

North Vancouver School District COVID-19 Update

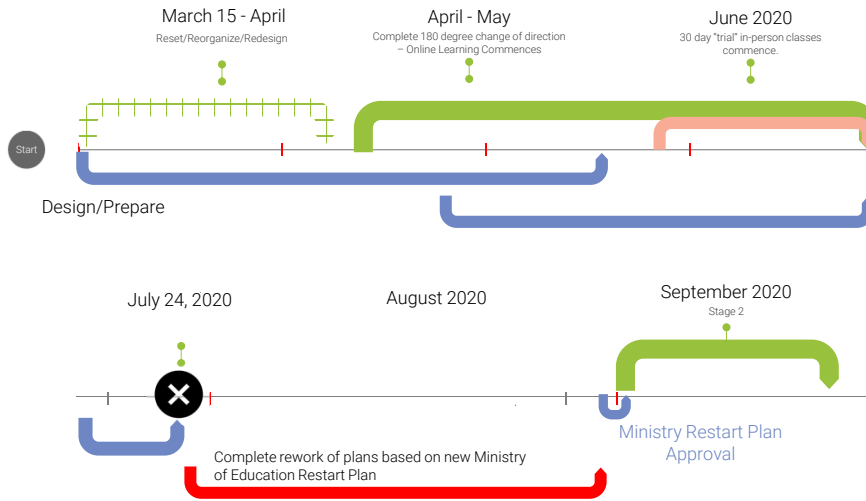
Standing Committee Meeting
November 10, 2020

Outline



- Pandemic Response
- Occupational Health and Safety
- Elementary Restart
- Learning Services Support
- Secondary Restart
- Social Emotional Learning
- Information, Communications and Technology
- Facilities and Planning
- Targeted Funding
- Closing Comments

Pandemic Response



Students in School



Being together with other children is so crucial for young children's learning, development, and well-being that the American Academy of Pediatrics has urged policymakers to prioritize getting kids back together in classrooms as soon as is safely possible. The risks of social isolation, they have claimed, could rival the risks of the coronavirus itself (Kaymenetz, 2020).

This comes from "Teaching Young Children Remotely" by Wendy L. Ostroff ASCD November 2020

*Cheakamus Reconciliation House Post
By Xwalacktun*



Occupational Health and Safety

Magnitude and Scope

- Sensitive to varying degrees of comfort / concern with return to school in September
- Coordinated focus on district wide, school specific and individual circumstances
- Particular emphasis placed on ensuring effective communication throughout the system
- Concerted effort to employ a consultative process to implementing PHO and BCCDC Guidelines

Ministry of Education Guidelines



SUPPORTING THE K-12 EDUCATION RESPONSE TO COVID-19 IN B.C.

Operational Guidelines for School Districts and Independent School Authorities

Updated OCTOBER 2 | 2020

Provincial COVID-19 Health & Safety Guidelines for K-12 Settings
Updated September 9, 2020 - Updates are highlighted in yellow

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Coronavirus COVID-19
BC Centre for Disease Control | BC Ministry of Health

COVID-19 Public Health Guidance for K-12 School Settings
UPDATED: September 11, 2020

This guidance document is informed by B.C.'s Restart Plan, Next Steps to Move BC Through the Pandemic, and the BC COVID-19 School Management Strategy, and is aligned with B.C. COVID-19 School Management Checklist, B.C. COVID-19 Information and Reports, as well as COVID-19 Frequently Asked Questions. It is also informed by lessons learned when partial in-class instruction resumed in June 2020. This document provides guidance for educators, administrators and support staff (parental referral to staff at public, independent and First Nations Kindergarten to Grade 12 (K-12) schools) to minimize the transmission of COVID-19 and maintain a safe and healthy school environment for students, families and staff. This document identifies key infection prevention and control practices to implement, as well as actions to take if a student or staff member develops symptoms of COVID-19.

