

Friday, April 24, 2020

RE: Our Fourth Week Back

Good afternoon,

It is difficult to believe that another week has gone by as we navigate an ever-changing learning platform. The District and partner groups have continually discussed all the documentation from the Ministries of Health and Education over the past months and we realize the incredible work that has occurred in our School District to respond to the Pandemic and provide education and supports for our students and families. The Ministry's integrated planning framework, that we have continued to follow, maintains four guiding principles:

1. Maintain a healthy, safe environment for all students and families and all employees;
2. Provide services to support children of essential workers;
3. Support vulnerable students who may need special assistance;
4. Provide continuity of educational opportunities for all students

We all have worked extremely hard to plan, coordinate and put these guiding principles into action. We have remote learning up and running, food delivery for our families in need and care and learning support for our families of essential care workers.

As stated last week, we are now focused on providing learning and appropriate supports for our vulnerable learners. As mentioned, we know that vulnerable learners become more vulnerable during these difficult times and they will require a variety of supports. Schools are an essential part of those supports so we are currently working with support staff, school based teams, principals and vice-principals and District staff to reach out to these students and their families to make connections and plan for learning that will support their needs.

At the same time, we are hearing from health that they are considering relaxing some of the restrictions that are currently in place and that will allow more people to return to work. The Ministry of Health is contemplating relaxing certain restrictions in mid May so we have some time to plan for the re-entry of vulnerable and ESW students to schools. As we listen to the Ministry of Health, who decides how we will move forward, and we follow our guiding principles, we know that our students of Tier 1, 2 and 3 essential service workers will increase and further tiers will become necessary. We also know vulnerable learners will require various supports in schools and instruction from their homes.

So now is the time to plan for safe re-entry of additional staff members to our schools to provide instructional care supports for our vulnerable students, as we have been providing for the children of ESW's this past month.

Planning for School Building Re-entry:

Over the coming weeks, it will be important to schedule staff meetings, staff committee meetings, and Joint Occupational Health and Safety meetings so that staff in schools can discuss and plan what they will need when students of Essential Workers' and our vulnerable students are back in our buildings. The Ministry of Health's Coronavirus COVID 19: Public Health Guidance for K-12 School Settings documents will provide us with guiding principles as we move in this direction. The school district will create a check-list for schools to assist this process.

Some of the considerations these teams need to discuss will be:

- Entry exit protocols
- Line up marks to provide distancing
- Hallway procedures
- Washroom procedures
- Cleaning, products required
- Custodial staff disinfecting routines

Continuation of Support for ESW Students:

As services to vulnerable students are gradually introduced, we will reorganize ESW support to align students with their home schools. We anticipate that the number of students will increase especially if health relaxes the restrictions and we include SD61 employees among those occupations identified as an essential worker.

Planning for In-School Educational Opportunities for Vulnerable Students:

In-school support for vulnerable children will vary and will be aligned with GVSD Guidelines for Continuity of Learning. Planning for learners with diverse needs will take a consultative approach and be based on specific focus areas outlined by the school staff and the individual needs of the student. These In-School Educational Opportunities for vulnerable students could vary in regards to the length of day or days per week.

We are very aware that people are anxious about returning to schools. We have time to work this out and provide safety protocols, safe routines and appropriate disinfectants, soaps and sanitizers where they are required. If you have personal health concerns and have not already

done so, please raise them with your administrator or supervisor who will work with our Human Resources Department to find appropriate accommodations to facilitate your work in a safe and suitable way. It will take all of us to figure this out so staff, students and families feel safe about the learning and care that will be occurring in our schools.

Our students need us

We have time

We can create safe learning spaces in our buildings

Together!

Thank you,



Shelley Green



Coronavirus COVID-19

BC Centre for Disease Control | BC Ministry of Health



HOW YOU CAN SLOW THE SPREAD OF COVID-19

Take care of others by taking care of yourself.

Wash your hands, don't touch your face, and stay home if you are sick.

Stay at Home and Physically Distance

Stay at home whenever you can. Maintain 2 meters distance from those outside of your household.

COVID 19: Public Health Guidance for K-12 School Settings

Updated April 3, 2020

Educators, administrators and support staff play a key role in protecting students and their families from, and minimizing the impact of, infection and illness. This is especially important at this time as we work to prevent and minimize the spread of the novel COVID-19 virus.

