



STAGE 3 HEALTH AND SAFETY

PROTOCOLS: K-12

FOR PARENTS

Based upon COVID-19 Guidance for K-12 School Settings – from the BC Centre for Disease Control, the Ministry of Health and the Ministry of Education

UPDATED: May 29, 2020

On the advice of the Provincial Health Officer, in-person instruction in public and independent K-12 schools was suspended effective March 17, 2020 as a precautionary measure in the context of the COVID-19 pandemic. As of May 19, school districts are expected to gradually resume regular operations and return to in-class instruction using a staged approach. By June 1 Stage 3 of the Ministry Plan is to be in effect.

This document identifies key infection prevention and control practices to implement, as well as actions to take if a student or staff member develops [symptoms](#) of COVID-19.

Based on the current epidemiology of COVID-19 in B.C., and the fact that children are at a much lower risk of developing COVID-19, K-12 schools in British Columbia should begin increasing the number of students receiving in-class instruction within the school environment, while supporting the health and safety of children and adults. Schools should adapt as much as possible to implement public health and infection prevention and control measures, including staying home when ill, physical distancing, minimized physical contact, hand hygiene, frequent cleaning and disinfection, as described in this guidance. See Appendix A – Summary of School-Based Control Measures, for a short graphic summary of school-based control measures.

Administrative Measures

Physical Distancing and Minimizing Physical Contact

Physical distancing (i.e., maintaining a distance of 2 meters between two or more people) is challenging in a K-12 school setting, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible.

The following physical distancing strategies may or will be implemented where possible in the K-12 school setting, but may also vary site to site depending on context.

- Avoid close greetings (e.g., hugs, handshakes). Regularly remind students about keeping their “hands to yourself”.
- Spread people out into different areas:
 - Different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).
- Organize students into smaller groups that stay together throughout the day.
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (i.e. try to minimize the amount of mixing between students and different staff in the setting).
- Stagger pick-up and drop-off times and/or use multiple entrances.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Take students outside more often.
 - Organize learning activities outside including snack time, place-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside. Group sports activities should be organized in a thoughtful way, taking into consideration personal hygiene practices.
- Incorporate more individual activities or activities that encourage more space between students and staff.
 - For younger students, adapt group activities to minimize physical contact and reduce shared items.
 - For adolescent students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways.
- Parents and Caregivers and other non-staff adults entering the school should be minimized as much as is practical to do so. They should also be reminded to practice diligent hand hygiene and maintain physical

distance when they are in the school.

- Close off areas that are not needed to reduce cleaning.
- Assemblies and other school-wide events should be held virtually to avoid a large number of people gathered in one space.

Environmental Measures

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the BCCDC's [Cleaning and Disinfectants for Public Settings](#) document.

This includes:

- General cleaning and disinfecting of the premises should occur at least **once a day**.
- Frequently-touched surfaces including washrooms should be cleaned and disinfected at least **twice a day**.
 - These include doorknobs, light switches, toilet handles, tables, desks, chairs, keyboards and toys.
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially available detergents as provided by the district, and disinfectant products and closely follow the instructions on the label.
- Limit items that are not easily cleaned (e.g., fabric or soft items).
- Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.
- Disable water fountains.

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.

Personal Measures (see Appendix B)

Stay Home When Sick

- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
- All students and staff who have symptoms of COVID-19, OR travelled outside Canada in the last 14 days, OR were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers who are ill.
- Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
- Schools will have a local protocol that communicates to parents their responsibility to assess their child.
- Staff and students who are ill, including children of essential service workers, will not be permitted to attend school (*Note: Students and employees should stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved*).
- Those unsure of if they, should self-isolate should be directed to use the [BC COVID-19 Self- Assessment Tool](#).
 - If concerned, people can be advised to contact 8-1-1, or the local public health unit to seek further advice.
 - They can also to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.
- There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health care professionals.

Hand Hygiene (see Appendix C)

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Both students and staff can pick up and spread germs easily, from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. Parents and staff can teach and reinforce these practices amongst students.

