

Pandemic Response Plan

EXTERNAL
May 2020

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INTRODUCTION

An **epidemic** is the rapid spread of disease to a large number of people in a given population within a short period of time.

A **pandemic** is an epidemic occurring on a scale that crosses international boundaries, usually affecting a large number of people. A disease or condition is not a pandemic merely because it is widespread; it must also be infectious.

Contingency planning is essential to an effective response to a pandemic.

Pandemic/Epidemic Planning Committee/Emergency Response Team (ERT)

A committee has been developed to plan for effective educational and business continuity in the event of a pandemic. This plan also addresses the very important topics of infection control and mitigation.

During a pandemic or epidemic, the roles of the members will shift from planning to emergency response as identified in the *Pandemic Period* of this response plan.

Members of the Committee

- Superintendent of Schools
- Secretary-Treasurer
- Associate Superintendent, Human Resources
- Assistant Superintendents
- Manager of Communications
- Directors of Instruction
- Director of Facilities
- Director of Information Technology
- Senior Manager of Organizational Health & Safety

Prevention & Continuity Planning for the Abbotsford School District

The District is planning a range of responses aligned with the possible continuum of outbreak severity. There may be large numbers of students and staff absent due to illness during a pandemic or epidemic, or, under the guidance of the Fraser Health Authority, schools may be

closed. The School District has established the following Plan, emphasizing the most important aspect – prevention.

Prevention Planning Includes:

- Education on hand-washing procedures and cough/sneeze etiquette – all students and staff;
- Ensuring adequate soap in all washroom dispensers across the District and in classrooms that have a sink;
- Increased disinfection on high-touch surfaces;
- Conducting routine cleaning of schools and district sites;
- Reminding staff of the 10% illness reporting protocol and monitoring absence rates; and
- Advising staff and students who are ill with respiratory illness symptoms (fever, cough, fatigue, and/or muscle aches) to stay home until they are able to fully participate as they usually would in work/school activities

Purpose of Pandemic or Epidemic Plan

The goals of this plan are to help minimize serious illness, prevent school closures, maintain essential services, educate employees and students, and define roles and responsibilities. This plan will be updated in accordance with WorkSafeBC recommendations for the prevention of infectious disease in the workplace.

The Pandemic Influenza Exposure Control Plan (ECP) has been included in the appendix of this document. This ECP is maintained as part of the District’s Exposure Control Plan: Infectious Disease, a supplementary procedure within the Workplace Safety Program.

PANDEMIC DISEASE OVERVIEW

Pandemic planning has been going on for years at the global, national, provincial and regional health authority levels. As a result of this planning, the Province of BC is already well prepared for large scale spread of flu with a health care system ready to respond quickly, efficiently and appropriately.

What Is A Corona Virus?

The World Health Organization (WHO) defines Coronaviruses as a large family of viruses that may cause illness in animals or humans. In humans, several coronaviruses are known to cause

respiratory infections ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The most recently discovered coronavirus causes coronavirus disease COVID-19.

COVID-19: Synopsis

- COVID-19 is the disease caused by a new coronavirus identified in 2019 (SARS-CoV-2). WHO determined and defined the COVID-19 virus as a pandemic on March 11, 2020.
- The most common symptoms of COVID-19 are fever, tiredness, and dry cough. Some patients may have aches and pains, nasal congestion, runny nose, sore throat or diarrhea. These symptoms are usually mild and begin gradually.
- According to WHO, some people become infected but don't develop any symptoms and don't feel unwell. Most people (about 80%) recover from the disease without needing special treatment. Around 1 out of every 6 people who get COVID-19 becomes seriously ill and develops difficulty breathing. Older people, and those with underlying medical problems like high blood pressure, heart problems or diabetes, are more likely to develop serious illness. People with fever, cough and difficulty breathing should seek medical attention.

Signs and Symptoms:

- The symptoms of COVID-19 are similar to other respiratory illnesses, including the flu and common cold. They include cough, sneezing, fever, sore throat and difficulty breathing.

Transmission:

- People can catch COVID-19 from others who have the virus. The disease can spread from person to person through small droplets from the nose or mouth which are spread when a person with COVID-19 coughs or exhales. These droplets land on objects and surfaces around the person. Other people then catch COVID-19 by touching these objects or surfaces, then touching their eyes, nose or mouth. People can also catch COVID-19 if they breathe in droplets from a person with COVID-19 who coughs out or exhales droplets. This is why it is important to stay more than 1 -2 meters away from a person who is sick.

Reporting Symptoms and Requesting Further Information:

- The BC Center for Disease Control advises anyone concerned that they may have been exposed to, or are experiencing symptoms of the novel coronavirus, should contact their primary care provider, local public health office, or call 8-1-1.
- Non-medical information about COVID-19 is available 7:30 am-8 pm, 7 days a week at 1-888-COVID19 (1-888-268-4319).

Prevention Measures:

- Hand-washing with plain soap and water is the preferred method of hand hygiene in schools as the mechanical action is effective at removing visible soil as well as microbes.
- In instances where hand-washing sinks are not available, supervised use of alcohol-based hand rubs may be considered. If hands are visibly soiled, alcohol-based hand rubs may not be effective at eliminating the influenza virus.
- The most important thing you can do to prevent infection is to wash your hands regularly and avoid touching your face, eyes, nose or mouth. You can also practice respiratory etiquette, such as covering your nose and mouth when coughing or sneezing. Also, practice physical distancing.

To Help Reduce The Risk Of Infection:

- Wash your hands often with soap and water for at least 20 seconds. Using soap and water is the single most effective way to reduce the spread of infection
- If a sink is not available, you can use alcohol-based hand rubs (ABHR) to clean your hands as long as they are not visibly soiled. If they are visibly soiled, use a wipe and then ABHR to effectively clean them
- Do not touch your face, eyes, nose or mouth with unwashed hands
- Regularly clean and disinfect frequently touched surfaces
- Do not share food, drinks, utensils, etc.
- When you are out in the community, keep a physical distance of about 1-2-meters between yourself and others and avoid handshakes.

What Is Pandemic Influenza?

- An epidemic occurs when a disease affects a greater number of people than is usual for the locality of one that spreads to areas not usually associated with the disease. A pandemic is a worldwide outbreak.
- A widespread endemic disease with a stable number of infected people is not a pandemic. Flu pandemics generally exclude recurrences of seasonal flu as influenza causes outbreaks each winter.
- Influenza pandemics and epidemics have the potential to cause more illness and serious outcomes affecting all age groups, including young adults.
- An influenza pandemic may occur when an influenza virus radically changes and can easily infect humans, and against which people have little or no immunity.
- Three Influenza Pandemics occurred in the 20th century, the Spanish flu (1918), the Asian flu (1957) and the Hong Kong flu (1968). The Spanish Flu pandemic of 1918 resulted in approximately 40-50 million deaths worldwide.

PANDEMIC PLAN OVERVIEW

Organization and Structure of the Plan

The main body of this Plan is organized in three sections, which outline the key roles and responsibilities of Abbotsford School District staff in each of the three pandemic phases.

PRE-PANDEMIC/EPIDEMIC PERIOD

This is the critical stage for plan preparedness. During the pre-pandemic/epidemic phase planning efforts need to focus on education, business continuity, and infection control.

PANDEMIC/EPIDEMIC PERIOD

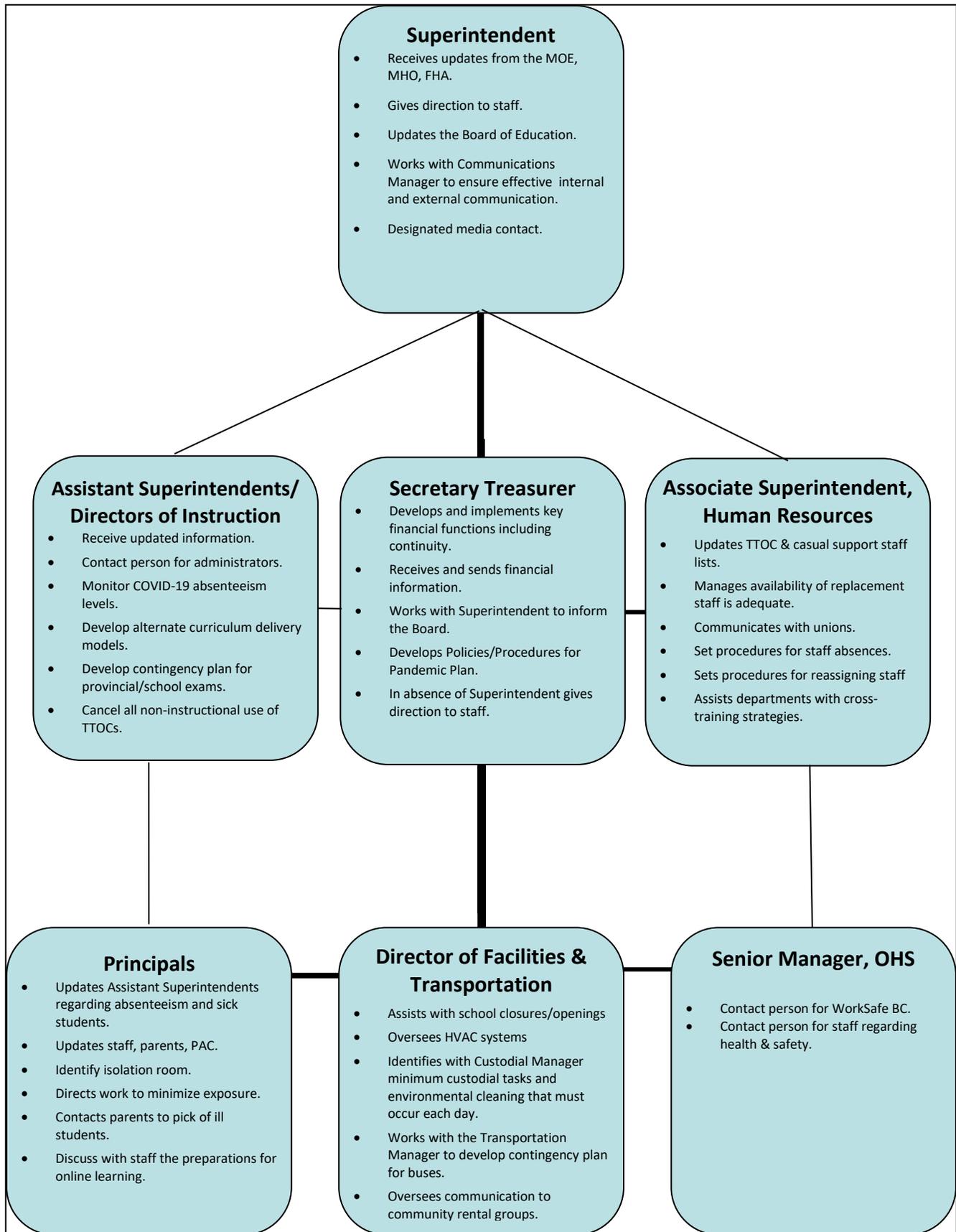
The Provincial Health Officer (PHO) will declare when it is time to activate plans for the pandemic/epidemic phase. We cannot anticipate exactly what will happen. Plans will need to be adapted to reflect circumstances and situations as they arise.

During this phase, the key goals will be to:

- Minimize rates and spread of infection, and illness
- Minimize educational and business disruptions

POST-PANDEMIC/EPIDEMIC PERIOD

The post-pandemic/epidemic period begins when the Provincial Health Officer declares that the influenza pandemic/epidemic is over. The primary focus of work at this time is to restore normal services, de-activate pandemic/epidemic response activities, review their impact, and use the lessons learned to guide future planning activities.



Sick Students

1. Sick students should always be required to stay home. Students who appear to have an influenza-like illness on arrival, or become ill during the day must be promptly separated from other students and sent home.
2. Recognizing that space is often limited, early planning for the location of a sick room is essential. This room should not be one that is commonly used for other purposes (i.e., the lunchroom during non-meal times). It should not be a space through which others regularly pass. It is not necessary for this room to have a separate air supply (HVAC) system. Ill persons should be placed in well-ventilated areas and where at least two meters of distance can be maintained between the ill person and others.
3. A limited number of staff should be designated to care for ill persons until they can be sent home. These caregivers should not be at increased risk of influenza complications (i.e., pregnant women or persons that have a chronic illness), and they should be familiar with infection control recommendations to prevent the spread of influenza.
4. When possible and if the sick person can tolerate it, he or she should wear a surgical mask when near other persons.

Medically-Fragile Students

A medically-fragile child is one who needs intensive, life-sustaining medical assistance or therapy and needs assistance with daily living (i.e., a child who uses an oxygen tank, has trouble moving, is fed through a tube, needs suctioning, or is on a ventilator). Many of these children need skilled nursing care and special medical equipment. These medically-fragile children may have chronic lung disease, severe cerebral palsy, muscular dystrophy, immunodeficiency, or problems with their metabolism.

1. **Principals must know each medically fragile student's condition** and keep the student's parents informed if the school has any concerns that the medically-fragile student has been in direct contact with a staff member or student who is homesick with flu-like symptoms. Principals should encourage the family of a medically-fragile student to contact their physician and discuss plans for their child at the start of the school year.

Anyone concerned that they may have been exposed to, or are experiencing symptoms of the novel coronavirus, should contact their primary care provider, local public health office, or **call 8-1-1**.

Non-medical information about COVID-19 is available 7:30 am-8 pm, 7 days a week at 1-888-COVID19 (1-888-268-4319).

Sources:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

<https://www.canada.ca/en/public-health/services/diseases/coronavirus-disease-covid-19.html>

<http://www.bccdc.ca/health-info/diseases-conditions/covid-19>

<https://www.healthlinkbc.ca/health-feature/coronavirus-disease-covid-19>

<https://www.fraserhealth.ca/health-topics-a-to-z/coronavirus#.XnjWeohKhnl>

<https://www.worksafebc.com/en/about-us/covid-19-updates>

APPENDICES

Appendix A. COVID-19 WorkSafeBC Guidelines

On March 6, 2020, WorkSafeBC advised employers and workers that special precautions for COVID-19 are not required, beyond the recommended measures to prevent common respiratory viruses like influenza.

- The District continues to implement the Pandemic Influenza Exposure Control Plan, to manage respiratory viruses such as COVID-19 in accordance with WorkSafe BC recommendations.

As of March 23, 2020

- WorkSafeBC is advising employers and workers to follow the recommended personal hygiene practices like frequent hand washing, avoiding touching your face, and avoiding direct contact with others.

