



SD10 Stage 2 Learning February 26, 2021 Updated COVID-19 Safety Plan

Though school continues to look different than in previous years with the health and safety of our students and staff a top priority, the world class teaching and learning and welcoming learning environments that our learners and parents expect in our schools continues to be front and centre.

The District is committed to providing a safe and healthy workplace and learning environment for all staff and students. The following updated District safety plan outlines how the school district and our schools continue to ensure the health and well-being of our students and staff as well as organizing for learning. Updates to this plan and all site-specific plans are made in accordance with the most recent [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#). All school safety plans are available on school website and can be viewed by clicking the link below:

- [Burton Elementary School](#)
- [Edgewood Elementary School](#)
- [Lucerne Elementary Secondary School](#)
- [Nakusp Elementary School](#)
- [Nakusp Secondary School](#)

Additional information prepared by School District 10, including the [School Board Office Safety Plan](#) the [SD10 COVID-19 Information, Prevention and Worker Safety PPT](#), the District's Exposure Response Plan and Pandemic Response Plan have all been reviewed and updated with the current Provincial COVID-19 Health and Safety Guidelines for K-12 Settings. These documents along with other important COVID-19 Information and Resources can be found at the district [COVID-19 Updates and Resources](#) webpage.

The District will continue to review all health and safety documents developed as a result of COVID-19, on an ongoing basis and update them as required with the most recent information and health advice from the Public Health Office.

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February 5, 2021 Letter to Parents



February 5, 2021

Re: Ministry of Education/Provincial Health Guidelines Update

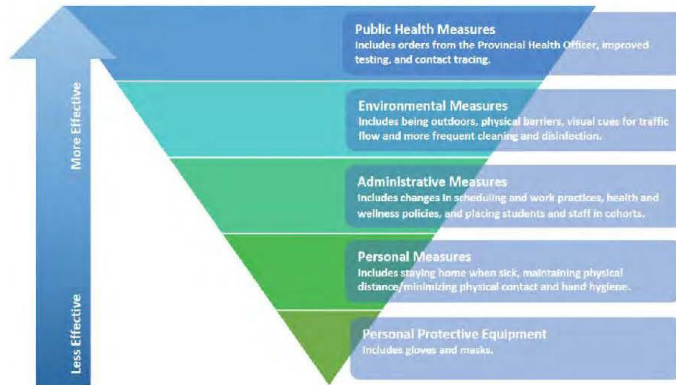
Dear Parents and Families,

Yesterday, the Minister of Education and Dr. Bonnie Henry shared updated COVID-19 health and safety guidelines for all public and independent schools in BC. We will begin implementing the new guidelines as soon as possible and also work on updating our school and district safety plans.

The Minister of Education, Deputy Minister and senior Public Health officials, clearly state:

- 1) We continue to do an **excellent job of keeping our schools safe** for all students and staff.
- 2) The **risk of transmission or exposure in schools remains low** because of our diligence and strong safety plans. Exposures in schools happen when there is community spread of the virus.
- 3) There are **lessons learned over the past six months** back to school that have caused some **areas of the PHO and Ministry guidelines to be revised and updated for implementation in all schools.**
- 4) The most important health protocols based on scientific evidence, remain those in upper and middle areas of the pyramid below.

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



As a result, we will remain diligent in encouraging hand washing, having students and staff stay home when ill through daily Health Checks, maintain physical distance whenever possible, continue our enhanced cleaning in schools and on busses, and implement the updated public health measures.

In the [Ministry news release](#), the Ministry states that wearing masks shall increase as follows:

All middle and secondary students and K-12 staff will now be required to wear non-medical masks in all indoor areas, including when they are with their learning groups. The only exceptions are when:

- *sitting or standing at their seat or workstation in a classroom;*
- *there is a barrier in place; or*
- *they are eating or drinking.*

Prior to these changes, masks were required for middle and secondary students and all K-12 staff in high-traffic areas, like hallways and outside of classrooms or learning groups when they could not safely distance from others.

For elementary students, wearing masks indoors remain a personal choice. These updates are part of ongoing work of the provincial education steering committee and are in alignment with provincial health updates.

Both the Minister of Education and Dr. Bonnie Henry stated clearly that although the update guidelines require masks in more situations for secondary students, ensuring a caring and safe learning environment for all is important. They reiterated that the approach in schools and on busses is not to be punitive, should students for a variety of reasons, not be able to tolerate masks.

Here are some useful links:

BCCDC guidance: http://www.bccdc.ca/Health-Info-Site/Documents/COVID_public_guidance/Guidance-k-12-schools.pdf

BC K-12 Education guidelines: <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

BCCDC school site: <http://www.bccdc.ca/schools>

FAQs for Parents and Students: <http://www.bccdc.ca/schools/Documents/Parent-FAQs.pdf>

K-12 Daily Health Check app and tool: <https://www.k12dailycheck.gov.bc.ca/healthcheck?execution=e1s1>

More information in the coming days and weeks will be shared by your school principals and vice-principals and on our websites. As always, do not hesitate to reach out to your schools should you have questions or concerns.

