

Prince Rupert Middle School



SCHOOL DISTRICT NO. 52

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Prince Rupert Middle School Safety Re-Start Plan

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This Restart Plan is a living document influenced by meetings with the staff, the OH&S committee, and the directions of the Ministry of Education and Provincial Health Officer.

Student Orientation under the restart plan is as follows;

Thursday September 10th, 10:00 am to 12 pm, all grade 6 students.

Friday September 11th 10:00 am – 12:00 am, all grade 7 students, 1:00 pm – 3:00 pm all grade 8 students

- Parents were notified of orientation by synervoice of orientation schedule. The schedule and information for the first day are also located on our web site.

Staff Orientation under the restart plan is as follows;

Thursday September 3rd – Front office staff, 2:00 pm

Friday September 4th – The PRMS OH&S Committee 9:00 am

Tuesday September 8th – All Staff; includes Teachers, EA's, District Itinerants and TTOC's. Will present orientation over zoom using various rooms in the school where staff will meet with other staff in their learning groups.

Wednesday September 9th – District Staff, i.e Student Services Staff. 9:00 am

Why Learning Groups?

Infection Prevention and Exposure Control Measures Infection prevention and exposure control measures help create safe environments by reducing the spread of communicable diseases like COVID-19. These are more effective in “controlled” environments where multiple measures of various effectiveness can be routinely and consistently implemented. Schools are considered a “controlled” environment by public health. This is because:

- Schools include a consistent grouping of people.
- Schools have robust illness policies for students and staff
- Schools can implement effective personal practices that can be consistently reinforced and are followed by most people in the setting (e.g. diligent hand hygiene, respiratory etiquette, etc.).
- Schools can implement a variety of health and safety measures (e.g., enhanced cleaning and disinfecting practices, using outdoor space for learning activities, grouping students and staff in learning groups to limit in-person interactions, implementing staggered schedules, etc.) The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease describes measures that should be taken to reduce the transmission of COVID-19 in schools. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced

PRMS Learning Groups

Learning groups will be composed of two classes within the same grade. For example; students, teachers, and EA's of 6.1 and 6.2 are one learning group. These classes will meet separately for most of the day. They will join together or mix for physical education, second language, exploratory classes, and for other learning opportunities arranged by their teacher. Learning groups will also be scheduled together for Nutbreak and lunch.

Staffing Considerations and changes in scheduling

Some teachers will be asked to teach exploratory courses that they have not previously taught. This is to maintain our learning groups. The schedule has been built so that most teachers are teaching classes they are familiar with in term 1 and will have time to prepare before term 2 and 3 for new exploratories.

Teachers will need to exit the building by 4 pm to allow for proper disinfecting and cleaning.

Specialty Teachers, LST, Counselling, and District Itinerants

Specialty teachers such as band teachers, Sm'alyax teachers, prep teachers, LST and counselling, we will need to use larger spaces within the school to allow for social distancing. Teachers and students working outside of their learning groups will need to wear masks. Students in these classes will be arranged so that for the most part they are seated with students from their learning group.

Students and Staff Outside of Learning Groups

Physical distancing (2m) for staff and for middle and secondary school students will be maintained when interacting outside of their learning groups, both inside and in outside areas.

To support physical distancing requirements, the following strategies will be implemented where possible:

- Avoid close greetings (e.g. hugs, handshakes).
- Regularly remind students about keeping their hands to themselves. Use visual supports, signage, prompts, video modelling, etc. as necessary.
- Create space between students/staff as much as possible:
 - Configure classroom and learning environment differently to allow distance between students and adults (e.g., different desk and table formations).
 - Arrange desks/tables so students are not facing each other and using consistent or assigned seating arrangements.
 - Store excess equipment (e.g. equipment that might not be of use during the pandemic) in order to open more space in schools.
- Implement strategies that prevent crowding at pick-up and drop-off times – Alternate entrances and exits

Use of Masks and Shields

Staff and students will be required to wear masks when outside of their learning groups. This includes the hallway and common areas, washrooms, and when in a class that is not part of their learning group.

Exceptions will be made for staff who cannot wear masks for medical and/or disability-related reasons.

PRMS will have non-medical masks and face shields available for staff and students.

Face shields are a form of eye protection for the person wearing it. They may not prevent the spread of droplets from the wearer. Face shields should not be worn in place of non-medical masks. When outside of the learning group, if a teacher chooses to wear a shield, they also have to wear a mask.

Wearing non-medical masks at all times in schools is not recommended as there are multiple, more effective infection prevention and exposure control measures in place, such as:

- Ensuring students and staff stay home when they are sick or required to self-isolate, including ensuring everyone entering the school performs a daily health check;
- Enhanced cleaning and disinfection;

Revised September 4th, 2020

- Placing students and staff into consistent groupings of people (learning groups);
- Adapting learning environments to maximize the use of space;
- Ensuring physical distance can be maintained between learning groups; and
- Frequent hand hygiene
- These measures provide multiple layers of protection that reduce the risk of transmission.

