

Earl Oxford School



Believing Everyone Succeeds Together

540 18th Street, Brandon, MB. R7A 5B2

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Principal: Mr. Robert Tomlinson Vice-Principal: Mr. Murray MacMillan



November 2, 2020

Rev. February 10, 2021

Dear Parents & Guardians:

Earl Oxford School has been busy creating our Orange level response plan in the event that Public Health deems this to be a necessary response to an increase in COVID-19 numbers in our health region. This plan will be put in place to ensure our students are safe and are following increased risk reduction rules and routines while still maintaining 100% attendance. **In order to plan for a successful transition to our new Orange Level, we will be moving to this level effective Friday, November 6th.** This time will be used to set up new learning spaces and to allow our new teacher assignments to properly prepare to deliver an appropriate learning environment to your child.

The Orange level response plan will add new homerooms and utilize additional rooms in the building to allow occupants to maintain a minimum of two meters of social distancing. Your child will be assigned a new class "specific" cohort versus a grade level cohort, which will ensure they have different designated times or locations for entrance doors, bathrooms, recesses or play areas. Cohorts will not mix at recess times. At the start of the day your child will still line up outside in their designated school entrance area starting at 8:40 AM and then be brought into the building by class at 8:50 AM (see included map). We will dismiss students from their classrooms to catch their bus, in order to eliminate the line up outside of mixed cohorts. Buses will have designated loading zones and will be loaded by cohort from back to front. ALL Students waiting on buses and on buses will wear masks.

Masks will continue to be optional for students in kindergarten to grade 3 and students in grades 4 to 8 will be required to wear masks when they cannot physically distance outside. In classrooms, students will be spaced 2 meters apart, and masks will be worn in class. Our hallways will have lanes of traffic, which staff will continue to reinforce as "the rules of the road" to ensure students physically distance in the hallways.

Staff and student hygiene in the Orange level will continue to be a priority this school year. Everyone will be practicing proper washing of hands multiple times a day, proper coughing technique, and an emphasis on no sharing of food, supplies or clothing. High touch areas will continue to be sanitized several times a day by our custodial staff.

Newly assigned homeroom teachers will be collaborating with the current teachers to ensure continuity of programming is maintained.

The school day will look very similar for our students as we move to 2 meters of required spacing. This includes the fact that we will have enough space for our Grade 7 and 8 students to attend 100% of the

time versus 50% of the time that some schools short on space may have to go to during the Orange Level.

In the Orange level we ask that parents continue to screen your child every day before they come to school. You can find the screen at <https://sharedhealthmb.ca/covid19/screening-tool/>, plus this document includes a parent friendly checklist. We ask that you please notify the school if feel your child is showing symptoms of COVID-19 as guided by Public Health. Parents need to ensure they have a plan for childcare if you child is sick or needs to socially isolate for 14 days. Do not send your child to school if they are sick or have been exposed to COVID-19.

If you have any questions or concerns, please contact your child's teacher or the main office. Please phone or email the school to limit the number of visitors to the building. If we move to the Orange level plan, please note it should be a short-term response to curb the spread of COVID-19. We would notify you once we have been cleared to return to the Yellow level plan.

Sincerely,

A handwritten signature in black ink that reads "Rob Tomlinson". The signature is written in a cursive, slightly slanted style.

Rob Tomlinson

Earl Oxford School
COVID-19 Orange Level Response Plan

1) Provide orientation on Health Orders & Workplace Safety and Health

- a. Earl Oxford's Staff Commitment
- i. Earl Oxford is a psychologically safe school and an open community. Stakeholders can ask questions and work together to improve plans. Prepare-Declare-Adhere-Repair is our motto as we work to ensure our school is safe.
 - ii. We don't expect a teacher to have all the answers to the students' needs in their class. Collaboration with already functioning committees within the building will ensure we prepare for all upcoming challenges and adjust any current plans that are not fully meeting the well-being and the safety expectations we have for the members of our school community.
 - iii. The first step will be ensuring that all students are well mentally and physically to ensure they are in a place where learning can occur.
 - iv. All staff have been trained in SAFE Work Manitoba – *Covid-19: Best Practices for a Safe Workplace* before students return to the building.
 - v. How do you eat an elephant? At times this situation has seemed overwhelming, but we know if we go at this one bite at a time, we will have a successful school year.
- b. Orientation for Students – Teachers will be re-orientating students to Orange Level pre-cautions (rules and routines) for the following items:
- i. Designated entrance/exit door.
 - ii. Designated bathrooms
 - iii. Recess – time and designated area.
 - iv. Hallway lanes – “rules of the road.”
 - v. Usage and care of masks.
 - vi. Designated seating and classroom configuration – this will move from 1 meter of spacing to a minimum of 2 meters of spacing. This will be achieved by creating new homerooms and using additional rooms in Earl Oxford School.
 - vii. Locker procedures.
 - viii. Hygiene – washing of hands, coughing etiquette and no sharing of food, supplies or clothing.





- ix. Busing procedure and designated areas (labelled) (see map).
 - x. Noon hour and lunch – students will be allowed to stay for lunch but will eat in their new homeroom. Educational Assistant schedules will be adjusted to meet this new supervision demand, which may reduce classroom supports during instructional time.
 - xi. Cohort – each homeroom will now be a “specific” cohort, where under the Yellow plan we had grade level cohorts. Cohorts will not share any time on the playground and will maintain 4 meters of distancing between cohorts.
- c. Parent Information:
- i. How to communicate with the school – limit visitors by phoning or emailing the school.
 - ii. Earl Oxford will be tweeting and publishing on our website a selection of videos to demonstrate the precautions we have taken to ensure staff and students are safe.
 - iii. Cohorts and staff assignments – students will be with their homeroom, with staff coming to them for different programming. Recess time, entrances or bathrooms will be shared with a limited amount of students with 2 meters of distancing always being maintained.
 - iv. Designated:
 - Entrance and Exit Doors.
 - All students will line up by homeroom outside in a designated area at the start of the day and will be brought in one homeroom at a time starting at 8:50 AM.
 - Bathrooms.
 - Recess areas.
 - v. Busing – students will line up by bus designation (ex. Orange 5) and be spaced by cohort from back of the bus to the front. All students will wear masks while lined up for the bus.
 - vi. Masks – K to 3 optional and 4 to 8 required (can take off if socially distanced outside and at recess).
 - vii. Hygiene – washing of hands at several key times will be facilitated by staff, coughing etiquette will be taught to students and students will be taught that there is to be no sharing of food, supplies or clothing.
 - viii. No Microwaves be available to students at lunch as we will not be able to ensure proper sanitization between warmups.
 - ix. Noon hour and lunch – we have secured two Parent Advisory Committee staff for non-bused students to be able to stay for lunch. Parents will be required to pay for either 1, 5 or 10 months at a time. All payments will be on-line by debit or credit

card. We will be sending home sign up sheets and payment instructions in late September.

- x. Hallway lanes – the “rules of the road” will be taught to students to ensure social distancing is adhered to in the hallways.
 - xi. Band, Home Economics and Industrial Arts will continue to be paused. Other courses may be paused or adjusted during the Orange plan. For example, P.E. classes may be paused due to inclement weather.
 - xii. Disinfection and cleaning of the school – three times a day, plus classes will have cleaning supplies for high touch surfaces such as computers. Deep clean every evening.
 - xiii. Monitoring of Student Health – we ask that all families screen their children prior to school each day. If child is symptomatic, please keep them home and report this to the school.
<https://sharedhealthmb.ca/covid19/screening-tool/>
- d. COVID-19 is most commonly spread from an infected person through respiratory droplets generated through coughing, sneezing, laughing, singing, and talking. It spreads more easily when contact is close (within six feet/two metres) and prolonged (more than 15 minutes). COVID-19 can also be spread by close personal contact, such as touching or shaking hands or touching something with the virus on it and then touching one’s mouth, nose, or eyes before cleaning one’s hands. Some people who have few or no symptoms can spread COVID-19.
- e. The most effective measures to reduce the spread of COVID-19 include separating people by maintaining physical distance and the use of physical barriers. Since this is not always practical, we will be using a layered approach of staying home when sick or where in contact with a confirmed case, daily screening (parents to screen their children), limit visitor access (example, parents drop students off for the student orientation day, they do not enter the building), physical distancing (2 meters between all individuals), cohorts (by class), ventilation, transportation to school, hygiene practices, PPE for high risk activities, cleaning/disinfecting and wearing a mask (mandatory from grade 4 to 8).
- f. Stay home when : (See Symptom and exposure screening questions

