



Group ABA Children's Society COVID-19 Planning



Table of Contents

Introduction and Purpose	Page 3
Core Planning Team	Page 4
Stakeholder Advisory Team	Page 5
Health and Safety Team	Page 6
Privacy	Page 6
Communication	Page 7
Continuity of Learning Planning	Page 10
Childcare	Page 14
Procedures for Online Services	Page 14
Procedures for Home or Community Services	Page 15
Procedures for Centre Based Services	Page 17
Procedures for Services in Learning Centres	Page 19
Training for Staff	Page 19
Transportation	Page 20
Field Trips	Page 20
Facilities	Page 21
HR	Page 21
Training for Parents, Guardians, and Students	Page 22
Financials	Page 22
Return to Normalcy	Page 23

Introduction and Purpose

Planning for educational continuity is an ongoing and prime consideration for both Fawkes Academy and GABA. Additional considerations around this emergency response are itemized in this document.

Procedures for safe educational programs are embedded throughout this planning document. These plans are intended for School Initiated Activities. **All Parent Initiated Activities will be the parent's responsibility to ensure the safety of their child. Parent Initiated Activities should have follow up from parents who can use the procedures** outlined here as a guide if they fit the context of the parent initiated activity.

The individual experiences and expertise of staff has been leveraged to provide the best services possible to our students through this time. We continue to ensure that all staff members are heard, valued, and that they can equally contribute to the response developed by Fawkes and GABA.

Group ABA Children's Society, the authority for both Fawkes and GABA, has dedicated itself to educational services and therapy for children and youth with autism spectrum disorders and other complex developmental disabilities/disorders. The methodology for providing these services to the students or clients enrolled in Group ABA Children's Society programs will be those that have been empirically proven, and those that are considered best practices from the professionals employed or contracted to the programs. Group ABA Children's Society closely follows the values of its founder, Dr Suzanne Jacobsen, as the guiding principles of the organization.

- Every child is unique, every child is valued, and every child can learn.
- Children who are unique learners should not be limited in the educational services they can access by their socio-economic status.
- Educational services should be individualized for unique learners and should be offered in multiple environments.

For the purposes of planning for the COVID-19 response and educational continuity of students the guiding principles of the Ministry of Education will be used as a framework and adapted based on the guiding principles of Group ABA Children's Society. The Ministry of Education is committed to:

- Ensuring a healthy and safe environment for all students, families, and employees
- Providing services needed to support children of our essential workers
- Supporting vulnerable students who may need special assistance
- Providing continuity of educational opportunities for all students.

The services offered by Group ABA Children's Society programs will be guided the directives of the public health officer.

Core Planning Team

The core planning team will be comprised of Fawkes Academy administration members in charge of collecting information, planning for responses and next steps, and creating a general framework for plans. The core planning team will be in touch daily to review the last 24 hours. The core planning team may meet less often as the pandemic continues, but will still communicate as events develop or once per week, whichever is more frequent. The core planning team and their responsibilities are as follows.

Joseph Carpenter, Business Manager of ABA Learning Centre and Board Representative on Team

Joseph will be responsible for coordinating responses and planning between Group ABA Children's Society and ABA Learning Centre. In the event that board decisions need to be made Joseph will provide a board perspective and approve any plans so response times will be shorter for the organization.

John McGregor, Business Manager of Group ABA Children's Society

John will be responsible for communication with the Ministry of Education and the Board of Group ABA Children's Society. John's role will be to ensure the financial resources available to Group ABA Children's Society are maximized and utilized in the most efficient way to provide continuity of education, staff retention, and staff wellness. John will be the primary decision maker for Group ABA Children's Society in response to the global pandemic, in coordination with Joseph Carpenter. John will provide final approval for all communications going out to staff and families, and ensure that they are in line with what the Public Health Officer has announced, and what Ministry of Education Directives are. John will attend all FISA information sessions his schedule allows for to ensure that Ministry of Education Directives are being followed within Fawkes Academy. John will be responsible for crafting parent surveys to obtain preference data from families. John will be responsible for analyzing the data from staff and parent surveys while finding ways to best align these preferences to the current protocol options available. John will be responsible for presenting these solutions to the rest of the core planning team and stakeholder advisory team.

Leslie Van Dusen, Principal of Fawkes Academy and Fawkes Academy DL

Leslie will be responsible for communication with staff working in Fawkes Academy programs and parents of students of Fawkes Academy programs. Leslie's role will be to ensure that continuity of learning is occurring for all students through the pandemic and that students who are most vulnerable receive priority for in-person learning. Leslie will attend all FISA information sessions and will ensure that the Ministry's directives and updates are followed within Fawkes Academy and Fawkes Academy DL. Leslie will read the Ministry eBoard weekly to keep current on all Ministry of Education directives.

Dennis Tal, Human Resources Manager and Employer Representative on Health and Safety Committee

Dennis will be responsible for communication with the WCB of BC. Dennis will ensure that Health and Safety meetings are occurring regularly, that all members of the committee are well informed about the latest information from WCB, the CDC, and the Ministries of Health, Education, and Children and Family Development, and that a fair procedure is followed in any decisions making process. Dennis will ensure that employee representation has a very strong voice in health and safety procedures. Dennis will ensure that staff training and orientation is developed so that all employees are aware of the protocols in place. Dennis will be responsible for creating visuals for the website, doors, and within buildings that

comply with WCB, CDC, Public Health, and Ministry of Education requirements and assist in reinforcing the policies in place. Dennis will be responsible for developing staff surveys to obtain staff preferences.

Dr. Suzanne Jacobsen, Founder of Fawkes Academy, Fawkes Academy DL, and GABA

Dr. Jacobsen will be responsible for ensuring that the core values of Group ABA Children's Society are maintained throughout the pandemic. Dr. Jacobsen will provide feedback based upon her wealth of experience and knowledge to better guide the pandemic response.

