

Tuesday, September 8, 2020

Minutes taken by voice recorder. Transcribed by Natalie Salem. Edited by Gord Redlin.

Attendance:

In Person: Gord Redlin (Acting Principal), Wendy Laws (Vice Principal), Ryan Braun (Acting Vice Principal), Dana Jensen, Carl Jensen, Kelly Hoffmann, Natalie Salem

Zoom: Sandra Arthur, Denis Campion, Bonnie Doyle, Dave Glenn, Liza Glenn, Libby Gray, Christine Malmberg, Melissa Thickers, Theresa Whitstock

7:02pm Meeting called to order.

Tonight's questions are about school only. If you have specific questions regarding your student, we encourage you to call the school directly and/or make an appointment with your child's counselor.

SD63 Superintendent has a Q+A on the district website. We encourage you to continue checking in, to look for answers to some questions you may have. The district Q+A is being updated periodically as the new questions come up, new answers will be posted. It's a great resource for parents. <https://www.sd63.bc.ca/Stage-2-QA>

Health & Safety Overview:

The safety and well-being of students, families and staff is our greatest priority. Its by far the biggest driving force, and has been, since we began the pandemic education model at the end of last march. We're taking new precautions to protect everyone's health. Staff in our schools will be ready to support students and families through the transition.

The provincial health officer, the BC Center for Disease Control (BCCDC) and Worksafe BC are the 3 groups that we take our direction from. There are approximately 90 pages of information that we must comply by. The district and school Health and Safety committees have been meeting and we will be providing staff and students with Health and Safety instructions to be followed on buses, in schools and while on school grounds.

Things will not look much different from what students saw in June.

Some key Health and Safety reminders are as follows:

- Please do not come to school if you are not feeling well or if you are displaying symptoms of COVID-19;
- Hand washing and hand sanitizing upon entry into the school and many times throughout the day while at school. Teachers will have their own hand sanitizer for students and disinfectant spray bottle in their individual classrooms, so they have control over the cleanliness within their classroom, and the sanitizer can be used as often as necessary within each class.
- Follow all hallway movement directions and routines; physical distancing is the most import way to reduce the spread of the corona virus.
- Enter and exit through the appropriate doors at the appropriate times: 9+10s will enter and exit through the main entrance of the school; 11+12s will be entering and exiting through the art foyer.
- Increased custodial time at the school; total of 6 custodians.

One new procedure we will be following initially this year is the use of coloured wristbands (something like those used at the Saanichton Fair) to help staff and students identify the learning groups/cohorts quickly and at a glance. We anticipate that students will need to wear their wristband for possibly the first week until staff and students become used to knowing who is in their learning group/cohort. Wristbands will be provided at the students' orientation.

Students will have 2 classes a day with a 45 minute break for lunch. Within their morning class there will be a 15 minute break (which will be staggered between certain cohorts/learning groups at certain times, so not all students in the school will break together at the same time). Lunch will be common for everyone. Teachers are encouraging students to be outside as much as possible, as the weather permits. On rainy days and ugly weather, students will be encouraged to eat their lunch

in their first block morning class. There will also be different cohort areas setup within the school for students to mix and mingle within their cohorts - outside the classroom, but still indoors. We are reminding students that if you are not in the same cohort, to respect social distancing and remain 6 feet (2 metres) apart when intermingling. The second or afternoon class will have a short 5 minute break much the same as their used to be a 5 minute break between classes in the afternoon in the semester system.

We know there are lots of perspectives on the use of PPEs (personal protection equipment, ex: masks, shields, etc). Stelly's students and staff have always been community-minded: as such, we anticipate many will choose to wear personal protective equipment regardless of the mandate. While the use of PPEs may not be widely used by youth at this time, we would encourage you to have discussions with your child regarding the expectations that currently exist regarding use of PPEs and how they may change going forward. The more pre-emptive conversations and supportive messaging that takes place, the more normalized the practice will be. Please understand that currently the government mandate is that masks are to be worn by everyone in the school when in "high traffic" areas. For us that means when staff and students leave their classrooms, they are to have their mask on in the hallways and in common areas. As well, any time 2 metre physical distancing cannot be maintained, staff and students are to be wearing a mask. Masks will be supplied to students on their orientation day.

