



COAST MOUNTAINS BOARD OF EDUCATION  
SCHOOL DISTRICT 82

K-12 EDUCATION RE-START PLAN  
2020-2021 SCHOOL YEAR

*Ministry of Education Approval: August 25, 2020*

*Updated: September 11, 2020*

*(Reflects updated Public Health Guidance for K-12 School Settings)*



# COAST MOUNTAINS SCHOOL DISTRICT 82 K-12 EDUCATION RE-START PLAN 2020-2021 SCHOOL YEAR

## SECTION 1: INTRODUCTION

The K-12 Education Re-Start Plan for Coast Mountains School District 82 (CMSD82) provided as follows was submitted to the Ministry of Education by our Superintendent of Schools, Janet Meyer in collaboration and with the support of the CMSD82 District Leadership Team, Principals, Vice Principals and Staff. We await the input of our Teachers and Support Staff on September 8. This document is formulated based on the [Ministry of Education Restart-2020-21 Template \(Public Schools\)](#). The [Ministry of Education's approval](#) of the school district's restart plan was received on August 25, 2020. The key principles and guidelines outlined in the following resources were followed in the development of the CMSD82 K-12 Education Re-Start Plan:

- [COVID-19 Operational Guidelines for School Districts and Independent School Authorities](#)
- [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#)
- [BCCDC's COVID-19 Public Health Guidance for K-12 School Settings](#)
- [WorkSafeBC's Education \(K-12\): Protocols for returning to operation](#)

## SECTION 2: HEALTH & SAFETY

Please find a summary of the updates made to Coast Mountains School District 82's [School Site Safe Work Procedures Plan](#) effective September 2020 in the areas outlined:

### COVID-19 Preventative Measures to Mitigate Risk and Stop Transmission

- If sinks are not available (e.g., students and staff are outdoors), use alcohol-based hand rub containing at least 60% alcohol.
- Non-medical masks will be required for staff, middle and secondary students in high traffic areas such as buses and in common areas such as hallways or any time outside of their learning group whenever physical distancing cannot be maintained.
- Refrain from sharing any food, drinks, unwashed utensils, cigarettes, or vaping devices.
- Any student or staff who has symptoms of COVID-19 OR has travelled outside Canada in the last 14 days OR was identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers.

### General Ventilation and Air Circulation

School districts and independent school authorities are required to ensure that heating, ventilation and air conditioning (HVAC) systems are designed, operated, and maintained as per standards and specifications for ongoing comfort for workers (Part 4 of the Occupational, Health & Safety Regulation). In order to enhance school ventilation, schools should consider:

- Moving activities outdoors when possible (for example, lunch, classes, physical activity) and consider moving classrooms outside when space and weather permit.
- Ensuring that the ventilation system operates properly – all air filters have been changed in August in preparation for the new school year.
- Increasing air exchanges by adjusting the HVAC system – the Facility Services Department will increase minimum fresh air intake for all classrooms with the capability for the adjustment.
- Opening windows when possible and if weather permits – windows are checked for safe operation.





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## General Ventilation and Air Circulation (continued)

CMSD82's plan for HVAC systems from the Ashrae epidemic task force – schools and universities – update July 17, 2020:

1. Building HVAC systems are being turned onto occupancy mode starting September 1 to flush the air within the building.
2. A daily air flush will be added to digital programming 2 hours before the expected occupancy at 7:00 a.m.
3. Buildings with CO2 sensors will have the maximum concentrations in occupied space set between 800-1000 ppm.
4. Temporary measure to add 10% fresh air to the established programming criteria for fresh air demand.
5. Currently Merv 8 filters are being used in all HVAC systems in CMSD82.
6. Each system is being evaluated for the capacity to use MERV 13 filters.

## Masks

- Non-medical masks will be required for staff, middle and secondary students in high traffic areas such as buses and in common areas such as hallways or any time outside of their learning group whenever physical distancing cannot be maintained.
- Middle and secondary students must wear non-medical masks while riding the bus to and from school. These should be put on before loading and taken off after offloading.
- Non-medical masks are recommended for use in situations where a person cannot maintain physical distance for an extended period of time. This includes riding the bus to school where a student may be sitting next to a person outside of their household or cohort.
- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).
- No student needs to wear a non-medical mask if they have a pre-existing medical condition.

