

# Christ Church Cathedral School



## Christ Church Cathedral School COVID-19 Response Plan During Stage 2

This document is organized as FAQs

(Frequently Asked Questions)

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# Christ Church Cathedral School COVID-19 Response Plan **FAQs** During Stage 2

(formerly called CCCS Restart Plan Sept 2020)  
(With February 2021 updates highlighted in yellow)

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This Restart Plan was developed at Christ Church Cathedral School based upon information, guidelines and Ministerial Orders from various sources including: the [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#), [BC's Back to School Plan](#), [COVID-19 Operational Guidelines for School Districts and Independent School Authorities](#), The BCDCD's [COVID-19 Public Health Guidance for K-12 School Settings](#), and WorksafeBC's [Education \(K-12\): Protocols for returning to operation](#).

As an Independent School, we are governed by the [Independent School Act](#) and [Regulation](#), and as such are required to follow the direction and guidelines provided by various provincial authorities and ministries.

You will also find on our website a link to our [Health and Safety Plan](#).

## Why is it best for children to be in school?

### COVID-19 Science & Children

According to current worldwide data, COVID-19 continues to have a very low infection rate in people 19 years old and under, and an extremely low critical illness rate, it is especially low in children under the age of 10.

In B.C., less than 1/2% of all children tested have been COVID-19 positive.

Approximately 5% of all confirmed cases of COVID-19 are among children and youth (0 – 19 years old).

Studies show that most COVID-19 cases in children typically originate from symptomatic adult family members, not from peers. Even in family bubbles, adults appear to be the primary spreaders of the virus.

[From the beginning of the pandemic up to February 13, 2021](#) about 75,000 people in BC have contracted COVID-19. There have been 71 children under 19 years old admitted to hospital, 6 of those spent time in the ICU and there have been no deaths among this age group.

Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Within households and family groupings, adults appear to be the primary drivers of transmission. Older children are more likely to transmit than younger children.

Children who do test positive for COVID-19 usually have milder symptoms, such as a low-grade fever, dry cough, and gastrointestinal symptoms.

### COVID-19 and Adults

While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:

- Aged 65 and over;
- With significantly compromised immune systems; or,
- With poorly controlled underlying medical conditions.
- Those at greatest risk are those aged 65 and over with a compromised immune system or underlying medical conditions.

- Adults between 20 and 29 comprise the largest number of contracted cases, however this group does not have severe outcomes for the most part.

Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.

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## COVID-19 and Schools

- Children do not appear to be the primary drivers of COVID-19 transmission in schools or in community settings.
- Adults in school settings do not appear to be at higher risk of COVID-19 than in the community or in their household.
- There is limited evidence of confirmed transmission within school settings. This is partially due to wide-spread school closures worldwide at the onset of the pandemic to help prevent the spread of COVID-19.
  - In documented cases, there was typically minimal spread beyond the index case though isolated outbreaks have been reported.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on children, including increased stress, and decreased educational outcomes, connectedness with peers and the broader community, and health behaviours. These outcomes disproportionately impact children with vulnerabilities.
- Prevention measures and mitigation strategies involving children must be commensurate with risk.

This information is based on the best evidence currently available and will continue to be updated.

For up-to-date information on COVID-19, visit the [BC Centre for Disease Control \(BCCDC\)](#) website.

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## What are these Learning Groups or Cohorts all about?

A cohort (cohort and learning group will be used interchangeably) is simply a group of people that share some identifiable attribute. These learning groups provide a range of benefits for students including more in-class learning time, increased peer interaction and support, and decreased feelings of isolation.

Compared to other public settings, schools have a relatively consistent set of people accessing the building. Learning groups further reduce the number of interactions between students and staff.

At Cathedral School we are organizing students and teachers in five cohorts:

1. Kindergarten and Grade 1 students, teachers, and educational assistants
2. Grade 2 and Grade 3 students, teachers, and educational assistants
3. Grade 4 and Grade 5 students, teachers, and educational assistants
4. Grade 6 and Grade 7 students, teachers, and educational assistants
5. Grade 8 students, teachers, and educational assistants

There are between 45 and 50 people in our cohorts. The limit set by the BCCDC is 60 people for elementary and middle schools.

Cohorts will allow children to maintain those very important social connections while still limiting contacts to a manageable number.

Cohorts will help with contact tracing and limit interruptions to learning if a case of COVID-19 is confirmed in a cohort.

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

### How will this work during the school day?

The following example is for illustrative purposes only.

#### **Example, Grade 2/3**

Your child is in grade 2 and is part of a grade 2/3 cohort made up of these two classes.

Most curriculum instruction for your child is provided by your child's classroom teacher and the support of the educational assistants.

Your child will also receive instruction from other teachers (music, faith, art). All teachers must strive to maintain physical distance from the children and when they cannot, they must wear a mask. (there is more information about masks later in this plan).

Your child in the grade 2/3 cohort will share recess and lunch times with other children in grade 2 and 3, playing in the same area of the playground. They will also share one music class each week. They might also participate in outdoor learning activities together if this fits in with their teachers' curriculum plans.