On advice from the Provincial Health Officer, in-person instruction in K-12 schools was suspended effective March 17, 2020. Beginning March 30, 2020, school districts and independent school authorities were asked to ensure on-going school care and learning opportunities for children of essential service workers.

School districts and independent school authorities should explore remote and online learning options, and in-person instruction within the guidelines established by the BC Centre for Disease Control and the Ministry of Health.

It is anticipated that most children requiring in-person instruction in K-12 school settings will be the children of essential service workers requiring school care, those in remote locations, vulnerable students requiring in person support, and learners with diverse needs.

It is up to individual school districts and independent school authorities through their local planning processes to determine the optimal balance between virtual and face-to-face opportunities for students.

These guidelines are intended to assist school districts and independent school authorities maintain safe and healthy work environments for children and adults in K-12 school settings during the COVID-19 pandemic.

What we know about COVID-19 in children.

- COVID-19 virus has a very low infection rate in children estimated at 1-5% worldwide.
- The majority of cases in children are the result of a household transmission by droplet spread from another family member with symptoms of COVID-19.
- Children who are infected with the virus and develop COVID-19 have milder symptoms if any, and very few become critically ill.



Ministry of Health



BC Centre for Disease Control

If you have fever, a new cough, or are having difficulty breathing, call 8-1-1.

Non-medical inquiries (ex. travel, physical distancing): 1-888-COVID19 (1888-268-4319) or text 604-630-0300



- Children with COVID-19 illness typically have a fever, dry cough and fatigue. Some may also experience nausea, vomiting, abdominal pain and diarrhea.
- Unlike adults the rates of transmission are unknown. There is currently no documented evidence of child-to-adult transmission. There are no documented cases of children bringing an infection into the home, from school or otherwise. This is likely the result of the limited number of cases and the mild symptoms in those children who do have COVID illness.
- There is no conclusive evidence that children who are asymptomatic pose a risk to other children or to adults.
- There is no evidence indicating children of health care workers (HCW) are at increased risk of COVID-19 infection than children of non-HCW. This is likely due to the careful monitoring of HCW for symptoms and follow-up of their household contacts.
- Like adults, children with any common cold, influenza or COVID-19 like symptoms should stay home and isolate for 10 days following onset of symptoms and until symptoms resolve.
- More research is needed to fully characterize infection, transmission, and COVID-19 disease in children.

If you're ill – stay at home.

Within normal educational settings, children and staff will often have influenza or other respiratory viruses with symptoms similar to COVID-19. For this reason, all children and staff who are ill with fever or infectious respiratory symptoms of any kind need to stay home. This includes children of essential service workers who are ill. If you are at all unsure of your status, the [COVID-19 Symptom Self-Assessment Tool](#) is a valuable resource to help assess whether you should be staying home or not.

Encouraging hand hygiene

Both students and staff can pick up germs easily, from anything they touch, and can spread those germs to objects, surfaces, food and people. Thorough hand washing with plain soap and water is still the single most effective way to reduce the spread of illness.

Children forget about proper hand washing so staff and students should practice often and staff should model washing hands properly in a fun and relaxed way. Everyone should wash their hands more often!

When sinks for hand washing are simply not available in close proximity (i.e. if students and staff are participating in activities outside), you may use alcohol-based hand sanitizers (ABHS) containing at least 60% alcohol. Know that this method is not very effective when a child's hands are quite soiled, when coming in from outside, for example, so be sure to wash hands with soap and water as soon as practically possible. Read labels and wash hands with sanitizer the same way you would wash with soap and water.

Six steps to proper handwashing

1. Wet hands with warm running water.
2. Apply a small amount of liquid soap. Antibacterial soap is not required.
3. Rub hands together **for at least 20 seconds** (sing the ABC's). Rub palms, backs of hands, between fingers and under nails/creating a lather.



4. Rinse off all soap with running water.
5. Dry hands with a clean, disposable towel.
6. Discard the used towel in the waste container.

Children should wash their hands...

- When they arrive at school and before they go home
- Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions, moving to on-site childcare, etc.)
- Before eating and drinking
- After using the toilet
- After playing outside or handling pets
- After sneezing or coughing into hands
- Whenever hands are visibly dirty

Teachers, administrators and support staff should wash hands...