John Jacobsen, Vice Principal of Fawkes Academy and Fawkes Academy DL

Mr. Jacobsen will be responsible for providing guidance and training to the incoming Principal to ensure that all policies and procedures in force at Fawkes Academy and Fawkes Academy DL are followed.

Dr. Elizabeth Athens, Clinical Director of ABA Learning Centre

Dr. Athens will be responsible for ensuring that clinical standards are upheld through the pandemic and advising staff on best practices for implementation. Dr. Athens will be training staff on telehealth models leveraging her experience from her work with the Ministries of Child and Family Development and Health. Dr. Athens will ensure that best practices for telehealth are followed by staff and provide a clinical perspective to the planning process.

Stakeholder Advisory Team

The responsibilities for the stakeholder advisory team are to review potential plans and provide input from their stakeholder groups. The stakeholder advisory team will be met with bi-weekly in the beginning of the pandemic, any time there is a change in phase or stage of the pandemic response, or when responses or changes are required in actions taken in response to the pandemic and monthly thereafter.

The stakeholder advisory team consists of:

Bethan Stewart, Chair of the Parent Advisory Committee, Parent Representative

Lani Ng, Board Chair, Board Representative

Amanda Marsden, Teacher Representative

Hannah George, Behaviour Consultant Representative

Health and Safety Team

The responsibilities for the health and safety team are to review the prior week's events, keep apprised of changes in guidelines from WCB, Ministry of Education, or the BC CDC, and to develop company wide guidelines and policies based on all available information. The health and safety team will meet weekly throughout the entire course of the pandemic while being available daily for any timely responses that might be required. All Health and Safety meeting notes will be uploaded to the secure server and placed in the Health and Safety binder at each location so that all staff have access to the notes.

The members of the Health and Safety Team are:

Karen Harris, Co-Chair Employee Representative

Dennis Tal, Co-Chair Employer Representative

Shaheen Bhagudi, Employee Representative

Kelsey Ogilvy, Employee Representative

Karl McLoughlin, Employee Representative

Sasha Jennings, Alternate Employee Representative

Sara Shababi-Shad, Alternate Employee Representative

Tommy Liang, Alternate Employee Representative

Privacy

Ensuring that privacy is upheld is of utmost importance to Group ABA Children's Society staff. Everyone involved in a Group ABA Children's Society program must follow the privacy policy already in force and abide by their confidentiality agreements. It is of utmost importance that medical information and other sensitive information regarding students and staff is kept confidential. In the event that communication needs to occur with the Ministry of Education, Public Health Officers or Nurses, Social Workers, or Healthcare Professionals, it is important that either John McGregor or Leslie Van Dusen are doing the communicating.

To ensure that the amount of data collected by Fawkes Academy is limited, all online and telehealth platforms will be reviewed. Fawkes Academy will do as much as is possible to provide privacy impact assessments on the platforms endorsed for continuity of learning in an online or telehealth platform. recognizing that being able to quickly pivot focus to maintain a continuity of learning is less harmful to the school community than minimal unapproved data collection. For this purpose, there will be a slight relaxing of the privacy standards in place at Fawkes Academy. As platforms are successful in meeting Fawkes Academy's educational goals, full privacy impact assessments will be done to ensure any platform used in the long term meets with internal privacy policies.

All individuals using any online platform will sign a document stating that they are providing informed consent for use of the platform. If an individual is not able to give informed consent, their parent or guardian will be the person providing the informed consent. Fawkes Academy recognizes that without doing a full privacy impact assessment some information may be missing from the informed consent documentation created, but this will be a disclosure on all such documents.

Communications

Communications in a pandemic need to be clear and concise, with an easy to understand division of labor for providing the communications, guidelines for communications, and pre planned responses to foreseeable possible events. Communications to the school community should be regularly scheduled so that all stakeholders are provided the most accurate and up to date information, but not scheduled so regularly that stakeholders are overwhelmed and stop paying attention to the communications coming from the school. In the beginning of the pandemic or the beginning of a new Stage or Phase in the pandemic response in BC direct communications will be far more frequent, lessening over time as comfort with the plans in place increases. All communications must be labeled as a “for information” or a “for action” communication.

Guidance for staff regarding sharing of information will be provided by John McGregor for any information that may be sensitive from a privacy perspective as the designated privacy officer for the school. Guidance for staff regarding the sharing of information related to any operational aspect of the school will be provided by John McGregor. Guidance for staff regarding sharing of information on changes in curricular requirements or choices will be provided by Leslie Van Dusen. Guidance for staff regarding any health and safety information will be provided by Dennis Tal as the Human Resources Manager and member of the Health and Safety Committee. Where there is no clarity to which type of information guidance is required for Leslie Van Dusen, John McGregor, and Dennis Tal will provide guidance in coordination with one another.

Direct communications will be coming from teachers to parents and students daily and from teachers to administration weekly. The initial communication coming from teachers to administration will be more frequent in the beginning of the year or when we need to transition between stages, starting with daily check ins and fading out as comfort increases. Direct communication from administration to parents will happen on a monthly basis at minimum. In September and in March there will be parent check ins from administration. Any time there is new communication from the Ministry or a transition between phases is occurring administration will communicate this with families and staff. If there is a transition between stages administration will send out a feedback form for parents to fill out so data can be collected. Based on parent responses administration will follow up with communication about what the plan will be moving between stages. Administration will attend PAC meetings once per month as a method of communication with the stakeholders of the school. Our school feels very strongly about bilateral feedback within our community and wants to continue to foster this open and transparent communication. PAC meetings will be attended by John McGregor and Leslie Van Dusen over Zoom.

