



**KING GEORGE SCHOOL**  
CRUSADERS STRIVE FOR EXCELLENCE



# 2020-21 SCHOOL RED PLAN

King George School  
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# KING GEORGE SCHOOL

## CRUSADERS STRIVE FOR EXCELLENCE



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### Red Plan for King George School – updated January 31, 2021

The priority of the King George school remains focused on – the health, well-being and safety of our students, staff, and community, in doing our part to reduce the spread of COVID-19. Direction from the Chief Provincial Health Officer and Manitoba Education will guide our planning and decisions.

### Foundations of the King George School Red (Critical) Plan

This Red level plan reflects what the education for King George students would look like if moved into the Red (Critical) level. Most students would enter remote learning. Critical Service Workers' children would be allowed to attend in class learning at parental request. The King George School Red (Critical) level plan will be in accordance with Manitoba Public Health and Brandon School Division guidelines. This document was created from Brandon School Division guiding memos, Manitoba Education Standards for Remote Learning and Temporary Remote Learning for Kindergarten to Grade 8.

### Students who will receive in school learning

In a Critical (Red) response level, King George will accommodate Kindergarten to Grade 6 children of Critical Service Workers who cannot make alternative care arrangements, children over 12 whose parent is CSW that require care and cannot stay home independently, students in Grade 6 and over who have special needs that preclude them from staying home independently or other students who are deemed to be high risk. These students will be taught in the classroom concurrently with the students that are learning from home. Varying factors will determine the number of children of Critical Service Workers that are present in our classrooms.

### Critical Service Workers' Children

CSW students may be with homeroom teachers as designated within the King George Yellow or Orange Plans. This may be a combination of Real-Time synchronous teaching and asynchronous learning activities. Children of Critical Service Workers that attend school will be regrouped within their own grade level. The focus will be on literacy and numeracy.

### Critical Service Workers

Priority access will be given to Tier One Critical Service Workers. Other Critical Service Workers 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)



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- 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 the **Essential Services Act** at: <https://web2.gov.mb.ca/laws/statutes/ccsm/e145e.php>.

Through consistent communication with Brandon School Division Senior Administration, the number of students requiring in-class or remote learning will be identified based on the data gathered in the November 16<sup>th</sup> parent survey. We will be contacting some families for clarification where needed.

## In School Instruction

Code Orange homeroom teachers will continue to work with the same grade levels in the Code Red (Critical) Plan. In the Code Red (Critical) Plan, we will endeavor to have the teachers' day designed with specific times for in-person and remote learning. Teachers within grade levels may revise their delivery model provided that they have consulted with their Collaborative Teacher Team and King George Administration Team.

### King George School Structure for 2020 – 21 in Red Level

Class	Teacher	Room #	Door Exit
K	Hellyer	A	D
K	J Friesen	A	D
1/2	Ziemer	Art Room	C
1/2	Clarke	Art Room	C
1/2	Harrison	Art Room	C
3/4	Jaszan	E	E
3/4	Dueck	E	E
5/6	Bourns	Science Room	B
5/6	Kirton	Science Room	B
7/8	Nairn	6	B
7/8	Giannopoulos	6	B
7/8	Ketcheson	6	B
7/8	Paulishyn	6	B

**Parents are strongly encouraged to drop and pick up students off as close to start and end times as possible. As always we appreciate working with families to address learning needs however we especially ask that you schedule appointments so that we can control visitors and follow our Public Health Guidelines.**

### Physical Activity

- Only gyms within King George will be utilized for physical activity

### Recess, Beginning & Exit of School Day

- Students will line up in designated areas for entry into the school in the morning, maintain physical distancing of 2 meters or more by remaining in painted line up squares.
- Students will be dismissed on a staggered dismissal using designated exits.
- Entrance and exit routes along with specific recess times will be posted in each individual classroom.
- There will be staggered recesses along with lunch allowing for transition times and ample space for each class
- A map will detail each classes outside play area.
- Staff will walk students to and from recess cohort zones.
- All students will remain in their own classroom for indoor recess and lunch maintaining a 2 meter distance.
- Hallways and signage will marked and posted with explicit directions.
- Students are expected to follow handwashing protocols when eating, entering and exiting the building.
- separate containers of equipment for each class and cleaned between recess periods;
- Parents/Guardians are asked to drop students off outside and not enter the building.**
- Classes will have a designated area in which they arrive and wait in prior to the commencement of the day.

