

January Re-start: COVID Q & A

Superintendent Presentation to DPAC
January 13, 2022



New
Westminster
Schools

COVID-19 Protocols: K-12 Settings

What is different –
Omicron variant

Functional closure

Student absenteeism

Rapid antigen testing



What's the difference between an endemic, epidemic and pandemic disease?



ENDEMIC DISEASE

is constantly present in a certain population or region, with relatively low spread (or there may be periods when it doesn't affect people at all, if it is only present in the environment).



EPIDEMIC DISEASE

is when there is a sudden increase in cases spreading through a large population like a country (an outbreak is similar, but usually covers a smaller geographic area).



PANDEMIC DISEASE

is when there is a sudden increase in cases spreading through several countries, continents, or the whole world.

What's different?

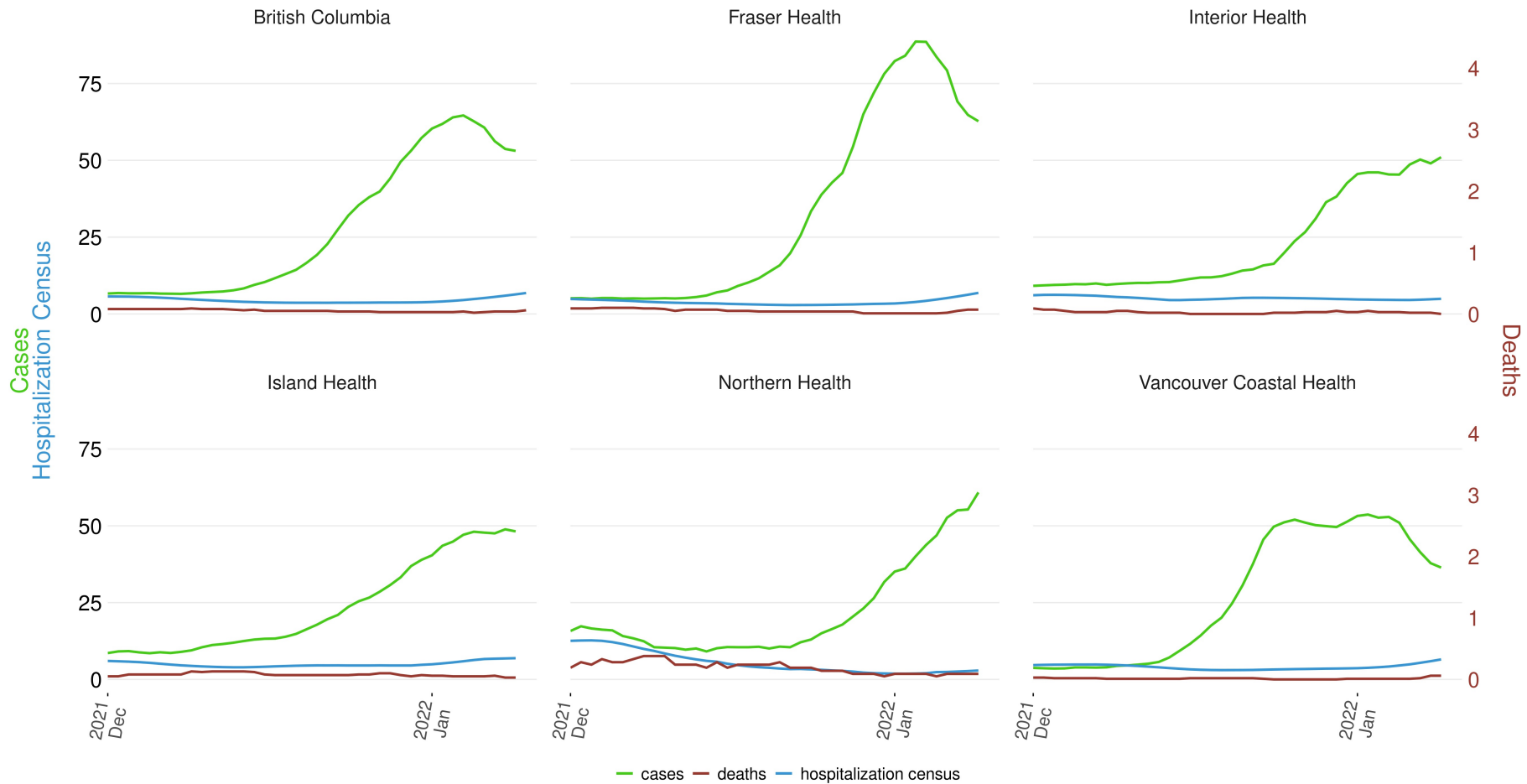
BC has a very high rate of immunization

Despite covid-19 infection increase, hospitalization remains relatively stable

Shift in testing & contact tracing

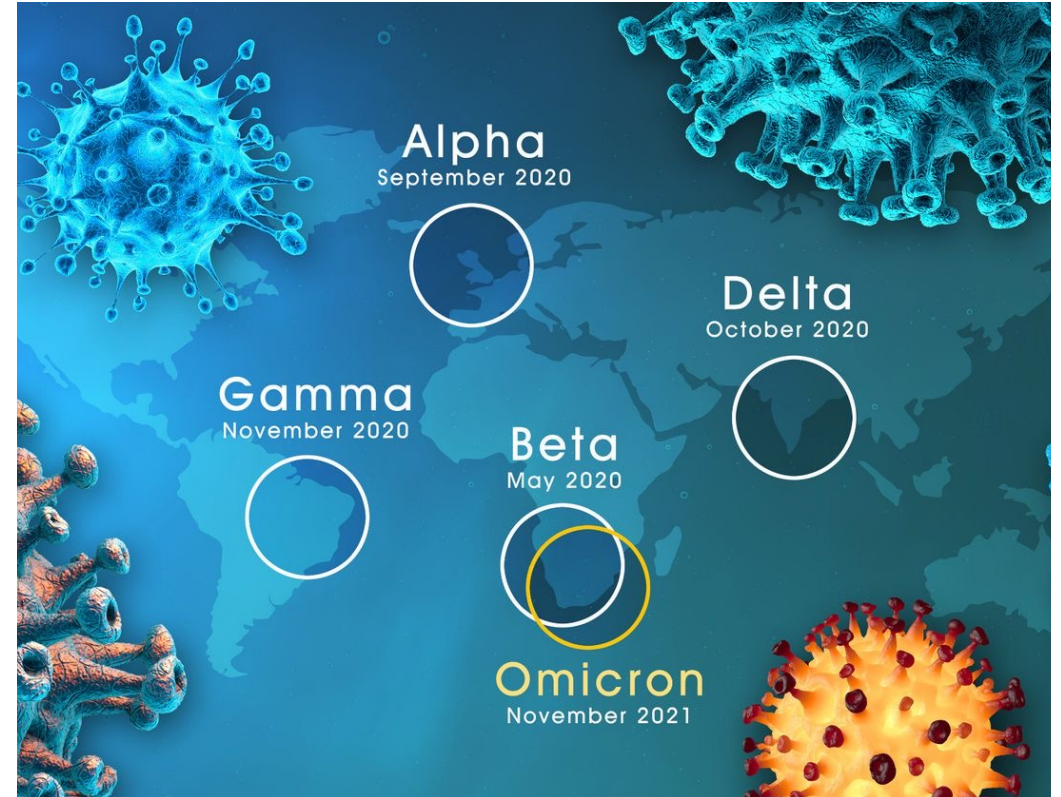
Increased use of rapid antigen testing

Daily Rates per 100K population: December 1 – January 10



What is different?