WorkSafeBC recommendations for the prevention of COVID-19 can be accessed at the following link: <https://www.worksafebc.com/en/about-us/covid-19-updates>

Selected excerpts on COVID-19 below from WorkSafeBC.com

COVID-19 and the workplace

Published on: March 12, 2020

As information about COVID-19 develops, WorkSafeBC continues to monitor the progression of the virus and refer to the guidance of public health officials.

WorkSafeBC is advising employers and workers to follow the recommended personal hygiene practices like frequent hand washing, avoiding touching your face, and avoiding direct contact with others.

Circumstances where workers should not be at work

In general, workers who are ill should remain at home and contact their local health care provider.

If a worker falls into one of the categories below, employers need to instruct workers to follow the advice from the [BC Centre for Disease Control \(BC CDC\)](#) and public health authorities to ensure the worker does not come into work and risk infecting others.

If you have COVID-19

- The BC CDC advises that if you are sick with COVID-19, you need to stay home. Contact your local health care provider to get advice, or call HealthLinkBC at 811 to speak to a nurse. The BC CDC also provides guidance on self-isolation.

If you have traveled internationally

- The Public Health Agency of Canada advises that if you have traveled to Hubei Province, China, Iran, or Italy, you are asked to self-isolate for 14 days after the day you left the area. If you are returning from an affected area, stay home and limit contact with others for a total of 14 days. Monitor yourself daily for symptoms like fever, cough or difficulty breathing for these 14 days. If you develop symptoms, call HealthLinkBC at 811 at any time or speak with your health care provider to discuss any need for testing and follow up.
- March 16 update: The BC Centre for Disease Control is asking people arriving anywhere from outside of Canada to self-isolate, and monitor for symptoms for 14 days after arrival in Canada. People arriving from Hubei Province, Italy or Iran are asked to take extra measures to limit their contact.
- If you have traveled outside Canada, monitor yourself and your family closely for symptoms like fever, cough, and difficulty breathing for a total of 14 days from your return. If any symptoms arise, limit contact with others and call HealthLinkBC at 811 at any time or speak with your health care provider.

If you have been in contact with a person infected with COVID-19

- If you have had close contact with an infected person you are at high risk of exposure. The Public Health Agency of Canada recommends that in these circumstances, you voluntarily home quarantine (self-isolation), with mandatory quarantine depending on circumstances, and practice hand hygiene, respiratory etiquette, cleaning, and self-monitoring.

Respiratory protection

Respirators are currently only required for certain tasks.

The BC CDC advises that surgical/procedure masks should be used by sick people to prevent transmission to other people. A mask will help keep a person's droplets in.

They also advise that it may be less effective to wear a mask in the community when a person is not sick themselves. Masks may give a person a false sense of security and are likely to increase the number of times a person will touch their own face (e.g., to adjust the mask).

Health care workers wear surgical masks, eye protection, and gowns in order to protect themselves and patients. During health care procedures in which aerosol sprays may be generated (for example, when giving certain inhaled medications), health care workers must wear specialized masks (e.g., N95s).

What workers and employers need to know about COVID-19

Published on: March 06, 2020

Public health officials have currently identified that the risk of the novel coronavirus (COVID-19) spreading within British Columbia is low, and WorkSafeBC is continuing to monitor the progression of the virus.

As information about COVID-19 develops, WorkSafeBC will continue to refer to the BC Centre for Disease Control and the Public Health Agency of Canada for guidance.

Since the first confirmed case of COVID-19 was reported in Metro Vancouver in late January, a small number of additional cases in British Columbia have been confirmed. These cases are being closely managed and patients have either fully recovered or continue to recover in isolation at home and under the care of public health teams.

For more information, including public health alerts and FAQs, please see the COVID-19 information at the following websites:

[HealthLinkBC](#)

[BC Centre for Disease Control website](#)

Information about COVID-19

Coronaviruses (CoV) are a large family of viruses that can cause illness ranging from the common cold to more severe diseases. A new coronavirus named “COVID-19” (previously known as 2019-nCoV) has been identified – one that was not previously found in humans.

Information for employers and workers

WorkSafeBC is currently advising employers and workers that special precautions for COVID-19 are not required, beyond the recommended measures to prevent common respiratory viruses like influenza.

These measures include:

- Wash your hands often, and always after coughing, sneezing, or blowing your nose.
- Wash with soap and water for at least 20 seconds, or, if soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Clean and disinfect frequently touched objects and surfaces.
- For more information, please refer to our influenza page.

WorkSafeBC has been communicating with our prevention officers to assist them in supporting employers with information about COVID-19 and employer obligations in the workplace. Workers in the health care sector may have a higher potential risk of coming into contact with infected persons. WorkSafeBC is engaging with health authorities to verify their infection prevention and exposure control plans are effective and in place. The World Health Organization recommends that health care workers consistently apply appropriate infection prevention and control measures, including hand hygiene; wearing appropriate personal protective equipment, including masks and eye protection, when assessing patients with respiratory illness; and performing a risk assessment before providing care

Pandemic Influenza Exposure Control Plan

Influenza (flu)

The flu, or influenza, takes many forms and usually results from person-to-person contact. Cases of flu can be life-threatening. Children, the elderly, and those with weakened immune systems are often most at risk.

Who is at risk?

People catch influenza through close contact with others who are already infected. The more sick people you come into contact with, the greater your chances are of catching the flu. Workers in the following jobs are most at risk:

- Health care workers
- Teachers
- Bus drivers
- Service industry workers

How to reduce the risks

If a worker or workers could be exposed to influenza, the employer must develop and implement an exposure control plan (ECP). This plan must identify the workers at risk of exposure and the controls required to protect those workers. These will be unique to each worksite and work environment. When choosing risk controls, consider the following questions. The questions are grouped according to the type of control. The three applicable types of control are listed here in order of effectiveness.

Health hazards of pandemic influenza

The effects of pandemic influenza are expected to be much more severe than for seasonal influenza because most people will not have any immunity to the virus.

Symptoms

Seasonal flu affects people to varying degrees, with symptoms including headache, fever, fatigue, sore throat, and runny nose. In some cases, secondary infections such as pneumonia may develop. Symptoms of pandemic influenza are likely to include high fever (higher than 38°C), chest pain, and difficulty breathing.

Transmission

The BC Centre for Disease Control advises that influenza is communicable for 24 hours before the onset of symptoms and 3 – 5 days afterward (this may be longer in some children and some adults).

Pandemic influenza is spread in the same way that seasonal influenza is spread. Exposure to the virus may occur in a variety of ways, including the following:

- Shaking hands with an infected person or touching a surface contaminated with the virus, followed by touching one's eyes, nose, or mouth
- Infectious droplets (from a coughing or sneezing person) landing in the eye or onto the mucosa (moist inner surfaces) of the nose or mouth
- Breathing infectious airborne droplets or particles (from coughing, sneezing, or aerosol-generating medical procedures on infected patients)
- Sharing food items or utensils with an infected person

Statement of purpose

The District is committed to providing a safe and healthy workplace for all of our staff. A combination of measures will be used to minimize worker exposure to pandemic influenza, including the most effective control technologies available. Our work procedures will protect not only our workers but also other workers who enter our facilities. All employees must follow the procedures outlined in this plan to prevent or reduce exposure to pandemic influenza.

Responsibilities

Employer responsibilities

The District will:

- Ensure that the materials (for example, gloves, alcohol-based hand rubs, and washing facilities) and other resources (for example, worker training materials) required to implement and maintain the plan are readily available where and when they are required.
- Select, implement, and document the appropriate site-specific control measures.
- Ensure that supervisors and workers are educated and trained to an acceptable level of competency.
- Ensure that workers use appropriate personal protective equipment (PPE) — for example, gloves, gowns, eye protection, and respirators.
- Conduct a periodic review of the plan's effectiveness. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.
- Ensure that a copy of the exposure control plan is available to workers.

Supervisor responsibilities

Our supervisors will:

- Ensure that workers are adequately instructed on the controls for the hazards at the location.
- Ensure that workers use proper respirators, they have been fit tested, and the results are recorded.
- Direct work in a manner that eliminates or minimizes the risk to workers.

Worker responsibilities

Our workers will:

- Know the hazards of the workplace.
- Follow established work procedures as directed by the employer or supervisor.
- Use any required PPE as instructed.
- Report any unsafe conditions or acts to the supervisor.
- Know-how and when to report exposure incidents.

Risk identification and assessment

Three primary routes of transmission are anticipated for pandemic influenza, all of which need to be controlled. These include contact, droplet, and airborne transmission.

Contact transmission, both direct and indirect

Direct contact involves skin-to-skin contact, such as patient care or emergency response activity that requires direct personal contact (for example, turning or bathing a patient). Indirect contact involves a worker touching a contaminated intermediate object such as a table, doorknob, telephone, or computer keyboard, and then touching the eyes, nose, or mouth. Contact transmission is important to consider because influenza viruses can persist for minutes on hands and hours on surfaces.

Droplet transmission

Large droplets may be generated when an infected person coughs or sneezes, and also during certain medical procedures such as cough induction. Droplets travel a short distance through the air and can be deposited on inanimate surfaces or in the eyes, nose, or mouth.

Airborne transmission

Airborne (inhalable) particles can be generated from some medical procedures such as endotracheal intubation, bronchoscopy, nebulizer treatment, or airway suctioning. They can also be generated from coughs and sneezes.

Coughs and sneezes produce both large droplets and smaller airborne particles. The smaller particles remain suspended in the air for longer periods and can be inhaled. The large droplets can also evaporate quickly to form additional inhalable particles. As the distance from the person coughing or sneezing increases, the risk of infection from airborne exposure is reduced; but it can still be a concern in smaller, enclosed areas, especially where there is limited ventilation. As the number of infected people in a room increases, the risk of infection can increase.

The following risk assessment table is adapted from Regulation Guideline G6.34-6. Our workers work in a school environment and have regular contact with the students, parents, and members of the public. Using guideline G6.34-6 as a reference, we have determined that the risk level of school district workers is moderate to high, depending on job-task.

Risk Assessment For Pandemic Influenza For School District Workers

	LOW RISK	MODERATE RISK	HIGH RISK
Hand Hygiene	Yes	Yes	Yes
	<i>(e.g. washing with soap& water, using an alcohol-based hand rub, or using hand wipes that contain effective disinfectant)</i>		
Disposable Gloves (nitrile gloves or equivalent)	N/A	N/A	Yes <i>(e.g. in rare cases such as an Occupational First Aid Attendant working directly with a known case of pandemic influenza).</i>
Aprons &Gowns (plastic disposable)	N/A	N/A	Yes <i>(e.g. in rare cases such as a Custodian decontaminating a first aid room after a known case of pandemic influenza).</i>
Eye Protection (goggles or face shield)	N/A	N/A	Yes <i>(e.g. in rare cases such as an Occupational First Aid Attendant working directly with a known case of pandemic influenza).</i>
Respiratory Protection (N95 respirators or equivalent)	N/A	N/A	Yes <i>(e.g. in rare cases such as an Occupational First Aid Attendant working directly with a known case of pandemic influenza).</i>

Risk control

The Regulation requires employers to implement infectious disease controls in the following order of preference:

1. Engineering controls
2. Administrative controls
3. Personal protective equipment (PPE)

It is not necessary to implement engineering controls in our workplace because the risk of exposure can be controlled using administrative controls (for example, hand washing and cough/sneeze etiquette) and PPE (respirators).

Hand washing

Hand washing is one of the best ways to minimize the risk of infection. Proper handwashing helps prevent the transfer of infectious material from the hands to other parts of the body — particularly the eyes, nose, and mouth — or to other surfaces that are touched

Wash your hands immediately:

- Before leaving a work area
- After handling materials that may be contaminated
- Before eating, drinking, smoking, handling contact lenses, or applying makeup

Hand washing procedure



Infection Prevention and Control Program

Infection Prevention and Control measures for the mitigation of Pandemic COVID-19 include:

1. Administrative Controls For COVID-19 Mitigation
 2. Ensuring Handwashing and applicable Hygiene practices are in place
 3. Implementing effective Cleaning Procedures
 4. Ensuring Illness Reporting and Incident Response processes are in place
-

1. ADMINISTRATIVE CONTROLS FOR COVID-19 MITIGATION

On site requirements

Leader responsibilities:

1. Assess whether workers need to come to work. As per WorksafeBC, if practicable, employers should:
 - Curtail non-essential work at the workplace.
 - Consider having workers work remotely (e.g., work at home).

Consider individual needs and arrangements for people with health conditions that compromise their immunity and other relevant circumstances. Individuals should be supported to stay home in order to maintain their health.

Ensure that the following workers do not come to work:

- Workers who are ill, whether or not the illness has been confirmed as COVID-19. A self-assessment tool is available at <https://covid19.thrive.health/>
 - Workers who have travelled internationally. In these cases, they must remain away from the workplace for at least 14 days.
 - Workers who have an ill person in their home.
 - Workers who share a residence with a person who has been exposed to COVID-19.
2. If it is necessary for workers to come to work, take steps to reduce the risk of exposure to COVID-19:
 - Ensure physical distancing is practiced in the workplace, including:
 - If practicable, reconfiguring the workplace to maintain appropriate distance between workers.

- Limiting worker participation in in-person gatherings and encouraging practices like teleconferences as an alternative. In-person meetings are to be limited to five (5) participants or less.
 - Minimize sharing of office space.
 - Promptly separate anyone who becomes ill and arrange for them to return home.
 - Educate staff on proper hand washing and cough/sneeze etiquette.
 - Post tips on how to stop the spread of germs.
3. Limit the number of people in a building to five (5) at any one time.
- This is to ensure physical distancing and comply with the need for a First Aid attendant for groups of more than 5 people.
 - Track the number of people in the building each day and their specific work location.
-

2. HANDWASHING AND HYGIENE PRACTICES

BC CDC Guidelines On Prevention (Hygiene, Handwashing, Etc.)

To help reduce the risk of infection Employees and Students are encouraged to:

- Wash your hands often with soap and water for at least 20 seconds. Using soap and water is the single most effective way of reducing the spread of infection.
- If a sink is not available, alcohol-based hand rubs (ABHR) can be used to clean your hands as long as they are not visibly soiled. If they are visibly soiled, use a wipe and then ABHR to effectively clean them.
- Do not touch your face, eyes, nose or mouth with unwashed hands.
- Cover your mouth and nose with a disposable tissue or the crease of your elbow when you sneeze or cough.
- Regularly clean and disinfect frequently touched surfaces
- Do not share food, drinks, utensils, etc.