Every class will be different. Each teacher has their own make up of Health and Safety which is dependant on their specific class. Some classes will be made up of 1 grade with 1 specific cohort, which allows a little more relaxation on masks and social distancing. Whereas, other classes will be made up of multiple grades and 2 or more cohorts which will require a more strict use of masks and social distancing.

We are never going to be less than 50% instructional face to face time; but we're always working to try and get to 100%, as best we can, that is safe and maintains healthy physical distancing, and the requirements set out by the provincial health officer.

Q+A:

Will the classrooms be physically distanced, if possible, within the space?

- Yes. Particularly if it is a multi cohort classroom. Some classes consist of multiple grades, in this instance there will be multiple cohorts in 1 classroom. In multi-cohort classrooms you need to keep the 2 metre physical distancing; and where that is not always possible, you need to mask up. It's up to the discretion of the teacher how to space their own classroom, keeping the regulations for Health and Safety in mind when making this decision. There is no "one size fits all" answer to every class combination that we have for the different classes and the different courses and the different makeups. We are going to be looking at every course on a class by class basis, to make sure that we have the right combination of distancing as needed and the right combination of cohort spacing as needed, and then determine whether or not this class is going to run 50/50 on a day 1/day 2 schedule, or whether or not it can run full on 100% schedule, or perhaps something in between. Individual information will be handed to each student with their schedule on orientation day, so every student will know before Monday September 14th not only what classes they are in, but how their specific class will be run.

I'm uncomfortable with the fact that the province is not mandating mask wearing in the classroom. It is part of the 3 pillars of effective prevention of spread of infection: hand washing, social distancing, and mask wearing. We have a parent in our home who has health issues, making them at a higher risk of COVID complications. I therefore have told my son I'd like him to wear a mask 100% of the time. He tells me that none of his friends will be wearing masks in the class. How do you plan to address this, given that our province is taking a different approach than other provinces, and that many parents might not agree with the more liberal approach of our province?

- It's a tough one, lets be honest. What we've been told by our district safety officer who's been told, and it's in our provincial health mandate, that we cannot require a student to wear a mask if physical distancing can be maintained. We know that it's one of the 3 pillars; we also know that it's the least effective way to control the spread of the Corona virus. We know that physical distancing is the best way to control the spread of the virus. These guidelines have been set out by the provincial health officer, the BC Center for Disease Control (BCCDC) and Worksafe BC for which we are required to follow as part of the health mandate.

- The other point that always comes up when this question is asked, is transmission rate and the science behind what happens in kids under 19 and adults over 19. There are a lot of studies coming out of Australia right now; they're currently in their winter months, and in their flu season, and they have kids in school. The last news I've seen (which granted was 2 weeks old) was that the transmission rate from kid to kid in school, is really really low, like in the 0.000 amount. The transmission rate between child to adult is also really really low. The transmission rate from adult to child also really really low, although slightly higher than the other way. That's good information for us; it's something that I know the provincial health officer and her comments is banking on: the science supporting that fact; we're getting these schools going, physically distancing is the safest way to do it, and we're doing that in our classes with our cohort modelling. We're mixing cohorts as little as possible, and where we can't control that, we're masking up.
- The mandate is in hallways and busses, etc. In classrooms there are some teachers that are certainly going to request that students all wear a mask in class, but we cannot require every student to do it. And we don't want to be getting into that push-pull fighting match with a student who is saying for their own family reasons, they're not wearing a mask. We're balancing peoples perceptions, with peoples understanding, with blending of the science, and our mandate at the school. We really have to follow the mandate; and where we cannot accommodate the physical distancing, than we can require a mask. Masks are not required in single cohorts or when physical distancing is capable.
- We will be absolutely 100% supportive of any child that says they want to wear their mask 100% of the time. And there will be many teachers probably wearing their mask 100% of the time. So the modelling will be there as well.

But they're kids. How do you get them to physically distance?

- When we talk in educational speak, we talk of classroom management and structure. Never has that been more important as we move into a COVID year. Having that classroom management structure well laid out for students as they come into that class right from the get go: "Here are the classroom rules about movement and connection with other people. Here is what we are expecting you to do, when you go out into the hall. Here is what we're expecting you to do, when you go on your break. Here is what we're expecting to happen at lunch." We have a PowerPoint presentation that will be shown to all students in their block 1 classroom on orientation day. It has this exact message outlining what our expectations are for student behaviour. Will we get it 100% right? No. We know kids are kids, and they're going to deviate, or "I forgot" or whatever. This is new for them too. We are going to be supportive in directing and encouraging, in a way that is safe and friendly; but we're also going to really press home that it's a respectful thing. There will be some unlearning of old behaviours and practices and learning of new ones; it'll take some time for us to learn these new practices. It's going to take some patience and constant reminding.

