



Stage 2 Plan Summary

August 16, 2020

Health and Safety Overview

- Cleaning and disinfecting - Increase of custodial staff as per ministry funding. Installation of additional sanitization stations. Stock of cleaning and disinfection supplies increased as per recommendations of general cleaning once every 24 hours and high touch surfaces twice every 24 hours.
- Physical Distancing - Training and orientation on physical distancing implementation. Utilization of barriers to reduce face-to-face interactions, where applicable. PPE use when physical distancing cannot be maintained.
- Hand hygiene - Hand hygiene posters throughout district schools. Training on hand hygiene in both staff and student orientation process. Installation of additional hands free sensors in schools that did not currently have them.
- Personal protective equipment for students and staff (including reusable masks) - Two reusable masks for each staff member and middle/secondary students. Additional custodial training on PPE for cleaning high-risk areas. Face shields available for specific tasks to be utilized in conjunction with non-medical masks.
- Symptom assessment and illness policies/procedures - Utilization of BCCDC Health check process for staff and students/parents. Continued implementation of Isolation room procedure use by sick students until parents can pick them up.
- School ventilation systems - Increase MERV level of filters installed in school district. General maintenance completed over summer months to ensure manufacturing requirements are met.
- Student transportation on buses - Zonar software system implemented to ensure contact tracing. PPE (masks and shields) available for staff members. Procedure for students showing illness symptoms while getting on the bus.
- Local health and safety committees will meet the week of August 31st to discuss and determine any local school or facility-based safety provisions required and as outlined in the district safety plan. All staff members will be asked to attend their home site for orientation training, which will take place the week of September 8th.
- On call staff in clerical, custodial and bus driver positions will join their team in-person orientation sessions. TTOCs and on-call EAs will have two opportunities to dial into virtual safety orientation sessions hosted by district leadership. Site safety plans will also be housed for easy access on our employee internal resource HUB. TTOC's and on-call EA's will also meet with either a key operator or administrator at the beginning of their first day of work at a new site.

Learning Groups

Elementary:

- Students will remain with their assigned classroom for instructional time.
- Classes will be connected to create a learning cohort of under 60 students and staff.
- Recess breaks/lunch will be staggered to allow for greater distancing between cohorts.
- Staff working with students outside of a cohort (prep, IST, LA, EA) will use physical distancing and/or appropriate PPE.

Middle:

- *Students will spend the bulk of their day with the primary class of 30 or under.*
- *Students will have break time with a partner class (maintaining cohorts under 60)*
- *Students will continue to participate in elective classes (including band) and physical education. If they are taught outside of their cohort, PPE and/or physical distancing will be used. In band, students may be in classes outside their cohorts. If this is the case, physical distancing will be employed.*

Secondary:

- *Schools will organize students in a Copernican schedule, with two course blocks completed over a ten-week period (quarters).*
- *Cohort / learning groupings, to 120 maximum will be organized based on a combination of grade cohorting where numerically possible, (grades 9-10) and / or based on combinations of courses required or selected based on electives.*
- *Some separate elective courses will be offered outside of the cohorts, observing physical distancing and the use PPE's.*
- *While the Copernican model will be the foundational structure for planning and rescheduling, the size of the school will necessitate reviewing and planning for cohort builds that vary from school to school.*

Curriculum

Elementary:

- *No shifts in curriculum or course access.*
- *Re-scheduling of prep and non-enrolling teachers/support staff to minimize number of cohorts.*
- *Restructuring of school start up--not returning to previous class/teacher.*
- *Staggered recess/lunch breaks, designated play areas & school access for cohort groups.*

Middle:

- *Re-scheduling teacher timetables to limit their contacts with multiple cohorts.*
- *Re-assigning classrooms and indoor and outdoor spaces to allow for minimal contacts between cohorts.*
- *Staggered recesses and lunches.*
- *Students will eat lunch in their classrooms.*

Secondary:

- *Rescheduling the student and teacher timetables to meet cohort number requirements into a quartered school year.*
- *Rescheduling term starts and ends for the calendar year.*
- *Accommodating mid-morning, and midafternoon break times as well as lunch times.*
- *Utilizing the physical space of the building for lunch periods and cohort groupings.*
- *Building a schedule that can scale up or down according to the potential for changes during the school year.*
- *Review of non-instructional staffing at the secondary level to adjust to the redesigned structure.*

District Organization

- *Learning Services staff: reorganizing assignments and/or schedules to minimize number of cohorts or schools for an itinerant staff, where possible schedule staff within one learning cohort (education assistants).*
- *Health professionals (OT/PT, SLP, Psychologists): minimize number of schools in one day, tracking any needed changes to schedule to allow for possible contact tracing, working within recommendations of external colleges, providing additional PPE and barriers as needed for assessment and/or therapy.*
- *For other itinerant staff or on-call staff physical distancing will be expected and where not practicable PPE will be provided.*