- When they arrive at school and before they go home
- Before handling food or assisting children with eating
- Before and after giving or applying medication or ointment to a child or self
- After using the toilet
- After contact with body fluids (i.e., runny noses, spit, vomit, blood)
- After cleaning tasks (staff)
- After removing gloves
- After handling garbage
- Whenever hands are visibly dirty

Cough/sneeze etiquette:

- Cough and sneeze into the crease of the elbow or tissue

Fever or coughing

If a child or staff member starts showing symptoms of what could be influenza or COVID-19, it is important to:

- Contact the child's parent or caregiver to come and pick them up right away.
- Have a separate and supervised area where you can promptly separate a child from others until their parent or caregiver can come and pick them up. Staff who display symptoms should go home right away.
- Continue to practice good hand hygiene and respiratory hygiene such as coughing or sneezing into the creases of elbows and throwing tissues out immediately after use.
- Do a thorough cleaning of the space once the child has been picked up and ensure that everyone who may have had contact with the child washes their hands thoroughly.



The use of personal protective equipment

- Personal protective equipment such as masks, gloves, and gowns are not recommended for staff who work in the education sector. It is only recommended for healthcare workers, and those with other non-infectious occupational health exposures.
- There is no benefit from wearing masks in public settings or in schools, however a mask may be given to a person who is experiencing respiratory symptoms such as a sneeze or cough on the advice of a health care provider.
- Masks are not recommended for use by children unless advised to do so by a health care provider. In young children in particular, masks can be irritating and may lead to increased touching of the face and eyes.

Maintain cleaning and disinfecting policies

We don't yet know how long the virus causing COVID-19 lives on surfaces, but early evidence suggests it can live on objects and surfaces from a few hours to days. Regular cleaning and disinfecting of objects and high-touch surfaces is very important to help to prevent the transmission of viruses from contaminated objects and surfaces.

- Make sure you are well-stocked with hand washing supplies at all times including soap, clean towels, paper towels and where appropriate, hand sanitizer with a minimum of 60% alcohol.
- Use space strategically and consolidate cleaning efforts accordingly. This means considering where students and staff will be present and focusing cleaning efforts on those locations (as opposed to the entire school). This will help maximize cleaning supplies and focus cleaning efforts.
- Increase how often you clean the premises and any toys or items used, and clean and disinfect high-touch surfaces regularly. Stay on top of waste management. Empty garbage containers often.
- Clean high-touch electronic devices such as keyboards, tablets, and smartboards with minimum 60% alcohol (i.e., alcohol prep wipes) making sure your wipe makes contact with the surface for 1 minute for disinfection.
- Use water, household detergents and common disinfectant products as this should be sufficient for cleaning and disinfection in an educational setting.
- The Public Health Agency of Canada has also posted [guidance](#) on cleaning and disinfecting public spaces, including recommendations regarding cleaning procedures and protocols.

What about toys and other items?

- Keep enough toys out to encourage individual play. Items that may encourage group play in close proximity or increase the risk of hand-to-hand contact such as playdough should be avoided. Try to limit toys and other items to those that can be easily cleaned.
- Like other respiratory viruses, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper, or other paper products. As such, there is no need to limit the distribution of books or paper based educational resources to students due to concerns about virus transmission.



Physical Distancing Ideas

Many school districts and independent school authorities have asked how the Provincial Health Officer's order prohibiting mass gatherings of more than 50 people applies in a K-12 school setting. The PHO order is primarily intended to prevent large groups of people from gathering in close quarters with one another at organized events. The order is not intended for schools, businesses, or living spaces.

The PHO recognizes that schools will require flexibility when it comes to providing school care and learning opportunities. This means that there can be more than 50 students and staff in a school at any given time if they are not all in one area at the same time and are actively engaged in physical distancing to the extent possible.