With kindest regards to all,






Ms. Terry Taylor
Superintendent of Schools

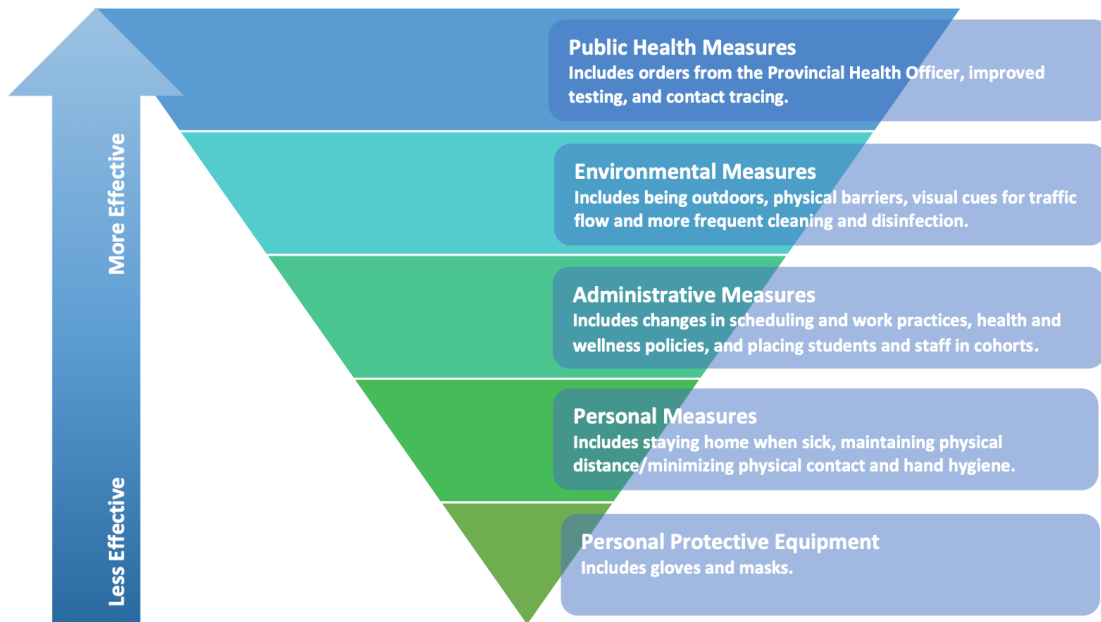
Section 1: Health and Safety Measures

BC Centre for Disease Control and the Public Health Office have produced an evidence-informed approach to guide school districts in the measures to take in ensuring safety for all students and staff in response to the COVID-19 pandemic. All our health and safety measures are informed by the BCCDC and PHO as well as the Ministry of Education and WorkSafe.

All schools and district facilities continue to utilize the Hierarchy for Infection Prevention and Exposure Control Measures by implementing a combination of measures at each level. We continue to foster supportive school environments by:

-  Having staff model good prevention and safety practices
-  Sharing reliable information, including from the BC Centre for disease Control and the Office of the Provincial Health Officer, to staff, parents, families, and caregivers
-  Promoting required safety measures in our schools and all district facilities

The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



From BCCDC/PHO Guidelines for K-12 page 2

a. Safe and Healthy Schools that are Welcoming for Learners and Staff

The overarching feedback from all of our educational partners is that safety is paramount, and it is important that staff, children and youth feel comfortable and not anxious at school.

While complying with all required public health and safety provisions, our district and schools will also ensure that the learning environments in all schools are welcoming and inviting.

Striking a balance between [BCCDC/PHO](#) environmental measures, administrative measures and personal measures and personal protective equipment and ensuring caring classrooms and learning for all is therefore essential.

b. Mental Well-being for Students and Staff

- Physical safety and health are important, as is fostering and sustaining mental well-being for all our learners and employees
- The Board of Education and school district have added to counselling time for all schools in the 2020/21 with an additional .8 FTE spread across the district
- Continuing to engage in environmental education and outdoor learning will help provide mental well-being and physical well-being for all and is recommended in health guidelines
- Fields studies trips within our local communities including cross country and down hill skiing have commenced
- Food programs in accordance with COVID-19 health protocols are provided in all schools to ensure students nutritional health and well being
- The school district and schools will continue partnerships with [Columbia Basin Environmental Education Network](#) and the [Kootenay Boundary Environmental Education “Take Me Outside for Learning”](#) initiatives to foster high calibre outdoor learning
- Socio-emotional learning (SEL) and mindfulness remain strong components in school plans and in learning environments across the district
- Professional learning for staff in mindfulness, socio-emotional learning, and well-being have been and will continue to be integrated in our work, through the year in staff meetings and at Pro-D days
- Employee wellness resources are shared on the school district website with email reminders of help that is available to staff

c. Cleaning and disinfecting

- Continued compliance with all cleaning protocols as outlined in the updated [BC Centre for Disease Control/PHO guidelines](#) and [WorkSafe Cleaning](#) guidelines is ensured
- Student and staff orientation and review of cleaning and disinfecting protocols was facilitated between Sept 8-11, 2021 prior to classes starting
- A comprehensive custodial task analysis was conducted to determine the specific needs of each school to ensure the mid-day cleaning and general cleaning responsibilities are met
- All SD10 Custodians have participated in various Pro-D day working sessions to introduce new cleaning technology, discuss changes in the work environment, and to provide an opportunity for ongoing dialogue regarding the cleaning needs of schools and district facilities in accordance with health and safety guidelines
- Cleaning technology ‘mistors’ have been deployed to all schools including to all SD10 bus drivers to support more efficient and ergonomic cleaning practices
- A detailed high-touch cleaning checklist in accordance with the BCCDC Cleaning Guidelines for Public Settings was developed for School District 10 to provide for transparency and consistency and to ensure quality