Consistent seating arrangements will be established within cohorts where practical. This can further reduce the number of close, prolonged face-to-face interactions a person has, and assist public health should contact tracing need to occur.

Cathedral School administration will collect seating plans and will keep up-to-date lists of all members of a cohort and their contact information to support swift communications from the school and to share with public health to support contact tracing, if needed.

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### What about physical distancing, how will that work?

Our goal is to reduce or eliminate prolonged, face to face interactions. Therefore, we will focus on reducing crowding at all times and all places. This applies to students and staff.

All students **within a cohort** will be taught that they must **minimize physical contact** with other students in their cohort. This means, no hugging, wrestling, grabbing, etc.

We will also teach students to respect other students' personal space as we have always done.

Students will not be expected to stay 2 metres apart when interacting with students within their cohort, although we will encourage them to minimize prolonged face to face interactions.

### What happens Outside the Classroom at Recess, Lunch & Break Times?

Students will remain in their learning group during recess, lunch and break times.

When students (K – 8) interact with other students within in their learning group when they are outside they must minimize physical contact.

## What if a student wants to play with a student from another cohort?

Students can socialize with a friend in a **different cohort** if they follow these rules.

### **K – 5 students**

Outdoors                      minimizing physical contact

Indoors                        maintain physical distance

### **Middle School students**

Consistently maintain physical distance from people outside the cohort in all environments both indoors and outdoors.

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## What can we expect on a regular day of school?

- Students will arrive to school between 8:00am and 8:40am according to their cohort (we have distributed arrival times to all families).
- Students or their parents will be asked questions about their health and travel history. If a student has any new or worsening symptoms of illness, flu-like symptoms or respiratory illness, they will not be allowed to come to school.
- Parents will remain outside the gate (we are limiting the number of adults in the school buildings) and they must say goodbye to their child at that time.
- Students will enter the playground and go immediately to the outdoor wash basins to wash their hands with liquid soap or use a hand sanitizer. An adult will supervise this process.
- If a sibling who is in another cohort arrives at the same time (which is what we expect will happen), the sibling will be instructed to wait on the playground while remaining distanced from other students until it is time for their cohort to enter the school.
- Students will then enter the school and go directly to their classroom.
- Students in grades K – 4 will put their packs in their cubbies or lockers before entering the class.

Recess and lunch playtime is organized by cohorts. Cohorts will be separated by either an assigned time slot or a specific space.

Students will be released at the end of the day according to their cohorts. Siblings who are let out earliest will be monitored by an adult on the playground until all the older siblings have joined them. Students should be picked up right away once they are released from class unless they are registered in Lux Mundi after school care.

In Lux Mundi after school care, students will be organized into cohorts and encouraged to play with others in their cohort. K – 5 students may play with students outside their cohort provided they minimize physical contact.

**NOTE:** There is **no before school care** (early drop-off) except for siblings who arrive when the younger sibling's cohort is scheduled to arrive.

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# What protocols are in place to protect the students and staff?

## COVID-19 Protocols

### Stay Home When Required to Self-Isolate

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

- A person who has travelled outside of Canada in the last 14 days.
- A person confirmed by public health as a case of COVID-19; or
- A person confirmed by public health as a close contact of a confirmed case or outbreak of COVID-19; or

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

Anyone required to self-isolate will be supported by public health. Additional information is available from BCCDC.

### Stay Home When Sick

Staying home when sick is one of the most important ways to reduce the introduction to and the spread of COVID-19 in schools. When COVID-19 is present in the community, the risk of introducing COVID-19 into schools is reduced if staff, students, and parents/caregivers:

- Perform a daily health check. (Families can use the Provincial [online Health Check App](#)) or the document posted on our website or the new [Mobile app](#).
- Staff must complete a daily health check before coming to work.
- Stay at home when sick or if you have been directed to do so by the Health Authority.
- Get a health assessment and/or COVID-19 test when sick with more than one symptom or a fever (call 8-1-1 to check before booking a test).

If a staff member or a child is ill, they must follow protocols for returning to work/school. ([Appendix B](#))

This includes the children of essential service workers.

The School has posted a Daily Health Check on our website. You may wish to print it and post it somewhere obvious so you can perform the Health Screening before sending your child to school.

In addition, there will be staff at the gate who will ask you or your older child if they have any symptoms of illness. (All students must enter by the playground gate).

### Daily Health Check

A daily health check is a tool to reduce the likelihood of a person with COVID-19 coming to school when they are infectious. The updated Daily Health Check is included as [Appendix A](#). You can also use the online Provincial [Daily Health Check app](#) or download the [Daily Health Check Mobile app](#). Symptoms of COVID-19 can be mild and are similar to other respiratory infections; however, most people in BC with these symptoms do not have COVID-19.

- School administrators should ensure parents, caregivers, school staff and other adults routinely entering the school are aware of their responsibility to assess themselves daily for key symptoms of illness prior to entering the school. (i.e. perform a daily health check).
- Parents and caregivers should assess their child daily for key symptoms of illness before sending them to school (i.e. perform a daily health check for their child). Staff and other adults should assess themselves daily for key symptoms of illness prior to entering the school (i.e. perform a daily health check).
- There is no need for schools to verify that the health check has occurred every day, nor to require that parents submit a daily health check form to the school. However, staff will continue to screen students as they enter the school grounds.