Understandably, physical distancing is challenging in a K-12 educational setting, particularly with younger children. At the same time, it is important that we do what we can to try to assist children and staff understand the importance of minimizing the frequency of physical contact with one another. From a public health perspective, there are no set ratios that prescribe the number of adults and children that can be present in the same space at any given time following ideas should be taken into consideration during planning:

- Avoiding close greetings like hugs or handshakes and remind children to keep their hands to themselves when possible.
- Help younger children learn about physical distancing by creating games. For example, put on some music and have children spread their arms side to side and spin around slowly trying not to touch their friends. Older children can be provided age appropriate reading material and encouraged to self-regulate.
- Take children outside more often, perhaps breaking children into smaller groups to maintain a degree of distance.
- Organize learning activities outside including snack time, play based learning, and play time.
- Integrate cross-curricular learning activities in outdoor settings into your lesson plans, and encourage younger children in play outside.
- Regularly clean and sanitize items that are designed to be shared such as manipulatives and digital devices
- Set up mini environments within the school to reduce number of children in a group, i.e., set up 2 or 3 learning areas for numeracy and literacy activities.
- Consider different classroom configurations to maintain distance between children (e.g. separating desks) or different locations in the school (e.g. different classrooms, gym or library, outside).
- Increase the space between children and staff during activities such as snack/lunch, i.e., move or separate tables, move chairs farther apart.
- When children want to use the same activity or redirect some children to another area.
- Set up distinct areas for children who may have symptoms of illness until they can be picked up and ensure these areas are sanitized regularly.
- Consider staggering snack and lunch time so you can accommodate smaller groups with more space. Discourage any food or drink sharing.
- Consider using educational videos and online programs as a part of learning so children can sit independently and distanced from each other.



Provide reassurance, good listening and maintain routines

Children hear and take in a lot of the talk that is going on around them, especially as they get older.

- Reassure children about their personal safety and health. Tell children that it is okay to be concerned and there is a lot we can do to stay safe and healthy. Make sure the information is suitable for their age level.
- Let them know they can ask questions. Answer questions honestly but make sure that the information is suitable for their age level.
- Maintain familiar activities and routines, as possible, as it can reinforce the sense of security of children. At the same time, build physical distancing strategies into your learning activities.

Keeping parents/caregivers informed

- Keep parents and caregivers informed about what you are doing in your educational setting to take extra precautions, be responsive to children.
- Be clear about your policy that children need to stay home if they are sick.

UPDATED April 3, 2020

Parts of this document have been developed based on the Preventing and Managing Illnesses in Child Care Centres Peel Region <https://www.peelregion.ca/health/infectioncontrol/pdf/ENV-0227.pdf>



Frequently Asked *Questions*

Updated April 24, 2020

Internal FAQs for Staff

The purpose of this internal document is to provide employees with consistent messaging that can be found in one place, and guidance when answering questions from staff and/or community. This document will continue to evolve and will be updated regularly. Answers are subject to change.

Question Categories:

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Guiding Principles

How is the district prioritizing its focus in the coming weeks?

Health and safety is always our first priority in our learning community. We are also following the direction of the Ministry of Education which has provided all the school districts across the province with guiding principles to ensure there is a coordinated response across the education system. The following principles will help us focus our priorities and next steps:

1. *Maintain a healthy and safe environment for all students, families and employees.*
2. *Provide the services needed to support children of our essential workers.*
3. *Support vulnerable students who may need special assistance.*
4. *Provide continuity of educational opportunities for all students.*

The Ministry has also indicated that school districts should have alternative learning solutions by mid-April in delivering the K-12 curriculum. We are working to make that target with a coordinated approach. We will be building these learning opportunities in slow, measured, supported steps. There is no expectation that every learning platform will be fully developed by mid-April.

Human Resources

Is Education considered an essential service?

Yes. Education is an essential service. We are an important part of the social infrastructure to support children, their families and our community in this current public health crisis. We are responsible for supporting a very vulnerable population that rely on us.

As educators and support staff, we have a critical role in ensuring educational continuity and social/emotional well-being for students and their families.

We are part of the system of workers that are needed in our community. We are part of a team that includes doctors, nurses, pharmacists, grocery store workers, truck drivers, first responders, corrections officers (to name a few) that is keeping our communities healthy and safe. We are responsible for ensuring that we keep essential needs met.

Some staff are working from home, why can't I?

The Prime Minister and BC's Public Health Office have told Canadians and British Columbians to stay home. This is in place so that workers critical to the functioning of our health care system, social infrastructure and economy can continue to work as safely as possible.