- Additional custodial time is provided for twice daily cleaning of high touch surface cleaning during the school day, as well as the regular cleaning after school in all schools, especially larger schools in the district
- Additional cleaning time is provided to all SD10 Bus Drivers to ensure enhanced cleaning for district school busses
- Schools have implemented systems including visual cues to communicate cleaning needs

d. Physical distancing strategies

- Schools continue to implement strategies to avoid physical contact, and minimize close, prolonged, face-to-face interactions within learning groups
- Schools continue to implement strategies to avoid physical contact, minimize close, prolonged, face-to-face interactions, and adhere to physical distancing requirements outside of learning groups
- All school-based staff meetings, learning groups, in-service, and professional learning offerings have moved to a virtual only format until further notice
- All district-based meetings including Board meetings, policy meetings, Leadership team meetings, etc. have moved to a virtual only format until further notice
- Schools continue to implement strategies to avoid crowding, including staggered break schedules and learning group and visitor access designated entries/exits
- In situations where members of different learning groups interact, the space used is sufficiently large enough to ensure physical distancing can be accommodated
- Common areas have occupancy limits identified to ensure physical distancing can be accommodated
- Student and staff orientation and review of physical distancing structures and strategies are reviewed and modeled on an on-going basis
- Additional signage about physical distancing and markers/tape on floors to indicate foot traffic flow continue to be implemented and maintained where needed
- In school offices, tape on floor around office counter to indicate physical distancing and plexiglass shields where needed
- Each teacher/EA desk with physical distance tape on floors
- School maps posted with exits/entrances and traffic flow patterns identified
- Isolation rooms for possible illness while awaiting parent pick up

e. Hand hygiene

- Student and staff orientation and review of hand hygiene in week of September 8-11
- All schools and district facilities continue to ensure hand-washing supplies are well stocked
- Schools continue to facilitate regular opportunities for staff and students to practice frequent, rigorous hand hygiene
- Additional signage about hand hygiene is posted in all schools and is regularly maintained
- Continued communication at school and sent home to parents about importance of proper hand hygiene with procedures for handwashing
- Additional portable hand-washing stations under consideration for some schools

- Touchless mechanized paper towel dispensers ordered and installed in August and September
- Hand sanitizer stations at entrances to schools
- Hand sanitizer and/or sinks and soap in all classrooms

f. Visitor access / limiting access

- Site entry continues to be limited to those individuals that are required to be on the premises
- Visitor access during school hours will be prioritized to those persons entering to support activities that benefit student learning and well-being
- Schools and district facilities have implemented measures to ensure that visitors are aware of health and safety protocols and requirements prior to entering the schools
- Schools and district facilities have implemented measures to ensure that all visitors confirm that they are not ill and are not required to self isolate before entering the school
- Systems are in place to ensure that all persons entering a building are required to sign-in/all sites are required to maintain a record of persons in the building
- It is expected that all persons entering a building or new space are required to wash or sanitize their hands upon entry
- All persons entering a building are required to wear a face mask. Exceptions will be made for visitors who cannot tolerate masks for health or behavioural reasons

g. Share resources and personal items

- Staff and students will continue to be encouraged to only bring personal items to school that are necessary
- Items brought regularly to and from school and district facilities are recommended to be items that can be easily cleaned
- Where items are shared (i.e. resources) staff and students are encouraged to practice diligent hand hygiene, as well as to disinfect items after use

h. Personal protective equipment for students and staff

- Parents and Indigenous Elders have expressed concerns about mandatory masks and don't want children to not attend school because of mask rules
- We continue to educate our students gently on mask usage
- Two reusable masks for every student and staff member purchased by the district at the beginning of the school year and masks continue to be supplied by the District
- Laundering and cleaning reusable masks is the responsibility of staff and students and their families
- All middle and secondary school students are required to wear a mask or a face shield (in which case a non-medical mask should be worn in addition to the face shield) in schools within and outside their learning group except when:
 - Sitting in (or standing at) their seat or desk/workstation (including shared tables) in a classroom/learning environment;

- While this exception applies regardless of the physical distance between student or their environments to maximize distance between students and avoid face-to-face seating arrangement where possible
- There is a barrier in place;
- Eating and drinking or
- Outdoors
- Elementary (K-7) students are not required to wear a mask in schools or on a school bus. Elementary students' mask use should be based on their personal or family/caregiver choice and their choice must be respected
- All K-12 staff are aware that exceptions will be made for individuals who cannot wear masks for health or behavioural reasons. Those individuals unable to wear a mask are advised to consult with their supervisor to determine the appropriate measures to be taken
- Masks are encouraged to be used in addition to other safety and prevention measures including when physical distancing is possible
- Face shields provided for all bus drivers and all staff who work at multiple sites and across Learning Group cohorts
- Additional face shields are available at each location for persons who require them, or for those who are unable to wear a mask for health or behavioural reasons
- Additional gloves purchased for first aid and health and safety purposes in all schools, sites, and on busses
- Plexiglass barriers ordered and installed in all practical locations, and where physical distancing is more difficult to maintain
- Training in use of PPE (masks, face shields and gloves) for students and staff as appropriate
- Although PPE (including masks) is the lowest level on the Hierarchy of Infection Prevention and Exposure Control Measures, it can provide an additional layer of protection when more effective measures are not feasible
- Staff and students are advised that wearing masks is not a replacement for the need to physically distance

i. Symptom assessment and illness policies/procedures – Daily Health Checks

- Compliance with [BCCDC/PHO guidelines](#) that all staff and students presenting with signs of possible COVID-10 illness are not to attend school or the workplace
- All schools and district facilities have implemented active daily health check systems for staff which include tracking the daily health checks completed
- The following resources are posted on the School District website, embedded in all safety plans, and have been provided to staff and parents and caregivers to provide guidance for specific symptoms of illness:
 - Parents/caregivers and students can use: [K-12 Health Check app](#).
 - Staff and other adults should refer to: [When to get tested for COVID-19](#)
- Continued communication with all families and staff on procedures for daily health checks using self-assessment tool and steps for accessing COVID-19 medical assessment and support, including the active daily health check requirement and available resources as noted above
- Updated COVID symptom checklist is shared with all families and staff for self-monitoring and assessment of symptoms along with protocols for possible illness