COVID-19 NOVEL CORONAVIRUS

COVID-19 Screening Questions

Manitoba 

Symptom and exposure screening questions (check all that apply)

Do you have a new onset, or worsening, of any ONE of the following symptoms?		Yes	No
<input type="checkbox"/>	• fever > 38°C or think you have a fever or chills		
<input type="checkbox"/>	• cough		
<input type="checkbox"/>	• sore throat/ hoarse voice		
<input type="checkbox"/>	• shortness of breath/ breathing difficulties		
<input type="checkbox"/>	• loss of taste or smell		
<input type="checkbox"/>	• vomiting or diarrhea for more than 24 hours		
If "yes" to any one of the above, DO NOT ENTER			
Do you have a new onset, or worsening, of any TWO of the following symptoms?		Yes	No
<input type="checkbox"/>	• runny nose		
<input type="checkbox"/>	• muscle aches		
<input type="checkbox"/>	• fatigue		
<input type="checkbox"/>	• conjunctivitis (pink eye)		
<input type="checkbox"/>	• headache		
<input type="checkbox"/>	• skin rash of unknown cause		
<input type="checkbox"/>	• nausea or loss of appetite		
<input type="checkbox"/>	• poor feeding (if an infant)		
If "yes" to any two of the above, DO NOT ENTER			
Exposure history		Yes	No
1.	Have you been in close contact (within two metres/ six feet for more than 15 minutes) in the last 14 days with a confirmed COVID-19 case?		
2.	Have you been exposed to COVID-19 in a work or public setting?		
3.	Have you travelled outside of Canada, or within Canada, east of Terrace Bay, Ontario in the past 14 days?		
4.	A. In the last 14 days has anyone living in your household travelled outside of Canada, or within Canada, east of Terrace Bay, Ontario? If yes, proceed to question 4B. If no, do not complete 4B or 4C.		
	B. IF YES to 4A, is your household traveller exempt from self-isolation (quarantine) requirements (www.manitoba.ca/covid19/soe.html)? If no, proceed to question 4C. If yes, do not complete 4C.		
	C. If NO to 4B, have you been in close contact with the household traveller in the last 14 days since their return from travel?		
If "yes" to question 1, 2, 3, or 4C - DO NOT ENTER			

If the checklist advises you Not to Enter: stay home, isolate and refer to the online COVID-19 Screening Tool at <https://sharedhealthmb.ca/covid19/screening-tool/> or call Health Links – Info Santé at 204-788-8200 or toll free at 1-888-315-9257 for further guidance.

Up to date information on COVID-19 can be found at: www.manitoba.ca/covid19

AUGUST 2020

g. Screening

- i. Symptom and exposure screening must occur at the start of each day.
- ii. Staff must self-monitor daily for signs and symptoms of COVID-19. Staff who have any symptoms of COVID-19 must stay home, isolate, and be excluded from work. Schools must maintain records of staff absenteeism.
- iii. Schools must communicate that parents and caregivers need to monitor their child daily for symptoms and exposures before sending them to school. Parents and caregivers are responsible for ensuring their children are not displaying symptoms before sending them to school or on the bus. Schools can also support children with self screening upon arrival at school if symptoms present.
- iv. Should an individual present symptoms at school:
 - i. They will be placed in the Blue Room.
 - ii. Screening will be conducted.
 - iii. Guardians will be contacted for immediate pick up and referred to Health Links or their medical professional.
 - iv. The event will be documented by the HSL and a follow up call will be made within 24 to 48 hours.
 - v. Public Health will be consulted if required.

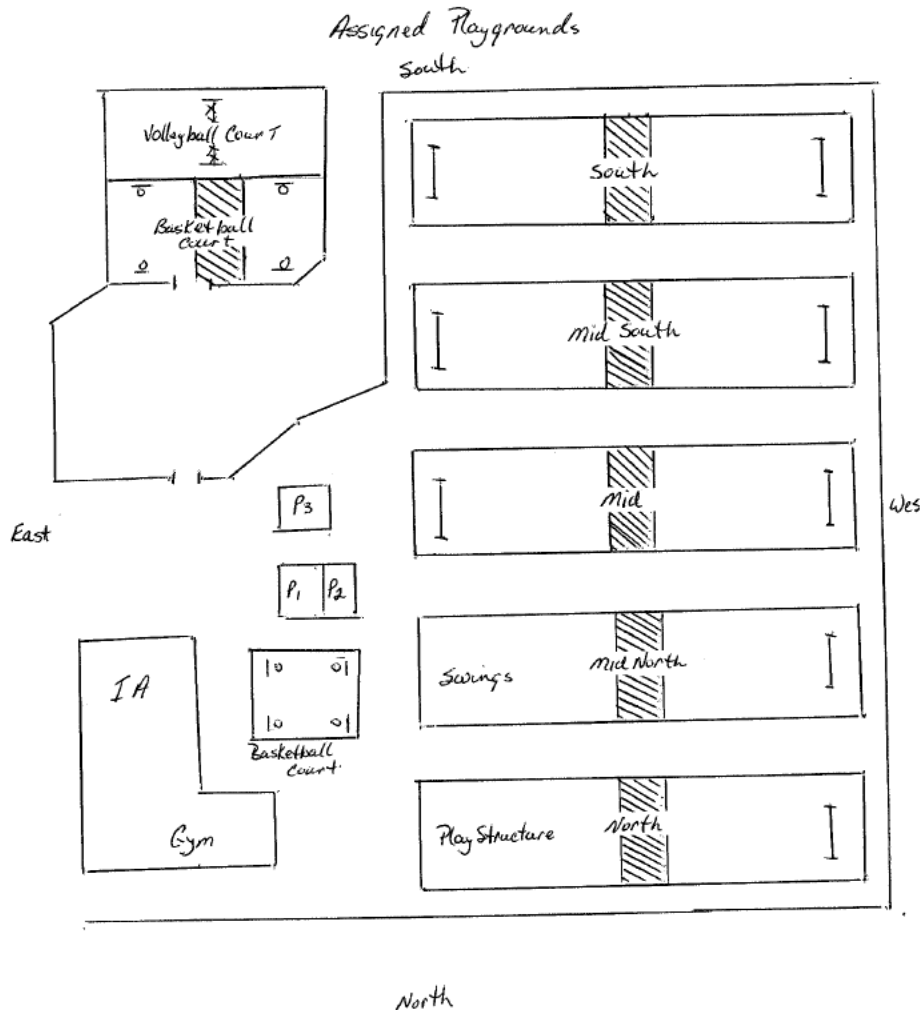
h. Visitor Access

- i. Visitors or volunteers are permitted at schools, but visits should be minimized to the greatest extent possible. Online communication, video, and telephone should be used to interact with families, where possible, rather than in person.
- ii. Parents, caregivers, healthcare providers, volunteers, and other non-staff adults (e.g., visitors) entering the school should be prioritized to those supporting implementation of public health measures and activities that benefit student learning and well-being (e.g., teacher candidates, immunizers, meal program volunteers, etc.). This should also be limited to those who regularly volunteer to minimize the number of possible exposures.
- iii. All visitors and volunteers must adhere to self-screening, physical distancing, and recommended hygiene practices. Visitors with any symptoms consistent with COVID-19 should not enter the school. Schools are required to keep a list of all visitors.
- iv. Community use of schools will be suspended, with the exception of childcare centers operating in schools.

i. Physical Distancing

- i. Physical distancing of two meters between all individuals should occur in the Orange response level.
- ii. The maximum number of individuals congregating (i.e., close interactions among people longer than 15 minutes) in a common space for indoor and outdoor settings must comply with the most up-to-date public health orders at <https://www.gov.mb.ca/covid19/soe.html#current>.
- iii. All classrooms will be reviewed by school leaders to ensure we meet the current spacing standards. In the Orange response level we will be moving homerooms to guarantee 2 meters of spacing between individuals can be accommodated. Students will have designated seating.

