



Earl Oxford School

Believing Everyone Succeeds Together

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



www.bsd.ca

Foundations of the Red Plan

Earl Oxford School has created this plan to prepare for the possibility of our school being put into the Red (Critical) level which would result in remote learning for the majority of our students, while some Critical Service Workers' children and staff invited students requiring specialized programming would be allowed to attend. This could occur as a health region or within a specific classroom due to a localized outbreak. This document was created from Brandon School Division guiding memo's, Manitoba Education Standards for Remote Learning and Temporary Remote Learning for Kindergarten to Grade 8.

Critical Service Workers

In a Critical (Red) response level, Earl Oxford School will endeavor to accommodate Kindergarten to Grade 6 children of C.S.W.s' who cannot make alternative care arrangements. Various limitations will affect the number of children of C.S.W.s' that our school can safely manage.

Priority access will be given to health care providers. Other C.S.W.s' will be eligible and prioritized by schools/school divisions as follows:

Tier One:

- Health/Health Services
- Kindergarten to Grade 12 Education Providers (all teachers, administrators, and support staff)
- Child Care Workers
- Law Enforcement
- Corrections Workers
- Fire and Paramedic First Responders
- Direct Social Services and Child Protection Workers

Tier Two:

Additional Critical Service Providers (This may include people who provide essential services to Manitobans such as front-line natural resource workers, gas station attendants, grocery store staff, and hospital/clinic support staff, such as those listed in I *Essential Services Act* at <https://web2.gov.mb.ca/laws/statutes/ccsm/e145e.php> .

We will be using the November 16th Survey to identify our Critical Service Worker's children and will be planning for their in-school work accordingly. We will be contacting some families for clarification regarding the C.S.W. survey.

Students and staff will continue to follow all the preventative actions as laid out in the Orange Level Plan in terms of hand hygiene, social distancing of 2 meters and wearing of masks. One change will be a normal recess and lunch schedule, plus restructured areas for recess play.

Brandon School Division is supporting concurrent classrooms for the following reasons:

- Feedback from teachers supporting synchronous learning.
- Early data show better attendance and engagement.
- Minimizes additional teacher workload in comparison to other models.

Earl Oxford School will support synchronous learning by:

- Supplying families with technology where needed.
- Providing families Internet access when needed.
- Providing teachers additional equipment when requested.
- Providing set up support for teachers.
- Providing a B.S.D. tech help desk for parents.

Remote Learning Expectations

Kindergarten – 1 to 2 hours of play based learning per day. Teacher to connect once per week to provide support and play based ideas.

Grade One to Four

- Real-Time Online – 5 to 6 hours per week (1 hour/day).
- Independent Work – 2 ½ hours per day .

Grade Five to Eight

- Real-Time Online – 7 to 8 hours per week (1 ½ hours/day).
- Independent Work – 3 hours per day.
- ***Independent Work*** is defined as reading, viewing, responding to a pre-recorded video or completing project based work.
- ***All students will be involved in real time conversations with their teachers 20 minutes per week, which can be split into multiple meetings such 2 x 10 minutes.***

- *Students will focus on **Numeracy, Literacy, Social Studies and Science**. Physical Education, Health, Music and Art will be integrated into the four core subjects.*

Critical Service Workers' Students

These students will be in front of homeroom teachers for teaching and learning activities. At other times the child may be in a separate cohort to complete the independent work component. These cohorts will be created based on the numbers from the C.S.W. survey.

Training for Staff

We currently have teachers trialing real-time on-line teaching tools such as document cameras, wide angle video cameras and blue tooth enabled headsets. On November 30th we used half of the professional development day to learn about remote learning essential practices from Dr. Jenni Donohoo in the afternoon. In the morning, we conducted training for staff on school specific software and hardware.

December 7th and February 8th were also used as professional development days to support classroom teachers and educational assistant as they work to improve their on-line teaching expertise.

