



**Central Okanagan  
Public Schools**

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Together We Learn

# **Planning to Return to School in 2020**

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## Planning to Return to School in 2020

As we all felt the disruption to our lives and learning this year, we learned many lessons that inform our planning to welcome everyone back to safe classrooms in September. Most importantly, we learned that we all need each other more than ever. Students need their teachers, schools need their staff, and our district needs the leaders, from classrooms to boardrooms, to adapt to a rapidly changing situation.

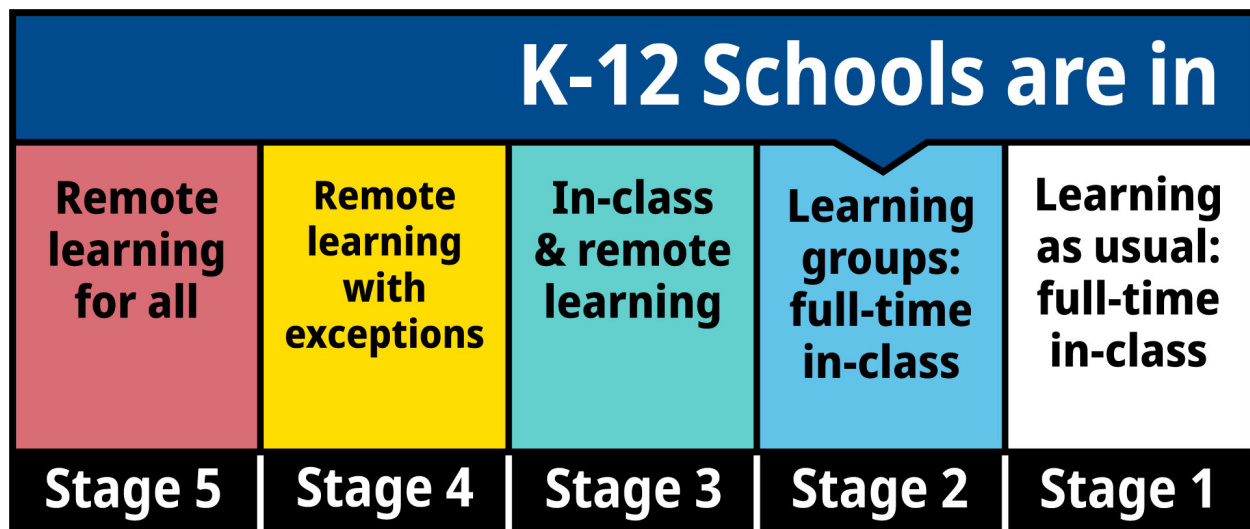
As we have done since the pandemic began, we follow the guidelines set by the Ministry of Health, the Ministry of Education, and our exceptional Provincial Health Officer, Dr. Bonnie Henry. The Province of BC directed schools to welcome students back to classrooms under Stage 2 of the provincial K-12 Restart Plan, stating that with the proper planning, it is safe to do so. We will continue to work closely with the Provincial Health Officer and the Ministry of Education as they monitor the developments of the pandemic to keep students, staff, and our community as safe as possible. We will remain flexible, calm, and kind.

This document outlines the health, safety, and operational procedures that will make sure we can maintain our priority of keeping staff and students safe while we deliver the essential service of education.



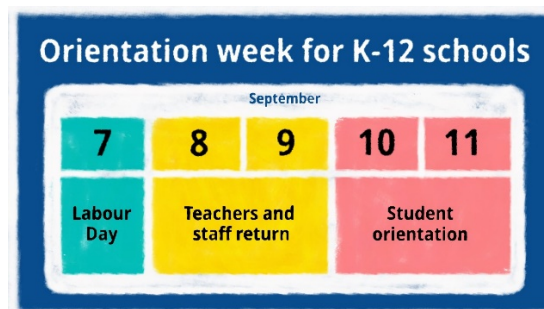
Kevin Kaardal

Superintendent of Schools/CEO



## Welcome Back

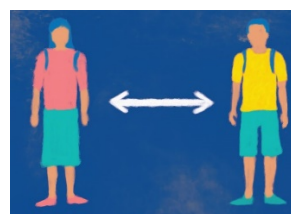
Your school will provide the learning plan and procedures specific to your school, and staff will work with students in the first days back to make sure everyone is familiar with new procedures. We want to make sure everyone can feel safe, welcome, and ready to learn.



