



PRESENTATION TO PAC

March 10, 2021



COVID-19 PROCEDURES

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- The Provincial COVID-19 Health and Safety Guidelines for K-12 Settings have been developed by the Ministry of Education in collaboration with the Ministry of Health, Indigenous rightsholders and education partners, including district/school leaders, teachers, support staff, and parents.
- These guidelines are based on the public health guidance developed by the Office of the Provincial Health Officer and the BC Centre for Disease Control.

How is Surrey Schools Implementing the Guidelines?

This presentation will outline how Surrey Schools is implementing the provincial guidelines as stated in our Safety Plan. The District Health & Safety Committee has reviewed and provided input into our plans.

Cleaning Protocols

Additional custodial support has been provided to all Surrey schools. We have had a full-time custodian since April 2020.

Frequently touched surfaces including doorknobs, light switches, hand railings, faucet handles, tables, desks and chairs will be cleaned 2x each 24-hour period, including at least once during regular school hours.

General cleaning and disinfecting of the school will happen once over a 24-hour period.

If students or staff end up leaving school during the day because they are not feeling well, the areas that person has accessed may be disinfected with the electrostatic sprayer.



District Cleaning Protocols

- District introducing “Clorox 360 Electrostatic Sprayer” into disinfecting routine. **Note: This does not contain bleach.**
- How it works?
 - Machine “fogs” the room with a fine disinfectant mist that attracts to all bare surfaces, even the undersides of desks. Machine leaves no residue and disinfects a room quickly. It dries within a few minutes and all risks are mitigated once dry.
 - Elementary schools will be done once per day, in evening.
 - PE Equipment rooms will be done twice per day.
 - If a staff or student leaves midday with symptoms congruent with COVID-19, areas accessed by that person may be cleaned midday by the electrostatic sprayer, with proper ventilation and time for drying allowed before students re-access the area.

Cleaning Protocols Continued

High touch areas will be cleaned manually once per day with PCS Disinfectant Cleaner.

(I.e. door knobs, desk tops, water fountains, railings, sink taps, toilet handles)

Daily Health Checks

- All staff, students, and visitors must complete a daily health check before entering the building.
- Any student, staff or other person within the school who has symptoms of COVID-19 **OR** travelled outside Canada in the last 14 days **OR** was identified as a close contact of a confirmed case or outbreak **must stay home and self-isolate**, including children of essential service workers.
- **The Ministry of Health has also provided families with an additional resource, the online [K-12 Health Check](#). The webpage also includes a link for parents to download a K-12 Health Check Mobile App.**
- Students/Staff who become ill while at school will be immediately isolated and sent home as quickly as possible.

Daily Health Check

1. Symptoms of Illness*	Does your child have any of the following symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Sore throat	YES	NO
	Runny nose / stuffy nose	YES	NO
	Loss of sense of smell or taste	YES	NO
	Headache	YES	NO
	Fatigue	YES	NO
	Diarrhea	YES	NO
	Loss of appetite	YES	NO
	Nausea and vomiting	YES	NO
	Muscle aches	YES	NO
	Conjunctivitis (pink eye)	YES	NO
	Dizziness, confusion	YES	NO
	Abdominal pain	YES	NO
	Skin rashes or discoloration of fingers or toes	YES	NO
2. International Travel	Have you or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	YES	NO

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

If you answered "YES" to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) your child should **NOT** come to school.

If they are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8-1-1, or a primary care provider like a physician or nurse practitioner.

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

Daily Health Check

To be done by staff and students prior to entering the building

What to Do if Staff or Students Develop Symptoms

If a student or staff member develops symptoms at school, schools should:

- have them wear a mask (their own or provide them one)
- have a space available for them to wait until they can be picked up
- Call the first aid attendant if the person is in medical distress
- Ensure the student is supervised by an adult from a distance

What to Do if Staff or Students Develop Symptoms (cont'd)

- Make arrangements for the student/staff to go home as soon as possible.
- Request Caretaker assistance to disinfect the areas the student/staff use
- Encourage the student/staff to seek assessment by a health-care provider.

Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases, their symptoms have resolved or they have been cleared by their physician.

Reducing the number of close in-person interactions that an individual has in a day is a key component for preventing the spread of COVID-19. Physical Distancing and the setting up of learning cohorts are two important approaches for supporting this strategy.

What are Learning Cohorts/ Learning Groups?

- A Learning Group: a group of students and staff who remain together throughout a school term (e.g. a school quarter, semester or year) and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher or multiple classes that sometimes join for additional learning activities.
- A learning group could be made up of:
 - A single class of students
 - 2-3 classes depending upon numbers

Learning Groups (or Cohorts) - Elementary

In Elementary, a cohort = up to 60 people

Students may socialize with peers in different cohorts if they are outdoors and can minimize physical contact or if they are indoors and can maintain physical distance (2 meters)

Two classes (different cohorts) can be in the same learning space at the same time as long as a 2-metre distance can be maintained between people from different learning groups.

School gatherings should occur within the cohort. Otherwise, seek virtual alternatives for large gatherings (i.e. assemblies).

Fraser Health is in charge of all contact tracing in regards to cases, clusters, or outbreaks. They determine who is notified and what steps are taken (notice, self-monitoring, self-isolation, etc.). School administrators and the district are required to follow Fraser Health's determination.

School Wide Safety Routines

Visitor access to the school will be restricted and prioritized to those supporting activities that benefit student learning and well-being. All visitors must have completed a daily health check before entering the school.

Parents are not generally permitted in the building. Communication with staff will take place outside of the building, by phone or digitally. Exceptions must be approved by the Principal.

If a parent is picking up a child early, please make all efforts to make prior arrangements with the child's teacher. While we know sometimes last-minute appointments may arise, please contact the office.

Students/Staff traffic in the hallways and common areas of the school will be minimized through established traffic flow patterns.

Recess/lunch will be staggered in order to minimize the number of students on the playground at once.

Opportunities for learning outside will be utilized where appropriate.

Visual posters reinforcing physical distancing, hand hygiene and other safety protocols will be posted throughout the school building.

Gatherings and Events



SCHOOL GATHERINGS SHOULD OCCUR WITHIN THE COHORT. OTHERWISE, SEEK VIRTUAL ALTERNATIVES FOR LARGE GATHERINGS (I.E. ASSEMBLIES).



EXTRACURRICULAR ACTIVITIES CAN OCCUR IF PHYSICAL DISTANCE CAN BE MAINTAINED BETWEEN MEMBERS OF DIFFERENT COHORTS AND REDUCED PHYSICAL CONTACT IS PRACTICED WITHIN THE SAME COHORT



INTER-SCHOOL EVENTS INCLUDING COMPETITIONS, TOURNAMENTS AND FESTIVALS SHOULD NOT OCCUR IN-PERSON AT THIS TIME.



Guidance on Wearing Non-Medical Masks

Masks are required for all staff except when seated or standing at their workstations, behind a barrier, or eating and drinking. Medical exemptions do apply to those individuals who are unable to wear masks for medical reasons.

Wearing a mask is based on the decision of the family and individual for students in elementary school.

Elementary school students are not required to wear masks, although mask wearing will be encouraged.

Everyone must treat each other and those wearing masks with respect.

Families should maintain social distancing (2-meter guideline) and are encouraged to wear a mask during pick up and drop off times

Guidance on Wearing Masks (Continued)

Even when wearing a mask, staff and students will still be required to maintain physical distance from people outside of their learning group while inside.

Exceptions will be made for students and staff who cannot wear masks for medical or disability reasons.

Label your masks and wash them regularly! All students received 3 reusable masks.