Fawkes Academy follows the *COVID-19 Protocols for School and District Administrators* to address rumours within the school community. If it is discovered that inaccurate information is circulating within the school community, a statement will be released to the school community to provide accurate information. If the information circulating is determined to be along the lines of bullying administrative staff will follow our bullying prevention protocols. Response to the inaccurate information may trigger a change in policies in the review of how the situation unfolded and will likely result in further training and communication with stakeholder groups.

All statements regarding possible cases of COVID-19 must only come from John McGregor or Leslie Van Dusen. John McGregor and Leslie Van Dusen will be in charge of statements regarding confirmed or suspected cases of COVID-19. Any such case will be reported to the local health authority to flag the

potential case with them. If statements are requested by anyone other than the local health authority John McGregor will use the Health Authority, Ministry of Education, and FISA as sounding boards to determine what statement, if any, should be released and to whom. Any significant events or communications will be flagged by John McGregor and Leslie Van Dusen to FISA and/or the Ministry of Education.

The **Local Health Authority contacts** are;

For Students in **Richmond**: Chris Kwong, Public Health Nurse at 604-233-3165

For Students in **Burnaby**: Amrit Dhudwal, Public Health Nurse at aamir.bharmal@fraserhealth.ca

For Students on **Vancouver Island**: Charlotte Brown, Public Health Nurse at 250-338-2200

If any students or staff in a community not indicated above have been potentially exposed to COVID-19 staff will determine what the appropriate health authority is and contact the individual in that health authority, Richmond contact for Vancouver Coastal Health and Burnaby for Fraser Health.

The **FISA contact** is: Janet Dhanani, Assistant Executive Director at 1-604-684-6023

The Ministry of Education contact is: educ.covid@gov.bc.ca

Any communication distributions that need to convey information found in Ministry of Education or Public Health communications will provide links to that information directly. Any communication must follow the guidelines from the Ministry of Education and Public Health. Timely and relevant communication will guide our school community messaging.

Communication will occur regularly through the website and direct communications with stakeholders. The Fawkes Academy website will be updated when there is a major change in protocol such as a shift between stages in the restart plan. Fawkes Academy acknowledges the limited ability and expertise of their staff in continuing to update the website regularly and will ensure that direct communications are robust with stakeholder groups to compensate for this shortfall. Routine communications will come through one of three individuals depending upon the nature of the communication. Communication related to day to day activities or classroom related situations will come from the classroom teacher of the student. Daily communications will come from the classroom teacher of the student. Routine communications regarding tuition and fees or any documentation requirements will come from the Business Manager John McGregor. Routine communications about programs that the school is engaging in to bolster the educational quality for students will come from the Principal Leslie Van Dusen. Development and management of communications will be the responsibility of John McGregor for all operational communications and of Leslie Van Dusen for all curriculum or learning based communications.

Media may contact Fawkes Academy for a statement. All media responses will ensure protection of personal information as per our privacy policy. Fawkes Academy recognizes that coordinated messaging is extremely important through a pandemic between the school, the Ministry of Education, and the Public Health Office. Any media inquiry that is received by the school will require a synopsis of the media inquiry. Once that information is obtained, the Ministry of Education, FISA, and the local Health Authority will be contacted to provide direction to the school. The media will then receive a response either directing them to the appropriate contact or a response will be given by the school spokesperson

if it is a matter the school can adequately respond to. Staff are not to respond to media inquiries without going through this process.

Contact tracing lists for each cohort and classroom that can be quickly provided to Public Health if needed. Disclosures of personal information to Public Health must happen and is a consideration already in Fawkes Academy Policy.

Training on communication protocols will be covered in the training section of this document. Handbook distributions will outline some additional measures taken for staff and families to reference. Handbooks are distributed in September every year.

Communication should be going both to and from stakeholders of Fawkes Academy and GABA programs. Staff and parents of students will receive surveys for response at critical times to ensure that information is gathered on how best to meet everyone's needs. Leslie Van Dusen, John McGregor, and Dennis Tal will be made available at any time of day to respond to staff or family inquiries related to COVID-19 and the protocols in place. Communications monthly will continue to reinforce the availability of these members of the core planning team.

Parents who are looking for additional supports in their home or community from third parties not contracted by the school should be directed to the WCB webpage with the relevant sector's protocols. In addition, parents and guardians should use the relevant sections in this document as a starting point for mitigating risks of home or community services. Parents or guardians who are looking to engage additional supports should be directed to Administration by other school staff so that this information can be effectively and directly communicated to them.

All third-party service providers have been, and will continue to be, made aware of any new guidelines.

Continuity of Learning Planning

Continuity of learning planning will be site and classroom specific. The highest priority for Group ABA Children's Society is to continue to offer educational programs that are effective for our population and are safe for all stakeholders through the pandemic. Prioritization of in-person educational opportunities will be based upon the following hierarchy;

1. Children of Essential Service Workers, with priority given to Tier 1 Workers
2. Students who are considered vulnerable
3. All other students based on parent preference and the current capabilities of the organization

The documents *Supporting the K-12 Education Response to COVID-19 in BC*, *Operational Guidelines for School Districts and Independent School Authorities*, *Provincial COVID-19 Health and Safety Guidelines for K-12 Settings*, and *COVID-19 Protocols for School and District Administrators: Management of Illness and Confirmed Cases* all provide guidance for student learning opportunities within the Five Stages Framework.

Students and clients of Group ABA Children's Society programs are primarily individuals with a special education diagnosis. When developing plans for how best to serve the children and students in our programs it is important to keep in mind that many students require direct, in person services to engage in learning opportunities. If a current planning stage limits the amount of in-person services, a priority list will be developed to evaluate which students require in-person sessions and then determine what human resources are available to offer these in-person services. This information will need to be gathered through discussion with a student or child's current team, surveys to parents, and polling of our human resources. Being flexible in how we can address needed supports, while still ensuring the safety of all stakeholders and limiting the spread of the virus, will allow for higher levels of engagement and satisfaction with our stakeholders and provide for better learning opportunities for our students. Group ABA Children's Society is a fairly small organization and able to pivot quickly to response to need.