- iv. Schools must manage the flow of people in common areas, including hallways, to minimize crowding and allow for the ease of people passing through. We have visual prompts on the school grounds and in the school to ensure students maintain social distancing.
- v. Implement the practice of staggered entrance and exit times or use separate entrances. All students will line up at the start of the day outside in designated areas (see included map) and will be brought into the school starting at 8:50 AM.
- vi. Avoid close greetings (e.g., hugs, handshakes).
- vii. Stagger staff break times and avoid large, in-person staff meetings.
- viii. Assemblies and gatherings are discouraged and those that exceed public health advice may not be scheduled.
- ix. Fire drills and lock-down requirements must be considered within the COVID-19 environment, as current procedures are not conducive to physical distancing. Modifications of drills to achieve goals should be considered. Homerooms will conduct these on their own as per a schedule or timeframe communicated by the vice-principal. Drills to be reported to the vice-principal.
- x. All payments will now be taken on-line, no money will be collected via cash or cheque.
- xi. Be outdoors as much as possible. Promote individual activity to minimize contact.
- xiii. Contact sports and games, or the use of shared equipment is strongly discouraged. Guidelines and a risk assessment for sports and recreational activities are available at <https://manitoba.ca/covid19/restoring/sports-guidelines.html>.
- xiv. Students will not be changing for Physical Education this school year, due to the fact the changerooms are designated bathrooms for individual classroom cohorts.
- xv. Assigned Playgrounds – teachers or designates will take their homerooms out for recess to designated playgrounds at specific times. This will be to ensure classroom cohorts do not mix. This will result in two back to back recess times and two distinct lunch times (1/2 hour).



j. Cohorts

- i. Cohorts that mix will be reduced from a grade level to individual classes for things such as playgrounds. Entrances and bathrooms will still be shared. The purpose of class specific cohorts is to limit the mixing of students and staff so that if a child or employee develops an infection, there are fewer possible exposures and contact tracing can be more easily done.
- ii. Physical distancing within the cohort is required to be two meters when seated at desks or tables.
- iii. Each cohort must be able to arrive, depart, and participate in school activities without co-mingling with members from other cohorts as much as possible.
- iv. Whenever possible, keep children and staff together with the same cohort throughout the day, including lunch breaks and recesses. Locations of classrooms, use of additional space, and timetabling by cohorts can all be considered to reduce mixing.
- v. Teachers will stagger schedules and movement of cohorts to avoid being in shared spaces (e.g., foyers, hallways) at the same time.
- vi. Different cohorts/groups should not be in shared spaces at the same time. Where this is not possible, physical distancing between groups is required. It is important to maintain at least four meters between groups or cohorts of children.

- vii. Avoid the movement of classes of students where possible. It is preferable that teachers move between classrooms instead of students.
 - viii. Keep daily records that include the names of students, staff, and volunteers of cohorts.
- k. Ventilation
 - There is less likelihood of transmission in well ventilated environments. Consider the following strategies:
 - i. Avoid recirculation of air to the greatest extent possible and ensure clean filters.
 - ii. In general, ventilating indoor environments with fresh air— whether by increasing the outdoor air ratio of the HVAC system settings as much as possible or by opening windows and avoiding or reducing recirculation—will dilute the air exhaled by the occupants, including any infectious particles. Even if this is not feasible for the whole facility, consider this for higher risk areas (e.g., where crowding may be an issue).
 - iii. Minimize the use of fans and limit them to the lowest settings if they are needed. Direct air flow away from people and surfaces. Ensure that these surfaces are cleaned along with other high-touch surfaces.
 - iv. Assess the risk of opening windows and doors (i.e., risk of falling, triggering asthma symptoms). Do not prop open fire doors to increase ventilation or to reduce exposure to frequently touched door handles.

2.) Transportation;

- a. Parents encouraged to transport their own children.
- b. Drop off and arrival times in the morning should be from 8:30 to 8:50 AM.
- c. School buses will have social distancing and all students will be required to wear masks.
- d. Students waiting on buses will be required to socially distance at 2 meters. We will have students line up by bus and then by class specific cohort. Students are to be two meters apart in designated areas and wear their masks.
- e. Zones, by bus number, for waiting are painted on the grounds. In inclement weather students will stay in their classrooms and be released in a staggered fashion to catch their bus.
- f. On August 13, 2020, the Province of Manitoba provided a revised guideline for transportation to school divisions. Under these guidelines our school buses cannot operate at 100% capacity due to physical distancing requirements.
- g. Due to these guidelines we are prioritizing the following students for transportation.
 - i. All students living outside the City of Brandon boundaries (rural) will continue to receive school bus transportation.
 - ii. All students with special needs within the City of Brandon boundaries will continue to receive school bus transportation.
 - iii. All students that attend Alexander School and O'Kelly School will continue to receive school bus transportation.
 - iv. The Division is suspending school bus transportation within the City of Brandon for grades 9-12 students.
 - v. Currently, the Division has determined a school bus capacity for Kindergarten-Grade 8 students within the City of Brandon. Part of this

review process included the addition of five buses. This may change in the Orange level response.

- vi. The Division is suspending curricular and co-curricular transportation provided to Grade 7-8 students; this includes Band, Home Economics and Industrial Arts.
- h. For the safety of those students being transported we have implemented the following measures:
 - a. All school bus passengers as well as the driver, are required to wear a non-medical mask. These should be put on while waiting for the bus and taken off after exiting the bus, if removal is appropriate for the setting.
 - b. Enhanced cleaning and sanitizing of “high-touch” areas in buses after each route is completed as directed by the provincial guidelines for restoring safe schools.
 - c. The Division provided all drivers with training and information for proper cleaning protocols. Online WHMIS training will be provided by the Transportation Department in September 2020.
 - d. As weather permits, windows and roof vents will be opened for additional ventilation.
 - e. Seating plans will be in place for each bus route and seats will be labeled. Students will be seated in the same seats every day for regular bus routes.
 - f. Students will be seated one per seat on the school bus. When possible students from the same household will be assigned seats together. Students requiring additional supports in the form of a companion to ride the bus will be treated as if they are from the same household.
 - g. A daily record of attendance for each bus will be maintained by the Transportation Department.
 - h. All buses will be loaded from back to front and unloaded from front to back when possible.
 - i. The unloading of buses at schools and transfer points will be limited to one at a time when possible to assist with the staggering of students entering the schools.
 - j. The Transportation Department will communicate to parents/guardian and schools any revisions to scheduling for bus routes related to bus drop off and pick up schedules.

3) Sanitation/Hygiene protocols;

- a. Washing with soap and water or hand sanitizer for at least 20 seconds is the recommended hand hygiene practice. Students and staff must engage in frequent hand hygiene, including but not limited to the following times:
 - i. at the start of the day and before going home
 - ii. before and after recess
 - iii. after going to the washroom and helping children with washroom routines
 - iv. after a diaper change (both children and staff)
 - v. before and after preparing food
 - vi. before eating/drinking

- vii. after getting hands dirty or if they have become contaminated
 - viii. after wiping nose or handling dirty tissues
 - ix. after coughing, sneezing, or blowing nose
 - x. after soothing a crying child
 - xi. before and after putting on and taking off a mask
 - xii. before and after being on a bus
 - xiii. after cleaning tasks (staff)
- b. Where possible, encourage and supervise hand hygiene and make alcohol-based hand sanitizer available at all building access points and throughout the facility. Young children will require supervision when using alcohol-based hand sanitizer. All entrances and classrooms will have hand sanitizer stations. All classrooms will have 1 L of hand sanitizer and cleaning supplies.
 - c. High touch areas will be cleaned at a minimum at 10:00 AM, noon hour, 2:00 PM and after school.
 - d. Good hygiene practices can be taught in an age-appropriate and playful manner. One idea is to have timers to help ensure students wash for an adequate time. See how many 20-second songs the children can identify. Be creative—engage the children in coming up with games and other ways to encourage everyone to wash their hands for 20 seconds.
 - e. Respiratory etiquette should be modelled, taught, and reinforced regularly. This includes coughing and sneezing into a tissue or sleeve, as well as properly and promptly disposing of any used tissues and exercising proper hand hygiene.
 - f. Personal items (e.g., hats, hair accessories, lip balm, food/drinks) should not be shared.
 - g. **No microwaves will be available for warm-ups.**
 - h. Avoid touching one's mouth, nose, or eyes, and encourage children to do the same.
 - i. Resources:
 - <https://www.gov.mb.ca/covid19/resources/index.html>
 - <https://sharedhealthmb.ca/covid19/providers/posters/>
 - <https://www.gov.mb.ca/fs/childcare/resources/pubs/posters.pdf> - Kids
 - <https://sharedhealthmb.ca/files/hand-hygiene-wash.pdf> - Hand Rub
 - <https://sharedhealthmb.ca/files/hand-hygiene-wash.pdf> - Hand Wash
 - <https://www.canada.ca/en/public-health/services/video/covid-19-handwashing.html> Hand Washing for older students
 - <https://www.youtube.com/watch?v=lisgnbMfKvI> Hand washing Technique
 - <https://www.canada.ca/en/public-health/services/video/covid-19-handwashing-heroes-dv.html> Proper Hand washing for young students Described video
 - <https://www.canada.ca/en/public-health/services/video/covid-19-handwashing.html> Hand Washing for older students

Personal Protective Equipment (PPE)

Non-medical masks can play a role in reducing the transmission of COVID-19. Wearing nonmedical masks is an **additional** personal practice that can help to prevent the infectious respiratory droplets of an unknowingly infected person (the wearer) from coming into contact with other people. Non-medical masks have not been tested to meet any standards. Although encouraged, wearing a non-medical mask or face covering is not a substitute for physical distancing and handwashing. Those wearing masks should be reminded, in age-appropriate language, not to touch their mask and to comply with other personal preventive practices, such as frequent hand hygiene and physical distancing as much as possible.