### Morning Recess

10:30 – 10:45	Class	Class	Class	Class	Class	Class	Class
Cohort	½ H	1/2 CR	1/2 Z	3/4 J	3/4 D	5/6 B	5/6 K
Exit	C	C	C	E	E	B	B

### Afternoon Recess

10:30 – 10:45	Class	Class	Class	Class	Class	Class	Class
Cohort	½ H	1/2 CR	1/2 Z	3/4 J	3/4 D	5/6 B	5/6 K
Exit	C	C	C	E	E	B	B

### Lunch

- A detailed lunch plan will be created with the parent run lunch program and the school.
- In catchment students are encouraged to eat at home if given the option as opposed to registering for the lunch program
- Students who are going home for lunch should not return until just prior to the bell 12:45

- separate containers of equipment for each class and cleaned between recess periods
- No warm ups will be available

### Lunch Schedule

11:45 – 12:45	Eating lunch first then recess at 12:15				
Class	K	½	3/4	5/6	7/8
Exit	C	F	C	B	B

### Schedules

- Teachers will explain schedules upon the first day of school after we enter red.
- Schedules will be focused on Foundational Outcomes.
- These schedules will be available and posted in student classrooms.
- Specific bathroom schedules and processes will be developed to minimize student exposure.
- Students will remain in their classroom as much as possible within the schedule.

### Lockers and Bathroom usage

- Classes will be given specific bathrooms in which they must utilize. Bathroom 1 (7/8 Nairn, Paulishyn, Giannopoulos & Ketcheson) Bathroom 2 (Grade 5/6 Bourns & Kirton) Bathroom 3 (Grade ½ Harrison, Clarke, Ziemer & ¾ Jaszan & Dueck) Bathroom 5 (Grade K Friesen & Hellyer)
- A specific plan and instructions will be developed within the classes on bathroom usage.
- Classes will be given designated times in which to hand wash.
- Students and staff will follow designated routes and signage when moving to and from washrooms.

### Entrance & Exits

All students will line up in their designated area keeping a 2 metres spacing in place. There will be markings in place