## Teachers Teaching-on-Call (TTOCs) & Other Itinerant Staff Safety Orientation Training

TTOCs and other itinerant will receive training as follows:

- September 9 – TTOC Safety Orientation Training Session via Zoom
- September 11 – Itinerant Staff Safety Orientation Training Session via Zoom

## Student Health Screening

- As students enter the building and as they enter their classrooms they will be visually screened for signs of illness by the adult who is at the door. Signs of illness to look for may include: coughing, runny nose, sweating, a flushed face.
- Students will also be asked if they are feeling well.
- If the adult sees signs of illness, or gets a report of feelings that they are unwell from the student, the staff member will direct the student to the office and report to the principal that the student has signs of illness.
- If an adult notices signs or reports of illness at any time during the day, they will immediately direct the student to the office and report to the principal.
- At the office:
  - The student will be given a non-surgical mask to wear and will be seated in a secluded area away from contact with students or other personnel. They will be asked to wait there until picked up to go home.





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## **Student Health Screening** (continued)

- Parents will immediately be phoned and asked to pick up their child as soon as possible from the office.
- Parents will be told the school protocol for signs of illness and will be asked to monitor their child at home for illness and seek medical guidance as needed.
- Upon pick-up the parent they will be given a copy of the wellness checklist for reference.
- Students may return to school when they are well and all signs of illness have gone. If the family has sought medical assistance, it is expected that the medical professional would indicate that the child is well and able to return to school.

## **Additional Cleaning and Disinfecting Procedures**

- General cleaning and disinfecting of the premises at least once in a 24-hour period. This includes items that only a single student uses, like an individual desk.
- In addition to the cleaning and disinfecting of the premises, cleaning and disinfecting of frequently touched surfaces at least twice in 24 hours, including at least once during regular school hours. Reference Frequently Touched Surfaces within the [Provincial COVID-19 Health and Safety Guidelines for K-12 Settings](#) for examples of frequently touched surfaces.

## **Student Transportation on Buses**

Contracted bussing services will comply with the following:

- Buses used for transporting students should be cleaned and disinfected according to the guidance provided in the BCCDC's Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada.
- Bus drivers should clean their hands often, including before and after completing trips. They must regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips, as well as wear a non-medical mask or face covering when loading and unloading the bus. Please reference Section 9: Transportation for complete bussing plan.

To reduce the number of close, in-person interactions, the following strategies are recommended:

Consider the order students typically on-load and offload to support buses being loaded from back to front and offloaded from front to back.

- If space is available, students should each have their own seat (unless sharing with a member of their household) and sit separated side to side and front to back.
- Middle and secondary students should wear non-medical masks. These should be put on before loading and taken off after offloading
- Non-medical masks are recommended for use in situations where a person cannot maintain physical distance for an extended period of time. This includes riding the bus to school where a student may be sitting next to a person outside of their household or cohort.
- Non-medical masks are not recommended for elementary school students due to the increased likelihood they will touch their face and eyes, as well as require assistance to properly put on and take off their mask (requiring increased close personal contact from school staff).
- No student needs to wear a non-medical mask if they have a pre-existing medical condition.
- Schools/school districts should keep up-to-date passenger and seating arrangement lists to share with public health should contact tracing need to occur.





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## Playgrounds

- We encourage personal hygiene practices before and after spending time on a playground.
- Adults need to maintain a 2-metre distance from those outside of your cohort or family group while on the playground.
- Continued regular early morning inspection of playgrounds will be conducted for needles or other dangerous items.

## Cohorts

Cohorts reduce the number of in-person, close interactions a person has in school without requiring physical distancing to consistently be practiced.

- In elementary and middle schools, a cohort can be composed of up to 60 people. The cohort can be composed of students and staff.
- In secondary schools, a cohort can be composed of up to 120 people. The cohort can be composed of only students or students and staff.

In elementary schools, students can socialize with peers in different cohorts if they are outdoors and can minimize physical contact or if they are indoors and can maintain physical distance. Elementary-aged students are less able to consistently maintain physical distance. The outdoors are a lower-risk environment than indoors.

In middle and secondary schools, students can socialize with peers in different cohorts if they can maintain physical distance. Even if wearing non-medical masks, students must practice physical distancing when socializing with peers in different cohorts.