Measures have been implemented so that the mental health and wellbeing of all students, staff, and parents can be monitored and services can be provided.

All students of Fawkes Academy capable of engaging in counselling must have counselling made available to them at any stage in the pandemic response. Fawkes Academy programs have always put emphasis on the mental health and wellbeing of the students we serve, and this focus is paramount through a pandemic. When discussing the implementation of counselling sessions it will be important to know if families have access to technology that is able to connect to the internet so that students can use it for engaging in counselling sessions if the sessions cannot be done safely in person. It is also important to discuss with families if there is somewhere in the home where the student can have a confidential conversation with the counsellor if needed.

If we are in a stage where no in-person instruction is occurring, all families will be polled to see if their child can engage in online learning with the IT infrastructure in their home. If families do not have the resources for their child to engage in online learning opportunities a priority list will be made and technology will be lent to families pending availability.

Online learning opportunities should happen in any stage of the pandemic from stage 2 through stage 5. What these online learning opportunities look like should be very different for each stage in the

pandemic, but even in stage 2 teachers should use some online tools to ensure students are familiar in case we shift to another stage. Teachers will have the freedom to use online learning tools that they think will best serve the students' in their classroom's needs so long as they follow the policies in force around Educational Resources, Personal Information Protection and Privacy, Reporting Student Progress, and Student Work Authentication. There will be some flexibility with these policies at the start of the pandemic to ensure that continuity of learning for all students is happening, but as time goes on resources will be standardized. Furthermore, a robust review of the privacy impacts and educational opportunities an online learning tool provides will occur as administrative staff have the time to evaluate. Group ABA Children's Society programs are aiming for 100% of the platforms used to have privacy impact assessments and alignment with educational policies.

Any materials that staff or students need to have purchased will be evaluated by the core planning team and will be purchased if they are within the budget and show that they are in the best interest of educational continuity.

Behaviour Consultant supports should be prioritized for students who are supported by a Behavioural Consultant as outlined in their Individual Education Plan. In stages of the pandemic response where direct teaching human resources are more limited, the focus of the budget will shift to these types of services.

Speech Language Pathologist supports should be prioritized for students who are supported by a Speech Language Pathologist as outlined in their Individual Education Plan. In stages of the pandemic response where direct teaching human resources are more limited, the focus of the budget will shift to these types of services.

Our learning opportunities have always embedded supports for mental health and well-being, socio-emotional learning, and health and safety education. Throughout the pandemic, these areas will be emphasized as key goals for all students.

Group ABA Children's Society is very lucky to have a Distributed Learning program under the umbrella of its authority. Leveraging the lessons learned from the experience of providing Distributed Learning programs will be key throughout the pandemic response. Fawkes Academy and Fawkes Academy DL are also very proud of the fact that the incoming Principal, Leslie Van Dusen, is the person within the organization most familiar with Distributed Learning programs. Leveraging the experience of the new Principal will be of great benefit to the student's continuity of learning.

All learning activities supported through the pandemic will follow the BC Ministry of Education curriculum and the students' Individual Education Plans. Regardless of Stage, learning opportunities will be accessible to the student. All learning activities will be clearly communicated to students, parents, and/or support workers. All learning activities will have realistic expectations placed upon the student, parents, and/or support workers. All learning activities will be communicated in a way that the expectations, timelines for submission or completion, and evaluation of submissions are understood by students, parents, and/or support workers. Any barriers to meeting these standards should be brought up to the core planning team immediately so that solutions can be found to limit the impacts of these barriers.

Realistic expectations will be placed on all staff, parents, and students regarding what can be accomplished in each Stage of the plan. Communications should be clear. Key planning documents and guidelines will be made available to stakeholders through a variety of methodologies including information posted on the website, in the centres, in the secure server, or distributed through email when the document is relevant for a specific party or parties.

Reporting of student progress will occur weekly from teachers to administration in very brief overviews. Fawkes Academy and Fawkes Academy DL will maintain three formal reporting periods through the pandemic. Teachers will continue to provide weekly updates on student progress to families through the pandemic.

Requirements for graduation programs will require consultation between the teacher and the Principal to ensure the most accurate and up to date information is considered.

As part of the pandemic response Group ABA Children's Society will continue to seek out partner organizations to improve what opportunities are available for its stakeholders.

Support staff will be utilized to provide educational supports to students, where feasible. More on staffing is covered in the HR section.

Additional supports may need to be put in place for specific families through the pandemic. Staff are to recognize when additional supports may be needed and flag these situations for the core planning team.

Students with compromised immune systems should be given special consideration when developing supports. Students with compromised immune systems may be provided services or materials that are outside of what is being offered to the rest of the student population. Any decisions made by the core planning team about what is put in place for students with compromised immune systems must be in line with the Ministry of Education's commitments to stakeholders and Group ABA Children's Society's values and guiding principles. Health and safety of the families must be the number one priority.

All Group ABA Children's Society staff will be uploading resources, tools, and communications to the secure server. This will allow resources to be more accessible to staff and will further bolster clear communication between individuals in the organization. These online resources will need to be organized in an easy to navigate fashion.

Any individual who is not attending scheduled sessions, either online or in person, will need to be flagged with Leslie Van Dusen, John McGregor, and Dennis Tal. If any situation makes staff uncomfortable or have reason to believe that an environment may not be a positive and nurturing one for a student, it must be immediately flagged with Leslie Van Dusen and John McGregor. All staff must be familiar with the *BC Handbook for Action on Child Abuse and Neglect* and the Fawkes Academy Policy on Suspected Child Abuse or Neglect.

