

Independent School

Stage 2 - Education Restart Planning

August 10, 2020

Purpose:

- The Ministry is requiring all independent schools to complete this template (with the exception of First Nation independent schools and independent schools that have a *Distributed Learning Agreement* with the Ministry of Education and offer exclusively online programs) and to submit their high-level operating plan to the Ministry of Education for expanded in-class instruction starting on September 8, in line with Stage 2 of BC's Education Restart Plan.

Note:

- Use this form to describe your school's plans to restart school for the 2020-21 school year at Stage 2.
- The Ministry is **exempting** the following schools from completing this Independent School Education Restart template:
 - Independent schools that have a *Distributed Learning Agreement* with the Ministry of Education and offer exclusively online programs,



- First Nations independent schools.

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Process (FISA Member Schools):

- The Ministry is asking that each school that belongs to FISA or a FISA association complete this template and submit it to their appropriate Association's head. Catholic schools should submit their reports to their local archdiocesan or diocesan authority/superintendent.
- FISA member schools should submit this template to their respective association/local dioceses as follows:
 - Association of Christian Schools International (ACSIBC) - Philip_Hills@acsi.org; ○ Associate Member Society of FISABC (AMS) - marina@fisabc.ca; ○ Catholic schools in BC, as represented by each of 5 dioceses:
 - Archdiocese of Vancouver (CISVA) - superintendent@cisva.bc.ca;
 - Catholic Independent Schools Nelson Diocese (CISND) - superintendent@cisnd.ca;
 - Catholic Independent Schools Kamloops Diocese (CISKD) - superintendent@ciskd.ca;
 - Catholic Independent Schools Diocese of Victoria (CISDV) - bpulyk@cisdv.bc.ca;
 - Catholic Diocese of Prince George (CISPG) – cis@cispg.ca; ○ Independent Schools Association of BC (ISABC) - elizabeth.moore@isabc.ca and ○ Society of Christian Schools in BC (SCSBC) - ed.noot@scsbc.ca



- Schools should ensure that they attach any other relevant school-level plans as appendices (e.g. exposure control plan, any plans to assess need for students requiring in-school support, communications plan, etc.)
- The four FISA associations and 5 Catholic dioceses will compile and keep individual member schools' forms to develop a summary report of how their member school authorities are starting the 2020/21 school year in line with Stage 2 of BC's Education Restart Plan. The summary reports are due to the Ministry by 5:00pm, August 25, 2020 via e-mail (EDUC.independentSchoolsOffice@gov.bc.ca).

Process (Non-FISA Member School):

- Independent Schools that **do not** belong to FISA or a FISA association must complete the Independent School Education Restart template below and submit along with any other relevant school-level plans attached as appendices (e.g. exposure control plan, any plans to assess need for students requiring in-school support, communications plan, etc.) to EDUC.independentSchoolsOffice@gov.bc.ca

Completing and Submitting:

- Download the fillable PDF document.
 - Note: This is not a web-based document and you cannot complete it online.
- Complete this PDF fillable form after the download and save as such.
- **DO NOT** save as a flat PDF, the PDF fillable fields must still be accessible.
- **DO NOT** physically print and scan this document.
- Submit this template as a PDF file using the following document naming and email subject line convention:

"Independent Schools Education Restart Plan - <School Name>"

- **Non-FISA Member Schools:**
 - Email the completed PDF form to the Independent Schools Branch at:

EDUC.IndependentSchoolsOffice@gov.bc.ca *DEADLINE

for SUBMISSION: **End of Day: August 21, 2020**

- **FISA Member Schools:**
 - Email the completed PDF form to your association's head (see email address above).