**Kindergarten Friesen, & Hellyer** - Will always enter and exit door D (South Doors) when arriving and leaving school.

**½ Harrison, Clarke & Zeimer**, – Will always exit and enter door C (Library Doors)

**¾ Jaszan & ¾ Dueck** – Will always enter and exit door E (Classroom Doors)

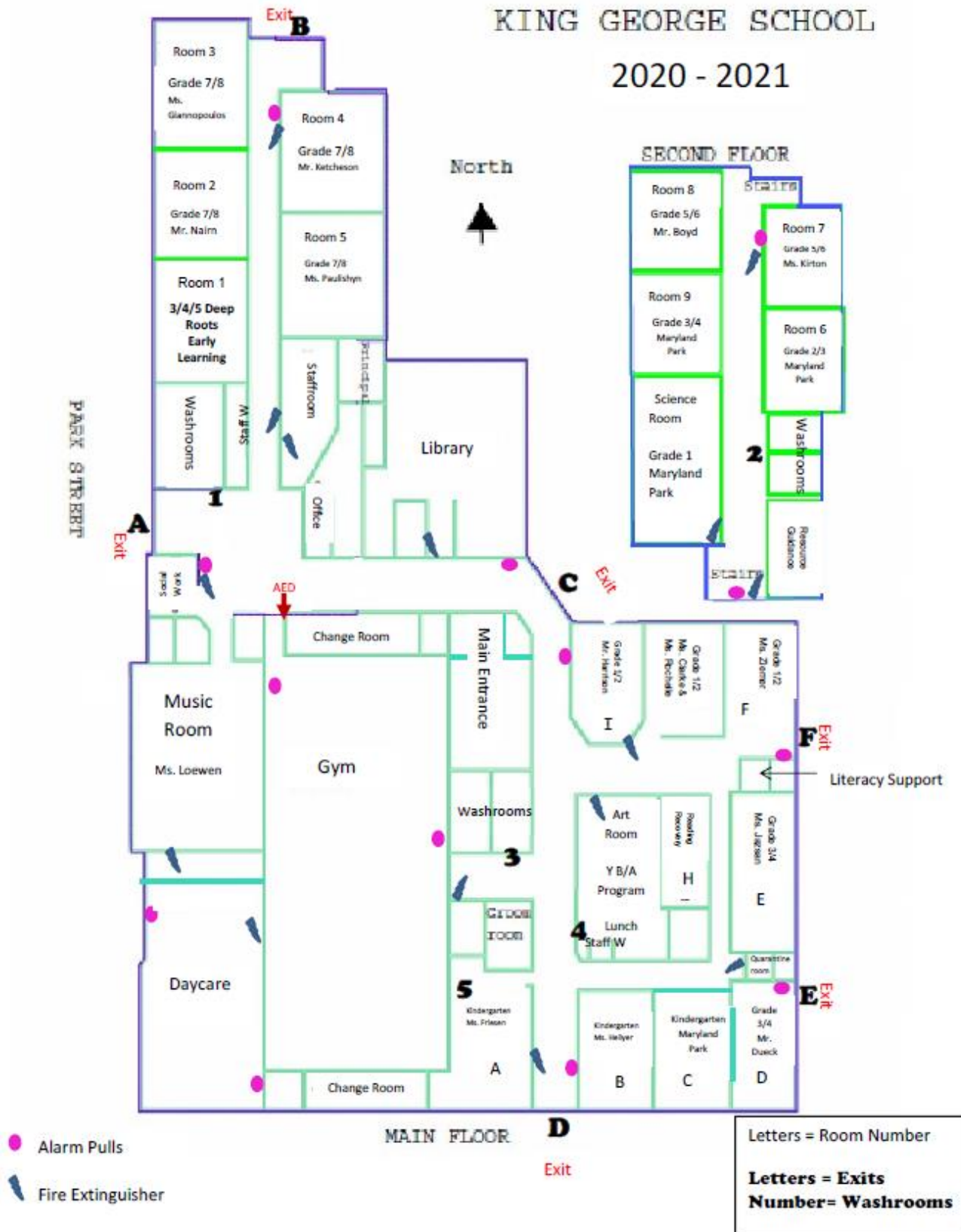
**5/6 Bourns & Kirton, 7/8 Foord, Paulishyn, Ketcheson, Nairn, & Giannopoulos** - Will enter and exit south door B when arriving and leaving school.

### Emergency Procedures

- Risk Response drills (ex. fire drills) will be practiced on an individual class basis to reduce congestion on a monthly basis.

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## **Bell Times**

<b>8:50 a.m.</b>	Entrance Bell Rings (Staggered Lines & Doors)
<b>9:00 a.m.</b>	Classes Begin
<b>10:30 – 10:45 a.m.</b>	Morning Recess (Staggered times)
<b>11:45 a.m. - 12:45 p.m.</b>	Lunch (Alternating lunch)
<b>12:45 p.m.</b>	Entrance Bell Rings
<b>2:20 – 2:35 p.m.</b>	Afternoon Recess (Staggered times)
<b>3:35 p.m.</b>	Staggered Dismissal out designated doors

## **Remote Learning**

### **King George School will support remote learning by:**

- Supplying families with technology where needed.
- Providing families remote routers to provide Internet access when needed.
- Providing teachers additional equipment when requested.
- Providing teachers with additional professional development in facilitating remote learning.
- Providing classroom set up support for teachers.
- Providing a Brandon School Division technology help desk for parents.
- Providing opportunity to learn, explore, and use software programs to support in class and at home learning.