- Attendance management procedures created for parent/caregiver calling in to report student absences
- Attendance management procedures created for staff calling in to report absences for sick or illness related reasons
- Isolation room clearly marked in each school with procedure and symptom checklist posted in case of a sick child or youth awaiting parent pick up from school
- Continued communication to all staff to self-assess and participate in the active daily health check for symptoms and not come to work ill
- As per BCCDC/PHO guidelines, schools continue to track absences and report unusually high absence rates to district office who will report to Interior Health’s Medical Health Officer

j. Symptomatic individuals and return to school

- Staff and students are aware that when a staff, student or other adult can return to school depends on the type of symptoms they experienced (as indicated in the K-12 Health Check App and BCCDC “When to Get Tested for COVID-19” resource) and if a COVID-19 test is recommended.
- Staff and students have been provided with the following resources regarding specific symptoms of illness:
 - Parents/caregivers and students can use: [K-12 Health Check app](#).
 - Staff and other adults should refer to: [When to get tested for COVID-19](#)

k. Outdoor Learning and School Ventilation Systems

- Outdoor learning spaces are in construction and are expected to be completed for the early spring of 2021, providing an outdoor learning classroom option for schools
- In keeping with recommendations in [BCCDC/PHO guidelines](#) pages 7-10, SD 10 and our schools will continue our strong practices in supporting learning outside
- The school district is a member of the six school district [Kootenay Boundary Environmental Education](#) (KBEE) and its [Take Me Outside for Learning](#) challenges and the [Columbia Basin Environmental Education Network](#) (CBEEN)
- Outside learning environments are founded on our school district’s signature pedagogy, [place-conscious learning](#), which embeds BC curriculum in student learning about geography, history, mathematics, science, physical literacy, the arts and the environment and social justice issues
- Schools will be encouraged to open windows for greater air circulation
- All air filters have been recently cleaned and changed to ensure high indoor air quality

l. Student transportation on busses

- All SD10 Bus Drivers have been given additional time to ensure adherence to the BCCDC Cleaning Protocols
- All local field trips include contingency time for additional cleaning as/if required
- Principals/vice principals continue to support bus drivers by gently reminding students about appropriate student conduct while riding a school bus, and COVID-19 prevention and safety

measures and where necessary riding bus routes or being in attendance when busses are off-loading at schools

- Bus drivers continue with established district practice of assigned seating and manifest of student attendance
- Alternate seating arrangement to support student health and safety if needed (eg. family members sitting next to one another, space between seats if possible, sitting next to a bus window)
- Bus drivers are required to wear a non-medical mask, a face covering or a face shield (in which case a non-medical mask should be worn in addition to the face shield) on school buses **except while driving or able to maintain physical distance (2M)**. Exceptions will also be made for bus drivers who cannot **tolerate masks for health or behavioural reasons**
- Masks are to be worn by secondary and middle school students (Grades 8-12) on school busses in compliance with recommendation to wear masks in the [BCCDC/PHO guidelines](#)
- A face mask supply intended for students is provided to all School Bus Drivers for secondary students who are required to board the bus and do not have a facemask available at the time of boarding
- Students will sit in family groups where possible and students will be assigned seating to facilitate this for both the morning and the afternoon bus runs
- Schools will ensure that students offload as per [BCCDC/PHO guidelines](#)

Section 2: Orientation and Health and Safety Training of School District

a. Ongoing Communication, Orientation and Training

- All new staff are provided with an onboarding and safety orientation session with the District HR Manager, which includes a review of the SD10 COVID-19 Prevention and Worker Safety Information PPT.
- All new staff are provided with a site-specific safety orientation session at each school or district facility prior to starting work at that location, which includes a review of the School Safety Plan and Safety Checklist
- All staff are provided with updated COVID-19 Information including the updated Provincial COVID-19 Health and Safety Guidelines for K-12 Settings through multiple communication mediums including staff meetings, emails, newsletters, and school and District websites [Recent News and COVID-19 Information and Resources].

b. Orientation: September 8, 2020 - Staff only in schools:

- Each school staff community will review all [BCCDC/PHO](#) health and safety guidelines, the updated [SD 10 Exposure Response Plan](#) for all COVID-19 protocols, and review all additional site-based health and safety guidelines/procedures.
- All staff including TOCs and casual support staff have been provided with the SD10 COVID-19 Prevention and Worker Safety Information PPT.
- All staff will review proper procedure for donning and doffing PPE, proper hand hygiene, and social distancing protocols and procedures for their school(s)

- All staff will review school site map to ensure they are aware of exit and entrance procedures, isolation room locations, cleaning routines, and symptom assessment and illness policies/procedures.
- Site-based OH&S Committee meeting held for all staff members
- Implementation and planning for Learning Group cohorts in each school in school teams
- Staff who work at multiple sites and across cohorts will be identified and provided with additional information around use of PPE and maintaining social distancing when working with students across cohorts and at multiple sites
- Staff will plan for orienting students to new health and safety protocols including hand hygiene and use of masks and all new school procedures

Casual CUPE staff and TTOCs

- Casual CUPE staff and TTOC staff will be offered opportunity to attend one of school sites for orientation, health and safety training and information sharing
- All TTOCs and casual CUPE staff will be sent the district exposure response plan and training information by email. They will also receive a site-specific orientation upon arriving at a specific site or school for the first time.

