

## School District 10 – Restart Plan – May 21, 2020



### Current delivery of education in the district – April and May 2020

Since April 5<sup>th</sup>, we have had about 20%, and since early May, about 30% of all students attending school on a part-time basis. The vast majority of our teachers and all of our support staff have also been working onsite in schools to support the learning needs of our students with all BCCDC and Provincial Health Office health and safety protocols in place and compliant with the [District Exposure Control Plan](#).

#### ESW School Care and Learning

Essential Service worker school care as required by the Ministry of Education is provided in two communities:

1. in Nakusp at Nakusp Elementary School and
2. in New Denver at Lucerne Elementary Secondary School.

ESW parents in other communities in the school district did not indicate a need for school care for their children.

All ESW Tier 1, 2 and 3 children are being served with ESW care available five days a week as needed by parents. We developed a [District Protocol S-21 Provision of In-school Care for ESW Children](#).

With the resumption of in-class learning on June 1, children of Essential Service Workers will be in their grade group classes with teachers on whole-class scheduled days and supported in their learning by teachers and Education Assistants on alternate days of the school week throughout the month of June.

A significant community gap however is that no child care in the community currently exists for 0-5 year old ESW children, or indeed any children in our communities who are younger than school age as the limited licenced childcare programs for 3-5 year olds are closed. There is no current solution for this gap as the school district is not licenced to provide early learning care in any of our schools. We employ Early Childhood Educators in our Strong Starts so potentially have the human resources.

#### Support for Students with Additional Learning Needs/Vulnerable Students

The school district has been serving the needs of all vulnerable learners or those students requiring additional assistance and support throughout April and May and will continue this support five days per week in June 2020.

In our April 2020, [S-22 Supporting Students in-Person in Schools During COVID-19 Protocol](#) we broadened the definition of “vulnerable” to meet our local rural context and in accordance with Ministry directives:

“For example, schools should support some in-person instruction in remote schools, for vulnerable learners (those with mental health or socio-emotional needs, families that need additional support in learning, those who do not have access to Internet for remote learning), for students with diverse and complex learning needs.” (p. 4, District Protocol S-22)

### **Assistance for students who need additional supports in schools**

Given our rural and remote school locations, and in accordance with Ministry protocols, in April and May, we have had regular in-school time for children to meet with teachers and Education Assistants in schools, work on literacy and numeracy skills and engage in outdoor place-conscious learning every week since spring break. This support will continue throughout June.

Likewise, our Indigenous Support teachers have been connecting with students in their homes, in the community and sometimes having gatherings outside at the school. School Counsellors and Learning Support teachers have been connecting both in person and also remotely with children, youth and families who need extra support. This additional support for students who need it will continue five days per week throughout June for all students who require help.

Secondary schools in Nakusp and New Denver have invited any students who identify that they need extra help in academic or elective courses to attend school by appointment, following District Protocol S-22 and all Public Health guidelines. This learning support has included students working in our school Shops and Foods classes with their teachers, assistance with senior academic course work (eg Chemistry labs, Math, Physics), participation in no-contact sports on the school fields, and also yoga in school gyms to assist learners with mental well-being. This support will carry on in June.

Since the beginning of May, some entire classes in schools have been gathering for periodic outdoor learning and environmental education at schools or in the nearby environment which has also assisted our vulnerable learners.

All our schools are operating safely, in accordance with PHO guidelines for K-12 schools, aligned with district protocols S-21 and S-22, our Exposure Plan, and with the best interests of our learners and their families in mind. Our staff’s well-being and health and safety have likewise been paramount.

### **Remote learning – Continuity of learning**

SD 10’s approach to remote learning has focused on the needs of our learners and trusted the professionalism of our teachers to determine how to connect with students remotely. Teachers are using a wide range of platforms: Google Classroom, GoogleMeets, Zoom, FreshGrade and paper packages of materials to provide high quality learning opportunities for all students. All students engage with their teachers online several times a week, if not daily.

Our approach aligns with the district culture of collaboration and co-creation and has been “bottom-up” rather than “top-down”. Teachers and CUPE support staff with their principals and vice principals are on

the ground and consult regularly with students and families, assess needs, make plans for continuity of learning both in person and remotely based on needs and continue to adjust those plans.