- ✓ Omicron variant is causing less serious illness
- ✓ Higher levels of community transmission
- ✓ Shorter virus incubation period
- ✓ Public Health is transitioning to established practices for a viral illness which includes individual self-management



Testing Positive for COVID-19

SELF-ISOLATE & MANAGE YOUR SYMPTOMS

- Most people can safely manage their symptoms with home treatment. Call 8-1-1 anytime to talk to a nurse or if your symptoms do not improve after five or six days.
- You can end isolation if you are fully vaccinated and at least 5 days have passed since your symptoms started. If not fully vaccinated, it is at least 10 days.
- Continue to isolate longer if you have fever or not feeling better.
- When you end isolation, you are no longer contagious, however, it can take longer to fully recover from illness.

Testing Positive for COVID-19

INSTRUCTIONS FOR CLOSE CONTACTS

- Self-monitor for 14 days from the day you last had contact with the person who had Covid-19. If you have mild symptoms and are fully vaccinated, you do not need at test, and can continue to go about your business as long as you're feeling better and you no longer have a fever or symptoms.
- If you feel unwell and are unsure about your symptoms, use the self-assessment tool, call 8-1-1 or contact your health care provider.

Functional Closure – Staff Capacity

- ✓ Separate from a closure issued by public health, a functional closure is due to operational (staffing) limitations.



Considerations for a decision

- HR is closely monitoring staff absenteeism across the district on a site basis.
- Using this data combined by our ability to backfill vacancies, the Senior Management Team in conjunction with the school administration will assess if we have sufficient staffing levels to safely provide instruction and supervision.
- The district will also engage with Fraser Health as we closely monitor student absenteeism and any additional community health information and context.
- This information will then be reviewed with a final decision made by the Superintendent who will also inform the Board of Education.

Functional Closure Process*



Day 0: Review & Planning

- Review staff attendance and replacement capacity to identify the need for a closure
- Staff and Parent Communications announcing closure
- Review capacity and plans to support students with disabilities and diverse abilities
- Review capacity and plans to support students of essential service workers



Day 1-7: At Home Learning

- Begin online and remote learning (staff continue to report to work unless ill)
- Using our District's Guidelines for Continuity of Learning and Supporting Students with Disabilities and diverse abilities, teacher communicates learning plan
- On Day 7, staffing levels are re-assessed to return to face-to-face instruction.



Day 8: Return to regular instruction

- All staff and students return to regular in-school instruction

← Guidelines for continuity of learning and supporting students with diverse needs. →

Guidelines for Continuity of Learning for a Health or Functional School Closure

Key Focus:

- Continuity of learning for ***all students***
- A balance of synchronous and asynchronous learning opportunities
- Daily connection and support
- Planning for, and prioritizing essential curriculum is important:
 - >> K-8: a focus on Literacy, Numeracy, Social and Emotional Learning/Wellness and cross curricular-project based activities
 - >> 9-12: a focus on essential concepts and competencies in each course

Supports:

- Continuity of Learning Document, includes expectations for daily synchronous instructional time and asynchronous activities
- Learning Plan Template for teachers to use aligns with expectations in document
- Curriculum Facilitators are available to support schools who are in health or functional closure
- Resources to support remote learning and the use of Teams are available on the Staff Portal

Guidelines for Supporting Students with diverse needs

HOME/SCHOOL COMMUNICATION:

Reach out to families to determine their preference for communication during the functional closure (e.g., MS Teams, email, telephone)

Continuity of Learning Plans:

Determine which IEP goals and objectives should be focused on during the temporary school closure.

Include specific strategies and materials to provide the needed instruction and services.

In Person Instruction:

If possible, please arrange for students with an IEP to attend for in person instruction/support (full/partial) during a functional closure.

Additional Supports

- ✓ **THERE IS NO CHANGE TO OUR CURRENT VENTILATION AND CLEANING REQUIREMENTS.**
- ✓ **CONTINUED K-12 MASK MANDATE WITH RECOMMENDED 3-LAYER NON-MEDICAL MASKS**
- ✓ **CONTINUE TO PRIORITIZE MENTAL AND PHYSICAL HEALTH**

