



# K-12 Public Schools Planning and Reporting

**NVSD September 2020 Restart Plan**

APPROVED BY THE MINISTRY OF EDUCATION – AUGUST 25, 2020



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## Section 1: School District Contact Information

1. School District Name: School District No. 44 (North Vancouver)
2. School District Contact Name: Mark Pearmain
3. School District Contact Position: Superintendent of Schools
4. School District Contact E-mail: Mark Pearmain
5. School District Contact Phone Number: 604-903-3449

## Section 2: Health and Safety

1. Provide a copy of your district's updated health and safety plan that implements the Public Health Guidance for K-12 Schools and WorkSafeBC guidelines.
2. Indicate the date when your district's health and safety committee became/will be operational: 8/21/20
3. Provide a summary of the updates made to your district's plan in the following areas:

- Cleaning and disinfecting

We will continue to meet the BC CDC guidelines for cleaning following our Safe Work Instructions for Custodial Operations During Pandemic COVID-19 Stage 2

Active recruitment of custodial staff is underway to increase resource levels necessary to provide enhanced cleaning and disinfecting

Cleaning and disinfectant chemical dispensing stations are being installed in custodial closets across all facilities to ensure proper product dilution

Electrostatic discharge sprayer equipment has been procured to enhance disinfecting efficiency in our schools

- Physical distancing strategies

Floor markings and signage will be provided to each school to visually manage traffic flow and physical distancing

Plexi glass barriers will be provided, where feasible, to manage situation where physical distancing cannot be maintained

A portfolio review identifying onsite outdoor learning areas has been completed which provides staff with alternate learning environments outside of the classroom.

Most SD44 facilities are in close proximity to municipal lands and parks which offer additional opportunities for outdoor learning

Gyms, libraries and multi purpose rooms will also be utilized as alternate learning spaces

Staggered breaks and recesses utilizing outdoor spaces

- Hand hygiene

Refer to Exposure Control Plan for Pandemic Influenza COVID-19 Stage 2 and associated documents for employee hand washing procedures

Students will be performing hand hygiene as per the requirements of BC CDC Appendix D. Standard procedures will be in place at each school to ensure students practice hand hygiene such as upon arrival and when changing classrooms. Handwashing stations, or where facilities are not feasible, alcohol based sanitizer will be made available. Students will be monitored and educated according to age. Signage is posted in appropriate areas to remind and train students on hand hygiene.

20 new common area corridor sinks are being installed across the elementary school portfolio to provide additional hand washing capacity beyond what is existing in the schools.

Secondary schools are being evaluated for the installation of new common area corridor sinks to provide increased capacity for hand hygiene

Portable classrooms will have one fixed wall mounted hand sanitizer dispenser to compliment bottled hand sanitizer made available to occupants

- Personal protective equipment for students and staff (including re-useable masks)

Non-medical Masks to be made available for all staff and students with direction for mandatory use in all shared areas outside of cohort groups. Areas will be identified at each school where masks are required to be worn. This includes hallways, and shared learning spaces. Training on how to use non-medical masks will be made available for employees and students.

Where physical barriers cannot be used Face shields will be provided to designated staff where physical distancing is not possible

Wherever possible permanent barriers such as plexiglass will be used where risk assessment warrants

Gloves will be used and be made available where required

All employees whom use PPE will be identified and have appropriate training on the applicable hazards and required PPE

- Symptom assessment and illness policies/procedures

OHS procedures and documents are in place for employees as per the Exposure Control Plan for Pandemic Influenza COVID-19 Stage 2 and referenced documents

Training of all NVSD employees will include Symptom Assessment and Illness identification and procedures

For students and families emails and letters - at the District and School level will be distributed referencing the BCCDC requirements: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/symptoms>.

District and school "School Restart" dedicated web pages and FAQs

Signage will be posted at schools indicating to stay home when sick

- Improvements to school ventilation systems, if required

SD44 has a wide area network building automation system that enables centralized HVAC system control of all of our facilities and is utilized to continuously monitor and report on system performance

A Computerized Maintenance Management System (CMMS) is used to plan and track preventative maintenance and rapidly deploy of trades resources for system maintenance and repair.