King George School will do our best to facilitate Remote Learning with flexible opportunities for our teachers and students. Teachers will deliver remote learning to their current homeroom students. Priority will be given to literacy and numeracy during Code Red (critical). Students will be expected to be full participants in their scheduled time for remote learning. Teachers will provide additional independent assignments to be completed at home. Remote learning may consist of whole group, small group, or 1 on 1 instruction. Teachers and educational assistants will provide on-going contact with students. Teachers will provide schedules and outline expectations for students and parents. The first few days of remote learning will be used to make connections with students and work through any issues that arise. The King George School Team will be learning along with families and we will make necessary changes to promote success in remote learning. Parental expectations of how they can support remote learning will be shared out.

## **Learning From Home Expectations**

### **Kindergarten**



- 1 to 2 hours of play based learning. Teacher to connect with families individually 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 for 30 minutes per week, which can be split into multiple meets such as 3 x 10 minutes. These may be in the form of small group or individual conversations.
- Students will focus on **Numeracy and Literacy**. Science, Social Studies, Physical Education, Health, Music and Art will be integrated into the core subjects.
- Note: Supporting students with independent work, supplemental literacy/numeracy development, and/or mental health check-ins may be part of remote teaching.

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. <https://winnipeg.ctvnews.ca/manitoba-creating-resource-centre-to-help-with-remote-learning-1.5180970>

### **Attendance**

Attendance will be recorded each day for all students. Students not engaged in learning will be supported through school-based interventions.

### **Print Shop and Student Materials**

We will have a print shop set up in the school for any independent work materials that need to be sent out to homes. However, we are encouraging that teachers send homework electronically to avoid parents coming to the school.

Teachers and Educational Assistants will facilitate organizing manipulatives or extra materials (crayons, scissors, journals, etc.) that need to be sent home with students.

## Public Health Measures

The following, are the health measures we are adhering to at this time:

Given the evolving nature of the COVID-19 pandemic and transmission within our communities, guidance may change based on emerging circumstances and information from public health officials. **If the public health situation changes and guidelines are not sufficient, current measures may be paused and other measures may be introduced or reintroduced.**

## Understanding Transmission

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.

Although public health measures can significantly reduce the risk of COVID-19 entering and being transmitted in child care and school settings, the risk is never zero. It is important to remember that while children tend to have less severe illness from the disease, this is not always the case. COVID-19 can also cause more severe illness among people who are 60 years of age and older, and among those who have weakened immune systems or underlying medical conditions. Children under one year of age and those with immune suppression and chronic medical conditions are considered more vulnerable and at higher risk for severe illness. Parents/guardians and staff are encouraged to consult with their health care provider if they have concerns about their own health, their child's health, or the health of other household contacts.

## Student and Staff Screening

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

All screening that identifies suspected cases of COVID-19 should be referred to Health Links – Info Santé at 204-788-8200 or 1-888-315-9257.

Individuals should self-isolate and not enter schools or education facilities if they:

- **are** experiencing symptoms suggestive of COVID-19
- **have** 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)
- **are** a close contact of a confirmed case of COVID-19
- **are** awaiting a COVID-19 test result (excluding persons tested as part of voluntary asymptomatic surveillance for COVID-19, as they do not need to isolate).

An up-to-date list of symptoms can be found at: <https://www.gov.mb.ca/covid19/about/index.html>  
Screening

Screening for symptoms is critical to identify any potential cases of COVID-19 as quickly as possible before exposure to others. If someone is unsure whether they or their child should be tested and self-isolate, they should be directed to the COVID-19 Screening Tool at <https://sharedhealthmb.ca/covid19/screening-tool/>.