COVID-19 COVID-19 COVID-19 COVID-19 COVID-19 COVID-19 COVID-19

COVID-19 COVID-19 COVID-19

COVID-19 COVID-19 COVID-19

HOW TO WEAR A NON-MEDICAL MASK OR FACE COVERING PROPERLY

COVID-19 COVID-19 COVID-19 COVID-19 COVID-19 COVID-19 COVID-19

Classroom and Work Area Considerations

Rearrange classroom to allow additional space between students and staff and allow for easy movement throughout the class.

Consider removing items not necessary, including additional furniture and resources.

Adapt group activities to limit physical contact and reduce shared items.

Ensure adequate supplies (i.e. art supplies, toys, pencils) to minimize sharing.

Limit use of frequently-touched items that cannot be easily cleaned.

Clean laminated materials daily if multiple people touch them.

Avoid sharing any food and drinks (including birthday treats, bake sale items).

Students to label all personal items and not share them. Recommended to store belongings in cubbies/lockers/desks as needed.

Sharing Items

Schools can share books or paper-based educational resources with students, as paper does not transmit the virus.

Sports equipment can be shared; students to wash their hands before/after play. Single player equipment (i.e. racquets, skipping ropes) will be disinfected after each use. PE equipment room disinfected with electro static sprayer twice a day.

Shared technological devices are disinfected between uses.

Sharing Items (cont'd)

Avoid sharing food and drinks – includes homemade foods like birthday treats or bake sale items (don't share if it arrives).

Ensure hands are washed before and after using shared items.

Items will be cleaned by electrostatic sprayer if left out.

Hand Hygiene Reminder



HAND WASHING WITH PLAIN SOAP AND WATER IS THE MOST EFFECTIVE WAY TO REDUCE SPREAD OF ILLNESS.



IF SOAP AND WATER IS NOT AVAILABLE, USE ALCOHOL-BASED HAND SANITIZER CONTAINING AT LEAST 60% ALCOHOL.

WHEN TO WASH YOUR HANDS

When Students Should Perform Hand Hygiene:

- When they arrive at school.
- Before and after any breaks (e.g., recess, lunch).
- Before and after eating and drinking (excluding drinks kept at a student's desk or locker).
- Before and after using an indoor learning space used by multiple cohorts (e.g. the gym, music room, science lab, etc.).
- After using the toilet.
- After sneezing or coughing into hands.
- Whenever hands are visibly dirty.

When Staff Should Perform Hand Hygiene:

- When they arrive at school.
- Before and after any breaks (e.g. recess, lunch).
- Before and after eating and drinking.
- Before and after handling food or assisting students with eating.
- Before and after giving medication to a student or self.
- After using the toilet.
- After contact with body fluids (i.e., runny noses, spit, vomit, blood).
- After cleaning tasks.
- After removing gloves.
- After handling garbage.
- Whenever hands are visibly dirty.

Controlling Traffic Flow in Hallways

Place temporary directional signs on the walls.

Posters to show traffic flow throughout school.

Continue to teach practice of the “new normal”:

- Travelling on the Right.
- Passing Left hand to Left hand.

Ventilation Systems and COVID- 19

COVID-19 is spread via droplets which are not spread through the ventilation system.

- All Surrey schools have ventilation systems that provide for fresh air to be introduced into the classroom and stale air to be removed from the room.
- The systems are designed and built in accordance with building codes and standards set out by the American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE).
- These systems are maintained on a schedule that allows for optimum performance of the system.

Important Reminders

1

Stay home when ill.