How to practice diligent hand hygiene:

- Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19.
- If sinks are not available (e.g., students and staff are outdoors) use alcohol-based hand rub containing at least 60% alcohol. Individuals should not use paper towel immediately after using sanitizer.
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty.
- To learn about how to perform hand hygiene, please refer to the BCCDC's [hand washing poster](#).

Respiratory Etiquette

Students and staff should:

- Cough or sneeze into their elbow sleeve or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose or mouth with unwashed hands.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.

Personal Protective Equipment

Personal protective equipment, such as masks and gloves are not needed, beyond those used by staff as part of regular precautions for the hazards normally encountered in their regular course of work. They should only be used when all other controls fail.

There is no evidence to support the use of medical grade, cloth, or homemade masks in schools settings at his time. Wearing one is a personal choice. It is important to treat people wearing masks with respect. More information about COVID-related mask use is available [here](#).

Personal Protective Equipment is the last and least effective of the infection prevention and exposure control measure and should only be considered after exploring all other measures. PPE is not effective as a stand-alone preventive measure, should be suited to the task, and must be worn and disposed of properly. Outside of the health care settings, the effectiveness of PPE is generally limited to protecting others should you be infected.

Appendix A: Summary of School-Based Control Measures

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

2. HAND HYGIENE
Everyone should wash 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 children out to different areas.
Take them outside more often.
Stagger lunch times. Incorporate individual activities.
Remind children, "Hands to Yourself!"

5. CLEANING AND DISINFECTION
Clean and disinfect frequently touched surfaces at least twice a day.
General cleaning of the centre should occur at least once a day.
Use common cleaning and disinfectant products.

Supporting School Communities

The BC Centre for Disease Control is the source of information about COVID-19. Resources available there can be used to support learning and to respond to questions you may receive from members of your school community. More information is available [here](#).

Appendix B: What to Do if a Student or Staff Member Develops Symptoms at School

<i>If a Student Develops Symptoms of COVID-19</i>	<i>If a Staff Member Develops Symptoms of COVID-19</i>
<p>AT HOME: Parents or caregivers must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p>AT SCHOOL: Staff must take the following steps:</p> <ul style="list-style-type: none"> • Immediately separate the symptomatic student from others in a supervised area. • Contact the student’s parent or caregiver to pick them up as soon as possible. • Where possible, maintain a distance of 2 metres from the ill student. If not possible, staff may wear a mask if available and tolerated, or use a tissue to cover their nose and mouth. • Provide the student with tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. • Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. • Once the student is picked up, practice diligent hand hygiene. • Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them (e.g., classroom, bathroom, common areas). • Contact the local public health unit to notify them of a potential case and seek further input. <p><i>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</i></p>	<p>AT HOME: Staff must be excluded from work and stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p>AT WORK: Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ul style="list-style-type: none"> • Symptomatic staff should separate themselves into an area away from others. • Maintain a distance of 2 metres from others. • Use a tissue or mask to cover their nose and mouth while they wait to be picked up. • Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas). <ul style="list-style-type: none"> ○ If concerned, contact the local public health unit to seek further input.
<p>If a student or staff member is assessed by their family physician or nurse practitioner and it is determined that they do NOT have COVID-19, they may return to school once symptoms resolve.</p>	

Appendix C: When to Perform Hand Hygiene at School

<i>When Students Should Perform Hand Hygiene:</i>	<i>When Staff Should Perform Hand Hygiene:</i>
<ul style="list-style-type: none"> • When they arrive at school and before they go home. • Before and after any breaks (e.g., recess, lunch). • Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom). • Before and after eating and drinking. • After using the toilet. • After handling common resources/equipment/supplies or pets. • After sneezing or coughing into hands. • Whenever hands are visibly dirty. • Whenever high use materials are touched. 	<ul style="list-style-type: none"> • When they arrive at school and before they go home. • Before and after any breaks (e.g. recess, lunch). • Between different learning environments (e.g. outdoor-indoor transitions, from the gym to the classroom). • 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.