Some employees need to report in to support our essential functions such as custodians and other facilities workers for the health and safety of schools. Other employees such as clerical staff are needed to answer questions from families and keep our schools functioning for essential service levels. We are helping our employees to work from home as much as possible, but we acknowledge in the coming weeks or months, the burden of supporting our education system will not be shared equally.

What is the expectation of staff working from home?

All staff working at home are expected to discuss the details of those arrangements for approval by their Supervisor or Administrator. Work from home arrangements may vary depending on the nature of an employee's position and circumstances. These arrangements may also be subject to change in the current fluid environment and the District's operational requirements.

In order to ensure the safety of staff working from home and to comply with WorkSafe BC regulations, the following pieces will need to be completed by each employee working from home:

- **COVID-19 Safe Work Practices**
- **Working from Home or Alone**

What is the expectation of staff coming into work?

Staff reporting to work sites/schools in the district will be expected to follow the safe work and health protocols as provided by in the District's site procedures/protocols.

Staff are asked to not enter a building unless arranged with their Supervisor or Administrator.

Fobs for schools have been deactivated to ensure there is no additional traffic going in and out of buildings outside of operational hours and on weekends. Keypads are also being limited to school/site hours. If anyone needs access using the keypad, the Administrator or Supervisor needs to email Chuck Morris, Director of Facilities: cmorris@sd61.bc.ca

Can District Employees bring their children to work/school with them?

No. It is important for the Administrators/Supervisors in each school/site to monitor the safety in each building and ensure touch points are cleaned as per their communication with custodians. All access to the buildings needs to be monitored and controlled for everyone's safety.

Is there a process for TTOCs and Spareboard EAGs?

Information regarding employment status and pay across the public sector will continue to be addressed as we receive further direction from BCPSEA.

What happens if an employee was on medical leave and is informing staff that they can now work from home?

If an employee is currently on a medical leave that was initiated prior to Spring Break, we will require medical documentation ensuring the employee is able to work, even though the work situation is different. An employee cannot make this type of decision on his/her own. Please have the Employee contact Courtney Askew, HR Advisor, caskew@sd61.bc.ca

If a teacher is ill or taking medical time, can we get a TTOC to take over class responsibilities?

There is no standard response. Each situation will be different and include various considerations. Administration and HR will work together to determine if a replacement is appropriate.

If employees have specific circumstances or questions about their own unique situations, who should they contact?

Employee questions regarding employment and circumstances need to be directed to their immediate Supervisors or Administrators. Supervisors and Administrators will help their employees navigate the landscape. If Supervisors or Administrators need help answering questions, they are asked to contact Human Resources. The HR Team is here to help navigate. It's important that Supervisors be the main contact for their employees. In times of uncertainty and fear, it's imperative to have a key person who will help them get answers. If Human Resources gets an indication there are common questions, we can address these as FAQs.

Can school administrators have a telephone distribution list in case there are changes in role responsibilities in district departments?

Yes. Financial Services, Payroll and HR have distributed contact lists as part of their communication with Administrators.

Payroll

How can staff get a Record of Employment (ROE) issued to claim Employment Insurance (EI) Benefits?

If you are a TTOC, CUPE 382 Casual, or CUPE 947 Spareboard employee and you ordinarily request an ROE in order to claim EI benefits for the period of Spring Break, please send an email to Payroll to request your ROE. All other ROE requests submitted will not be processed at this time, as we are awaiting further direction from the Ministry of Education and BC Public School Employers' Association (BCPSEA).

I am a TTOC or CUPE947 Spareboard who was booked to work. Will I get paid?

If you are a TTOC or CUPE947 Spareboard who has received a dispatch that you have been scheduled to work in the period between March 30 and April 30, 2020 you will receive payment for that work. Please verify your dispatches through e-services. CUPE947 Spareboards will need to fill out an electronic timesheet and submit it to their school by Friday. For this week, we will accept timesheets until 9 a.m. on Monday, April 6th.

If a school administrator has scheduled you for work between March 30 and April 30, 2020 and you do not see it in the dispatches information online by Friday for that week, please contact Patti Stevens at ADS by email ads@sd61.bc.ca with the details including the administrator's name and the dates and times you expected to be scheduled to work.