SD44 will investigate opportunities to enhance ventilation by:

- Extending the scheduled operating hours of HVAC systems
- Increasing the intake volume of outdoor air to our mechanical ventilation systems
- Reviewing zone pressurization options to enhance air flow in naturally ventilated areas

- Student transportation on buses

District Bus Drivers will be trained regarding OH&S procedures and protocols on September 9th, prior to the start of transportation of students;

Training will include the following:

- Review of cleaning and disinfecting procedures as outlined in the BCCDC's Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada;
- Drivers will wash their hands prior to loading the bus and after unloading, alcohol based disinfectant will be used during trips;
- Face Masks will be required when drivers are unable to maintain physical distancing such as when securing wheelchairs and personalized equipment;
- Students will be encouraged to wash their hands before loading the bus and after unloading;
- Students who are able to tolerate the wearing of a face mask will be required to do so;
- Consistent assigned seating will be arranged to ensure maximum physical distancing, based on student pick up and drop off locations and schedules;
- Physical distancing within the bus will be encouraged – students will have their own seat unless sharing with a member of their household;
- Up to date passenger lists will be maintained.

4. Outline the schedule for health and safety training and orientation of school district staff, including new employees and staff who work at multiple sites and/or across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants).

The program implemented by SD44 for COVID-19 is aligned with the PHO, BC Centre for Disease Control, Ministry of Education and WorkSafeBC. Specific instruction and procedures with respect to health and safety are detailed within the following documents which SD44 have established, implemented and provided with this report. Our Exposure Control Plan, Pandemic Response Plan, and Safe Work Instructions for Site operations, Mobile workforce and Custodial Operations form the basis for our training and orientation materials. As a component of the training provided, all staff will be required to review these documents and follow the content/instruction outlined.

On August 26th and 27th, senior staff will be meeting with all Principals/Vice Principals and supervisors in order to familiarize them with this content and equip them with the understanding and resources necessary to provide detailed training and orientation to their staff. These resources will include, but not be limited to,

detailed slide presentation materials for each unique employee group, supervisor checklists to aid in the thorough delivery of material and staff FAQ's to consistently address common questions.

Prior to September 8th and 9th, a detailed schedule identifying the appropriate groupings of employees will be created to ensure all district staff are organized and captured to receive the targeted instruction they require. Groups will be organized based on their function and work location, with all school based training to be provided by the school-based administration. Non school-based employees, such as all itinerant staff who provide services across sites will be grouped together with training provided by the Learning Services Department. All casual employees, CUPE and TTOC's will be invited and scheduled for their paid attendance at training/orientations sessions. Further, Facilities, ICT and other District School Board office employees will also be scheduled into training sessions set for September 8th and 9th.

On September 8th and 9th the above schedule will be implemented and in-depth training and orientation for all staff will be provided. Ample time for review of our updated health and safety plans and all related material, along with time for the answering of questions will be provided. At the conclusion of training, all employees will be asked to confirm their understanding, knowledge and compliance with the information provided.

## Section 3: Learning Groups

1. Provide examples of your district's approach to the implementation of learning groups in schools and during non-instructional time.
  - a. Include examples for elementary, middle, and secondary schools as well as small, medium and large schools where different approaches are required.
  - b. Outline any shifts in curriculum, course access, or course scheduling, as well as actions taken to mitigate the impacts to students of any changes and ensure equity.

### Elementary:

- "The Classroom is the Cohort" in K-7 Elementary;
  - o The cohort or Learning Group consists of the classroom teacher(s) and the students only;
  - o All other students and staff will exist outside the Learning Group and will need to practice physical distancing of 2m.
- Staggered schedules will be implemented for start/end times and breaks at schools with larger populations and/or physical building with fewer entrances and/or without exterior classroom doors;

- Families will be notified of student placement prior to student orientation, and will proceed directly to that classroom on 1st day;
- Until further notice, classes will not platoon;
- Until further notice, we will not arrange buddy class activities.

