



# Independent School FISA Associations

## Stage 2- Education Restart Planning

### August 10, 2020

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#### Purpose:

- FISA's five member associations are requested to use this template to submit their association-level operating plans to the Ministry of Education for 2020-21 Stage 2 restart plan.

#### Note:

- There are two Independent School Sector Education Restart Planning Templates.
- Independent Schools – Education Restart Planning Template
  - The Ministry is asking that 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) to submit their high-level operating plan for expanded in-class instruction starting on September 8, in line with Stage 2 of BC's Education Restart Plan. FISA member schools will submit to their appropriate association's head and FISA non-member schools will submit to the Ministry of Education.
- Independent School Associations Education Restart Plan
  - FISA's member associations and local dioceses are requested to use this template to submit their association-level operating plans to the Ministry of Education for 2020-21 Stage 2 restart plan.





## Process (FISA Associations and FISA Member Schools):

- FISA associations and local diocesans should:
  - Receive and keep a copy of each member school's Independent Schools – Education Restart Planning Template. FISA Associations may collect the same data (from the Ministry-provided fillable pdf) using another format. However, they must ensure the data collected is the same and that school level data is available to the Ministry in case a more detailed review of an individual school's response is necessary.
  - FISA Associations and local diocesans should collect each individual member school's Health & Safety Plan and keep it on record while also using the attached Appendix A to confirm for the Ministry that each member school's Health & Safety Plan aligns with the [Public Health Guidance for K-12 Schools](#) and [WorkSafeBC](#).
  - Use their member schools' plans to develop an association level summary report (using the included Ministry's fillable pdf document "Independent School Associations Education Restart Plan") describing how their member school authorities are restarting the 2020-21 school year at Stage 2, including Appendix A which list each association's or diocesan's member schools responses to specific questions.
- All summary reports are due to the Ministry by **5:00pm, Tuesday, August 25, 2020**. Submit reports via email to [EDUC.independentSchoolsOffice@gov.bc.ca](mailto:EDUC.independentSchoolsOffice@gov.bc.ca).
- Associations and diocesans making summary submissions are:
  - Association of Christian Schools International (ACSIBC) - [Philip\\_Hills@acsi.org](mailto:Philip_Hills@acsi.org);
  - Associate Member Society of FISABC (AMS) - [marina@fisabc.ca](mailto:marina@fisabc.ca);
  - Catholic schools in BC, as represented by each of 5 dioceses:
    - Archdiocese of Vancouver (CISVA) - [superintendent@cisva.bc.ca](mailto:superintendent@cisva.bc.ca);
    - Catholic Independent Schools Nelson Diocese (CISND) - [superintendent@cisnd.ca](mailto:superintendent@cisnd.ca);
    - Catholic Independent Schools Kamloops Diocese (CISKD) - [superintendent@ciskd.ca](mailto:superintendent@ciskd.ca);
    - Catholic Independent Schools Diocese of Victoria (CISDV) - [bpulyk@cisdv.bc.ca](mailto:bpulyk@cisdv.bc.ca);
    - Catholic Diocese of Prince George (CISPG) - [cis@cispg.ca](mailto:cis@cispg.ca);
  - Independent Schools Association of BC (ISABC) - [elizabeth.moore@isabc.ca](mailto:elizabeth.moore@isabc.ca); and
  - Society of Christian Schools in BC (SCSBC) - [ed.noot@scsbc.ca](mailto:ed.noot@scsbc.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 School Associations Education Restart Plan - <Association Name>”**

- Accompanying this template is an Excel document that associations are requested to complete and submit using the following document naming and email subject line convention:

**“Appendix A - Independent School Associations Education Restart Plan - <Association Name>”**

- Any additional documents to be submitted in support of this template should be named and submitted in the same manner, changing the letter name of appendix, e.g.

**“Appendix B - Independent School Associations Education Restart Plan - <Association Name>”**

- Email the completed PDF form and attachments to the Ministry of Education at:

[EDUC.IndependentSchoolsOffice@gov.bc.ca](mailto:EDUC.IndependentSchoolsOffice@gov.bc.ca)

**\*DEADLINE for ASSOCIATION SUBMISSIONS: 5:00pm, Tuesday, August 25, 2020**





## Section 1: Contact Information

a) **Name of FISA Association:**

*Click here to enter text.*

b) **Association Contact Name:**

*Click here to enter text.*

c) **Association Contact Position:**

*Click here to enter text.*

d) **Association Contact E-mail:**

*Click here to enter text.*

e) **Association Contact Phone Number:**

*Click here to enter text.*





## Section 2: Health and Safety

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

☐ Yes ☐ No *Record school level responses in Appendix A.*

- b) Have all your member schools declared their anticipated 2020/21 school year start date?

☐ Yes ☐ No *Record school level responses in Appendix A.*

- c) Provide a summary of the updates made to your member schools' 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;*

*Click here to enter text.*





- 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.)**

*Click here to enter text.*





## Section 3: Learning Groups

- a) **Provide examples of how your member schools' 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.*

*Click here to enter text.*





**b) How are your member schools organizing their 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.)*

*Click here to enter text.*

**c) Do all your member schools 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?**

☐ Yes    ☐ No    *Record school level responses in Appendix A.*







## 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.

*Click here to enter text.*





## Section 5 Communication and Engagement

a) Do all your member have communication plans?

☐ Yes ☐ No *Record school level responses in Appendix A.*

## Section 6: Engagement with Indigenous People

a) In developing the Stage 2 plan, are your member school currently engaging with Indigenous peoples and is there a plan in place for ongoing engagement? If Yes, provide examples below.

☐ Yes ☐ No ☐ N/A *Record school level responses in Appendix A.*

*Click here to enter text.*





- b) Did your member schools consult with local First Nations rights holders in developing their plans – particularly First Nations with whom the school has a Local Education Agreement and first Nations with students in the school? If Yes, provide examples below

☐ Yes ☐ No ☐ N/A *Record school level responses in Appendix A.*

*Click here to enter text.*

- c) Did your member school's make any modifications to their school's plan based on feedback from Indigenous partners and/or local First Nations? If yes, provide examples below.

☐ Yes ☐ No ☐ N/A *Record school level responses in Appendix A.*

*Click here to enter text.*





## Section 7: Unions

- a) Did your member school's consult with local unions in developing the school's plan? If Yes, provide examples below.

☐ Yes ☐ No ☐ N/A Record school level responses in Appendix A.

*Click here to enter text.*

## Section 8: Parents, Guardians, and Caregivers

- a) Did your member school's engage with parents, guardians, and caregivers in developing their Stage 2 Plan?

☐ Yes ☐ No Record school level responses in Appendix A.

*Click here to enter text.*





## Section 9: Transportation

- a) Do your member school's have transportation arrangements to get all students, including First Nations and students with diverse abilities/disabilities, to school?

☐ Yes

☐ No

☐ N/A

Record school level responses in Appendix A.

*Click here to enter text.*