## Physical Distancing Ideas

For middle and secondary schools, consider arranging desks/tables so students are not facing each other and using consistent and assigned seating arrangements.

## Food Services

Schools can continue to include food preparation as part of learning and provide food services, including for sale.

- If food is prepared as part of learning and is consumed by the student(s) that prepared it, no additional measures beyond those articulated in this document and normal food safety measures need to be implemented
- If food is prepared within or outside a school for consumption by people other than those that prepared it (including for sale), it is expected that the WorkSafeBC restaurants, cafes, pubs, and nightclubs protocols are implemented. We have confirmed that contracted food services have complied with the following:
  - Protocols for returning to operation are implemented as appropriate and as relevant to the school setting, in addition to normally implemented food safety measures.
  - A food business COVID-19 Safety Plan is required for food businesses.





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## **Food Services** (continued)

- Other external organizations, charities or programs providing food in schools should complete one if they are to provide food to schools.

If food is prepared within the school for consumption by people other than those that prepared it (lunch programs for example), it is expected that normally implemented food safety measures and requirements are followed (e.g. FOODSAFE trained staff, a food safety plan, etc.).

- Schools should not allow homemade food items to be made available to other students at this time (e.g. birthday treats, bake sale items).

The June 19, 2020 Order of the Provincial Health Officer [Food Service Establishments and Liquor Services](#) does not apply to schools. The [Guidelines for Food and Beverage Sales in B.C. Schools](#) continue to apply to all food and beverages sold to students.

Schools should continue to emphasize that food and beverages should not be shared.

School meal programs will continue to be provided following required food and beverage guidelines.

Please find an outline of the schedule for health and safety training and orientation for CMSD82 staff scheduled on September 8, 2020:

- 8:45 a.m. - School Site Occupational, Health & Safety Committee Meeting
- 10:00 a.m. – School Staff Safety Orientation including new and multiple specific training by Principal/Vice Principal
- 3:30 p.m. – District Joint Occupational, Health & Safety Committee Meeting

## **SECTION 3: LEARNING GROUPS**

[Learning Groups Examples](#) are available for viewing (click in link).

### **Middle School**

- Grade 7-8: Students will be grouped according to a cohort of 25-26 along with their CORE teacher and remain with their cohort for most of the day. There are exceptions – for example to meet contractual requirements, elective classes (exploratory) do not exceed a maximum of 24 students and for one class students will be grouped with students from other cohorts. This follows the cohort size guidelines and does not impact scheduling or student learning.
- Grade 9: Cohorts in Grade 9 are defined as 3-4 teachers with 45-50 students. At times, teachers will move between cohorts. The teachers will practice physical distancing and wear masks when working with students who are not a part of their main cohort. Student choice will be maintained and student equity will not be impacted.



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## SECTION 3: LEARNING GROUPS (continued)

High School: The plan for our largest high school, Grades 10-12:

1. Courses will be quartered (a Copernican schedule) to run for a duration of 9 weeks.
  2. Students will take up to two courses at a time under this format, with classes running in the morning and afternoon.
  3. In each quarter, students will be placed in a home cohort in one of their blocks. As they are only moving from one class to another, the class that is not their home cohort will require everyone to wear masks and to practice social distancing where possible. This will result in masks being optional in their cohort block class, and mandatory for all students and staff in the non-cohort class. Cohort sizes under this plan would be in the range of 20 – 30 students as per class size limits under the Collective Agreement. Cohort classes will change each quarter based on enrollment in the block identified as the cohort class.
  4. Breaks for students will be staggered in the morning and afternoon to limit the number of students out of class at any given time. Weather permitting; classes on a break will be encouraged to take their breaks outside. No social distancing will be required in the cohort class, but break times in the non-cohort classes will require social distancing. Breaks being taken in the school will be in assigned areas of the school to maintain appropriate distancing.
  5. At lunch, students who are able will be encouraged to go home for their lunch to reduce the numbers of students in the school during that time. Masks will be required for students remaining in the school for lunch, and designated seating areas will be assigned through the school to help ensure social distancing wherever possible.
  6. Flexible time at the start of the school day, and at the end of the day will allow for a staggered entry and exit from the school to reduce over-crowding in the hallways and entry/exit areas.
- One of our smaller high schools is reconfiguring their multi-grade elective offerings to accommodate learning groups/cohorts. The reconfiguration of classes serves to maintain student choice and equity. Minor modifications are being made to bell schedules at our larger schools to accommodate alternating transitions times and breaks. These modifications will not impact student learning.
  - Shifts in curriculum, course access, or course scheduling – actions taken to mitigate the impacts to students of any changes and ensure equity. There are no shifts in curriculum or course access. Two secondary schools are moving to the quartered system and has little to no impact on students and this structure does not affect equity.
  - Organizing workforce to balance the delivery of instruction for learning groups and physical distancing strategies for adults who are interacting with cohorts. – Itinerant, Educational Assistant, Learner Support, Prep. In CMSD82, we are organizing our workforce into cohorts for the most part. In one school we are attempting to place non-enrolling staff into a cohort and they would provide all services to all students in that cohort. In essence, the cohort would be self-sufficient as it relates to prep, library, resource etc. We are consulting with the Coast Mountains Teachers' Federation on this structure. We suspect they may have concerns. The alternative is to return to a structure whereby all non-enrolling are in one cohort and must physically distance from individuals in any other cohort.