School supports children in developing their potential and acquiring the knowledge, skills and abilities they need for lifelong success. In-person learning, as a part of a child's education, provides the opportunity for peer engagement, which supports social and emotional development as well as overall wellness. It also provides many children access to programs and services that are integral to their overall health and well-being.

When in-person learning was suspended for most students in spring 2020, it aligned with broad provincial measures taken in an effort to reduce community transmission of COVID-19. These measures were taken to allow time to learn about the virus and to prepare for the safe resumption of the activities of society. The suspension of in-person learning resulted in significant benefits for many, with B.C. families reporting improved learning, increased child stress, and decreased connection. With the loss of supportive routines and structures, healthy behaviours have declined dramatically. Provincial child protection reports also declined significantly despite evidence suggesting an increase in domestic and gender-based violence, raising concerns that with the closure of schools, children at risk for violence are less likely to be identified.

Supporting students to receive full-time, in-person learning offers societal and individual benefits, particularly for those who already experience social and educational disparities. These need to be balanced against the potential risk of COVID-19 spread and any evidence of benefits from school closures.

As community prevalence in B.C. continues to be low, the risk within schools is considered to be minimal. However, while COVID-19 is present in our communities, it may exist in some schools. B.C. is likely to experience changes in prevalence throughout the school year, where the risk of cases or clusters may be higher or lower than it is currently.

District Resources



Human Resources | My NVSD | School | Department | District | Search



Home | Contacts | Teaching Staff | Non-Teaching Staff | Employee Wellness | HR Related Policies | Health & Safety | New Employees | Staff Room | More

Human Resources > Health & Safety

Health & Safety

- Annual First Aid Assessment
- Emergency Procedure Handbook
- WorkSafeBC Inspection Reports
- Safety Schools Online Learning
- Occupational Health & Safety Programs and Procedures
- OHCS Reporting Online
- Safety Data Sheets
- Forms Page
- Health and Wellness
- District E-Prep Committee
- District OHS Committee
- Ergonomics
- Flu Vaccine
- Hazardous Waste Materials Removal
- Hearing Tests
- Student Crossing Guard Training Program
- Workplace Violence
- OHS Master Content
- OHS Dashboard
- Supervisor OHS Resources
- WorkSafeBC Videos

NVSD Occupational Health & Safety hub

COVID-19

Exposure Control Plan (ECP) is specific to WorkSafeBC Occupational Health & Safety Regulation requirements (Division 5.16). This ECP is based on the current understanding of COVID-19 transmission. This ECP also follows the guidelines outlined in the North Vancouver School District Pandemic Plan. The ECP provides direction on how to work safely during the pandemic.

Thorough hand washing with plain soap and water is still the single most effective way to reduce the spread of illness.

Click on the NVSD Exposure Control Plan image along with the adjacent links for more information.

2020/08/19

Exposure Control Plan for Pandemic Influenza - COVID-19 Stage 2

SAFE WORK INSTRUCTIONS DURING COVID-19
Updated September 18, 2020

CHERYL OWEN
Occupational Health and Safety Manager

SAFE WORK INSTRUCTIONS DURING COVID-19
Updated September 18, 2020

Safe Work Instructions: Site Operations During Pandemic: COVID-19 STAGE 2

Safe Work Instructions for a Mobile Workforce during Pandemic: COVID-19 STAGE 2

Safe Work Instructions: Personal Protective Equipment during Pandemic: COVID-19 STAGE 2

Safe Work Instructions for Custodial Operations during Pandemic: COVID-19 STAGE 2

Safe Work Instructions: Management of COVID-19 Exposure

Safe Work Instructions for Occupational First Aid Attendees during COVID-19

September 2020 Reporting PVP Checklist - COVID-19 STAGE 2

NVSD's WorkSafeBC Safety Plan (to be posted at worksites)

Cleaning and Disinfection Instructions for On-Facility Protection (OCCO)

Thorough hand washing with plain soap and water is still the single most effective way to reduce the spread of illness. [Source](#)

Cheryl O'Keefe OHS Manager
North Vancouver School District
6/19/2020

From Guidelines to Planning



Goal: Establish and maintain all schools as:
“COVID-19 Health and Safety Controlled Environments”