Potential Shifting to Stage 3 or Stage 4

- *Elementary:*
 - *Continued use of platforms such as Google Classroom, focus on instructional strategies that are effective across stages, continued use of Teams as a central communication and meeting platform, continued H & S focus within the school building.*
- *Middle:*
 - *The Saanich Learns site provides a platform to support all learners within the district remotely. MS teams will provide a platform to allow staff to collaborate with each other and their students.*
- *Secondary:*
 - *If there is a move to Stage 3, cohort groupings will be retained with a hybrid of in-class and remote learning support(s). For students needing to self-isolate or quarantine, remote instructional supports will be provided.*

Students with Diverse Abilities/Disabilities

- *Follow established district processes that support the completion of goals within an Individual Education Plan and ensure needed services are consistent and continued.*
- *Continue frequent communication and collaboration with staff, students, families, and partner groups in the planning for students with diverse abilities/disabilities.*
- *Ensure EAs continue to support students and families and that they, along with all students, are included as part of their classroom and cohort configurations.*
- *Health Professionals (OT/PT, SLP, Psychologists) will ensure that services continue (increasing PPE, meeting college recommendations, and continuing some remote support as appropriate or needed).*
- *School staff will connect with families of vulnerable and/or designated students to extend their welcome and better understand the needed supports for that student to re-engage with their learning.*
- *Continue to build on district processes developed in June to identify students who are vulnerable and/or need a more flexible and personalized education continuity plan.*
- *Support students who are identified by their physician as children with immune suppression and ensure that their learning continues through school and/or district programming.*
- *Prioritize the support and promotion of student's mental health and wellbeing.*

Communication and Engagement

- *The district has created a specific COVID-19 webpage on our website, which outlines both local and provincial announcements, which affect our schools and community (<https://www.sd63.bc.ca/COVID-19>).*
- *Parents/guardians are emailed directly with specific information and also reminded of our website where all of the information is located.*
- *Parents/guardians were surveyed in June on the effectiveness of the in-class / remote learning program. A summary of the results was posted on our website.*
- *Staff are communicated directly and regularly from the Superintendent's office as well as by each school's administration. These notices are posted on a secure portal for their future reference.*
- *A resource page of all Health & Safety guidelines and plans is posted for staff on a secure portal space.*
- *A comprehensive listing of approved electronic learning resources is available on our public site to both staff and parents.*

Engagement with Indigenous People

- *Meeting held between senior staff and WSÁNEĆ school board administrator (Curtis Olsen) at the School District offices, on Wednesday, August 12.*
- *Indigenous staff will connect individually on August 31 and September 1 with each family to determine need. Based on the needs identified, the district will collaboratively create a plan that allows Indigenous students full access to education.*
- *In a meeting with Curtis Olsen, the WSÁNEĆ School Board Administrator and community representative for the Local Education Agreement, it was requested that the district reach out to families regarding needs. They have asked that we create a flexible program to meet these needs as requested including considerations for remote learning, access to technology and transportation. We will report the results on the survey and share a draft of our plan at a scheduled meeting on September 4.*

Unions

- *CUPE 441 and the Saanich Teachers' Association were provided with many opportunities to engage with district leadership prior to the submission of the district restart plan. This included discussions and/or meetings scheduled each day the week of August 17. There was extensive discussion and collaboration on the district safety plan including the development of reference material and guidance for site safety joint occupational health and safety committees (JOSC).*
- *The District JOSC, which includes senior representatives of both Unions, will be meeting on a frequent basis (at least once per month with additional meetings scheduled as required) to ensure any challenges and/or opportunities are discussed collaboratively immediately.*
- *Discussions of a more general nature regarding school-based operations will continue as they typically do with frequent correspondence and collaboration between the parties. Discussions with both Union partners occurs at minimum on a weekly basis throughout the year.*

Parents, Guardians, and Caregivers

- *The Superintendent has been in communication with our DPAC president over how the plan will be implemented including a planned parent communication strategy for the end of the month.*
- *Parents / guardians were consulted in June on the effectiveness of the in-class / remote learning structure. A summary of the results was posted on our public COVID-19 webpage on the district website.*
- *PACs liaise with our DPAC who work directly with the Superintendent's office.*
- *The Superintendent receives daily correspondence from parents and responds to each one with appropriate documentation and web links for additional information. This feedback forms an integral part of future communication with all parents.*
- *Regular PAC meetings feed into scheduled DPAC meetings that are attended by senior staff including the Superintendent. Presentations and Q&A are facilitated at these meetings.*