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## SECTION 3: LEARNING GROUPS (continued)

- Continuity of learning in the event of a switch in stages. We are confident that we possess the organizational agility to transition efficiently between the stages. Stage 3 would see us divide the cohorts in half and students would attend every other day with self-directed and remote learning used as tools to supplement learning. The same agility would apply should we be directed to move back to Stage 4.

## SECTION 4: STUDENTS WITH DIVERSE ABILITIES/DISABILITIES

CMSD82 is planning to support and provide services to all students with diverse abilities/disabilities. CMSD82 has put vigorous health and safety measures in place in accordance with the [COVID-19 Public Health Guidance for K-12 School Setting](#). It is our belief that in combination with the services provided and health/safety measures CMSD82 is able to offer full-time in-class instruction to all students with disabilities or diverse abilities and students who require additional supports.

### Full-Time In-Class Instruction

It is our belief CMSD82 can accommodate all students. When the district is aware of a child with a unique health condition staff are already in conversations and collaboration with the family. District staff and administrators are communicating with individual parents by telephone when a situation arises regarding an immunocompromised student and working through the many options that are available to the family. In accordance with the BC Ministry of Education's Operational Guidelines CMSD82 is supporting parents with an understanding that most children who are immunocompromised can return to in-class instruction and help the family to understand all the health and safety measures that have been put in place at the school level. Parents who still are feeling uncomfortable are supported in consulting with their health care provider to determine the level of risk for the child.

### Learning Plan

District staff and administrators are having supportive conversations with parents around the benefits of in-class instruction. Schools are offering blended-learning opportunities to students who have provided doctors notes indicating the need for accommodations due to health related risks. Parents wishing to seek another alternative are provided with information on how to register their child in a distributed learning program or homeschooling.

### Support and Services: Trauma Informed Practice & Counselling

While we navigate life through the lens of COVID-19, it is vital that we remain compassionate, use our knowledge of trauma-informed practice (TIP), and embed this philosophy into the way we communicate with families and build our in-class instruction. All teachers have received TIP in-service training in June 2020. Teachers have been offered many professional learning opportunities around TIP over the last several years. The TIP facilitator has provided training in the past and will be visiting CMSD82 again this academic school year. All schools are supported by qualified counselors well versed in TIP and will be available to support students. CMSD82 has a strong connection to our community partners in particular with Child & Youth Mental Health.





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## SECTION 4: STUDENTS WITH DIVERSE ABILITIES/DISABILITIES (continued)

### Support and Services: Educational Assistants

The health and safety measures put in place support the ability for CMSD82 to provide all services throughout the district for any student who requires specific supports as identified in their Individual Education Plan (IEP). Educational Assistants will continue to work with students they are assigned to and they will follow the Work safe measures put in place by the district and the school. This includes an Educational Assistant who educate students who require 1-to-1 support. Educational Assistants will be assigned to learning cohorts were possible.

### Supports and Services: IEP

CMSD82 will continue to support the process of collaborative consultation regarding IEP development and identifying the goals, objectives, supports and services needed by the student. School Based Team meetings will ensure that student programs are reviewed and best practice put in place to ensure the success of the child. District staff Inclusive Education Teachers, will support teachers in inclusive practices for students with diverse abilities.