Staff will self-monitor daily for signs and symptoms of COVID-19. Staff who have any symptoms of COVID-19 will stay home, isolate, and be excluded from work.

**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.**

Signage, with exclusion criteria, will be posted at all entrances to the school.

A student or staff member who meets any of the exclusion criteria will not be admitted to the King George and will be advised to immediately isolate and consult Health Links – Info Santé or their health care provider. Those with symptoms should be tested. If the test is negative for COVID-19, they can return 24 hours after symptoms resolve. If individuals do not get tested, they should isolate for 14 days from symptom onset, and they may return if symptoms have resolved at that time.

A chronic stable cough, sneeze, runny nose, or nasal congestion that is unchanged and clearly linked to a known medical condition such as asthma or allergies is not an absolute requirement for exclusion. As well, children who are crying can exhibit a runny nose. Changing or worsening of chronic symptoms require isolation and contacting Health Links – Info Santé. Staff should exercise judgment based on the symptoms but, when in doubt, err on the side of caution by excluding the child and advising the parent/caregiver to contact Health Links – Info Santé or their health care provider.

### **What Happens if a Child Exhibits Symptoms?**

If a child develops symptoms while at school, the child will be isolated in a separate room. If a separate room is not immediately available, the child needs to be kept at least two meters 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.

The parent or guardian will need 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, King George will 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.

If a parent/caregiver is unreachable to pick up a sick child, school staff will 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 will follow standard procedures. 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 will practice diligent hand hygiene.

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.

Parents/guardians are strongly encouraged to have alternative care in the event of illness of their child(ren).

### **What Happens if a Staff Member Exhibits Symptoms?**

If a staff member or volunteer in a school becomes symptomatic, they should immediately isolate themselves from other staff and children, notify their supervisor, and go home to isolate. They should then contact Health Links – Info Santé (204-788-8200 or 1-888-315- 9257) or their health care provider for direction. Additional environmental cleaning should occur. Focus should be on high-touch areas and areas where the staff or volunteer spent time.

Staff members who are away sick or who are self-isolating must follow the Division’s human resources policy and collective agreement provisions. Medical notes are not required for staff who have COVID- 19 or flu-related symptoms, or for those who are caring for individuals in this situation.

A sick staff member can return to work once it has been determined that it is safe to do so by their health care provider or public health. If that staff member has a positive test, further direction will be provided by public health.

### **Visitor Access**

Visitors or volunteers are permitted at schools, but visits should be minimized to the greatest extent possible.

They are to enter through the main entrance and report immediately to the reception desk where they will be asked a series of screening questions after which they will sign in. Once they are finished they are required to sign out.

Online communication, video, and telephone will be used to interact with families, where possible, rather than in person.

**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.**

Community use of schools will be suspended.

However Deep Roots Nursery and the Children’s Den are exempt from this. Both the nursery school and daycare will be following specific guidelines laid out by public health to maintain safety.

Physical distancing of two metres or six feet between all individuals should occur whenever reasonably possible in a school setting.

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>.

### **Workplace Safety and Health**

The safety and health of students and staff is our number one priority as we develop the plans for in- class learning in our schools. Manitoba Public Health advises the best defense against the spread of COVID-19 is:

- self screening;
- frequent handwashing;
- physical distancing;
- wearing a mask when physical distancing is not possible; and
- staying home when sick.

### **Personal Risk Factors**

Arrangements will be needed for students, teachers, administrators and school staff who may be at higher risk of COVID-19 due to underlying health conditions or other risk factors.

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.

