

## Return to School September 2020

### FAQ



Dear Parents & Students,

Below are some answers to initial questions raised in anticipation of classes commencing on September 14<sup>th</sup>. We will update this periodically in the first few weeks and highlight the additions.

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**Q: Lunch is only half an hour, is my child expected to be home and signed in online for their second class at 11:15?**

A: We do NOT expect all students to be signed into their classes at 11:15. Unlike last spring, the remote learning that will be occurring in that time will not be synchronous with the class that is in session (M – Z do not attend online when A – L are in session). If there are times when a teacher would like to meet with the whole class online (such as on a Wednesday) the teacher will communicate with the students to determine a reasonable time for all to be able to meet between 11:15 and 1:00.

**Q: Why is lunch shorter?**

A: Each day some students will be commuting home, while others will be remaining for their in-session hybrid class. Students and staff need a lunch break but the limitations on free movement around the school will likely make a longer lunch feel tedious. To start the year, students will have access to their AM classroom (within their Learning Group) and outside to eat their lunch. Limited and controlled access to further inside locations may eventually become available as we assess the needs against emerging information. Lunch cannot be treated as “free time” with the general open access to congregate in the hallways or use the library, gym, washrooms and MPR as we did in the past. Students are not to share personal food and drink items. Cafeteria services will commence with a revised menu and delivery process, at the end of September and microwaves are also usable. While available for use, please remember the requirements of distancing and the cleaning of frequently touched surfaces will potentially cause delays and/ or limited access.

At any time, whether inside or outside, students associating with others outside of their Learning Group should maintain their physical distance while wearing a mask.

**Q: What will remote learning look like for the hybrid PM period from 11:15am - 1:00pm?**

A: Each quarter is 43 to 44 instructional days in length. For the first half of a quarter, students will participate in a daily Learning Group (AM) class and a hybrid class where they attend class twice a week and continue their learning from home three times a week. These classes are split in half (by alpha groupings) to accommodate physical distancing. These classes are not identified as Learning Groups when operating as a hybrid.

When students are learning from home they will continue with the topics and skills that are taught in the physical classroom. This will mostly be independent learning as students will be challenging themselves with projects and assignments that their teachers have set up for them to do. This may look very much like homework. On Wednesdays, all students will be working from home during this period and this may provide opportunities for teachers to provide synchronous lessons, meet with students individually, or interact with their students in numerous other ways. This is a new learning model for us, and teachers will be working with their class of students to ensure they are engaged and supported throughout the quarter.

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During the second half of the quarter, students will work with their teacher in the first period of the day face-to-face, five days a week. The mid-quarter switch of the hybrid class becoming the daily class (and vice versa) is to create parity of in class contact time over the quarter.

#### **Q. What are the dates of each quarter?**

<b>Quarter</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Dates</b>	Sept. 14 <sup>th</sup> – Nov. 17 <sup>th</sup>	Nov. 18 <sup>th</sup> – Jan. 29 <sup>th</sup>	Feb. 2 <sup>nd</sup> – Apr. 22 <sup>nd</sup>	Apr. 26 <sup>th</sup> – June 25 <sup>th</sup>
<b>Midpoint</b>	Fri., Oct 16 <sup>th</sup>  (Monday, Oct. 19 <sup>th</sup> hybrid class becomes daily Learning Group)	Fri., Dec. 18 <sup>th</sup>	Fri., Mar. 5 <sup>th</sup>	Fri., May 21 <sup>st</sup>

#### **Q. The AM and PM classes switch halfway through the quarter. Why not leave the classes at the same time of day all quarter and just switch the delivery of them (daily in-session vs hybrid)?**

A. This was a delivery model we considered. In review of when and how additional courses can run in association with the two daily courses, we believe flipping the classes lessens the potential for students having large intervals of unassigned time. In comparing these two models we felt three key considerations made the mid-quarter switch more favorable than keeping the schedule fixed:

1. A student taking a music course before school would potentially have 3 days a week without a designated on-site location if the 8:30 (AM) class ran as a hybrid session. Likely must leave campus, then return at the end of lunch in time for their daily PM class.
2. As a family, easier to plan the start of day, especially for those with children in multiple schools, knowing school begins daily at 8:30 regardless of the class and quarter. To be as consistent as possible, it is also why the midpoint switch occurs between a Friday and Monday rather than mid-week. The quarters do have mid-week change dates as assigned to us by the district.
3. Our hope is to add school activities (extracurriculars and clubs) as the year progresses and we collectively settle into the new norms and routines of school during COVID-19. Most programs historically run after school as there are less conflicts of time and more available spaces to utilize.

#### **Q: My child may miss the Health and Safety Orientation on September 10<sup>th</sup> and 11<sup>th</sup>. What should we do?**

A: While we would like to have all of our students attend their orientation session as it allows them to ask questions and get a sense of what the school will look and feel like with our health and safety protocols, we understand that some students may not be able to. If your child cannot attend their

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orientation, please email [088-Office@sd43.bc.ca](mailto:088-Office@sd43.bc.ca) stating that they cannot attend but they will be attending school at PMSS. On Friday, September 11, we will post a health and safety guide for students on our website. We ask that students review this prior to attending school on the 14<sup>th</sup>.

**Q: We would like to take a wait and see approach before sending our child back to school at PMSS. What are our options?**

A: We understand that some of our students and families are wanting to be cautious before returning to in-class learning. Please review with the counsellors and administration the suggested district options if your intent is to not return to PMSS.