Key steps:

- Comprehensive Health and Safety Guidelines developed
- COVID-19 Building Operations Plan designed and implemented at every school
 - Site Operations Checklists
 - Individual Safe Work Instructions

Supervision Aides



- Additional positions or increased hours to help ensure controlled environments
- 19 elementary schools received support with staggered start, recess, lunch and dismissal
- Proactive and responsive planning at each school
- Commitment: salaries and benefits for 370 additional hours per week (September to June) - \$0.446 million

Health & Safety Training for Restart



- All NVSD Employees - universal training prior to school start-up
- Employees at each school site - universal and specific training on September 8 and 9
- TTOC / Casual EAs and Supervision Aides - universal and specific training on September 8 and 9
- Itinerant Specialists - universal and specific training on September 8
- Ongoing updates - provided as needed

From Plans to Solutions



Ongoing solutions developed in coordination with multiple departments

Building Operations Considerations:

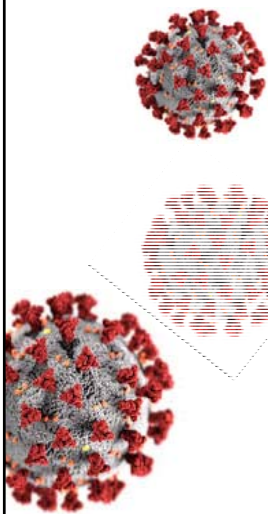
- Optimal deployment of custodians to clean and disinfect sites
- Ensuring cleaning products are available, effective and safe for school use
- Collecting contact information for employees working between sites
- Determining cleaning protocols for shared materials / resources: *keyboards, laptops, iPads, learning manipulatives, musical instruments, shop tools, PE equipment, toys, etc.*
- Determining cleaning protocols for shared spaces: *library, computer lab, music room, gym*
- Procuring and Distributing Personal Protective Equipment

Program Specific Considerations:

- Establishing protocols for students receiving pull-out support: hand hygiene, plexiglass barriers / specialized face masks
- Health and Safety protocols for Itinerant Specialists working at multiple sites
- Accommodations for students and staff
- Aligning protocols with Class Cohorts in Elementary and Quarterly Timetable in Secondary

Elementary Restart

Glancing back: March to May



- Communication
- Changes to teaching and learning, assessment and reporting
- Priority: Social Emotional Learning, Literacy, Numeracy, Core Competencies, First Peoples Principles of Learning
- Specialists, EAs and Support Workers
- Supporting our community



STAGE 3

SCHOOL DENSITY TARGETS

K-5: 50%

GR. 6-12: 20%

IN-CLASS INSTRUCTION:

K-5: 2 to 3 days per week

Gr. 6-7: 1 day per week

Gr 8-12: 1 day per week

5 days per week available for:

- children of essential service workers
- students with disabilities/diverse abilities
- students who require additional supports

Remote/online instruction:

BALANCE OF LEARNING

Parent/Guardian choice to return to in-class instruction

June Return

“Schools support the learning, health, and development of children and youth and are key to reducing societal inequities.”

~BCCDC: Impact of School Closures on Learning, Child and Family Well-Being During the COVID-19 Pandemic, Sept 2020

DENSITY TARGETS: K to 5: 50% 6 to 7: 20%

IN-CLASS: K to 5: 2-3 Days 6 to 7: 1-2 days

5 DAYS IN-CLASS: Children of essential service workers
 Students with diverse abilities / disabilities
 Students who require additional supports

BALANCE: Remote / online

July & August: Planning for K-7 Restart 2020-21

- To create a plan for return to in-class instruction at Stage 2
- To ensure our plan enables continuity of learning for any students who need to self-isolate