Proper handwashing methods:

What kind of soap to use:

- Use plain soap that does not contain antibacterial agents. Plain soap will remove the dirt and grease that attract bad bacteria.
- Plain soap will not kill the good bacteria that live on the hands.
- Using antibacterial products unnecessarily increases the concentration of antibiotics in the water supply and in the environment and may contribute to antibiotic resistance.

Steps when using soap:

- Remove any hand or arm jewelry you may be wearing.
- Wet your hands with warm water.
- Apply plain soap to your hands and rub together for 20 seconds (the length of time it takes to sing Twinkle Twinkle Little Star or Happy Birthday)
- Wash the front and back of your hands, as well as between your fingers and under your nails.
- Rinse your hands well for 10 seconds under warm running water, using a rubbing motion.
- Wipe and dry your hands gently with a paper towel or a clean towel. Drying them vigorously can damage the skin.
- Turn off the tap using the paper towel so that you do not re-contaminate your hands. When using a public bathroom, use the same paper towel to open the door when you leave.
- If skin dryness is a problem, use a moisturizing lotion.

Steps when using alcohol-based hand rubs:

- These products need to be at least 60% alcohol to be effective, so check the label.
- Alcohol-based hand rubs do not cause antibiotic resistance.
- Alcohol-based hand rubs kill many bacteria and viruses but are not effective against some of the germs that cause diarrhea.
- Alcohol-based hand rubs are quick to use. They are especially convenient when soap and water are not available.

- Alcohol-based hand rubs don't work if your hands are greasy or visibly dirty. These products don't clean your hands and are not a substitute for handwashing. If your hands are visibly soiled, it is best to use soap and water.
- If it's not possible to wash with soap and water, use towelettes to remove the soil, then use an alcohol-based hand rub.
- Make sure your hands are dry, as wet hands will dilute the alcohol-based hand product.
- Use enough of the product to cover all the surfaces of your hands and fingers.
- Rub your hands together until the product has evaporated.
- If dry skin is a problem, use a moisturizing lotion.
- Alcohol-based hand rubs are safe for children if used with supervision. Alcohol-based hand rubs are poisonous if ingested. Children should not put their hands in their mouths until the alcohol evaporates (about 15 seconds).
- Wall dispensers and containers of alcohol-based hand rubs should be placed so they cannot be reached by small children.
- Alcohol-based hand rubs are flammable and should not be stored near a source of heat

BC CDC Guidelines On Physical Distancing For Covid-19 Pandemic

Physical distancing is a way that we can slow the spread of COVID-19 by limiting close contact with others. Even though we are not sick, we should still keep about two meters (six feet) or the length of a queen-sized bed from one another when we can when outside our homes. To help reduce the risk of infection Employees and Students are encouraged to practice physical distancing:

- Limit activities outside your home
- Use virtual options to connect with others
- If you are out in public, try to keep 2 meters between yourself and others
- Keep your hands at your side when possible
- Stay home when you are sick
- Cough into your elbow or sleeve
- Avoid social activities in large gatherings.

3. CLEANING PROCEDURES

Preventing Viral Transmission: Cleaning And Disinfection Procedures

In accordance with [Public health guidance for schools \(K-12\) and childcare programs \(COVID-19\)](#), the District is maintaining cleaning and disinfecting policies to mitigate respiratory illnesses such as COVID-19. Regular cleaning and disinfecting of objects and high-touch surfaces (e.g. door handles, water fountain push buttons) will help prevent the transmission of viruses. This can be done using existing school/childcare setting cleaning and disinfection protocols, as long as the disinfectant step is with a product active against coronaviruses (see “Disinfection” below).

- **Cleaning** is the physical removal of visible soiling (e.g., dust, soil, blood, mucus). Cleaning removes, rather than kills, viruses, and bacteria. It is done with water, detergents, and steady friction from cleaning cloth. *Cleaning for the COVID-19 virus is the same as for other common viruses.* In general, cleaning should be done whenever surfaces are visibly soiled.
- **Disinfection** is the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body. Routine cleaning practices in Custodial Services ensure high-touch surfaces are disinfected at least once per day.

If respiratory or other infectious illnesses are circulating in the school setting, additional disinfection will be carried out in accordance with Level 2 and Level 3 Post Incident procedures (see page 42).

Routine Cleaning Practices are recommended to ensure viral transmission is minimized. Cleaning and disinfecting objects and surfaces that are frequently touched by multiple students or staff (e.g., high touch surfaces such as doorknobs, faucet handles, computer keyboards, etc.) will help to prevent the transmission of viruses – including COVID 19 -from person to person through contaminated hands.

- Custodial Services uses appropriate disinfection agents to help prevent the transmission of a virus such as COVID 19 in accordance with Health Canada’s list of approved disinfection products: <https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html>
- Many shared objects are capable of transmitting the virus via indirect transmission. Obvious examples include doorknobs, computer equipment (keyboard and mouse), telephones, taps, toilet flush buttons, shelving, kitchen utensils, car door handles, etc.

- **During a pandemic, wherever feasible, consider single-use equipment and limiting equipment sharing. Do not share phones, computers, cutlery or dishes. No food sharing.**

Routine Cleaning Practices

Basic Cleaning and Scheduled Cleaning

Basic cleaning includes tasks that must be performed on a daily basis in order to maintain acceptable levels of cleanliness. Scheduled cleaning includes tasks that don't need to be performed daily. This means that general cleaning is performed daily; however, "total cleaning" is performed in assigned areas on a scheduled basis. The cleanliness of the building is maintained at a constant level and never allowed to go below an acceptable standard.

Daily cleaning includes emptying waste cans and picking up large litter; washing desks in primary classrooms, spot cleaning other desktops (including teacher's desk) and counters as required; emptying pencil sharpeners and damp wiping chalk ledges; dry mopping and spot mopping resilient floors; spot vacuuming carpets as required; thoroughly cleaning the sinks and refilling the dispensers, inspecting for and replacing burnt out lights daily.

Total cleaning includes washing all desktops, thorough vacuuming of entire carpet surface, high dusting ledges; vacuuming vents; spot washing walls and windows; damp wiping counters and furniture, spot cleaning carpets as required; washing and burnishing resilient floors.

Cycle Cleaning

Cycle cleaning is "total cleaning" of the building performed on a rotational basis. General cleaning is performed daily and "total cleaning" in sections of the area is performed on a scheduled basis. This reduces the need to "attempt" to totally clean the entire facility during break periods. The building is maintained at a constant level, never being allowed to go below an acceptable standard.

The following is a general set of guidelines applicable to described areas. Responsibilities in specialized areas (industrial labs, science labs, home economics labs, etc.) may vary from school to school. Please consult with the head custodian or foreman for direction.

<u>SAMPLE CLEANING PROGRAM</u>		<u>SAMPLE CLEANING PROGRAM</u>	
<u>Classrooms, Libraries, Offices, etc.</u>		<u>Washroom Areas</u>	
<u>Daily</u>	<u>Rotational</u>	<u>Daily</u>	<u>Rotational</u>
<ul style="list-style-type: none"> • Remove garbage and wipe any spills or marks on container and the wall behind it • Wash primary desks nightly • Check and replenish dispensers • Low-level perimeter dusting as required including any chalk or whiteboard rails, dispensers, etc • Spot wash walls and glass as required • Sweep/vacuum floor • Remove gum from floor • Wash floors as required • Look for & replace burnt out lights • Report repairs or emergencies 	<ul style="list-style-type: none"> • Wash/clean desks, tables, counters, shelving, and other furniture & remove gum • Wash garbage containers and other receptacles • High & low-level dusting including light fixtures, exposed pipes, vents, drapes, blinds, etc • Thoroughly clean glass • Wash/clean walls, window, and other ledges, dispensers, pictures, corners, behind doors • Thoroughly sweep or vacuum entire floor surface including corners • Thoroughly wash floors • Light scrub, refinish floors, buff as required 	<ul style="list-style-type: none"> • Sweep Floor • Remove garbage; wipe any spills or marks on the container or the wall behind • Check/replenish dispensers. • Clean and disinfect all fixtures including sinks, taps, dispensers, urinal, toilet, valves, door handles, partitions, & walls. • Use separate cloths to prevent cross-contamination between toilets/urinals and other areas • Clean mirrors • Polish chrome • Low-level dusting as required • Wash floors with disinfectant 	<ul style="list-style-type: none"> • High and low-level dusting (vertical & horizontal) to include light fixtures, exposed piping, vents, partitions, etc. • Totally disinfect all surfaces <p>Remove stains or buildup on porcelain surfaces.</p>

<u>SAMPLE CLEANING PROGRAM</u>		<u>SAMPLE CLEANING PROGRAM</u>	
<u>Hallways</u>		<u>Food Preparation Areas</u>	
<u>Daily</u> <ul style="list-style-type: none"> • Sweep floors • Remove garbage and wipe any spills or marks on container and the wall behind it • Remove gum • Disinfect fountains • Spot clean walls/lockers, glass, etc. • Auto scrub floors • Report repairs/concerns • Look for burnt-out lights and replace • Report repairs or emergencies 	<u>Rotational</u> <ul style="list-style-type: none"> • High and low-level dusting (vertical & horizontal) to include light fixtures exposed piping, vents, drapes, blinds, etc. • Thoroughly clean glass • Wash/clean walls, window and other ledges, dispensers, pictures, trophy cases and other furniture, corners, behind doors • Clean overhead glass where applicable 	<u>Daily</u> <ul style="list-style-type: none"> • Thoroughly sweep entire floor surface including corners • Wash tabletops. • Remove garbage and wipe any spills or marks on container and the wall behind it • Check and replenish dispensers • Low-level perimeter dusting as required including any chalk or whiteboard rails, dispensers, etc • Thoroughly wash floor. Use a scrubber and degreaser where appropriate 	<u>Rotational</u> <ul style="list-style-type: none"> • Wash/clean desks, tables, counters, shelving, and other furniture & remove gum • Wash garbage containers and other receptacles • High and low-level dusting including light fixtures, exposed pipes, vents, drapes, blinds, etc • Clean and degrease surfaces that including lights, walls, fume hoods/filters, all stainless steel surfaces, accessible plumbing • Wash/clean walls, window, and other ledges, dispensers, pictures, corners, behind doors

<u>SAMPLE CLEANING PROGRAM</u>	
<u>Entranceways</u>	
<u>Daily</u> <ul style="list-style-type: none"> • Vacuum mats • Sweep floors • Remove garbage and wipe any spills or marks on container and the wall behind it • Remove gum • Disinfect fountains • Spot clean walls/lockers. • Clean low-level glass • Wash floors using auto scrubber • Report repairs or emergencies • Look for burnt-out lights and replace • Report repairs or emergencies 	<u>Rotational</u> <ul style="list-style-type: none"> • High and low-level dusting (vertical & horizontal) to include light fixtures exposed piping, vents, drapes, blinds, etc. • Thoroughly clean glass • Wash/clean walls, window and other ledges, dispensers, pictures, trophy cases and other furniture, corners, behind doors • Clean overhead glass where applicable

General Schedules for Cleaning

Washrooms: Totally cleaned daily

Cafeterias, Kitchens: Totally cleaned daily

Food Rooms: Totally cleaned daily

Locker Rooms: Totally cleaned daily

Sinks/Drinking Fountains: Thoroughly cleaned daily

Dispensers: Checked daily. Fill and unplug as required.

Staff Lounges Totally cleaned daily

Spring Break Cleaning Plan

The custodial teams' main priority is going to be wiping down touch surfaces i.e. all door handles, water fountains, push bars, handrails, and push-buttons.

On top of the routine cleaning practices outline above the following will take place:

First Week of Spring Break

- all chairs get disinfected in schools using Quat
- gym walls, bleachers and change rooms are cleaned

Second Week of Spring Break

- All schools touch surfaces will be wiped down

Post Incident - Level 2 Cleaning Procedures

These additional measures are taken in the event of an area exposed due to increased absences due to illness of 10% more usual for the time of year. Symptoms of illness are to be reported by Administration to Workplace Safety. Workplace Safety will notify Public Health and request direction. Level 2 Cleaning and Sanitation Procedures are implemented by Custodial Services at the direction of the Public Health Authority and in consultation with Workplace Safety

- Two-step cleaning procedure to be implemented – a double clean in the rooms affected.
- First clean uses the same procedure with a disinfectant and second clean with a Neutral detergent

Post Incident - Level 3 Cleaning Procedures

These additional measures are taken only in the event of an area exposed in a confirmed case of pandemic disease such as COVID 19. Level 3 Cleaning and Sanitation Procedures are implemented by Custodial Services at the direction of the Public Health Authority and in consultation with Workplace Safety.

- Two-step cleaning procedure to be implemented – a double clean in the rooms affected.
- First clean uses the same procedure with a disinfectant and second clean with a Neutral detergent

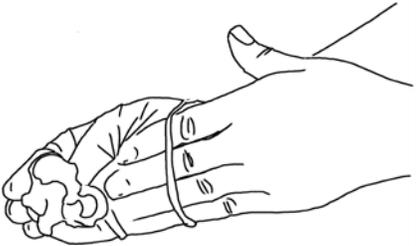
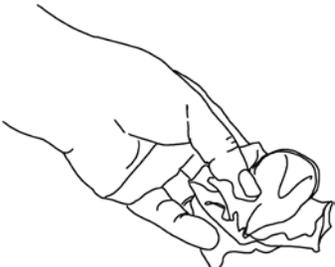
Donning Personal Protective Equipment (to prevent COVID-19 exposure)

1. Tyvek Coveralls – Put on and ensure zipper is closed up to neck.
 2. Surgical/procedure mask – Secure ties in the middle of head and neck, fit noseband to your nose and pull on bottom down to completely cover the chin.
 3. Eye protection – Use Safety glasses or Goggles appropriately fit
 4. Gloves – Extend to cover wrist of the gown
- Two-step cleaning procedure to be implemented – a double clean in the rooms affected.
 - First clean uses the same procedure with a Neutral detergent and second clean with a disinfectant.

Removing Personal Protective Equipment

1. Gloves – Use **Safe Work Procedure for Glove Removal (next page)**
2. Tyvek Coveralls – Zip down touching only inside of coverall. Turn inside out and roll into a bundle. Discard in regular garbage.
3. Hand hygiene – Clean all surfaces of hands and wrists.
4. Goggles or safety glasses– Do NOT touch the front of them. Put in soiled items container for disinfection and reprocessing.
5. Surgical/procedure mask – Grasp ties or elastics at back and remove WITHOUT touching the front. Discard in regular garbage.
6. Exit room and hand hygiene - Clean all surfaces of hands and wrists and exist room.