### Supports and Services: District Learner Support Staff

District Learner Support staff will continue to provide all services while adhering to the WorkSafeBC guidelines. The emphasis will be on direct in-class instruction, but staff will be able to accommodate unique situations where we need to offer a blended-learning environment. Due to the itinerant nature of District Learner Support staff they will need to practice physical distancing.

### Learner Support Staff Communication

CMSD82 district staff plans to communicate with Learner Support Staff (resource teachers, counsellors, District Learner Support staff (DLS), etc.) on a more frequent basis during the start-up of the 2020 school year. CMSD82 has the ability to continue the use of MS Teams virtual teams meeting as a convenient way to have frequent times to touch base. This means we can answers questions in a timely manner, support a collaborative approach to working through concerns, and create clear communication lines, which will in turn continue to develop trusting relationships throughout the system.

Together we will ensure the successful transition of our diverse learners back to full-time in-class instruction in all areas, grade-to-grade, transition to kindergarten, from elementary to middle school, from middle school to secondary school. Learner support is committed to working with our school communities, parents/guardians, and various outside agencies to ensure the continuity of learning in alignment with the Equity and Inclusion Guiding Principles.

## SECTION 5: COMMUNICATION & ENGAGEMENT

The following updates from the Superintendent of Schools were shared with employees, parents and guardians in follow up to the Ministry of Education's announcement on July 29, 2020 regarding K-12 students return to school in September, with full-time in-class learning, as the province moves to Stage 2.





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## SECTION 5: COMMUNICATION & ENGAGEMENT (continued)

- July 29, 2020 – [CMSD82 Begins Work on Its School Re-Start Plan for September](#)
- August 6, 2020 – [CMSD82 Education Re-start Plan Update from our Superintendent](#)
- August 14, 2020 – [Message for Parents/Guardians from our Superintendent](#)

Regular communication will continue to employees, parents and guardians through the school district's email, website and twitter handle including the school district's Return to School Start-Up Plans to be communicated on August 26. Since the July 29 announcement, the Superintendent of Schools has connected virtually via Zoom with all the school district partner groups: Teachers and Support Staff Union Presidents (Coast Mountain Teachers' Federation and CUPE Local 2052), District Parent Advisory Council Executive and Indigenous Education Administrators/Education Coordinators.

- August 7, 14 & 21, 2020 – CMTF/Superintendent Meeting re: BC Education Restart Plan
- August 10, 17 & 25, 2020 – CUPE/Superintendent Meeting re: BC Education Restart Plan
- August 14 & 20, 2020 - DPAC Executive & Superintendent Discussion re: BC Education Restart Plan

The Superintendent of Schools and Director of Instruction (Indigenous Education) initiated a group meeting on August 11, 2020 with the First Nations Administrators/Education Coordinators followed by individual conversations with each Nation that began on August 25 (these details are referenced in Section 6. Engagement with Indigenous People).

Regular Ministry of Education "return to school" information is emailed district wide to employees as well as to our partner groups and School PACs (Parent Advisory Councils) which commenced on August 13. This information is available on the school district's website at <http://cmsd.bc.ca/ministry-of-education-letters-information/>. Schools will be reaching out to parents/guardians very soon to touch base and confirm the return to school of the children.

## SECTION 6: ENGAGEMENT WITH INDIGENOUS PEOPLE

### Stage 2 Plan

A weekly bulletin is shared with First Nation Administrators/Education Coordinators, as well as to the North West Métis Association and Kermode Friendship Society to keep them informed about new information items as well as any notes about progress at schools and in the district. We connected with all 10 Nations through a group Zoom meeting as an initial contact for consultation (August 11, 2020).

Connect individually with all 10 Nations, with the North West Métis Association as well as the Kermode Friendship Society as a more detailed meeting to discuss:

- Needs and desires of Indigenous families for continued learning
- Outlining the options available to Indigenous families
- Discussing supports for Indigenous learners both for Distance Learning students in the villages and for those Indigenous students in brick and mortar schools
- Inquiring about the wellness of Indigenous families at this time (anxiety, school concerns, food access)



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## SECTION 6: ENGAGEMENT WITH INDIGENOUS PEOPLE

### Stage 2 (continued)

Continued regular conversations with Nations, with the North West Métis Association, as well as the Kermode Friendship Society. Available to discuss individual concerns and be available to all Indigenous families and as well as the First Nation Education Administrators, Coordinators and representatives from the North West Métis Association and Kermode Friendship Society.