Bus Drivers, maintenance and custodial staff

- Our bus drivers, maintenance and custodial staff will review new BCCDC/PHO guidelines and cleaning protocols pertinent for their work and in preparation for students

c. Orientation September 9, 2020 - Staff only in schools:

- Staff planning and review of back-to-school COVID-19 orientation for students
- Identify and plan mental well-being strategies, activities and support for all students
- Mental well-being and wellness resources and supports identified for all staff
- Support planning for all students with diverse learning needs
- Support planning for all indigenous learners
- Planning for future staff meetings as school unfolds to debrief, adjust plans, and respond to emergent student needs as well as to share best practices

d. Additional Health and Safety measures

- All school based and the District OH & S Committees have completed a comprehensive review of the COVID-19 Safety Checklist
- School-based Occupational Health and Safety (OH & S) committees will send monthly meeting minutes with action/attention items to district OH & S Committee.
- All site-based OH & S meetings will have a COVID-19 section of the agenda to address specific issues related COVID-19
- District OH & S Committee will review monthly school-based OH & S meeting minutes and will address specific COVID-19-related items action/attention items

Section 3: Organizing for Learning and Safety in Learning Groups

a. What is a Learning Group and Why Organize for Learning and Safety this way?

Dividing into Learning Groups or Cohorts is a requirement by the Public Health Office and BC Centre for Disease Control as a powerful measure to limit the risk in transmission or spread of the virus and also conduct rapid contact tracing should a case of COVID-19 be confirmed.

In this way, only the cohort rather than the whole school would need to self-quarantine if a case were confirmed. “Fewer faces” as Dr. Henry tells us is an important public health safety measure.

BCCDC/PHO guidelines state that a Learning Group/Cohort in

- Elementary schools is 60 people (students and staff)
- Secondary schools is 120 people (students and staff)

b. IHA Approved Variances to Learning Group Sizes in SD 10

Variance from the learning group size of 60 people for elementary and 120 people for secondary has been approved by the Medical Health Officer at Interior Health Authority in accordance with BCCDC/PHO guidelines given the specific context of our small rural schools and small communities as follows:

Nakusp Elementary School (173 students and staff)

Variance is approved to divide into three cohorts each of 60-70 students

Note: While the variance has been approved, at this time, NES principal has determined that rather than three learning groups, the school will be organized into four Learning Groups

Nakusp Secondary School (140 students and staff)

Variance approved to have the entire secondary school as one learning group.

Lucerne Elementary Secondary School (88 students and staff)

Variance is approved for small crossover of teaching and support staff who teach in both elementary and secondary settings. Crossover staff will maintain physical distancing where possible in elementary and be required to physically distance in secondary settings. Excellent hand hygiene, masks and vigilance in daily health checks will also be maintained.

c. Learning Groups in SD 10 Schools

Each school principal and vice-principal along with senior district staff have examined the [BCCDC/PHO guidelines](#) pages 6-9 on Learning Group cohorts and organized their schools accordingly to begin the school year.

Nakusp Elementary School: 4 cohorts

Cohort 1: Total cohort size = 56 people (49 students; 7 staff)

- Gr. K- 16 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher
- Gr. K/1- 17 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher
- Grade 1- 16 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher

Cohort 2: Total cohort size = 40 people (35 students; 5 staff)

- Gr. 2- 17 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher
- Gr 2/3/4- 18 students; Staff: 1 teacher, 1 EA, 1 shared Learning Support teacher

Cohort 3: Total cohort size= 46 people (40 students; 6 staff)

- Gr. 4/5- 19 students; Staff: 1 teacher, 1.5 EA, 1 shared Learning Support teacher
- Gr 5/6- 21 students; Staff: 1 teacher, 1.5 EA, 1 shared Learning Support teacher

Cohort 4: Total cohort size = 48 people (42 students; 6 staff)

- Gr. 6- 20 students; Staff: 1 teacher, 0.5 EA, 1 shared Learning Support teacher
- Gr 7- 22 students; Staff: 1 teacher, 1.5 EA, 1 shared Learning Support teacher

Lucerne Elementary Secondary School: 3 cohorts

Cohort 1: Total cohort size = 34 people (28 students; 6 staff)

- Gr. K/1 -15 students; Staff: 1 teacher, 2 EAs, 1 Learning Support teacher
- Gr. 2/3 - 13 Students; Staff: 1 teacher, 1 prep teacher, 1 Learning Support teacher

Cohort 2: Total cohort size = 29 people (24 students; 5 staff)

- Gr. 4/5 - 12 students; Staff: 2 part-time teachers, .5 EA
- Gr. 6/7 - 12 students; Staff: 2 part-time teachers; .5 EA

Cohort 3: Total cohort size = 44 people (38 students; 6 staff)

- Gr. 8 to 12 - 38 students; Staff: 5 teachers; 1 EA

Nakusp Secondary School: one cohort

Total Cohort Size = 140 students, 17 staff

- Variance approved for one secondary cohort

Burton Elementary School: one cohort

One cohort: Total Cohort Size = 38 people (32 students; 5 staff – incl. secretary, bus driver/custodian)

- Gr. K-3: 14 students; Staff: 1 teacher, shared EA

- Gr. 4-6: 10 students; Staff: 1 teacher, shared EA

Edgewood Elementary School: one cohort

One cohort: Total Cohort Size = 15 people (11 students; 4 staff – inc secretary/custodian/library clerk and EA)

- Gr. K -2 - 8 Students; Staff: 1 teacher, 2 part-time EA's; school secretary/lib clerk/custodian)

d. Safety Measures for Staff working across or in more than one Learning Group

Schools continue to implement appropriate environmental and administrative measures available to schools for organizing students/staff in learning groups including maintaining physical distance, cleaning and disinfecting protocols, using outdoor spaces for organizing learning activities, implementing staggered schedules, reinforcing effective personal practices including staying home when sick and diligent hand hygiene, and appropriate use of PPE.