Additional supports may need to be provided to parents to ensure that their mental health and wellbeing is promoted. Typically, parents of Fawkes Academy students are not provided with supports such as counselling, but this is a service that may need to be offered to ensure the most beneficial outcomes for our students. Discussion about specific family concerns should be had with Leslie Van Dusen and John McGregor to determine what supports can be offered.

Planning for any Stage of the school restart plan should consider a mix of online, in-person at a student's home, in-person in the community, in-person in a sub contracted location, and/or in-person in a Group ABA Children's Society location services. All services provided must meet the density targets for the stage of the restart plan we are currently in. For calculation of density Fawkes Academy and Fawkes Academy DL will use fire code information to ensure that the maximum number of individuals can be provided in person services at any stage in the restart plan. Density targets will be calculated based upon 100% density being; 1.85 m² per person for classroom spaces, 9.3 m² pr person for office spaces, and 1.2 m² for dining spaces.

For the purposes of planning for administrative and office staff they will be considered their own cohort, or a visitor to any other cohort, and will need to follow WCB regulations for offices through the pandemic. While there are people in attendance in one of the Group ABA Children's Society locations one member of administration must be present. Office and Administrative staff will be encouraged to work from home as much as is possible so long as each location has administrative leadership in attendance while staff or students are in a building.

Variances from the Ministry of Education's guidelines may need to be investigated by the core planning team if it is felt that students are not being adequately supported. Safety of all stakeholders should be weighed in this decision-making process.

Childcare

Childcare services are to be offered for students whose parents are essential service workers or for students who are part of a vulnerable population within the constraints in place in the specific stage of the restart plan we are currently in. Students receiving childcare services should be provided the childcare within their learning cohort. Any children receiving childcare services or intervention services within a Group ABA Children's Society building who are not part of a cohort because they attend school, preschool, or daycare at another location and are part of that separate cohort will need to be treated as an individual from outside the cohort. Children who are outside the cohort will be required to wear appropriate PPE if they are able. Children who are outside the cohort will need to be kept a minimum of 2 m from all individuals in the cohort with the exception of a support worker who is working directly with them. Support workers for children outside of a cohort will be required to wear non-medical masks and face shields at all times when working with these children. Children outside the cohort will have all materials and areas sanitized before and after use. Children outside the cohort will need to have an even greater emphasis on handwashing than the standards put in place for other individuals in the building.

Procedures for Online Services

Online services will be a major component of educational programs for students throughout the pandemic. All meetings should be in an online setting, this includes intake meetings, meetings between team members, meetings between administration and teaching staff, IEP meetings, and any parent meetings.

All teachers should ensure that some online activities are taking place with all students through all stages of the pandemic unless a student is unable to engage in online learning. In the event that students are not capable of participating in online sessions in a meaningful way, in-person learning or increased parent support should be prioritized. Keeping students engaged in some online learning activities should reduce the amount of transition planning required if we change stages throughout the pandemic and will ensure greater continuity of learning.

In stages of the school restart plan where students are not attending the physical school locations for their regularly scheduled school sessions at 100% of normal, parents should be meeting with teachers and professionals once per week, at minimum.

Staff should ensure that a parent or guardian is in the home when online sessions are taking place. If a session does not require a parent to participate, the parent or guardian will support set up the session and then may leave the room once the session begins.

Online sessions should not be recorded, staff will ensure that the meetings are set up with the ability to record for any person, with exception of the host, turned off.

Screen sharing should be set up to be available to the host only.

The staff who is the host of the meeting should ensure that individuals joining the meeting start muted and that the host has the ability to mute individuals in the meeting.

Students will be required to understand the guidelines for respectfully participating in online sessions or classes. Any student who violates these rules may be removed from the session.

Staff should ensure that all online sessions are occurring with a neutral background on their video to remove distractions for the students and to avoid any personal or inappropriate information from being available to individuals on the meeting.

The preferred method of online sessions will be Zoom. If there is a situation where a family is unable to attend Zoom meetings for technology resources reasons, please defer to the section in the planning about resources. If there is a situation where a family is unable to attend Zoom meetings for a reason other than the technology they have available, they would speak to the core planning team to find an alternative solution.

Zoom sessions should occur through the accounts set up by John McGregor using the Provincial License provided by the Ministry of Education. The accounts provided by the Ministry of Education will ensure that privacy is more easily upheld than using an alternative method of online communication.

Dr Athens will provide training and guidance to all staff on providing telehealth services to ensure procedures followed in our educational setting are following best practices.

All parents, guardians, and staff must sign informed consent documents about the use of online learning tools.

Procedures for In Home or Community Services

Throughout the pandemic, standard policies for home or community-based sessions will continue to be in place. Students should never be alone with a staff member in the home, and parents or guardians should be in the home at all times.

Prior to entering the home or community location, the staff member or contractor will ask questions outlined on the BC CDC self check questionnaire to ensure that they are feeling well enough to provide services. Parents or guardians will be asked the same self check questions to ensure that the student is feeling well enough to participate in sessions. If any person is feeling unwell, the sessions will be cancelled and staff or families may be required to call 811.

Only members of the household and Fawkes Academy staff or contractors should be in the home or community setting when sessions are taking place. If a family has visitors in the home, sessions will be canceled for safety and contact tracing purposes.

Upon entering the location where sessions are taking place the staff member, or contractor, and student will wash and sanitize their hands using proper hand washing technique prior to starting any other activity. Parents or guardians will proceed to sanitize materials and the work station. Parents or guardians must provide sanitization products for use at the beginning and throughout the session.

If a student is picking their nose or touching their face the session will immediately be paused and the student will be required to wash their hands. Sessions can be resumed after hands have been washed.

