

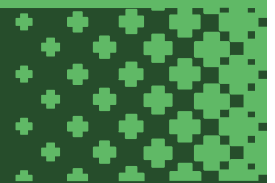


School Re-Opening Plan

August 2020

Updated January 29, 2021

Guidance may change based on emerging circumstances and information from public health officials. Visit <http://www.manitoba.ca/covid19/> for information on prevention, as well as for updates on the evolving situation. Please visit Manitoba Education's *Latest COVID-19 Education News* website at <https://www.edu.gov.mb.ca/k12/covid/index.html> for the [latest news](#) and for [frequently asked questions](#).



Updates in This Document

Sept. 11th

- Updated Mask Guidance link (pg. 12)
- Safety Drills (pg. 14)
- Blended Learning (pg. 20)
- Pandemic Response System (pg. 20)

Sept. 15th

- Manitoba Remote Learning Standards (pg. 21)
- Significant Updating to the entire Remote Learning section.

Sept. 22nd

- Updated link for additional Mask Guidance

October 26th

- Additions to Orange (pg. 21-22)

November 30

- Guidelines for Restricted Level Orange (pg. 21)
- Guidelines for Critical Level Red (pg. 23)

January 29, 2021

- Changed K-8 Schools “may” offer to remote learning to K-8 Schools “will offer” remote learning for the remainder of the school year. (pg. 21)
- Added link to [Guidance for K-8 Schools for Remote Learning](#). (Pg. 21)
- Added reference and link to the [Manitoba Remote Learning Support Centre](#). (pg. 21)
- Added who can attend school in Critical Level Red (pg. 23)
- Added information on what learning looks like at school for the children of CSW’s (pg. 23)

Overview



On July 30, 2020 "[Welcoming Our Students Back: Restoring Safe Schools](#)" was released. Schools will reopen for teachers and staff on September 2, 2020 with students returning on September 8, 2020. The Province released "[COVID-19 K–12 School Settings Practice Guidance and Protocols](#)" which will guide return to school practices on August 13, 2020. A "[Guide for Parents, Caregivers and Students](#)" is also available. Manitoba is targeting a full return to in-class learning for all in the fall, school divisions submitted a draft re-opening plan on July 22, for different public health scenarios as follows:

- 1. Caution - In-class learning.**
- 2. Restricted - Blended Learning (in-class and remote).**
- 3. Remote learning (with exceptions).**

School divisions have refined and share division-level plans by mid August and will ensure all schools within their division have school-level plans that are accessible to the school community. The divisional plan will be accessible by August 14, and school plans will be accessible by September 4th.

Schools will communicate directly and frequently with families to provide them with information about the school year and ongoing plans for instruction and supports.

The Province of Manitoba has indicated that school closure would be a last resort and only upon evidence of transmission among multiple cohorts.

K-12

1. September 2020 – Return to In-Class Learning for All K-12 Students

In-class learning will resume on September 8th for students in all public and independent schools across the province.

- **Kindergarten to Grade 8** students will return for five days of in-class instruction (full instructional day) per week.
- **Grades 9-12**
 - Within each grade, students will be divided into learning groups (cohorts) *attending in class, every other day*. Students will, on alternate days, be expected to complete work from the previous day or engage in online activities as provided by the teacher.

	Day 1	Day 2
Learning Group A	Face to Face Instruction	Online/distance learning
Learning Group B	Online/distance learning	Face to face instruction

- **Students with special needs** in all grades will return for five days of in-class instruction (full instructional day) per week.

Teachers and staff will return to schools on September 2, 3 and 4, providing an opportunity for orientation to public health requirements and the educational priorities to support students, as well as professional learning around recovery learning. Training on COVID protocols and preparedness for staff will occur on Sept. 2-4. A program is under development.

In-Class Learning.



Items identified in this scenario form the foundation for scenario #2 and #3 unless otherwise noted.

