COVID Planning & Programming

One *Learning* Community

Greater **VICTORIA** School District

Territorial Acknowledgement
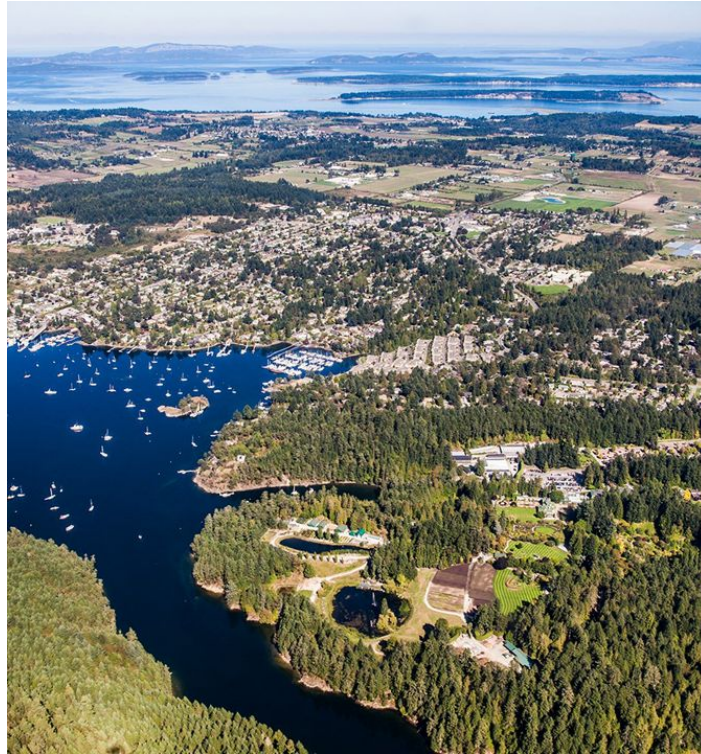
Overview

Guiding considerations:
- Equity of access, opportunity
- Navigating the 'grey area'

Planning templates: covid safety plan, student support plan

Breakout groups - discussion

Share out

Guiding Considerations

Vulnerable Student Planning Framework - p.3-4

- **Building relationships and connections is essential**

- **Create opportunities that ensure equity of access to learning**

- **It takes a community to support learning**

- **Keeping IEP planning in mind**

COVID Safety Plan

COVID-19 Safety Plan

Learners with the most diverse, complex needs have specialized supports and learning plans. These students require personal care and communication systems that require staff to be in closer proximity than the recommended physical distancing guidelines. As a result, an individual Covid-19 Safety Plan should be developed, guided by this template.

For all student planning, follow and reference GVSD COVID-19 Exposure Control Plan.
Whenever possible, staff to maintain physical distancing.

This plan is to be used in conjunction with this student's Worker Safety Plan (if applicable).

Student Name:	Grade:	Date: (mm,yr)	School:	Does student identify as indigenous?
				Y / N

*Family/community consultation, through Indigenous Education department support, is recommended for indigenous students' safety planning

Overview of Student's Past Behaviour:

Developed:
- On a case-by-case basis for learners with the most diverse, complex needs that have specialized supports, IEPs and/or learning plans by the SBT.
- These students require personal care and communication systems that require staff to be in closer proximity than the recommended physical distancing guidelines.
- As a result, an individual Covid-19 Safety Plan should be developed, guided by this template.

Template located on Learning Support Webpage
SD61 Covid-19 Planning Framework for Vulnerable Students

Student Support Plan

Guidelines to Completing a Student Support Plan:

- Apply to the small number of students who do not respond to Tier 1 interventions
- Moderately intensive and focused interventions formally taught and practiced on a small group and/or individual basis in a systematic and consistent manner on an ongoing basis
- Adjunct to an IEP- the Student Support Plan offers specific strategies and responses to be implemented and may be included in the IEP

Student Support Plan

Date: _____

Student		Team Members
Name:	PEN:	Principal:
DOB:	Grade:	Case Manager:
School:		Teacher:
Support Staff:		Counsellor:

Student Background Information	
Student Strengths	Family
Learning Profile	Referrals & Assessments
Counselling	Social-emotional
Behaviours	Current Effective Strategies

| Antecedents [RT1]	Warning Signs Observable signs and clues

Elopement Plans

Examples for procedures:
1. Notify Office immediately
2. Announcement on PA for support
3. Adults to be calm and non-reactive
4. Verbal responses to student if seen
   a. Clear, concise and simple directions
5. Maintain visual of student, do not chase
6. If unresponsive over time, contact Parent

Examples if missing:
1. See above (as applicable)
2. Check both inside and outside of school including perimeter
3. Thorough search/sweep from where student was last seen
4. Notify Parents and Police

Where to include:

Student Support Plan
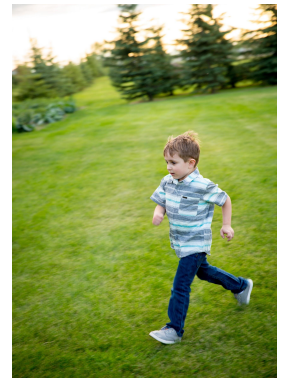
Situation	Ways to encourage/support expected bhvr

Breakout Groups

Individual reflection - 5 mins (not in Google Doc)

Breakout groups (15 mins)
- Share in groups
- Recorder adds to google doc and/or posts to chat

Google Doc - https://bit.ly/305k89Y (link in chat too)

Questions