### Plan for Ongoing Engagement

A weekly bulletin is shared with First Nation Education Coordinators/Managers, as well as to the North West Métis Association and Kermode Friendship Society to keep them informed about new information items as well as any notes about progress at schools and in the district.

We are available for any calls or requests for meetings with the Nations, Kermode Friendship Society or North West Métis Association. We intend to be available and responsive to Indigenous partners.

Regularly scheduled meetings (three times annually) with Indigenous stakeholder representatives (community meetings). Scheduled twice annually meetings with the District Indigenous Education Committee, which includes representatives from the stakeholder groups.

### Consultation with First Nations Rights Holders

August 11, 2020 – A virtual group meeting via Zoom was held with the Superintendent of Schools and the Director of Instruction (Indigenous Education) and the First Nations Education Coordinators and Administrators from the 10 Nations (Haisla, Kitselas, Kitsumkalum, Gitanmaax, Gitanyow, Gitsegukla, Gitwangak, Glen Vowell, Hagwilget, Kispiox First Nations and the Gitxsan Government Commission).

August 18, 19, 21, 24, 2020 – Individual virtual conversations were held/will be held with the Superintendent of Schools and the Director of Instruction (Indigenous Education) and the First Nations Education Coordinators and Administrators from the 10 Nations (Haisla, Kitselas, Kitsumkalum, Gitanmaax, Gitanyow, Gitsegukla, Gitwangak, Glen Vowell, Hagwilget, Kispiox First Nations and the Gitxsan Government Commission).

Additionally the Director of Instruction (Indigenous Education) met with the Executive Director of the Kermode Friendship Society on August 19, 2020.

### Modifications from Indigenous Partners and/or Local First Nations

The following assistance/support was made during the individual conversations held with the Haisla Nation and the Glen Vowell Nations on August 18. Further conversations are planned with the eight other Nations as outlined above.

- Haisla Nation: a) request for support in the village to work with Distance Learning students (First Nations worker and Academic support teacher), b) request to borrow laptop computers for families whose children are choosing the Distance Learning option. It is the school district's intention to honour these requests.



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## SECTION 6: ENGAGEMENT WITH INDIGENOUS PEOPLE

### Modifications from Indigenous Partners and/or Local First Nations (continued)

- Glen Vowell Nation: a) request for support in the village to work with Distance Learning students (First Nations worker and Academic support teacher), b) request to borrow laptop computers for families whose children are choosing the Distance Learning option. It is the school district's intention to honour these requests.

## SECTION 7: UNIONS

The Superintendent of Schools has met with the Coast Mountains Teachers' Federation Co-Presidents on a weekly basis for the past three weeks (August 7, 14 and 21, 2020). During these meetings, issues are brought forward or questions are asked related to aspects of the CMSD82 Stage 3 plan and discussion ensues. Any follow up that is needed is brought to the next meeting.

As long as we are in a state of emergency in British Columbia and until we are directed to Stage 1, these meetings will continue on a weekly basis. When we are back to Stage 1, we will revert back to our regular monthly meetings.

The Superintendent has met with the CUPE Local 2052 President and the local CUPE National Representative on a weekly basis for the past weeks (August 10, 17 and 25, 2020). During these meetings, issues are brought forward or questions are asked related to aspects of the CMSD82 Stage 3 plan and discussion ensue. Any follow up that is needed is brought to the next meeting.

In addition, the Superintendent can use a structure implemented in the spring of 2020 call the "3 by 3." Should a specific topic come up that may require a broader conversation with District staff and Teachers or District staff and Support staff, a 3 by 3 Meeting is arranged. This informal meeting has 3 representatives of the district (participants are dependent on topic) and 3 representatives of the Union or CUPE (participants selecting by the CMTF or CUPE).

Unions will also be invited to send a representative to the Rights Holder/Stakeholder Advisory Team to engage in a collaborative planning process.