*DEADLINE for SUBMISSION: **End of Day: August 21, 2020** ○ NOTE THAT YOUR ASSOCIATION HEAD MAY REQUIRE AN EARLIER SUBMISSION DATE TO COMPLETE ASSOCIATION-LEVEL SUMMARY SUBMISSION TO THE MINISTRY



Section 1: Contact Information

a) School Name:	Concordia Lutheran School
b) Ministry School Number: (8 digits)	06796643
c) School Authority Name:	Concordia Lutheran Church of Penticton
d) Name of FISA Association: (If applicable)	SCSBC
e) School Contact Name:	Angela Westcott
f) School Contact Position:	Principal
g) School Contact E-mail:	school@concordialive.ca or angelas3dogs@gmail.com
h) School Contact Phone Number:	250-492-5902 or 250-485-8453



Section 2: Health and Safety

a) Does your school have an updated health and safety plan that implements the [Public Health Guidance for K-12 Schools](#) and [WorkSafeBC](#)?

Yes No

**FISA members should submit their school's plan as an attachment to their association head for review.*

***Non-FISA members should attach their school's health and safety plan to their school's restart submission.*

b) What is your school's anticipated 2020/21 school year start date (yyyy/mm/dd)?

2020/09/08

c) Provide a summary of the updates made to your school's plan in the following areas:

- *Cleaning and disinfecting;*
- *Physical distancing strategies;*
- *Hand hygiene;*
- *Personal protective equipment for students and staff (including re-useable masks);*
- *Symptom assessment and illness policies/procedures;*
- *Improvements to school ventilation systems, if required; and* ▪ *Student transportation on buses;*



**Cleaning and Disinfecting:**

- the EAs will be disinfecting commonly touched surfaces at least 2x/day and teachers/EAs will be disinfecting shared items, such as computers after use.
- the janitorial responsibilities have been increased to include disinfecting all areas thoroughly after school each day.

Physical Distancing Strategies:

- student drop off and pickup requires parents to wait outside their child's exterior door (social distancing from other parents)
- student desks are no longer arranged into quads and are now scattered around the classrooms for optimum distancing between desks
- EAs will monitor bathroom use during break times, keeping students in lineup (2 meters apart)

Hand Hygiene: We will be following the list of 'When students/staff perform hand hygiene' from pg.19 of 'Provincial COVID-19 Health and Safety Guidelines for K-12 Settings'

- students will be sent to the bathroom to wash their hands before school starts
- students will wash their hands before and after eating and before and after using the playground.
- within the classroom the students will have access to hand sanitizer to use between activities

Personal Protective Equipment for Students and Staff:

- we have purchased re-usable masks for students and staff
- gloves are provided for teachers to use if they have to tend to any first aid

Symptom Assessment and Illness Policies/Procedures:

- we are providing parents with a copy of the 'Daily Health Check' to perform each day and having them confirm with staff upon arrival (we will be keeping track
- staff will also be performing a daily health check and confirming with principal