In the classroom, I gather everybody has to sit where they're supposed to sit, there is no goofing around, nobody is going to get up and go where they want; obviously it's going to have very strict rules? Is that how it's going to be?

- There will be differences amongst the classes. Part of the cohort learning means that when you are the same cohort there is no requirement or mandate for the distancing to happen because you're in your specific school bubble/group. This doesn't mean they can do whatever they want in class and chaos; but they have a little more freedom in where they go, in that single cohort classroom. Where it becomes more challenging, is when you have 2 cohorts or more in the same class. Then the teachers will have to be firmer regarding the areas students can and cannot move around, what they can and cannot do in the classroom; so that we are keeping those distancing rules in tact.

Let's say that a child does come down with COVID. What will the process be if someone does test positive for COVID? Will it just affect 1 class, the whole cohort, the whole school? What is the thought around how testing will be made available?

How long will students have to stay home waiting for test results, knowing that we have that 14 day window?

- One of the challenges in all of this, is we don't have an example to work from. What if a student gets COVID at school? What do we do? We do have a process that we're being asked to follow. When it gets to the point of actual COVID tests, that's actually slightly easier for us, because we're no longer in charge of the process. Public health will step in and direct us, telling us what we need to do. I don't know what that is right now. It's never happened. There hasn't been a test case. What we have been told is, if we do have a positive test, the hope is that the contract tracing will be far easier and quicker to do, having learning groups/cohorts in place. Public health will determine who are the people that may have been exposed to the virus, and then they will tell us the messaging that goes to those people. It is out of our hands as a school and into the hands of public health.

- If we have a student that is sick, PLEASE don't send them to school! If they have ANY kind of cold or flu like symptoms, PLEASE don't send them to school. Give them that day. They can connect with their teachers to find out what they're missing and try to stay caught up at home. And when they're symptom free then they come back to school.

BCCDC: <http://www.bccdc.ca/health-info/diseases-conditions/covid-19/about-covid-19/symptoms>

Symptoms of COVID-19 can appear up to 14 days after being exposed to the virus.

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. The most common symptoms of COVID-19 include:

- Fever (see below)
- Chills
- Cough or worsening of chronic cough
- Shortness of breath
- Sore throat
- Runny nose
- Loss of sense of smell or taste
- Headache
- Fatigue
- Diarrhea
- Loss of appetite
- Nausea and vomiting
- Muscle aches

While less common, symptoms can also include:

- Stuffy nose
- Conjunctivitis (pink eye)
- Dizziness, confusion
- Abdominal pain
- Skin rashes or discoloration of fingers or toes.

Fever: Average normal body temperature taken orally is about 37°C. For more on normal body temperature and fevers, see HealthLinkBC's information for children age 11 and younger and for people age 12 and older. Infants less than 3 months of age who have a fever should be assessed by a health care provider.

Children have similar symptoms to adults, but are less likely to have fever, shortness of breath or cough. COVID-19 causes mild illness in the majority of cases in children.

COVID-19 symptoms can range from mild to severe. Sometimes people with COVID-19 have mild illness, but their symptoms may suddenly worsen in a few days.

- If your child is sick enough that you're not sure what to do, call 811 (the COVID hotline). They will tell you what to do. If you have contacted 811, and have been asked to get a COVID test, we ask that you inform us at the school. Not that anything changes at school; everything will remain as normal, because we don't know the results of that test yet. You might just have the sniffles, and everything is fine. But we do ask that we be informed, so that in case it is a positive test, then we contact public health and they step in to get their process going for the school.
- We are relying on information from you about the health of your child. We hope you will be open and honest with us. We may ask your child how they are feeling today, but we are not lining them up to take their temperatures upon arrival at school.

If we're being asked to let the school know if our child is going for a COVID test, who do we let know? And how will confidentiality be managed around that?