**Please pay attention to the specific directions in the Daily Health Check regarding one symptom versus two or more symptoms and also the role a fever plays in determining next steps.**

See [Appendix A](#) for more information about the Daily Health Check.

Click here to access the online [Daily Health Check App](#).

Click here to download the [mobile Daily Health Check App](#).

**Why don't we test students before a return to school?**

At this time, it is recommended that only people with symptoms or people otherwise identified by a health professional should be tested for COVID-19. This includes children.

Testing can also result in false positive and false negatives for the following groups:

- Asymptomatic people
- Those who are very early on in the illness
- Those who may be incubating the disease

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

- Students or staff may still attend school if a member of their household has a cold, influenza, or COVID- 19-like symptoms, provided the student/staff is not sick
- It is expected the symptomatic household member is following BCCDC recommendations for self-assessment (see [self-assessment tool](#)), or seeking assessment by a health-care provider if appropriate
- If a member of the family or bubble **is confirmed** to have contracted COVID-19 then the Health Authority will take control of the situation and follow up with contact tracing and recommendations for isolation and communication to our community
- (At Cathedral School we take care of each other and therefore I trust that all families will be extra cautious in the above case and keep their child at home if COVID-19 is suspected in the family/bubble and they are awaiting results).

**What if my child has allergies?**

Students and staff who experience seasonal allergies, or other COVID-19-like symptom that are related to an existing condition, can continue to attend school when they are experiencing these symptoms as normal.

If you notice a sudden change in the severity or type of symptoms your child normally experiences, you may want to keep your child at home and seek advice from a health-care provider.

### What if there is a confirmed case of COVID-19 in a cohort or at school?

If a student or staff member develops symptoms at school, protocols are in place.

- If a student or staff member develops symptoms at school, they will be given a non-medical mask and will be separated from their classmates or colleagues
- The student's parent or guardian will be contacted to pick up their child immediately
- We will discuss next steps with the family
- A staff member who has developed symptoms will also go home; arrangements will be made if that staff member is not well enough to get themselves home
- Custodial staff will clean and disinfect the areas the person used

**At this point parents or staff should examine the Daily Health Check to determine the next steps.**

**If you answered "YES" to one of the questions included under 'Key Symptoms of Illness' (excluding fever),** the student or staff member 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.

**If COVID – 19 is confirmed, the School will take direction from Public Health, and this includes whether or not to communicate to our School Community the status of the case. This means we will not be sending out notifications to other families unless we are directed to do so by Public Health.**

Public health will:

- Reach out and identify any potential cases
- Get in touch with close contacts
- Recommend 14-day isolation if necessary
- Provide follow-up recommendations if necessary
- Schools will provide learning support to students required to self-isolate

Together, schools and public health officials will determine if suspending in-class learning is necessary

**You will be notified if your child has been in contact with a COVID-positive person. If that happens, your child is required to self-isolate.**

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## What other health and safety protocols are in place?

### Controlling student movement throughout the school.

- Students will be allowed to leave the classroom to use the washroom, fill their water bottle, or transition to the gym or playground under supervision
- Students are not permitted to wander the halls or go to the office by themselves

- Objects which are not easily cleaned/sanitized will be stored and not used (e.g., stuffed animals or other fabric or soft items)
- Classrooms will be arranged to facilitate cleaning and disinfecting

### Bus and school transportation

- High touch areas of the bus will be cleaned and disinfected before use and after drop offs
- Students will sit in their own seats wherever possible. Students from the same household can share seats if space is limited
- A safe distance will be maintained between students and bus drivers
- The bus drivers will wear a mask
- Students in 4-8 will wear masks while on the bus
- Students in K-3 are encouraged to wear masks on the bus.

### Physical distancing and minimizing physical contact.

Physical distancing is used as a prevention measure because COVID-19 tends to spread through prolonged, close (face-to-face) contact. Understandably, physical distancing is challenging in a K-8 educational setting, particularly with younger children. At the same time, it is important that we do what we can to try to assist children and staff understand the importance of minimizing the frequency of prolonged, close contact with one another. Health authorities have introduced “cohorts” as one means of reducing the number of close physical interactions at school. The following protocols will also be utilized.

- Parents will stay 2 metres away from other adults and children who are not their own.
- Students and teachers within a cohort (K – 8) should avoid physical contact, minimize close, prolonged, face-to-face interactions, and spread out as much as possible within the space available.
- Outside of cohorts, practicing physical distancing should include avoiding physical contact and close, prolonged face-to-face interactions, spreading out as much as possible within the space available, and ensuring there is 2 meters of space available between people.
- Students in K – 5 will minimize physical contact between cohorts while outside.
- Students in K – 5 will maintain a 2 metre distance from students of another cohort while inside.
- Students in grades 6 – 8 will maintain a 2 metre distance from students of another cohort both inside and outside.
- Certain areas of the school will have a maximum capacity for adults posted as adults from different cohorts must maintain a 2-metre distance from all other adults.
- Desks will be spaced apart in each classroom and will be arranged so that students are not facing each other if proximate.
- The flow of students throughout the school will be managed by staggered drop-off, pick-up, and recesses, directional arrows and other signs.
- Students in K – 5 will remain in their homeroom classes and not move about the school as much as they are used to (exceptions will be necessary, e.g. when going to music class or PE). It is preferred that Teachers and EAs move to and from classrooms in K – 8.
- In the Middle School, students will remain in their homeroom class as much as possible while teachers move between classrooms.
- When Middle School students must move between classes, it will be in a controlled manner.
- On the playground, students will remain in their cohorts within assigned spaces and at assigned times.