- Due to small size of our schools, we are able to organize our workforce in such a way that minimizes any disruption to the normal delivery of instruction. We do have itinerant teachers and staff who work at multiple sites and across cohorts (one teacher librarian at NES/NSS, school-based Learning Support teachers, school-based Indigenous Support teachers, teacher counsellors (one who works at NES/EES/BES), prep-teachers, Education Assistants, music specialist, and principals and vice-principals).
- In these cases, schools will ensure that those staff who work across cohorts or between schools must practice social distancing, practice excellent hand hygiene, monitor for symptoms of COVID-19 and wear PPE when working at different sites and across different cohorts.
- All itinerant and cross-cohort staff will receive specific training and instruction around safely interacting at different sites and across different cohorts.

e. Emergency and evacuation drills

- Schools will continue to practice emergency and evacuation drills, including the required annual fire drills as per the BC Fire Code 2.8.3.2, and will modify drill procedures to adhere to the health and safety guidelines
- More detail information for emergency and evacuation drills will be addressed in site specific safety plans
- It is communicated that in the event of an actual emergency, emergency procedures will take precedence over COVID-19 preventative measures

f. Curriculum, programs and activities

- All curriculum, programs and activities should operate in alignment with the provincial K-12 health and safety guidelines, including school-led activities held off the regular school site
 - Based on [Ministry of Education Operating guidelines](#), sports can continue in Stage 2 with restrictions on contact. Intramurals and outdoor sports are okay but out of district travel is not allowed

g. Field studies trips

- Outdoor field trips are preferable to field trips to indoor locations
- Field trips will be limited to local areas only until further notice
- There will be no overnight or international field trips at this time
- Field studies trips will include a COVID-19 risk assessment as part of the standard procedures for field trip applications and the risk assessment approach to planning field study trips
- If applicable, field trip locations must provide school principals/vice principals with their COVID-19 operating plan to ensure that it does not conflict with school safety plans, and so that appropriate measures can be considered where required

h. Physical health and education (PE) / outdoor programs

- People should be spread out as far as possible during physical activity.
- Activities should be adapted wherever possible to reduce physical contact. There should be no activities that include prolonged physical contact (i.e. physical contact beyond a brief moment) or crowding. For example, activities like tag or touch football are lower-risk, whereas activities like wrestling or partner dancing should be avoided.
- Physical education and extracurricular exercise and sport activities should occur outside whenever possible. High intensity exercise activities are those that result in significantly increased respiration rates.
- If indoors and the activity is stationary, have students spaced 2 metres apart. If the activity involves movement, ensure there is ample space available to reduce the likelihood of physical contact beyond a brief moment.
 - a. Move activities outside or pursue a low-intensity activity if this is not possible.
- Masks should be worn indoors by middle and secondary students during low-intensity indoor activities where physical distancing cannot be consistently practiced. Wearing masks during high intensity exercise activities or outdoors is based on personal choice but cannot be in place of the other measures detailed in this section.
- Masks should be worn by staff during physical education when they are unable to practice physical distancing.
- Shared equipment can be used; it should be cleaned according to the Cleaning and Disinfection section of this guidance

Section 4: Supporting our Learners with Diverse Abilities and Disabilities

SD10 is an inclusive learning community supporting diverse learners and parents

- Our school district and all schools are based on principles of equity and inclusion
- Each school in SD10 will ensure that goals and objectives of IEP's are met and students continue to receive full-time instruction with their classroom teacher, and any 1:1 support needed as outlined in the student's IEP in inclusive learning environments
- School staff will communicate with parents on a regular basis to assess learning needs, gaps and challenges, and provide support for students with diverse abilities and disabilities for success in inclusive classroom settings
- School staff will reach out to parents of students who have specific needs preventing them from attending school full time, and a full review of their IEP and specific needs will be addressed at the start of September to outline and create a plan for that student's success and as much inclusion in the school community as possible
- Schools will work with families and community health support team to ensure students have health and safety supports at home if they are unable to attend school
- Students who are unable to attend full time will be able to access curriculum and work toward the goals/objectives of their IEP in a remote learning environment supervised by their classroom teacher and with support of the learning support teacher and an education assistant as needed
- Regardless of which phase of the K-12 Restart plan, students with diverse needs and vulnerable students will be able to attend school in-person full time and will be supported by their classroom teacher and school-based support team
- Plans will be developed in coordination with parents, teachers and Education Assistants for students who may not be able to communicate their illness or symptoms
- Regular bus routes will transport all students including our Indigenous students and students with diverse abilities and disabilities to school unless parents choose to drive or students live within walking distance to their school.

