designated learning cohort spot immediately upon arrival at school.
 - Speciality Teachers & Mrs. Richard will meet learning cohorts outside and stagger entry as arranged by groups.
- Staggered exit by learning cohorts
 - All Staff on deck for the end of the day exit.
 - Following the first exit at 2:45 of the first cohort groups other cohorts can follow when the boot room space permits. Then the second exit bell will ring at 2:55 for the final cohort groups.
- Attendance



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- Will be done on MyED daily.
- When the students are absent, the school secretary will call home to make sure they are at home safe.
- Bathroom use
 - The use of student bathrooms is limited in that students may not enter if another student from a different learning cohort is using the bathroom facilities.
 - “Waiting circles” are on the floor outside the bathroom for students to use while they wait.
 - Students will use their own individual clothespins to clip outside bathroom doors to identify bathroom/cohort occupancy. This will be taught as a routine the first week of school. Students will use the bathroom stall designated for their cohort.
 - After using the bathroom and washing their hands, they will exit the bathroom, remove their clothespin and return to class.
- PE change room
 - The PE change room will not be used as a changing space.
 - Students will not change clothes for PE this year, as suggested in the guidelines for removing change rooms.
- Boot room
 - Class boot shelves will be clearly marked in the boot rooms. Beside their learning cohorts.
 - Staff will monitor use to ensure different learning cohorts do not access the boot room at the same time.
- Locker use
 - As the grade 6 lockers are in their room and grade 7 students have their own area for lockers, they may use their lockers.
 - Teachers will stagger locker use allowing space between lockers.
- Hallway movement
 - Students will not move through the hallway without staff supervision.
 - Before leading a class through the hallway, staff will check for hallway occupancy. If another class is moving through the hallway that is not their cohort group, they will wait until all is clear.
 - Arrows are placed on the hallway floor to remind staff and students of directional movement on the right hand side.
- Staggered Recess and lunch recess reviewed:
 - Recess Breaks:
 - 1st Recess – 10:15-10:30, Grades 7, 4/2, 1/K
 - 2nd Recess – 10:30 – 10:45, Grades 6/5, 3F/3J
 - Lunch Breaks:
 - 12:00-12:20, Grades 7, 4/2, 1/K will play outside, 12:20-12:40 they will eat in their classrooms.
 - 12:00-12:20, Grades 6/5, 3F/3J will eat inside, 12:20-12:40 they will play outside
 - Learning Cohorts assigned play spots will be discussed
 - Signs will be posted in each area to remind students and supervising staff of which learning group should be in which area.
 - Supervisors will have a map of cohort play areas:
 - Primary Playground Structure
 - Intermediate Playground Structure
 - Grade 7 area/swings
 - Common Area for students in different learning cohorts to talk while social distancing



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- Emergency drills
 - Notre Dame School is required to conduct all emergency drills as per normal. This includes fire, earthquake, and lockdown.
 - As classes have to delay hallway movement until it is clear, it is understood that fire and earthquake drills will have a longer completion time.

Essential Service Workers (ESWs):

- Schools are required to make in-school instruction available to K-12 students for Stages 1-4. This includes children whose parents/caregivers provide essential services in the community, students with disabilities / diverse abilities, and students who required additional supports.
- Priority placements is given for those children whose parents are employed Tier 1 occupations:
 - Health and Health Services
 - Social Services (including those who provide care to children and individuals with disabilities as well as child care workers providing care for ESW's.
 - Law Enforcement
 - First Responders
 - Emergency Response
 - Teachers, administrators and support staff can be considered Tier 1 if they require child care to preform essential duties with the school (i.e. care or learning for other ESW children).
- Tier 2 occupations are any other occupation on the provincial list of essential services:
<https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/covid-19-provincial-support/essential-services-covid-19>
- Stage 1
 - Schools are not providing extended hours of care for children of ESWs.
- Stage 2
 - Schools are not providing extended hours of care for children of ESWs.
 - Parents/guardians of ESW children should be supported to pursue available local child care options for before/after school care.
- Stage 3
 - Schools are expected to offer full time in class instruction for children of ESW's aged 5-12. Schools are expected to accommodate children over age 12 if there is an ESW parent who requires care and the child has a disability that precludes them from being able to stay at home independently.
 - Schools are not expected to provide extended hours of care for children of ESWs but should reach out to community child care providers to coordinate available options for before and after school care.
- Stage 4
 - Schools are expected to offer full time in class instruction for children of ESW's aged 5-12. Schools are expected to accommodate children over age 12 if there is an ESW parent who requires care and the child has a disability that precludes them from being able to stay at home independently.
 - Schools should reach out to community child care providers to coordinate available options for before and after school care and early childhood care (ages 0-5).
- Stage 5
 - All in-school instruction and supports are suspended in all K-12 schools.