### Five simple rules for everyone to remember:

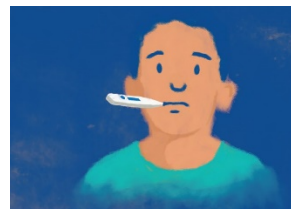
1. *Keep a safe distance.*

We know it's going to be exciting to see your friends again, but wherever possible, keep 2m away from those who are not in your learning group.



2. *Stay home if you're sick.*

More than ever, you need to be responsible for assessing how you feel and not sharing potential illnesses with others.



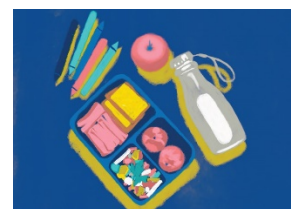
3. *Clean your hands.*

Your school will have more places to wash and sanitize your hands. Use them at every opportunity, especially after using shared places like washrooms and playgrounds.



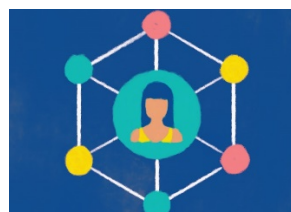
4. *Don't share your things.*

As always, don't share your food or personal items. Keep your water bottles, school supplies, and items from home to yourself.



5. *Stay with your learning group.*

Just like you've been keeping a small bubble at home, you need to maintain the small bubble of people you can be close to in class.



## Section 1: Health and Safety

*The health and safety of our staff, students and families is our top priority as we return to classrooms under Stage 2 of the Provincial Restart Plan.*

*Click [here](#) to view the detailed Staff and Student Safety Plan.*

### **Wellness**

- To support learning, we will continue to provide mental health supports for students. The District Mental Health team will provide updated resources for students and parents. In addition, the Team will continue to coordinate with schools, provide in-school services, and coordinate with outside agencies to ensure appropriate supports are available for all students.
- We will continue providing food and food-based education to students in a safe manner and in alignment with the Provincial Health Officer directives and Provincial COVID-19 Health & Safety Guidelines for K-12 Settings. This will include the continuation of such programs as the Breakfast programs, Lunch programs and Home Economic courses. All food provided to students will be individually packaged.

### **Cleaning and Disinfecting**

- Cleaning procedures are in alignment with all requirements of the health and safety guidelines. General cleaning will occur once per day with sanitization of touch points occurring twice per day. The district has invested in electrostatic sprayers for each school and for transportation for efficient sanitization.

### **Hand Hygiene**

- The district is purchasing portable handwashing stations to service portable classrooms. All classrooms will have a large sanitizer bottle.

### **Personal Protective Equipment for Students and Staff**

- The district has purchased 2 reusable masks for every staff member and middle and secondary student. The district has also purchased one-time use masks for buses and schools in case a student has not brought one.

### **Symptom Assessment and Illness Policies/Procedures**

- Parents/caregivers will be educated on performing daily health checks on their children using the BCCDC checklist. Completed health check checklists will only be requested for children who arrive at the site with symptoms. Staff will be required to do the same.

## **School Ventilation Systems**

- Staff have reviewed and evaluated all school ventilation systems and have determined the systems are operating as designed. Options such as High Efficiency Particulate Arrestance (HEPA) filters were considered but deemed not feasible as systems would require excessive upgrades and modifications.
- We are currently following American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRE) considerations by:
  - Increasing the filtration in the building by running the ventilation for longer periods of time.
  - Increasing the amount of outdoor air the ventilation system is bringing into the building by increasing air exchanges while maintaining a healthy environment.
  - Monitoring filter change frequencies and adjusting accordingly based on the addition run time of equipment

## **Transportation**

- Transportation guidelines have been updated to require masks for middle and secondary students. Transportation operating procedures are in alignment with all requirements of the health and safety guidelines.

## **Indigenous Education**

Indigenous Education, in Alignment with Equity in Action Agreement for Truth and Reconciliation, is committed to:

- Ensuring that there is a plan for re-engagement for Indigenous students and families including reducing anxiety and building connections and relationships within the school environment.
- Ensuring cultural sensitivity to the mental health and well-being of Indigenous staff, students, and families is taken into consideration.
- Practicing awareness and sensitivity regarding complex and devastating history that pandemics have had on many Indigenous communities.
- Being mindful and non-judgmental of Indigenous families capacity to deal with the demands of learning during the pandemic.
- Ensuring students health and mental well-being is prioritized and sensitive to unique historical trauma implications as well as related cultural implications.
- Addressing a need to provide Indigenous support services over and above other services typically provided to all students.
- For Indigenous staff, when working within and outside of all cohorts (ie: gathering rooms, tutor rooms), medical masks will be required when physical distancing cannot be maintained while working across cohorts.