2

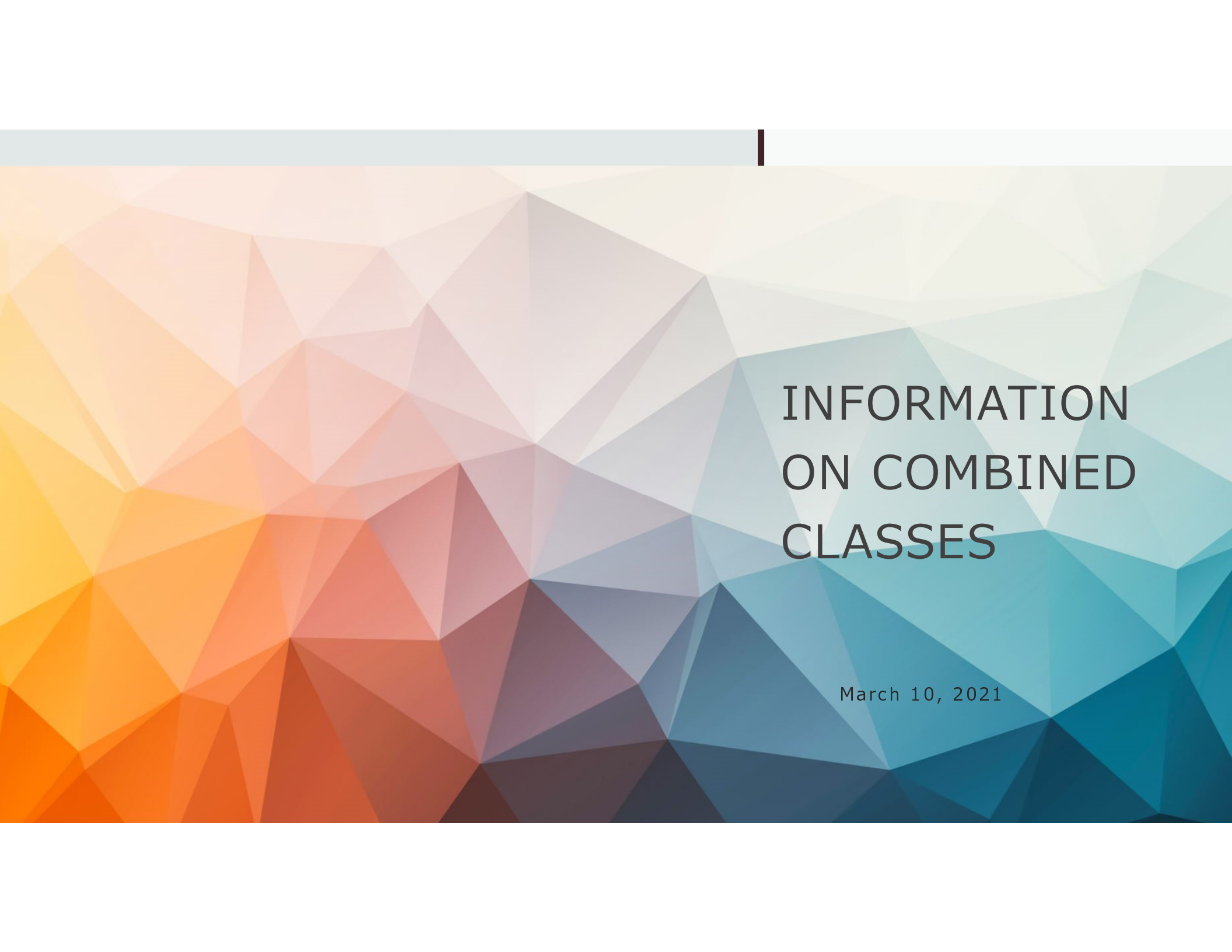
Wash hands frequently.

3

Maintain physical distancing inside and minimize physical contact outside. Wear a mask if physical distancing strategies are not an option.

4

Not gather in groups and maintain physical distance from other learning groups when inside.



INFORMATION ON COMBINED CLASSES

March 10, 2021

Combined Classes

Combined-grade classes consist of students in two consecutive grades grouped together in one class.

Common both locally and internationally, with “one out of every five Canadian students enrolled in a multi-grade classroom”.

There are academic as well as social benefits to combined-grade classes

Benefits to Combined Classes

Studies indicate that children in combined classes do as well academically as children in single grades.

Allows students to learn from one another.

Provides opportunities for a greater range of learning.

Encourages students to work together.

Promotes social responsibility.

Provides models for younger students.

Helps older students see what they've already learned.

Helps students to become independent.

