

## School District 10 – September 2020 Restart Plan



The Board of Education, school district, and our staff are excited to welcome back all Kindergarten to Grade 12 students to the start of a new school year. Though school will 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 will continue to be front and centre.

*Welcome back to school, everyone!*

The following plan outlines how the school district is ensuring the health and well-being of our students and staff as well as organizing for learning. Updates to the plan and additional information on our plans and measures in place can be found at the district [COVID-19 Updates and Resources](#) webpage.

Each school will also post a plan on their school district websites. Should parents have any questions, they are encouraged to contact their school principals or vice-principals directly.

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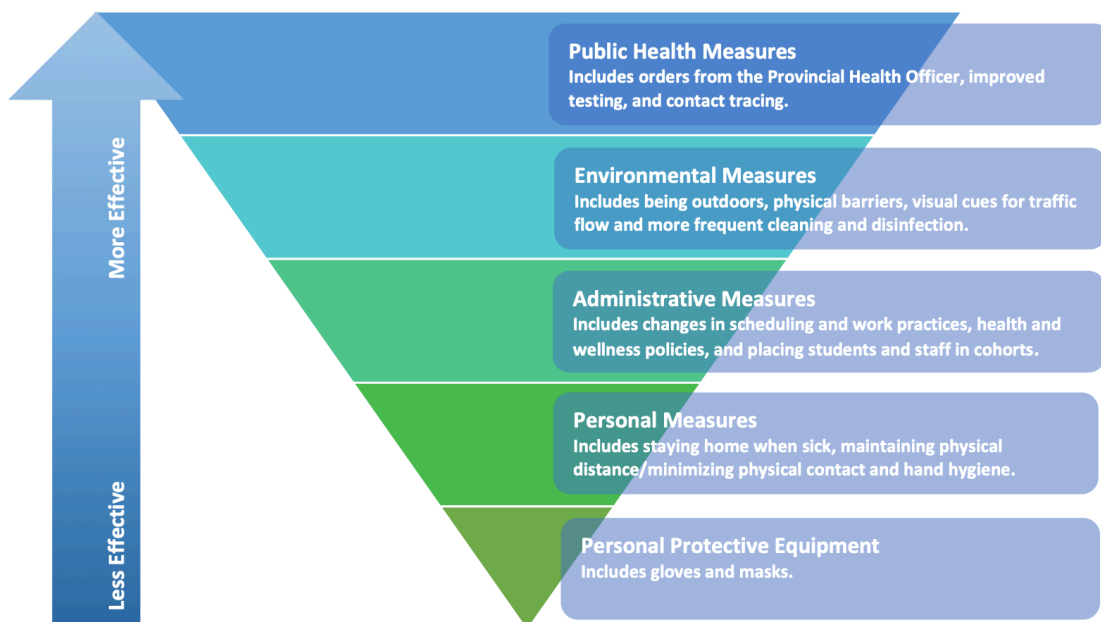
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**Section 1: Health and Safety Measures**

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 light of 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.

**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 important, and it is also important that 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, increasing counselling time for each teacher counsellor
- 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
- 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 will 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 will be conducted 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

- Student and staff orientation and review of cleaning and disinfecting protocols takes place in the week of September 8-11
- Additional custodial time is provided for twice daily cleaning of high touch surface cleaning during the school day, as well as deep cleaning after school in all schools, especially larger schools in the district
- Continued compliance with all cleaning protocols as outlined in the updated [BC Centre for Disease Control/PHO guidelines](#) and [WorkSafe Cleaning](#) guidelines is ensured
- All schools will use signs on doors to indicate room cleaning needed or cleaning completed

#### d. Physical distancing strategies

- Student and staff orientation and review of physical distancing structures and strategies in week of September 8-11
- Additional signage about physical distancing and markers/tape on floors to indicate foot traffic flow 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
- Additional signage about hand hygiene in all schools
- 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. Personal protective equipment for students and staff

- August 17<sup>th</sup> Ministry update indicates masks are now mandatory for Grades 6-12 when students cannot physically distance across cohorts (eg; busses, hallways)
- Parents and Indigenous Elders have expressed concerns about mandatory masks and don't want children to not attend school because of mask rules
- We will educate our students gently on mask useage
- Two reusable masks for every student and staff member purchased by the district
- Reusable cloth masks produced by local businesses in Nakusp and New Denver; second reusable mask for each person purchased from provincial supplier
- Laundering and cleaning reusable masks will be the responsibility of families
- Face shields purchased for all bus drivers and all staff who work at multiple sites and across Learning Group cohorts; some Education Assistants may also require shields
- Face shields purchased for external consultants working with children and youth (occupational therapist, speech and language pathologist, school psychologist)
- Gloves purchased for first aid and health and safety purposes in all schools, sites, and on busses
- Plexiglass barriers ordered for school secretary, library clerk, and Executive Assistant work stations

- Training in use of PPE (masks, face shields and gloves) for students and staff as appropriate
- Note that public health indicates that of all health measures, masks are the least effective, so all schools will ensure that daily health checks, hand hygiene, physical distancing and outdoor learning underpin our health and safety plans

#### g. 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
- Clear 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
- Updated COVID symptom checklist will be 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
- 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
- All staff will receive clear direction to self-assess daily for symptoms and not come to work ill
- As per BCCDC/PHO guidelines, schools will track absences and report unusually high absence rates to district office who will report to Interior Health's Medical Health Officer

#### h. Outdoor Learning and School Ventilation Systems

- 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

i. Student transportation on busses

- 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)
- Masks mandatory to be worn by secondary and middle school students (Grades 6-12) on school busses as per [Ministry of Education communication August 17<sup>th</sup>](#) and in compliance with recommendation to wear masks in the [BCCDC/PHO guidelines](#), page 10
- Masks are to be worn when students are in close proximity to another student outside of their cohort or household on school bus as per [Ministry of Education communication August 17<sup>th</sup>](#) and as recommended in [BCCDC/PHO guidelines](#), page 10
- [BCCDC/PHO guidelines](#) page 10, indicate that no student is required to wear a non-medical mask “if they do not tolerate it” and Ministry of Education communication of August 17<sup>th</sup> states, “Exceptions will be made for students who cannot wear masks for medical reasons.”
- School bus pick up and drop off plans include loading in order of pick up - back to front and drop off from front to back
- 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
- Both Nakusp Elementary and Nakusp Secondary students will load and unload at Nakusp Elementary to allow loading and unloading protocols are followed
- Schools will ensure that students offload as per [BCCDC/PHO guidelines](#) page 10

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

All staff including TOCs and casual support staff are required to read and review the [SD 10 COVID-19 Worker Safety Orientation PowerPoint](#) prior to working in our schools and sites.

a. 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 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

### iii. 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.

### iv. 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

## b. 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

## c. Additional Health and Safety measures

- 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: at this time, NES principal has determined that rather than three cohorts, 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 = 30 people (24 students; 5 staff – inc 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 = 11 people (8 students; 3 staff – inc secretary/custodian/library clerk and EA)

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

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

- 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 maintain social distance, 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.
- 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.

## 2. 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.

### a. 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

#### b. 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

### Section 5: 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 6: 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
- 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 7: 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 parents
- 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 8: 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 17<sup>th</sup> 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 17<sup>th</sup> 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 9: Consultation and Engagement with Unions

- Ongoing dialogue and consultation with local unions has taken 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 10: Consultation and Engagement with Parents, Guardians and Caregivers

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 17<sup>th</sup> partner consultation meeting to assist in giving feedback on the draft plan and helping shape the plan