## Health and Safety Training for Staff

### Student Support Services

The district health and safety plan will be reviewed with all Student Support Services staff. Appropriate safety apparel (e.g., masks, face shields) will be provided to staff where needed by the Health and Safety department. Resource Teachers (RTs) will review the District health and safety plan and required protocols with Certified Education Assistants (CEAs) for each student on a case-by-case basis.



### Indigenous Education

Indigenous Education in Alignment with Equity in Action Agreement for Truth and Reconciliation is committed to:

- Along with on-site training, Indigenous Education staff will also attend regular Indigenous Education Department meetings to ensure health and safety falls within the public health guidance for K-12 Schools.
- Indigenous Education staff (Indigenous Student Advocates, Teachers Tutors, Curriculum Support Teachers, Cultural Presenters, Elders, and Wellness Workers) work across multiple cohorts and at multiple sites and follow school safety guidelines. Non-medical masks will be required when physical distancing cannot be maintained while working across cohorts.



## Section 2: Learning Groups

*In the provincial K-12 Restart Plan, a learning group is defined as a group of students and staff who remain together throughout the school quarter, semester, or year, and who primarily interact with each other. Learning groups decrease the number of close contacts staff and students will have in the school, and will assist public health officials in their efforts to trace contacts and contain a potential COVID-19 outbreak.*

### Elementary

Elementary and middle school students will attend school every day for the entire day and be grouped with their regular class.

Primary learning groups will be organized as one class of students (20-22 students) with one enrolling teacher or will be organized as a larger learning community (40-44 students) with two enrolling teachers.

Intermediate learning groups will be organized as one class of students (28-30 students) with one enrolling teacher or will be organized as a larger learning community (up to maximum of 58 individuals - students and support staff) with two enrolling teachers.

During non-instructional time, learning groups will remain together and breaks, recess, and lunch times will be staggered/rotated so that only one learning group is in an assigned area (i.e. gym, library, playground, playfield) at any given time. Additional Student Supervisors will be hired where needed and will physically distance and wear masks as required.

### Elementary School Example:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:25 am	Learning groups line up outside at their designated meeting area (physically distanced from other learning groups) and entry of students into building is staggered (i.e. if entering into common area like hallway or foyer) – parent/visitor access by appointment only.				
Morning	<b>Instructional Time</b> (Staggered recess break for half school in designated play areas.)				
Lunch	Half of learning groups move to designated play areas outside while half of learning groups stay inside classrooms to eat. Outside learning groups are brought in to eat before sending inside learning groups out to play.				
Afternoon	<b>Instructional Time</b> (Staggered recess break for half school in designated play areas.)				
2:25 pm	Staggered dismissal of learning groups.				



## Middle School

All middle school plans include learning group organizations that are 60 or less that include adults. In unique situations in which the number of adults exceeds the learning group size of 60, those adults will socially distance and be required to wear masks. As indicated in the Plan, students will generally receive instruction in their classroom and teachers will come to them. For specialty courses, students will move within in their learning groups to the specialty area. This will be a subset of the learning group of 30 students or less. This is the general plan for all middle schools. There are specific nuances for each middle school based on their facilities, grade level enrolments and teacher teams.

Middle School Example:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 am	Student arrival and entry into the school will be staggered and may be via different entrances to ensure distancing. Students will proceed to their assigned learning group meeting space. Parent/visitor access to the school will be by appointment only.				
Morning	<b>Instructional Time</b> All students will attend every day from 9:00 am – 3:30 pm. Learning groups will receive instruction from their teaching team and travel together for specialty courses (PE, tech ed, home ec etc.) when required. Morning breaks will be staggered for 1/3 to 1/2 of the school based on school size and layout).				
Lunch	Lunch time will be staggered for all learning groups. Schools will coordinate the lunch period so that students in learning groups remain together and are not intermingling during the lunch period.				
Afternoon	<b>Instructional Time</b> Learning groups receive instruction from their teaching team and travel together for specialty courses (PE, tech ed, home etc) when required. Afternoon breaks will be staggered for 1/3 to 1/2 of the school based on school size and layout)				
3:30 pm	Dismissal times may be staggered to mitigate intermingling and to allow for controlled pick-up and loading of school buses.				