SITE SPECIFIC PROTOCOLS

STAGE 3

Post Date: _____

School Name: _____

Principal: _____

1. Age specific measures and directions to maximize principle distancing:

2. Building entry/exit, flow, pick-up/drop off:

3. Personal item management:

4. Food and beverage:

5. Other important protocols:

Considerations for Staff and Students Returning to School



Preparing for Stage 3- Administrators Support Document

In Preparation for Students and Staff Entering the Building

Entry and Exit into Building

- Review your building site to determine your exit and entry points for staff and students
- Review plan for a staggered start and end time – Begin to plan specific times when students will arrive at school and which entrance they will use. Staggered start and end times will help increase physical distancing for children (see Stage 3 Operational Guidelines for Planning Document on staggered start times for elementary and middle school).
- To maximize efficiency – create an approach in which students and staff enter and leave through designated doors at their designated times. Create as many entrances and exists as possible.
- Ensure safety signage is posted around the school on all entry doors and in main areas.
- Limit only essential parent access to the building
- Establish hand washing locations or stations for entrances. Try to use as many sinks and soaps as possible

Suggestions to Support Entry and Exiting of Building:

- Leave entrance and exit doors open during start and end times to reduce touch points
- Specific, multiple entrance and exit points for student clearly indicated and marked on ground.
- Use tape on the floors to guide staff and students (directional arrows or wait areas) and look at having tape ‘dotted’ down the center of halls to create directional lanes.
- Assign staff at entry and exit points to help with flow of traffic
- Develop flow arrows in the hallway using floor or painter’s tape. Place a dotted line on hallways to have individuals walk on specific sides of the hall.
- Make decisions on which doors need to be locked during school day.

Common Spaces: Staffroom, Photocopier, Supply Room Lunch and Meals

- If in an area that may be used by more than one group of individuals, use painter’s tape to mark floors for directional travel and distances or to create wait line-ups.
- Schedule/limit staff access to common rooms such as staff room (microwave/fridge) and photocopy room.
- Staffroom should be set up to promote physical distancing. This could be the reduction of chairs at a table.
- Staff should eat their meals in their workspace before June 1st
- Use pencil (eraser end) to operate photocopier or clean after each use.

- Only one staff member in the art supply or book room at a time. Doors should be propped open.
- Be purposeful when getting supplies from these spaces so other colleagues do not have to wait at door.
- Staff should bring their own utensils, water bottles/cups and food containers from home. Discourage the use of staffroom utensils, plates, cups, mugs. Etc.
- Part of your larger plan should include keeping students and staff in as few spaces as possible
- Consider common rooms to place staff for a work-space if they are too close in their current shared work area (i.e. You can't get 2 m between their work areas).
- Minimize as much as possible the number of individuals that use a room – for example, if you can keep a group of students in one in-door space and have the teacher rotate (elementary and middle).
- No large gatherings in staff room, library or gym.
- Avoid use of lockers
- Close off areas of the school that are not needed as much as possible. Areas to consider are the multi-purpose room, gymnasium, library, some washrooms – all site dependent
- Disable water fountains by turning off water, taping off or labeling

Suggestions to Support Use of Common Areas:

- While in any spaces, including the office, staff are to maintain physical distancing. They are able to sign-in but must maintain physical distancing if they are lining up.
- Principal's office and office area should also be set up for physical distancing where practicable.

Washroom Protocols

- Establish staff washroom protocols to minimize the number of staff and students in a washroom.

Suggestions to Support Use of Washrooms

- Try to use more remotely located washrooms for staff (Gymnasium or other specialty locations with washrooms)
- Utilize all sinks within your building to create handwashing locations.
- May need to purchase individual soap dispensers bottles from local retailer.

Working in Building – Teachers returning to their classroom space.

- They must make every effort to keep their work in their rooms.
- Teachers can meet to plan (ie. Grade groups collaboration) but must maintain physical distancing.
- No shared supplies between staff member and/or students.