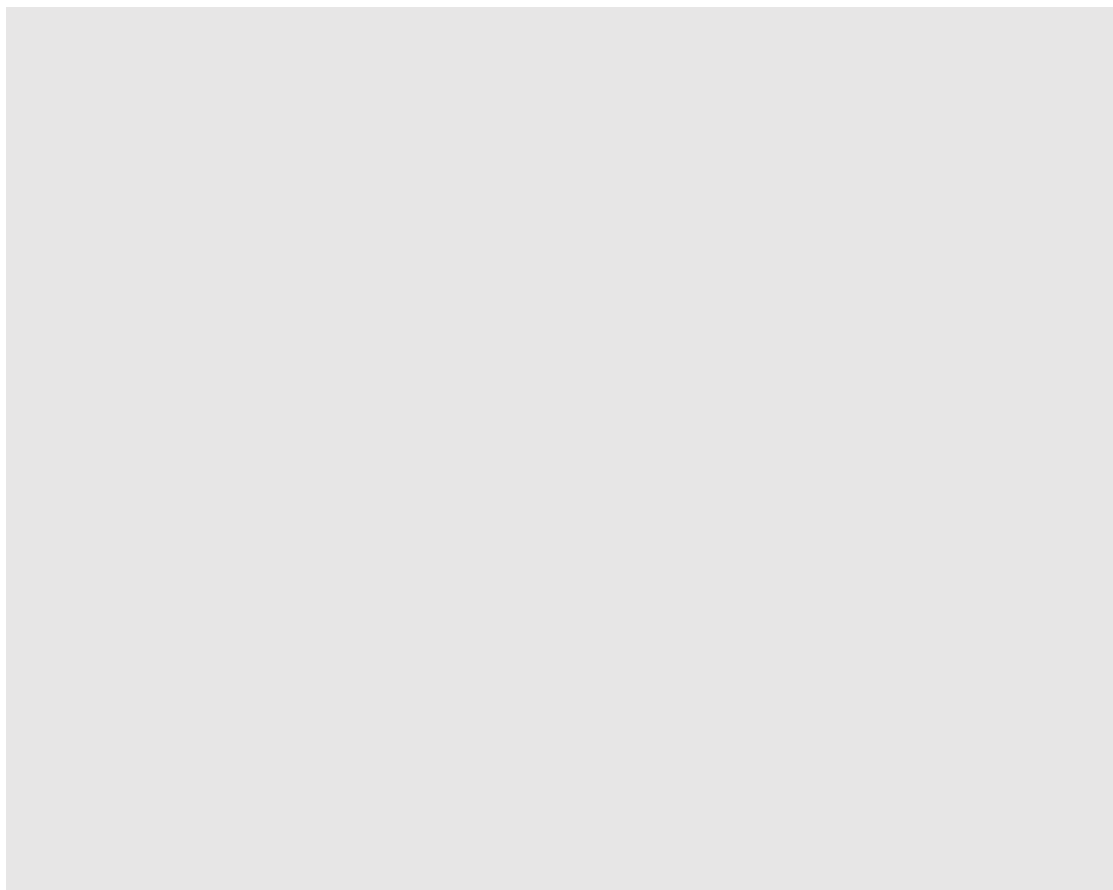
Improvements to School Ventilation Systems:

- not required
- our classrooms have windows that open, as well as exterior doors

Student Transportation on Buses: NA

- parents/guardians drive their children to school and pick them up





d) Outline the schedule for health and safety training and orientation of school staff, including new employees and staff who work at multiple sites and/or across multiple cohorts in a school (e.g. counsellors, learning assistants, prep teachers, Education Assistants, etc.)





Our staff is very small. We have 3 classrooms with 5 teachers (as two classes have job sharing) and 2 EAs. All staff are meeting on August 25th, 26th, and 27th to over our school opening plan and for our health and safety training and orientation. We do not have any staff that work at multiple sites. Our school is approximately 40 students, so we are able to operate the school as a cohort, especially since most students have a sibling in another class. The staff will be given copies of the Health and Safety Plan and it will also be posted on line and in the building.

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Section 3: Learning Groups

a) Provide examples of your school's approach to the implementation of learning groups in schools and during non-instructional time.