Glove Removal Safe Work Procedure (WorkSafeBC)

<p>1. With both hands gloved, grasp the outside of one glove at the top of your wrist.</p>	
<p>2. Peel off this first glove, peeling away from your body and from wrist to fingertips, turning the glove inside out.</p> <p>3. Hold the glove you just removed in your gloved hand.</p>	
<p>4. With your ungloved hand, peel off the second glove by inserting your fingers inside the glove at the top of your wrist.</p>	
<p>5. Turn the second glove inside out while tilting it away from your body, leaving the first glove inside the second.</p>	
<p>6. Dispose of the entire bundle promptly in a waterproof garbage bag. Do not reuse the gloves.</p> <p>7. Wash your hands thoroughly with soap and water as soon as possible after removing the gloves and before touching any objects or surfaces.</p>	

4. ILLNESS REPORTING AND INCIDENT RESPONSE

Reporting processes are in place for staff to report any health or safety concern, near-miss incident, injury or illness in the workplace, in accordance with all regulatory requirements. For more information see the [Workplace Safety Program](#) or contact your OHS team at mysafety@abbyschools.ca

- Additional measures are taken in the event of an area exposed due to **increased absences due to illness of 10% more** usual for the time of year. Symptoms of illness are to be reported by Administration to Workplace Safety at mysafety@abbyschools.ca
 - Workplace Safety will notify Public Health and request direction. Level 2 Cleaning and Sanitation Procedures are implemented by Custodial Services at the direction of the Public Health Authority and in consultation with Workplace Safety.
 - **In the event of a confirmed case of pandemic disease such as COVID, 19** staff and students will receive immediate first aid / medical aid, contact 8-1-1 and exit the workplace as soon as reasonably feasible. Fraser Health will conduct the required contact tracing for the exposure.
 - Level 3 Cleaning and Sanitation Procedures are implemented by Custodial Services at the direction of the Public Health Authority and in consultation with Workplace Safety.
-

FAQS: COVID-19 AND INFECTION CONTROL IN SCHOOL SETTINGS

Covid-19 & The Use Of Masks

- Masks should be used by sick people to prevent transmission to other people. A mask will help keep a person's droplets in.
- It may be less effective to wear a mask in the community when a person is not sick themselves. Masks may give a person a false sense of security and are likely to increase the number of times a person will touch their own face (e.g., to adjust the mask).

Follow the same advice that public health officials recommend for the cold and flu season:

- [wash your hands](#) often with soap and water,
- cover your mouth and nose when coughing or sneezing,
- avoid others who are unwell, and
- stay home when you are sick.

The most important thing you can do to prevent coronavirus and other illnesses is to wash your hands regularly and avoid touching your face.

Cleaning School Equipment

- **Musical Instruments:** If feasible, students should have their own mouthpieces for instruments. Mouthpieces should be cleaned and disinfected as per standard practices recommended for the instrument.
- **Toys:** Schools are encouraged to have toys that can be regularly cleaned and disinfected (e.g. avoid plush toys). Ensuring Toys are clean falls within the purview of the classroom Teacher. Custodial Services may be requested to assist with the disinfection of toys as part of Level 2 and Level 3 Post Incident Procedures.
- **Water Fountains:** The mouthpieces of drinking fountains are not a major source of virus transmission and require only regular cleaning according to manufacturer recommendations. Water fountain knobs and push buttons are considered high-touch surfaces, and regularly cleaned and disinfected. Consideration can be given to having students/children fill water bottles rather than having them drink directly from the mouthpiece of the fountain.

Disinfecting Technology

Please note that the following processes are specific to the Pandemic Phase outlined in the Pandemic Response Plan.

Personal devices and technology (such as keyboards and mice) wherever possible, should not be shared during an outbreak of a pandemic disease such as COVID-19.

Please note during the COVID-19 pandemic, disinfecting wipes are not widely available as they are being prioritized for health care settings. **Best practice during a pandemic is to limit/restrict the sharing of equipment and devices.**

If staff are looking for a method of disinfecting technology, the following disinfecting procedures can be followed:

1. Use of spray bottle of Buckeye Sanicare Quat-256 (Quat), gloves, & paper towel (to be provided by the custodial department). The [Safety Data Sheet \(SDS\) for Quat](#) must be kept with the product at all times
2. Review precautions outline in the [Quat SDS](#). Unplug all external power sources, devices, and cables. Ensure you are wearing gloves. Spray only the paper towel, not the equipment. If there is any potential of spray or splash to the eyes, safety goggles should be worn as well.
3. Use a paper towel moistened with Quat, to sanitize mouse and keyboard, for the device. The product must be left on the surface for 10 minutes for full efficacy.
4. Moisten a paper towel with water to remove any residual product.
5. Dry off any moisture with a dry paper towel.

[Excerpt from Lenovo Manufacturer's Instructions](#) for cleaning technology below:

Disinfecting your computer and keyboard

- Squeeze out excess liquid from wipe or disinfecting cloth before using
- It is safe to use a disinfecting wipe designed for office/home use. Some disinfecting wipes designed for medical use may cause discoloration, harm surfaces, or even affect functionality of your device. To minimize symptoms, we recommend the following:
 - Gently wipe the system thoroughly, being careful to ensure no liquid drips into the computer. Do not wipe on connector pins.

- After disinfecting, follow the cleaning procedure from the wipe supplier to minimize chemical buildup of disinfectant residue (i.e. wiping away any residual disinfectant after the prescribed contact time).
- Always allow the computer to completely dry prior to any use

[Excerpt on How to clean your Apple Products](#) from the Apple website below:

Is it OK to use a disinfectant on my Apple product?

- Using a 70 percent isopropyl alcohol wipe or Clorox Disinfecting Wipes, you may gently wipe the hard, nonporous surfaces of your Apple product, such as the display, keyboard, or other exterior surfaces.
- Don't use bleach. Avoid getting moisture in any opening, and don't submerge your Apple product in any cleaning agents. Don't use on fabric or leather surfaces.

Appendix B. Continuity of Learning Plan – Framework

(see next page)

Continuity of Learning Plan Framework

April 2020

The information in this guide will be reviewed on an ongoing basis and is subject to change based on changing circumstances and direction.

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Preamble

The purpose of this document is to articulate guidelines for Abbotsford School District's continuity of learning in the case of extended school closure. The instructional modalities and resources described below are effective ways to continue learning for students and families. The District's continuity of learning plan is guided by the following principles:

- **Safe:** We must ensure a safe working environment for staff, students and families. Therefore, school plans for continuity of learning must reflect appropriate physical distancing and universal precautions.
- **Relational:** Teaching and learning at its core is a relational endeavour. The tools and approaches we use must support ongoing positive personal interactions between students and adults. Staff must demonstrate regular positive contact with each student.
- **Hopeful/Compassionate:** In a time of uncertainty and upheaval, our staff must be merchants of hope for each other, our students and their families. Staff should make regular personal contacts with each student and parent and focus on the needs of the whole child.
- **Equitable:** A foundation of the public education system is that students have equitable access to the services they need. District staff will endeavour to meet a moral obligation to support our most vulnerable learners. Schools continuity of learning plans must therefore include provisions for students who do not have access to technology.
- **Consistent/Predictable:** While we recognize that our school contexts are different, it is important that we provide consistent levels of support to students across the district. All teachers should schedule regular and structured times for interaction with their students so that families may have some sense of predictability about the educational experience.
- **Manageable:** The plan recognizes the need for balance, to simultaneously build the capacity of staff to deliver instruction remotely, but also to ensure that educational services are reasonable under our current circumstances.
- **Meaningful/Interactive:** Given the dire circumstances in which we find ourselves, it is important to engage students in engaging and meaningful tasks connected to the core provincial curriculum. In the absence of ongoing physical interaction, learning activities should ideally be interactive and experiential.

School Continuity of Learning Plan

It is expected that each school (and by extension, each teacher) will develop a continuity of learning plan that is consistent with the principles outlined in the District Framework. Each principal will submit the first draft of their Continuity of Learning Plan to their assistant superintendent for feedback by April 3rd. A template will be provided for use.

Roles and Responsibilities of the Principal

- Establish the school's Continuity of Learning Plan
- Designate roles and responsibilities for school staff with respect to remote learning, so that the school's Continuity of Learning Plan may be implemented effectively.
- Implement structures and protocols for checking in with teachers and support staff responsible for executing remote learning.
- Establish a mechanism for tracking student engagement and interaction, which is inclusive of student attendance.
- Ensure that updates and expectations about the school's remote learning program are communicated to students and families. This includes tips for student success, directions for accessing any online platforms, pathways for administrative support, and assurances about student privacy.
- Answer questions related to the impact of COVID-19 on key academic policy areas such as promotion, grading, and graduation. Share questions with district office staff as needed for escalation and resolution.
- Communicate district expectations for teacher grade-keeping, data entry, and tracking student participation.
- For high school students, ensure that the school's remote learning program prioritizes the courses students need to stay on track for graduation.

District Resources for Continuity of Learning

Teachers who would like support in leveraging digital resources for students can visit [Learn34 Teacher Learning](#) for access to video tutorials and resources to support digital learning. In addition, district helping teachers can provide direct assistance in the use of these tools. It is important to remember that not all families have access to digital devices at home. Families may benefit from phone communication and encouragement to use the resources in their home to access rich and engaging learning opportunities.

It is important to consider how non-English speaking parents can access communication between the school and home. The best way to communicate may be in a recorded format that allows students to listen/watch and translate for parents/guardians. Teachers may consider

using translation services to communicate with parents/guardians. Translators like Google should be used with caution as English does not always translate in context.

Resources to Further Learning

The links below are teacher learning resources and resources that can be used to provide learning opportunities for students. If you have any questions regarding these resources or are searching for additional resources, please email the curriculum department at curriculum@abbyschools.ca.

[Curriculum Department Website](#)

[Learn 34 Teacher Resources](#)

[Continuity of Learning K-3 Suggested Resources](#)

[Continuity of Learning 4-8 Suggested Resources](#)

[Google Classroom](#)

[Google Teacher Centre](#)

[Google Hangouts](#)

[My Blueprint](#)

[Office 365](#)

Student and Family Resources by Level

The below parameters and resources are intended to help guide teachers in the development of a continuity of learning plan for students and families. The Curriculum Department will continue to communicate resources that are available to teachers, students, and families as they emerge. Online professional learning opportunities will also be available in the coming weeks to support the implementation of online learning opportunities.

Kindergarten

Kindergarten students should be encouraged to continue exploring literacy and numeracy through play. Teachers should communicate to parents and guardians the importance of playful and joyful learning of literacy and numeracy. Letter and number games are an effective way to continue learning. Play is a foundational aspect of the provinces early learning plan and should be encouraged. Read alouds and listening to books online are also effective ways to increase oral language. Outdoor learning opportunities are an effective way to scaffold learning. Parents and guardians should be urged to play outside with their children as a way of expanding the home's classroom experience. SeeSaw is an effective way to communicate with students and families. Teachers may use SeeSaw to share learning activities, resources, and information.

Resources to Use and Share with parents

[Learn 34 Primary Resources](#)

[Scholastic Learn at Home](#)

[SeeSaw](#)

[Resources for Kids at Home](#)

[Unite for Literacy](#)

[Google Teach From Home](#)

Grade One to Grade Three

Students in the primary years are encouraged to focus on literacy and numeracy. Parents should be encouraged to continue daily reading with their children. Children should read just right books, out loud and by themselves, that they have at home or access using online programs. Daily read alouds are also encouraged to continue oral language development. Cooking at home with a parent or guardian is a great way for students to read recipes and learn new skills.

Students should be encouraged to continue developing their numeracy skills by working on puzzles, playing and building with blocks, and utilizing digital numeracy resources. Cooking and baking are great ways to focus on measurement.

Students should also be encouraged to write in a journal every day. Encouraging parents to send a photo of student writing and or videos of their children reading is a great way to continue communicating learning.

Teachers should continue to use digital methods of communication with families. SeeSaw is an effective method of communicating with individual students and or the entire class. Please visit [Learn34.com](#) for more information on accessing and using SeeSaw.

Resources to use and share with parents

[Learn 34 Primary Resources](#)

[Scholastic Learn at Home](#)

[SeeSaw](#)

[Resources for Kids at Home](#)

[Epic Books](#)

[Unite for Literacy](#)

[Google Teach From Home](#)

Grade Four to Grade Eight

Teachers of students in grades four to eight may continue to use online communication such as SeeSaw and Google Classroom to communicate learning and share learning activities. Families should be encouraged to maintain daily literacy and numeracy practice using books and other resources that they have at home. This may include students reading to themselves or family members reading out loud. Teachers may use digital communication to share online literacy and numeracy resources to supplement daily practice. Teachers may use SeeSaw and Google Classroom to share projects and activities with students.

Teachers may provide students with inquiry-based learning opportunities through digital communication. Teachers may use the big ideas to guide students in inquiry-based activities. Teachers may use their professional judgement when choosing the depth of inquiry that students engage in.

Teachers in middle school may use Destiny Learning to help students access inquiry-based learning opportunities.

Teachers should encourage students to write in a journal as a supplement to other literacy and inquiry-based activities. Open-ended questions may be submitted to students through Google Classroom to scaffold writing.

Resources to use and share with parents

[Learn 34 Intermediate Resources](#)

[Learn 34 Middle Resources](#)

[Scholastic Learn at Home](#)

[Sora Digital Books](#)

[Google Classroom](#)

[Google Teach From Home](#)

[SeeSaw](#)

[Resources for Kids at Home](#)

Grade Nine to Grade Twelve

Teachers are encouraged to use Google Classroom as platform for communicating learning with students and families. Google Classroom is an effective way to share lessons, resources, and assess learning. All students in secondary schools have a google account. Students that do not have access to digital devices may require phone communication to communicate intended

learning. Activities should focus on inquiry and problem-based learning that allows students to explore concepts and Core Competencies without one on one support from a teacher. Teachers may provide one to one learning supplements with students via phone, email, or video communication. In the short term, learning should focus on continuation of learning from previous lessons. In the event of long-term service, lessons may need to be recorded to communicate video or audio.

Students may choose to register in online learning opportunities at Abbotsford Virtual School (AVS) only if they are in grade 12 and this course is needed for graduation.