- PE classes will be offered and will take into account health and safety requirements for minimum physical contact and physical distancing as appropriate. ([See updated expectations here.](#))
- Exploratory classes will be offered during Stage 2 for our Middle School students.
- To the extent possible, all meetings, including those between parents and teachers, will be held virtually.

### Hand hygiene and sneeze and cough etiquette.

Both students and staff can pick up germs easily, from anything they touch, and can spread those germs to objects, surfaces, food and people. Thorough hand washing with plain soap and water is still the single most effective way to reduce the spread of illness. Therefore, before students enter the school, they will go to the nearest wash basin\* or hand sanitizer to wash their hands (monitored by an adult).

Handwashing will occur:

- When students arrive at school and before they go home
- Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions, moving to on-site childcare, etc.)
- Before eating and drinking
- After using the toilet
- Before and after playing outside
- After sneezing or coughing into hands
- Whenever hands are visibly dirty.

\* There is a new outside wash basin on the playground

Staff will follow the same hand washing protocols as students, but will also wash their hands:

- Before handling food or assisting children with eating
- Before and after giving or applying medication or ointment to a child or self
- After contact with body fluids (i.e. runny noses, saliva, vomit, blood)
- After cleaning tasks
- Before and after wearing disposable gloves and/or masks
- After handling garbage

Children forget about proper hand washing, so posters reminding students about washing their hands will be posted throughout the school building. Cough and sneeze etiquette will be taught and reinforced.

Students have always been taught sneeze and cough etiquette and we will continue to teach this important skill until it is a reflex.

After a student or staff coughs or sneezes into a tissue, they must wash their hands immediately after disposing of the tissue.

### Cleaning and sanitizing the school.

Regular cleaning and disinfecting of objects and high-touch surfaces is very important to help to prevent the transmission of viruses from contaminated objects and surfaces. Therefore, cleaning staff will be following a rigorous and regular cleaning schedule that includes:

- School staff will disinfect high-touch surfaces in the classrooms when children leave the room (several times each day)
  - Washrooms will be checked for adequate supplies and cleaned periodically throughout the day (at a minimum, twice a day)
  - Hand sanitizer will be located at each entrance to the building
  - Areas deemed as “high touch areas”, such as door knobs, switches, railings, etc. will be cleaned periodically throughout the day (a minimum of twice per day)
  - The playground structures will be sanitized between group use
  - Garbage and recycling containers will be emptied daily
  - General cleaning and disinfecting of the premises will be done daily
  - Cleaning staff will be provided information and instructions regarding all cleaning and disinfecting products utilized
  - Items that are not easily cleaned (e.g. fabric or soft items) will be moved to storage or limited in their use and cleaned regularly throughout the day
- 

### Ventilation.

- The school’s ventilation system has been set for maximum fresh air intake upstairs (100% fresh air), has been maintained and is properly functioning.
  - Every classroom and all learning spaces except the gym have been equipped with a high-quality True HEPA air filtration unit.
  - Whenever possible (if weather permits), opening classroom and office windows is encouraged.
  - If the ventilation system breaks down, staff will open windows to increase fresh air circulation and leave the True HEPA air filters running.
- 

### What about fire and safety drills or a real emergency?

- There will be no surprise safety drills for staff (all staff must know ahead of time)
- Teacher will keep cohorts separated during safety drills - this may be tricky when students are exiting the building, so during a drill, an adult will monitor the exits if possible.

Any real emergency will override any COVID-19 policy or protocols when it comes to safety drills. i.e., in a real emergency, follow all drill procedures and do not allow COVID-19 safety protocols to interfere with a proper response. Once outside, care should be taken to keep students in their cohorts and physically distanced from other cohorts.

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### What about face masks?

**Every student and staff member were given two masks last fall.**

#### **K-12 STAFF:**

Under the updated (**March 2021**) health and safety guidelines, masks are required to be worn by all staff K-12 indoors in school and on school buses both within and outside of their learning group:  
Exceptions when

- Eating and drinking; and
- Outdoors and physically distant (2m) from others.

### **K-12 STUDENTS:**

Under the updated (April 2021) health and safety guidelines, all students in Grades 4 to 12 are required to wear a mask or a face shield (in which case a non-medical mask should be worn in addition to the face shield) indoors in schools at all times, except when eating, and on school buses - both within and outside of their learning group.

Students in Grades K to 3 are encouraged to wear a mask indoors in schools and on school buses, but are not required to do so -mask wearing remains a personal or family/caregiver choice for these students, and their choices must be respected.