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graph TD
    NVTA_Exec[NVTA Executive] --- NVSD_Exec[NVSD Executive]
    NVTA_Exec --- NVTA_Member[NVTA Member]
    NVSD_Exec --- Dist_VP[District VP Office of Inclusion]
    NVSD_Exec --- Occupational[Occupational Health & Safety]
    NVTA_Member --- CUPE[CUPE]
    Dist_VP --- Occupational
    Occupational --- NVSD_Comm[NVSD Communication]
    Occupational --- NoVA[NoVA]
    CUPE --- NVPAC[NVPAC]
    NVPAC --- NoVA
    NVSD_Comm --- NoVA
    
```

- Operations
- Health and Safety
- Communications
- Instruction
- Technology
- Remote / Hybrid

September Restart



| STAGE 1 IN-CLASS | STAGE 2 IN-CLASS | STAGE 3 HYBRID |
|---|--|---|
| COHORT SIZE <ul style="list-style-type: none"> Elementary: No limit Middle: No limit Secondary: No limit | COHORT SIZE <ul style="list-style-type: none"> Elementary: 60 Middle: 60 Secondary: 120 | COHORT SIZE <ul style="list-style-type: none"> Elementary: 30 Middle: 30 Secondary: 60 |
| DENSITY TARGETS Not applicable | DENSITY TARGETS <u>Not applicable</u> | DENSITY TARGETS 50% for all schools |
| IN-CLASS INSTRUCTION: Full-time all students, all grades. | IN-CLASS INSTRUCTION: Full-time instruction for all students for the maximum instructional time possible within cohort limits. <u>Self-directed learning supplements in-class instruction, if required.</u> | IN-CLASS INSTRUCTION: Full-time instruction for: <ul style="list-style-type: none"> children of essential service workers students with disabilities/diverse abilities students who require additional supports In-class instruction for all other students for the maximum time possible within cohort limits and density targets. <u>Self-directed and remote learning supplements in-class instruction.</u> |

The Classroom IS the COHORT

- Supporting Indigenous learners
- Supporting learners with diverse abilities
- Staggering schedules
- Alternate use of space
- Outdoor learning space
- Communication
- Technology needs
- Volunteers in schools
- Health & Safety training
- Kindergarten
- Stages 3 & 4 scheduling
- Other options



Learning Support Services

Indigenous Education



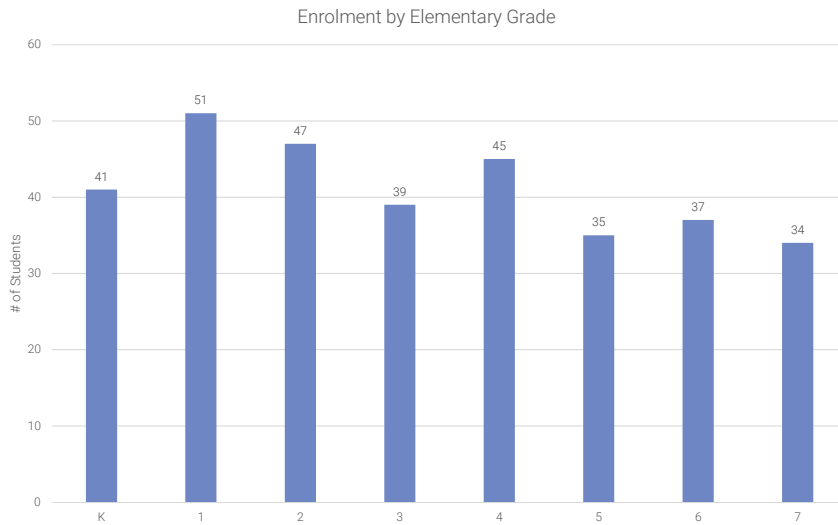
- Collaboration with rights holders of Squamish Nation and Tsleil-Waututh Nation
- Collaboration with education partner Metis Nation of BC
- Communication – written and/or phone calls with Indigenous students/families
- Tsleil-Waututh Nation expanded K to 12 school
- Squamish Nation K to 7 cohort
- Indigenous Grades 8 to 12 online cohort
- Focus on implementation of Indigenous ways of knowing in all schools
- Commitment: salaries and benefits for 1.0 FTE (September to December) - \$0.051 million

Temporary Transition Support Option

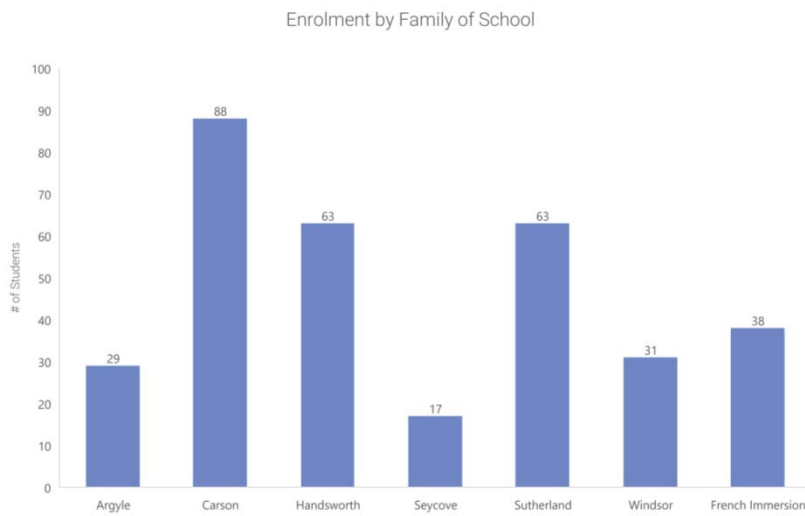


- Developed in response to parent survey
- Intention:
 - maintain students as part of their classroom cohort
 - support educational continuity