To View your dispatches on e-services:

- Click on "My Info"
- Click on "Time & Attendance"
- Click on "View or Change"

Under the dispatch section, enter your date range and click on refresh dispatches

Facilities

What is the protocol for accessing schools and buildings?

There will be no access to district sites or schools for members of the public.

With the exception of staff that are required to work at district sites/schools, staff are asked not to go into any buildings unless it has been arranged by your Administrator or Supervisor. Controlling access to buildings helps us monitor and limit the areas that will require additional cleaning/disinfecting by custodial staff. Staff members that require access in order to get needed materials should make arrangements with their Supervisor or Administrator.

Once more, school fobs have been deactivated to ensure there is no additional traffic going in and out of buildings outside of operational hours and on weekends. Keypads are also being limited to school/site hours. If anyone needs access using the keypad, the Administrator or Supervisor needs to email Chuck Morris, Director of Facilities: cmorris@sd61.bc.ca

Where can staff entering a school or site find a sign-in sheet?

Sign-in sheets should be located at the front entrance of your building. This should be standard practice across the school district.

Why are custodians at the front main area of schools?

Custodians are helping out at the entrance to take some of the burden off Administration staff when employees enter and exit as scheduled by the Administrator/Supervisor. These custodians are:

- 1. continuing to clean;*
- 2. monitoring traffic during school/office hours;*
- 3. sanitizing the tools and areas around the sign in / out area; and*
- 4. making note what rooms were occupied during the day so the afternoon cleaning staff can disinfect those rooms.*

When can I access my school?

Administrators will reach out to all staff to determine a plan and schedule for staff to enter the building. It is critical that employees connect with their Administrator or Supervisor prior to accessing the school.

Safety being our first priority, Administrators and Supervisors need to control access to buildings to limit exposure, support safe social distancing and ensure visits are in coordination with custodial staffs' cleaning protocols.

Why do we need to sign in?

We need to monitor the number of people in the building at any one time, who is or has been in the building, and which rooms they've occupied in order to ensure we are following our safety protocols.

Why is it important to show what room I was in? I could have been everywhere in the building.

It is important to be explicit about where you were in the building so the room can be cleaned after you leave. Please do not write down 'everywhere' as it creates unnecessary stress on custodians trying to clean up after you have left the building.

Why do we need to keep children in the one or two identified classrooms?

In order to follow student and employee safety protocols, and the protocols communicated to essential service worker (ESW) parents whose children are receiving care, we need to monitor which rooms and spaces students have occupied. If children are not restricted to assigned rooms in the building, it could create hygiene and potential safety issues for everyone and potentially spread viruses. When Facilities staff are in the building are carrying out work, a child curious about their tools may touch them and/or may crowd the worker. We must ensure children are being watched and kept in the rooms designated to avoid any of these things taking place. Facilities staff have a map of the rooms being used and have been advised to work around them during ESW care hours to uphold the safety protocols and maintain social distancing.

Will there be more hydrogen peroxide wipes available in schools and at work sites?

We are attempting to purchase them recognizing the first priority in the province is health care. Next custodians need them for their work. In the meantime, as per the schools' and other sites' protocols, we've provided spray bottles throughout our buildings to disinfect surfaces as they are used. This is a joint responsibility for each employee as they use equipment and their desks, followed up by the custodial crew cleaning.

NEW Information Technology

Can educators use video conferencing tools with such as Zoom and Google Meet (Hangouts) with our students?

Yes, we are pleased to be one of the first school districts in BC to provide the provincial license for Zoom Video Conferencing. Simply sign in using your @sd61.bc.ca district email address to our new Zoom link: <https://gvsd61.zoom.us>. Guidelines and instructions are here: <https://techforlearning.sd61.bc.ca/zoom-meeting-instructions>. Google Meet video conferencing is also available for families using GSuite For Education.

What community internet services are available to our families?

Telus have launched a subsidized internet service in BC called Internet for Good: <https://www.telus.com/en/about/company-overview/community-investment/how-we-give/cause-campaigns/internet-for-good>. Shaw have opened their Shaw Go WiFi service to everyone who can reach it: <https://www.shaw.ca/internet/wifi>

Are schools lending devices to students who need access to technology?