Section 5: Strong Start Programs

- Our educational partners have expressed concerns about vulnerable children and families who usually would be able to attend Strong Start programs in the district but are unable to do so in the same ways in Stages 2, 3 or 4
 - Currently, all SD10 Strong Start programs are open and operating on their regularly scheduled days, however hours of operation and capacity have been reduced to comply with health guidelines
 - Strong Start Coordinators are ensuring equity in attendance by doing on-line registration, or pre-booking
 - Strong Start Coordinators continue to do community outreach for families who are not able to attend Strong Start in-person

- We are committed to working on ways to provide outreach service and remote learning or examine outdoor learning options where possible to engage parents of young children in these important early learning programs
- Strong Start staff may be re-assigned to support K-12 children in classroom learning should their regular Strong Start hours be reduced

Section 6: Communication and Engagement with our Community

- The school district website's [COVID-19 Updates and Resources page](#) is the main hub for communication about any changes or updates to school, information on the school Restart Plans, District Pandemic Response plan and District Exposure Response plans as well as FAQs for parents
- SD 10's website and all communication aligns with Ministry of Education direction, BCCDC/PHO guidelines and WorkSafe guidelines
- Regular emails to SD 10-All highlight relevant information and updates for staff as do resources on the SD 10 COVID-19 webpage and Employee resources webpages
- Schools align with district communication for consistent messaging by linking their websites and school FaceBook pages to the district website
- Schools communicate with parents and students using school FaceBook sites, links in community FaceBook sites, by email to parents, and in Google Classroom to students and parent
- Direct contact by telephone and text with parents is common practice at our schools Surveys of parents are conducted by email or by telephone
- Regular contact with the Indigenous Education Advisory Council is sought for advice and support for Indigenous students and families
- Regular communication with both unions occurs formally in monthly labour management meetings and informally with the Superintendent by telephone, text or in- person meetings

Section 7: Engagement with Indigenous People

22% of our students in School District 10 are indigenous in ancestry

- Our learners are Metis, Inuit, and First Nations from many Indigenous nations
- SD 10 is fortunate that on short notice to prepare the Restart plan, a number of our Indigenous Elders and parents were able to attend a consultation meeting with all partner groups to help develop our Stage 2 plan on August 17, 2020
- In part, the August 17th meeting location at Lucerne School was chosen to facilitate Indigenous Elders who live in New Denver being present and their voices heard
- At this meeting, the district gathered input, feedback and suggestions on how to best support our Indigenous learners and inform our Stage 2 September 2020 plan
- SD 10's Indigenous Education Advisory Council meets throughout the year and will continue the dialogue around our return to school planning at our meetings
- The district will provide updates and seek additional and ongoing feedback from the Council on how to best support our Indigenous students and families.

Consultation with Indigenous people and First Nations

- We live and learn on the traditional unceded territory of the Sinixt First Peoples who were declared extinct in 1956
- A Sinixt Elder assisted in helping create this plan and reminded us at our August 17th Partner meeting that the Sinixt were the mother tribe, the Lakes people located at the crossroads of the lakes and that Sinixt people need to be recognized and their voices heard
- Our Sinixt Elder reminded us that Sinixt culture and history and their presence needs to continue to be taught in our schools to make sure we have the teachings and learnings of Sinixt people for our children so they know about this land
- Hundreds of children and young people from the school district have visited the pit house at Vallican, the burial grounds where the longest peaceful occupation of native lands in Canada has taken place with teachings from Marilyn James, a Sinixt Elder and knowledge-keeper
- Though there is no resident band located in our school district or a Local Education Agreement, we do have an Indigenous Education Enhancement Agreement which was signed by Marilyn James on behalf of the Sinixt peoples
- We acknowledge that this territory was also used by the Okanagan Nations to the west, the Ktunaxa to the east and the Secwepmec First Nation to the north
- We honour and respect the indigenous cultures of all our students and staff and will continue to make connections with Sinixt, Okanagan, Ktunaxa, and Secwepmec Indigenous and Metis nations

Section 8: Consultation and Engagement with Unions

- Ongoing dialogue and consultation with local unions continues to take place throughout the pandemic
- Union executives have been updated regularly and consulted with in the development of the restart plan and their concerns and needs have helped inform the draft plan
- Both unions attended the district's Stage 2 Restart Plan consultation meeting with all partner groups on August 17, 2020
- Monthly union liaison meetings take place where consultation and collaboration help address any labour management or health and safety issues of concern
- The district and both unions collaborate and solve any issues on a regular basis outside of scheduled monthly meetings in person, by telephone, by email and by text
- Our relationship with both local unions is very positive and focused on supporting our unionized employees with students at the centre of our collaborative work