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- Schools are expected to prepare for transition to Stage 4, including coordination of spaces, schedules and routines for receiving children of ESW's during school hours.

After Hours Community Use:

- Maximum 50 person gatherings, in alignment with the Gatherings and Events Order of the Provincial Health Officer. Additional information is available from the BC Centre for Disease Control for gatherings and events in community settings.
- Diligent hand hygiene
- Respiratory etiquette
- Physical distancing among older youth and adults
- Ensuring participants stay home if they are feeling ill
- Where possible, limiting building access to only those areas required for the purpose of the activity
- Spaces and equipment used by community members should be cleaned and disinfected prior to students and staff re-entering the space.
 - Cleaning for purposes of after school use cannot result in a reduction of cleaning for education purposes.
 - Schools can consider asking community members to bring their own equipment, where appropriate.
- No non-essential community use of school facilities after hours (as determined by the Board of Education or Independent School Authority).

Joint Health and Safety Committee:

- As per WorkSafeBC guidelines, employers must involve frontline workers, joint health and safety committees, and supervisors in identifying protocols for their workplace. Notre Dame School has a Joint Health and Safety Committee that meet regularly, including prior to any transitions between stages, and are included in school planning efforts.
- School district and school communications should include 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.
- Members of the Joint Health and Safety Committee include: Colleen Richard, Jenna Gilbertson, Bradi Willich, and Bobbi Johnson.
- The committee will meet a minimum of once a month, and more frequently if necessary.
- Any concerns regarding the health and safety of Notre Dame School's work environment can be brought to any member for discussion at a committee meeting.

Changes by the Ministry of Education:

Notre Dame School recognizes that flexibility is vital to opening a school during a pandemic.

- Notre Dame School will ensure parents/guardians receive any and all information of changes to our school plan in a timely manner through email, website, and social media.
- Notre Dame School's academic plan is built to allow movement through the Stages, should this be necessary, with minimal disruption to student learning.



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Please understand that the above may be modified or changed as we progress through the school year as new guidelines are released. Any changes will be posted in the school building and clearly communicated through email, the school website (www.notredameschool.ca) and social media (Facebook).

Sources:

- Supporting the K-12 Education Response to COVID-19 in BC. Operational Guidelines for School Districts and Independent School Authorities. Updated August 28, 2020.
https://www.openschool.bc.ca/covidguidelines/pdf/COVID19_OperationalGuidelinesK12_08282020.pdf
- Provincial COVID-19 Health and Safety Guidelines for K-12 Settings. Updated August 28, 2020.
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>
- K-12 Education Restart Plan. Ministry of Education. July 29 2020.
<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-education-restart-plan.pdf>
- COVID-19 Public Health Guidance for K-12 School Settings. Coronavirus COVID-19 BCCDC & BC Ministry of Health, July 29 2020. http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf
- BC What to Expect in Stage 2. July 29 2020. <https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school/expect-stage-2>
- BC Information for School Districts and Independent Schools. July 29 2020.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school/school-districts>
- Learning Groups for Students & Staff. July 29 2020. <https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school/learning-groups>
- Expectations for the K-12 Sector at Each Stage. August 10, 2020.
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/safe-caring-and-orderly-schools/planning-framework/expectations>
- WorkSafe BC. Education (K-12): Protocols for returning to operation. August 11, 2020.
<https://www.worksafebc.com/en/about-us/covid-19-updates/covid-19-returning-safe-operation/education>
- BC Centre for Disease Control. Child Care and Schools. July 30, 2020. <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/childcare-schools>
- BC Government Self-Assessment Tool: <https://bc.thrive.health/covid19/en>.
- British Columbia COVID-19 Dashboard.
<https://experience.arcgis.com/experience/a6f23959a8b14bfa989e3cda29297ded>