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

### **EXCEPTIONS FOR STAFF, STUDENTS AND VISITORS:**

The guidance outlined above regarding mask requirements does not apply to staff, students and visitors in the following circumstances:

- to a person who cannot tolerate wearing a mask for health or behavioural reasons;
- to a person who is unable to put on or remove a mask without the assistance of another person;
- if the mask is removed temporarily for the purposes of identifying the person wearing it;
- if the mask is removed temporarily to engage in an educational activity that cannot be performed while wearing a mask (e.g. playing a wind instrument, engaging in high-intensity physical activity, etc.);
- if a person is eating or drinking;
- if a person is behind a barrier; or
- while providing a service to a person with a disability or diverse ability (including but not limited to a hearing impairment) where visual cues, facial expressions and/or lip reading/movements is important.

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

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

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

**NOTE:** We strongly encourage parents to ensure their student has a personal reusable mask on their person every day.

- Even when wearing a mask, staff and students will still be required to try to maintain physical distance from people outside of their learning group (cohort)
- Grade K–3 students are **not** required to wear masks at any time, **but are encouraged to do so.**
- Everyone must treat each other and those wearing masks with respect

If a student or staff member develops symptoms while at school, they must wear a mask while they are preparing to go home. [Review COVID-19 mask use information](#) from the British Columbia Centre for Disease Control (BCCDC).

All visitors to the school, must wear a mask at all times. This includes trades people.

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## What about face shields?

- Staff will be issued a face shield
  - Wearing one is a personal preference
  - A face shield is not a substitute for a mask
  - If a staff member is in a situation where they should be wearing a mask, a face shield may be worn, but a mask also must be worn.
- 

## Must my child attend class?

**All children must attend school in BC. Like every year, students who are registered at Cathedral School are expected to attend school unless they are sick.**

- Right now, under Stage 2, in-class Instruction is provided for all students.
- With the COVID-19 Safety Protocols in place, school is a safe place to be. Further, when considering the mental health of children, school provides the social connections necessary for positive and stable mental health.
- In-class instruction provides students with peer engagement, supports social and emotional development, and decreases feelings of isolation.
- School also provides many students access to programs and services they cannot get at home and is integral to their overall health.
- Cathedral School does not have the credentials or certification to offer online learning.

**At this point, teachers at Cathedral School will not be providing daily online options for students. If a child or immediate family member is seriously immune compromised, please see [here](#).**

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## Are there any other options?

Like every September, parents have options for their child's education. You have chosen Christ Church Cathedral School, an independent school that is governed by the Independent Schools Act.

Although Cathedral School administrators and teachers are sensitive to the needs and concerns of parents and children during these uncertain times, we must comply with the provincial legislation in place. That legislation does not allow for a virtual learning option in Stage 2. If we were to return to a

Stage 3 learning environment, then we would offer a hybrid or blended model. If we were to return to Stage 4 environment, then we would offer 100% virtual instruction to all learners.

In Stages 2, 3 and 4, we will make any necessary accommodations for children with special needs or complex medical conditions in collaboration with their families. (Please see the sections below about this situation).

The province has indicated it will continually review the trajectory of the pandemic and adjust the Stages for learning as necessary.

### [Online and distributed learning](#)

Both public and independent distributed learning schools (DL schools) offer classes. Students in Kindergarten to Grade 7 must take a full course load at one school, while students in Grades 8 to 12 may enrol in courses from a number of different distributed learning schools at one time. Christ Church Cathedral School is NOT a DL school.

There are 48 school districts with 56 public schools offering distributed learning courses. Sixteen independent schools are currently offering distributed learning courses.

[Register for distributed learning](#)

### [Homeschooling](#)

Homeschooling is an alternative method of teaching offered outside the B.C. educational system. Typically, a family member delivers the entire educational program to children at home.

**Note:** Homeschoolers are not eligible to receive a [British Columbia Dogwood Graduation Certificate](#).

[Register for Homeschooling](#)

**If you choose to follow one of these alternative options, please understand you will be giving up your child's space at Christ Church Cathedral School.**

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## [But what if my child has complex medical conditions or other needs?](#)

### [Students with Complex Medical Conditions](#)

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

If a medical professional determines that a student **cannot** attend school due to the health risks, Cathedral School will work with the family to review alternative learning options for the student. **We will require a note from the child's doctor that clearly states the child cannot be in school due to a specific medical condition.**

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

- This may include printed materials and phone calls to the parent to explain assignments
- This may also include providing assistive technologies to help students learn remotely

[Please review COVID-19 and children with immune suppression information](#) from the BCCDC.

## Inclusive Education in Stages 2, 3, and 4

Cathedral School is excited to welcome back all students in Stage 2 and is ready to provide a robust educational experience that includes any learning supports needed by any student. We are also ready to respond to a change to Stage 3 or 4 on short notice. In such an event, we will once again pay close attention to the needs of students who depend on extra support to succeed. If students can manage support delivered virtually in Stages 3 or 4, then that will occur as it did last spring. If students require face to face support, it will be provided at the school.

Any student who requires additional supports will first be identified through a needs assessment. Christ Church Cathedral School will then develop continuity of learning plans for those students to ensure equity of access to learning.

