

May 22, 2020

BC's Education Restart Plan - School District No. 52

The operating plan aligns with the four 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 service workers
3. Support vulnerable students who may need special assistance
4. Provide continuity of educational opportunities for all students

OBJECTIVES

As a part of ensuring continuity of learning and educational outcomes during the COVID-19 pandemic, these guidelines are intended to support K-12 employees, students, parents, administrators and school community members to:

- Be informed about public health measures and feel safe in schools.
- Understand their roles and responsibilities in maintaining and promoting public health and school safety.

HELPFUL RESOURCES

- [Provincial COVID-19 Health & Safety Guidelines for K-12 Setting](#)
- [K-12 Education Restart Plan](#)
- [COVID-19 Public Health Guidance for K-12 School Settings](#)

ENGAGEMENT WITH INDIGENOUS PEOPLES

- Engaged in conversations with Hartley Bay with whom we have a Local Education Agreement. They have 35 students K-12 and will be coordinating a re-start plan for June 1st.
- Metlakala village is a First Nations community with a Local Education Agreement. Metlakala will not be sending their students into the school district until further notice. However, students will continue to receive online learning and learning packages on a regular basis.

- The Aboriginal Education Council has not met since COVID19 but regular updates are send out to all stakeholders.

HEALTH AND SAFETY

In complement to the Ministry of Education's overarching principles for the COVID-19 response, the Ministry along with education partners articulated the following principles with respect to health and safety:

- All schools will adhere to the standards, guidelines, and direction from the Public Health Officer (PHO), WorkSafeBC and Exposure Control Plan. Unique school plans are created with the Occupational Health and Safety Committee at each site.
- In collaboration with education partners, the Ministry may develop additional health and safety requirements for all schools to ensure consistency across the K-12 system. These additions will enhance not duplicate, PHO and WorkSafeBC requirements.
- Psychological safety measures and trauma-informed practice will be valued and implemented alongside physical health and safety measures.
- Effective communication with all community partners, parents, students, unions and employees is an essential aspect of successfully implementing these guidelines.

In SD#52, all schools and sites will establish protocols for accessing work sites and minimizing risk, including:

- Establishing clear site-based protocols for staff and student access to site
- All sites will have a clear screening process where staff and students are asked if they are sick
 - External thermometer will be available at all sites if required to detect a fever
 - Sites will have processes for staff or students leaving if sick
 - Sites will need locations for students who are unable to return home

- SD#52 and schools will communicate with families the importance of students not attending if sick
 - Families should also let schools know if child is suffering from allergies, to minimize misunderstanding
- Sites should not have visitors or volunteers, but if they do, it should be by appointment
 - Itinerant staff will visit and provide regular service and will adhere to specific site protocols
- Sites will have clearly designated staff and student wash areas
- Students will bring limited materials to school (backpack, water bottle, etc.) and should not share any materials
 - Parents should not send students with food that needs to be prepared or heated
 - Students will access water from the bottle re-fill fountains only
- PPE, as indicated by the Health Authority, are the least effective strategy in a non-medical setting, are not required, but will be available for First Aid attendants if needed. Other employees desiring to wear PPE may bring their own.

Cleaning and hygiene

The health and safety of our workforce is paramount, and it is everyone's responsibility to ensure reasonable measures are taken to prevent the spread of COVID-19

- All sites will:
 - Provide adequate hand-washing facilities on site for all staff and ensure the location is visible and easily accessed. Develop policies around when staff must wash their hands, including upon arriving for work, before and after breaks, after handling cash or other materials, before and after handling common equipment (photocopiers, etc.).

- Where possible, schools will maximize classrooms with sinks for additional hand washing
- Schools will provide additional hand sanitizing stations to the extent possible
- Implement a cleaning protocol for all common areas and surfaces, including washrooms, equipment, tools, common tables, desks, light switches, and door handles. Ensure those engaged in cleaning have adequate training and materials.
- Washrooms should be cleaned at least once a day or as needed
- Consistent focus on handwashing and hygiene
- Provide time between movement of students for necessary wipe-down or cleaning (this can and should be done by any available staff)
- Remove any unnecessary tools or equipment that may elevate the risk of transmission, including items like coffee makers and shared utensils and plates.
- Staff should not prepare food or share implements or preparation areas

Where physical distance cannot be maintained

- Buses will be suited with a shield to limit potential risk
- Understanding the low risk of transmission across and from students especially in lower grades, physically distancing is difficult to enforce with younger children, but staff should teach appropriate behaviours and consider other space options where possible. Plenty of outside activity is highly encouraged.
- Students should avoid physical contact to the greatest extent, where possible
- Older students will also be encouraged be more mindful of physical space and contact, and limit the size of groups.