Manitoba Education has also created a Remote Learning Support Centre where teachers can find a repository of resources, professional learning opportunities and a support team if required. [Home | Manitoba Remote Learning Support Centre \(mbremotelearning.ca\)](http://Home | Manitoba Remote Learning Support Centre (mbremotelearning.ca))

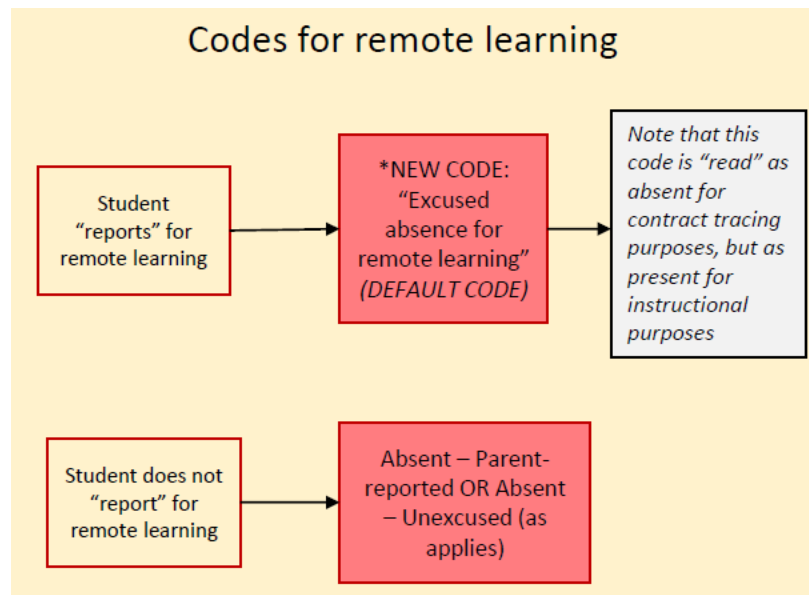
Revision of Staff Responsibilities

- Mrs. DeRoo – additional time will be used as a C.I.C. to support teachers with the integration of technology and in problem solving the hardware, software and theoretical issues as we grow into this domain. Sub for 2 to 4, if needed.
- Mrs. Leslie – additional time will be used to support teachers with literacy by co-teaching and by providing interventions for remote and CSW students. Support remote learners on IEP's. Sub for 5 to 6, if required. If Mrs. Sokolovic is subbing, she will assume Mrs. DeRoo and Mrs. Leslie's teaching load, freeing up Mrs. DeRoo to provide interventions, supports for staff and remote programming for students on IEP's.
- Mrs. Ayers – continue programming for remote learners from start of September. Remainder of the day providing resource support for remote and in-house learners. Sub for 7 to 8, if required.
- Mrs. Oldcorn - support remote learners from September. Provide counselling supports to remote learners and in-house learners. Sub for K to 1, if needed.
- Mrs. Gerring – will teacher grade 1 half of the day. In the other half of her time provide literacy interventions to students, co-teaching with Grade 1 to 3 teachers and will help problem solve I.C.T. issues with colleagues.
- Mr. Beckwith will co-teach with Ms. Kardash for the grade 6LK homeroom.
- Ms. Lewis and Ms. McLeod will co-teach the grade 7 homeroom.

- Mr. Plante and Mrs. Simpson will teach the C.S.W. students when they are not with their grade band homeroom teachers.
- E.A.'s will do all duty (recess, noon hour and bus).

Attendance

Attendance will be recorded each day as we would do in a regular school day. Students not engaged in learning will be supported through our usual School Intervention Team referral process.



Information Technology

Mr. MacMillan will be leading the signing out of laptops and WIFI routers to families. This will be supported with a couple of Educational Assistants. Earl Oxford School will be sending out a survey to ascertain the information technology needs our families have and we will use this to create a plan to quickly deploy learning devices to our families if we are moved to the Red Plan. Please note that families may only receive one device due to our limited stock of technology devices, even though the home may contain more than one student. This will be accommodated via learning activities being recorded by teachers so students can view their lessons asynchronously (i.e. at a later time).

We supported each other in the implementation of technology via our three in-house workshops (November 30, December 7 and February 8).

Students will be practicing logging into our laptops and software applications such as TEAMS, SeeSaw and Mathletics at school before the advent of going to the Red Plan. Teachers will have students write in their agenda books all pertinent usernames and passwords to support parents at home. **All students will need to log into their devices or have a school employee put their credentials into the device prior to the device leaving the building (laptops only).**

Teachers will pin applications that students will be using regularly to the tab bar such as TEAMS and SeeSaw.

