



MISSION PUBLIC SCHOOLS

Mission Public Schools Restart Plan was developed in alignment with the direction set by the Ministry of Education and Provincial Health Officer. As part of the approved plan, please review the School District's Return to School Safety Plan and Guidelines which is posted on our website under COVID-19 News & Announcements.

RESTART PLAN FOR
SEPTEMBER 2020

Table of Contents

Introduction.....	2
Guiding Principles.....	2
Orientation	2
September 8	2
September 9	2
Learning Groups	2
Learning group sizes	3
Elementary	3
Middle School.....	3
Secondary School	3
Students with Diverse Abilities/ Disabilities.....	3
Student Transportation on Buses.....	4
What to Do if a Student or Staff Member Develops Symptoms at School – COVID-19 Guidance for K-12 Schools..	5
Communication and Engagement	6
Communication with the Parents and the Public.....	6
Communication with Partner Groups	6

Introduction

Mission Public Schools is working closely with the WorkSafe BC, Ministry of Health, the Office of the Provincial Health Officer and the BC Centre for Disease Control regarding COVID-19. The School District is adjusting its plans as the situation evolves, while the province continues its response to this pandemic. We are committed to keeping parents, students, staff and the community informed about health and safety issues in relation to COVID-19.

Guiding Principles

1. Maintaining a healthy and safe environment for all students, families and employees;
2. Providing the services needed to support children of essential workers;
3. Supporting vulnerable students who may need special assistance; and
4. Providing continuity of educational opportunities for all students.
5. Integrating a human rights approach in response to COVID-19 by ensuring proactive measures to ensure accurate information, and that stigmatizing and discriminatory behavior and practices are identified and stopped.

Orientation

Students will NOT be returning to classrooms on September 8th. The first two days of school (September 8 and 9) will be reserved for the training of staff on all updated health and safety guidelines and to prepare for the return of students.

Students will begin to return to classrooms on September 10 and 11 for an orientation on the implemented health and safety protocols and introduction to their cohort. Parents of secondary students will receive additional information from their school on return times for students. Parents of our incoming kindergarten students will be provided an updated detailed gradual start schedule directly by the school principals.

September 8

All Joint Occupational Health & Safety (OHS) Committees will be given training on the return to school guidelines so that they can then work on their site-specific needs. For example, items like directional arrows to control traffic flow; maximum room occupancy; staggered break/lunch times to avoid too many people in break/lunchrooms; posting physical distancing posters etc.

The Building Service Workers department will be attending an All Hands meeting to be trained on the electrostatic sprayers and to review the enhanced cleaning steps being introduced.

All itinerant specialist staff who work at multiple sites will participate in a virtual Health & Safety training session offered by Student Services via Microsoft Teams. Staff will be working from offices and not at sites for first week. Staff who work across multiple cohorts in a school will receive training by school-based admin.

September 9

Site specific safety orientation to be delivered to all staff by their site Joint OHS Committee regarding the guidelines, protocols and procedures that are in place. Each site will have a signature sheet for staff to sign off that they've received the information. (for tracking purposes to ensure we don't miss anyone)

Learning Groups

A learning group (LG) is a group of students and staff who remain together throughout a school term

(e.g. a school quarter, semester or year) and who primarily interact with each other. A learning group could be made up of a single class of students with their teacher, multiple classes that sometimes join for additional learning activities, or a group of secondary school students with the same courses.

Learning group sizes

Learning Groups are smallest in elementary and middle schools because it is more challenging for younger students to maintain physical distance. Students in secondary school are better able to minimize physical contact, practice hand hygiene and recognize if they are experiencing symptoms of COVID-19.

- Elementary: 60
- Middle: 60
- Secondary: 120

For learning groups examples, refer to <https://www2.gov.bc.ca/gov/content/education-training/k-12/covid-19-return-to-school#learning-group>

Elementary

LGs are typically 2 classes, including the classroom teacher and potentially Education Assistants (EAs). Orientation of the LGs depends on the scale of the school. In a typical larger elementary school, it might be two grade 5 classes; in a small one it might be all primary students. Classes sharing a LG can play sports together, share activities, etc. Other staff, including the Principal, itinerant staff, and Teachers Teaching on Call (TTOC's) are outside of LGs and must act accordingly (masks, physical distancing, etc.)

Middle School

At the middle school level, we are using a quarter system; this is a significant change from our usual 'junior high linear' model, especially for our grade 9s. Middle school core teachers will operate within the cohort. There are notable challenges and considerations to this from the technical (prep time) to the educational (providing Learning Support). Masks mandatory in shared spaces Middle and Secondary schools.

Secondary School

Fraserview Learning Centre is one LG. Riverside College is 9 LGs – one for each program.

Mission Secondary is a special challenge as a 10-12 secondary with well over 1300 students. Students will be in attendance 1-2 days a week. Some classes are split into sub cohorts with some students at home at any given time. Classes will run on a semester system, e.g. four classes at a time. Those at home will watch live streams of the lessons as part of a hybrid model. At any given time, about 35% of students will be in school. Class sizes will be small to allow for physical distancing. This format will allow us to easily increase to 50 or 100% attendance in school if the Stage situation changes. Students with specific designations or programs will be in school full days all week. Spaces will also be held aside for potential International students. Masks mandatory in shared spaces Middle and Secondary schools

Students with Diverse Abilities/ Disabilities

Principals will be the primary person for communication with parents, as well as the classroom teacher and case manager. The case manager and principal will review the needs for each student and work with district staff to ensure supports are in place.