Continuity of learning plans will align with the goals identified in a student's Individual Education Plan (IEP). They will be developed in consultation with parents/caregivers and the specialists who typically support the student, like education assistants (EAs), support teachers, speech language pathologists and occupational therapists.

## Supporting Students with Diverse Learning Needs during Stage 2

During Stage 2, students with diverse learning needs or those who require additional learning support will have access to and receive the same supports and services they had prior to the pandemic while at school.

Our excellent team of learning support teachers and educational assistants is ready to provide the support your child has been accustomed to and needs to succeed. Educational assistants will work within their cohort to support all children, but especially those who have an IEP. Learning support teachers will work with multiple cohorts, physically distancing or wearing PPE as necessary to support children.

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

## Mental Health and Well-being

A healthy school begins with healthy staff. All staff at Cathedral School have access to mental health and well-being support through our benefits provider. We are encouraging our staff to communicate their concerns early so we may jointly and proactively develop solutions.

All classes will begin the year with a focus on mental health and well-being supports for students returning to school after a lengthy absence.

These are top priorities at Cathedral School. Our administration team will regularly monitor and assess how changes to the delivery of education are impacting the mental and emotional well-being of students and staff and make adjustments as necessary.

Healthy students require healthy parents and we encourage all parents to take care of themselves during the pandemic. Please let us know if there is anything we can do to support you, such as suggesting resources in the community.

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## What about International Students?

International students are welcome to attend Christ Church Cathedral School.

All students who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. This includes students who are attending school from abroad.

Students will return to the classroom by September 10, 2020. International students should arrive in B.C. no later than August 26, 2020 to complete their 14-day self-isolation. This can be done with a host family or with the help of federal government officials.

**NOTE:** All international students who are attending Cathedral School have remained in Canada over the summer.

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## Will my child participate in the rich activities we have come to expect?

Yes, we will continue to offer the diverse learning experiences you have come to expect. They may look different. They may take place in different locations and at different times during the year with a smaller group of students, but we will provide a rich learning environment for your children.

The return to full in-class instruction in September will include the following:

- [Provincial curriculum](#) for all students at all grade levels
  - Regular [assessments](#) at the classroom and provincial level (FSAs)
  - Regular report cards
  - Christ Church Cathedral School will ensure activities, assignments and assessments are accessible to all students and families, as appropriate for any in-class, remote or blended (hybrid) learning, no matter what Stage we are in.
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## What about report cards?

### Curriculum, Assessment & Report Cards

Cathedral School must meet the requirements of British Columbia's Student Reporting Policy. The policy provides significant flexibility for schools on the content and format of report cards and we want to ensure you that your child will receive report cards this year. We continue to offer a full curriculum. See the next few sections for details about PE/Sports, Music/Band, Foods Exploratory, and Library use, which have all been updated recently.

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## What about PE/Sports, Music, Clubs, Extracurricular and Library Use?

In February 2021, there were extensive updates to the protocols required for delivering PE, Sports, Music, and Extracurricular activities within a school. PE, Sports, the arts, special interest clubs, and extracurricular activities must follow these protocols:

### Physical and Health Education (PHE)/Outdoor Programs/Sports

- In PE classes, we will create space between students and staff, and encourage outdoor activities and programs, as much as possible.
- K-12 teachers will plan physical activities that:
  - Do not involve prolonged physical contact (i.e., physical contact beyond a brief moment) or crowding. For example, activities such as tag and touch football are low-risk, whereas activities like wrestling or partner dancing should be avoided. Teachers are encouraged

to adapt activities wherever possible to reduce physical contact, including within learning groups.

- Support physical distancing (2m) outside of learning groups.
- K-12 staff are required to wear masks during PHE/outdoor program classes when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
- Shared equipment can be used, provided it is cleaned and disinfected as per the guidelines.
  - Students will be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
  - Teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc., will be disinfected once each day)
  - 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.
- When choosing Sports activities, those such as soccer and touch football are low-risk, whereas activities like wrestling should be avoided;
  - Schools are encouraged to adapt activities/sports as needed to reduce physical contact.
  - Students within the same learning group are not required to maintain physical distancing, but activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - Students from different learning groups are required to maintain physical distancing (2m) when indoors. When outdoors, activities must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - No spectators are in attendance aside from participants, only the minimum number of individuals required to run the activity should be present.
  - Masks are worn by K-12 staff and other adults when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.
  
- **In elementary schools**, PHE, outdoor programs and sports can proceed in alignment with the guidance above.
  
- **In middle and secondary schools**, PHE and outdoor programs can proceed in alignment with the guidance above and the following additional requirements:

#### HIGH INTENSITY PHYSICAL ACTIVITIES/SPORTS

- For high intensity physical activities that involve movement (e.g. basketball, soccer), indoors or outdoors:
  - Students within the same learning group are not required to maintain physical distancing, but the activity must be delivered in a way that reduces the likelihood of physical contact beyond a brief moment.
  - Students from different learning groups are required to maintain physical distancing (2m).
- Wearing masks during high-intensity PE or Sport activities (stationary or with movement, indoor or outdoors) is left to personal choice.