Our work has been highly successful thanks to the dedication, expertise and pedagogical strength of our educators, and the commitment and skill of all of our support staff as well as their flexibility to take on new roles.

## Engagement with Indigenous People

### Reaching out to indigenous parents and families

Indigenous Support teachers and other school staff reached out to all indigenous families for their input on the Restart plan and how best we can support the learning of our indigenous students. 22% of our students self-identify with indigenous ancestry.

All parents in the school district were consulted on the school restart plans and our indigenous families have been involved throughout April and May in helping our schools and the school district to support services and learning for indigenous students.

### Outreach and Consultation with the Indigenous Education Council

In School District 10, has a unique our context where there is no resident band in our school district. We live, work and learn on the traditional unceded territory of the Sinixt First Peoples who were declared extinct under the Indian Act in 1956 and we also honour and recognize the Ktunaxa Nation to the East, the Okanagan Nation to the West and the Secwepmec to the North and West.

We reached out by email to our Indigenous Education Council to seek any input they may have on the plan. A local Elder was also consulted in the Nakusp area and several Elders in the New Denver area were also consulted.

Some Indigenous parents indicated that they wanted half days throughout the week for primary children which we have included in the plan at Nakusp Elementary. Some indigenous secondary students have indicated that they want more time in their schools to work on elective courses as well as academic courses and we have included this input as part of the plan at both Nakusp Secondary and Lucerne Elementary Secondary.

Elders have advised us to think of the needs of our children in any planning.

## Health and Safety

All SD 10 health and safety plans implement and align with the [Provincial COVID-19 Health & Safety Guidelines](#) for K-12 Settings, the COVID-19 Public Health [Guidance for K-12 School Settings](#) and [WorkSafeBC](#) guidelines.

The school district has developed a number of protocols, a district Exposure Plan and a PowerPoint for all staff members for orientation to health and safety as well as increased signage and visible direction about public health measures.

The following district health and safety documents are linked on our website:

- [COVID-19 Worker Safety, Orientation and COVID Information PPT](#) – shared at staff meetings in all schools and with all casual staff
- [SD10 Pandemic Response Plan](#) – revised from March 2020
- [SD10 Exposure Response Plan](#)
- [S-21 Provision of In-School Care for ESW](#) – *this is referenced in the Exposure Response Plan*
- [S-22 Supporting Students in-Person in Schools During COVID-19](#) – *this is referenced in the Exposure Response Plan*

### District Restart Plan – Stage 3

Each school staff has carefully considered their context and the needs of their learners as well as the guidance from the Ministry of Education and Public Health Office and the BC Centre for Disease Control.

This information is captured below in the table and also attached to this document for the June 1<sup>st</sup> resumption of in-class learning.

#### School District 10 - Organizing Classrooms, Managing Density and Workload – School Restart Plans – May 21, 2020

***Note that all schools will continue to offer 5 day/week (or 4 day in 4 day week schools) in person learning for all students requiring additional support and children of Essential Service Workers in addition to the following plans.***

School	Total # students	In person	Remote	Workload	Managing Density Plan	Notes
<b>Edgewood Elementary School</b>	<b>14 students</b>	<b>In person</b>	<b>Remote</b>	<b>Workload</b>		<b>Note: EES is a 4 day week school</b>
Grade K-3	6 students	4 students	1 student		Small class sizes with lots of room in the classrooms.	
				In person 2 days/week		
				Remote 2 days/week		
Grade 4-7	8 students	7 students	2 students		School capacity is for 100 students.	
				In person 2 days/week		
				Remote 2 days/week		