At the end of session all materials and work stations will be sanitized, and staff and students will wash their hands.

If any person shows symptoms of illness through the session that have not previously been cleared by public health or another healthcare professional the session will be immediately ended. Families, contractors, and staff will be required to call 811 and follow the directions of the public health

professionals. Sessions may be put on hold until information is provided verifying that sessions can safely continue.

Staff will be provided with first aid kits for their vehicles and PPE by Fawkes Academy so that sessions in homes and the community can be safely provided. Staff may not be required to wear PPE depending upon the stage of the restart plan we are currently in or the unique circumstances of the session but can always elect to wear PPE if it makes them more comfortable. Contractors should provide their own first aid kits and PPE and should follow the same protocols as staff. Family members of the student should be encouraged to wear PPE while staff or contractors are providing in person services, this may be a requirement depending upon the stage of pandemic response BC is in. Students can choose to wear PPE if it makes them feel safer.

Staff have the right to refuse unsafe work. If safety concerns arise, staff will contact Dennis Tal to speak about their concerns. The core planning team or Human Resources will respond to safety concerns.

Staff will schedule with a maximum of two different families in one day for in-person sessions and will limit the total number of students served in homes or the community to four in any given week.

Staff will be required to keep a contact log, in order to ensure contact tracing can happen as quickly as possible when required by public health. Contact logs are required to be submitted to the teacher of the program for upload in the synced tool weekly.

Staff will ensure that all materials are sanitized between sessions.

Administration will ensure that all third-party services contracted by the school have an approved Health and Safety plan in place following all WCB protocols for their type of business operations. As a school with a small number of students in Distributed Learning programs receiving services from third party contractors these Health and Safety plan checks will be performed when a contractor is first engaged. Any third-party services that are unregulated by WCB shall follow the procedures for Fawkes Academy home based or community-based programs.

Spot checks will be performed by Teachers, Administration, and Behaviour Consultants to ensure that Health and Safety procedures are being followed.

Parents should take the same level of care in setting up any service providers in their home or community that are contracted directly by them and not the school. These procedures can be used as a guideline for how to run sessions safely with other supports in the home. It is the responsibility of the parents and not Fawkes Academy, Fawkes Academy DL, or GABA to ensure that activities that are not paid for by said programs follow Health and Safety standards.

Procedures for Centre Based Services

For centre-based services, density targets will need to be established for each stage of the pandemic for each building. With the exception of classrooms all rooms in each building will need to have occupancy limits established and clearly posted in the building. Washrooms will be limited to one individual at a time to limit close proximity to others. All individuals in a building will do their best to maintain appropriate social distance, recognizing that some students require physical prompts to be successful in their learning activities. Visitors will not be permitted to any Group ABA Children's Society building unless special permission is approved by Leslie Van Dusen, John McGregor, and Dennis Tal. Staff will be expected to eat lunch at their desk rather than in a common lunch room.

In response to the pandemic, environmental controls will be put in place at all Group ABA Children's Society locations. Staff and students will enter the building through doors assigned to their learning group and cohort to limit contact between individuals. Some stages of the school restart plan may require entrance and exit times to be staggered and will need to be discussed with the core planning team when a transition between stages occurs. Hand washing stations have been purchased to limit the number of individuals going to one location to practice hand hygiene. Staff and students will remain in their classrooms and limit interaction with other classrooms as much as possible. Any classrooms going outdoors for a portion of their day must first schedule the exit and entrance time with other classrooms to limit contact between rooms. There will be directions placed on the ground to control the traffic flow and ensure that appropriate physical distancing is maintained when inside the building and when waiting to enter the building.

When staff and students are entering common areas of the building, they will be encouraged to wear non-medical masks as a precaution unless they meet exemption criteria.

Prior to entering the building, all staff and contractors must go through the questions in the BC CDC daily self-check questionnaire. All students or parents of students will be asked the screening questions prior to entering the building. Any concerns about an individual being ill will require that 811 is called by the individual.

Key areas to address when planning for centre-based locations are as follows:

Cleaning and Disinfecting – All objects placed in a child's mouth will be disinfected immediately. All surfaces that are high contact will be disinfected every hour. All surfaces within the building will be disinfected twice per day. Garbage will be taken out daily. Cleaning of the building will happen twice daily. All items used by staff and/or students will be disinfected before and after each use. Deep cleaning of the school building will happen once per week. Shared materials have been removed or limited.

Physical Distancing – Students will be supported in their classrooms with scheduled times to leave. Hand washing stations have been purchased to reduce the distance some classrooms will need to have their students travel to maintain hand hygiene, reducing the likelihood of close proximity of students outside of classrooms. Students will be entering the building via multiple entrances to maintain social distancing on entry/exit from the building and will be expected to maintain social distancing when outside the building by follow the visuals when entering and staying in their family's vehicle or designated waiting area prior to school start times. Families have always been prohibited from entering

the school building unless for a scheduled meeting. Scheduled meetings will take place not at peak entrance or exit times. Visitors will be required to wear face masks and maintain 2 m distance, where possible visitors will be encouraged to connect over zoom. Employees who cross between buildings or cohorts will be required to maintain 2 m social distance when interacting with any person in the buildings and wear a face mask. Students and staff who stay within one classroom or cohort are encouraged to maintain social distancing protocols and provided PPE that they can elect to wear if it makes them feel more comfortable. Students who require physical prompting or have IEP goals that require close proximity or physical contact will have their IEPs consider modifications to these protocols if possible. If this physical distancing is not possible staff and students will take extra hand hygiene measures, practice safe coughing/sneezing with students, and may be encouraged to elect for PPE use. All doors remain locked and will be opened for students at scheduled entrance/exit times. Students and staff will be permitted to bring food that will require use of microwaves. There will be several microwaves distributed amongst the school so staff and students can spread out. The microwaves will be sanitized after every use. Staff and student use of the kitchen area will be reduced. Staff and students will eat in their assigned classrooms or in the break room if the number of staff can be limited to 2 staff from the same classroom.