When returning to school in September:

- Schools will follow all [current public health orders and guidance](#).
- **At this time, masks are required in schools for students in Grades 4 to 12 as well as for staff and visitors, when physical distancing of two metres is not possible or cannot be consistently maintained.**
- **Parents/guardians/caregivers will choose whether students in Grade 3 and under will wear a mask in school.** However, in situations where there are **split classrooms**, such as a Grades 3/4 split classroom, **all students in the classroom should wear a mask** when physical distancing of two metres is not possible, for the benefit of the other students and staff in the classroom.
- **Masks are required on school buses for bus drivers, students, and any other passenger on the bus.**
- Students in any grade may, or may not, be wearing a mask at school or on school buses, depending on their personal circumstances. It is important that children understand that no one

should be treated differently for wearing a mask or for not wearing a mask. We're all in this together.

- Extra masks will be made available at all schools throughout the school year for those who do not have their own.
- Classrooms will be configured to support physical distancing with the use of alternate space as needed, such as multi-purpose rooms. Two metres of physical distancing is required to the greatest extent possible.
- Where physical distancing is not possible, students must remain within cohorts to reduce exposure to others. Cohorts will distance themselves from other groups to limit exposure. In these instances, there must be at least one metre between students as they sit at their desks in classrooms.
- Entry and exits to schools will be managed to avoid congestion.
- Lunch and recess breaks will be staggered.
- Protocols will be in place to safely move students through schools to reduce congestion in hallways and common areas. Teachers will move across classrooms instead of students.
- Students and staff are required to self-screen and stay home when they are exhibiting symptoms of COVID-19.
- Parents and caregivers will be expected to screen their children before boarding the bus or entering a school.
- There will also be screening protocols for all people entering a school and limitations regarding visitors.
- Students will be reminded of the importance of physical distancing and hand washing.
- There will be enhanced cleaning protocols in schools and on buses.
- Schools are encouraged to utilize cashless or no-contact payment options when possible.
- Regional public health officials will monitor the situation closely and will provide direction and information to the division. Public health will be responsible for responding to cases of COVID-19 and overseeing outbreak management protocols.

Key Requirements



Attendance and Participation in Learning

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.

Teacher-directed remote learning will be an essential component of K-12 education throughout the pandemic.

- Asynchronous (working independently on their own) and synchronous (working with a teacher in real time) options may be considered.
- Remote and blended in-class and remote learning plans may need to be implemented on short notice.

Schools will ensure that all students who are participating in remote learning have access to technology.

For information about keeping students and staff safe in situations where students require interventions or supports that cannot be provided from a distance of two meters, visit: [Guidelines on Supporting Students Who Require Interventions or Supports that Cannot be Delivered at a Distance](#). Schools should regularly consult the information provided on [Resources for Supporting Students with Special Needs](#).

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. A teacher may be re-assigned to manage the remote learning of any students who are unable for health reasons to attend school.

Classroom teachers will support the development and provision of at-home learning packages for students who are isolating or quarantined.

Student Assessment and Reporting

Student assessment and transition planning shall emphasize and respond to recovery learning needs identified in June 2020 report cards.

- Teachers shall review report cards and liaise with the students' former teacher to understand gaps in learning.
- The first few weeks of school will be spent reviewing content and identify current knowledge.

Assessment and Reporting:

- Teachers must prepare to assess student learning regardless of the scenario we are in.
- Teachers will follow the Western School Division Assessment Procedures and provide regular and consistent grading and assessment practices, whether students are learning at school or at home.
- Teachers will provide regular and timely feedback to students and parents on student achievement.
- Depending on the COVID-19 situation at the time:
 - Report cards will be available in print format but may also be available digitally.
 - Student Involved Conferences may occur either in person or via a divisionally approved online platform.
- Provincial assessments are cancelled for this academic year with the exception of Grade 12 tests which will proceed as normal.

Physical Distancing

Resuming in-class learning still requires physical distancing. Schools will need to consider strategies for how to manage foot traffic flow in entrances and hallways to avoid congregation. Schools must limit nonessential visitors, manage entrance and exit to buildings, and stagger class times and breaks to the greatest extent possible. Only allow supervisors and staff who are required for instruction to be in the classrooms.