Specific to the IB program: The Diploma Program is for registered grade 11s and 12s and requires enrolment at PMSS to complete the program. Students in grade 9 and 10 pre-IB can be reregistered to PMSS and IB for 2021.22 if the decision is to not attend PMSS this September. Students in grade 9 and 10 pre-IB registering in some courses outside of in person classes at PMSS (ex. COL) will be registering in non IB courses for the 2020.21 school year.

**Q. Why haven't you mandated masks throughout the school all day?**

A. Schools are to follow the guidelines established by the province. When we are back to school, starting with the student orientations, we will be addressing social distancing and masks with a tone of how we each take responsibility for the care of one another rather than a tone of mandates and compliance that supersedes government directions.

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/k-12-covid-19-health-safety-guidelines.pdf>

**Q. What if someone gets sick?**

A. Everyone is expected to conduct a daily self-health check prior to coming to school. If a student has symptoms of illness, then a parent is to communicate to the school the absence and the student is to remain at home. If a student or staff member presents as sick during the day, they will be taken to our designated isolation area and arrangements made to return home. It is very important parent and alternate contact information is accurate and the requirement to pick up your child in a timely manner is understood.

If you or a family member are experiencing symptoms of concern – such as fever, cough or difficulty breathing – access the [BC COVID19 Symptom Self-Assessment Tool](#) or call 8-1-1 or be assessed by a health care provider. Please familiarize your family with the [BC Centre for Disease Control](#) website with specific reference to the “If You are Sick” tab.

[COVID-19 Public Health Guidance for K-12 School Settings](#) states:

“Active testing of anyone with cold, influenza or COVID-19-like symptoms, even mild ones, helps identify cases early in the course of their disease. When a person is confirmed as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak, and whether others in close contact with them are at risk for infection. Not everyone who has

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been in contact with a confirmed COVID-19 case is determined to be a close contact. Public health determines who is considered a close contact. Schools and school districts should work with their school medical health officer to ensure policies and procedures are in place regarding reporting elevated staff and student absenteeism due to influenza-like illness to public health/the school medical health officer. This reporting is helpful in early identification of clusters and outbreaks. When a person is confirmed by public health as positive for COVID-19, significant efforts are undertaken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe. If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.

Schools should not provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.

Students and staff with cold, influenza, or COVID-19 like symptoms should stay home, self-isolate, and be assessed by a health-care provider. Testing is recommended for anyone with these symptoms, even mild ones. Self-isolation is also advised for those who are considered a close contact of a confirmed case. Public health staff identify and notify close contacts of a confirmed case. Public health also ensures those required to self-isolate have access to health-care providers and that other appropriate supports are in place. Quarantine is a term typically reserved for people who return from travel outside the country, who are at risk of developing COVID-19.

All students and staff who have travelled outside of Canada are required to self-isolate for 14 days under both provincial and federal orders. This includes students who are attending school from abroad. Students from outside of Canada should plan to arrive in Canada at least two weeks before school begins to adhere to the self-isolation orders. “

#### **Q. What time can students be dropped off for school?**

A. As a general frame of reference please do not arrive to school earlier than 10 minutes prior to your class. We also request a similar time frame as you make an orderly exit out of the building at the end of your last class. This will look and feel different and take some getting used to as it is natural to want to associate with your peers. We will address the orderly movement within the hallways during the orientations and reinforce the behaviour through education and reminders in the days ahead. We thank you in advance for committing to the well-being of our community.

#### **Q. Can both classes run like the hybrid class with students having the option to participate online?**

A. Schools across the province are following the return to school plan at Stage 2. This question is more in line with Stage 3 of the 5 stages when density targets are 50%. Schools must work within specific contextual parameters at Stage 2 that include density targets not being applicable; Learning Groups to a capacity of 120; teachers are not teaching concurrent course(s) of online and in class students as was the case this past spring.

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STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: N/A</li> <li>▪ Middle: N/A</li> <li>▪ Secondary: N/A</li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: <b>60</b></li> <li>▪ Middle: <b>60</b></li> <li>▪ Secondary: <b>120</b></li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: <b>30</b></li> <li>▪ Middle: <b>30</b></li> <li>▪ Secondary: <b>60</b></li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: <b>30</b></li> <li>▪ Middle: <b>30</b></li> <li>▪ Secondary: <b>30</b></li> </ul>	<b>Learning Group Size</b> <ul style="list-style-type: none"> <li>▪ Elementary: <b>0</b></li> <li>▪ Middle: <b>0</b></li> <li>▪ Secondary: <b>0</b></li> </ul>
<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ Not applicable</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 50% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 25% for all schools</li> </ul>	<b>DENSITY TARGETS:</b> <ul style="list-style-type: none"> <li>▪ 0% for all schools</li> </ul>
<b>IN-CLASS INSTRUCTION:</b> Full-time all students, all grades	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for all students for the maximum instructional time possible within cohort limits.  Self-directed learning supplements in-class instruction, if required.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>▪ children of essential service workers</li> <li>▪ students with disabilities/diverse abilities</li> <li>▪ students who require additional supports</li> </ul> In-class instruction for all other students for the maximum time possible within cohort limits.  Self-directed and remote learning supplements in-class instruction.	<b>IN-CLASS INSTRUCTION:</b> Full-time instruction for: <ul style="list-style-type: none"> <li>▪ children of essential service workers</li> <li>▪ students with disabilities/diverse abilities</li> <li>▪ students who require additional supports</li> </ul> Remote learning for all other students	<b>IN-CLASS INSTRUCTION:</b> Suspend in-class for all students
<p><i>Note: as Stage 1 is a return to regular operating procedures, and Stage 5 means that all in-class instruction is suspended, the following health and safety guidelines apply to Stages 2 to 4, unless specified otherwise.</i></p>				