### **Outbreak Management**

In the event of the confirmation of a case of COVID-19 connected with King George, public health will lead the response and ensure appropriate supports are in place to coordinate the response. Contact tracing involves identifying the contacts of a positive case and contacting those individuals who may have been exposed. Public health may:

- request records that identify cohorts/groups of students, staff, volunteers, and visitors in the school for a specified timeframe
- contact students, staff, and families if they have been in close contact with a confirmed/probable case, and confirm whether they need to self-isolate or self- monitor and when they can return to school
- recommend testing following established guidelines to students, staff, volunteers, and visitors who may have been exposed to a positive case
- assess the need for the school to be closed for a period of time

King George will clean and disinfect areas where exposures took place; these areas will not be used until they are determined to be safe. School closure would be a last resort and only upon evidence of transmission among multiple cohorts.

Form letters/standard messages will be shared with their parents, staff, and students when a case is confirmed in a school. If there is an outbreak at a school, this will be announced through Manitoba media bulletins and public health will provide instructions to those who have been in close contact.

## **Personal Hygiene and Respiratory Etiquette**

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)

King George staff will help young children to ensure handwashing is done correctly. They will model and teach handwashing in class using videos and the how to signage. They will also monitor students in an ongoing basis to provide feedback and corrections based on handwashing procedures. We will encourage and supervise hand hygiene and make alcohol-based hand sanitizer available at all building access points and throughout King George. We will monitor early year's students when using alcohol-based hand sanitizer.

Respiratory etiquette will 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.

Please note that it will be especially important for everyone to clean their hands:

- after coughing or sneezing;
- when caring for a sick person;
- before, during and after you prepare food;
- before eating;
- after toilet use; and
- when hands are visibly dirty.

Training videos on how to effectively wash your hands available to both student, staff, & public

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

[washing- heroes-dv.html](#)

- Others: <https://www.canada.ca/en/public-health/services/video/covid-19-hand-washing.html>
- Signage is posted regarding proper hand hygiene and cough/sneeze etiquette.
  - For children:  
<https://www.gov.mb.ca/fs/childcare/resources/pubs/posters.pdf>
  - Others: <https://sharedhealthmb.ca/files/precautions-to-follow-letter.pdf>
- Video for kids on reducing the spread of COVID-19: Hygiene for kids.
  - <https://www.canada.ca/en/public-health/services/video/covid-19-kids-hygiene.html>

### Physical Distancing

Physical distancing measures to reduce your risk of infection:

- Minimize prolonged (more than 15 minutes), close (less than two metres/ six feet) contact between your co-workers and other individuals in public.
- Avoid greetings that involve touching, such as handshakes.
- Two metre physical distancing will be maintained to the greatest extent possible in classrooms where cohorts are being utilized.
- Two metres distancing is used to the greatest extent possible when not in a cohort.
- Signage will be posted to remind people to maintain at least 2 metres distance are posted in common areas such as entrances, classrooms, restrooms, life skills area etc.
  - [https://manitoba.ca/asset\\_library/en/covid/socialdistancinginfographic.pdf](https://manitoba.ca/asset_library/en/covid/socialdistancinginfographic.pdf)
- Visual cues to indicate 2 metres distance will be used (e.g. decals, signs on floors).
- Stagger schedules and movement of cohorts will be used to avoid being in shared spaces (e.g. hallways, bus pick-up & drop off etc.) at the same time.
- King George will try to avoid or limit the movement of students between classrooms; instead we shall have teachers move between classrooms.
- King George will manage and keep records of persons in cohorts – school buildings, buses etc.
- Physical barriers and/ or partitions shall be erected at the front desk – plexiglass screens.

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

### Protocols for Sharing Equipment and Materials

ICT equipment (including computers, laptops, smartboards...) will be wiped down after each classroom use.

If gym and music equipment needs to be shared between classes, it will be sanitized after each class.

All classrooms will have individualized sets of recess equipment.