Resources to use and share with parents

[Learn 34 Secondary Resources](#)

[Google Classroom](#)

[Google Teach From Home](#)

[Sora Digital Books](#)

[Destiny Library Online Resources](#)

[Abbotsford Virtual School](#)

[My Blueprint](#)

[Resources for Kids at Home](#)

School Learning Support Services for Students with Diverse Needs

Role of School Based Team

All schools are required to have a school-based team that meets regularly throughout the school. Details on the membership of this team can be found in [AP 207 – School Based Teams](#).

The role of the school-based team is as follows:

- Planning and coordinating services in the school for students with diverse needs
- Providing opportunities for consultation on possible classroom strategies
- Supporting teachers in providing appropriate support for students
- Identifying the need for additional district or community services
- Initiating referrals to access other school, district, community or regional services
- Initiating or facilitating inter-ministerial planning and service delivery
- Appointing a case manager
- Monitoring progress regularly

- Maintaining accurate SBT Meeting minutes and records of further referrals etc.

In light of our current COVID-19 situation and limited access to schools, the role of school-based teams should be adjusted so that communication and planning can occur in an online format. The following guidelines and procedures should be considered with regards to the school-based team:

Registration of students with diverse needs

1. Schools will be open to and accept school registrations following the procedures outline in [AP 336 – Student Registrations](#).
2. If the student registering at a school has been identified as have diverse needs or as requiring supports and services, the school-based team should be consulted in the placement of the student.
 - a. Schools should create an online, confidential platform in order to facilitate the required consultation to appropriately support the student in their new classroom/school
 - b. Documentation should be made available to be reviewed by the appropriate staff prior to the meeting in a secured online location
3. Principal will make the final decision on placement, in consultation with the SBT and communicate the decision with the classroom teacher involved.

LSS Teacher Responsibilities

LSS Teachers provide a coordinated and integrated set of support services that include school-based consultation, collaborative planning and coordination with the school-based team, and instruction. They typically help to organize, maintain, and integrate services in the school and, as part of a school-based team, provide the major link with support services available at the district level.

LSS Teacher responsibilities in our current situation are as follows:

- Participate in scheduled school-based professional development regarding the online learning tool utilized by the school to support students.
- Monitor email or other agreed-upon communication channels daily for messages from families, supervisors, and school leadership and respond to messages in a timely fashion.
- Develop a plan to engage families and youth with online instruction and intervention for students requiring additional support.

- Complete all outstanding IEPs that are pending finalization; obtain outstanding reports from any external stakeholders via email communication.

The following online resources are available for students and families to access:

- [Health Care Access Research and Developmental Disabilities](#)

EA Staff Responsibilities

EAs are expected to continue to support teachers in the delivery of instruction. Key expectations are as follows:

- Participate in scheduled school-based professional development regarding online learning.
- Support classroom teachers with preparing assignments, content, and activities.
- Assist with collecting materials that will be sent to students.
- Maintain regular communication with teachers and related service provider(s).
- Communicate and check-in with students as determined by classroom teacher and school leadership.
- Under the direction of the teacher or related service provider, support families and students in accessing and participating in remote learning and therapy experiences, including supporting families in implementing behaviour supports and structures, as needed.

School Counselling Services for Students

Coping in our current environment creates uncertainty and brings heightened stress for youth and families. School Counselors will support students and families by providing a continuum of preventative, developmental, remedial, and intervention services and programs and facilitate referral to community resources. This will give opportunities for students to develop self-confidence in their ability to succeed, use effective coping skills when faced with a problem and improve their ability to manage transition and adaptation to changing situations and responsibilities. School Counsellor responsibilities in our current situation should be as follows:

- Work with school administration and staff to develop a plan for how staff, students and families can reach them through phone, email or online platforms.
- Contact families and students as needed.
- Work with school administrators and staff to develop appropriate district or community protocols for students and families to follow in emergency situations.
- Continue to support students and families by providing the necessary academic, post-secondary and career counselling and advisement.

- Collaborate with school administration and staff to determine the technology options available to provide consultation, as well as counselling support services based on grade level, need and accessibility.
- Continue to monitor and support the social/personal development of their students and their students' active participation in remote learning.
- Work with families to refer youth to community supports, if needed:
 - CYMH - Tuesday Intake (604-870-5880)
 - Alternate to Suspension
 - Foundry (604-746-3392)

The following online resources are available for students and families to access:

- Parent in Residence – www.familysmart.ca
- The Foundry – www.foundrybc.ca/Abbotsford
- Anxiety Canada – www.anxietycanada.com
- Crisis Management Institute Parent Resource - www.parents.cmionline.com/

English Language Learners/International Students

When communicating digitally with ELL students and families, it is essential to be clear in your language. Chunk information in steps. Apps such as Talking points or using the translation feature on Office lens can translate information from English to additional languages, including Punjabi and Arabic.

Talking points allows students/families to write in their home language and have it translated back to the teacher in English.

Additionally, teachers can record their lessons and overlay translated subtitles, again chunking the information into bite-sized bits of information.

Teachers may use Google Translate, as many world languages are accessible through this platform. Teachers can speak to translate or have written forms translated in the browser.

<https://talkingpts.org/>

<https://pattiees.pwcs.edu/common/pages/UserFile.aspx?fileId=41599420>

<https://translate.google.com/>

Indigenous Students

Indigenous Support Workers should make contact with students/families at least once a week via facetime or telephone. In most cases, these would be the students with whom they already

have a relationship. Existing staff will be redeployed to ensure consistent contact and support for students

Indigenous support teachers will develop online lessons/videos to support learning and inquiry from home that all teachers will have access to support home learning from an Indigenous perspective.

Strong Starts

The Districts' 13 Strong Start Centers and numerous other family and toddler drop-in centers provide important early learning opportunities for children and their families across Abbotsford. While in-class instruction has been suspended until further notice, we continue to facilitate families in growing happy, healthy children.

Individual Strong Start site facilitators will make weekly contact with their parents to continue their ongoing relationships. Facilitators will check in with the adult caregivers, answer questions, and assist with any referrals to community supports. Daily story, circle craft and simple follow up activities that can be created with household items will be posted weekdays at noon on the district's site at <https://www.abbyearlyyears.com/>.

Assessment, Reporting and Graduation

The Ministry of Education has indicated that all students K-11 will be promoted to the next grade and that all grade 12 students eligible to graduate will graduate in June. Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. Students should still receive communication and feedback on their learning during the continuation of learning. This feedback might include communication on next steps for learning and or resources and support for learning. Teachers should communicate why it is important to continue learning at home. The purpose of this learning is to continue to grow the mind, body, and emotions. Teachers must ensure that parents are consulted and kept informed of how assessment will be determined in this unique circumstance.

Where possible, schools will work with high school students to complete their courses to the best of their ability, providing a final mark and awarding credits. If a student is unable to complete a course that would have allowed them to progress to the next grade, principals have the ability to award credits to ensure student progression. If the student is unable to complete a course that would have led them to achieving a high school diploma, such as a work experience or a career and technology studies course, principals have the ability to award credits to ensure the student graduates.

Students in the graduation years will also want to prepare themselves for upcoming coursework in the fall. Teachers are encouraged to focus on inquiry-based learning projects and activities that allow for conversation and feedback between student and teacher. These conversations may need to be conducted by phone in instances where students and families do not have access to electronic devices and or internet connection.

School Meals Program

In support of students and families who are part of the school district's subsidized lunch program, our provider, Ready Maid Meals, can connect with and provide food to the identified families. This will be done via weekly home delivery. Food will be provided on a weekly basis in the form of food care packages, prorated by the number of school-aged children in the family. Principals should ensure that they have the following information:

- An up to date list of the families on the subsidized lunch program
- Confirmed address and contact number for each family given to LSS
- Plan to contact family for delivery of food confirmed with LSS

Any questions regarding the continuity of the lunch program should be directed to the District Principal – Learning Support Services.

Continuity for Essential Service Workers

Emergency Management BC defines an essential service worker (ESW) as *those individuals considered critical to preserving life, healthy and societal functioning- including emergency responders, front line health care workers, and critical infrastructure and supply chain (e.g. food, medication) workers*. The Ministry of Education has been asked to care for the children of ESWs so their parents can continue to work and serve the greater community.

Across the Abbotsford School District, our community partners have licensed spaces at the following locations:

Aberdeen, Alexander, ASIA North Pop, Blue Jay, Barrowtown, Centennial, Clearbrook, Dave Kandal, Bondar, Swift, Dormick, Jackson, Godson, Harry Sayers, John Maclure, Margaret Stenersen, Mountain, Prince Charles, Ross, Sandy Hill, Ten-Broeck, Terry Fox, Upper Sumas, Rick Hansen, Sweeney Center, and WJ Mouat

We are working with our community partners to determine what level of service can be provided within our schools. To meet Provincial Health Officer guidelines, these spaces are required to be staffed by those who are qualified as an Early Childhood Educator or Responsible Adult. Current information indicates that there is more need than what our partners can provide.

Determinations about who any available spaces will be granted to are based on urgency, family circumstance, and the levels of tiered work descriptions as follows:

Tier 1: healthcare workers and emergency responders.

Tier 2: workers supporting vulnerable populations (e.g. social workers, income assistance workers); utilities workers and workers supporting key supply chain functions (e.g. grocery store workers, warehouse workers); and

Tier 3: teachers and childcare workers who do not have access to childcare and who are providing care or instruction to children of ESWs.

If operationally feasible, school districts are to consider offering care to parents of vulnerable students with unique needs (e.g. students with disabilities) and low-income parents with no other childcare options.

Access to and Distribution of Resources

In order to ensure that all students have access to what they need to be successful at home, all schools must contact families and schedule an opportunity for them to pick up needed materials from schools between Thursday, April 2nd and Tuesday, April 7th. These materials can include textbooks, workbooks, and print materials the school has prepared. In service of our equity principle, we are strongly encouraging schools to loan school-based technology to students who need it to be successful in remote learning.

Please keep in mind that all outdoor and indoor events with 50 or more people are now banned. School principals will be required to organize pick up in such a manner that supports our safety principle as well as physical distancing.

Appendix C. Continuity of Learning – Planning Guide for Teachers (from MoE)
(see next page)

Continuity of Learning

PLANNING GUIDE

FOR TEACHERS

Ministry of Education

May 22, 2020

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INTRODUCTION

The Continuity of Learning Planning Guide is provided to support teachers in providing learning opportunities for students during the current COVID-19 pandemic. This work includes developing plans and using alternative delivery methods to provide curriculum, instruction and assistance to students and families, while being responsive to changing circumstances.

Educators have considerable flexibility in the delivery of educational opportunities and supports in order to meet the unique needs and circumstances of their school communities and individual learners. In doing so, school districts and independent school authorities are provided with the following overarching commitments that have been identified by the Ministry of Education:

Guiding Principles

1. Ensure a healthy and safe environment for all students, families and employees.
2. Provide the services needed to support children of our essential workers.
3. Support vulnerable students who may need special assistance.
4. Provide continuity of educational opportunities for all students.

As K-12 education continues to transition toward more in-class instruction, this Planning Guide will be updated and new material will be highlighted for ease of reference.

TEACHER CONSIDERATIONS FOR LEARNERS AND FAMILIES

Learners who are most familiar with in-class instruction may face challenges-working in a more independent, self-directed environment. In order to help learners adjust to having less direct guidance from a teacher, it is important to give learners opportunities to develop skills by engaging them in topics that are of interest to them. When learners have a sense of intrinsic motivation and are able to build confidence, they are far more likely to stay engaged, even when the work becomes more difficult.

It is important to model a growth mindset with your learners and have realistic expectations for work. This style of teaching and learning will likely be very different for everyone and you and your learners will be adapting and growing together as you experience successes, frustrations and problem-solving solutions. When discussing the new learning environment with learners, it will be helpful to promote this as an opportunity for everyone to experiment and take risks without fear of failure. For some learners, this change in learning environment will be stressful, so maintaining a positive outlook and celebrating their effort is crucial.

It is also important to consider the family and their capacity to be more directly and regularly involved in their children's learning. For some people, experience and circumstances will allow them to quickly adapt. For others, it is quite possible that they could become overwhelmed. When educators can, it is important to encourage and validate small "victories" that families are achieving. While the school system can't take on sole responsibility for social-emotional health and wellness during challenging times, we don't want to contribute more stress, particularly for those who are least well-resourced to effectively manage it. A focus on learning through active engagement by the learner and the provision of specific and clear directions will help everyone to manage. Avoidance of over-scheduling or over-prescribing will also be essential.

SUPPORTING INDIGENOUS LEARNERS

Teachers are expected to continue to support all Indigenous learners by continuing to collaborate with supports and services provided to Indigenous students through the school, district, and community. The third Guiding Principle, "support vulnerable students who may need special assistance," is particularly relevant to many Indigenous students. It is the expectation that school districts will continue to provide programs and services that are over and above the regular continuity of learning services that all students will receive, so teachers should ensure that students have access to these supports.

Teachers should continue to communicate and collaborate with Indigenous Education support staff in their school to best support continuity of learning plans for Indigenous students; these plans may include:

- a framework for collaboration between teachers, support staff, administrators, parents/guardians, Indigenous communities, and students to understand the individual needs of each student and/or family;
- plans for the integration of language and culture into home-based learning; and
- a summary of all services and supports provided to each Indigenous student prior to this disruption to ensure continuity of services and supports moving forward.

It is also important to acknowledge that local circumstances require different approaches between schools and communities. "Learning involves patience and time" (From the [First Peoples Principles of Learning](#)). The First Peoples Principles of Learning should be integral to support Indigenous learners as part of continuous education plans. Indigenous families and communities may support the continuity of learning through a range of diverse perspectives and worldviews and teachers should consider the benefits of various approaches to support student learning and wellbeing.

Additional resources

- [Indigenous Education in British Columbia](#)
- [Indigenous Education Teaching Tools and Resources](#)
- [FNESC Suggestions for Continuous Learning](#)

MENTAL HEALTH AND SAFETY

Keeping students, families and staff safe and healthy is a top priority during a pandemic event. In addition to taking measures to protect our physical health, we also need to attend to our social and emotional well-being.

School is a social place and learners rely on the connections they have with the adults and peers in their class and school setting. During this time when in-person social engagement is limited or looks different than usual, it is essential that learners – especially those in vulnerable circumstances – don't feel alone.