### **Secondary:**

- timetable for secondary schools is based on a quarter system
- each quarter is approximately 10 weeks
- secondary school students will take two different courses each quarter for approximately 10 weeks, for a total of 8 courses in the school year
- there will be one course scheduled in the morning (Morning Block) and one course scheduled in the afternoon (Afternoon Block)
- Morning and Afternoon Blocks are approximately 140 minutes each
- each day will include a 60-minute Flex Block (provides flex time for teachers to meet with students who request additional support, instructional time or teacher preparation)
- start times, dismissal times, break/lunch times and transition times will be staggered.

### **Grade 8 and 9 (in-person):**

Grade 8 and 9 students will be placed into a learning group of approximately 30 students who will be scheduled together into the Morning Block. Each student's Morning Block will form their assigned learning group. Courses in the Morning Block and Afternoon Block are in person. Wherever possible, the Morning Block and the Afternoon Block will have the same learning group. Grade 8 and 9 courses that cannot be scheduled into the Grade 8 and 9 in-person model and elective courses which combine students from more than one grade will be scheduled into the Grade 10, 11 and 12 hybrid model described below.

### **Grade 10, 11 and 12 (hybrid: in-person and online):**

Grade 10, 11 and 12 students will be placed into a learning group of approximately 30 students who will be scheduled together into the Morning Block. Each student's Morning Block will form their assigned learning



group. Students in the Afternoon Block are divided into 2 cohorts (Cohort A and Cohort B) to allow for physical distancing as the Afternoon Block will have students from multiple learning groups. Courses in the Morning Block are in-person. Courses in the Afternoon Block will take place in-person and online.

Students' course requests have been preserved and have been used to build the secondary school timetables.

All classes, either in person or online, will establish themselves on Microsoft Teams to allow for a variety of learning activities and to ease the transitions to different stages.

Professional development will be offered at the district and school levels on how to best plan, provide learning opportunities, and assess student learning. This will occur in the first two days of the school year and continue throughout the year on school professional development days and at monthly staff meetings.

2. Describe how your district is organizing its workforce to balance the delivery of instruction for learning groups and physical distancing strategies for adults who are interacting with cohorts (e.g. staff who work at multiple sites, on call, itinerant) and across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants, teacher-librarians).

#### **Elementary and Secondary:**

- Practice hand hygiene upon entering/exiting a cohort;
- Physical distance is maintained at all times;
- Masks will be required for staff who are interacting with students in and across cohorts when physical distancing cannot be maintained (non-medical masks will be provided);
- Face shields for staff will be available upon request - the school district has ordered face shields in addition to those which will be part of the donation from Canadian Shield;
- All staff outside a cohort who will be interacting with students will follow established protocols and guidelines in accordance with PHO and Health & Safety;
- When working with small groups, itinerant specialist and support workers will not bring together students from different cohorts. High touch surfaces and materials will be sanitized between groups, which will also have portable plexiglass barriers;
- Schedules will be adjusted for itinerant staff to minimize travel between sites.

3. Describe your district's plan to ensure continuity of learning in the event of a switch in stages as well as to ensure continuity of learning for any students who need to self-isolate or quarantine.

### **Elementary:**

- Within their classrooms, students will be grouped into A/B/C/D;
- In Stage 3, assigned groups (A/B or C/D) will attend the maximum time possible within cohort limits and density targets;
  - 2 groups at a time attend in-class instruction;
  - 2 groups self-directed and remote learning as outlined in classroom Weekly plan.
- In-service will be done with staff during Orientation Week to set up the following for easy transition:
  - MS Teams for every class to facilitate communication through all stages;
  - Weekly plans posted on Teams at all stages;
  - Instructional planning for remote and hybrid learning in-service provided during Orientation Week, during Collaboration time, and at staff meetings throughout the year.