Non-medical masks offer an extra layer of protection. However, the Orange level dictates that we maintain a two-metre physical distance at all times. This includes hallways, when riding the bus to school, and classroom settings.

- Students (Grade 4 and up), teachers, staff, visitors and volunteers are to wear non-medical masks in areas where physical distancing of two metres is not possible.
- Students under Grade 4 can also use non-medical masks.
- If you are socially distancing over 2 meters outside, you can take the mask off.
- All school bus passengers and the driver are required to wear a nonmedical mask. These should be put on before loading and taken off after offloading if removal is appropriate for the setting.

Masks will be provided to students and staff who need them. Inventory will be monitored to ensure adequate supply.

Non-medical masks should not be worn by anyone who:

- is unable to remove the mask without assistance (e.g., due to age, ability or developmental status)
- has breathing difficulties
- is under two years of age

When a non-medical mask is used, your hands should be cleaned before and after putting it on and taking it off. Follow the recommendations listed above for the use of non-medical masks, including for their removal. Removed masks are considered contaminated and should be placed in a container or bag for appropriate cleaning and disinfection at a later time. Non-medical masks should be laundered daily.

A medical mask (surgical or procedural mask) is required when unable to maintain a distance of two metres from a child who is exhibiting signs or symptoms suggestive of COVID-19. **All staff working in multiple cohorts are required to wear medical masks.**

To put on a mask safely, perform hand hygiene by handwashing with soap and water, or use an alcohol-based hand sanitizer. Place the mask on your face carefully so it covers your mouth and nose, handling it with the strings or elastic ear loops as much as possible, and mould the nose bridge to ensure it does not move while it is on. Avoid touching the mask once you have put it on. If the mask needs to be adjusted, hands should be cleaned before and after adjusting the mask. Never pull the mask down below the nose, mouth, or chin. Never dangle the mask from one ear or both ears.

To remove the mask safely, remove it from behind using the strings or elastic ear loops. Do not touch the front of the mask. Discard the mask immediately, ideally in a no-touch receptacle. Perform hand hygiene by handwashing with soap and water or using alcohol-based hand sanitizer. Visit <https://www.gov.mb.ca/covid19/prepareandprevent/index.html> for the latest guidance on the use and care of masks.

Consideration can be given to teachers and staff to wear face shields or coverings and eye protection, in addition to a mask (not in place of a mask). Staff working with students where social distancing is difficult will be required to review

- j. Increased frequency of cleaning, disinfecting, and sanitizing—particularly on high-touch surfaces and in common/shared areas—will be required. Schools must:
 - i. Disinfect commonly touched surfaces (e.g., doorknobs, light switches, electronic devices including photocopiers, printers, laptops, keyboards, mice, monitors and touchscreens, chairs, desks, art supplies, toys, games, gym equipment, tools, and equipment) frequently—at least twice daily, or more often as needed. We will be using recesses and noon hour to disinfect our high touch areas. Classrooms will also have disinfecting supplies for things such as computers (spray on rag and then wipe with the rag) so they can be sanitized between users.
 - ii. Increase monitoring of hand-cleaning supplies to ensure an ample supply at all sinks in washroom and kitchen areas.
 - iii. Ensure washrooms and lunchrooms are cleaned/disinfected frequently (at least twice daily, and more often as needed) and stagger use.
 - iv. Turn off water fountains that are not touchless or cannot be cleaned between users. Students are encourage to bring water bottles.
 - v. Ensure there is enhanced cleaning of bus seats and other high-touch surfaces (e.g., windows, railings) before each new group of students attends the bus.

4.) Extra Curricular & Off-site Activities;

https://www.gov.mb.ca/asset_library/en/coronavirus/activities-guidelines.pdf

- a. Promote physical distancing.
- b. Mitigate risks from exposure to high touch surfaces.
- c. Mitigate risks during programming (ex. Pickle ball versus basketball)
- d. Wearing of masks may reduce risk of transmission.
- e. At the Orange level there will be no field trips or outings.

5.) Create support networks as per Kevin Cameron workshop;

- a. All teaching staff will use a portion of their Collaborative Teacher Time to facilitate activities to promote positive mental health and to support each other. We believe that healthy staff equates to healthy students.
- b. All support staff have identified a colleague within the building that they will connect with throughout the school year. The resource teacher has created a TEAMS account where all support staff are expected to check into every two weeks. This TEAMS account will provide resources and bi-monthly activities to promote positive mental health for partners to utilize this school year.
- c. Any staff struggling with COVID-19 or moving to level Orange, are encouraged to talk to a school leader, who will provide access to the Employee Assistance Program.
- d. BSD has participated in training from the North American Center for Threat Assessment and Trauma Response Guidelines for Re-entry into the School Setting. The training provided the in-depth practical understanding to help prepare school personnel for re-entry into the school community, emphasizing the social and emotional well-being for students and staff.
- e. Please visit the Psychological First Aid (PFA) for Schools, Teachers, and Students document. <http://www.nactatr.com/files/2020NACTATR-PFA.pdf>

- f. For more information about trauma-informed learning please visit:
 - 1) Assessing the Social-Emotional and Traumatic Impact of the Pandemic on the Community Page 16 and 17 and review with the school's team;
<http://www.nactatr.com/files/2020NACTATR-PFA.pdf>
 - 2) Listen, Protect, Connect, Model and Teach.
<https://www.nactatr.com/news/files/01GuideRe-Entry.pdf>
- g. Parents and guardians seeking supports can contact either their child's homeroom teacher or a school leader. We are here to help and will work with you via our School Intervention Team to ensure you are supported.
- h. Staff and guardians can access these useful resources:
 - i. [Care for Your Mental Health](#)
 - ii. [AbilitiCBT](#)
 - iii. [Mental Health Virtual Therapy Program](#)
 - iv. [LifeSpeak](#) app
 - v. [Government of Canada](#)
 - vi. [Mental Health Commission of Canada](#)
 - vii. [The Working Mind COVID-19 Self-care & Resilience Guide](#)
 - viii. [National Association of Social Workers – Self-Care During the Coronavirus Pandemic](#)
- i. Suggested PD:
 - ix. Jody Carrington's online course [How to Connect with Kids These Days](#).
<https://drjodycarrington.teachable.com/p/kids-these-days2>
 - x. Psychological First Aid (PFA) – Canadian Mental Health Association [Online Course](#)
<https://cmhanl.ca/psychological-first-aid-online-courses>

6.) Expectations for Lockers/Schedules/Bells/Recess/Lunch;

Lockers – classroom teachers will create plans with their classes to ensure social distancing of 2 meters is maintained while students are accessing their lockers (ex. Divide class into fifths and only have every fifth locker being accessed at a time, label lockers).