 - transition students to their classroom cohort full-time
- Enrolment:
 - 508 students initially enrolled
 - 329 students enrolled at November 10
- Commitment: salaries and benefits for 8.5 teacher FTEs (September to December) - \$0.275 million

Temporary Transition Support Option



Temporary Transition Support Option



Hospital Homebound Program



- Remote learning access for students if recommended by a medical professional
- Elementary focus – literacy and numeracy
- Secondary focus – course dependent
- Importance of connection and sense of belonging
- 62 students currently supported
- Commitment: salaries and benefits for 1.2 teacher FTEs (September to June) - \$0.126 million



Secondary Restart

Glancing back: March to May



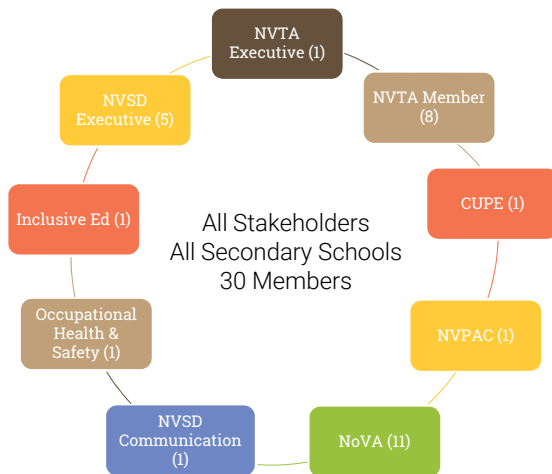
- Pivot to 100% Virtual Schooling
 - Supported staff and students with hardware
 - Launched Microsoft Teams
 - Universal Interim Report on May 15
- Redesigned Educational Plans
 - Emphasized big ideas and curricular competencies
 - Social Emotional Learning
 - Priority Learners

Partial Return In June – 20% Density



- OH&S Planning and Procedures
- Priority Learners:
 - Students who received recent interim reports that indicated extra help was required
 - Students with complex medical and/or developmental needs
 - Students with social, emotional and mental health related needs
 - Students who are at risk of not passing a course / graduating
- Students receive in-person instruction within the 20% density target

Secondary Restart Committee



- Ministry Restart Plan required reworking secondary school timetable
- Terms of Reference:
 - To make recommendations on in-class instruction
 - To make recommendations on revisions on District and School health and safety plans

Secondary Learning Model



From a Linear Timetable to Quarterly Timetable

- Students maintained in cohorts of 120 or less
- Student work load redistributed into longer blocks– 2 blocks/day
- Revised start time
- Daily flex block tutorial time for students
- Elective options protected
- Daily Non-Instruction Time (NIT) for teachers
- Universal interim reports in all quarters

Supporting Secondary Staff

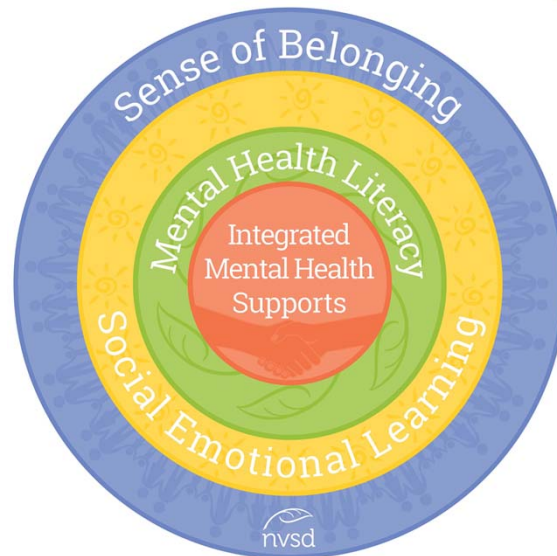


- Secondary Leadership for Learning InService – August 26 and 27
 - In Service training on OH&S Guidelines
 - Workshop on Best Practices in Hybrid Learning
- Secondary Virtual Curriculum Implementation Day – October 2
 - Plenaries: (1) Instructional Planning in a Hybrid Model (2) Connection, Belonging and Wellness
 - District wide breakouts by teaching specialities
 - District wide breakouts from Trauma Informed Practice to Assessment of Student Learning



Social Emotional Learning

Social Emotional Learning



Mental Health and Well-Being



K-12 Operational Guidelines for School Districts (Pg. 26-27)

- “Supporting the health and safety of students, families, and staff is a top priority during a pandemic event. In addition to taking measures to protect physical health, we also need to attend to social and emotional well-being”