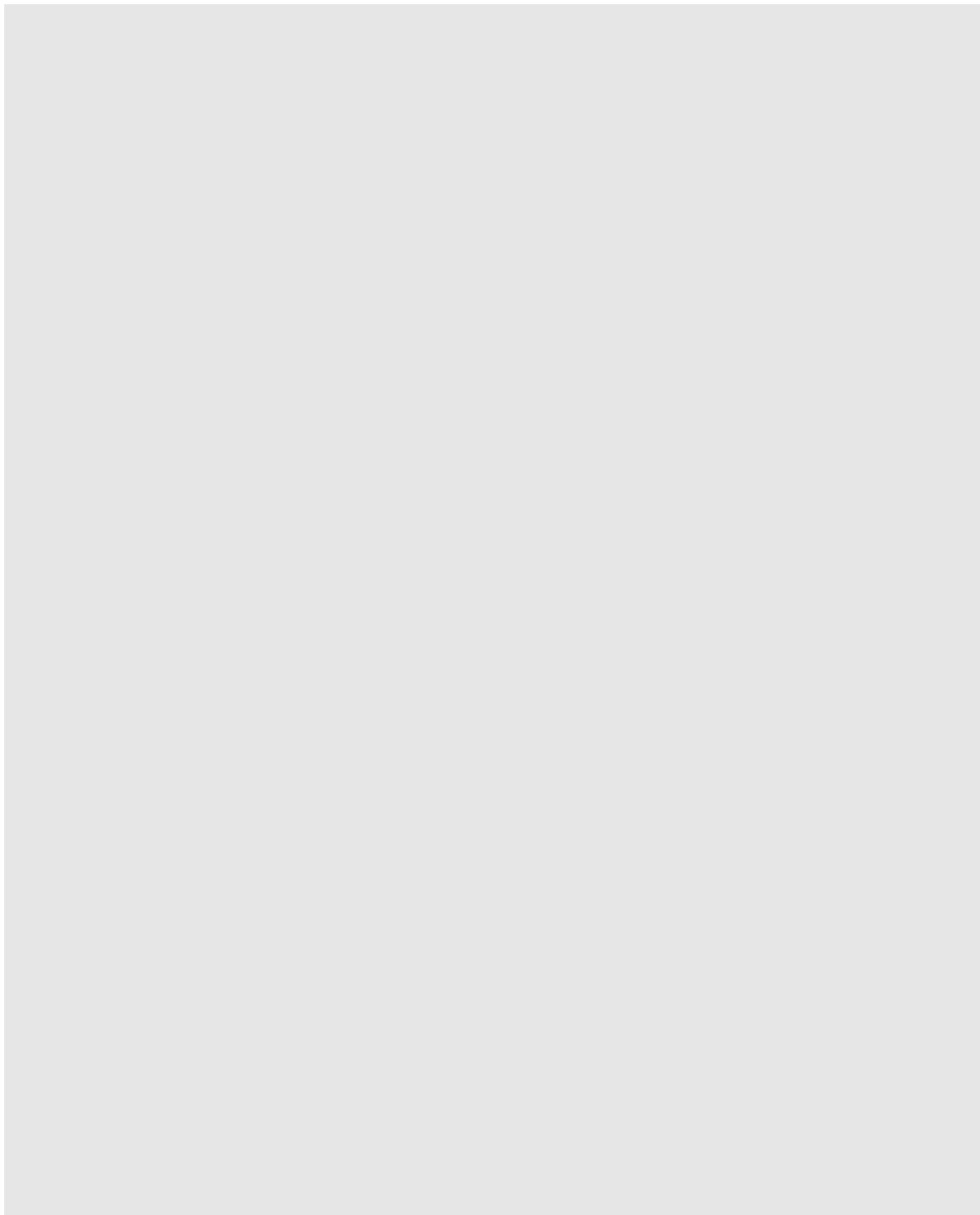
- *Outline any shifts in curriculum, course access, or course scheduling, as well as actions taken to mitigate the impacts to students of any changes and ensure equity.*





Due to our small school, we will be able to plan for operating our 3 classrooms as one 'Learning Group'/Cohort. (Many of our students have siblings in the other classrooms, so the number of households in our cohort is very small.) Our 3 classrooms have approximately 13 students in them at this time and they max out at 15 students. Students will be separated into 3 classrooms during instructional times, but will have access to the playground as a larger group during recess and lunch. The students will be washing their hands before and after being on the playground. They will be encouraged to not use physical contact with one another and to use proper hygiene methods, such as coughing/sneezing into their elbows. They will not be sharing food. The teachers will not be rotating groups of students. The 3 classrooms share a computer lab. Access to the lab will be on a schedule that allows for strict sanitization between uses.







b) How is your school organizing your workforce to balance the delivery of instruction for the learning groups and physical distancing strategies for adults who are interacting with cohorts?