Equipment and resources that will be shared will be sanitized on an ongoing basis within the classroom

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

## Personal Protective Equipment (PPE)

Non-medical masks can play a role in reducing the transmission of COVID-19. Wearing non-medical 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 are recommended in situations where a person cannot maintain a two-metre physical distance for extended periods of time and is in close proximity to a person outside of their regular contacts. This includes hallways and when riding the bus to school, and it may include classroom settings.

- Students (Grade 3 and up), teachers, staff, visitors and volunteers are mandated to wear non-medical masks in areas where physical distancing of two meters is not possible.
- Students under Grade 3 can also use non-medical masks.
- All school bus passengers in Grade 4 and older, and the driver, are required to wear a non-medical mask. These should be put on before loading and taken off after offloading if removal is appropriate for the setting. Students under Grade 4 can also use non-medical masks.
- Teachers and staff who move across cohorts of students, including substitute teachers, are required to wear medical masks. Medical-grade disposable masks have been issued to all schools. N95 masks are not required.

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 and is under two years of age

## Cleaning and Disinfecting

Increased frequency of cleaning, disinfecting, and sanitizing—particularly on high-touch surfaces and in common/shared areas—will be required.

King George Staff will:

- 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) a minimum of twice daily, and more often in areas like entrances and exits.
- Ensure there is hand-cleaning supplies at all sinks in washroom and kitchen area.
- Ensure there is an ample supply of hand sanitizer located in each classroom
- Ensure washrooms and lunchrooms are cleaned/disinfected frequently (at least twice daily, and more often as needed) and ensure that cohorts utilize these areas on a staggered schedule.
- Turn off water fountains that are not touchless or cannot be cleaned between users and direct



students to use bottle filling stations on a staggered schedule.

- Parents are encouraged to fill water bottles daily at home prior to coming to school in order to avoid having students need to fill them at school as often.

## Transportation

Physical distancing and/or cohorts are also required in school transportation. For more information, refer to the Guidelines for Transportation to Schools at <https://www.edu.gov.mb.ca/k12/covid/reopening/transportation.html>.

Some key guidelines around bus transportation are as follows:

- All school bus passengers, as well as the driver, are required to wear a non-medical mask. These should be put on before getting on the bus and taken off after exiting the bus, if removal is appropriate for the setting. Students in lower grades may also wear non-medical masks.
- All passengers and drivers should perform hand hygiene before and after being on the bus.
- When possible and as weather permits, open windows and/or roof vents to allow for increased ventilation.
- Seats will be assigned so the same students are seated in the same seats every day for regular bus routes.
- Regardless of seating arrangement needs, ensure that up-to-date lists of bus riders and drivers are maintained to enable contact tracing if required.
- When unable to practice physical distancing while assisting students using mobility devices or child restraint systems, additional considerations may be necessary (see Guidelines on Supporting Students Who Require Interventions or Supports that Cannot be Delivered from a Distance).
- Children should maintain physical distancing (two metres is recommended) when lining up to get on the bus, on the bus, and when exiting the bus.
- Bus pick-up and drop-off of students at the school should be staggered where possible, to avoid crowding at the school entrance.
- To the greatest extent possible, buses should be loaded from back to front and unloaded from front to back; one student or household should stand up and exit at a time to minimize close contact between students.
- Ensure there is enhanced cleaning of seats and other high-touch surfaces (e.g., windows, railings) before each new group of students attends the bus.
- Hard-surface disinfectants or cleaning agents may be transported on a bus providing the product is secured and not accessible to students (maximum of 1 litre).
- Subject to public health guidance and risk of COVID-19 transmission, additional measures for physical distancing may be required during the school year

To support physical distancing on buses, to the greatest extent possible, parents are encouraged to transport their own children if they are able. Active transportation, such as walking and biking, should also be encouraged. For advice on carpooling, please visit <https://www.gov.mb.ca/covid19/restoring/transportation.html>

### **Extra-Curricular and Off-Site Activities**

Extracurricular activities are only permitted if all learning and distancing requirements have been met. If these activities continue, established guidelines must be followed and, in the case of sports, participants should maintain distance when not active.