### **Secondary:**

Should a switch in stages be required, more blocks would move to hybrid (online and in-person), including Grade 8 and 9, as required. Learning groups would be divided into cohorts as needed. MS Teams for every class would continue to ensure learning continuity.

### **Elementary and Secondary:**

With the assumption that the need for self-isolation or quarantine would be of limited duration of time (e.g. not treated in the same way as a student who is immune-compromised), continuity of learning would be facilitated as it typically would for a student who is away from school due to illness. Connection would be maintained with the classroom teacher(s) and program and/or with the case manager and support services through MS Teams, or by other means agreed by the teacher and family. The teacher may need to provide supplementary materials, and it would be expected that the student would be supported by an adult at home, or would work independently during the absence.

## Section 4: Students with Diverse Abilities/Disabilities

1. In alignment with the Equity and Inclusion Guiding Principles, describe how your district is planning for students with diverse abilities/disabilities ensuring students and communicating to parents on the following, to ensure students will:

- be able to attend school full time or have a plan to ensure supports and learning continue if a student needs to learn at home

All students including those with diverse needs will have equitable access to full time attendance at school with same aged peers;

Classroom Teachers and/or Case Managers will consult with families of students who have concerns regarding returning to school due to medical complexity or immune suppression;

Caregivers of children who are at high risk due to severely compromised immune systems should consult with their health care provider to determine their child's level of risk;

According to the PHO and BCCDC, most children with compromised immune systems can return to school when safety measures are in place;

Parents/caregivers seeking an alternative to in-class instruction for their child due to health related risks will be required to obtain a doctor's note indicating the need for accommodations;

Students with complex needs recommended not to attend school by a medical professional will be provided remote learning in accordance with their grade and respective IEP;

Support staff will provide remote educational continuity on a consistent schedule whenever possible.

- have access to the necessary health and safety supports

Students with Health Care/Medical Access needs will be able to access customized learning spaces and highly individualized supports, i.e., height adjusted change tables and lifts, accessible washroom features, sensory rooms, etc. The number of students/adults accessing specialized rooms will be prioritized and appropriate cleaning measures put in place;

If maintaining physical distancing while working with a student within your learning group is not possible then:

- Individual Safe Work Instruction (ISWI) for biological hazards and other at risk behaviours that may require the use of PPE will be established;

- If an ISWI is not in place, evaluate the nature of the work and assist in the development of the ISWI as necessary;
  - In most cases, additional personal protective equipment (PPE) beyond that which was in place prior to the pandemic COVID-19 is not required;
  - If a person providing health services determines the need for additional PPE following a point-of-care risk assessment, it should be worn. Those providing health services should wear a mask when working in close proximity with students who are at a higher risk of severe illness due to COVID-19 (e.g., children with immune suppression), particularly those who work at multiple sites;
  - Non-medical masks will be required for staff when they cannot maintain physical distance and are in close proximity with a student outside of their learning group.
- continue to receive supports and services as identified in their IEP, including 1:1 supports

Students with diverse needs will continue to receive supports and services as identified through their IEP ensuring health and safety guidelines can be met as determined by the PHO;

Students who receive specialized support through OT, PT, Nursing Support Services, will continue to receive these services; service providers will follow the requirements of their employer regarding recommended PPE for supporting within school settings;

Assigned EA staff will be oriented to the ISWI and receive Delegated Care Plan Training in a timely fashion.

- not be grouped in segregated settings as a part of the establishment of cohorts

Planning for students with diverse needs across K-12 will be guided by the foundational principles of inclusion;

Students with diverse needs in K-7 will be part of their classroom learning group and will participate in learning as a member of their classroom community as is guided by their individualized needs;

Students in Grades 8-12 will receive a course schedule as is guided by their IEP and participate in Life Skills based programs (if applicable) within their grade based learning group;

Secondary schools will prioritize in person attendance of students who are identified as priority learners.

## Section 5: Communication and Engagement

Attached is the NVSD Back to School September 2020 Communications Plan.

## Section 6: Engagement with Indigenous Peoples

1. Describe your district's engagement process with Indigenous peoples in developing the Stage 2 plan and the plan for ongoing engagement.