- *Staff who work at multiple sites (on call, itinerant, etc.);*
- *Staff who work across multiple cohorts in a school (e.g. counsellors, learning assistance, prep teachers, EAs, teacher-librarians, etc.)*

We do not have any staff that work at multiple sites. Our TOC list is made up of our part time teachers and 2 parents of our students who are non-practicing (certified) teachers. Each of our EAs is assigned to a specific classroom, and therefore, will not be working in the other classrooms. Our teaching staff will not be switching between classes. We have a contract with an OT for our ASD students. The OT will be working with students from two different classrooms, and therefore, will be expected to wear a mask while working with our students.

c)

Does your school have a plan in place to ensure continuity of learning if the school is required to switch stages and for any students who need to self-isolate/quarantine? *If Yes, describe below.*

Yes

No





We are working on our plan for continuity of learning should we be required to switch stages. The plan is on our agenda for our 3 staff days (August 25-27). The plan will look much like it did in the spring when schools were closed after spring break. We will also work on our plan for any students who may need to self- isolate/quarantine during stage 2.

Section 4: Students with Diverse Abilities/Disabilities

a) In alignment with the *Equity and Inclusion Guiding Principles*, describe how is your school planning for students with diverse abilities/disabilities ensuring students and communicating to parents on the following, ensuring students will:

- *Be able to attend school full time or have a plan to ensure supports and learning continue if a student needs to learn at home;*
- *Have access to the necessary health and safety supports;*
- *Continue to receive supports and services as identified in their IEP, including 1:1 supports; and*
- *Not be grouped in segregated settings as part of the establishment of cohorts.*





We have 2 EAs on staff, each of which will be working in a classroom with 2 ASD students. We are prepared to have the students at school full-time and the parents are on-board. We have contracted an OT to work with our students during the 2020-2021 school year. All supports needed will be in place.





Section 5: Communication and Engagement

a) Does your school have a communication plan?

Yes No *Provide a copy, link to, or summary of the overall communication plan.*

Section 6: Engagement with Indigenous People

a) In developing the Stage 2 plan, is your school currently engaging with Indigenous peoples and is there a plan in place for ongoing engagement?

Yes No N/A

If Yes, describe the engagement process and feedback received.

We do not currently have any Indigenous students at Concordia.



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b) **Did your school consult with local First Nations rights holders in developing the plan – particularly First Nations with whom the school has a Local Education Agreement and First Nations with students in the school?**

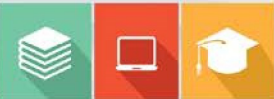
Yes No N/A *If Yes, describe the consultation and any requests received.*

c) We do not currently have any Indigenous students at Concordia.

Did your school make any modifications to your school’s plan based on feedback from Indigenous partners and/or local First Nations?

Yes No N/A *If Yes, describe below.*

Click here to enter text.

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Section 7: Unions

a) Did your school consult with local unions in developing the school's plan? If yes, outline the collaboration process that occurred with local unions in developing the school's restart plan. What is the process for continued consultation and collaboration during the school year?

Yes No N/A *below.*

We do not have any staff members that are part of a union.

Section 8: Parents, Guardians, and Caregivers

a) Yes No Did your school engage with parents, guardians, and caregivers in developing the Stage 2 Plan?

If Yes,

describe below.



We have been open to feedback throughout the process of operating in the different stages. We did not formally meet with parents in making our restart plans. The parents were given the opportunity to voice their safety concerns and needs and these have been taken into account while planning our restart. The parents have been very supportive and positive about our plans. We have all our families returning for full-time instruction in September.

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Section 9: Transportation

a) What transportation arrangements have been made to get all students, including First Nations and students with diverse abilities/disabilities, to school?

Yes No N/A *below.*



We do not operate transportation for students to and from school. The parents/guardians drive their children to and from.

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