- “Educators, at all grade levels, are encouraged to incorporate social and emotional learning (SEL) throughout all learning opportunities, to build resilience and to enhance healthy, supportive communication”
- “Explore new ways to create a sense of connection and community among students, families, and staff”

Caring and Compassionate Schools



10 Universal Elements for Caring and Compassionate Schools



Include First People's Principles of Learning



Connect and welcome



Talk about feelings



Empathize with others



Model coping skills



Nurture hope

Caring and Compassionate Schools



Maintain routines



Engage students



Communicate safety



Cultivate community

Social Emotional Learning and Mental Health

www.sd44.ca/sites/SEL

North Vancouver School District
The Natural Place to Learn

Information, Communications and Technology

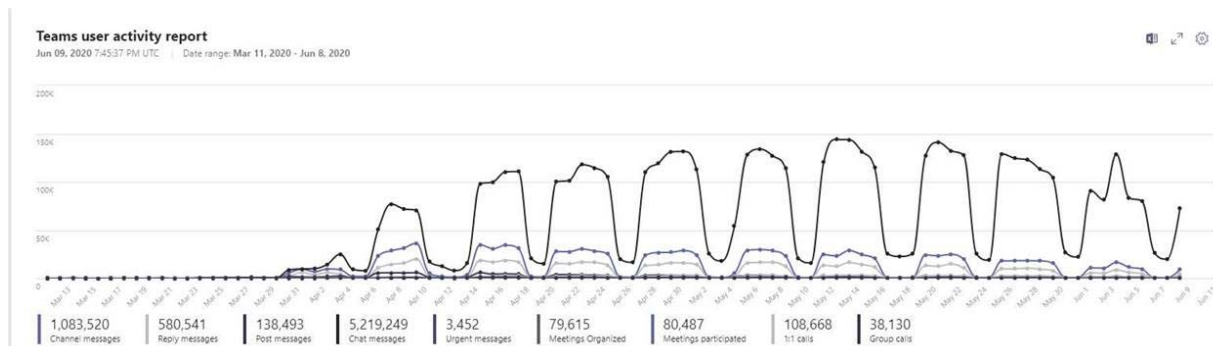
Learning and Technology Support

- Launched Microsoft Teams at schools and District wide in March
- Developed materials and videos for students, parents and staff with a range of technology literacy
- Loaned laptops to students in April
- Rolled out 1,000 laptops to elementary and secondary teachers in August
- Loaned 15 laptops for Temporary Elementary Transition Support in October

From 0 – 1.1M Messages in 60 Days



Microsoft Teams Usage



Computers & Assistive Technology



- \$45,000 – 50 laptops for Indigenous learners
- \$6,900 – 12 iPads for Speech Language Pathologists to help students who need alternatives to speech for communication
- \$6,490 – Specialized applications
- Planned use: \$58,390 targeted provincial funding

Challenges and Opportunities



- New Software and Applications
 - Digital tools are attractive and creative for teaching and learning
 - Continuing to ensure we have processes in place to review digital tools for privacy
- COVID-19 cleaning and disinfecting protocols
 - Need to find disinfectant that was safe for classroom use and did not harm computers
- Increased reliance on internet access and technology equipment
 - Virtual parent teacher interviews – need to book meetings online
 - Virtual events – to be able to share normal moments – e.g. Seycove live streaming a Halloween costume parade in their gym
 - Set up new teaching spaces – e.g. using the gym as a band room creating a need for audio amplifiers for teachers



Facilities and Planning

Occupational Hygiene



- Signage and floor decaling (\$65k)
- Mobile and permanent plexiglass barriers (240 trade hrs + \$10k materials)
- New and retrofit sinks (\$250k)
- Increased hand towel and soap dispensers
- Deactivated hand dryers
- Deployed 650 waste containers for soiled tissues
- Hand sanitizer to supplement hand washing (700 1L bottles/month)
- Relocation of equipment and furnishings for physical distancing
