



Waverly Park School

Ride the Wave to Success



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WAVERLY PARK SCHOOL RE-OPENING PLAN FOR 2020-2021

Welcome back to Waverly Park School! We are so excited to see the children in our school and we are planning to make re-entry to school as smooth as possible for our students and staff. As you may know, the COVID-19 pandemic has affected us all greatly and has underscored the importance of flexibility and patience.

Our school specific plan will be one that needs to be fluid and flexible in changing times. We will update our school community whenever this plan changes and while there may be concerns about changing situations, we are confident that Manitoba Health, Manitoba Education, the Brandon School Division and Waverly Park will be working collaboratively to ensure a safe environment for all.

Schools in the Brandon School Division will look different when students return in September. Some of the strategies that will be employed in each building to address the safety of students and staff are as follows:

- A strict stay-at-home policy for any students or staff exhibiting symptoms of COVID-19.
- Screening protocols for students and staff will be implemented.
- Enhanced environmental cleaning and disinfecting procedures, including daily cleaning for all areas of the school. Washrooms and high-touch surfaces will be cleaned several times a day and regularly scheduled deep cleaning will occur when students are not present.
- Non-medical masks will be available for all students and staff.
- Hand hygiene requirements will be in place when entering and exiting the school and classrooms, and before and after eating.
- Physical distancing recommendations will be implemented in our schools.
- In K-8 schools, groups of students will be assigned to cohorts; students will remain in their groups for most of the day. Staff will remain with the same cohort whenever possible.
- Use of shared items or equipment will be avoided where possible.
- Reminders of the importance of respiratory and hygiene etiquette (e.g. cover coughs and sneezes) will be posted and spoken about.
- Band, Choral, Home Economics and Industrial Arts programming will be paused for the start of the school year.
- Drop-off/pick-up and student transportation procedures will be implemented to limit contact among households as much as possible.
- Public access to schools will be limited to essential school business. Schools will carefully document attendance of students, staff and visitors to ensure up-to-date contact information for assisting public health management should a case be identified in the school.

Provide orientation on Health Orders & Workplace Safety and Health

Staff orientation through the Public Health orders and Workplace Safety and Health requirements will take place on September 2nd to 4th in a safe distancing or remote learning environment through Teams.

While we appreciate all of the volunteer help that we have received in the past, we are going to begin the school year slowly and deliberately without volunteers. We expect that our volunteers, who have successful criminal records checks and child abuse registry checks, will be familiar with appropriate mask wearing, hand hygiene, social distancing and cough and sneeze etiquette. All on-site volunteers will require orientation in these measures as well prior to beginning volunteering. This volunteering will also depend on the size of the cohort and our ability to accommodate volunteers at any given time.

Student learning around mask wearing, hand hygiene, social distancing, cough and sneeze etiquette will occur on the students' first days of school.

Links that we will be using for classrooms and for staff training:

Hygiene Practices

Handwashing with soap and water 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:

- at the start of the day and before going home
- before and after recess
- after going to the washroom and helping children with washroom routines
- after a diaper change (both children and staff)
- before and after preparing food
- before eating/drinking
- after getting hands dirty or if they have become contaminated
- after wiping nose or handling dirty tissues
- after coughing, sneezing, or blowing nose
- after soothing a crying child
- before and after putting on and taking off a mask
- before and after being on a bus
- after cleaning tasks (staff)

School staff will help young children to ensure handwashing is done correctly.

We will encourage and supervise hand hygiene and make alcohol-based hand sanitizer available at all building access points and throughout the facility. Young children require supervision when using alcohol-based hand sanitizer.

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.

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.

Personal items (e.g., hats, hair accessories, lip balm, food/drinks) should not be shared.

Avoid touching one's mouth, nose, or eyes, and encourage children to do the same.