- No shared food (I.e. Ordering pizza for all staff)
- Student Service teachers must ensure they maintain physical distancing, even while in shared classroom. Find alternate spaces for teachers to work (ex. Library) if their shared office or work area is too small for them to physical distance. In any rooms that are shared by more than one staff member, ensure that their workspaces are separated by 2m. In cases where this is not possible, designate alternate schedule.
- For staff that do not have a designated workspace (Some EAs or prep teachers), designate an area that they can work from.
- Teachers should:
 - Reduce the number of desks/tables/chairs in classrooms (stacking others out of the way) so that there are only sufficient numbers for the percentage of students that will be in the room at any one time.
 - Create seating in classrooms to adhere to physical distancing
 - Reduce clutter in spaces so that caretakers will not need to work around items that are not required for educational purposes
 - Eliminate communal items such as toys, manipulatives etc. that cannot be easily disinfected and instead ask students to bring their own items that they can take with them to and from school
 - Make sure that supplies are not left out

Teachers should bring their laptops to work with them. Regular handwashing routines should be followed by all staff throughout the day.

Suggestions to Support Use of Classrooms:

- Cloakrooms become an issue for distancing, contact as well, adjust practice in each class to remove need for this space (Hang coats on chairs, lunches set on or under desks etc.)
- Use sinks in classrooms to create washing station for those students only
- Create washing stations (water or sanitizer) for classrooms without sinks and arrange a schedule.

End of Day

- Staff should adhere to schedule regarding departure time to allow caretaker to clean.

Other Pick Up/Drop off considerations

- Establish student line up. Parents should not enter school unless they have a pre-arranged appointment. They must wait back from designated doors.
- No public washroom for parents or caregivers.
- Establish procedure if parents need to access the office.
- Staff should be encouraged to arrive at work well before students arrive to reduce congestion outside.
- Parents should depart immediately after children enter the building. No lingering or socializing with other parents on school grounds.
- Specific time for school access clearly stated with no early arrival. Stagger start times, if necessary, to improve distancing requirements for children.

- Accompanying parents 'need to' line-up point with their younger child need to physical distance from non-family members. Remind all families about distancing protocols (line up points well marked and communicated to families). Consider assigned staff member to supervise
- Specific, multiple entrance and exit points for students clearly indicated and marked on grounds with physical distancing markers to support. Entrance points spread to maximum level and be classroom specific if possible.

Future Work Tasks and Other Suggestions:

ESW Childcare

- Elementary Principals should be in contact with families who required ESW care regarding schedules. Children who require childcare are eligible to attend 5 days a week. List of students currently attending the ESW sites was shared by Craig
- Principals should be connecting those families with before/after school care providers if needed.
- Assign staff to supervise childcare students on Wednesdays.

Attendance

- Create list of students who are expected to return to school in June. This list will be needed for attendance purposes.

Scheduling:

- Is a staggered schedule for entrance, recess, lunch and dismissal necessary based on anticipated numbers?
- Establish supervision schedule

Signage

- Posters and signage posted at the site (entrance, in bathrooms)
- For more signage, refer to the Pandemic plan.

Handwashing and Hygiene

- Ensure sinks are ready for handwashing (soap and paper towels)
- Use sanitizer to supplement where sinks are not available

Library

- Consider closing library so there are no take out/returns needed. It also reduces the amount of touch points in a school.
- You may need to use this space for staff space or other considerations.

Other Suggestions:

- Any meetings that involve all staff should continue to be done using Teams.
- PAC meetings should continue to be done virtually.
- Need to maintain an isolation room.
- Once a final model of school instruction is approved, we will be looking at start and end times for caretakers based on current staffing levels. We are working to ensure that we have a balance between school time disinfecting of touch points and after-school cleaning of

classrooms and other work that cannot be completed while there are many people in the building. The more we are able to reduce the number of items and overall space our caretakers need to clean, the more time and attention that can be spent on high priority touch points and disinfecting the areas of our school that are our highest priority.

Communication: (Week of May 25th to May 29th - more information to be provide in a future Organizational Updates)

- Follow up communication with families and staff
 - Health and Safety reminders (hand washing protocols)
 - Expectations for entering building.
 - Parents not to enter office area and classrooms.
 - No public washrooms
 - Illness protocols (Isolation Room location). Children do not come to school if they are sick.
 - Emphasize the importance of dropping off/picking up their child in a timely manner.
 - Reminder of daily screening process. Staff are responsible to self-assess. Parents/guardians are responsible to assess their children.