In the event of illness

In the event of a COVID-19 related illness at a SD#52 work site, procedures will be in place to ensure safety standards are maintained. The provincial health officer and the BC CDC have issued the following guidance around self-isolation:

- anyone with symptoms of COVID-19 including fever, chills, cough, shortness of breath, sore throat and painful swallowing, must self-isolate at home [for a minimum of 10 days](#)
- anyone under the direction of the provincial health officer to self-isolate must follow those instructions
- anyone living with someone with COVID-19 must follow the direction the provincial health officer.
- anyone who has arrived from outside of Canada, or who is a contact of a confirmed COVID-19 case, to [self-isolate for 14 days and monitor](#) for symptoms
- Limit visitors by appointment only
- Staff who feel ill while at work will follow site protocols for:
 - Informing administration
 - Arranging appropriate transportation home if other than themselves
 - Leave by designated exit to minimize contact with others
- Sites will receive increased/intense cleaning as appropriate if evidence of COVID-19 like illness

Communication

You must ensure that everyone entering the workplace, including workers from other employers, knows how to keep himself or herself safe while at your workplace.

- Be sure everyone is trained on the measures you have put in place and the policies around staying home when sick. (Exposure Control Plan).

- Post signage, including occupancy limits and effective hygiene practices. Signage should also be posted at the main entrance indicating who is restricted from entering the premises (including visitors and workers with symptoms).
- Ensure workers are adequately supervised to ensure they know what to do.

SD52: PHASE 3 RE-ENTRY OF STUDENTS

The Government of BC has established that schools in BC must be, at a minimum, offering the following direct service levels by June 1:

- K-5 – Part-time 4 days per week on a rotations schedule
- 6-12 – 1 day per week

ESW and priority learners up to 5 days per week as needed.

The Ministry has set school “density” limits of 50% for the K-5 and 20% for 6-12, though districts and regions can propose some variance provided any delivery beyond these requirements must be within guidelines established by the Health Authority.

SD#52 will expand its rollout across the district in the following way:

Rural-Small School (Port Edward and Hartley Bay)

- Port Edward currently has seven students and will deliver to all students four days per week with online available one day a week.
- Hartley Bay’s 35 students will access staggered in-class instruction four day per week with online available one day per week.

Elementary Schools

- K-5 elementary schools will divide all classes into two groups – group “A” in the morning from 9:00 a.m. – 11:30 p.m. and group “B” in the afternoon from 12:30 p.m. – 3:00 p.m. There will be no formal recess as individual classes are encouraged to take the students outside often. There will no breakfast or lunch provided but snacks as necessary.

- Fridays will set aside for online instruction.
- Drumming will be available for students as scheduled by schools.

Survey Data: K-5 schools only

Overall Results:

We have received 402 responses.

- 202 have said they would send their child to school (51%)
- 193 have said they would **not** send their child to school (49%)
- 6 skipped this question

Roosevelt:

We have received 155 responses.

- 78 have said they would send their child to school (52%)
- 47 have said they would **not** send their child to school (44%)
- 4 skipped this question

Lax Kxeen:

We have received 91 responses.

- 57 have said they would send their child to school (64%)
- 32 have said they would **not** send their child to school (36%)
- 2 skipped this question

Conrad:

We have received 67 responses.

- 22 have said they would send their child to school (33%)
- 45 have said they would **not** send their child to school (67%)

- 0 skipped this question

Pineridge:

We have received 54 responses.