## LOW INTENSITY PHYSICAL ACTIVITIES/SPORTS

- For low intensity activities, middle and secondary students are required to wear masks when they are indoors, unable to maintain physical distancing (2m), and a barrier is not present.

Why are masks not required during high intensity physical activity in middle & secondary schools? During high intensity physical activity, respiration rates are increased (resulting in a wet mask) and the wearer is more likely to touch their face and adjust the mask frequently. These factors lessen the protective value a mask may offer. In addition, a wet mask is more difficult to breathe through; those wearing masks during high intensity activities should change them as soon as they become wet.

As a general rule, high intensity physical activities involve sustained heavier breathing and elevated heart rates - most people engaged in these activities cannot say more than a few words without having to catch their breath. In contrast, most people engaged in low intensity physical activities can carry on a conversation without having to catch their breath.

- Students should be encouraged to practice proper hand hygiene before and after participating in sport activities and equipment use.
- Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc., once each day)
- No in-person inter-school competitions/events should occur at this time.
- See the [Return to School Sports Plan from BC School Sports](#) for additional information. In the case of any discrepancy in guidance, schools and school districts are expected to follow the Ministry of Education guidelines outlined in this document.

### Music – K-5

- Students in the same learning groups should have as much space between them as the classroom allows.
- Students in different learning groups must have 2m physical distance between them.
- Teachers and other educational staff in the same learning group should maintain as much space between all individuals as the classroom allows when engaging in musical activities.
- Teachers and other educational staff in different learning groups should maintain 2m physical distance from students.
- Singing and instrumental instruction is permitted when staff and students are distanced according to the guidelines aforementioned.
- Elementary students may wear masks when singing if masks are tolerated by the student.
- Shared equipment will be cleaned and disinfected as per the guidelines.
- Each student in Kindergarten to Grade 3 has their own individual instrument kit labelled with their name.
- Each student in Grade 4 has their own individual pair of drumsticks labelled with their name.
- Each student in Grade 5 has their own individual ukulele assigned to them labelled with their name.

## Band – 6-8

- Students in the same learning groups should have as much space between them as the classroom allows.
- Students in different learning groups must have 2m physical distance between them, measured from the instrument's bell for wind instruments or from the student for strings and percussion.
- When playing wind instruments, it is highly recommended that students should wear either an instrumentalist mask or a mask with a small slit cut in it only large enough to accommodate the insertion of the mouthpiece.
- It is strongly recommended that wind instruments be outfitted with bell covers.
- Physical distancing (2m) measured from the bell of wind instruments.
- Masks are an added layer of protection for staff and students but should not replace physical distancing or transparent barriers.
- Shared equipment should be cleaned and disinfected as per the guidelines.

## Exploratory classes for Grades 6 - 8

- Exploratory classes will be offered to middle school students as always; however, they will be organized according to cohorts, and physical distancing and hygiene protocols will be followed.

## Foods Exploratory Course Protocols

- FOODSAFE Level 1 skills are taught to all students and these guidelines help protect against the propagation and transmission of bacteria and viruses.
- Precept disinfects in 5 minutes if it is left on surfaces. After 5 minutes, any food contact surface should be rinsed with water.

## Other Exploratory Course Protocols

- All other exploratory classes will follow physical distancing, cohort, hygiene and PPE protocols for regular classes.

## Extra Curricular Activities Protocols

Extracurricular activities and special interest clubs should occur if:

- Under Stages 2 to 4, physical distance can be maintained between members of different learning groups; and
- Under Stage 2, reduced physical contact is practiced by those within the same learning group, and adequate space is provided to avoid crowding. (See specific additional protocols for [Sports](#))

Non-educational activities such as student dances, performances, and in-person celebrations are considered to be events and must adhere to the requirements of the [PHO Gathering and Events Order](#).

## Library COVID – 19 Protocols

- Book exchange may continue as normal. There is no need to wash, sanitize, or quarantine returned books.
- For classes wishing to check-out books as a group, Mr. Orr is available most of Tuesday and Thursday afternoons to visit your class with selected books in order to avoid over-crowding.
- When entering the library, students and staff must sanitize their hands.
- When leaving the library Laminated materials and surfaces that have been used (including couches and chairs) will be sanitized with Percept.

- Use of couches and soft chairs will be limited. (If the table is available for use, use that. Don't work while sitting on the couches or lounge chair if not necessary)
  - When using the library, students and staff will remain within their respective cohorts. If another cohort is present, physical distance will be maintained between members of different cohorts.
  - Students and staff will bring their own supplies to the library. (Pens, pencils, rulers, etc.)
  - At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. Nor is there evidence it is transmitted via plastic or laminated objects. 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.
- 

## Will there be Assemblies, chapel, tournaments & other gatherings?

- Wherever possible, gatherings of staff and students from multiple cohorts will be held virtually
  - Small, in-person gatherings can only occur within a learning group
  - Adequate space will be provided to prevent crowding of those within the learning group
  - A gathering can include the full learning group and the minimum number of people needed to meet the gathering's purpose
  - For example, a parent-teacher conference would require one parent per student and a teacher
  - A presentation from the World Wildlife Fund could include all the students, teachers, and EAs in a cohort, as well as the representative from the WWF, who would be physically distanced from everyone else in the cohort.
  - Chapel will continue to be a virtual experience because large gatherings of multiple learning groups are not permitted. However, faith class will be taught in person in the classroom.
  - Assemblies, concerts, and other large gatherings will happen virtually.
  - All inter-school events (involving other schools) including sports competitions, tournaments and festivals should not occur at this time.
- 

- Any social events for staff or students that are not educational activities or support services must adhere to the [PHO Order for Gatherings and Events](#). This means large gatherings of families in one space cannot occur, and unfortunately this would include our annual Spring (or Fall) Fair.