The North Vancouver School District (NVSD) is providing weekly updates to our Indigenous communities. This is through email and through ZOOM meetings. All NVSD bulletins are posted on Skwxwú7mesh Nation (SN) and Tsleil-Waututh Nation (TWN) social media channels.

Weekly meetings have occurred with members from NVSD and Indigenous communities participating. These weekly meetings will continue as we move into September. These meetings facilitate engagement from each party and allow for input and critique of plans that are being developed to support students. Through this ongoing dialogue all parties have the opportunity to provide their feedback.

The District Principal for Indigenous Education is in regular communication with education officials from the Indigenous communities.

### **Email communication:**

July 29, 2020

August 5, 2020

### **Virtual meetings (ZOOM):**

August 7, 2020

August 18, 2020

### **Future meeting dates (ZOOM):**

August 21, 2020 - Indigenous Support Workers

August 25, 2020

September 1, 2020

### **Future correspondence:**

August 21, 2020 - letter home to all Indigenous families from the District Principal for Indigenous Education and the Assistant Superintendent, outlining potential school programming and safety protocols for attending in-class instruction. The letter will focus on how we are wanting the students to return to in-class instruction.

August 25, 26, 27, 2020 - phone calls by Indigenous Support Workers to Indigenous families with further information about the Stage 2 restart plan

August 26, 2020 - letter home to all Indigenous families from the District Principal for Indigenous Education and the Assistant Superintendent. Focus of letter will be what a school day will look like.

August 28, 2020 - letter home to all Indigenous families from each school, with supporting documents from Indigenous Education office, welcoming students back to school

August 28, 2020 - video link to all Indigenous families of what a school and a classroom will look like when students return.

2. Outline your district's consultation with local First Nations rights holders in developing the Stage 2 plan – particularly First Nations with whom the district has a Local Education Agreement and First Nations with students in the district.

There is no Local Education Agreement with the Skwxwú7mesh Nation (SN) or Tsleil-Waututh Nation (TWN). The SN do not wish to proceed with a LEA, but we have a signed protocol agreement in place. The TWN are still working through their internal processes of how they will proceed.

Consultation is still ongoing with the First Nations rights holders, as per question #1. Collaboration and consultation around ways to support First Nations students is the focus of the restart planning meetings.

Meetings with the Directors of the SN and TWN are ongoing and will occur approximately once per month with the District Principal for Indigenous Education.

3. What modifications to the plan, if any, did your district make based on feedback from Indigenous partners and/or local First Nations?

This is ongoing as the plan is being developed. Further meetings will be occurring with our local First Nations partners (August 25 and September 1).

We are working to support First Nations students attending our schools at this stage. A hybrid model for in-person and online learning is being considered to allow FN students to continue Indigenous language and culture education and supports while at home. Changes to Indigenous Education staffing may be required to support students off-site.

## Section 7: Unions

1. Outline the collaboration process that occurred with local unions in developing the district's restart plan. What is the process for continued consultation and collaboration during the school year?

A meeting with the Canadian Union of Public Employees (CUPE) Executive, Local 389 took place on August 19.

The North Vancouver Teachers' Association (NVTA) Executive attended restart planning meetings for Elementary (August 11, 13, 18, 19) and Secondary (August 11, 13, 18, 20).

Both CUPE and NVTA Executive will attend restart planning meetings for Elementary (August 24, 31) and Secondary (August 25, September 1). Weekly restart meetings will occur in September.

Continued collaboration meetings will take place with the NVTA Executive and NVSD Executive at least once per month.

NVSD, CUPE, NVTA, NOVA (Administrators), and NVPAC Executive attend regularly meetings of the Presidents Council (approximately every 6 weeks). This year's focus of the Presidents Council Meetings will be the September re-start and the learning models for 2020-21. A Presidents Council Dinner is held each year with includes additional representatives from each partner group for further dialogue and consultation.