Yes, schools have distributed over one thousand Chromebooks and iPads to families. There is a simple inventory management system in place so this needs to be coordinated through school administrators.

I missed the G Suite and Google Classroom webinars this week. Were they recorded?

Yes, the webinar archive is here: <https://techforlearning.sd61.bc.ca/updates/webinars-archive>.

I do not have a district laptop, how can I work from home?

Please submit a Help Desk ticket so our ITL support staff can review your options with you:
<https://webhelpdesk.sd61.bc.ca>

I would like to take my office/classroom computer, monitor, printer, document camera, etc. home with me. Is that acceptable?

Please do not take any technical equipment home without specific approval to do so.

How can parents of grades K-8 students consent to GSuite, FreshGrade and other services?

Providing consent for online tools has been a paper process via the school office. We have now developed an online portal to make this process accessible via the web and will be releasing more details next week.

How do secondary school students request a GSuite account online?

Instructions for high school students can be found here: www.sd61.bc.ca/parent-student-resources/student-accounts/student-gafe-account/request-an-account

Where can I find out more about GSuite for Education?

We have a some excellent SD61Learn resources here: <https://techforlearning.sd61.bc.ca/learning-with-gsuite/about-sd61-gsuite>

What other online tools can we use with our students?

Student resources are available on every school library website. Please reach out to your Teacher Librarians for more information. Each school website has a link to their eLibrary. Other websites to check regularly are <https://techforlearning.sd61.bc.ca> and <https://learn.sd61.bc.ca>

Continuity of Learning

Who on the District Team can I ask for support with learning resources & materials?

Elementary: Louise Sheffer, James Hansen and Carey Nickerson

Middle: Tammy Renyard, Dave Shortreed, Denise Wehner

Secondary: Simon Burgers, Jon Hamlin, Leah Moreau

Partnerships & Pathways: Lindsay Johnson

Vulnerable & Diverse Learners: Harold Caldwell, Pam Halverson, Sean McCartney, Jessie Moore

Indigenous Learners: Craig Schellenberg and Shelly Niemi

FRIM: Simon Burgers

ELL: Denise Wehner

How will supports be provided for students with complex needs?

There are many students with complex needs who have extensive services and supports in place at school. At this point in time, following the Ministry and public health recommendations, there is no plan to bring these students into school buildings or to provide face-to-face support for them at home.

District teams are currently exploring ways to keep staff connected to students through technology, as well as exploring ways to support parents/guardians as they work with their child at home. In addition, District staff will be facilitating opportunities for collaboration and sharing between school-based teams (eg. regular snapshots, online counsellor and LST collaboration, resource sharing).

How will families of students with complex needs be able to access essential devices or equipment identified in a student's IEP? (eg. iPad for communication, stander for mobility, etc.)?

The District Team and IT for Learning are developing a process for schools to facilitate distribution of essential devices and/or equipment that are required for students to work on priority IEP goals and access learning. Decisions on what devices and equipment are essential to have at home will be determined by case managers in consultation with families and itinerant specialists (eg. SLP, OT, PT, etc).

Who do I contact about support for vulnerable learners and/or learners with complex needs?

All questions of this nature should be directed to school-based teams (SBT) and/or administrators. A SBT support framework has been provided to school staff and will continue to be updated with the most recent information and plans.

Are we providing face-to-face support for learners with complex needs?

Providing educational continuity for complex learners will occur in accordance with the BC Ministry of Education's mandate to prioritize a healthy and safe environment for all students, families and employees. Given this, at the moment, we are not providing face-to-face support for learners with complex needs both at school and in their homes. The only students receiving face-to-face support in schools are the children of Essential Support Workers.

Secondary Programs and Courses

If a child is currently enrolled in a dual credit trades or non-trades course or program, will they be able to continue their course or program and still receive their post-secondary credits?

We are working with our post-secondary and Industry Training Authority (ITA) partners to create a plan for students in these courses and programs.

If a child has been accepted to begin a dual credit trades or non-trades course or program in the near future, will they be able to begin their course or program as planned?

We are working with our post-secondary and Industry Training Authority (ITA) partners, and the Ministry of Education, to create individual plans for students set to begin a post-secondary course or program.

If a student is enrolled in a District Program (TASK, AutoTech, Aviation), will these programs continue?