Assemblies and gatherings that exceed public health advice may not be scheduled.

Schools should remove reception furniture in school offices to reduce public touchpoints and prevent parents/visitors from lingering. Place floor markers to promote social distancing and encourage parents to wait in their vehicles/outside to avoid congestion.

Schools will determine occupancy of each classroom using social distancing and post student numbers on each door.

There shall be an emphasis on student desks as tables limit the number of students that can be in a class:

- When possible, face desks in the same direction.
- Where/if possible students will be assigned to the same desks/chairs every day.
- Students are required to remain seated in the classroom.
- If using tables consider using Plexiglas dividers.

When physical distancing is not possible, emphasis must be put on other public health measures and limiting interaction between groups. It is important to limit potential exposures by keeping groups/cohorts of students (e.g. classes) together and avoiding interactions with other groups. In the event that there is a case in a school, this practice can drastically reduce the potential number of exposed staff and students.

Blended Learning

Teacher-directed remote learning will be an essential component of K to 12 education throughout the pandemic. When remote learning is needed, students may work independently on their own, as well as work with a teacher in real time. Blended in-class and remote learning plans may need to be implemented on short notice. Mechanisms to maintain ongoing contact with students who are participating in remote learning are critical to keeping students engaged.

Recovery Learning

Students will need an opportunity to adjust to new school routines and expectations. Some students had lower participation in remote learning than others and educators will need to be creative to address the achievement/learning gaps that may exist. Mental health and well-being is critical to returning to in-class learning plans.

Regular check-ins and assessment will play an important role in supporting student's well-being and helping students to learn to the greatest extent possible.

Manitoba Education and Manitoba Families are developing [guidelines for children with special needs](#), as well as students at risk in time for the start of the school year.

Speciality Programming

Technical vocational education programming can continue, provided public health measures such as daily symptom monitoring, physical distancing and/or cohorts are maintained. For extracurricular activities, such as

sports and music, schools will need to assess their ability to continue. Schools must ensure that they follow [Manitoba's Restoring Safe Services Sports Guidelines](#) and [Guidelines for Vocalists and Instrumentalists](#).

Professional Development Priorities

There is recognition of the value and importance of professional learning as part of the pandemic response planning. A strong focus will be placed on recovery learning, remote learning, mental health and well-being. Schools and school divisions will need to align their professional learning and continuous improvement planning with these themes. The division and schools will need to follow public health guidance and travel restrictions when developing their professional learning plans.

Public Health Measures



School divisions and schools are required to follow up-to-date public health measures and guidance. Early detection and proactive measures to minimize the risk of transmission will assist with limiting the impact of a case within the school and help prevent disruption of in-class learning and restricted access to the school by students and staff. These are set out below.

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

Several printable resources, including posters and factsheets, are available online at the following websites:

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

Symptom Screening

Symptom screening must occur at the start of each day. Parents and caregivers are responsible for ensuring their children are not displaying symptoms before sending them to school or on the bus. Staff are responsible for self-screening. School staff may support screening at school in cases when student did not self-screen at home.

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.

[Signage with exclusion criteria](#) will be posted at entrances/hallways/classrooms/washrooms, etc.

- Social distancing for employees/students. Post at all entrances, in hallways, and classrooms.
- Hand washing signage – post at every sink.
- Social distancing stickers – request from Supervisor of Operations
- Elevators – include signage for capacity of elevators while maintaining social distancing. Use of floor decals and posters.

- Hand Sanitizer – post signage on how to sanitize at each station.

Entering School

- Screening as per public health guidelines.
- All students in a segregated cohort will enter and exit a single designated door to the building.
- If possible, staggered entry times will be provided to students to prevent congestion.
- Appropriate signage must be posted at the door.
- Floor markers must be in place both inside and outside to promote social distancing.
- Hand-sanitizer must be used upon entering the school. Hand-sanitizer must be available at the entry door.