- Our admin team would probably be the only people that know. When parents call in, ask to speak to one of the administrators: Gord Redlin (Acting Principal), Wendy Laws (Vice Principal), Ryan Braun (Acting Vice Principal). It would be kept between the 3 of us. Each of us will need to know in case, for whatever reason, 2 of us will be away,

the other person would need to know what's going on. There may be a circumstance where we will ask permission to share the information with your child's councillor; maybe that councillor is working closely with the family? It would stay within this small circle and go no further.

What if somebody in that students' family tests positive?

- Exponential contact is what we call it when a child has been in touch with someone in their family bubble that has tested positive for COVID. That is really tough for us. The mandate says that we don't have to do anything about that. Our expectation is that if a person in your family circle has COVID, you are taking appropriate precautions not to pass that on to the children in the household, so that the children can come to school comfortably and safely without the virus. We don't even have the right to ask about that. I would hope that families would feel comfortable and confident enough to talk to us about that, so that we are aware of their situation at home; but we do not have the right to ask. Mostly the family will be directed by Public Health as to what they need to do and who needs to be contacted due to the contact tracing with the family.

Let's say a student is ill, and will be away from school for an extended period of time. We only have 10 weeks per course. How are students to stay on top of things academically? What is the procedure for making sure students are supported educationally should they be required to stay at home for a number of weeks?

- The most important thing is clear communication with the school, and with the teacher as soon as possible. Teachers may be able to put a package together to send home for a child to work on independently. If the child is not well enough to work at home, it's a real struggle. If the illness lasted for an extended period of time (2.5 weeks of this current Copernican model of school), we will have to look at a medical withdrawal from the course(s). We would hope that it would not come to that. We will do everything we can to keep in communication with the student and the family, and stay on top of the situation as best as we can. The ultimate goal is to have the student return to school as quickly as possible and get caught up from where they left off. It's not ideal, but we are not going to abandon the child; we'll do our best to support the child.

Will students be using lockers? Do they bring their backpacks?

- Yes. We want to provide lockers for our students. They will be given out in areas that match the student cohorts. If they chose to use one, they are welcome to. If they chose to carry a backpack, because they only have 2 classes now, that's fine too. In the narrow hallways, lockers will not be available; only in the open areas. Every 10 weeks when our quarters change, students will be asked to clean out their lockers. Custodial staff will be cleaning and fogging all the lockers on the quarter turn around day. Students will receive a new locker in the following quarter.

What about extracurricular activities?

- While community sports has had a bit of a restart, so far there has been no such start in schools. Most of our fall sports are definitely on pause, not happening. Some sports might be able to do something by remote sites because of the nature of the sport, for example rowing: this will not take place on the water at the lake, but instead students can safely distance themselves apart from one another on a stationary rowing machine, whether outdoors or in the gym. They can record their times and distances through the machine itself with ergometers and create competitions within the sport. We are hoping to find creative ways like this to reengage kids in their sport at the school level, within their cohorts - nothing confirmed yet; but lots of ideas floating around. There will not be any inter-school competitions right now.

How will band take place?

- Band is up and running as per usual. We will be supporting students with cleaning their instruments more frequently and efficiently. Choir will continue with safe distancing.

While we currently may not have that many cases on the island right now, what is the plan if our COVID case numbers do spike up as predicted this fall/winter, and we are pushed back into phase 3 as was in June? Is the school ready to make the flip or transition back to 100% at home again?

- When we began building the new timetable for the school, we were strongly advised to build a timetable that could easily switch back into Phase 3. With our schedule now, with 100% in the morning, and possibly 50/50 in the afternoon, we can easily go to a 50% model, where students are here one day and not the following day, by changing

the morning to a 50/50 schedule as well. So we can easily flip into a stage 3 model or even a stage 4 model tomorrow if we had to.

- If we had to go to 100% at home again, it wouldn't be as big a challenge as we have already done that in the past.

Could we ever be 100% at home ever again?

- Yes. There are many different contingencies for pretty much every different scenario that could happen.

Timetables Overview:

As you may or may not know, timetabling in a Secondary School begins in earnest during March, just prior to Spring Break. Student selections and computer simulations are used to construct a timetable that accommodates as many student requests as possible. From there a manual process is used to address as many individual needs as possible and to construct a staffing model. By early July, the bulk of the timetable has been finalized and some fine tuning is done at the beginning of September. All told, creating a Secondary School timetable is, in essence, a 7 month process.