Specialized Programming

Student support teams will invite students in a needs-based model. All invites will be approved by school leadership. In order to meet all students' needs, students requiring specialized programming will probably be involved in an alternate (even and odd) day schedule where students will come for school based programming on one day and will stay home for remote programming on the opposite day. Homeroom teachers will have CSW students and specialized programming students in front of them 1.5 hours per day. Educational assistants will continue to be used to maintain programming for students.

Reading Recovery students may be invited in to continue with their programming if the school team feels that this learning cannot adequately happen on-line.

Print Materials

Remote learners will need to be provided print materials, journals, crayons and other such supplies to support the completion of learning activities. Teachers and educational assistants will support the delivery of these materials either on the last day of Orange or via a school wide "pick-up" day that would be communicated by school leaders.

Student Schedule

Students will be provided with a daily schedule of real-time on-line (synchronous) work and for independent (asynchronous) work. This is to ensure parents and students know what the learning expectations are for each day to help continue the important routine of schooling. This information will be communicated to homes in a letter from the homeroom teacher(s).

Example for Johnny Titan, Grade 4 Student:

Teacher Slots	9:00 – 10:30	10:45 – 11:45	12:45 – 2:20	2:35 – 3:35
Student's Schedule	9:30 – 10:00 Literacy/Social Studies with Ms. McLeod 10:00 – 10:30 Independent work on Literacy/Social Studies	10:45 – 11:45 Independent work on Literacy/Social Studies	12:45 – 1:15 Numeracy/Science with Ms. Banks 1:15 – 1:30 One on One Mental Health Check-In and Work Support Session with Ms. Banks	2:35 – 3:35 Independent work on Numeracy/Science

Teacher/Cohort EA Support	9:00 – 10:30	10:45 – 11:45	12:45 – 2:20	2:35 – 3:35
Kajati	CSW Students	PREP	Remote Teaching	CSW Students
Turner	Remote Teaching	PREP	CSW Students	CSW Students
Simpson		CSW Students - K Cohort 10:45 – 11:15		
Plante		CSW Students – K Cohort 11:15 – 11:45		
	<i>VanSanten, Coleman & Church</i>	<i>VanSanten, Coleman & Church</i>	<i>VanSanten, Coleman & Church</i>	<i>VanSanten, Coleman & Church</i>
Hill	CSW Students	Remote Teaching	Remote Teaching	PREP
Gerring	Remote Teaching 9:00 – 10:30	CSW Students	CSW Students 12:45 – 1:20 Literacy Intervention 1:20 – 2:20	PREP
Loane			Remote Teaching 12:50 – 1:20 CSW Students 1:20 – 2:20	Remote Teaching 2:35 – 3:05 PREP 3:05 – 3:35
Simpson				CSW Students – ½ Cohort 2:35 – 3:05
Plante				CSW Students – 3:05 – 3:35
	<i>Popadynetz & Turner</i>	<i>Popadynetz & Turner</i>	<i>Wilson & Agbolade</i>	<i>Wilson & Agbolade</i>
Franklin	CSW Students	Remote Teaching	Remote Teaching	PREP
Wizniak	Remote Teaching	CSW Students	Remote Teaching 12:45 – 1:45 CSW Students 1:45-2:15	PREP
DeRoo			CSW Students 12:45 – 1:45	
Simpson				CSW Students – ½ Cohort 2:35 – 3:05
Plante				CSW Students – ½ Cohort 3:05 – 3:35