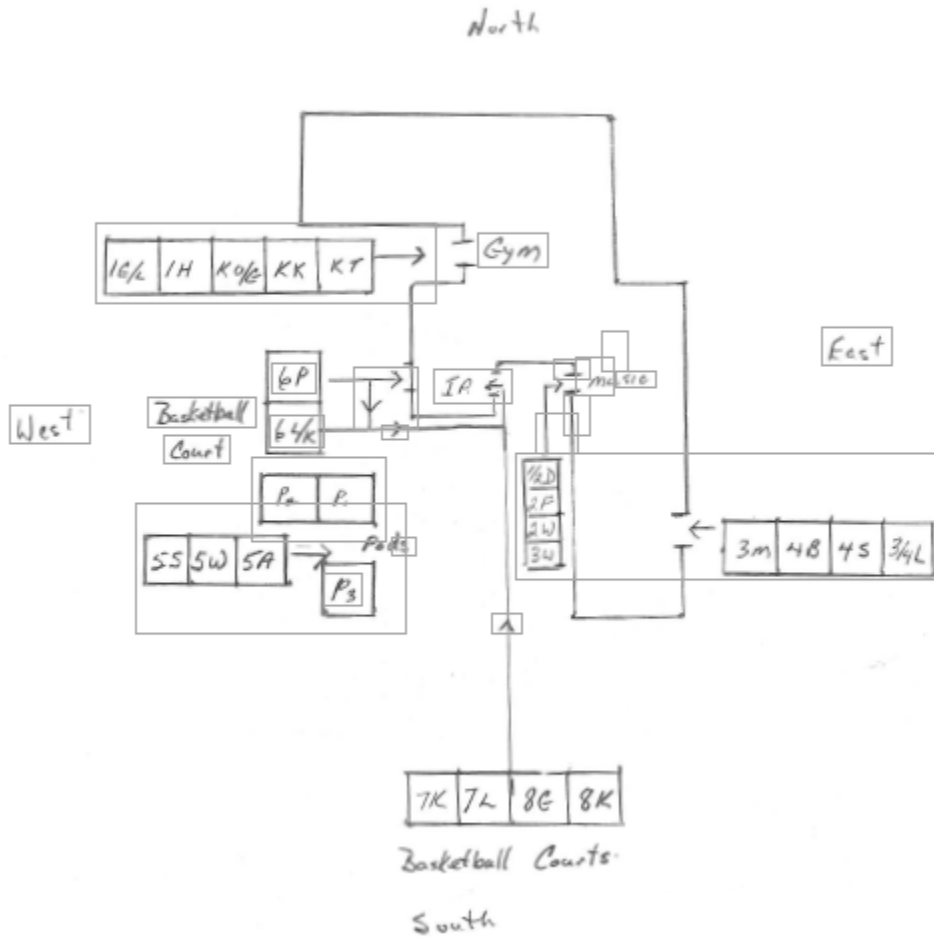
Cohorts	Entrance/Exit	Bathroom	Recess	Lunch (when out)
KT (16) KK (16) KOG (10)	Gym	Rm. 13/Music	Play Structure Area/North Field/Bball 10:30-10:45 2:20-2:35 Alt soccer field, bball and play structure.	11:45–12:12 Groups in K and 2 will rotate through soccer field, play structure & bball court.
1G/L (17) 1H (17) 1/2D (12)	Gym Music	Rm. 13/Music	Play Structure Area/North Field/Bball 10:15-10:30 2:05-2:20 Alt soccer field, bball and play structure.	12:17 -12:45 Groups in 1, 3 and 3/4 will rotate through soccer field, play structure & bball court.
2F (15) 2W (16)	Music	7/8 Wing	Mid-field North (divided in ½) 10:15-10:30 2:20-2:35	11:45 – 12:12
3M (19) 3W (14) 3/4L (16)	Front Music Front	7/8 Wing	Mid-North Field for 3M & 3W (divided in ½) 10:30-10:45 2:05-2:20 Mid-Field for 3/4L (can rotate)	12:17 – 12:45 * fields divided in 1/3's. 3/4A, 3M and 3W can rotate through the 4 sections field.
4B (18) 4S (18)	Front	7/8 Wing	Mid-field 4B 10:30-10:10:45 2:20-2:35 Mid-field South 4S 10:30-10:10:45 2:20-2:35	11:45 – 12:12 4B Mid-field 4S Mid-field South
5S (17) 5W (19) 5A (15)	Gym	Band	South Field & Mid- South (divided into 1/3's) 10:15-10:30 2:20-2:35	12:17 – 12:45 * fields divided in 1/3's. 5S, 5W and 5A can rotate through the 4 sections field.
6P* (22) 6LK (14)	IA	6P Band 6LK - 7/8 Wing	South Field /Split 10:30-10:45 2:05-2:20 6P South Field 2:05 – 2:20 6LK Mid-field South	11:45 – 12:15
7 (42)	I.A.	Gym	BBall/VBall Courts 10:30-10:45 2:05-2:20	12:17 – 12:45
8G (17) 8K (18)	I.A.	Gym	BBall(2)/VBall Courts (divided in 1/2) 10:15-10:30 2:20-2:35 *teachers can keep the students in if they wish	11:45 – 12:12

Notes:

- HR teachers will do recess supervision. Non-HR teachers will support start of school entry (8:30 to 8:50 AM) and bus/hall supervision at the end of the day.
- Students will line up in designated areas/entrances in the morning and will be brought in one class at a time starting at 8:50.
- Students will need to line up at bathrooms spaced every 2 m and students are not to wait in the bathroom.
- If a non-HR class is to be taking place during bathroom time/recess, the non-HR teacher will supervise.

Start of the Day, Recess, Lunch Hour and Dismissal – Cohort Areas & Entrances

Start of the day entrances:

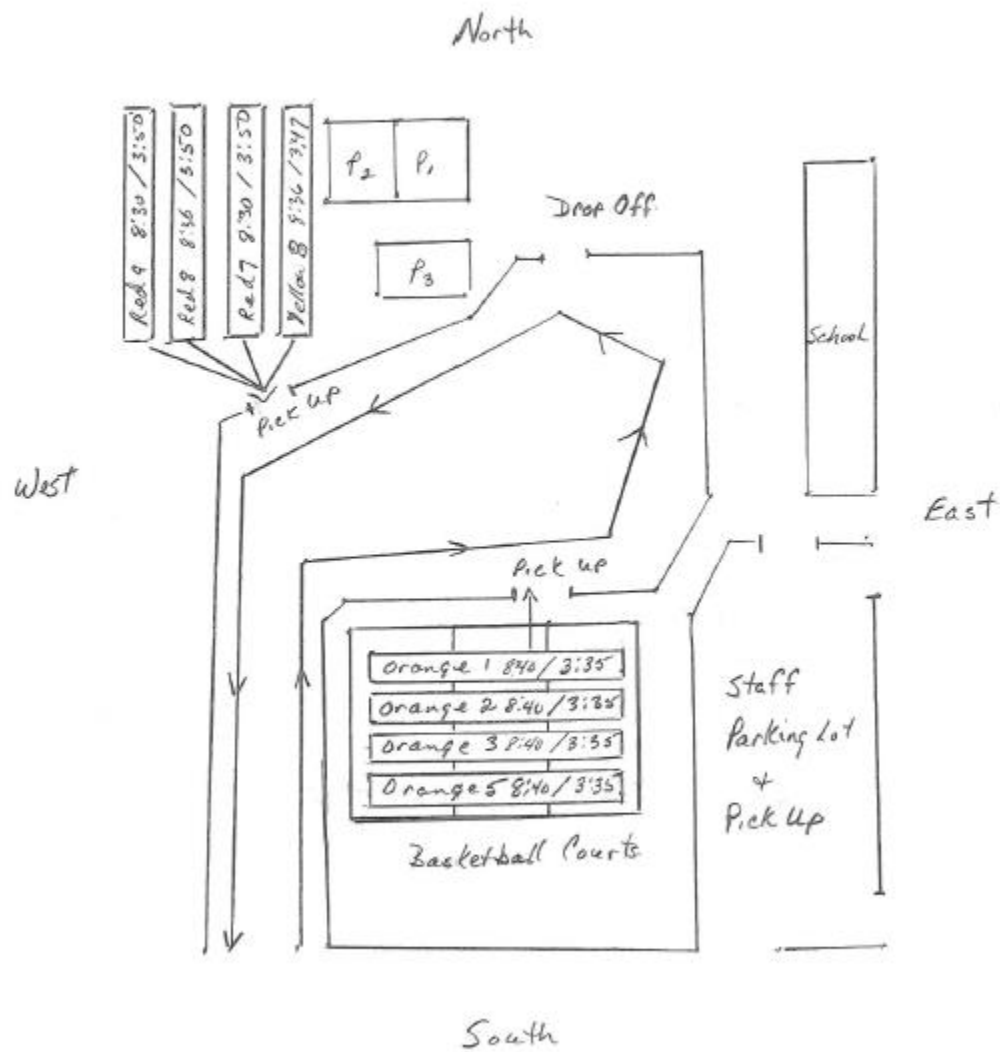


Updated Feb 1/21

Notes:

Students will not be brought into the school until 8:50 am. Please adjust drop off times accordingly.
Students will line up to enter the school at 12:12 PM and 12:42 PM depending on their staggered lunch time.
If a student returns at the end of lunch and their class is already indoors, they will go directly to their classroom following the "rules of the road" and proper "social distancing."