Other Considerations

- No gathering over 50 people in the same space.

Students need to bring:

- Own lunch and water bottle.

Administrative Measures

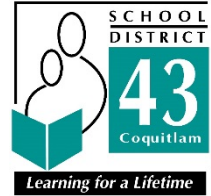
- Physical Distancing and Minimizing Physical Contact Physical distancing (e.g. maintaining a distance of 2 metres between two or more people) is challenging in a K-12 school setting, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible. The following physical distancing strategies should be implemented where possible in the K-12 school setting: (Note: This includes all related school activities including field trips, fundraising, etc.)
- Avoid close greetings (e.g. hugs, handshakes). Regularly remind students about keeping their “hands to yourself”.
- The number of students in a space should not exceed the ability to maintain health and safety measures.
- Spread people out into different areas. - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g. different desk and table formations).
- Stagger pick-up and drop-off time (if necessary).

- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone. (if necessary)
- Take students outside more often.
- Organize learning activities outside including snack time, place-based learning and unstructured time.
- Take activities that involve movement, including those for physical health and education, outside.
- Reassure students, parents and caregivers that playgrounds are a safe environment, and encourage appropriate personal hygiene practices before, during, and after outdoor play.
- Incorporate more individual activities or activities that encourage more space between students and staff.
- For younger students, adapt group activities to minimize physical contact and reduce shared items.
- For adolescent students, minimize group activities and avoid activities that require physical contact.
- Manage flow of people in common areas, including hallways and bathrooms.
- Parents and caregivers and other non-staff adults entering the school should be minimized. They should also be reminded to practice diligent hand hygiene and maintain physical distance when they are in the school.
- Assemblies and other school-wide events should be held virtually to avoid large gatherings of people in one space.

Health and Safety References

Stage 3 Health and Safety Protocols: K-12, Updated May 19, 2020

Stage 3 Operational Guidelines for Elementary and Middle School Planning



Cohort Model: Elementary/Middle

School District 43 (Coquitlam) elementary and middle schools will implement a cohort model for Stage 3 of the COVID-19 response plan. The model is determined by the following drivers:

- Safety of our students
- School Care for Essential Service Workers (ESW's)
- Balance of Learning (remote/in-school)
- Family Access
- Supports for Vulnerable Learners
- Flexibility to move between and within stages

The cohort operational model for Stage 3 enables the above drivers to be addressed at our sites. It is a structured approach that is **required for all district elementary and middle** schools and allow for, while limited, contextual flexibility.

Steps for School Planning

1. Divide students attending for the day into cohorts (A, B, C and D) by grade, room proximity or division, etc. This will be determined according to school context. You could organize anywhere between 1 and 4 cohorts. (see Appendix)
**Be mindful to plan for smaller cohorts due to space and safety advantages. Adjust your school schedule to reflect your regular start and end times. Student lunch times will need to be reduced.*
2. Plan access door and waiting area(s) by cohort(s). You need enough space for students (and some parents) to line-up for entry. The more entrance points you can create to reduce to a manageable number the better. Parents should not be entering the building if at all possible without prior arrangement.
3. Assign staff to access points at arrival and dismissal times.
4. Create a morning and afternoon plan for assigning of access doors and building space to cohorts; for example, gym time (hand washing and limited equipment use) for Cohort A, outside time for Cohort B, Playground (hand washing) time for Cohort C and rotate or arrange accordingly. Consider how you are using your space when assigning non-enrolling staff. Limit use of multiple spaces wherever possible.
5. Schedule recess and lunch time (for eating and handwashing only, not play) as or close to models in Appendix.

6. 'At school time' is a balance of providing continuity of online learning and planning for safe physical activity and limited environmental variability for students.
7. When developing your plan, note that NHA's (Noon Hour Assistants) are present for only 60 minutes. You can redeploy staff to supervise if your model (4 cohorts, for example) needs student supervision for more than 60 minutes but it is best to try and have your students eat within the 60 minute time frame when NHA's are there.