	<i>Wilson, Scott and Church</i>	<i>Wilson, Scott and Church</i>	<i>Stewart & Church</i>	<i>Stewart & Church</i>
	9:00 – 10:30	10:45 – 11:45	12:45 – 2:20	2:35 – 3:35
Matheson	PREP 9:30-10:30 Remote 9:00 – 9:30	CSW Students	Remote Teaching	Remote Teaching 2:35 – 3:05 CSW Students 3:05 – 3:35
Wishart	PREP 9:30-10:30 CSW Students 9:00 – 9:30	Remote Teaching	CSW Students Remote Teaching 1:45 – 2:15	Remote Teaching
Simpson	CSW Students $\frac{3}{4}$ Cohort 9:30 – 10:00			
Plante	CSW Students $\frac{3}{4}$ Cohort 10:00 – 10:30			
Leslie			CSW Students 1:45 – 2:15	
	<i>Faisal, Agbolade & Omondi</i>	<i>Faisal, Agbolade & Omondi</i>	<i>Faisal, Omondi, & Hiller</i>	<i>Faisal, Omondi, & Hiller</i>
Banks	CSW Students 9:00 – 9:30 PREP 9:30 – 10:30	Remote Teaching	Remote Teaching	CSW Students
McLeod/Sherwin	Remote Teaching 9:00 – 9:30 PREP 9:30 – 10:30	CSW Students	Remote Teaching 12:45 – 1:45 CSW Students 1:45 – 2:15	Remote Teaching
Simpson	CSW Students $\frac{3}{4}$ Cohort 9:30 – 10:00			
Plante	CSW Students $\frac{3}{4}$ Cohort 10:00 – 10:30			
Leslie			CSW Students 12:45 – 1:45	

	<i>Hiller & Sun</i>	<i>Hiller & Sun</i>	<i>Stanley</i>	<i>Stanley</i>
	9:00 – 10:30	10:45 – 11:45	12:45 – 2:20	2:35 – 3:35
Alexander	Concurrent: CSW Students/ Remote Teaching	Concurrent: CSW Students/ Remote Teaching	PREP 12:45 – 1:45 Remote Teaching 1:45 – 2:15	Concurrent: CSW Students/ Remote Teaching
Schettler	Concurrent: CSW Students/ Remote Teaching	Concurrent: CSW Students/ Remote Teaching	PREP 12:45 – 1:45	Concurrent: CSW Students/ Remote Teaching
Wallace	Concurrent: CSW Students/ Remote Teaching	Concurrent: CSW Students/ Remote Teaching	PREP 12:45 – 1:45	Concurrent: CSW Students/ Remote Teaching
Simpson			CSW Students 5/6 Cohort 12:45 – 1:15	
Plante			CSW Students 5/6 Cohort 1:15 – 1:45	
	<i>Sass & Sawchuk</i>	<i>Sass & Sawchuk</i>		
Beckwith/Kardash	Remote Teaching	CSW Students	PREP 12:45 – 1:45 CSW Students 1:45 – 2:15	Remote Teaching
Puhach	CSW Students	Remote Teaching	PREP 12:45 – 1:45 Remote Teaching 1:45 - 2:15	Remote Teaching 3:05 – 3:35
Simpson			CSW Students 5/6 Cohort 12:45 – 1:15	
Plante			CSW Students 5/6 Cohort 1:15 – 1:45	
Leslie				CSW Students 2:35 – 3:35

	<i>Neufeld, Mansoff, & Gibbs</i>	<i>Neufeld, Mansoff, & Gibbs</i>	<i>Neufeld, Mansoff, & Gibbs (remote)</i>	<i>Neufeld, Mansoff, & Gibbs</i>
	9:00 – 10:30	10:45 – 11:45	12:45 – 2:20	2:35 – 3:35
McLeod	PREP 9:00 – 10:00 Remote Teaching 10:00 – 10:30	Remote Teaching	Remote Teaching	Remote Teaching
Lewis	PREP 9:00 – 10:00 Remote Teaching 10:00 – 10:30	Remote Teaching	Remote Teaching	Remote Teaching
Grindey	PREP 9:00 – 10:00 Remote Teaching 10:00 – 10:30	Remote Teaching	Remote Teaching	Remote Teaching
Koroluk	PREP 9:00 – 10:00 Remote Teaching 10:00 – 10:30	Remote Teaching	Remote Teaching	Remote Teaching
	<i>Moroz, Stanley & Stewart</i>	<i>Moroz, Stanley & Stewart</i>	<i>Moroz, Sawchuk, Sun (remote), Scott & Popadynetz</i>	<i>Moroz, Sawchuk, Sun (remote), Scott & Popadynetz</i>

Note:

All staff get 2.5 hours of Remote Teaching time with the idea that the grade 1 to 4 teachers will be creating smaller groups of students and the grade 5 to 8 teachers will have more time as per MB Education recommendations. For example, Ms. Hill might teach 4 groups of literacy for 2 hours and then use the ½ hour to meet with students one on one for academic or mental health check-ins. Mr. Koroluk will meet with his two grade 8 groups for an hour a day and then use his 1.5 hours to provide small group interventions or for mental health check-ins.