## SECTION 8: PARENTS, GUARDIANS, AND CAREGIVERS

1. The District Parent Advisory Council (DPAC) met with the Superintendent on August 14 and 20, 2020 regarding the BC Education Restart Plan. At that time, the Superintendent provided an update on the school district's planning for September and DPAC was able to provide feedback and share concerns along with asking specific questions related to the Education Re-Start Plan.
2. In addition, every school Principal, during the creation of their cohort and safety plans, consulted with an executive member of their School Parent Advisory Council (PAC) where possible. Similarly, to DPAC, PAC executive members were able to provide feedback, share concerns and ask specific questions. The meetings were documented and form part of each school's plan.





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## SECTION 8: PARENTS, GUARDIANS, AND CAREGIVERS (continued)

3. The Superintendent will continue to meet with DPAC on a bi-weekly basis until such a time that we return to Stage 1 and we will then revert back to monthly meetings.

Schools will meet with their Parent Advisory Council (PAC) Executive again if the school district plan is approved by the Ministry of Education. Please find a few samples of the feedback received from School PACs:

### Primary

"I chatted with our PAC person and shared the details of our plan. She is confident in our efforts and endeavors to ensure a safe return to school for our students."

### Elementary

"After discussing our Cohort Safety plan with our PAC President, she was optimistic about the beginning of the school year. She did express the following concerns:

- Are we screening students with thermometers? (No)
- Can we send students home if they are displaying any symptoms of being sick? (Yes)
- What happens if some Teachers do not return due to this pandemic? (Reassured her that we will have someone to replace them.)

She will pass on the information to the rest of our PAC Executive. Overall it was a positive conversation and she is looking forward to having her children back to school."

### Elementary

"PAC information/attempts to contact parents as of August 18, 2020:

- I was given three names as members of PAC from last year.
- I emailed them on August 14, knowing they no longer have students at the school, and asking for them to touch base about concerns, questions, information, ideas, etc. for the back to school plans. I also asked them to pass my email on to any others who may be interested in PAC or may have ideas to share.
- I heard back from the PAC President the same day, advising me they had moved to Abbotsford, and offering no other information.
- I heard from another PAC Executive on August 18, indicating she was on the fence about her girls returning to school, but having no suggestions or input at this time. She has offered to remain on the PAC executive.
- I was also given a name today as another PAC parent and emailed her the same questions - I asked the others; have not yet received a response. I have not yet heard back from the third PAC Executive either.
- On August 17, I also emailed the First Nations Education Coordinators for all the villages that have students at the school, letting them know I am here as Principal this year. I asked them to touch base with any parents who may want to have input into the safety plan, to provide me with their own thoughts, and to provide with names of parents who might want to get involved in PAC. I heard back from two of the Education Coordinators, who said they would touch base with me further when they were back to work in the next couple of weeks.
- On August 18, I sent an email out to all parent/guardian contacts in MyEdBC, introducing myself, encouraging people to join PAC, and letting me know about their return-to-school plans. I have received about 20 responses already, and many are asking for more information about school start up, so I'll begin responding to them."





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## SECTION 8: PARENTS, GUARDIANS, AND CAREGIVERS (continued)

### Secondary

"A phone conversation was held with last year's PAC Chairperson. The safety and cohort/scheduling plans were discussed with the PAC Chairperson, who was going to share this information with the other members of last year's PAC. Some concerns were raised by the PAC Chairperson with respect to the return to school planning:

- Density Concerns – The PAC chairperson is still strongly considering having her son enroll in distance learning for the coming year, in large part due to concerns about the crowding of students in the school, and their behaviour outside of school in the community, which she feels is not in line with provincial expectations for social distancing and social bubbles. When we discussed her thoughts on a 50% density model as outlined in Stage 3 of the provincial plan, with students attending school on alternating days, she was much more in favour of that plan, particularly in light of the provincial modelling for COVID cases seeing marked increases in positive tests, particularly in younger demographics.
- Air Quality – In Caledonia, there are many classes with no windows, and others with windows that do not open. The PAC chairperson is concerned about what impact the lack of fresh air ventilation and circulation could have for potential spread of the virus."

The Superintendent will continue to meet with DPAC on a bi-weekly basis until such a time that we return to Stage 1 and we will then revert back to monthly meetings.