The case manager will plan and ensure learning will continue and supports are in place with the classroom teacher. In middle and secondary – all students have a schedule with academic and elective classes, the case manager will coordinate with classroom teacher for remote learning if needed for students who are severely immunocompromised, or unable to attend in person. Educational Assistants work with students virtually when learning at home needs to occur, in addition, they assist in the preparation and distribution of learning materials.

The case manager and principal will work with district staff to ensure supports and services are in place. The Individual Education Plan (IEP) will be created in the first two months of school, providing much opportunity for revisions and planning. Where a student has 1 to 1 supports, the support staff will be included in the cohort, unless in exceptional circumstances. Direct supports can happen while maintaining physical distance, and/or using appropriate Personal Protection Equipment (PPE) when required. Some direct service will be provided through teletherapy with the in-person support of the EA.

Students have a case manager who will coordinate and provide indirect service, or with appropriate health and safety protocols, direct service where needed. In middle and secondary – all students have a schedule of academic classes and electives, as well as, a case manager. EAs will support students attending academic and elective classes within their cohorts where needed. Specialist teachers may be providing physically distanced support where they are not included in the cohort.

Student Transportation on Buses

- Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to 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 they cannot physically distance in the course of their duties.
- Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.
- To reduce the number of close, in-person interactions, the following strategies are recommended: Consider the order students typically onboard and offload to support buses being loaded from back to front and offloaded from front to back.
- Prioritize students sharing a seat with a member of their household or cohort.
- The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.).
- If space is available, students should each have their own seat. They should be seated beside the window.
- It is important to note that students that opt for school bus transportation will be expected to wear a mask while on the bus, similar to other public transportation.
- Non-medical masks are recommended in situations where a person cannot maintain physical distance for extended periods of time and is in close proximity to a person outside of their regular contacts. This includes riding the bus to school where a student may be sitting next to a person outside of their cohort or household. No student is required to wear a non-medical mask if they do not tolerate it.
- Schools/school districts should keep up-to-date passenger lists to share with public health should contact tracing need to occur.

What to Do if a Student or Staff Member Develops Symptoms at School – COVID-19 Guidance for K-12 Schools

<i>If a Student Develops Any Symptoms of Illness</i>	<i>If a Staff Member Develops Any Symptoms of Illness</i>
<p>Parents or caregivers must keep the student at home</p> <p>IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</p> <p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic student from others in a supervised area. 2. Contact the student’s parent or caregiver to pick them up as soon as possible. 3. Where possible, maintain a 2-metre distance from the ill student. If not possible, staff should wear a non-medical mask or face covering if available and tolerated or use a tissue to cover their nose and mouth. 4. Provide the student with a non-medical mask or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. 6. Once the student is picked up, practice diligent hand hygiene. 7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas recently used by them (e.g. classroom, bathroom, common areas). <p>Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p>Staff must stay home</p> <p>IF STAFF DEVELOPS SYMPTOMS AT WORK:</p> <p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 1. Symptomatic staff should separate themselves into an area away from others. 2. Maintain a distance of 2-metres from others. 3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up. 4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g. classroom, bathroom, common areas).
<p>The threshold for reporting student and/or staff illness to public health should be determined in consultation with the school medical health officer.</p>	
<p>Anyone experiencing symptoms of illness should not return to school until they have been assessed by a health-care provider to exclude COVID-19 or other infectious diseases AND their symptoms have resolved</p>	

Communication and Engagement

The School District will use all available means of communication in informing the public and partner groups as it receives new information regarding COVID-19, announcements from the Health Minister, and the Minister of Education.

All members of the Public are welcome to attend Committee of the Whole meetings. Committee of the Whole meetings are to seek clarification on issues, to obtain input from the public, or to provide information to the public.

Communication with the Parents and the Public

1. Ongoing letters to parents posted on our website and shared with principals to share the information with parents
2. All COVID News & Announcements are posted online:
<https://www.mpsd.ca/District/covid19/Pages/default.aspx#/=>
3. As new information becomes available, a special announcement is posted to the homepage of the district website and pushed to the homepage of all schools. For example, when the Superintendent issues a new memo, this is posted to the COVID News & Announcements page, as well as on the homepage: <https://www.mpsd.ca/Pages/default.aspx#/=>
4. Plans in place to follow procedure in the case of COVID outbreak
5. Information also shared via email, Twitter, and Facebook

Communication with Partner Groups

1. District Principal of Indigenous Education is in ongoing contact with First Nations Bands and organizations in our District.
2. Regular meetings via our Siwal Si'wes committee will be continuing monthly during the year.
3. District Parent Advisory Council (DPAC) is an integral member of our Committee of the Whole.
4. Since the revised Stage 2 release, we have had our initial meeting with DPAC on August 13 to run over the 'big picture'
5. The Superintendent attends all DPAC meetings. Follow up meetings will be set after DPAC consults with its members
6. Both unions: Mission Teachers Union (MTU) and the Canadian Union of Public Employees (CUPE), have membership in our Committee of the Whole
7. Regular meetings are on-going with school district staff and union representatives

Questions, concerns, or feedback can be provided by completing our feedback form:

https://forms.office.com/Pages/ResponsePage.aspx?id=zLAc0eUnh0GoyYI4TlcvUgUKDaqp1pIhMkX_K2W3CZUMjVFNIldUOVgzNFdBVkJZTUkMxWEdNRzFKTi4u