Educational Assistants can support the remote and classroom teaching by supervising, working with students one-on-one for guided practice of skills and can work to help get materials home to families electronically or physically if required.

	9:00 – 10:30	10:45 – 11:45	12:45 – 2:20	2:35 – 3:35
DeRoo	Remote Teach Grade 2 9:30 – 10:00		Grade 2 CSW Students 12:45 – 1:45	
Leslie			Grade 3 CSW Students 1:45 – 2:15 Grade 4 CSW Students 12:45 – 1:45	Grade 6 CSW Students 2:30 – 3:35
Plante	PREP 9:00 – 9:30	PREP 10:45 – 11:15	Remote Teach Grade 5	Remote Teach Grade 4

	Remote Teach Grade 5 9:30 – 10:00 Grade $\frac{3}{4}$ CSW Students 10:00 – 10:30	Kindergarten CSW Students 11:15 – 11:45	12:45 – 1:15 Grade 5/6 CSW Students 1:15 – 1:45 Remote Teach Grade 6 1:45 – 2:15	2:30 – 3:00 Grade $\frac{1}{2}$ CSW Students 3:00 – 3:35
Simpson	PREP 9:00 – 9:30 Grade $\frac{3}{4}$ CSW Students 9:30 – 10:00 Remote Teach Grade 6 10:00 – 10:30	Kindergarten CSW Students 10:45 – 11:15 PREP 11:15 – 11:45	Grade 5/6 CSW Students 12:45 – 1:15 Remote Teach Grade 1 1:15 – 1:45 Grade 4 1:45 – 2:15	Grade $\frac{1}{2}$ CSW Students 2:30 - 3:00 Remote Teach Grade 3 3:00 – 3:35

Note:

Remote teaching may be helping students with independent work, supplementing reading skill development, or mental health check-ins.

Sample Parent/Guardian Letter

Dear Parents/Guardians,

Earl Oxford School is entering the Red (critical) Plan. This will be temporary period of time of learning and growing for all of us that will require flexibility and an open mind.

To support the transition into Remote Learning, we have conducted a survey to ensure students have devices at home to participate in real-time on-line learning activities and that families have access to WIFI. We will be in touch with you shortly to facilitate the pickup or delivery of the laptop or router.

Below I have included some important information regarding this school year. If after reading the information you have any questions, please feel free to contact me.

Teacher Contact Information

Name:

Email:

Parent Responsibilities

To support your child's success with remote learning, parents/caregivers need to:

- Assure student participation in remote learning
- Provide supplies as per supply lists for remote learning
- Facilitate student learning
- Supervise online learning
- Supervise academic and social learning behaviours
- Supervise independent student work
- Provide support for homework assignments
- Promptly contact teacher with questions or concerns

Your child's daily schedule:

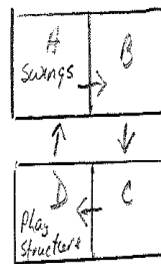
9:00 – 9:30	
9:30 – 10:00	
10:00 – 10:30	
10:30 – 10:45	Break
10:45 – 11:45	
11:45 – 12:45	Lunch Break
12:45 – 1:20	
1:20 – 1:50	
1:50 – 2:20	
2:20 – 2:35	Break
2:35 – 3:05	
3:05 – 3:35	

Warm regards,

Recess Schedule

Month _____ Recess (Am/Am) & Noon Break Red

Date																			
Day																			
K's	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C
1's	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
2's	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A
3's	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B
4's	Mid	Field																	
5's	Mid	South																	
6's	South																		



Assigned Playgrounds

Red