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

1. PPE - wearing it right posters shall be made available to staffs and students.
 - <https://sharedhealthmb.ca/files/covid-19-ppe-wearing-it-right.pdf>
2. Donning PPE (Training video)
 - <https://www.youtube.com/watch?v=B5ew8020fwc&feature=youtu.be>
3. Doffing PPE (Training video)
 - <https://www.youtube.com/watch?v=Lly8DjGcvDM&feature=youtu.be>
4. Cleaning & Disinfecting (Training video) – eye / facial protection
 - <https://www.youtube.com/embed/TSp4eUApGsU?rel=0>
5. Cleaning & disinfecting instructions for eye/facial protection – Standard Operating Procedures (SOP).
 - https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/BSD2%20COVID19_EyeFacialProtectionDisinfection.pdf
6. 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-face-masks%20\(002\).pdf](https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/New%20extended-use-of-face-masks%20(002).pdf)
7. Routine Practices Risk Assessment
 - <https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/Routine%20Practices%20Risk%20Assessment.pdf>

Videos on Hand Washing

<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=lisgnbMfKvI> 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

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

Physical Distancing

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

<https://portal.bsd.ca/Groups/WorkplaceSafetyHealth/Documents/Room-capacity%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-kids-hygiene.html> Young Students on what to do about coughing and sneezing

Ventilation

There is less likelihood of transmission in well ventilated environments.

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. We will open the windows to the school whenever possible to provide greater air ventilation.

Lunch time

Kindergarten to Grade 6 students will eat their lunches in their individual classrooms, however, students are encouraged to go home for lunch wherever possible. Students needing to stay for lunch must fall into three categories (1. Bus students 2. Students living more than 1.6 km from Waverly Park School or 3. At the principal's discretion). A note has been sent home for parents to indicate their intention on September 14. We ask that all Grade 7 and 8 students eat lunch at home. A reminder that there is no microwave available for heating up lunches. Hand hygiene and social distancing will be greatly emphasized at this time.

Physical Education and Music

We will offer Physical Education to our students outdoors (weather permitting) and our Music teacher will be delivering Music programming to the Kindergarten to Grade 6 students in their classrooms. When Physical Education is required to be indoors, those classes are scheduled to remain in the gym within their specific classroom cohorts. In an orange level response, Physical Education will be delivered in the classroom.

Mental Health and Well-being of Students

Many students will have experienced mental health challenges that will require various interventions and supports. During the first weeks of school, school teams will connect with students and families in order to promote and support our students' health, well-being and well-becoming.

- BSD is taking a multi-disciplinary approach and working with community support agencies (Mental Health, Law Enforcement, Child Protection) to share information and match resources to minimize the overall impact of returning to schools.
- All staff members will complete Respect in School training.
- VTRA protocols already exists in BSD schools.
- Universal social-emotional learning curriculum will continue to be offered via classroom instruction, online classroom presentations, pre-recorded sessions. Our school guidance counselor and school social worker will be available for teachers to assist with this instruction.
- Student Services teams are available for consultation with staff members about their student concerns and referral to external community supports if required.
- Transition planning protocols exist in BSD and the processes have been completed (grade to grade and student specific) to ease school re-entry and help maintain a flow to education that has been disrupted by the pandemic.
- Teachers will utilize Social Emotional Learning and Behaviour Intervention Plans when appropriate.
- Staff recognize that children and youth may have mental health conditions, such as anxiety, depression, or substance abuse, which may have been exacerbated by social distancing, including school closure, and may experience symptom escalation on return to school.

The staff will monitor every student to ensure they are feeling comfortable in school and check for behaviours that are outside the normal baseline. Schools will provide mental health and social emotional support to any student requiring assistance through the following:

- make referrals to school counsellors or social workers, if needed;
- understand that stressed brains cannot learn, therefore, flexibility may be needed for students to utilize the support of the school counsellor or social worker during class time;
- identify the best way to provide services, including in-person or online, to delay services, or to connect with community services.
- Access mental health support services adapted for diverse groups and at-risk populations, if needed.
- Address known sources of distress and extend flexibility when making decisions regarding special education programming, school registrations, or other specific educational programming in the absence to the usual sources of information, including school visits and meetings.
- Provide opportunities for early identification of learning needs and academic support to ensure that children neither become overwhelmed nor bored in the school setting, as these are frequent antecedents to school refusal and mental health problems.
- Refer to <https://www.sickkids.ca/PDFs/About-SickKids/81407-COVID19-Recommendations-for-School-Reopening-SickKids.pdf>

- Strategies to support the mental health and well-being of students should be documented using a student specific plan in clevr.