Hand Hygiene – Hand washing stations have been purchased to provide more spaces to wash their hands. All staff and students will be required to wash their hands upon entry following hand washing guidelines. Visual supports are located in front of each hand washing station. Sanitizer is provided at entrances and in each room in the building. Students who are more impacted by their diagnosis, or younger, will practice hand hygiene multiple times per day to develop the skills required for safe interactions.

PPE – PPE is required for individuals who go between cohorts or buildings and for visitors. Any PPE that was used prior to the pandemic will still be used. PPE will be supplied for all staff and students who request it and where it is required. Staff working with students who require more physical contact will be encouraged to consider PPE options. It is required that staff or students wear PPE if entering the common areas or high traffic areas of the school unless they have a medical exemption or are under the age of 12. It is required that all staff and students using or supporting a student using the designated quarantine area use PPE. All teachers and staff in K-12, as well as all high school students, will wear masks in all indoor areas, including when they are in learning groups. Students and staff are allowed to remove their masks when they are sitting or standing at their seat or workstation in the classroom, if there is a barrier, or if they are eating or drinking. Pre-K and Elementary students are not required to wear masks, but masks are encouraged.

Symptom Assessment/Illness Policies/Procedures – All staff, students or parents of students will be asked the questions on the BC COVID-19 Self Assessment tool every day. Any staff or students who are experiencing symptoms will be sent home and told to contact public health. Any suspected communicable disease will be communicated to the Health and Safety team, John McGregor the Business Manager for the Authority, and Leslie Van Dusen the Principal for the school. The school will contact the Ministry of Education, FISA, and the local Health Authority to notify them of potential exposure so testing, potential contact tracing, and potential next steps for the school can be determined by the Health Authority. Any symptoms of illness that begin after a student or staff has already been in the building will require them to immediately go home or to quarantine in the designated quarantine space until it is safe for them to exit the building. Any students who require 1 to 1 support will have a

staff member go to the quarantine area with them, these staff will be required to wear PPE and will be sent home immediately after the student leaves. Staff should monitor symptoms and contact the health authority in these circumstances. Any students or staff with allergies will be required to produce a physician's note confirming the allergies. All prior policies and procedures for illness will be followed, including not allowing staff and students showing symptoms of illness into the building until they have been symptom free for at least 24 hours, unless otherwise directed by the local Health Authority. Students and staff who have been sent home with a suspected communicable disease will be required to produce a certificate from a public health nurse or physician clearing them to come back to the school building or required to isolate until symptom free for 24 hours, whichever is less as per Fawkes Academy policies in place since 2015. Students will be provided with remote school work and/or supports, where feasible. Staff, visitors, and outside professionals may be excluded from entering a school site due to concerns that they are not following the health and safety protocols, this exclusion may be indefinite.

Quarantine Space – Each location or learning group in a Group ABA Children's Society program will be required to have a quarantine space. If staff or students become ill in the course of the day it will be required that they stay in the quarantine space until it is safe for them to go home. PPE must be worn while in the quarantine space unless there is a medical exemption, or a student is too young or impacted to be appropriate to wear PPE. Students should remain adequately supervised when in the quarantine space. The quarantine area must be cleaned and sanitized immediately after use.

Exposure Control Planning – The Health and Safety team will be responsible for developing an exposure control plan and ensuring that all staff are trained on the plan and it is easily accessible to every individual.

Procedures for Services in Learning Centres

Services offered by learning centres sub-contracted by Group ABA Children's Society must maintain the same standards as those offered directly by the organization. The core planning team will work to ensure alignment with policies of any sub-contracted service provider or location where students are attending. This alignment in policies and procedures is non-negotiable while Fawkes Academy or Fawkes Academy DL students are in attendance of the program. Regular communication that between organizations will help to ensure that these programs maintain the quality of services required by Group ABA Children's Society programs. Health and Safety Plans for these organizations that have been sub-contracted must be reviewed by a member of the school Administration.

Training for Staff

Dennis Tal will be responsible for designing training and orientation programs for staff so that all staff in the school community is aware of the policies in place at the current stage. Training will be developed for professional development days to be held monthly so staff can further increase the depth and breadth of their knowledge relating to implementation of learning plans through the pandemic.

All staff will be provided resources from the Ministry of Education's Trauma Informed Practices website to ensure that all staff are providing a continuity of learning plan that aligns with mental health and wellbeing goals for our students.

Leslie Van Dusen will be a resource to train and guide teaching staff on how to administer distance learning programs for students. This training will be continuous throughout the pandemic.

A staff training fund will be developed to provide funds to staff who want to attend training specific to providing educational programs through the pandemic.

Dr. Elizabeth Athens will provide training to staff on best practices for telehealth sessions and will provide feedback for how these practices can be adapted to the educational setting.

A specific email chain is set up for sharing of resources, articles, podcasts, and training sessions between staff so training opportunities can be easily shared.

At the beginning of every school year staff will engage in one week of training. This training at the beginning of any pandemic year will be more heavily focused on pandemic specific training.

Transportation

Transportation for staff traveling to and from student homes should be in a staff member's personal vehicle only. Stages where travel to student's homes by staff is necessary for continuity of learning programs are likely to risk too much exposure of staff and students to potential viruses if public transportation is used.

Group ABA Children's Society does not offer transportation services to students or clients enrolled in their programs. There are no specific considerations that will need to be made around transportation services offered by Group ABA Children's Society in any stage of the restart plan due to this.