During this time especially, students need to know that they are valued and that they are still part of a school community. Establishing regular one on one and group learning sessions, whether in-person or linked by phone or computer technology, can make a real difference. Following up with individual learners who are struggling is also essential. While the topic of your follow-up may be assignment specific, the student feels reassured that they are not alone.

Students' sense of well-being may continue to shift as the pandemic evolves. Schools and school districts should keep in mind that students who were not considered vulnerable prior to the COVID-19 outbreak may now be experiencing challenges that are taxing their well-being and positive mental health. As educators and support staff can be valuable "eyes and ears" for the community, it is important to remember that a "[Duty to Report](#)" continues if there is a concern about student safety in the home.

School staff should also consider identifying families who were receiving regular support through school programs and staff (e.g. time with a Family Support Worker), or who may have emerging support needs, and developing a plan to regularly connect with those families to assist with their well-being. School-level staff should maintain communication with local community-based organizations and Indigenous communities and organizations to coordinate school and community supports and referrals for families.

As students are spending more time online as a means of socialization and learning, staff should remind students of the [erase Report It tool](#). The tool allows students to send a secure,

anonymous and confidential message regarding safety related concerns to their school/school district safe school coordinator for immediate follow up.

In addition to the three Core Competencies - Communication, Thinking, and Personal and Social - the Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental, and social health. Social and emotional learning (SEL) approaches also support positive environments, provide techniques to promote well-being and positive mental health, and support students who may have increased needs.

Teachers should consider how to build students' awareness and application of the behavioural competencies central to SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Some resources to help support mental health and safety:

- [Mental Well-Being - information and supports for students, families and caring adults](#)
- [erase](#) (expect respect and a safe education) website: resources to support safe and caring schools including [online safety resources](#), [mental health and well-being resources](#) and [trauma-informed practice resources](#)
- The "Keeping Healthy" section of the [Keep Learning](#) website has a number of resources that may be helpful for educators, students and parents/caregivers
- [Children and Youth Living with Family Violence](#) (UBC, Faculty of Education): Role of K-12 Educators, Counsellors, Administrators and Others in Schools (UBC, Faculty of Education)
- [First Nations Health Authority – Culturally relevant supports for Indigenous students and families](#)
- [First Nations Education Steering Committee: Supporting Mental Health during the COVID-19 Pandemic](#): resources and available services focused on supporting the mental health and wellness of First Nations children and youth during the COVID-19 pandemic.
- The [North American Centre for Threat Assessment and Trauma Response](#) offers COVID-19 specific VTRA and trauma response resources, including [guidelines to support to re-entry into the school setting](#).

PLANNING FOR REMOTE AND HYBRID LEARNING

As schools move toward more in-class learning, some students will attend in-person classes at 100%, some will attend in-person classes part time and engage in supplemental remote learning opportunities (a "hybrid" model), and some will continue to engage in remote learning opportunities full-time.

Teachers will use many strategies to facilitate remote and “hybrid” (a combination of in-person and remote) learning. Classroom teachers/enrolling teachers will work with other education professionals - non-enrolling teachers, support staff and administrators - to develop and moderate learning environments that engage all learners and support their growth. At all levels, considerations need to be made for accessibility for learners and manageability for families. Planning for continuation of Indigenous language and cultural supports will need to be done in partnership with school district staff, First Nations communities and Indigenous language teachers and speakers to determine learning plans for any Indigenous language courses under these unique circumstances.

Kindergarten – Grade 3

For learners in the primary years, remote and hybrid engagement may include but not be limited to providing schedules, opportunities and resources for families and caregivers. (*Learning involves generational roles and responsibilities*, First Peoples Principles of Learning.) Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community among young learners.

Grades 4 - 9

For learners in the intermediate and early secondary years, remote and hybrid engagement may include learners in a wide array of learning activities, with a focus on project-based, inquiry or problem-based learning. (*Learning is holistic, reflexive, reflective, experiential, and relational, focused on connectedness, on reciprocal relationships, and a sense of place*. First Peoples Principles of Learning.) Educators may also use technologies to establish “live” virtual contact with individuals or groups of learners to facilitate their learning activities and to sustain a sense of community.

Grades 10 - 12

For learners in the graduation years, teacher-led/moderated activities and individual or group projects will enable learners to achieve and demonstrate the competencies required for course completion and expected of graduates of the BC education system. (*Learning requires exploration of one’s identity*. First Peoples Principles of Learning.)

Strategies for Hybrid Learning

- Educators may focus in-class instruction on those parts of the curriculum that are more effectively taught face-to-face, such as science labs and other hands-on learning. Learning which has proven challenging to conduct in an online or remote environment should also be prioritized or reinforced during in-class opportunities.
- Educators are not expected to use this limited period of classroom learning to “catch up” on all aspects of the curriculum that they have not been able to teach remotely. This is an opportunity to focus on topics where parents/caregivers often have the least ability to assist, such as math or science.
- In this challenging time, educators should continue to prioritize areas of learning for their students. Focus should be maintained on literacy, numeracy and the Core Competencies, and on the [First Peoples Principles of Learning](#).
- Educators do not need to fit all learning into in-class instruction sessions. They can continue to send activities and resources home with students to work on during the times those students are not in class.
- Having students in school allows for opportunities to provide students with physical resources like reading lists, books or other enrichment activities for the summer. Schools can provide families with information and resources on how to support student learning over the summer.
- Providing open-ended learning opportunities allows students to continue to be engaged with gaps between in-class days but also during remote learning times. This provides opportunities for continuity between in-class and remote learning experiences.
- Special attention should be given to Grade 12 students, as in-class learning will provide important opportunities to help students achieve sufficient learning in required courses, successfully meet graduation requirements, and support their preparation for work or post-secondary education.

For some students, hybrid learning models will not be appropriate. Schools will need to assess student needs and plan for in-class instruction accordingly.

ESTABLISHING YOUR REMOTE/HYBRID LEARNING ENVIRONMENT

When developing your remote or hybrid learning environment, you may wish to consider the following:

- Who are your students? What are their strengths? What are their needs while learning at home: literacy, numeracy, academic supports, cultural supports, social/emotional/mental health supports, equity supports?
- How will you group your teaching? Cross-curricular? Subject-specific?
- How often will you connect with learners? What are the expectations set by the school district/authority for learner and parent/caregiver contact? It is suggested that contact take place regularly and, on a schedule that learners can count on. Now more than ever, learners may be relying on you, both as an outside contact with a trusted adult, and a way to facilitate contact with their peers.
- How will you meet learners and families where they are at when setting schedules and expectations to minimize unnecessary stressors and foster sustainability?
- How will you monitor engagement and task/assignment expectations?
- How will you plan for accessibility needs for both low-tech and high-tech-activities and demonstration of learning?
- How will you continue to support the diverse needs of your students? How will you support Indigenous learners, children and youth in care, students with disabilities or diverse abilities, English Language Learners, students with refugee backgrounds, and other students with unique needs?
- What do *you* need to continue to support the individual needs of all learners?

While schools will use digital technology to reach many students and enable remote and hybrid learning, this should not be the only way to support student engagement. Access to computers and/or individual or community internet connectivity may be limited for some students and families. Many districts are devising plans to loan equipment to students who need access. Schools should collaborate with their district Indigenous education leads to identify Indigenous students that may need technology access or connectivity supports. These may be necessary for students in a variety of living contexts. However, when internet access and/or equipment are not available, learning may be supported through low-tech options such as books or teacher-created print materials. In combination with regular phone contact, the use of print materials can be an effective way to support learning. School districts/authorities will determine how materials will be made available, in order to ensure safety and promote timely access.

Safety in Remote Learning Environments

As you work to provide meaningful and engaging remote and hybrid learning environments, considerations for maintaining safe and respectful digital classrooms are paramount. Just as you take great care to ensure physical classroom spaces encourage positive behaviour and discourage inappropriate behavior, you must also take this care in virtual spaces.

It is important to remind students that the school's code of conduct applies to the remote learning environment and that online learning sessions are private. It is expected that no content from these sessions will be documented without consent or distributed online outside of the sessions, and that no third-party capture or social sharing of the sessions will occur.

You'll find resources to support creating safe digital learning environments in the "Digital Tools and Resources" section below.

SELECTING AND USING DIGITAL LEARNING TOOLS

It's easy to get overwhelmed by the perceived need to seek out new digital resources. But new is not always needed. Start by leveraging the resources and tools that you are familiar and comfortable with. Where you find you have gaps, look for materials to augment what you have.

Digital Tools and Resources

Given that various forms of remote and hybrid instructional models are being used across the world, there will be many sources of materials and strategies being offered through educator networks and social media connections. Some suggestions are listed below as starting points. Check with your school or district to see if they have any lists of recommended resources and tools.

- Many digital collaboration and teaching tools are available and in use by teachers. Examples include Zoom, Microsoft Teams, Google Classroom, Moodle, Canvas, MyEducationBC, and FreshGrade. Your school or district may access others as well, so it is useful to check with your information technology staff to find out what tools are available and what support and training opportunities may be offered.
 - Zoom is an audio/video platform used for video conferencing, hosting webinars, chat and web conferencing. [Focused Education](#) has procured a provincial license for Zoom and will be onboarding districts in the coming weeks.
 - Learning management systems (LMS) can provide robust environments for teaching and learning. Many schools and districts have LMS agreements in place

for online and distributed learning programs and may leverage them for remote learning at this time. In addition, the Ministry of Education has provided several options for districts to allow for no-cost access to three learning management systems (Canvas, D2L and Moodle) and the online courses in those platforms.

- Through [ShareEdBC](#), teachers across the province will have access to curated content aligned to BC's redesigned curriculum. ShareEdBC aims to help users across the province connect with each other, and to find and share resources.
Currently, an early release of ShareEdBC is being made available, enabling educators to onboard easily. School districts will be contacted by the ShareEdBC team in the coming weeks to provide instructions and support for the onboarding process. For more information, you are welcome to contact ShareEdBC@gov.bc.ca directly.
- [TeachBC](#) is an online resource of teaching materials, lessons, and research relevant to the K-12 BC curriculum. The website is public and open to everyone through the generosity of BC public school teachers. Teachers and organizations can share their teaching resources or educational research by registering and uploading their materials or providing links. Anyone can browse and download the resources for classroom or professional use. Browsing is easy. Users can search by subject, grade level, resource type, title, description, language, and more.
- At [Focused Education](#), teachers can access the [BC Digital Classroom](#), a core collection of digital resources for information, lessons, and activities. These resources are available to students also. Focused Education has [archived webinars](#) highlighting use of the tools, and is scheduling [additional webinars](#) this spring. Teachers can find information on peer-reviewed digital and print resources in the [K12 Evaluated Resource Collection](#), [Indigenous authors and content](#), and curated collections featuring [free websites](#) for instructional use.
- [Keep Learning BC](#) is a central place where families can find ideas for everyday educational activities, annotated links to free learning resources, as well as how to help children keep well and learn while they're at home. You may want to direct parents and/or caregivers to this site if they are looking for activities or strategies to support their child's learning.
- The First Nations Education Steering Committee (FNESC) has a [catalogue of resources](#) that are available for download to support the respectful incorporation of authentic First Nations content and perspectives into learning. FNESC has also developed [Suggestions for Continuous Learning](#).

When selecting and using digital tools, always consider information privacy and security and online safety. Your school or district should have processes and guidelines in place for the selection of new digital resources, tools or apps; check with your information technology staff. You may also find the following resources helpful.

- The [Office of the Information and Privacy Commissioner for BC](#) recently published a guidance document, [FIPPA and online learning during the COVID-19 pandemic](#).
- [Safer Schools Together](#) has created a set of resources for administrators, teachers, and parents with information and guidance on establishing the safest possible digital learning environments.
 - [Increasing Safety in a Remote Learning World – Guidelines](#) (*pdf*)
 - [Increasing Safety in a Remote Learning World – Using Zoom, MS Teams and Google Classroom](#) (*pdf*)
 - [Zoom - Creating Safe Remote Teaching & Learning Spaces](#) (*video*)
 - [Zoom – Keeping it Private and Practical Tips for Remote Teaching](#) (*video*)
 - [Zoom Settings for Education - Quick Reference Sheet](#) (*pdf*)
- [Focused Education](#) has created the following resources for educators:
 - [Protecting Student Information](#) (*pdf*)
 - [Reference Guide to App Privacy Implications](#) (*pdf*)

Selecting Resources

It is essential to always fully review online resources or lessons before assigning them to learners—even if they are from a trusted source. This is an excellent opportunity for collaboration among staff within a school and across a district as teachers provide their observations and recommendations to other educators. Schools and school districts should also consult with First Nations communities for permission to use any locally-developed cultural resources for online learning or distribution extending beyond the classroom.

When reviewing resources, use established criteria to assess suitability, such as the criteria used by Focused Education Resources. For more information about resource selection check out the [Learning Resource Selection for K-12 Educators online course](#).

Consider whether resources support B.C.'s concept-based, competency-driven curriculum and meet other criteria as listed below:

- Concept-based: focused on the key concepts, principles, and generalizations within and across disciplines; emphasis on conceptual understanding and transfer of learning; focus on in-depth exploration of topics to gain deeper understanding.
- Competency driven: focused on the ability of learners to perform a task as expected within a specific discipline or area of learning...that ability represents a combination of skills, processes, behaviors, and habits of the mind.
- Provides opportunity for the learners to develop and use targeted curricular competencies.
- Appropriate for the target grade level.

- Aligns with the [First Peoples Principles of Learning](#).
- Provides the opportunity for cross-curricular learning. (It will be more difficult for parents and/or caregivers to manage lessons for all areas of learning each day so this means that cross-curricular learning should be a priority.)
- Provides opportunities for *a//* learners to engage in learning and explicitly incorporates differentiated learning opportunities.
- Follows effective instructional and learning practices.
- For younger learners, prepare the information that you will provide to parents and caregivers along with the lesson/activity/resource. A similar framework is also appropriate for older, more independent learners with information and context being shared directly with them. The amount and type of information you provide will depend on the expectations you have set with individual families. For each lesson/activity/resource you provide, consider providing the following:
 - Identify which learning areas and which learning standards (curricular competencies and content) are being worked on
 - Provide them with any background or contextual information about the lesson/activity/resource (how long will it take, what is included (i.e. video resource, writing activity, etc.), any additional materials that might be needed, etc.)
 - Connections to previous learning. For younger learners, let parents know what their child has been working on and already knows in relation to the lesson. Encourage parents to talk to their child about this previous learning prior to doing the lesson. For older and more independent learners, have learners refer to previous content or learning activities that will assist them in their task.