Skills and curriculum of students in combined classes

- **Students in combined classes are not held back to the level of younger students, nor are they expected to handle work beyond their ability.**
- **In every classroom, there is a wide range of skills and abilities.**
- **Children mature at different rates in various aspects of development.**
- **Teachers are aware of these individual differences and structure learning activities according to the needs of each learner.**

Developmental range within a classroom

- Intellectual, social and personal development does not occur in discrete steps according to grade level.
- Studies have found that on average, a single-grade class includes students whose development spans five years.
- The developmental range in a combined class is not significantly different.
- Within the combined class there will be children of both grade levels with similar levels of performance.

**Combined
classes are
educationally
sound**

Researchers have reported successful learning is less dependent on how students are grouped into classes than on the quality of instructional practices.



CODE OF CONDUCT

March 10, 2021

W.F. Davidson Elementary • Code of the Dragon
Respect Yourself, Respect Others, Respect Your School, Respect Learning

Expectations					
	Respect Yourself	Respect Others	Respect Your School	Respect Learning	
Settings	Learning Spaces	<ul style="list-style-type: none"> •Always give your best effort •Focus on your work •Meet your deadlines •Follow instructions •Participate in lessons •Ask for help when needed 	<ul style="list-style-type: none"> •Hands and feet to yourself •Encourage your peers •Listen to others •Ask before borrowing 	<ul style="list-style-type: none"> •Work on something quietly on choice days •Clean up after yourself •Use garbage / recycling bins •Use equipment properly •Keep gum at home 	<ul style="list-style-type: none"> •Have your materials ready •Work cooperatively •Speak in a normal voice at an appropriate time •Accept and value differences •Hats off inside
	Hallways	<ul style="list-style-type: none"> •Watch where you are going •Walk to the right 	<ul style="list-style-type: none"> •Walking feet and quiet voices •Say "Hello" to others •Hold doors for others •Appreciate others' work •Take turns at water fountain 	<ul style="list-style-type: none"> •Clean up after working in the Pod •Wipe your shoes when you enter the school •Take care of equipment 	<ul style="list-style-type: none"> •Work quietly when in the Pod •Keep exits and paths clear •Hats off inside
	Washrooms	<ul style="list-style-type: none"> •Leave food and drink in your classroom •Wash your hands before you leave 	<ul style="list-style-type: none"> •Respect others' privacy •Wait your turn •Have a quiet voice 	<ul style="list-style-type: none"> •Keep water off the floor •Clean up after yourself •Report problems 	<ul style="list-style-type: none"> •Use an appropriate amount of time •Return promptly to your classroom
	Grounds	<ul style="list-style-type: none"> •Keep your eyes open •Dress for the weather •Stay in designated play areas •Report problems to a supervisor •Use appropriate language 	<ul style="list-style-type: none"> •Hands and feet to yourself •Share and take turns •Invite others to play •Walk your wheels •Help others in need •Use appropriate language 	<ul style="list-style-type: none"> •Put garbage in garbage cans •Return equipment to your classroom •Listen to supervisors •Keep gum at home 	<ul style="list-style-type: none"> •Return promptly to your classroom when the bell goes •Keep living creatures in their natural environment •Accept responsibility for your mistakes
	Assemblies	<ul style="list-style-type: none"> •Use the washroom first •Follow directions 	<ul style="list-style-type: none"> •Hands and feet to yourself •Listen to others •Show appropriate appreciation 	<ul style="list-style-type: none"> •Leave food and drink in your classroom 	<ul style="list-style-type: none"> •Ask thoughtful questions when appropriate •Hats off inside
	Devices	<ul style="list-style-type: none"> •Keep personal information safe •Use appropriate sites •Be aware of your digital footprint 	<ul style="list-style-type: none"> •Respect others' privacy •Take photos of others only with their permission •Positive comments only 	<ul style="list-style-type: none"> •Use equipment carefully •Visit appropriate sites only •Leave settings alone •Social media at home 	<ul style="list-style-type: none"> •Ask before using a device •Inform teachers of inappropriate sites •Remember that not all information is accurate