Bus Line Up Areas



Updated Feb 1/21

7) Utilization of Staff;

i. Home School Liaison (HSL)

- The best practice is that parents/guardians provide their own food for their child.
- If this is not possible, the following guidelines apply:
 - Staff should serve all food items.
 - Utensils (not fingers) should be used to serve food items by staff.
 - Remove shared food containers from eating areas (e.g., snack bowls, pitchers of water or milk, salt and pepper shakers.)
 - If using single service packets of condiments, provide the packet directly to each child, rather than self-serving from a bulk container.
 - HSL will create a process to collect Food for Thought orders by need to ensure food is delivered to rooms before recess and noon.
 - For snack programs, dispense snacks directly to children and use prepackaged snacks only.
 - Close kitchen and nourishment areas that could be accessed by children or visitors.
 - Implement other measures as necessary or appropriate, or if directed by local public health.
 - Ensure that food handling staff practice meticulous hand hygiene.
 - Cease activities involving student participation in food preparation.
- All Tools for Schools supplies to be allocated to individual students at the start of the year, no communal supplies to be left in the office.
- Record all COVID-19 issues related to sick students or self-isolating students with the provided forms.

ii. CTT Work – will be paused.

iii. Interventions – will be paused, interventionists will be assigned to classes. Exception is Reading Recovery.

iv. 6P and 7K will be supported by additional teacher time and possible EA time.

v. Homeroom teachers will work with the teacher to decide on who will teach what subjects.

vi. Resource and Guidance will be reduced to 7/8 time and 1/2 time respectively.

vii. Resource will be responsible for all Remote Learning Programming for students on IEP's

viii. Home School Liaison, and EA's (non 1 to 1) will do Noon and recess duty to allow teachers more time to collaborate to support the new homerooms. Reading Recovery Teacher and School Leaders will cover PM duty outside. Teachers will cover the duty inside the school by area until all staggered releases to buses are complete (supervision will be done by homeroom and we will look for efficiencies by area supervision once we are in the routine of this new practice). Morning supervision will be conducted by our teachers providing preparation time to our teachers.

Homeroom	Room	Capacity	Teacher	Notes
New Kindergarten	Home Ec. Textiles	16	Oldcorn AM Gerring PM	Would enroll 14.
New 1-2 Split	Room 8	18	DeRoo	Would enroll 10 to 16.
New 3-4 Split	Room 1	21	Leslie	Puhach will move to I.A. Split would be 16.
6P	I.A.	40	Puhach	Puhach teaches this area – second grade 6 class added Feb. 1/21
Remote Learners	On-Line		Ayers PM	1 Student with IEP
Grade 7	Gym	55	McLeod/Lewis	Enroll all 42. Lewis would team teach PM. Grindey and Koroluk have just enough room. (-1)
6LK	Room 12	18	Lewis AM Kardash PM	New homeroom
Grade 8	Band Room	28	Grindey	

Teacher Deployment

Kelsey Simpson Music						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00-9:30	PREP	6P & 6LK	PREP	PREP	PREP	PREP
9:30-10:00	1G/L	1H	1G/L	1H	1G/L	1H
10:00-10:30	KK	KT	KK	KT	KT	KK
10:45-11:15	1/2D	2F	1/2D	2F	1/2D	2F
11:15-11:45	2W	3W	2W	3W	2W	3W
12:45-1:20	3M	3/4L	3M	3/4L	3M	3/4L
1:20-1:50	4B	4S	4B	4S	4B	4S
1:50-2:20	5S	5W	5S	5W	5S	5W
2:35-3:05	5A	PREP	5A	6P & 6LK*w/Kardash	5A	6P
3:05-3:35	KOG	PREP	KOG	PREP	KOG	6LK

Greg Beckwith PE						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00-9:30	PREP	PREP	PREP	PREP	PREP	PREP
9:30-10:00	KK	1G/L	KK	KK	KK	PREP
10:00-10:30	KOG	3M	3M	KOG	3M	3M
10:45-11:15	7K/7L	KOG	4B	4B	4B	4B
11:15-11:45	PREP	5W	5W	5W	KOG	5W
12:45-1:20	1G/L	5A	KOG	5A	5A	5A
1:20-1:50	8G	KK	1G/L	1G/L	1G/L	8G
1:50-2:20	2F	8G	8G	8G	8G	8G
2:35-3:05	7K/7L	2F	2F	2F	7K/7L	7K/7L
3:05-3:35	7K/7L	7K/7Lw/ Lewis	7K/7L	7K/7L	7K/7L	7K/7L

Marc Plante PE						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00-9:30	PREP	PREP	PREP	PREP	PREP	PREP
9:30-10:00	KT	KT	KT	3/4L	KT	KT
10:00-10:30	PREP	3W	3W	3W	PREP	3W
10:45-11:15	4S	3/4L	4S	5S	4S	3/4L
11:15-11:45	6P	1/2D	1H	1/2D	6P	6P
12:45-1:20	1/2D	6LK	6P	6P	1/2D	1/2D
1:20-1:50	3/4L	1H	3/4L	1H	1H	8K
1:50-2:20	8K	8K	8K	8K	8K	8K
2:35-3:05	2W	4S	2W	2W	2W	6LK
3:05-3:35	1H	5S	6LK	6LK	5S	5S

James Copeland PE-Health						
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00-9:30	PREP	6P & 6LK	PREP	PREP	PREP	PREP
9:30-10:00	6LK	2W	7 support	6 support	2F	6 support
10:00-10:30	4B	7 support	PREP	3M	3W	7 support
10:45-11:15	7K/7L	PREP	5S	6P	5W	7 support
11:15-11:45	7 Support	8K	8G	5A	3/4L	4S
12:45-1:20						
1:20-1:50						
1:50-2:20						
2:35-3:05						
3:05-3:35						

Charlene Ayers

9:00-9:30						
9:30-10:00						
10:00-10:30						
10:45-11:15						
11:15-11:45						
12:45-1:20	Remote	Remote	Remote	Remote	Remote	Remote
1:20-1:50	Remote	Remote	Remote	Remote	Remote	Remote
1:50-2:20						
2:35-3:05						
3:05-3:35						

Lesya Oldcorn

9:00-9:30	K	K	K	K	K	K
9:30-10:00	K	K	K	K	K	K
10:00-10:30			K	K		
10:45-11:15					K	K
11:15-11:45	K	K	K	K	K	K
12:45-1:20						
1:20-1:50	KG					
1:50-2:20		KG	KG	KG	KG	KG
2:35-3:05						
3:05-3:35						

8) Expectations for Regular & Special Needs Programming;

Learning Plans Kindergarten – Grade 6

- 100% attendance – Students are required to be in attendance unless they are medically advised not to attend.
- The use of cohorts for all subject areas will meet all physical distancing requirements up to 2 meters.
- Utilize assigned entrances and staggered times for each cohort.
- Unnecessary furniture removed to maximize open floor space.
- 7m x 7m open floor space provides 1m of personal space and 2m of physical distancing space for 16 students.
- Under Level Orange, we would continue with 100% attendance, but would use additional space at Earl Oxford School to meet the increased social distancing requirements (2 meters) for individuals within class specific cohorts.
- At-risk students could be scheduled 100% if physical distancing allows for it.
- Entry and exits will be managed to avoid congestion.
- Where possible, teachers should move across classrooms instead of students medical masks to be worn by these staff.
- There will be screening protocols for all people entering the building and limitations regarding visitors.
- Students will be reminded of the importance of physical distancing and hand hygiene.
- Risk Response drills (ex. fire drills) will be practiced on an individual class basis to reduce congestion.

Learning Plans Grade 7 and Grade 8

100% attendance - Students are required to be in attendance unless they are medically advised not to attend. The use of class specific cohorts for all subject areas will meet all physical distancing requirements up to 2 meters.

- Utilize assigned entrances and staggered times for each class specific cohort.
- Division delivered courses (Industrial Arts, Home Economics, Band) will be paused while cohorts are required.
- Unnecessary furniture removed to maximize open floor space.
- 7m x 7m open floor space provides 1m of personal space and 2m of physical distancing space for 16 students (see Diagram 1).
- Under Level Orange response is required, we would continue with 100% attendance, but would use additional space at Earl Oxford School to meet the increased social distancing requirements (2 meters) for individuals within cohorts. Furthermore, some additional courses may be paused.
- At-risk students could be scheduled 100% if physical distancing allows for it.
- Entry and exits will be managed to avoid congestion.
- Where possible, teachers should move across classrooms instead of students.
- There will be screening protocols for all people entering the building and limitations regarding visitors.

- Students will be reminded of the importance of physical distancing and hand hygiene.
- Risk Response drills (ex. fire drills) will be practiced on an individual class basis to reduce congestion.