- Removal of furnishings and carpets
- Commitment: \$0.730 million

Cleaning Equipment



Standardized equipment procured for each site

- Auto floor scrubbers (10 units \$90k)
- Chemical dilution stations (65 units)
- Electrostatic discharge sprayers (50 devices \$80k)
- Disinfectant spray bottles (2,000 units)
- Microfiber cloth renewal (\$100k)
- Washer and dryers for laundering microfiber and cotton clothes at school sites (\$160k)
- Commitment: \$0.603 million



Custodial Staffing



- Added 19 positions (from 89 to 108)
- New Model:
 - One day shift at each elementary school
 - Two day shifts at each secondary school
 - Redefine day and afternoon shift requirements
 - Expand casual pool to 50+
- Commitment: salaries and benefits and overtime - \$1.037 million

| Custodial FTE | March 2020 | | | October 2020 | | | January 2021 | | |
|---------------|------------|------------|--------|--------------|------------|--------|--------------|------------|--------|
| | Day Shift | Aft. Shift | Totals | Day Shift | Aft. Shift | Totals | Day Shift | Aft. Shift | Totals |
| Secondary | 7 | 27 | 34 | 7 | 27 | 34 | 13 | 27 | 40 |
| Elementary | 12 | 36 | 48 | 25 | 36 | 61 | 25 | 36 | 61 |
| ESC | 1 | 3 | 4 | 1 | 3 | 4 | 1 | 3 | 4 |
| Spare Crew | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 3 | 3 |
| | | | 89 | | | 102 | | | 108 |

Custodial Recruitment



Added dedicated position to focus on recruitment

- January - December 2019
 - 33 applications through Make a Future
- January - October 2020
 - 102 applications; 51 interviews; 24 offers
 - 21 casual custodians hired, trained and working

Employment Market Challenges

- 123 employers actively hiring custodians in the Lower Mainland
- Competing opportunities - front line sales; cashiers; warehousing
- Availability of federal financial support
- Cost of living and commute to the North Shore

Utilities and Ventilation



Increased utilities costs - \$205k

- Extended ventilation hours (50% increase)
- Systems reprogrammed for 100% outdoor air
- Increased consumption of hot water from hand washing

HVAC indoor air quality - \$1.428 million

- Installation of MERV 13 filters where feasible
- Increased maintenance and filter replacement frequency
- HVAC upgrades and enhancements required for approximately 10% of learning spaces



Targeted Funding

Targeted Funding - Safe Return to School Grants



| | <u>\$ Million</u> |
|---|-------------------|
| Provincial – 5 prescribed allocations | \$1.116 |
| Federal | |
| • 50% allocation – September 2020 | \$2.800 |
| • Distributed Learning – French Immersion | 0.150 |
| • 50% anticipated – January 2021 | <u>2.800</u> |
| Sub-total - Federal | <u>5.750</u> |
| Total | <u>\$6.866</u> |

Targeted - Provincial Funding



| Category | \$ Million |
|---|----------------|
| Cleaning frequency 12 new staff hired, existing staff with increased hours, hours of regular and overtime | 0.614 |