When you are selecting resources, it is also important to consider restrictions and permissions under the [Canadian Copyright Act](#). In a remote or hybrid learning environment, you may be using and distributing resources in different ways than you did in the classroom. Below are some resources you may consider using.

- Through the Ministry of Education's partnership with Access Copyright, B.C. educators and staff can:
 - search for resources listed in [Access Copyright's database](#). This database includes more than 100 million copyrighted works by artists, authors and creators;
 - make immediate uses of Access Copyright's rich, broad repertoire of digital works to be shared with students through learning management systems (LMS), Google Classrooms, document sharing, email, and other electronic communication portals;

- use up to 20% of a published work, provided that this limit may be exceeded in respect of an entire newspaper article, or page or an entire single short story, play, essay, poem or one full chapter of a textbook or an entire entry from an encyclopedia or similar reference work;
- assemble a course collection consisting of works from different books/sources copy worksheets/consumables.
- Provided by the Council of Ministers of Education Canada (CMEC), the [Fair Dealing Decision Tool](#) helps teachers decide whether “fair dealing” permits classroom use of print materials, artistic works, or audiovisual materials without first getting copyright permission. The tool helps teachers determine whether a specific intended classroom use is allowed by the [Fair Dealing Guidelines](#).

ASSESSING IN A REMOTE/HYBRID LEARNING ENVIRONMENT

The focus is on determining if, and how, sufficient learning has taken place during these exceptional circumstances. Sufficient learning will be determined by teachers using their professional judgement. Grounded in the curriculum, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether sufficient learning has taken place to enable the student to pursue further learning in the curricular competency and content area. It is important to consider that learning may occur through diverse perspectives and worldviews throughout this time, and the benefits of this learning should be recognized in assessments of student learning.

During this time, teachers should prioritize which learning standards can be learned from home, with emphasis on the development of a student’s literacy, numeracy, Core Competencies, and the First Peoples Principles of Learning. This can be done in consultation with students and their families in order to determine their needs, goals, resources available to them and overall ability to engage in learning during this unique situation.

The BC curriculum allows for significant flexibility over topics that students study and the methods by which students demonstrate their learning. Encouraging student involvement and ownership over their learning will help to maintain their interest, engagement and motivation.

Because students may face challenges accessing online communications tools, it will be important to design activities and assessments that are not solely dependent on technology-based solutions. While there may be options to have all students logged on at the same time,

having alternatives will be essential for those students who are not computer-connected and for all students if technology solutions not performing as expected.

As teachers create learning experiences and assessment processes, it will be helpful to maximize student ownership and engagement by employing self-assessment opportunities. Resources for supporting self-assessment are available on the [Ministry of Education website](#).

Some key assessment strategies during this time include:

- Emphasize learner self-assessment by continuing to ensure students are actively engaged and take ownership in the learning process:
 - Example 1: if learners in your class generally co-construct self-assessment rubrics, you can give them a teacher created, self-assessment rubric with directions to add some of their own criteria.
 - Example 2: Continue the discussion of what meaningful self-assessment looks like by providing exemplars for the teacher-created, self-assessment rubrics;
- Have virtual or telephone conferences with your students to determine where they are in the learning, provide descriptive feedback, and discuss next steps;
- Find creative ways for learners to share with you what they are doing at home and encourage them to come up with their own ideas to demonstrate their learning. (Examples may include: creating a classroom blog where learners document their daily activities and self-assessment; encouraging learners to record themselves reading out loud; or having learners talk to peers about their learning via text or social media and then send their conversation to their teacher.)

All students will receive a report card based on where they were at prior to spring break, learning opportunities they engaged in at home during the suspension of in-person classes, and involvement in in-person, remote and hybrid learning opportunities after June 1. Teachers are able to use their professional judgement in determining if a student has demonstrated sufficient evidence of learning. This means there is freedom in how teachers assign marks and communicate them to students and families.

The Ministry of Education recognizes the need to be flexible and accommodating in these unprecedented times. B.C has not moved to a pass/fail approach, but teachers have the professional autonomy to decide how grades are determined for their students using both pre- and post spring break learning. For many students, the majority of evidence of student learning will have occurred before spring break. We also understand that reports prepared under these circumstances may not provide the amount of rich, detailed feedback that usually goes on a report card.

April-May Formal Reporting

If your school required formal report cards in April or May, there are many ways that teachers can simplify their report cards during these unusual times. While these suggestions fit within Ministry reporting policy, teachers should ensure that they are meeting any additional reporting requirements set by their school or district.

- Report card marks can be based more heavily on work completed before the suspension of in-class instruction.
- Marks and comments can focus on student literacy, numeracy, and core competency abilities in each learning area. Comments also can be brief and less specific due to the focus on broader learning goals during this period of remote learning.
- Teachers can utilize student self-reflection as a method for generating report card comments.
- Teachers can complete and send their report cards in batches, rather than sending out a whole class at one time.

June Formal Reporting

For grades K-9, teachers should use the report card format (report card, portfolio, etc.) that adheres to the Student Reporting Policy and school/district policies.

For the graduation years (grades 10-12), all students will need to receive a letter grade and percentage, in alignment with the Student Reporting Policy, on their June report card.

There is an understanding that learning is occurring within a context of diverse circumstances for students and their families. Assessment and reporting practices must be considerate of these unique challenges. As a result, there is an expectation that the following guidelines will be considered in preparing final grades for students:

1. Each student will receive final grades and a year-end report card appropriate to their grade level and in keeping with the school or school district's assessment and reporting policies. While these reports must include performance scale/letter grades and written comments in relation to the learning standards for each subject area, these comments may not contain the same amount of detailed feedback as in a normal school year.
2. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards which students are able to complete at home. Since many students may not have easy access to specific learning resources aligned to the curriculum, summative assessment should focus on the development of competencies and key literacy and numeracy skills, rather than mastery of specific content.

3. A student who has demonstrated progress can receive a final grade that is higher than would have been awarded prior to the suspension of in-class instruction.
4. For students with disabilities or diverse abilities the expectation remains that unless the student is able to demonstrate their learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student report card for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student's Individual Education Plan.

K-9

During these exceptional circumstances, teachers will continue to use their professional judgement in determining how best to support students in remote and hybrid learning environments. Teachers will identify essential learning priorities for their students and then base their assessments on these priorities. Teachers will continue to provide feedback on an on-going basis in relation to literacy-related and numeracy-related learning standards.

For all grades, teachers may wish to establish individual literacy and numeracy goals for students. These goals will help form a roadmap for both learning and assessment. In many cases, these goals can be co-constructed with students (and parents/caregivers when appropriate) during a virtual chat or phone conversation and should take into consideration student ability, interest, current access to resources, and availability of adult assistance at home. Progress toward goals can be shared with parents/caregivers regularly, so they are up to date with the current learning priorities. Students can then reflect on and provide self-assessment comments regarding their progress in meeting their goals.

It is important to have realistic expectations for students and families. Learners are expected to engage in learning opportunities, and educators will play key roles in helping students and parents/caregivers to maintain a positive outlook on learning. Many students will struggle with the loss of normal routines and interactions with their friends, so assessment feedback should focus on encouragement and positive, strength-based achievements.

Based on student work prior to the suspension of in-class instruction, and the assessment of participation in learning opportunities during the coming months, teachers will report on student learning as outlined in the K-9 Student Reporting Policy.

10-12

The Ministry of Education is not mandating or specifying the minimum number of hours that must be completed for a student to receive credit for a grade 10, 11, or 12 course. Hours do not necessarily reflect the actual learning that occurs. The focus is on determining if, and how,



sufficient learning has taken place during these exceptional circumstances. *Sufficient learning* will be determined by teachers using their professional judgement. Grounded in the big ideas, curricular competencies, content areas and the First Peoples Principles of Learning, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether sufficient learning has taken place to enable the student to pursue further learning in the curricular and content area.

Student learning priorities will be determined by teachers using their professional judgement. For graduation program subject teachers, there are many assessment strategies that fit best within the subject area depending on the way your course materials, activities and assessments were planned and being delivered prior to spring break. Your assessments of individuals and groups can be maintained or adjusted based on the degree to which regular, in-class activities and assessments can be adapted for home-based learning.

Teachers should work with Grade 12 students, and their parents/caregivers when appropriate, to identify priority learning topics to support their post-secondary studies and career opportunities. Students who are graduating may be experiencing extra levels of stress and anxiety about the interruptions in their regular learning. For these students, providing additional support towards achieving their learning goals is especially important.

Along with having significant input into the content they are studying, students in the graduation years should be encouraged to use both self-assessment and peer-assessment as a large part of their learning. In many cases, grades 10-12 teachers may not be able to provide continual guidance and feedback to all of their students on a daily basis, so students should be encouraged to use other methods for gathering feedback. Students should also be encouraged to initiate contact with their teachers for support.

Teachers will determine a final grade for students based on work completed to-date and the assessment of participation in learning opportunities that will occur up to the end of the school year. Teachers will work with students to fulfill course requirements according to their district and school plans during the suspension of in-class instruction. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a prioritized selection of learning standards which students are able to complete at home. In doing so, they will consider the unique needs or circumstances of individual students and differentiate as appropriate.



APPENDIX: FIRST PEOPLES PRINCIPLES OF LEARNING

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



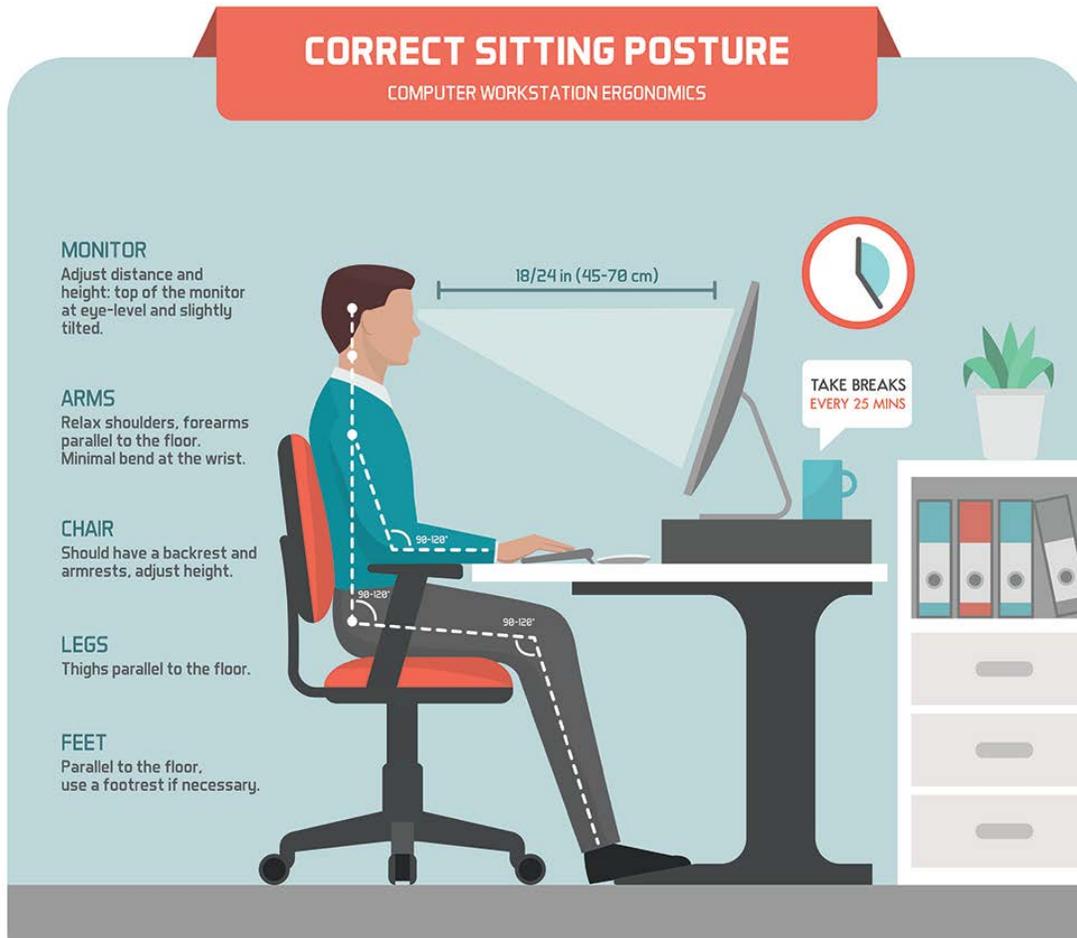
For First Peoples
classroom resources
visit: www.fnesc.ca



Appendix D. Ergonomics for All - Considerations when working or learning from home

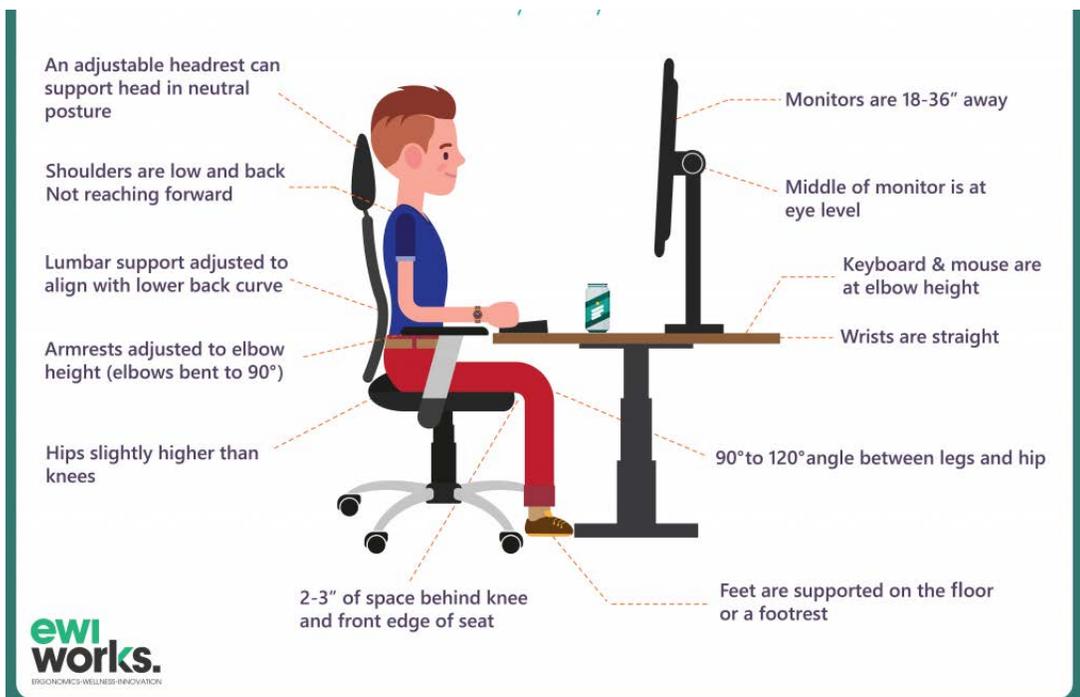
(see next page)

Adults



90° -120° at hips, knees and feet flat on the floor

Children



Monitors and Screens



Keeping your screen at the optimal height and viewing distance will help prevent or reduce eye strain and muscle tension in your neck, shoulders, and upper back.