Supports for Students with Special Needs

There are unique challenges experienced by students with special learning needs during this time and additional supports may be required. This includes:

- 1) considering changes in the school environment and/or remote learning needs when reviewing and updating Individual Education Plans (IEPs)
- 2) creating congregated classrooms as a temporary COVID-19 response measure for students' special learning needs in order to offer regular, everyday timetabling
- 3) considering additional planning for students with special learning needs to support a smoother transition to school
- 4) safely supporting the return of medically fragile students by consulting with local public health authorities on any new risk factors for the student, implementing staff training, and potentially continuing remote learning where return is not possible
- 5) accommodating the needs of students who require significant personal support, including considering options for personal protective equipment for both staff and students (please refer to [Guidelines on Supporting Students Who Require Interventions or Supports that Cannot be Delivered from a Distance](#))
- 6) considering alternate attendance options for students, depending on their needs
- 7) ASL Programming - https://www.edu.gov.mb.ca/k12/covid/support/rsssn_docs/guide_hard_hearing.p df

9) Classroom configurations;

- a) A school leader (VP) will be having a review with every teacher about their classroom space to help staff problem solve the issues around 2 meters of personal space.
- b) Reading carpets will be removed to free up floor space.
- c) Staff may need to decide between a desk or U-shape table if they have both.
- d) We do have some desks that can be placed into classrooms.
- e) At this time partitions will not be placed into classrooms.
- f) Each class will be assigned a specific spot to line up at before entering the building and a designated area on the playground.

10) Protocols for sharing equipment & materials;

- i. Staff are responsible for cleaning and sanitizing their own workspaces and equipment.
- ii. Microwaves will be removed due to possible high frequency use without proper sanitization.
- iii. All equipment should be sanitized by using a cloth with sanitizer on it by school staff between each new user. This includes laptops, computer screens, keyboards, mice, printers, photocopiers, Smart Boards, and remotes.
- iv. The Division will implement an online payment system for school fees to reduce handling of cash and cheques at schools by students and staff.

- v. Supplies should be allocated to individual students whenever possible to avoid the sharing of items (ex. Art supplies). Please see the Home School Liaison if students need supplies as all Tools for Schools should be distributed to classes at the start of the year.

11) Student & staff screening protocols;

<https://sharedhealthmb.ca/covid19/screening-tool>

Student Screening and Self-Assessment

Students must be in good health to attend school. Before leaving for school parents/guardians are to use the [Manitoba Health COVID-19 Screening Tool](#) using the following guidelines:

- If a student shows any COVID-19 symptoms they should remain at home.
- If a person in the household has been diagnosed with COVID-19, is in close contact with anyone diagnosed with COVID-19, or if anyone in the household has travelled outside Manitoba in the previous 14 days (outside of areas excluded by public health orders, which currently exclude locations in Western Canada, the territories, and Ontario west of Terrace Bay) then the child should stay home.
- regions outside of the province, they are required to consult with Health Links and may be required to self-isolate prior to attending school.
- **NO** COVID-19 related screening (including physical examination, temperature taking, etc.) is to be conducted by employees of the School Division on students, staff, or visitors entering a public-school facility.
- Staff may be required to **assist** a student with self-screening if the child requests it or discloses that the parent/guardian was not able to conduct a screening that day.

What Happens if a Child Exhibits Symptoms?

If a child develops symptoms while at school, the child should be isolated in a separate room (Blue Room or office bathroom in the office area). If a separate room is not immediately available, the child needs to be kept at least two metres or six feet away from other children and staff. A medical mask will be provided to be worn by the sick child (over two years of age only), unless there are safety issues that prevent the student from wearing a mask.

The parent would be notified to come and pick up the child immediately. Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.

Ask the parent or guardian to contact Health Links – Info Santé (204-788-8200 or 1-888-315-9257) or the child's health care provider for direction, if required.

If the child is young and requires close contact and care while isolated, caregivers can continue to care for the child until the parent is able to pick up the child. Caregivers should be mindful of hand hygiene and avoid contact with the respiratory secretions of the child. A medical mask should be worn by the staff person caring for the child. All medical supplies are found in the office. The Home School Liaison will keep track of the allocation of these supplies to ensure we do not run out.

If a parent/caregiver is unreachable to pick up a sick child, school staff should keep the child isolated in a separate room until the parent or caregiver arrives. If the medical condition requires urgent assessment, or if the parent cannot be located, they should follow standard procedures, which may involve the calling of 911. Anyone in close contact with the child while waiting should wear personal protective equipment, including a medical mask. Once the student is picked up, the staff member should practice diligent hand hygiene.

Additional environmental cleaning will be required. Focus should be on high-touch areas and areas where the child spent time. All items (e.g., bedding and toys) used by the child while isolated should be

cleaned and disinfected as soon as the child has been picked up. The carpet in the Blue Room will be sanitized by a carpet cleaning if vomit or other body fluids were present.

A sick child can return to the school once it has been determined that it is safe to do so by their health care provider or public health. If that child has a positive test, further direction will be provided by public health. Public health typically follows up with contacts of cases within 24 to 48 hours of receipt of the laboratory report.

12) Approach to recovery learning and transition planning;

School Leaders and classroom teachers have access to the following reports for their 2020-2021 classroom students:

- a. school level transition/recovery reports for the areas of literacy, numeracy, and active participation in learning;
- b. classroom level transition/recovery reports for the areas of literacy, numeracy, and active participation in learning;
- c. student-specific reports for the areas of literacy, numeracy, and active participation in learning; and
- d. Foundational outcome achievement data in the areas of literacy, numeracy, and social/academic behaviours.
- e. All students will be screened for gaps in literacy and numeracy to ensure appropriate programming is delivered in our recovery model.
- f. Classroom transition meetings have identified students requiring further support.
- g. School Intervention Teams will be using the above information to identify Tier 2 and 3 interventions for targeted students.
- h. Collaborative Teacher Teams (CTT) will be focused on recovery learning, outcome prioritization, and program delivery.
- i. CTT groups will use Common Summative/Formative Assessments to target learning gaps. All CTT's will report back to school leaders at the end of September the progress made to date and any outstanding challenges.
- j. Interventionists will support the transition back to school by working in classes with extraordinary challenges in the academic and behavioral domains. If we feel we are ready, interventionists will work with SIT to look at 2019/2020 School data to identify and may begin intervention programming for students starting on September 21st.
- k. All new Orange level teachers that are being re-assigned will be spending time with their new grade level colleagues to discuss the sharing of resources, the plan to ensure continuity of programming and other pertinent planning.

13) Plan for other learning models;

- i. Students who are unable to return to school due to personal or family health risks factors related to COVID-19 will be supported in remote learning.
- i. Ensure the understanding that students may not attend school when sick or displaying symptoms of illness.
- ii. Signal that in-class learning may be increased or suspended on short notice in response to changing public health advice.

- iii. Similarly, barring exceptional circumstances, students are expected to engage fully in remote learning.
- iv. Note that attendance is expected, so remote learning would be handled similarly to a student being home with the flu. Only difference is a student may not be ill, but may be required to self-isolate due to travel or exposure to COVID-19.
- v. Some families are opting into home schooling, which is a separate entity from remote learning. If families are interested in this option, please contact a school leaders.
- vi. If we move to Red, K to 6 students of critical workers will be in school. Teachers are classified as critical workers. 16 students per class max. At the Orange level we will be adding class sections, adjusting the timetable and re-assigning all non-homeroom teachers.

14) Expectations for attendance;

- i. Unless an underlying health condition prevents a student from being at school, regular attendance is required.
 - If remote learning is included as part of their learning plan, students will be expected to participate.
 - Students who are unable to return to school due to personal or family health risks factors related to COVID-19 will be supported in remote learning.
 - Ensure the understanding that students may not attend school when sick or displaying symptoms of illness.
 - Signal that in-class learning may be increased or suspended on short notice in response to changing public health advice.
 - Similarly, barring exceptional circumstances, students are expected to engage fully in remote learning.
- ii. Students Refusing to Return to School
 - The school will work with families exhibiting school refusal by using this process:
 - a. Daily attendance will be recorded and follow up calls will be made to students who are absent.
 - b. Home School Liaison and Home Room teacher to contact homes first and document the calls.
 - c. Make a referral to the School Intervention Team if nothing improves.
 - d. Psychological First Aid will be provided for students and parents, if needed.
 - e. Appropriate interventions and adaptations may be implemented using a Student Specific Plan on Clevr.
 - f. Data will be collected to identify students at-risk due to the pandemic or family circumstances.

15) Backup plans in case of illness.

- i. Parents are encouraged to have a back up plan for their children's care if they become sick.
- ii. Please ensure we have working numbers and emergency contacts on file should your child become ill at school.
- iii. If you require support in creating back up plans for childcare, please contact the school. We will work with you via our School Social Worker to help put care in place.