We are working with our program teachers, post-secondary, Industry Training Authority (ITA), and industry partners to determine how we will move forward with continuation of learning in these Programs.

Will there be supports available if a child is in grade 12 and hoping to access guidance around applying for post-secondary and scholarships?

Our school based educators will be working to create opportunities for students to access information on applying for post-secondary institutions and scholarships.

International Student Program (ISP)

Will international students be able to access continuing learning during this school year opportunities if they are outside of Canada?

According to Ministry of Education, “continuous learning opportunities are to be made available to international students in Canada or outside of Canada until the end of this school year June 30, 2020.” In some countries technical consideration may make this difficult (ie China firewall and no google access).

Are international students still able to renew study permits?

Yes, according to Immigration, Refugees, and Citizenship Canada (IRCC), it is business as usual and they can apply for study permit extensions within Canada at this time.

Are international students able to re-enter Canada?

Yes, if according to IRCC, if they have a valid study permit issued before March 18, they will be able to re-enter Canada.

What mental health supports are available to international students?

Cascadia Counselling services (registered clinical counsellors)

Guardme mobile doctor (Guardme is a private insurance provider for international students).

Providing Childcare in Schools

- **How to sign up to participate in child care?**
- **Are employees selected by seniority?**
- **Will staff be assigned to their assigned school?**
- **How will Health and Safety (COVID-19) protocols be met?**

School districts have been tasked with assessing childcare needs in the province. Once the needs assessments have been completed and third party providers have been utilized to the full extent, the District will work with local unions to discuss reassignment of district staff to childcare provision. More to come.

Food Distribution

What will the continuity of our food service programs look like?

We will coordinate delivery of food through four zone hubs. At this time, we do not have the capacity to distribute food specifically destined for a particular school. Food arriving at the zone hubs will be distributed to specific families.

The families attending the zone hub are those identified by the school as the most in need. Please request that only one family member arrives for pick up.

What is our schools “zone hub”?

For the safety of all, our district will be divided into four zones with a school in each zone acting as the receiving and distribution hub. For your school’s specific zone, contact your school’s administrator.

Food Zones:

South Zone – Central Middle

East Zone – Lansdowne

West Zone – Esquimalt

North Zone – Reynolds

How do parents/guardians pick up food from “zone hubs”? And when will it start?

Families will be phoned and notified of the time and day for pick-up. We will begin distributing food packages starting the week of April 6th.

South Zone – Central Middle School on Mondays

East Zone – Lansdowne Middle School on Tuesdays

West Zone – Esquimalt Secondary on Wednesdays

North Zone – Reynolds Secondary on Thursdays

What do we do with school based food programs that provide food to our schools (e.g., Breakfast programs)? What about community partners who wish to donate food?

The suggestion is to facilitate having this food distributed through your school’s zone for pick up. We will continue to evaluate the effectiveness of this model once it is underway.

What happens if families cannot pick up food supplies? Is there a delivery method?

We will not be delivering food directly to families at this time.

What will we be providing for meals?

Truffles Catering will shift their service to a pick-up model. Each package will contain five individual meals which include Mac & Cheese, SS Meatballs with rice, Cheese Perogies, Meat Lasagna, Beef Chilli with Rice, Pasta Bolognese, Chicken Fricassee with Rice, and Shepherd's Pie. There will be five different meals in each package and we will not be able to swap out meals. Please consider this menu when choosing students who will receive it as there may be cultural sensitivities to consider. In addition to Truffles, we will provide meals from our restaurant partners.

At this time, we will be providing 10,000 meals per week to our most needy students, with the plan to expand this service as food and funds become available.

Communications

What if the media contacts you for an interview or information?

The only person who will be speaking on behalf of the District to the media is our Superintendent, or a designate approved by the Superintendent. Please forward all media requests to Communications: Lmcphail@sd61.bc.ca

What happens if one of our parents or students is in the news for having contracted COVID-19?

Vancouver Island Health Authority (VIHA) will handle all the media enquiries and communication with suspected or confirmed cases of novel coronavirus (COVID-19).

We are to leave the responsibility of alerting community members who may have been in the same location as someone with COVID-19 to VIHA. Any public statements concerning expected or confirmed cases are being managed by VIHA.