Screen height

- The top line of text on your computer screen (not the top of the monitor) should be at eye level, as shown above.
- Most of the screen will be slightly below eye level. If you don't have an adjustable monitor support, adjust the monitor height by placing stable, stackable materials underneath the monitor to bring the top of the screen to eye level. An adjustable monitor support is handy if you share a workstation because it makes adjusting the height of the monitor quick and easy.

Viewing distance

The distance between your eyes and the screen when sitting in a typing position should be about arm's length. Your ears should be in line with your shoulders when you view the monitor.

Prescription eyewear

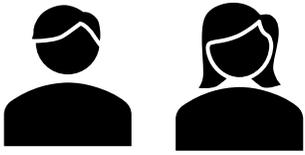
Eyeglasses or contact lenses prescribed for general use may not be adequate for computer work. Prescription lenses can be made to maximize vision and comfort when working at a computer, either as glasses specifically for

computer use or as bifocal or multifocal glasses. To determine your visual needs for working with a monitor, your ophthalmologist or optometrist will need the following information:

- Measurements from your eyes to the monitor screen, work documents, and keyboard — For more accuracy, have someone else take these measurements.
- The size of the screen — Measure diagonally across the screen, and add on approximately 2–3 cm (1 in.).

To improve your vision and comfort at the computer, when you view the screen through bifocals, you are likely tilting your head back to look through the bottom of your lenses. This can result in eye strain and awkward neck and upper back postures.

You can also try your old reading glasses or bifocals before buying special glasses for computer work. Your old glasses may be fine for viewing a computer screen, even though you may not be able to thread a needle or read a book with them.



Neck and Upper Back Pain:

- You could try lowering your screen so that you can hold your neck in a more comfortable posture. You can also tilt the screen upward slightly, but watch for glare on the screen. If you continue to be uncomfortable after lowering your screen, prescription eyewear specifically for using your computer may help.



Eye Lubrication

- Eye lubrication affects your comfort when using a computer and is especially important if you wear contact lenses. You do not blink as often at the computer as you do when reading items on paper. A dry office environment and the air quality can increase eye discomfort from this staring effect.

- You can help relax your eyes by focusing on distant objects and occasionally getting up from your workstation. You should also try to blink more often, and perhaps use eye drops recommended by your eye doctor.

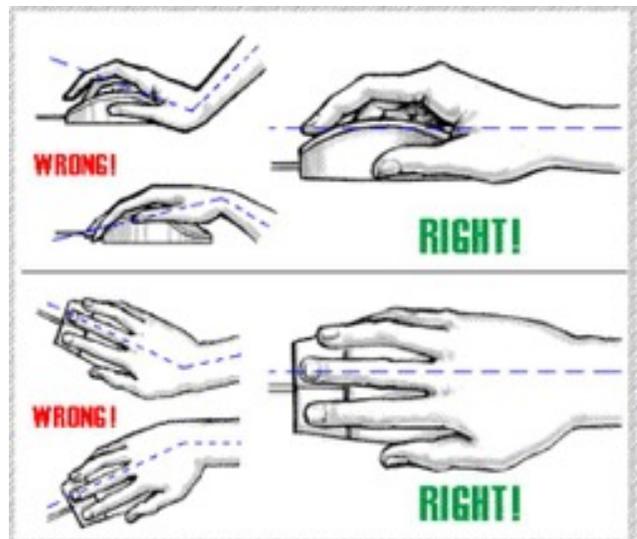
Keyboard and Mouse

- Wrist and Back pain may be caused by the incorrect posture around a mouse or keyboard.

The mouse

Consider the following guidelines for using a mouse:

- Keep your mouse at the same height and as close to your keyboard as is practical.
- Don't reach further than necessary to use your mouse. Move it closer, if possible, or use the mouse in your opposite hand.
- Some computer furniture doesn't provide enough room to place the mouse in the preferred position — you may have to get an extension to the keyboard surface for your mouse. Make sure you have enough space to move the mouse freely.
- Keep your wrist straight while using the mouse. Avoid bending your wrist back or to either side. Use a full arm motion from the shoulder when



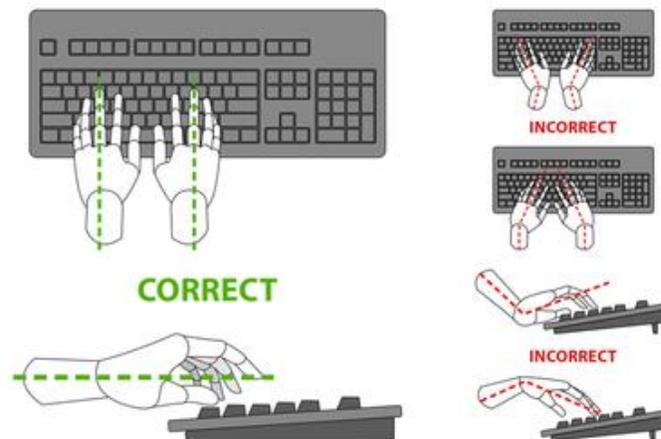
guiding the mouse.

- Relax your hand over the mouse. Don't hold it too tightly.
- Take your hand off the mouse when you are not using it.
- If you are experiencing discomfort in your hand or wrist, try increasing the mouse's pointer speed.

Keyboards

If your keyboard is adjusted properly, you will be able to keep your wrists straight while typing. This is a posture that may decrease the potential for injury. To obtain the optimal keyboard height, follow these guidelines:

- Adjust the keyboard surface up or down so that your wrists are straight when your fingers are on the middle row of keys.
- If your keyboard surface doesn't adjust this way, raise or lower your chair until you can hold your wrists straight while touching the middle row of keys. Your work surface should be just below your elbows, and your forearms should be parallel to the floor, with your elbows at your sides.
- You can also make a slight adjustment to the keyboard angle and height by
 - folding the small legs, found on the underside of most keyboards, in or out.
 - In most cases, you will need to keep the legs folded in to keep the keyboard flat and prevent bending of your wrists.



Ergonomics for Book Reading or Placing of Printed Materials for Typing



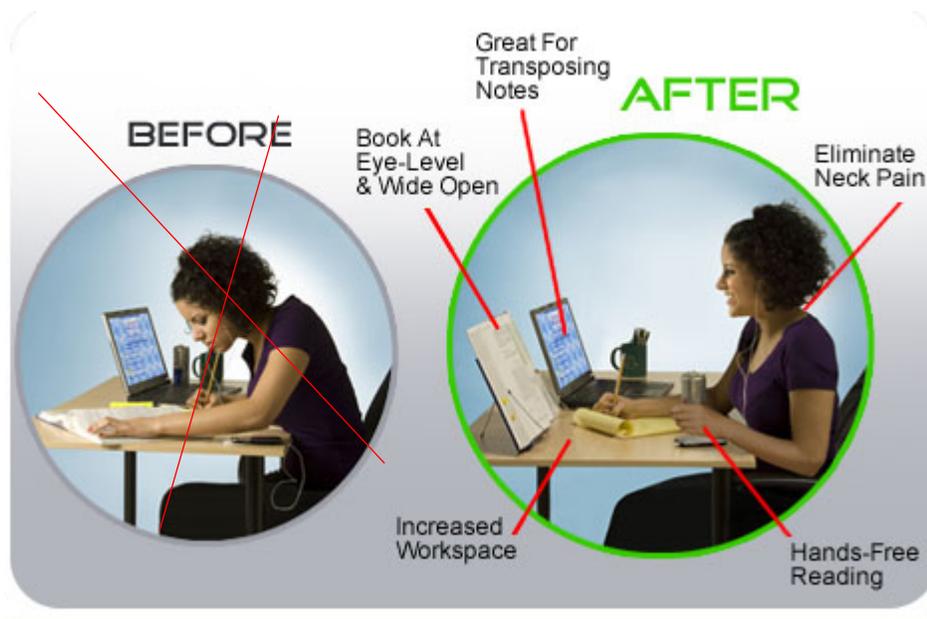
desk too far for reading or writing



desk at better angle for reading, good angle for writing



desk at best angle for reading



Consider Standing for Work and Taking Frequent Breaks

There are benefits to standing desks/workspaces. Physiologically, there is an increase in alertness (state of arousal) when we stand vs sitting. This can result in better student ability to pay attention and learn. For students who often seek movement (fidget, ask to leave the workspace frequently, have a hard time sitting in their chair and focusing), trialing a standing desk *may* help meet their physiological need for movement so that they are better able to pay attention and learn.

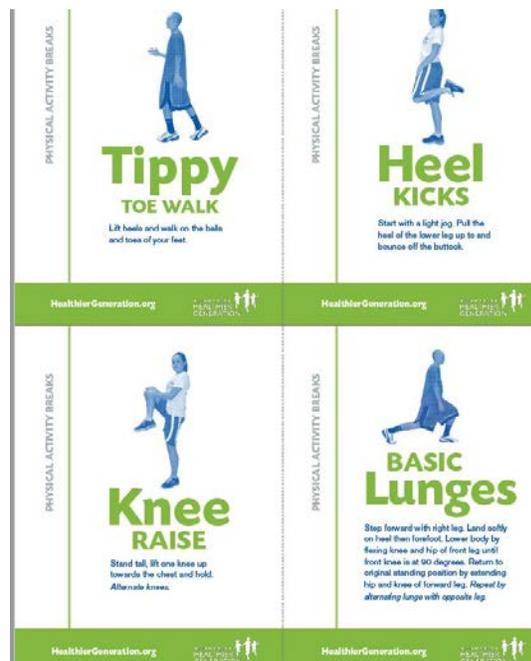
Standing desks can also be beneficial to students who need to increase their state of alertness (students who appear tired, sluggish or ones that seek movement). It is not a one-size fits all solution but something to consider!

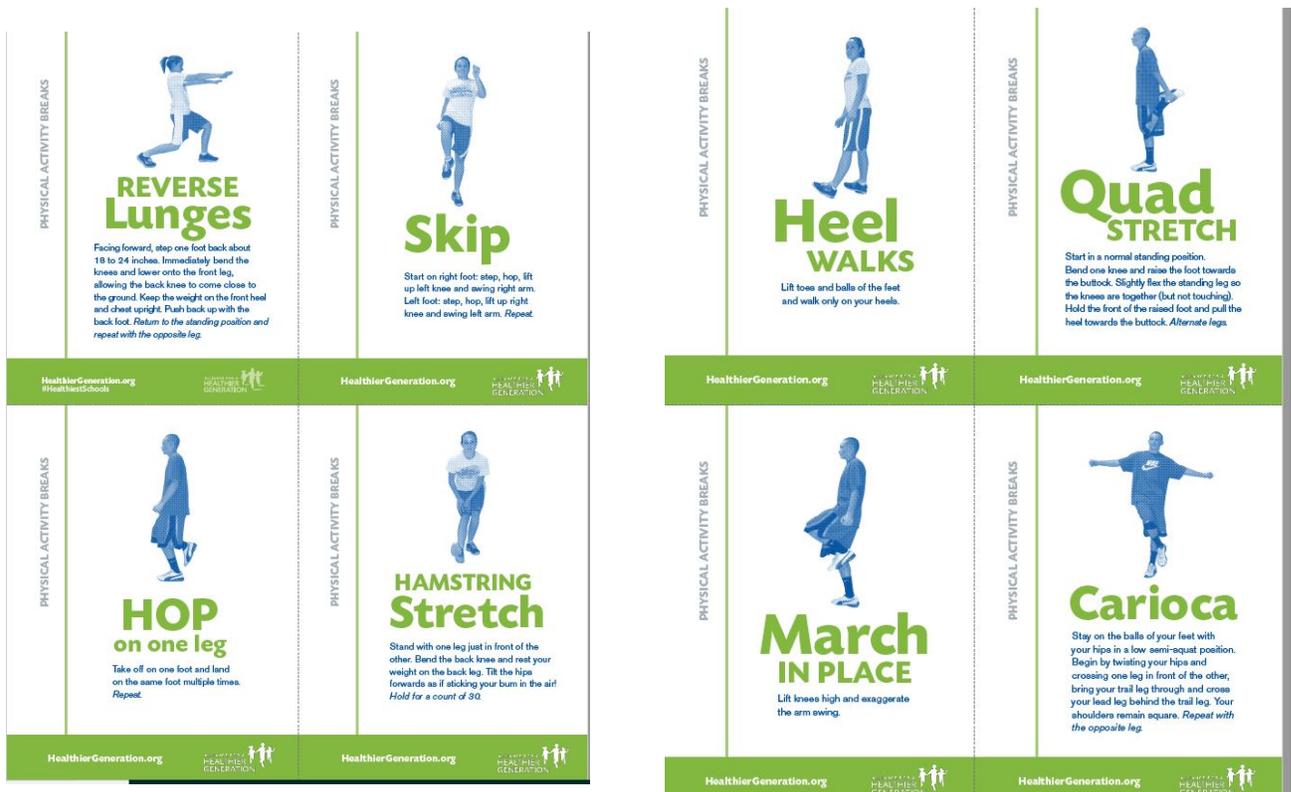


- Craft a routine where every 30-40 minutes you can move around and take a break.



- Breaks can consist of just going to get a drink of water or a snack, going up to go to the bathroom, to retrieve tools or materials, going out in the yard or your balcony for 5 minutes and taking 3 deep breaths. Here are more break ideas:





Resources:

1. *How to make your computer workstation fit you. WorkSafe BC Publication — 2009 –*
2. *Alliance for a Healthy Generation – Physical activity cards for All ages – 2020-*
3. *Research article, neurocognitive benefits of standing desks:*
<https://www.ncbi.nlm.nih.gov/pubmed/26703700>
4. *Research article, behavioral benefits of standing:*
<https://www.ncbi.nlm.nih.gov/pubmed/22836531>