- 38 have said they would send their child to school (49%)
- 39 have said they would **not** send their child to school (51%)
- 1 skipped this question

Prince Rupert Middle School: will be providing a minimum of 1 day/week (20%)

- Each advisory class will be split into two groups, groups A and B. Group A will be students with the last name starting between A and L. Group B will be students with the last name starting between M and Z. Each group will come in twice per week, most will have one morning session and one afternoon session. With this division, it is likely there will be less than 10 students in each class.
- This will provide flexibility to provide priority students to attend all four sessions.

Charles Hays Secondary School (CHSS) will be providing 1 day/week (20%) access:

- Grade cohorts will be divided in half alphabetically for each grade group (9/10) and (11/12) for two half days each.
- This will ensure that each student has the opportunity to be in the school 1 day per week.
- Remote instruction will continue as established for those students who choose to continue to learn remotely.

Pacific Coast School (Alternate Program)

- Open to all students on a scheduled basis. They are able to have 14 students in at a time.
- Online instruction will continue as scheduled

- Drumming will be available for students on Friday afternoon.

CONTINUITY OF LEARNING AND SUPPORTS (attached).

Configuration of Classrooms and Learning Environments to allow distance between students and adults:

- Schools are working with their Occupational Health and Safety Committees to ensure teacher and student-working spaces are physically distanced following the direction from the Public Health Officer (PHO), WorkSafeBC and Exposure Control Plan. Unique school plans are created in conjunction with the Occupational Health and Safety Committee at each site.

INCLUSIVE EDUCATION

Students have continued to receive support from schools and from Learner Support Teachers (LSTs) and school based teams to continue to work on the goals in their Individual Education Plans. We have provided learning sessions with Shelley Moore for all LSTs and staff in the Learning Services Department on facilitating Distance Education Plans.

Learning Services staff has continued support for students on their caseload through a variety of means including but not limited to:

- Setting up the ESW program for care of emergency support program
- Connecting via phone with families and student
- Preparing materials for home use for students and for parents to ease the stress such as “It’s Okay Poster”
- Digital sessions with students through telepractice, Zoom, with the Speech and Language Pathologist.
- Working on referrals to POPs (POPARD, SET BC, etc.)
- Engaging in professional development opportunities from POPARD
- Creating signage for posting to support COVID needs (handwashing, physical distancing and other)
- Assisting schools with identifying Priority Students and recommendations for supporting them.

Cleaning and Cleaning Supplies:

- We have a flexible schedule for two additional roving daytime custodians to attend each school once per day to do bathrooms, hand railings and door handles (high touch areas)
- If we need two cleanings per day, we would need a total four additional roving custodians to handle all sites.

Schools will communicate specific learning schedules to parents. Please note, with the return to some direct instruction, the remote learning provision will still exist, but it will not be as robust as the current delivery model.

COMMUNICATION MATERIALS

SD#52 will provide all communications through regular channels for parents and partner groups such as websites, email, phone calls, synervoice.

All schools will post their site-specific plans for:

- Site access and risk limitation
- Cleaning and hygiene
- Physical distancing
- Scheduled return of students as per Ministry expectations

FOOD PROGRAM:

- Groceries are delivered once a week to our priority families and those in need of support during this time and will continue for the month of June.

ACCESS TO TECHNOLOGY:

- Over 200 devices have been lend out so students can access technology.

MENTAL HEALTH SUPPORTS:

- Yes, contact with students on school counsellors' caseload plus more contacts has surfaced.
- Self-care packages send home to those who would benefit

- Mental Health Literacy Specialist creates a District Mental Wellness Challenge every week.
- In-class Mental Health Wellness presentations.
- Counselling team promotes District Wellness overall. For example, a letter to staff to be gentle and kind to themselves.
- Created a website to access online assistance.
- Sends our reminders to stay healthy and well.

Participation with local unions:

- Meetings with the Prince Rupert District Teachers Union (PRDTU) and International Union of Operating Engineers (IUOE) three times per week. Twice individually and once all together. In the process of discussing delivery model and balance between in-class instruction and online learning.

Respectfully submitted:

Irene LaPierre
Superintendent SD52 Prince Rupert, B.C.

"I would like to acknowledge the traditional territory of the Ts'mysen and all of the Sm'algyax speaking people who have been stewards of this land since time immemorial"