					Outdoor learning.	
<b>Burton Elementary School</b>	<b>20 students</b>	<b>In person</b>	<b>Remote</b>	<b>Workload</b>		<b>Note:</b> BES is a 4 day week school
Grade K-4	20 students	9 students	11 students		Small class size with lots of extra room in school.	
				In person 2 days/week		
				Remote 2 days/week		
				Small family groups of children needing additional support also supported on remote days	School capacity is for 75 students  Most learning takes place outside.	
<b>Lucerne Elementary Secondary School</b>	<b>84 students</b>	<b>In person</b>	<b>Remote</b>	<b>Teacher Workload</b>		<b>Note:</b> Estimate 80-90% students attending
K/1	11 students	3 days/week	2 days/week	3 days in person 2 days remote	Outdoor learning experiences	Plan to start with half of cohort 2 days per week and 1 day remote then increase to 3 days/week in person
Grade 2/3	12 students	3 days/week	2 days/week	3 days in person 2 days remote		
Grade 4/5	11 students	3 days/week	2 days/week	3 days in person 2 days remote	Use larger rooms in school – eg Grade 2/3 in Library	<b>Note:</b> Increasing to 2 days in person as needed
Grade 6/7	18 students	1 day/week	4 days/week	1 day in person 4 days remote	Classrooms – separate desks and tables	
Grade 8/9	18 students	1 day/week	4 days/week	1 day in person 4 days remote	Secondary in large multi-purpose room; not all classes attend on same days	<b>Note:</b> Increasing to 2 or 3 days in person as needed
Grade 10/11/12	14 students	1 day/week	4 days/week	1 day in person 4 days remote		<b>Note:</b> Increasing to 2 days in person after first week or two as needed
<b>Nakusp Elementary School</b>	<b>172 students</b>	<b>In person</b>	<b>Remote</b>	<b>Teacher Workload</b>		<b>Note:</b> Numbers of students attending are estimates based on phone surveys w parents
K	17	3-4 students	12-13 students	2 days in person 3 days remote	Minimize clutter.	
K/1	11	9-10 students	1-2 students	4 half days in person		

		organized into two groups (am and pm) 4 days		1 day remote	Remove some desks and tables to allow more space.	
Grade 1	18	8 students	10 students	2 days in person 3 days remote	Divide cohorts into morning and afternoon or smaller groups.  Use larger school spaces and outdoor learning spaces.	
Grade 2/3	18	6 students	10 students	2 days in person 3 days remote		<b>Note:</b> not all parents have responded
Grade 3/4	20	9 students	11 students	2 days in person 3 days remote		<b>Note:</b> not all parents have responded
Grade 4/5	20	8 students	11 students	3 days in person 3 days remote		
Grade 5/6	20	8-11 students	10 students	3 days in person 3 days remote		
Grade 6	19	14 students organized into two groups	19 students	2 days in person 3 days remote		
Grade 7	24	4-5 students	19 students	2 days in person 3 days remote		
<b>Nakusp Secondary School</b>	<b>126 students</b>	<b>In person</b>	<b>Remote</b>	<b>Workload</b>		
Grade 8	29	1 day/week	4 days/week	4 days remote	Spread out desks.  Decrease the numbers of students attending at once.  Continue low limit of students in Foods lab and Shop classes.  Move larger groups to larger spaces and divide into grade cohorts.  School capacity is 400 students with currently unused	<b>Note:</b> many classes are multi-grade so plans for organizing for learning and managing density including dividing into grade cohorts and using larger spaces
Grade 9	22	1 day/week	4 days/week	4 days remote		
Grade 10	32	1 day/week	4 days/week	4 days remote		
Grade 11	27	1 day/week	4 days/week	4 days remote		
Grade 12	16	1 day/week	4 days/week	4 days remote		

					classroom spaces.	
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## Cleaning Supplies

The school district has the adequate cleaning supplies available to implement cleaning and hygiene protocols identified in the Exposure Response plan and school health and safety plans.

## Continuity of Supports

### Children of Essential Service Workers

The district has ensured that all children of essential service workers can continue to attend school 5 days/week.

### Full time learning for all students with diverse abilities and disabilities as needed

Full-time instruction continues to be provided to all students with disabilities/diverse abilities and students requiring extra support when requested.

### School Meal Programs

School meal programs continue to be provided.

### Access to Technology

The district distributed 230 ChromeBooks to children and youth who needed technology and continue to support learning for all those who need it. We also supported about 10% of our families in accessing Internet services or improving their Internet where such service did not exist and will maintain this support.

### Mental Health and Wellbeing

Continues to be provided for

- Students who are resuming in class learning
- Students who continue to learn remotely
- Teachers, support staff and school and district leaders

## Continuity of Learning

Teachers continue to use a diverse range of technology to support student learning including Google Classroom, GoogleMeets, Zoom, FreshGrade and paper materials. Teachers have been delivering learning materials or picking up student work from our remote communities.