## Secondary School

Secondary schools will move to a quarterly system with two long blocks per day to ensure that the learning groups are as small as possible. Student learning groups will be formed by their (Block 1) classroom for first term and their (Block 2) classroom for second term to ensure equitable instructional time. The courses will change each quarter to allow all students to engage in the courses chosen to support their personal graduation plan.

Grade 9 students will be placed in the same learning group for all academic courses and will have electives grouped to minimize the size of the learning groups (typical size will be 25 – 90 each quarter). Grade 9 students will receive 100% face to face instruction, but this can easily be adapted and adjusted to remote learning to meet changes in pandemic conditions.

Grades 10-12 students will attend school 75% of the time, alternating between full days and half days. Students will take two courses every ten weeks and will attend their morning class 100% of the time and the afternoon class 50% of the time to ensure physical distancing in the afternoon. Each term schedules of the classes will be switched between the morning and afternoon to ensure equal instruction between the courses. Instruction and scheduling will be modified to reduce physical contacts and ensure physical distancing where required.

### Secondary School Weekly Example:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 am	Student arrival and entry into the school will be staggered and may be via different entrances to ensure distancing – parent/visitor access will be by appointment only				
Morning	<b>Instructional Time (Block 1)</b> All students will attend every day. (Staggered breaks for 1/3 to 1/2 of the school based on school size and layout.)				
Lunch	Release will be staggered and 50% of grade 10, 11 and 12 students will head home. Remaining students will eat in classrooms and have staggered break time.				
Afternoon	<b>Instructional Time (Block 2)</b> Grade 9 and under students will attend afternoon classes every day in their learning groups and grade 10, 11 and 12 students will attend on alternate days physically distanced. (Staggered break for 1/3 to 1/2 of school based on school size and layout.)				
3:30 pm	Staggered dismissal of classes				

### Secondary School Yearly Example:

	Quarter 1		Quarter 2		Quarter 3		Quarter 4	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8
<b>AM</b>	A	B	C	D	E	F	G	H
<b>PM</b>	B	A	D	C	F	E	H	G

## **Indigenous Education**

Indigenous Education in Alignment with Equity in Action Agreement for Truth and Reconciliation is committed to:

- Considering Indigenous ancestry in the composition of cohorts and be sensitive of segregation within the cohorts.
- Applying the principles of equity and inclusion in decision-making regarding services and supports for students, families, and staff.
- Ensuring that Academies of Indigenous Studies continue to be offered at the secondary schools.
- Ensuring Indigenous students have access to Indigenous Department After-School and Lunch Programs (these students will be attending programming outside of their cohort during non-instructional time).
- Students outside of their cohorts having access to Indigenous Tutoring Supports within secondary schools. This may be offered throughout the timetable where students may stay all day if needed and access other areas of the school for support if there is not an opportunity to physically distance in the designated tutor area.
- Allowing Indigenous Education Elementary Support Teachers to work with vulnerable elementary Indigenous students in and out of the classroom setting, wearing masks and physical distancing.
- Continuing to offer Indigenous Leadership Classes at middle school levels.

## **Changes to Curricula or Course Access**

### **Elementary**

Elementary learning groups will be scheduled in such a way that ensures curriculum is delivered with the same level of quality as in the past and that all students are accessing learning resources, learning supports and areas of the school equitably.

### **Middle**

Middle school learning groups will be scheduled in such a way that ensures curriculum is delivered with the same level of quality as in the past and that all students are accessing learning resources, learning supports and areas of the school equitably. Modifications to exploratory programs, field studies and music/band programs will be required to prevent students in learning groups mixing with other students.

### **Secondary**

Secondary learning groups will be formed to ensure that student voice and choice continue to be respected and supported for all students. Schedules were created to be inclusive and ensure students' individual needs are met. All students will have access to the facilities, supports and resources that they require with this plan. The reduction in numbers for afternoon classes allows students to be physically distanced in all classes which ensures access for all students. Extra bus runs at mid-day in some of our largest schools will support the safety plan and physical distancing measures while ensuring equity of access.