## Section 8: Parents, Guardians, and Caregivers

1. Outline the engagement process that occurred with your District Parent Advisory Council (DPAC) in the development of your Stage 2 Plan.

A meeting with the North Vancouver Parents Advisory Council (NVPAC) Executive took place on August 19.

At the meeting, NVPAC provided a list of suggestions and feedback for consideration for the Stage 2 plan. The development of the plan has taken into consideration these suggestions and feedback.

2. Describe any additional engagement directly with parents/guardians/caregivers and Parent Advisory Councils (PACs) at the school level that occurred in developing your Stage 2 Plan. Describe the summary of feedback received.

June 23 to July 7, 2020 the NVSD COVID-19 Feedback Survey was open for parents to complete. A total of 6,080 responses were received. Of those, 4,272 were responses from elementary parents and 2,673 were responses from secondary parents. Parents were surveyed about their experience with the March suspension of in-class learning and the June resumption of partial in-class learning.

Feedback received (average response on a 5 point scale):

The new Safety Protocols put in place are properly protecting my child = 3.7

The new School Operating Procedures put in place are properly protecting my child = 3.7

Given the circumstances, I am satisfied with the level of education that my child(ren) is receiving from the 'Learning from Home' program = 2.8

I am satisfied with the level of communication provided by NVSD throughout the developments of COVID-19 (District, school and classroom) = 3.8

Parents provided approximately 30,000 comments within the survey.

Feedback from parents about the safety of students and the consistency in the continuity of learning through the stages helped shape our restart plan.

School Parent Advisory Councils Executive will be invited to meet with school Principals in the week prior to the school start-up. Local school priorities will be discussed.

3. Describe the process for continued consultation and collaboration with the DPAC, PACs and parents during the school year.

The NVPAC Executive will attend restart planning meetings for Elementary (August 24 and 31) and Secondary (August 25 and September 1). Weekly restart meetings will occur in September.

NVSD, CUPE, NVTA, NOVA (Administrators), and NVPAC Executive attend regularly meetings of the Presidents Council (approximately every 6 weeks). This year's focus of the Presidents Council Meetings will be the September re-start and the learning models for 2020-21. A Presidents Council Dinner is held each year with includes additional representatives from each partner group for further dialogue and consultation.

## Section 9: Transportation

1. Describe any transportation arrangements your district has in place to get students, including First Nations and students with diverse abilities/disabilities, to school.

NVSD Policy 607: Transportation of Students - SD44 provides bus transportation for students with diverse needs in Grades 8-12 who are travelling from their home to school and return. Students are prioritized for transportation if the nature of their disability makes it difficult for them to walk or to take public transportation to their neighbourhood school;



Transportation projections for 2020-2021 School Year:

- Argyle Secondary – 4 Students
- Carson Graham Secondary – 10 Students
- Sutherland Secondary – 7 Students

District Bus Drivers will be trained regarding OH&S procedures and protocols on September 9th, prior to the start of transportation of students;

Training will include the following:

- Review of cleaning and disinfecting procedures as outlined in the BCCDC's Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada;
- Drivers will wash their hands prior to loading the bus and after unloading, alcohol based disinfectant will be used during trips;
- Face Masks will be required when drivers are unable to maintain physical distancing such as when securing wheelchairs and personalized equipment;
- Students will be encouraged to wash their hands before loading the bus and after unloading;
- Students who are able to tolerate the wearing of a face mask will be required to do so;
- Consistent assigned seating will be arranged to ensure maximum physical distancing, based on student pick up and drop off locations and schedules;
- Physical distancing within the bus will be encouraged – students will have their own seat unless sharing with a member of their household;
- Up to date passenger lists will be maintained.

2. Describe the consultation process in developing the plan as well as how BC Tripartite Education Agreement obligations are being met.

The transportation plan has been developed under the guidance of the following documents: BCCDC's Cleaning and Disinfectants for Public Settings and Transport Canada;

The District based OH&S Manager will provide training to District Bus Drivers on September 9, schedules will be developed after training on September 9 and pick up/drop off times will then be communicated to families.