With the recent Ministry of Education announcement that student learning groups (also called Cohorts) cannot exceed 120 students, we are not able to fully utilize our initial semestered timetable.

This has been the biggest challenge for us since July 29th when we first learned about the cohort modeling and the learning groups, as announced by Minister Fleming. This was not expected, it was a surprise to us all; but we learned the parameters, and basically went back to work early to look at trying to take our timetable, that we had in the spring (which was really nicely loaded), and turn it into something new, that would allow for less contact time amongst kids at school. So we are left with the Copernican model, which is not new, and then we overlay cohorts and learning groups on top of that, and it becomes really challenging to fit a square peg in a round hole. We worked really hard this summer, and we managed to come up with something that is going to meet the needs, on a class by class basis; based on the size of the classroom, and the number of cohorts in that scheduled class. There is no one size fits all solution to each classroom; some are easier than others, and some are really challenging. I think we've landed on a good place. For the most part, the vast majority of our morning classes will be 1 cohort in each class, so that would be 100% all kids in attendance. When we go into the afternoon it gets a little trickier. In some of our classes we may have multiple grades which makes up multiple cohorts. So we have to ask if we can fit all 20 students in the same class while maintaining social distancing between each cohort? Our first priority is to try and have all the students 100% of the time; however if we cannot make that happen we will have to look at the 50/50 model where half of the class is here in class and the other half is doing independent studies on a day 1/day 2 model.

The purpose of using a Copernican model is that it allows us to:

1. Be consistent with the K-12 Restart Plan, approved by the Ministry;
2. Meet Health and Safety requirements;
3. Optimize face to face instructional time within the required safety parameters.

The new timetable will look much like the following:

BLOCK 1				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-11:30	8:30-11:30	8:30-11:15	8:30-11:30	8:30-11:15
Face-to-Face* in-school instruction until October 9th				
October 12th - Block 1 "flips" to a Blended Class* (½ in-class. ½ remote on alternating days)				
<i>*For multi-cohort classes - Masks and Physical Distancing may be necessary</i>				

Quarter 1: September 14 – November 13

At the midpoint in the Quarter, classes "flip" between Face-to-Face to Blended

LUNCH	
(Monday, Tuesday & Thursday 11:30-12:15)	(Wednesday & Friday 11:15-12:00)

BLOCK 2				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:15-3:05	12:15-3:05	12:00-2:35	12:15-3:05	12:00-2:35
Week #1-Day 1	Week #1-Day 2	Week #1-Day 1	Week #1-Day 2	Week #1-Day 1
Week #2-Day 2	Week #2-Day 1	Week #2-Day 2	Week #2-Day 1	Week #2-Day 2
Blended Class* (½ in-class. ½ remote on alternating days)				
Midpoint in the Quarter - Block 2 "flips" to Face-to-Face* in-school instruction every day.				
<i>*For multi-cohort classes - Masks and Physical Distancing may be necessary</i>				

This new schedule will have students receiving in-class instruction while attending 2 classes each day for an approximate 10 week term (referred to as a 'quarter'). The school year will contain 4 quarters. Some students will also be scheduled into classes outside the schedule, such as Leadership, Yearbook, Music.

For the first half of each quarter, students will receive daily face-to-face instruction in their morning class, with their afternoon course being a blend of in-person classroom instruction (2 to 3 days per week) and self-directed study at home (the remaining 2 to 3 days of the week). This modification will enable the blended class to be divided into 2 groups attending on alternating days, thereby permitting physical distancing to be achieved within the multi-cohort classroom.

At the midpoint of each quarter, our intent would be to switch the full-time in-class morning block to blended instruction and the class that the students had been attending on alternating days in the afternoon would receive daily face-to-face instruction for the remainder of the quarter. This midpoint transition would result in students receiving an equal amount of in-class instruction in both courses.

Please understand that self-directed study at home is NOT remote learning/on-line learning as per last June. Rather, self-directed study is independent work at home and a continuation of what was taught during their face-to-face instruction the previous day.

Once the quarter is over and the 2 courses are completed, students will begin 2 new courses for the next quarter.