Additional Contacts/Resources:

Kids Help Phone 1-800-668-6868 or text Connect To 686868.

Health Links at 1-888-315-9257

First Nations and Inuit Hope for Wellness Helpline 1-855-242-3310

Social Story - <https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html>

A comprehensive list of suggested mental health resources for students, educators, and families can be found in the Well-Being and Mental Health Resources document. Also available is contact information for the Youth Quaranteen Support Line

Shared Health Manitoba has posted a COVID-19 bulletin, providing information on child and adolescent mental health services and youth addiction services through the Manitoba Adolescent Treatment Centre (MATC). In Brandon, refer to Children's Adolescent Treatment Centre

AbilitiCBT is a new virtual therapy program that is now available to Manitobans aged 16 and older. This digital program provides mental health support to those struggling with mild to moderate anxiety due to COVID-19. The program is accessible from home and can be found the Mental Health Virtual Therapy Program

Transportation

Most Waverly Park students live within the school's catchment area and walk to school daily. Those students who ride the school bus will need to follow the Brandon School Division transportation plan and remain in their assigned seating on the bus.

Students will be required to wear masks on the bus.

School staff will continue to be responsible for bus duty at 8:50 and 3:20. We will stagger the entry of the students on this bus in conjunction with the bus driver in order to leave appropriate space between students.

Mrs. Meyer and an educational assistant will continue to be responsible for curb side bus to and from the school.

We will ask the school division to spray dots or lines for lining up at the bus stop so that we can maintain social distance waiting for the bus.

Sanitation/Hygiene Protocols

It is imperative that Waverly Park School be a clean and healthy environment for all students, staff and visitors. Brandon School Division has implemented several updated protocols for this:

- Enhanced cleaning and sanitizing of "high-touch" areas at a minimum of 2 times per day as directed by the provincial guidelines for restoring safe schools.
- Installation of plexiglass guards at all main office reception desks in all Brandon School Division facilities.
- Staff are responsible for cleaning and sanitizing their own workspaces and equipment.
- Provide all staff with training and information for proper cleaning protocols. Online chemical safety training (WHMIS) will be provided to all staff that will be in contact with chemicals. WHMIS training will be provided to staff through the Health & Safety Officer in September 2020.

- Ensuring adequate soap, paper towel and hand sanitizer are always available near entrances, classrooms and washrooms. Providing all necessary cleaning and sanitizing products.
- Closing all drinking fountains, only bottle filler water stations will be available.
- Providing high touch Disinfecting Check Lists and updated Duty Lists in all buildings.
- Adjusting custodial schedules to ensure adequate coverage for cleaning and disinfecting. Utilizing other staff as needed to assist with the cleaning and disinfecting.
- No rentals of school buildings are permitted at this time.
- Where possible adding increased ventilation in all buildings will be implemented by mechanical means and/or opening windows.

Extra-Curricular & Off-site Activities

All extra-curricular and off-site activities at Waverly Park School will be examined to ensure that they meet the requirements of the Brandon School Division Re-Opening Schools Plan and the requirements of social distancing and hygiene of Manitoba Public Health. Our main priority is a safe school environment for all students and staff.

Create support networks as per Kevin Cameron workshop

School intervention team will identify students and families of concern prior to first day of classes and identify case managers for these students. Reaching out to these students will be a priority for the School Intervention Team. If there are students of concern, please refer them to the SIT through referral form.

It is imperative that Waverly Park School community supports one another. Please reach out to a staff member if you need help!

Expectations for lockers/Schedules/Bells/Recess/Lunch

WAVERLY PARK SCHOOL DAY – will be the same in Yellow and in Orange

8:40 a.m. First bell – Students will enter the school at their assigned entrance/exit (at an appropriate social distance) and will proceed directly to their classrooms.