Code of the Dragon 2017-2018

Programs Being Used

Zones of Regulation

Mind Up

Safe Schools (Presenters and Resources)

Second Step

Social Stories, Read Alouds, Picture Books

Class Meetings

Teachable Moments



BC CURRICULUM

March 10, 2021

Curriculum Website



The screenshot shows the top section of the British Columbia BC's Curriculum website. At the top left is the logo for British Columbia, featuring a sun and mountains, with the text "BRITISH COLUMBIA" and "BC's Curriculum" to its right. On the top right, there are links for "English" and "Français". Below the logo is a navigation bar with the following items: "Home", "Curriculum" (with a dropdown arrow), "Competencies" (with a dropdown arrow), "Classroom assessment", and "Provincial assessments" (with a dropdown arrow). The main content area features a large background image of a classroom with students and a teacher. Overlaid on this image is the text "Search BC's Course Curriculum" in a large, bold font. Below this, a smaller line of text reads "You can search our Kindergarten to Grade 12 curriculum by course or keyword". A search input field is positioned below the text, containing the example "For example: Mathematics 11" and a "Search" button to its right.

BRITISH COLUMBIA BC's Curriculum

English Français

Home Curriculum Competencies Classroom assessment Provincial assessments

Search
BC's Course Curriculum

You can search our Kindergarten to Grade 12 curriculum by course or keyword

For example: Mathematics 11 Search

Questions about classroom curriculum?

Ask the classroom teacher! Teachers are experts in curriculum development.

The BC Curriculum is separated into Core Competencies (skills that apply to all subject areas) and Subjects.

Within each curricular subject, curriculum includes Big Ideas, Curricular Competencies, and Curricular Content.

Teachers have professional autonomy to decide how, when, and which way to teach curriculum. This allows them to teach in a way that best meets the needs of their class in any specific year.

Communicating with your school

Staffs in our school are eager to address your questions or concerns. Education is shared between the home and the school and good communication is an excellent starting point for resolving an issue.

Parents and guardians are urged to contact the school if they have questions about an activity or issue. It is usually best to begin with the classroom or subject teacher. If a matter remains unresolved, then you may wish to contact the principal to request assistance in dealing with the matter.

Build a positive relationship with your school:

Be involved:

- understand the roles and responsibilities of the partners in education
- participate in the school's PAC
- Attend school events and activities
- Offer to help
- support your child's learning at home
- be informed of your child's progress in school

Communicate:

- take opportunities to get to know the people who work with your children.
- inform yourself about your child's classes and school activities.
- keep the school informed about issues that affect your child.

Resolving issues & concerns

1. Arrange an appointment so that your concerns can be heard without distraction.
2. Organize your thoughts before the meetings.
3. Keep focused on the issues.
4. Treat others with dignity and respect, and expect that in return.
5. Look at both sides of the issue and listen to everyone.
6. Give each of the steps a chance to correct the problem before you proceed to the next step.

Guidelines for parents and adult learners to follow when there is an issue or concern:

STEP 1: Start with the person(s) whose action has given rise to the issue or concern.

STEP 2: If the issue is not resolved, contact the principal.

STEP 3: If the issue is still not resolved, contact the Assistant Superintendent for your area at 604-596-7733.

STEP 4: If the issue is still not resolved you can contact the school, District Administration, or District Parent Advisory Council, for information on the appeals procedure.

In the case of issues involving student safety or other emergency situations, you may need to proceed directly to Step 2 or 3.

During Step 2 or Step 3 you may be referred to other departments in the District (e.g. Special Education, Student Services, Continuing Education, Transportation, etc.) to resolve the issue or concern.

The *Policy on Appeals Procedure* (#9902) and *Notice of Appeal* forms are available on the school district website under the *General Info* tab.

This information is a joint project of the Surrey Board of Education, Canadian Union of Public Employees, Surrey District Parent Advisory Council, Surrey Principals' & Vice Principals' Association and the Surrey Teachers' Association.