### Organizing the workforce to balance the delivery of remote and in-person instruction

Each school staff have determined what works for their learners and also considered the needs of staff balancing both in person and remote learning environments. These aspects of the plan are addressed in the table on pages 4-6 of this document.

Allowances are made in each school plan to ensure that teachers have time to serve the needs of both in person and remote learning and support staff are assisting where needed. Both local unions have been on the ground with their members and have been in consultation with the school district to determine how to organize for learning.

### **Work with local unions to guide learning model and balance between in-class instruction and on-line**

In addition to the process in place whereby all learning staff in schools have co-created the plan with their school community, the district has also ensured union leadership engagement in the process. The local teachers' association President and local CUPE President have been in conversations at labour management meetings and on Zoom or phone calls to discuss.

A Partner Committee meeting was held on Thursday, May 21 with the Board, senior staff and both union presidents to consult on the plan in depth. Both Unions indicated their agreement with the plan as proposed and support the district plan for the expansion of in-school learning.

Ensuring that adequate cleaning protocols and supplies remain in place, considering future needs to add to existing custodial time or deployment of other CUPE staff if required for enhanced cleaning, and ensuring staff and student safety on busses were issues discussed with both Unions at the May 21<sup>st</sup> Partner Committee meeting.

Also at the May 21<sup>st</sup> Partner Committee meeting, the school district and the Unions affirmed that we will continue to monitor these health and safety issues and maintain a positive working relationship and team problem-solving stance when concerns do arise.

### **Organizing classrooms in order to meet the school density targets**

Specific information about how to organize classrooms is identified in the school plans and also on the District Restart Plan table located on pages 4-6 of this document.

Given the context of our rural and remote schools with smaller than provincial average class sizes, we are able with existing indoor and outdoor learning spaces in our schools to ensure that all health and safety measures are in place.

In many schools in the district, the density targets do not make sense because the number of students in a school or class is small and the school facilities are large for the number of students and therefore have additional density capacity.

It is also important to note that in many respects, School District 10 has already been in Stage 3 with about 30% of students in schools across the district each week since spring break ended. In May, a number of classes attended school as whole classes for environmental education or other outdoor learning experiences. We have demonstrated that we can safely and effectively have students learning



in schools with their teachers and support staff and also ensure the health and safety of our employees. Our health and safety protocols and Exposure Plan have been in place since March 27<sup>th</sup> and will continue to be updated as needed based on new public health, BCCDC information or Ministry direction.

As a result of where we are in SD 10, and recognizing as the Ministry and PHO instruct, that schools play a critical role in the well-being of students, families and communities, it is possible over the next few weeks in June, that some classes may increase the numbers of days that they are in session, and the numbers of students within schools and that we may move safely towards Stage 2.

Any changes to the current Restart Plan will be made in consultation with parents, students, staff and union partners as well as the Board of Education.

### **Configuration of classrooms and learning environments to allow distance between students and adults**

Allowing distance between students and adults is an important part of the Public Health Office and BCCDC guidelines. These aspects of the plan are addressed in the table on pages 4-6 of this document. For the most part, little needs to be done in most of our schools to reconfigure classrooms and learning environments given that SD 10 has six small rural and remote schools.

Two schools have under 20 students, one K-12 school has only 84 students, and the two biggest schools have only 126 and 173 students respectively.

Initially it appears that about 50% of children and youth will be coming back to school on June 1<sup>st</sup> but we expect that this number will increase and school staff will regularly invite and welcome our students to rejoin their school communities in person.

### **Summary and Next Steps**

SD 10 has a unique rural and remote context. Rather than close our schools or playgrounds when the pandemic began, we invited both staff and students to continue to be part of in-person schooling in alignment with Ministry guidelines.

Over 30% of learners have regularly been attending school each week in April and May from Kindergarten to Grade 12. School and parent communities have discussed moving to additional time for students to be in schools. In many ways, we have been in Stage 3 or close to Stage 3 already. In order to best meet the needs of our learners, schools may consider, in consultation with our local unions and based on feedback from parents and staff along with approval from the Board of Education and the Ministry of Education, to expand in-person learning before the end of June.

In the same way that we have consultatively and carefully provided learning for our students and ensured the health and safety of all students and all employees over the past nine weeks, the current District Restart plan may therefore be adjusted and altered as June unfolds. Communication with the Ministry and our partners will continue as we implement this plan and look ahead to the future.