| Improve hand hygiene units rented, purchased or built, upgraded sinks | 0.245 |
| Cleaning supplies | 0.136 |
| Reusable masks/face shields adult and child/youth size disposable or reusable masks | 0.063 |
| Computers and assistive technology Products purchased to loan or support students with disabilities or complex needs | <u>0.058</u> |
| Total provincial funding | <u>\$1.116</u> |

Targeted - Federal Funding



Spending should align with School District Restart Plan

In general, funding may be used for:

- Learning resources and supports
On-line and remote learning, additional teachers and staff, including support to Indigenous students remaining in their communities and, health and safety training for staff
- Health and safety
Increasing staff to meet health and safety guidelines, installing plexiglass and other barriers, adapting classrooms, increasing hand hygiene, hand hygiene sanitizing stations, improving air systems
- Transportation
- Before and after school care

Planned Uses – Federal Funding



| Description | \$ Million |
|--|----------------|
| Teaching and Learning Supports | |
| Temporary Transition Support Option – salary and benefits for 8.5 teacher FTEs (September to December) | \$0.275 |
| Hospital Homebound Program – salary and benefits for 1.2 teacher FTEs (September to June) | 0.126 |
| Distributed Learning – salary and benefits for 1 teacher FTE for French Immersion (September to June) | 0.100 |
| Additional teachers to maintain school organizational profile – 9 teacher FTEs in 8 schools | 0.951 |
| Supervision aides – 19 elementary schools have 370 additional hours per week (September to June) | 0.446 |
| Indigenous Support – salary and benefits for 1.0 FTE support worker (September to June) | 0.051 |
| Staff training for COVID19 protocols (September) | 0.104 |
| District Principal – early learning, literacy and curriculum support (January to June) | <u>0.079</u> |
| Sub-total – salaries and benefits | 2.132 |
| Technology and equipment | <u>0.150</u> |
| Total | \$2.282 |

Planned Uses – Federal Funding



| Description | \$ Million |
|---|----------------|
| Health and Safety | |
| Custodians – 7 new positions, overtime and recruitment (in excess of targeted provincial funds) | \$0.423 |
| Cleaning supplies – in excess of targeted provincial funds | 0.452 |
| Hand hygiene – in excess of targeted provincial funds | 0.396 |
| Physical distancing/density reduction | 0.155 |
| Increased utilities costs | 0.205 |
| HVAC and ventilation enhancements | 1.428 |
| Total | <u>\$3.059</u> |

Closing Comments



- Town Hall
- Parent surveys
- Week 9 of the school year
- 98% of students returned
- Additional learning supports have been added
- Recruitment of custodians continues
- Plans to survey secondary students, parents and staff about the Quarter Timetable in spring 2021
- Our top priority is keeping our schools safe and healthy

Questions?