Teachers will stagger the times in each classroom to allow appropriate social distancing at lockers at beginning of the day or will keep materials in the classroom at their discretion

8:45 a.m. Classes commence

A.M. Recess (10:00-10:15 a.m.) – for Kindergarten, Grade 2, Grade 4, Grade 6, Grade 7

A.M. Recess (10:15-10:30 a.m.) – for Grade 1, Grade 3, Grade 5, Grade 8

12:00 p.m. to 1:00 p.m. Staggered Lunch Hour

- 12:00-12:20 Kindergarten, Grade 2, Grade 4, Grade 6 will eat in their classroom. 12:20 – 12:30 Hand hygiene and exit to playground.

- 12:00-12:20 Grade 1, Grade 3, Grade 5 will be outside on the playground. At 12:20-12:30, these students will transition to the classroom for hand hygiene and eating lunch.

****** A reminder that we ask all Grade 7 and 8 students to go home for lunch hour!!!**

1:00 Afternoon bell

1:05 Afternoon classes commence

P.M. Recess (2:00-2:15 p.m.) - Kindergarten, Grade 2, Grade 4, Grade 6, Grade 7

P.M. Recess (2:15-2:30 p.m.) - Grade 1, Grade 3, Grade 5, Grade 8

See attached map for entrance and exit assignments as well as zones for playing at recess/lunch hour

Teachers will stagger students using the lockers to ensure the 1m social distancing (in the yellow) and 2m social distancing (in the orange). When students enter the school, they can go directly to their classroom to their desk. Teachers will then direct groups of students to go to their locker. We will play O Canada and announcements later to allow for extra time to get organized for the day.

Classroom teachers must assign lockers to students prior to first day of classes. If lockers are not available, then student materials must be kept in the classroom or neatly in the hallway. Outdoor shoes will be kept in the hallways in spots assigned by classroom teachers.

Utilization of staff

It is imperative that we use all available teaching and support staff in an “All hands on deck” approach to the beginning of the school year. Teachers in roles outside of the classroom teachers will be called upon to lend their support to classroom teachers. Support staff will act in a more general capacity to begin the year while the School Intervention Team and School Leaders make decisions for intervention. We are also prepared to look at all instructional spaces in the school to provide us with the safety and flexibility to make the year successful.

In an Orange-level Response, we will be reassigning teachers to provide for smaller class sizes. Our plan is...

1. Teachers available to provide prep time

25 classes Divided by 7 = 3.6

Craig Anderson	Phys.Ed (1.0)
Sandra Town	Music (1.0)
Kathleen Louttamus	Guidance Counsellor (0.50)
Regina Derewianchuk	Reading Recovery (0.50) - mornings
Lani Parker or Graydon Cramer	0.50 afternoons
Jane Minshull	MY Support (0.125)

2. Reassign Staff into classroom positions

Camela Caryk-Halls	Grade 6
Shawn Heise	Grade 5
Bobbi Lynn Meyer	Grade 3/4
Hollee Perreault	Grade 2
Keri Kerelchuk	Grade 1

- We are not short any staff at this time.

Expectations for regular & special needs programming

Students are expected back to school for all programming for the 2020-2021 school year. All students are expected to participate fully, even when remote learning is required. Students will be assessed on their work, reflective of their performance and learning.

Division-level remote learning will be in place for students who are medically advised not to return to in-

class learning due to COVID-19 related risk factors. These situations should be rare and limited to children with compromised immune systems or other medical conditions that increase their risk. Parents and caregivers must consult with physicians on the need for an accommodation.

Individualized programming for students with special learning needs will be provided in the regular classroom as much as possible. Individualized learning aids or materials will be student specific to avoid sharing of resources.