Section 9: Consultation and Engagement with Parents, Guardians and Caregivers

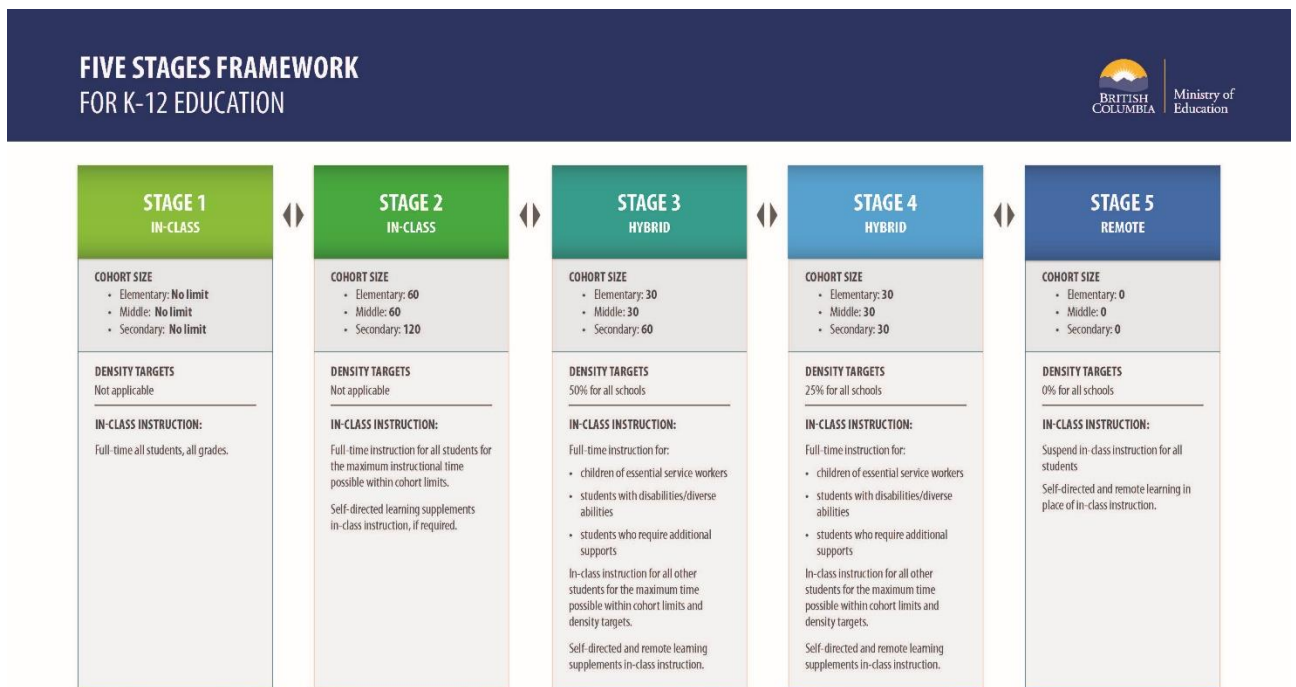
SD10 continues to engage with parents, guardians and caregivers by ensuring updated, reliable information is made available through school communication mediums, and the District website.

SD10 invited DPAC representatives to a consultation meeting with partner groups to help develop our stage 2 plan on August 17, 2020. Three of five of our school PAC Chairs or representatives attended the meeting. Parents offered input, feedback and suggestions on how to best support our families and incorporate that input into our Stage 2 plan.

Plans for further engagement with parents, guardians and caregivers

- SD 10 engages in ongoing dialogue with DPAC, and school principals with PACs and parents during the year
- Trustees attend all scheduled DPAC and PAC meetings, share district news and updates and report back on key PAC matters at monthly board meetings
- Schools principals, vice-principals and teachers engage in regular communication with parents
- Principals and vice principals hold monthly PAC meetings and consult with parents as needed
- Email or phone survey input from parents has assisted schools and the district in planning for Stage 3 and 4 of the Restart plan and will continue to inform our next steps
- All PAC presidents and DPAC President were invited to the August 17th partner consultation meeting to assist in giving feedback on the draft plan and helping shape the plan

Section 10: Ensuring Continuity of Learning in the Event of Switching Stages



Should we need to go back to Stage 3 or 4 based on government or public health direction, the school district is prepared to do so based on our March to June 2020 experience.

- SD 10 was successful in implementing both Stage 3 and Stage 4 with 70% of students in our schools, and almost 100% of staff in schools for Stage 3 during the month of June.
- We demonstrated strong connections with most families and students during both 100% remote learning (Stage 4) and a hybrid of in-class and remote learning (Stage 4).
- As a result, we have developed strong protocols and support for hybrid in-person and remote learning (Stage 3), consistent universal support in schools for students with diverse learning needs and vulnerable students (Stages 3 and 4), and strong human resources practices to support our staff.
- We loaned IT equipment to over half of our students as well as support with internet access, and continued to provide healthy meal programs to 40% of our learners with the generous support of local businesses and organizations, various grants, and school district funds.
- The dedication and commitment of our staff was exemplary in Stages 3 and 4 to support continuity of learning.
- There were however, due to the voluntary nature of Stage 3 and Stage 4, some students and families who did not or were less able to engage with remote learning. A number of our students have also struggled with mental well-being as a result of not being engaged in school.
- We plan therefore to continue the excellent work that we did in each of these stages and also plan for ways to more effectively engage all learners regardless of which stage we are in.

Stage 3 (June 2020) Summary & Stage 3 Plans Going Forward

- Elementary students attended in-person for instruction 2-3 days per week and engaged in remote learning 2-3 days per week
- Secondary students split each class in half and had half of students attend Monday, Thursday and alternate Wednesdays, with the other half attending Tuesday, Friday and alternate Wednesdays
- Students with diverse learning needs and vulnerable students were able to attend on a full-time basis or could attend as needed
- In-school learning was provided for all children of essential service workers if required
- The school district will continue with the success of our June 2020 Stage 3 plan and also work towards ensuring that all students are engaged and successful in their learning
- In addition, mental health supports and capacity in well-being for all learners and staff will be fostered while we are in Stage 2 to ensure greater support for all learners should we need to return to Stage 3

Stage 4 (March to May 2020) Summary & Stage 3 Plans Going Forward

- Remote learning supported for all students K-12

- Students with diverse learning needs and vulnerable students able to attend on a full-time basis or could attend as needed
- In-school learning provided for all children of essential service workers if required
- Chromebooks distributed to 40% of SD 10 families and students
- Various remote learning platforms used: synchronous on-line Zoom classes, asynchronous Google Classroom, and paper learning packages distributed to students
- The district will conduct a parent survey at each school site to ensure all student learning needs are met in the event that we move stages