We hope you can appreciate that a school-wide timetable reconstruction in a 3 week period is a monumental task; particularly when the task is based on a new type of schedule, when many students don't take courses in their grade cohorts, and when many students are enrolled in multi-grade level courses.

We are doing our best to honour student requests while meeting already committed staffing obligations. While we will do our best to attend to student course change requests, parents and students can expect course offerings not to be altered in order to maintain Ministry of Education guidelines and to adhere to the COVID-19 Health and Safety guidelines. Depending on the schedules generated, some students may choose to take courses the following year or through a Distance Education School if a timetable course change cannot be accommodated.

The courses that your child received in the June timetable are not changing. We are simply taking those courses, and instead of being 2 semesters with 4 courses in each, we are turning that timetable sideways to break it up into 4 quarters with 2 courses in each. We're not expecting a whole lot of course changes. Our goal is to keep it as easy and simple as possible. We are not able to accept requests to stay with a friend, because of the cohort balancing. If we can do it easily, we'll do it; but if it disrupts the balance, then unfortunately we'll have to say no at this time. We are not anticipating many changes at all, because we are keeping the classes the same as June, as best as possible. They may just be at a different time throughout the year now.

The Copernican schedule has also been selected in the event that we receive a directive from the Ministry of Education to move back to Phase 3 - a combination of in-class and remote learning. Students/parents may find the Copernican schedule helps in managing workload and in planning access to technology should we find ourselves in a remote learning environment.

If you have any concerns about individual classes, please bring them to Gord Redlin. He, the teachers, counsellors and administrators are working hard on creating the best class schedules as possible. There is sound rationale for each and every class make up, we are not taking it lightly. We are making sure that safety is key to maintain that physical distancing.

Q+A:

Will the entire school attend in the mornings?

- Yes. Except for a couple of classes.

Will kids in Different cohorts be able to socialize indoors outside of the classroom?

- Yes. We will encourage students to go outside. Students in different cohorts will be able to talk to one another and still remain 2 metres/6 feet apart. Inside the school, if they are not in class, we are asking kids to respect the different

cohorts and use social media or cellphones to communicate; otherwise make plans to meet up outside maintaining the 2 metre physical distancing.

Why is there full time schooling for 1 month then switching to a blended model? Do you think its possible for kids to focus for 3 hours on 1 subject? Attention and focus typically falls away after 55 minutes. Are there going to be gaps or breaks in the morning in order to keep the kids focused?

- Certainly it's a challenge, but we figure it's the less of evils; it's the best model that we can come up with given the Health and Safety of our students and staff. It's better than doing a 1/8th model, where students would be asked to do 1 course only, all day for 5 weeks - that's really hard educationally. The semester system, or full year system with rotating schedule, has too much movement of students. We're trying to balance the Health and Safety with the educational methods in this. We (teachers) will be building into the classroom some sort of separation point every 45 minutes; a diversion, change of direction, a break of some sort to recapture or refocus the kids attention (not that different than what is done at the mid-point of an 80 or 85 minute class in a semester class). In addition to these separation points, we will also be having a 15 minute break or recess at some point in the morning class, and again in the afternoon class but only shorter. We will be staggering 3 different time slots for these breaks, so it lowers or minimizes contact between students in hallways and outside.

Will the blended model provide the same amount of education to meet year end exams?

- Exam structures as we have known them are going to be different this year. We do not have an exam week because we don't have a semester end. Students are not expected to prepare for an exam 2 or 6 months later. At the end of 10 weeks, the classes will wrap up; and if there is an exam, students will take it at such time. We won't be having a semester final, or a year end final. There may be teachers that run a quarter final; with having a longer block it allows them to run a more formalized exam, specifically for grade 11 + 12s in preparation for post secondary education. But we are always looking at other ways students can demonstrate their knowledge in a course, and not just with having a final exam. We will be having a quarter turn around day, where students will not be expected to be in class; this provides an opportunity if needed for students to get all their possible missing assignments handed in to teachers or makeup something they may have missed for whatever reason.
- When we are talking about AP courses, those usually run year long. So in a Copernican model those courses will be run over the span of 2 quarters, not just 1. We also have some courses, like for example English/Socials 9, which previously ran as a year long course. These courses will also run over the time span of 2 quarters. It may feel similar to the semester system, in that for example they may do English in the first half of the class and Socials in the second half of the class for 10 weeks (Quarter 1). Followed by 10 weeks of different classes (Quarter 2). And then again English in the first half of the class and Socials in the second half of the class for another 10 weeks (Quarter 3) to finish off the course.