## Section 3: Staff Organization

*In addition to the teachers who will stay with their learning groups, it is essential that we plan for the many staff who work in multiple places and with multiple groups, such as teachers teaching on-call, counsellors, learning assistants, and teacher-librarians.*

### **Staff Working at Multiple Sites:**

(e.g. Teacher Teaching on Call (TTOCs), Elementary Counsellors, Elementary Resource Teachers, Itinerate Student Support Services Staff – Occupational Therapist (OT), Physical Therapist (PT), Psychologists, Speech Language Pathologist, etc., Indigenous Student Advocates/staff, Social Emotional Learning team, Early Learning, Instructional Leadership Team, etc.)

- are aware and follow site-based safety procedures
- when possible utilize Zoom and other online programs
- non-medical masks will be required when physical distancing cannot be maintained while working across cohorts
- practice physical distancing
- where necessary utilize physical barrier
- when appropriate, organize staff into Family of Schools support model or Zonal model to reduce number of site contacts.

### **Staff Working with Multiple Cohorts:**

(e.g. Learning Assistance Teachers (LATs), Certified Education Assistants (CEAs), Principals/Vice-Principals, Noon Hour Supervisors, Middle/Secondary Counsellors, Librarians, Prep. Teachers, etc.)

- non-medical masks will be required when physical distancing cannot be maintained while working across cohorts
- practice physical distancing
- where necessary utilize physical barrier
- develop schedules that minimize the number interactions outside of learning cohorts

### **Teacher Teaching on Call (TTOC)**

Typically, 60-70% of our TTOC callouts are requested by teachers and school-sites. We encourage schools to request familiar TTOCs to their schools to limit the number of different TTOCs from school to school. Our Dispatcher will endeavour to rearrange assignments that are ongoing to ensure continuity for students and schools. Planning is underway for TTOC training with respect to health & safety protocols for staff and students.

## **Teacher Candidates**

Teacher candidates will be part of learning groups as they will commence their assignments on September 8th. Candidates will be included in school-based training and orientation in the first week of school. Having Teacher Candidates commence their internship on the first scheduled day of school will support teachers, as an additional adult in the classroom, with the training and orientation of students.

## **Indigenous Education**

Indigenous Education in Alignment with Equity in Action Agreement for Truth and Reconciliation is committed to:

Indigenous Education staff (Indigenous Student Advocates, Teachers Tutors, Curriculum Support Teachers, Cultural Presenters, Elders, and Wellness Workers) will practice all protocols as indicated above as they work with multiple sites and multiple cohorts.

## **Strong Start Educators**

StrongStart will be delivered based on a pre-registration model each week that respects social distancing and rotation to provide greater access to families.