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

- considering changes in the school environment and/or remote learning needs when reviewing and updating Individual Education Plans (IEPs)
- creating congregated classrooms as a temporary COVID-19 response measure for students' special learning needs in order to offer regular, everyday timetabling
- considering additional planning for students with special learning needs to support a smoother transition to school
- 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
- 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)
- considering alternate attendance options for students, depending on their needs

Blended Learning

- Students will be asked to stay home if they display any symptoms and as a result, we are confident there will be higher student absenteeism. Therefore, the need for remote learning remains for students who are medically advised to participate in-class learning due to COVID-19 related risk factors. Staff are to design units and lessons to provide the rich learning experience for in-class learning while designing activities for the critical outcomes in such a way that they can be delivered either in-class or remotely.
- Families without internet access, can sign out a handheld portable router with restrictions on non-educational sites and applications.
- Families with limited technology can sign out laptops.

Recovery Learning

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

- school level transition/recovery reports for the areas of literacy, numeracy, and active participation in learning;

- classroom level transition/recovery reports for the areas of literacy, numeracy, and active participation in learning;
- student-specific reports for the areas of literacy, numeracy, and active participation in learning; and
- Foundational outcome achievement data in the areas of literacy, numeracy, and social/academic behaviours.
- Students new to the Division will be screened for gaps in literacy and numeracy.

School Intervention Teams will be using the above information to identify Tier 2 and 3 interventions for targeted students.

Collaborative Teacher Teams will be focused on recovery learning, outcome prioritization, and program delivery.

MIST will assist and provide technical support for Assistive Technology/Augmentative Alternative Communication to ensure accessible learning technology is successful in engaging students and promoting achievement success.

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

- considering changes in the school environment and/or remote learning needs when reviewing and updating Individual Education Plans (IEPs)
- creating congregated classrooms as a temporary COVID-19 response measure for students' special learning needs in order to offer regular, everyday timetabling
- considering additional planning for students with special learning needs to support a smoother transition to school
- 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
- 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 https://www.edu.gov.mb.ca/k12/covid/reopening/supports_non_distance.html)

Considering alternate attendance options for students, depending on their needs Manitoba Education continues to work with the Department of Families and education stakeholders to further develop guidance and support for students with special needs and students at risk. For more information, please visit: <https://www.edu.gov.mb.ca/k12/covid/support/rssn.html>

Classroom configurations – will change if moving to Orange level response.

We will be maintaining the class lists that we have previously developed for student classroom assignments. Our school cohorts respect the 75-person maximum as identified by the province.

Cohorts/Groups

It is recognized that strict physical distancing at all times—particularly with young children— is not practical in the school setting. When physical distancing is not possible, cohorts can be used to limit exposure and facilitate contact tracing if a case is identified. Students will likely be a part of multiple cohorts from within and outside of the school setting. The purpose of 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.

Cohorts involve keeping groups of students (e.g., classes) together and avoiding interactions with other groups.

- Physical distancing within the cohort is required to the greatest extent possible, including a minimum of one-metre separation between students in the cohort when seated at desks or tables.
- Maximum cohort size is to be no more than 75 students. There is no limit on the number of cohorts in a school, as long as distinct cohorts of 75 can be separated to prevent contact with other groups. 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.
- 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.
- Stagger schedules and movement of cohorts to avoid being in shared spaces (e.g., foyers, hallways) at the same time.
- 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 metres between groups or cohorts of children (i.e., two groups of children can be in the same area provided the groups do not intermingle and provided four metres of space is maintained between the two groups).
- Avoid the movement of classes of students where possible. It is preferable that teachers move between classrooms instead of students.
- Keep daily records that include the names of students, staff, and volunteers of cohorts.

Cohorts

Kindergarten (Odd and Even days) - 35 students
Grade One – 39 students (20 Danis +19 Hausermann)
Grade Two – 47 students (25 Workman + 22 McCallum)
Grade Three – 51 students (21 Rouire + 20 Flynn + 10 Sobry)
Grade Four (including Grade 3-4) - 60 students
Grade Five – 50 students
Grade Six – 43 students
Grade Seven – 58 students
Grade Eight – 61 students

We will be respecting these cohorts in our return to school by specifically designating areas of the playground and maintaining safe distances in all areas of the school. All school-specific planning will keep this in mind.