Schools will meet regularly with their PAC Executive, if the school district plan is approved by the Ministry of Education, and will then revert back to monthly meetings when we return to Stage 1.

## SECTION 9: TRANSPORTATION

Please find the school district's bussing contractor's (Diversified BC Operations) transportation protocols and procedures developed in conjunction with BC's Transportation COVID-19 Prevention Practice for the September 2020 return to school for students including First Nations students and students with diverse abilities/disabilities:

1. Do not come to work if you are sick. Advise your supervisor by phone of symptoms and self-isolate according to BCCDC directions.
2. Follow all posted signs and instructions to prevent the spread of COVID-19.
3. Arrive for work at your assigned time, not more than 15 minutes early.
4. Do not loiter or congregate in the building or yard.
5. Maintain physical distance of 2 m in office, shop and yard.
6. Do not enter the office unless necessary. No more than one driver may be in the office at a time.
7. Wash or sanitize your hands regularly.
8. Practice respiratory etiquette. Cough or sneeze into your elbow.
9. Do not touch your eyes, nose or mouth.





# COAST MOUNTAINS SCHOOL DISTRICT 82 K-12 EDUCATION RE-START PLAN 2020-2021 SCHOOL YEAR

## SECTION 9: TRANSPORTATION (continued)

10. Wear Personal Protective Equipment as directed:
  - a. Wear a face shield and mask whenever a 2-metre of distance cannot be maintained (during boarding).
  - b. Wear disposable gloves when collecting garbage and cleaning bus.
  - c. Dispose of gloves and masks after use in appropriate receptacles.
11. Make sure all cleaning products are labelled and you understand any precautions you must take to use them. The SDS is available from your supervisor.
12. Sanitize commonly touched surfaces regularly.
13. Student loading and unloading:
  - a. Load back to front, unload front to back, whenever possible.
  - b. Must not move about or approach driver during transport.
14. After each run is complete (morning and afternoon), all surfaces must be sanitized.
15. After your bus is cleaned and sanitized, please leave the yard promptly.
16. Report any concerns or potential exposures to symptomatic individuals to your supervisor.

Students who have diverse abilities/disabilities and are eligible for busing will be able to physical distance on the bus as CMSD82 utilizes large buses with few number of students requiring transportation. In very unique cases, we accommodate students with taxi service transportation.

We share a [COVID-19 Student Transport Route example](#) implemented by Diversified BC Operations for the voluntary in-class return to school held in June 2020. Additionally, we provide below Diversified BC Operations' cleaning protocols during the COVID-19 pandemic. At the start and frequently throughout the day, drivers will clean and disinfect frequently touched surfaces in the vehicle using disinfecting wipes and or spray. This will also include between different groups of passengers. This will include the following, but not limited to:

- Door handles (inside and out)
- Window handles and buttons
- Ventilation grilles and knobs
- Hand rails
- Seat back tops
- Seat adjustment knobs
- Seat belts
- Steering wheel and controls
- Wiper and turn signals
- Dash controls and buttons
- Wiper and turn signal handles

All passengers are asked to load from back to front and unload from front to back to keep as much interaction with others as possible. Middle and secondary students must wear non-medical masks while riding the bus to and from school. These should be put on before loading and taken off after offloading.





# COAST MOUNTAINS SCHOOL DISTRICT 82 K-12 EDUCATION RE-START PLAN 2020-2021 SCHOOL YEAR

## SECTION 9: TRANSPORTATION (continued)

CMSD82 has provided busing for Indigenous learners living in the First Nations villages consistently for many years. We continue to provide these services and consult with the Nations annually about this service addressing issues and needs as they emerge.

BC Tripartite Education Agreements (BCTEA) are not directly related to COVID-19 concerns in the school district. We presently have some bus shelter agreements through BCTEA and we are actively involved in having conversations with the Nations about our partnerships related to building bus shelters and putting them in place.

Please feel free to reach out to school administrators about school plans with any questions that you may have. If you have any questions relating to the District Re-Start Plan, please email [covid@cmsd.bc.ca](mailto:covid@cmsd.bc.ca). Additional information and resources can be found on CMSD82'S website at [www.cmsd.bc.ca](http://www.cmsd.bc.ca).

We thank families, employees and partners for their patience. We very much look forward to welcoming our students back to school on September 10.