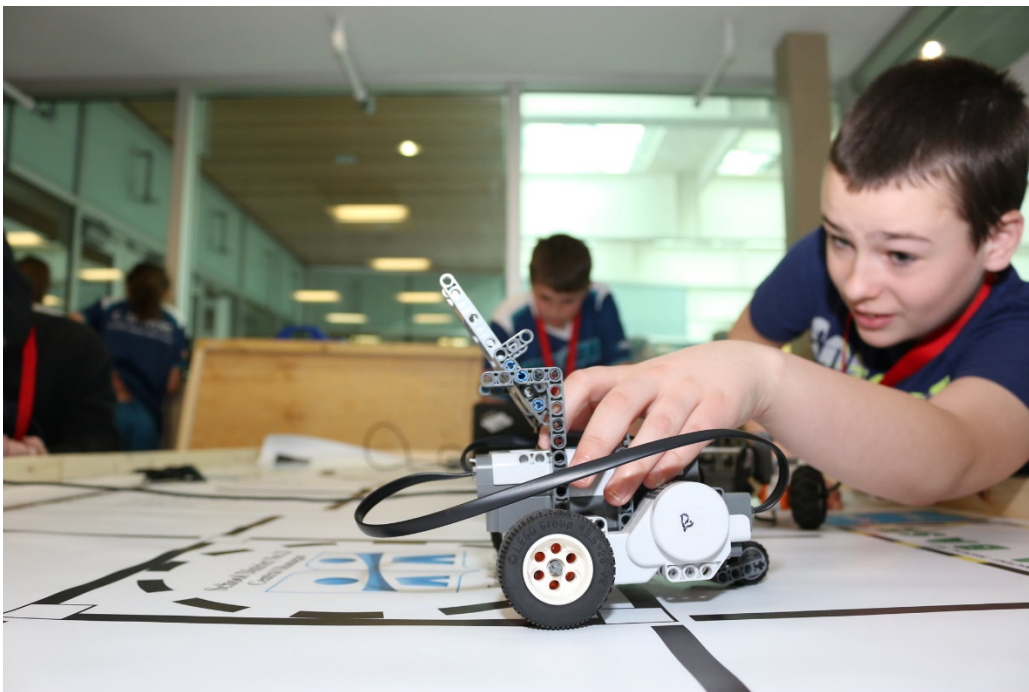




## Section 4: Continuity of Learning in the Event of Stage Changes or Illness

The District will provide an English Elementary (Kindergarten to Grade 5 or 6) Distributed Learning program option for students who are immune compromised and for students from families that have extenuating medical conditions.

In addition, the district will continue to offer regular Distributed Learning Programs to middle and secondary students through eSchoolBC. Students who need to self-isolate or quarantine will receive remote learning support through the District's Hospital Homebound Support Service.



In the event of a switch in stages, our teachers will be able to pivot back to remote learning using the online website and resources that have already been created

(<https://www.centralokanagancontinuityofeducationalopportunities.com/>) and will continue to be provided the support of the District Collaborative Learning Services team to assist them in learning design and assessment.

In addition, the District has developed a Digital Equity strategy that ensures that all students are able to access their educational program through the School Device Loan Program, Personal Learning Device Purchase Program and access to a suite of cloud-based applications including Google Classroom, Microsoft 365, Discovery Learning, Zoom and Minga (School Communication Platform).

Indigenous Students will continue to receive enhanced services online, through home visits, via phone and email, by Indigenous Education staff to ensure learning opportunities are offered through all stages and all circumstances. Safety protocols will be followed.

## Section 5: Supporting Students with Diverse Abilities

### **Health and Safety**

The District Health and Safety Plan will be reviewed with all SSS staff. Staff will also attend a health and safety planning meeting at one of their assigned schools and thus be aware of school protocols.

Appropriate safety apparel (e.g., masks, face shields) will be provided to staff where needed by the Health and Safety department. Resource Teachers (RTs) will review the District Health and Safety Plan and required protocols with CEAs for each student on a case-by-case basis.

### **Proposed Support Model for Elementary and Middle Schools:**

As laid out in Stage 2 of the Ministry K-12 Education Restart Plan for elementary students' in-class instruction (Kindergarten to grade 5), elementary students will be onsite for 5 days per week. Middle school students (grades 6-8) will also be onsite for 5 days per week. The proposed schedule for the onsite instruction is for each learning group of students (up to 60 students) to remain together as a cohort. Students with disabilities/diverse abilities will be included in the groups from the start as the system adjusts to the change in format and method of instructional delivery and to the levels of staff support available. Students' IEPs, response plans, care plans and adjusted day plans will be reviewed by Student Support Services (SSS) staff in conjunction with Administration and School-Based Teams (SBT) and adjusted as appropriate.

Resource Teachers (RTs) will be available at assigned school sites as per their weekly schedules as well as for consult by phone with Administrators and/or classroom teachers of students on their caseloads. RTs will continue to provide remote support for students unable to attend school in-person (such as those with compromised immune systems). Student Support Services itinerant staff who would normally provide direct service will continue to support students on their caseloads onsite as well as providing remote service where appropriate. There is flexibility in the service delivery of all SSS staff to allow for time in their schedule to provide any necessary remote support.

### **Proposed Schedule for Secondary Schools:**

The proposed schedule for secondary schools has been developed on the basis that the five secondary schools providing onsite instruction for students based on a model where 75% of the week's instructional time is available to students. All students would be attending 75% of the time based on courses available and to accommodate district-busing schedules.

Students with disabilities/diverse abilities may be in attendance five mornings a week and alternating afternoons if district busing is required (because of limitations of the district busing system). Should there be no transportation concerns (i.e., where alternate transportation can be arranged on what would be the half days) students with disabilities/diverse abilities would remain in school for full days five days a week. Remote instruction for students unable to attend onsite learning will be put in place ensuring that adequate and appropriate levels of support and programming can be accommodated. Schedules for secondary RTs are similar to those of elementary and middle school SSS staff.