In an Orange-level response, these class lists to reflect the new number of students and additional classes.

Grade	Teacher	Number of Students
Kindergarten Even	Mrs. Cameron	18
Kindergarten Odd	Mrs. Cameron	17
Grade 1D	Mrs. Danis	13
Grade 1H	Mrs. Hausermann	13
Grade 1K	Mrs. Kerelchuk	13
Grade 2W	Mrs. Workman	16
Grade 2M	Mrs. McCallum	16
Grade 2P	Mrs. Perreault	15
Grade 3R	Mrs. Rouire	16
Grade 3F	Ms. Flynn	20
Grade ¾ S	Mrs. Sobry	16
Grade ¾ M	Mrs. Meyer	14
Grade 4C	Mr. Cowell	16
Grade 4L	Ms. Lim	16
Grade 5G	Ms. Gross	16
Grade 5C	Mr. Chandler	16
Grade 5H	Mr. Heise	14
Grade 6J	Mrs. Jordan	16
Grade 6M	Mrs. McMillan	16
Grade 6H	Mrs. Halls	15
Grade 7Mc	Mrs. McKellar	19
Grade 7M	Mrs. Murray	18
Grade 7R	Mrs. Rehirschuk	16
Grade 8S	Mr. Sawchuk	21
Grade 8T	Mrs. Taggart	19
Grade 8 K	Mr. Kriski	22

In an Orange-level Response, these additional classes will be in the following spaces:

Classroom assignments	# of students to move to new location	Teacher assigned
Grade 8S	Grade 8S to the Gymnasium - 20 students	Jeff S.
Grade 8K	Grade 8K to the Gymnasium – 21 students	Jeff K.
Grade 8 T	Grade 8T to the Gymnasium – 19 students	Lesley
Grade 7Mc	Grade 7Mc to 8T, 19 students	Barb
Grade 7M	Grade 7M to 7 R with individual desks, remove stage, 18 students	April
Grade 7 R	Grade 7 R to 7 M – 16 students	Shannon
Overflow from 6M and 6 J becomes 6 Halls	15 Grade 6 students to move to 8S (7 from 6M, 8 from 6J)	Cam
Overflow from 5C and 5G becomes 5 Heise	16 Grade 5 students to move to Band Room (8 from 6G, 7 from 6C)	Shawn

Teachers available to provide prep time

25 classes Divided by 7 = 3.6

Craig Anderson	Phys.Ed (1.0)
Sandra Town	Music (1.0)
Kathleen Luttamus	Guidance Counsellor (0.50)
Regina Derewianchuk	Reading Recovery (0.50)
Lani Parker	Teacher 2 from Reassignment (4 out of 6 days)
Jane Minshull	MY Support (0.125)
Graydon Cramer	Teacher 2 from Reassignment (1 out of 6 days)

Reassign Staff into classroom positions

Camela Caryk-Halls	Grade 6
Shawn Heise	Grade 5
Bobbi Lynn Meyer	Grade 3/4
Hollee Perreault	Grade 2
Keri Kerelchuk	Grade 1

Protocols for sharing equipment & materials

Items like books, dice, math manipulatives, school supplies and other materials that require handling will be bagged and labeled for individual student use. At the end of the week, materials are turned in and sit for the weekend untouched before returned for circulation.

Teachers, along with our school teacher-librarian, will provide access to books for students to keep for a week at a time.

Any items (laptops, books, toys, math manipulatives) that will be used by more than one student will have to be sanitized between users.

Classrooms and additional workspaces will have access to hand sanitizer and disinfectant for cleaning of high touch spaces and materials.

Student & staff screening protocols

Waverly Park School wants all our students and staff to be healthy! We encourage our staff to self-screen prior to each school day and to be knowledgeable of COVID-19 symptoms for self-monitoring.

As per the Brandon School Division Re-Opening Plan:

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).
- 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. Otherwise, staff are not to screen any students.