#### **Field Trips**

All field trips will be postponed or cancelled.

### **Expectations for In-class Attendance and/or Participation in Remote Learning**

**Unless an underlying health condition prevents a student from being at school, regular attendance is required.**

- 100% attendance – Students are required to be in attendance unless they are medically advised not to attend.
- 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.
- Students will not attend school when sick, displaying symptoms or otherwise noted above.
- Division delivered courses (Industrial Arts, Home Economics, Band) will be paused while cohorts or 2 meter spacing is required.
- **Please note that in-class learning may be increased or suspended on short notice in response to changing public health advice.**

#### **Students Refusing to Return to School**

- Daily attendance will be recorded and follow up calls will be made to students who are absent.
- Psychological First Aid will be provided for students and parents, if needed.
- Appropriate interventions and adaptations may be implemented if deemed necessary.

#### **Back up Plan for childcare**

- Please have an alternative plan in the instance of illness or shifts in Public health orders.

### **Possible Learning Models**

#### **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 cannot attend in-class.
- 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 deliver 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.

### **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](https://www.edu.gov.mb.ca/k12/covid/reopening/supports_non_distance.html))
- 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.

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>

### **Staff and Student Wellness**

King George will continue to promote student and staff well-being and to develop a positive sense of community among staff before students return, using the following resources/strategies:

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

- King George will take 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.
- King George will follow VTRA protocols.
- Universal social-emotional learning curriculum will continue to be offered via classroom instruction, online classroom presentations, pre-recorded sessions.
- King Georges Student Service team will be available for consultation with staff members about their student concerns and referral to external community supports if required.
- Transition planning protocols exist at King George 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.
- Our school will communicate with parents about plans for safety and health measurements that the school will be implementing so that they can talk with their children about what to expect. Staff and parents will educate students about COVID, maintaining social distancing, proper handwashing, etc.
- 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. King George will provide mental health and social emotional support to any student requiring assistance through the following:
  - make referrals to school counsellors or social worker, 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.
  - Flexibility in program and/or school enrollment should be provided for children and youth who have transitioned to a new program or school for the 2020-2021 school year.

#### **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.
  - [https://www.edu.gov.mb.ca/k12/covid/support/rssn\\_docs/mental\\_health\\_res.pdf](https://www.edu.gov.mb.ca/k12/covid/support/rssn_docs/mental_health_res.pdf)
  - [https://www.edu.gov.mb.ca/k12/covid/support/rssn\\_docs/quaranteen.pdf](https://www.edu.gov.mb.ca/k12/covid/support/rssn_docs/quaranteen.pdf)
  - <https://www.gov.mb.ca/covid19/bewell/virtualtherapy.html>

#### **King George School-Wide Self-Care Plan**

King George Staff will:

- Have clear and timely communication
- A structure for communication
- Engage in weekly and monthly check-ins to the end of the school year.
- Will employ a Small-group or Buddy system for checking-in and supporting each other
- Work collaboratively to prepare some units in case of absences due to illness or return to a blended model.
- Work collaboratively to create universal sub plans for grade-alike groups – this will support those who may need to call in sick at a moment's notice and support student learning

- Have Psychologist, Social Worker and Counsellor available to support staff and students as needed.
- Ensure that staff, families and students are aware of the supports that are available in the community (eg. outside counselling resources that have been identified by the social work cohort)
- Provide the wellness wheel and/or other self-care plan options that have been identified by the counsellor role-alike cohort
- Specifically the Traumatic events team members will model calm
- Members of the traumatic events team and those in leadership will support each other with communication and check-ins with staff, guardians and students.
- Engage in professional development and conversations about how to support each other in self-care and wellness would be valuable. This helps us develop a common language and a point to anchor back to shared learning experiences.