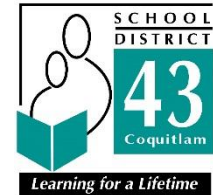
Rationale & Guidelines for Stage 3 School Planning

The model allows for:

- Safe, standardized and supervised access at arrival and dismissal times
- Management of numbers of students (A), (A, B) or (A, B, C) or (A, B, C, D)
- Ability to schedule NHA's for a 60 minute shift to supervise eating and hand washing
- Provision of a short lunch period for staff when they don't supervise students
- Flexibility to platoon teachers depending on numbers of students in attendance (prep time)
- Safe and organized use of school spaces to avoid unplanned numbers of students in any one area
- Thorough cleaning of areas identified as in-use
- Balancing of classroom time with outside, gym and library access
- Structure to schedule non-enrolling staff in areas of highest need
- Predictability for our students of ESW's
- Two days per week school access for all families of non-ESW's
- Continuity of learning as teachers plan knowing access to physical spaces and break schedules
- Manageable communication of model to families; refer to your Site Specific Protocols form as a guide

Appendix: Cohort Models

Stage 3 Operational Guidelines for Secondary School Planning



Secondary school recommendations for Stage 3 of the COVID-19 response plan are determined by the following drivers:

- Safety of staff and students
- School care for ESW
- Balance of Learning (remote/in-school)
- Family Access
- Supports for Vulnerable Learners
- Flexibility to move between the stages

The recommendations for Stage 3 enable the above drivers to be addressed at secondary school sites.

Planning Requirements at Secondary

Secondary school planning should incorporate the following elements determined according to school context:

- Organized use of multiple entries and exits
- Grouping of classrooms and/or areas that connect to a specific entrance/exit
- Developing of a communication plan that directs students to leave the building immediately after scheduled time at school
- Allowing no use of common areas (corridors, gathering spaces, foyers, etc.) unless directed by the school
- Assigning larger groups of students to largest classrooms/spaces in school
- Requiring students (where necessary) eat in classrooms
- Marking directionality in hallways – one-way hallways or tape two routes in a wider hall
- Closing off areas not necessary to service students; locking proximate access doors
- Installing signage to promote physical distancing with floor markers signs
- Communicating regular written and verbal reminders to students and staff of protocols
*Refer to your Site Specific Protocols form as a guide
- Removing of lunch hour/common lunch from main schedule
- Designating area(s) for students on off blocks

Sample Schedule

55-minute blocks with 5-minute change time, for example:

Block	55 Minute Blocks
AM Block	8:00 – 8:55 am
1	9:00 – 9:55 am
2	10:00 – 10:55 am
3	11:00 – 11:55 am
4	12:00 – 12:55 pm
5	1:00 – 1:55 pm
PM Block	2:00 – 2:55 pm

**Depending on numbers of students attending, a by-grade staggered start (10-20 minutes between groups) might be practicable.*

Appendix

Cohort Organization Samples

Four Cohorts				
	Cohort A	Cohort B	Cohort C	Cohort D
Arrival	9:00 am	9:15 am	9:30 am	9:45 am
Recess/NB	10:00 – 10:15 am	10:15 – 10:30 am	10:30 – 10:45 am	10:45 – 11:00 am
Lunch	12:00 – 12:15 pm	12:15 – 12:30 pm	12:30 – 12:45 pm	12:45 – 1:00 pm
Dismissal	2:15 pm	2:30 pm	2:45 pm	3:00 pm

Three Cohorts			
	Cohort A	Cohort B	Cohort C
Arrival	9:00 am	9:15 am	9:30 am
Recess/NB	10:15 – 10:30 am	10:25 – 10:50 am	10:55 – 11:10 am
Lunch	11:30 – 11:50 am	11:50 am – 12:10 pm	12:10 – 12:30 pm
Dismissal	2:30 pm	2:45 pm	3:00 pm

Two Cohorts		
	Cohort A	Cohort B
Arrival	9:30 am	9:15 am
Recess/NB	10:15 – 10:30 am	10:35 – 10:50 am
Lunch	12:00 – 12:20 pm	12:20 – 12:40 pm
Dismissal	2:45 pm	3:00 pm

One Cohort

As per regular bell schedule with shortened lunch hour.