On-line Resources

Screening Tool - <https://sharedhealthmb.ca/covid19/screening-tool/>

Open House Videos - <https://www.bsd.ca/schools/earloxford>

Guidelines on Supporting Students Who Require Interventions or Supports that Cannot be Delivered from a Distance -

https://www.edu.gov.mb.ca/k12/covid/reopening/supports_non_distance.html **ASL**

Programming -

https://www.edu.gov.mb.ca/k12/covid/support/rssn_docs/guide_hard_hearing.pdf **Physical**

Education Programming - <https://www.gov.mb.ca/covid19/restoring/sportsguidelines.html>

Trauma Informed Self Care and Teaching Links

How to Connect with Kids These Days - <https://drjodycarrington.teachable.com/p/kids-thesedays2>

Care for Your Mental Health - <https://www.gov.mb.ca/covid19/bewell/index.html>

AbilitiCBT - <https://myicbt.com/home> **Mental**

Health Virtual Therapy Program -

<https://www.gov.mb.ca/covid19/bewell/virtualtherapy.html>

LifeSpeak app - http://www.mbteach.org/pdfs/lifespeak/AppLaunchPoster_EN.pdf

Government of Canada - <https://www.canada.ca/en/public-health/services/diseases/2019-novelcoronavirus-infection/mental-health.html>

Mental Health Commission of Canada - <https://www.mentalhealthcommission.ca/English>

The Working Mind COVID-19 Self-care & Resilience Guide -

https://theworkingmind.ca/sites/default/files/twm_self-care-resilience-guide.pdf **National Association of Social Workers – Self-Care During the Coronavirus Pandemic** -

<https://www.socialworkers.org/Practice/Infectious-Diseases/Coronavirus/Self-Care-During-theCoronavirus-Pandemic>

Psychological First Aid (PFA) for Schools, Teachers, and Students -

<http://www.nactatr.com/files/2020NACTATR-PFA.pdf>

Listen, Protect, Connect, Model and Teach. <https://www.nactatr.com/news/files/01GuideReEntry.pdf>

Suggested PD:

Jody Carrington's online course [How to Connect with Kids These Days](https://drjodycarrington.teachable.com/p/kids-these-days2).

<https://drjodycarrington.teachable.com/p/kids-these-days2>

Psychological First Aid (PFA) – Canadian Mental Health Association [Online Course](https://cmhanl.ca/psychological-first-aid-online-courses)

<https://cmhanl.ca/psychological-first-aid-online-courses> **Extra-Curricular and Off-Site**

Guidelines -

https://www.gov.mb.ca/asset_library/en/coronavirus/activities-guidelines.pdf

Mask Use - <https://www.gov.mb.ca/covid19/prepareandprevent/index.html>

Hand Washing Links

<https://www.gov.mb.ca/covid19/resources/index.html> <https://sharedhealthmb.ca/covid19/providers/posters/>

<https://www.gov.mb.ca/fs/childcare/resources/pubs/posters.pdf> - Kids

<https://sharedhealthmb.ca/files/hand-hygiene-wash.pdf> - Hand Rub

<https://sharedhealthmb.ca/files/hand-hygiene-wash.pdf> - Hand Wash

<https://www.canada.ca/en/public-health/services/video/covid-19-hand-washing.html>

Hand Washing for older students

<https://www.youtube.com/watch?v=lisqnbMfKvI> **Hand washing Technique**

<https://www.canada.ca/en/public-health/services/video/covid-19-hand-washing-heroes-dv.html>

Proper Hand washing for young students Described video

Manitoba Health Public Health Orders - <https://www.gov.mb.ca/covid19/soe.html#current>

MB Ed. Restoring Safe Schools - [https://www.gov.mb.ca/asset_library/en/covid/k-](https://www.gov.mb.ca/asset_library/en/covid/k-12reopeningplan-guidance.pdf)

[12reopeningplan-guidance.pdf](https://www.gov.mb.ca/asset_library/en/covid/k-12reopeningplan-guidance.pdf) **Mask Wearing**

https://www.youtube.com/watch?time_continue=129&v=9Tv2BVN_WTk&feature=emb_title **Wearing Fabric Mask**

https://www.youtube.com/watch?time_continue=1&v=ciUniZGD4tY&feature=emb_logo Different version on how to wear a non-medical mask

<https://www.youtube.com/watch?v=JwPWdkbyizw> Reusing a disposable mask

PPE - wearing it right posters <https://sharedhealthmb.ca/files/covid-19-ppe-wearing-it-right.pdf>

Working with Special Needs Students

PPE - wearing it right posters shall be made available to staffs and students.

<https://sharedhealthmb.ca/files/covid-19-ppe-wearing-it-right.pdf> Donning PPE

(Training video)

<https://www.youtube.com/watch?v=B5ew8020fwc&feature=youtu.be> Doffing PPE

(Training video)

<https://www.youtube.com/watch?v=Lly8DjGcvDM&feature=youtu.be> Cleaning &

Disinfecting (Training video) – eye / facial protection

<https://www.youtube.com/embed/TSp4eUApGsU?rel=0>

Cleaning & disinfecting instructions for eye/facial protection – Standard Operating Procedures (SOP).

https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/BSD2%20COVID19_EyeFacialProtectionDisinfection.pdf

COVID-19 Guidance on the Removal, Storage and Extended Wear of Medical Face Mask.

[https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/New%20extended-use-of-facemasks%20\(002\).pdf](https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/New%20extended-use-of-facemasks%20(002).pdf)

Routine Practices Risk Assessment

<https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/Routine%20Practices%20Risk%20Assessment.pdf>

Posters Screening [https://www.gov.mb.ca/asset_library/en/coronavirus/COVID-](https://www.gov.mb.ca/asset_library/en/coronavirus/COVID-19-poster-1.pdf)

[19-poster-1.pdf](https://www.gov.mb.ca/asset_library/en/coronavirus/COVID-19-poster-1.pdf) [https://sharedhealthmb.ca/files/covid-19-get-tested-fact-sheet-](https://sharedhealthmb.ca/files/covid-19-get-tested-fact-sheet-eng.pdf)

[eng.pdf](https://sharedhealthmb.ca/files/covid-19-get-tested-fact-sheet-eng.pdf) **Hand hygiene**

<https://www.gov.mb.ca/fs/childcare/resources/pubs/posters.pdf> - Kids

<https://sharedhealthmb.ca/files/hand-hygiene-wash.pdf> - Hand Rub

<https://sharedhealthmb.ca/files/hand-hygiene-wash.pdf> - Hand Wash **Physical**

Distancing

https://www.gov.mb.ca/asset_library/en/covid/socialdistancinginfographic.pdf

<https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/Roomcapacity%20Physical%20Distancing.docx?Web=1>

<https://sharedhealthmb.ca/files/precautions-1.jpg> - Poster on Physical Distancing **Cough**

Etiquette

<https://www.gov.mb.ca/health/publichealth/cdc/docs/ipc/cough.pdf>

<https://sharedhealthmb.ca/files/precautions-2.jpg>

<https://www.gov.mb.ca/fs/childcare/resources/pubs/posters.pdf> - Kids Videos on

Coughing Etiquette [https://www.canada.ca/en/public-health/services/video/covid-19-](https://www.canada.ca/en/public-health/services/video/covid-19-kids-hygiene.html)

[kids-hygiene.html](https://www.canada.ca/en/public-health/services/video/covid-19-kids-hygiene.html) Young

Students on what to do about coughing and sneezing

Student Learning

Student Learning

<https://www.youtube.com/watch?v=lgaKLpSxQag> - social stories - kids on wearing masks

Welcome Back to School - COVID-19 Return to School Animation

<https://www.youtube.com/watch?v=RGNi0mEmwpl>

**** (Please note that we will not be taking students temperature)

<https://youtu.be/GLaj98wmgRc> - Elementary- Returning to school safely

<https://www.youtube.com/watch?v=CwYmS-P3Nn0&feature=youtu.be> Junior and High School -

Returning to school safely

<https://vimeo.com/410839966> - safety space <https://vimeo.com/415028939> -

covid -19

https://www.youtube.com/watch?time_continue=30&v=8c_UJwLq8PI&feature=emb_logo WHO Video on 7 steps to prevent covid 19 spread.

Screening Tool <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/DailyHome-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf> -

Daily home screening for students <https://www.alberta.ca/assets/documents/edc-covid-19-screening-questionnaire-english.pdf> - Screening Questionnaire - Parents/guardians/students should use this questionnaire daily to decide if the student should attend school. On our website.

<https://www.ccohs.ca/images/products/pandemiccovid19/pdf/covid-screen-tool.pdf> - CCOHS