Overall, the approach taken is in step with the Premier's, the Provincial Health Officer's and the Minister of Education's comments regarding the focus on health and safety for students, families and staff as well as a cautious approach to reopening onsite instruction in September 2020 at the Stage 2 level. In the



development of all aspects of this plan for support of students with disabilities/diverse abilities, the Principles of Indigenous Education in BC as well as the BC Family and Student Education Survey (dated August 17, 2020) were taken into consideration.

The models presented above are designed with an understanding that the supports necessary for 3,100 designated students may stretch the district's ability to staff both onsite instruction for all specified groups and still provide remote services to those students not able to attend onsite.

## **Indigenous Education**

Indigenous Education in Alignment with Equity in Action Agreement for Truth and Reconciliation we are committed to:

- Considering Indigenous ancestry in the composition of cohorts and be sensitive of segregation within the cohorts.
- Ensuring Indigenous students continue to have access to culturally relevant teachings and interventions. Land based learning opportunities will continue to be offered to our most vulnerable students as done through the pandemic in the Spring of 2020. Cohort attendance and learning needs will be tracked carefully to ensure a variety of culturally relevant learning opportunities will be provided as needed (e.g. canoe carving, cultural teachings on land with knowledge keepers and Elders). This will be done in collaboration with site-based administrators, teachers and Indigenous Education staff.
- Ensuring Indigenous students continue to have access to Indigenous Department Wellness Team site-based and through Zoom.
- Ensuring the continuation of Individual Education Plan (IEP) goals across different stages and environment and that this includes collaboration and consultation with Indigenous rights holders. Culturally relevant interventions will be included in IEP goals. Indigenous Education staff such as Early Learning Support Teachers, Indigenous Student Advocates and Indigenous Youth Wellness Workers will be present at IEP meetings to ensure cultural opportunities are offered.
- Regularly engaging with Indigenous parents and caregivers to ensure that Indigenous students are provided with equitable, culturally appropriate education supports regardless of stage and collaborate with them regarding the development and implementation of stage-specific plans.

Educational Program for Indigenous Students is committed to:

- Ensuring that all self-identified Indigenous students can register as self-identified and have confirmed access to all Indigenous Department programs and services (September).
- Ensuring Indigenous students who are at-risk of not completing graduation requirements in five-years (School Completion) are identified early and a plan is in place for supports. Indigenous Grade 12 students will be tracked regularly for attendance and achievement. Culturally relevant land-based learning opportunities will be offered to allow students to present and show learning

in a variety of ways. Indigenous Education staff will collaborate with site-based teachers to create land-based learning options aligned with specific curriculum. Teacher tutor support will be offered as needed to assist students to complete coursework.

- Ensuring plans for supports and services typically provided to students continue and are consistent across different stages and environments and that Indigenous students have access to any additional programs and services available through Indigenous targeted funding (ie: Indigenous Student Advocate, Elder, Wellness Workers, Tutors, etc).
- Ensuring creative and safe approaches to provide cultural, language learning opportunities across different stages and environments.
- Ensuring frequent communication with Indigenous community partners and families to ensure equity of opportunity for learning, and students have necessary resources, equipment, and technology for supports at school and home.

Together We Learn



**Central Okanagan  
Public Schools**

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Indigenous Education



## Section 6: Transportation

Transportation routes will be resuming at regular volumes and capacities as in 2019/2020. The District will be operating 67 routes to transport over 5,600 students. Routes have been restructured to accommodate noon-hour busing of secondary students. Transportation protocols have been updated to meet the Provincial Health Guidelines:

- Requirement for parents to assess their children and household for illness on a daily basis.
- Mandatory handwashing prior to entering the bus at home or school and required use of hand sanitizer for driver and students.
- Driver is provided a cloth mask and face shield.
- Loading and unloading procedures to minimize contacts between students.
- Assigned seating for students, including having students sit with members of their household, where possible, and maintenance of an updated passenger manifest.
- Mandatory mask usage for middle and secondary students unless they cannot tolerate it. Voluntary use of masks for elementary students.
- Daily cleaning including sanitization of touch points between bus runs.

### **Indigenous Education Students:**

Indigenous Education in Alignment with Equity in Action Agreement for Truth and Reconciliation is committed to continuing to provide bus passes for Indigenous students in specific programming to access local transit.