Staff should ensure that any individual who is required to return home due to illness is not using public transportation to limit exposure of the community. Staff will be required to provide three emergency contacts that can pick them up if they start to show symptoms of illness at work and are unable to drive themselves home.

Field Trips

The field trip policy will continue to be followed throughout the pandemic. All field trips will require a formal request to be made by the teacher planning the field trip to the Principal for approval. Teachers should take additional measures to address transportation logistics in field trip planning through the pandemic to ensure the safety of all students and staff.

All field trips should be treated as all individuals being outside of their cohort. Field trips will require that 2 m distance is maintained, and non-medical masks are worn by all individuals who are capable of doing so.

Additional effort must be put in to demonstrating why a field trip is the best educational opportunity for students during the pandemic. Field trips should have alternatives explored thoroughly prior to making a formal field trip request.

Walks outside or classes outside do not need to be considered field trips, but it is requested that such activities are communicated to the core planning team and that staff and students maintain 2 m of distance and wear non-medical masks when able. Walks outside should be contained to one classroom and should not in any circumstance allow for interaction between cohorts.

Facilities

Access to facilities will be limited by administration to individuals not essential for the operations of the facility. Depending upon the stage of the restart plan access to facilities may be limited to maintain density targets. There will be no community use of facilities through the course of the pandemic.

Supplies should be stocked well in advance of start of sessions after any break based on current inventory and use projections. When supplies, especially sanitization, cleaning, and PPE supplies, drop below 50% of the inventory capacity these supplies should be restocked immediately.

There are no capital projects planned by Group ABA Children's Society, but there is an ongoing search for a new school site in Surrey. When engaging in activities related to assessing the viability of a new potential site staff will wear PPE and maintain a distance of 2 m from all individuals present at the location.

Staff on site will be provided with additional paid hours to ensure that cleaning and sanitizing of facilities is done every day.

HR

New HR policies have been implemented to ensure that staff are well supported through the pandemic.

For any change in stage staff will be polled so the core planning team can know which staff are comfortable providing in person services, which staff are capable of providing online services, and which staff are requesting to be furloughed.

A temporary sick policy will be put in place increasing paid sick days from 2 weeks for staff to an unlimited number of paid sick days through the pandemic. Staff compensation for sick days is very important to ensure no staff are showing up to work sick.

Staff will be paid hazard pay for high risk activities. The core planning team will define what this hazard pay looks like under each stage of the school restart plan, having more broad application of hazard pay in more restrictive stages of the plan compared to less restrictive stages.

Staff required to self isolate will be encouraged to use any government benefits available and will be provided guidance by the Human Resources Manager on what is available. If there are no compensation

programs available to staff, they will be paid by Group ABA Children's Society through their self isolation.

Staff have the right to refuse work they see as unsafe. Supports will be put in place to make work as safe as possible and to give employees a choice in which work duties they are responsible for.

Policies will be created by the Human Resources Manager and the Health and Safety team to ensure that employees who are able, can work remotely.

If lay-offs are required, the core planning team will need to make decisions based on staff seniority and which positions are required for each stage. Lay-offs will follow all current legal standards and may include compensation for staff.

The Human Resources Manager and the Health and Safety team will continually work on development of mental health and wellness programs and resources for staff to access.

Roles and Responsibilities for each role may need to be redefined for each stage of the school restart plan. Roles and Responsibilities will be clearly defined by the core planning team and communicated to staff.

Information for Parents, Guardians, and Students

Ensuring that parents, guardians, and students are aware of policies is extremely important to programming. A portion of the educational program put in place for students will focus on expectations for their learning environments. Ensuring that parents and guardians are partners in educational programs provide opportunities for parents to be trained on policies and procedures that help reinforce these messages with students. Parents and guardians will be invited to bring any questions or concerns up at PAC meetings, and information sharing around the current policies and procedures at Fawkes Academy and Fawkes Academy DL will be provided at these meetings.

Financials

Budgeting and budget to actual evaluation will be even more important through the course of the pandemic. Any time a transition between stages occurs a new budget will need to be prepared based upon the information received from surveys of stakeholders and the planned implementation of services. The purpose of budgeting will be threefold. Budgets should be ensuring that programs are not going into deficit, assuming that tuition collection may be limited through a pandemic. Budgets should ensure that students are receiving supports and services in their continuity of learning plans to justify the special education funding each student is provided. Budgets should ensure that cashflow is sufficient to meet all financial obligations entered by Group ABA Children's Society.

The community should be engaged to try and bring in more donation revenues to offset the loss of tuition revenues and the loss of small fundraising programs that can no longer be maintained.

As in-person learning supports become harder to offer, budget lines should be shifted to more materials or community partners to ensure that students programs remain robust.

Calculations for government programs such as the CEWS will be done on a monthly basis.

Records will be kept in detail of all additional expenses required to operate sufficiently through the pandemic.

Long term planning for growth of the organization will continue through the pandemic.

Tracking of financials will continue through the pandemic with documents attached for the years affected detailing the changes to the base model.

Return to Normalcy

A plan is being developed for how to return to procedural normalcy after the pandemic. There is a need to engage in this part of the planning process and develop internal guidelines. The plan will begin with safely increasing physical activity and social opportunities for students. Increased counselling time for students will be important to assist students with processing the slow return to normalcy and the events of prior months. Some of the more impacted students may need social stories developed to help explain the changing rules and routines. Students who have obsessions with germs and cleanliness will require additional supports post pandemic. Budgets will need to be adjusted to reflect the changes in priorities for spending and the short-term HR policies and the relaxation of a specific number of sick days in a year will need to be reviewed. Robust communication regarding any coming changes will need to be developed so all stakeholders are updated about new or changing procedures. Some form of appreciation for the staff who have worked so hard to continue educating the students of Fawkes Academy should be planned.