These are the screening questions used in the Manitoba Health COVID-19 Screening Tool:

- 1. Do you or the person you are inquiring about have any of the following symptoms: severe difficulty breathing (e.g., struggling for each breath, speaking in single words), chest pain, confusion, extreme drowsiness or loss of consciousness?**
- 2. Do you or the person you are inquiring about have shortness of breath at rest or difficulty breathing when lying down?**
- 3. Do you have a new onset of any of the following symptoms: fever/chills, cough, sore throat/hoarse voice, shortness of breath, loss of taste or smell, vomiting, or diarrhea for more than 24 hours and if the patient is an infant, poor feeding and lethargy?**
- 4. Do you have a new onset of 2 or more of any of the following symptoms: runny nose, muscle aches, fatigue, conjunctivitis (pink eye), headache, skin rash of unknown cause or nausea or loss of appetite?**

A.1 Have you been in contact in the last 14 days with someone that is confirmed to have COVID-19?

A.2 Have you had laboratory exposure while working directly with specimens known to contain COVID-19?

A.3 Have you been in a setting in the last 14 days that has been identified by public health as a risk for acquiring COVID-19, such as on a flight, in a workplace with a cluster of cases, or at an event?

A.4 Have you travelled outside of Manitoba in the last 14 days, excluding travel to western Canada, the territories or Ontario west of Terrace Bay?

What Happens if a Child Exhibits Symptoms?

If a child develops symptoms while at school, the child will be isolated in a separate room. At Waverly Park, this is the Rainbow Room. 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 will 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. Once the student is picked up, the staff member should practice diligent hand hygiene.

The parent or guardian will be advised 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 and PPE should be worn by the staff person caring for the child.

Additional environmental cleaning will be required. Focus will 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.

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.

Approach to recovery learning and transition planning if required

Classroom teachers and intervention teachers will identify students of concern to the School Intervention team for referral beginning the week of September 2nd. We realize that after a significant disruption of learning that there may be many questions regarding how each child’s learning has been impacted and at Waverly Park we endeavour to address these questions together.

We will be accessing the Recovery Learning reports through PowerSchool as well as our achievement reports/foundational outcome reports in Power Bi (a tool used by Brandon School Division) to help plan for recovery learning and specifically target student learning needs.

Brandon School Division has provided access to Recovery Learning reports to help us transition our students to regular instruction as seamlessly as possible. If you have specific concerns about your child’s learning and/or transition back to school, we encourage you to maintain open lines of communication with your child’s teacher. Please ensure that your e-mail address and contact information with the school is accurate and up to date.

Plan for other learning models

Unless the children are immuno-compromised and/or have other underlying health conditions preventing them from attendance, we expect all of our students at Waverly Park. Students and families who remain at home are expected to pursue homeschool programming through Manitoba Education.

We will be prepared to move into one of the three learning models as proposed by Manitoba Education. If we are required to be in a remote learning environment for the entire school, we will use Teams as our primary tool for communication with the students and are exploring the use of Seesaw in our classrooms as well.

If we are required to move beyond the 1 metre of distancing between students, we will use all available spaces as classroom spaces. Brandon School Division is prepared for this undertaking if needed.

Expectations for attendance

Students and staff are expected to attend school. Students with specific health care needs (ie. Immuno-compromised) will have education plans developed where they can participate in classroom learning as much as possible.

Students and staff need to stay home if they are feeling ill.

Should a student become ill at school we need to reach their family to pick them up.

While we are waiting for parents to pick up their child they will need to isolate – the Rainbow room will be our isolation area as there is access to a washroom and water.

Staff will need to cover for each other so that a staff member can go home immediately. We will need to rely on non-classroom teachers to cover until a substitute arrives.

We will utilize all available teachers within Waverly Park to cover for one another and support classroom learning whenever necessary.

Encourage families to have backup plans in case of illness

Waverly Park encourages all of our families to be mindful of the importance of overall health and to have a backup plan for your family in case of illness. Please ensure that your contact information and emergency contacts are up to date with Mrs. Castle in our school office.

Further to our families having a backup plan, we are asking our teachers to prepare backup plans for substitute teachers so that classroom learning continues with minimal disruption.