## School Lunch Program

We continue to provide a lunch program for those families who choose to participate. Our suppliers are required to follow the [WorkSafeBC Restaurants, cafes, pubs and nightclubs: Protocols for returning to operation](#). The lunches are distributed to classes and students are not allowed to share food.

## Food at School

The only food allowed to be brought into the school are lunches made by a student's family for that student alone. The practice of providing treats, such as healthy muffins, fruit, etc. to celebrate a birthday has been suspended during the pandemic.

## Appendix A

### Daily health assessments are essential for maintaining a healthy school environment

It is expected that all parents and caregivers complete this daily health check prior to their child coming to school. Please post this on your fridge. Students will also be assessed by Teachers & Support staff when coming to school each day.

\*Check BCCDC's [Symptoms of COVID-19](#) regularly to ensure the list is up to date.

DAILY HEALTH CHECK			
1. Key Symptoms of Illness*	Does your child have any of the following new key symptoms?	CIRCLE ONE	
	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 or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household 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.

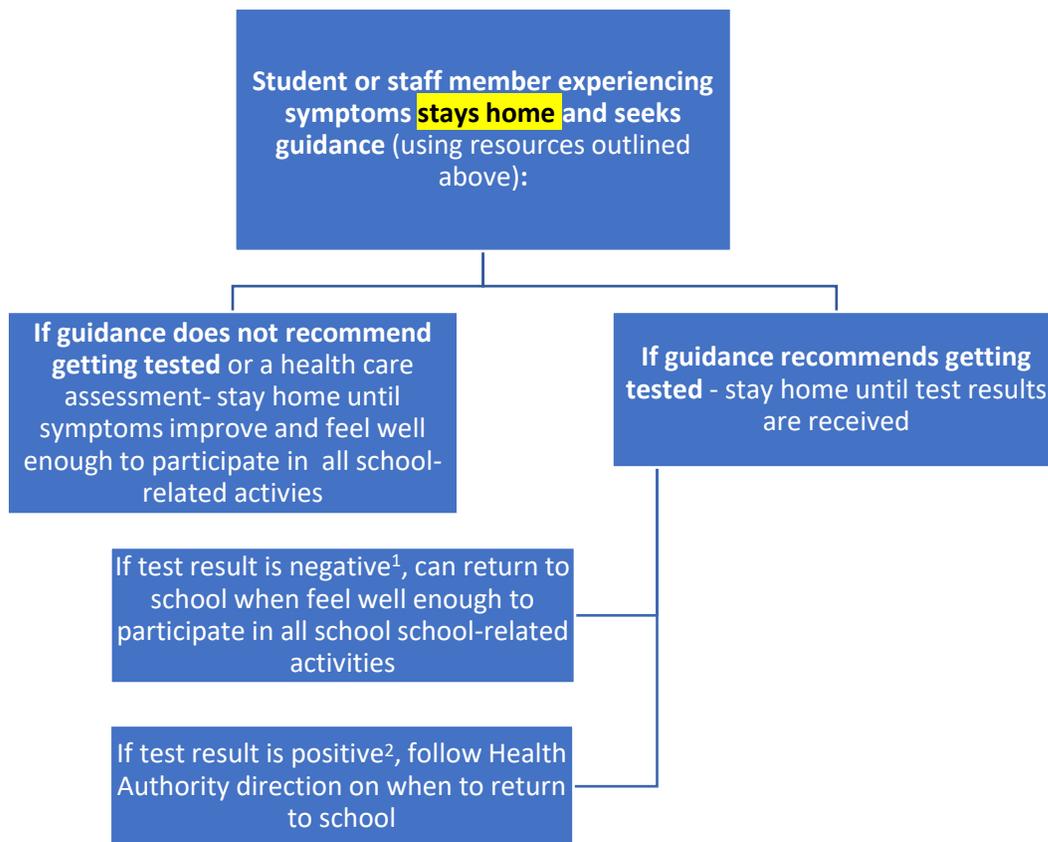
If a COVID-19 test is not recommended by the health assessment, you can return to school when symptoms improve and you feel well enough. Testing may not be recommended if the assessment determines that the symptoms are due to another cause (i.e. not COVID-19).

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

## Appendix B

### COVID-19 Symptoms, Testing & Return to School

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



1. Symptoms of common respiratory illnesses can persist for a week or more. Re-testing is not needed unless the person develops a new illness. BCCDC has information on [receiving negative test results](#).

2. Public health will contact everyone with a positive test. Visit the [BCCDC website](#) for more information on positive test results.