Ventilation Systems

The School district is regularly maintaining HVAC systems for proper operation and ensure that schools with recycled/recirculated air systems upgrade their current filters to a minimum MERV 13 filter or higher if possible.

Schools with fresh air intake systems increase their average air exchanges as detailed on the ASHRAE PRMS is scheduled to a two hour outside air exchange prior to the school opening each morning and will ventilate throughout the day as needed. Teachers are encouraged to take classes outside when possible.

Break Schedule

The bell schedule will change to accommodate two Nutbreaks and two Lunch breaks.

Learning groups in group 1 will have nutbreak after period 1 and will be assigned to a rotating, designated area. Group 1 will remain inside for the first 20 minutes of lunch to eat in their classroom and will then move to their designated area for the remaining 20 minutes of lunch.

Learning groups in group 2 will have nutbreak after period 2 and will be assigned to a rotating, designated area. Group 2 will go to their outside designated area for the first 20 minutes of lunch then move inside to their classroom to eat for the remaining 20 minutes of lunch.

Entry and Exit points

To minimize contact, each grade group will have a designated entry and exit point for leaving and entering the building throughout the day. The main entrance can be used before school starts in the morning.

Grade 6 – Entry point is Main entrance. Exit point is upstairs exit next to room 201 to main parking lot.

Grade 7 – Entry point and exit point is Fitness room entrance.

Grade 8 – Entry point and exit point is Art room entrance to side parking lot.

Grade 6/7/8 – French Immersion – Entry point is in out side courtyard area by office, exit is gym hallway exit

Students with Diverse Abilities/Disabilities

Students with diverse abilities/disabilities will be programmed into a regular class in their grade level and assigned to an established learning group. If this student has an assigned EA, that EA will also be part of the learning group. When specialized supports come in to work with this student, they will need to maintain social distancing and will need to wear a mask. When LST and counsellors work with this student they will also need to maintain social distancing and wear a mask. If this student requires the use of another room or their own washroom, measures will be in place for proper sanitation of these rooms. The students LST will work closely with the family and ensure the students plan follow Equity and Inclusion Guiding Principles.

-Staff that works with students that are known to spit, will be provided with and required to wear a face shield.

-Staff that works with students that are known to pinch or scratch, will be provided with and required to wear protective arm coverings.

Field Trips in Stage 2

When planning field trips, staff should follow existing policies and procedures as well as the COVID-19 health and safety guidelines. Additional measures specific to field trips should be taken, including:

- Field trip locations must provide supervisors with their COVID-19 operating plan and ensure it does not conflict with the school's plan. The field trip supervisor should then share the plan with parents and school administration.
- Use of parent volunteers for driving groups of students is not permitted during stages 2 to 4.
- Schools must ensure that volunteers providing supervision are trained in and strictly adhere to physical distancing and other health and safety guidelines. Refer to the Prioritizing Health and Safety – Flow Charts section for guidance on health and safety measures if the volunteer is not part of the learning group.
- Ensure field trip numbers align with the PHO guidance.
- Field trips to outdoor locations are preferable.
- Conduct a risk assessment considering the field trip location - science exploration vs. exploring at the beach.
- If using public transportation for field trips (e.g., public buses), schools should adhere to local transit authority's guidance (e.g., mandatory mask use as well as practicing hand hygiene before and after use).
- No overnight field trips should occur.
- Stage 3 & 4 No field trips should occur under Stages 3 and 4.

Home Economics Classes

For Home Economics or Foods classes where food is prepared as part of learning and is consumed by the students who prepared it, the following health and safety measures should apply;

- Continue to follow normal food safety measures and requirements
- Implement cleaning and disinfecting measures
- Practice diligent hand hygiene by washing hands with plain soap and water for at least 20 seconds. ((Antibacterial soap is not needed for COVID-19.) Students and staff should wash their hand at the beginning and at the end of the class, before and after handling food, before and after eating and drinking, whenever hands are visibly dirty

For Textiles classes - Practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds. (Antibacterial soap is not needed for COVID-19). Students and staff should wash their hands: at the beginning and at the end of the class; before and after handling shared tools or equipment; and whenever hands are visibly dirty.

- Have personal spaces and tools set up for students, as best as possible.
- Avoid sharing hand tools by numbering and assigning each student their own supplies, if possible.
- Clean and disinfect shared equipment as per guidelines in the Cleaning and Disinfecting section.
- When entering classroom spaces, encourage students to use designated areas for leaving personal items, such as in designated desk areas or a marked side of the room.
- Safety demonstrations and instruction: ensure appropriate space is available to allow for all students to view and understand demonstrations.
- If needed, break class into smaller groups to allow appropriate spacing.