How will busses run on the 50/50 timetable?

- Morning and after school busses will be the same times as last year. There will be an extra bus taking students home at lunch if they have a day 1/day 2 schedule for their afternoon class.
- Bus passes will be mandatory for COVID tracing.
- Busses will not allow students to vary from their regular routes. Students will not be allowed to catch the bus to a friends house, or dance class, or Panorama etc... It will STRICTLY be: home to school, school to home.

Will Cohorts shift and change throughout the year?

- There are 8 cohorts in the school for each quarter: 2 in grade 9, 2 in grade 10, 2 in grade 11, and 2 in grade 12. While the classes and specific students in each class will change, there will continue to be 2 cohorts at each grade level. The students within each of their grade level cohorts may change when a new quarter begins.

How many students in Stellys? How many chose to do remote learning?

- Our population is around 840 students; 92 (at this time) have chosen to do remote learning. Provincial average is about 20% remote learning; Stelly's is about 11 to 12%. It will not affect our staffing at the school at this time.

Will the timetable for remote learning be the same as in class learning or will it look different?

- The teachers at Stelly's will not be the teachers for remote learning. A teacher will be assigned at the district level. Because of this, we have no idea what the timetable will look like. It will be run like a different school within the

district, and be based on what the needs are. As much as possible the remote learning courses will follow a students' Copernican timetable.

- If a family has chosen remote learning, they will be contacted by the district during the week of Monday September 14th. They will be starting somewhere around the week of September 21st.
- Students in remote learning are still allowed to take courses outside the timetable at Stellys; for example, before school or after school. However, they will not be allowed to take courses inside the timetable between 8:30-3:05pm.
- Students with an IEP will continue to remain in connection with their support teachers at Stelly's.

So let's say you are planning a hybrid approach where first quarter the plan is for your child to do remote learning, and come second quarter, you're feeling more comfortable with the numbers and decide to send your child back to school. How can you confirm the students' timetable will line up with what courses they've already taken through home learning?

- When we've identified which students have chosen remote learning, we forward their name and timetable to the board office. While nothing is guaranteed, we understand that they are trying to accommodate the courses in the same order as they would naturally get, should they be in a classroom. That way when they come back, they will naturally slide into their timetable here at Stelly's. It's not going to be seamless and perfect; but that's the idea.

Have teachers been given extra professional development on both the Copernican model and remote teaching?

- I think just about every staff member in this district has had more professional development since March of last year than sometimes in 10 years combined. The steep learning curve that our staff went through, in just getting remote instruction up and running, was awesome to watch and scary at the same time. But I think people's ability to do that increased exponentially, and some certainly may be a bit more tech savvy than others. We are continuing on-going professional development on a regular basis. Not only are we improving our skills as educators, but I think the software companies are improving or developing new product to make it easier or better for us and the kids.

How will IEP meetings be handled this year?

- What it will look like is really dependant on the student and the families. We do have spacing in the school that can be scheduled for meetings, that will provide a lot of physical space for a meeting to happen. It could also be on Teams or whatever works for both the school and the family. The meetings will happen as they would happen every year, and there will be a consultation regarding the writing of the most current IEP.

What will GRAD look like this year?

- Last year was an amazing GRAD! We cannot predict where we will be in March April May of 2021; I feel like right now it would be very similar to what we did in 2020. GRAD is always at the forefront of our planning for the year, and we will be in touch with developing our GRAD council, getting parents on side, and all of the things that we need to do as we get the school up and running in this newest of new normals. We don't have anything definitive to say at this point.

Your questions are great! Please keep them coming. Don't ever hesitate to send an email to Gord Redlin (Acting Principal) gredlin@saanichschools.ca, Wendy Laws (Vice Principal) wlaws@saanichschools.ca, or Ryan Braun (Acting Vice Principal) rbraun@saanichschools.ca, if you have an issue or concern. It's better to get out in front of them as quickly as possible. Know that we're all in this together; we're all working hard, our entire school community to make it a very positive educational and safe year for everyone. So thank you again for taking your time this evening to ask some very important questions, it's much appreciated!

9:06pm Meeting adjourned.