Band

All Band programs can continue under Stage 2 with the following guidelines;

- Physical contact is minimized for those within the same learning group; physical distance (2m) can be maintained for staff and for middle and secondary school students when interacting outside of their learning groups.
- PRMS is inquiring into installing a barrier made of transparent material in places where physical distance cannot be regularly maintained (e.g., between an itinerant teacher and a learning group).
- No in-person inter-school competitions/events should occur. This will be re-evaluated throughout the school year. Where possible, schools should seek virtual alternatives to continue to support these events in a different format.
- Shared equipment should be cleaned and disinfected as per Cleaning and Disinfecting guidelines and students should be encouraged to practice proper hand hygiene before and after participating in music classes and music equipment use.
- Students will be arranged to sit within their learning groups as much as possible.

Physical Education

Encourage outdoor programs as much as possible. Teachers should plan physical activities that limit the use of shared equipment and: Minimize physical contact inside learning groups (under Stage 2); or Support physical distancing outside of learning groups.

- Shared equipment should be cleaned and disinfected and students should be encouraged to practice proper hand hygiene before and after participating in physical activity and equipment use.
- Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games.
- Explore local parks and green spaces to promote outdoor learning and activity.

- Focus on activities that do not use equipment. If equipment must be used: Avoid sharing equipment by numbering and assigning each student their own supplies
- Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment
- Disinfect teaching aids (e.g., clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms.
- When transitioning to/from outside remind students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in designated desk area or a marked side of the hallway

Sports

Programs, activities and sports academies can occur if: Under Stage 2: physical contact is minimized for those within the same learning group; physical distance (2m) can be maintained for staff and for middle and secondary school students when interacting outside of their learning groups; Under Stages 3 to 4: physical distance (2m) can be maintained for staff, middle and secondary school students at all time.

Playgrounds

There is no current evidence of COVID-19 transmission in playground environments. Playgrounds are a safe environment. The following measures should be taken when using playgrounds:

- Ensure appropriate hand hygiene practices before and after outdoor play and attempt to minimize direct contact between students. COVID-19 does not survive well on surfaces, other than hard surfaces. There is no evidence showing that the virus survives in sand or water.

Library

Students and staff should practice diligent hand hygiene: wash hands with plain soap and water for at least 20 seconds (antibacterial soap is not needed for COVID-19).

- Students and staff should wash their hands: before and after handling shared equipment/resources; whenever hands are visibly dirty.
- Laminated paper-based products, including laminated books, should be cleaned and disinfected daily if they are touched by multiple people or upon return, before re-shelving.
- When visiting the library / learning commons, students and staff should remain in their learning group as much as possible and maintain physical distance from members outside of their learning group.
- Students should bring their personal school supplies for classes held within the space.
- PRMS will install a barrier made of transparent material at the library check out desk if physical distance cannot be regularly maintained.

At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing/return of books or paper-based educational resources to students because of COVID-19.

PROTOCOL IF A STUDENT/STAFF DEVELOPS SYMPTOMS OF ILLNESS AT SCHOOL

If a student or staff member develops symptoms at school;

- Provide the student/staff with a non-medical mask if they don't have one (exceptions should be made for students and staff who cannot wear masks for medical and/or disability-related reasons).
- Provide the student/staff with a space where they can wait comfortably that is separated from others. Isolation room is the practice room located in the band building
- The student is to be supervised and cared for, when separated.
- Plan for the student/staff to go home as soon as possible.
- Contact the student's parent/caregiver with a request to have their child picked up as soon as possible.
- Clean and disinfect the areas the student/staff used.
- Encourage the student/staff to seek assessment by a health-care provider.
- Request that the student/staff stay home until COVID-19 has been excluded and symptoms have resolved.

Schools and school districts should notify their local medical health officer if staff and/or student absenteeism exceeds 10 percent of regular attendance, to help with the early identification of clusters or outbreaks.

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PROTOCOL IN THE EVENT OF A CONFIRMED COVID-19 CASE at PRMS

If a student or staff member is confirmed to have COVID-19, and were potentially infectious while they were at school:
-Northern Health will perform an investigation.
- PRMS will continue to provide learning support to students required to isolate.
-Together, schools/school districts and public health officials will determine if any other actions are necessary

Parents, Guardians, and Caregivers

During phase 2 in June, LST and counsellors met with parents over Zoom. We had very positive feed-back from parents that they felt happy that IEP review meetings still occurred and that they were still included in their child's education. Our PAC did not meet after our March meeting. We will be moving our PAC meetings to a Zoom or Microsoft Teams meeting in September.

PAC meetings will be held over Zoom or Microsoft teams and will occur monthly as in the past. Information can also be communicated on our school website or PAC Facebook account. For Parent, Teacher, Student interviews this year, we will set up meetings over Zoom for those that can and for those that cannot, we will have spaces where meetings can occur with social distancing or teachers and parents can have a telephone meeting.

Visitors

PRMS must ensure that visitors are aware of health and safety protocols and requirements prior to entering the school (e.g., maintaining physical distance, requirement to wear a non-medical mask in high traffic areas such as buses and in common areas such as hallways, or whenever physical distancing cannot be maintained.)

Parents will not be allowed access to the school building. Parents can arrange a meeting time to come into the school to talk with the Principal or their students class room teacher by contacting the office by phone or emailing the Principal or teacher directly.