Hand Hygiene

- Encourage, and where possible supervise, hand hygiene and make alcohol-based hand sanitizer available at all building access points and throughout the school and in classrooms.
- Supervise young children when using alcohol-based hand sanitizer.
 - Staff, volunteers, and participants will wash their hands frequently with soap and water for at least 20 seconds at the following times:
 - at the start of the day and before going home;
 - after going to the washroom;
 - before preparing food;
 - before and after eating;
 - after getting hands dirty;
 - after wiping noses or handling dirty tissues;
 - after coughing, sneezing, or blowing nose; and
 - after cleaning tasks (staff).

Physical Distancing

- Two metres of physical distancing is required, to the greatest extent possible. When this is not possible, students must remain within cohorts to reduce exposure to others. Cohorts (designated groups of students) will distance themselves from other groups to limit exposure. In these instances, there must be at least one metre between students as they sit at their desks.
- Where possible, arrange spaces and schedules to encourage the recommended separation.
- Signage will be in place to promote recommended physical distancing and provide visual prompts for students and staff.
- Physical barriers, where appropriate, are also an option when physical distancing is not possible.
- Additional cleaning and disinfecting of any barriers or dividers will be required.
- Be outdoors as much as possible. Promote individual activity to minimize contact.
- Contact sports and games, or the use of shared equipment is strongly discouraged. Guidelines and a risk assessment for sports and recreational activities are available at <https://manitoba.ca/covid19/restoring/sports-guidelines.html> .

Cohorts

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 separation between desks. However, it is recognized that strict physical distancing at all times, particularly with young children, is not practical in the school setting. 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.

- Maximum cohort size is to be no more than 75 students. There is no limit on the number of cohorts, 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 as much as possible with members from other cohorts.
- 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.
- 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.

Shared/Common Spaces

- Monitor access to the school to avoid congestion.
- If cohorts or groups are together in a large space, maintain at least 4 metres between groups (i.e., two groups can be in the same room provided the groups do not intermingle and 4 metres of space is maintained between the two groups).
- Ensure washrooms and lunchrooms are cleaned/disinfected frequently.
- Water fountains that are not touchless or cannot be cleaned between users must be turned off.
- Encourage outdoor activities. Outdoor spaces and playground structures can be used.
- Limit travel within the school throughout the day.
- Avoid sharing items to the greatest extent possible. Students must label personal items.
- Students are encouraged to keep personal belongings with them. Locker use will be limited or discontinued.
- Remove toys, crafts and books that are not easily cleaned.
- Field trips, assemblies and other large events will not be scheduled unless public health requirements can be met.

Transportation to Schools

Physical distancing and/or cohorts are also required on school transportation. For more information refer to the [guidelines for transportation to schools](#). Groups of students on a bus may be considered a cohort for the purposes of transportation to and from school. Once at school, these students may also be placed in additional cohorts. Cohorts help limit interactions between groups.

Only students eligible for transportation will be allowed on buses. Ineligible students will not be allowed on buses.

Masks are required for all passengers as well as drivers.

For the short term, parents are encouraged to transport their own children if at all possible.

Individuals with Symptoms

- If symptoms develop while at the school, the person will be isolated in a predetermined isolation space. Schools will provide a separate isolation room for students/staff who might have COVID or other communicable disease and are waiting for pickup.
 - The student/staff member will be provided a medical mask to be worn by the sick individual, unless there are safety issues that prevent the individual from wearing a mask.
 - The isolation room needs to be restricted to authorized staff and students.
 - Few people will be allowed in the room and the room will be disinfected frequently.
 - The names of all persons who enter the room will be documented.
 - Schools will ensure furniture and other surfaces in this room can be easily disinfected.
 - Parents or caregivers will be notified to come and pick up their child immediately. They can contact Health Links – Info Santé at (204-788-8200 or 1-888-315-9257) or the child’s health care provider for direction, if required.
 - If the student is young and requires close contact and care while isolated, staff can continue to care for the child until the parent is able to pick up the child. Caregivers are to be mindful of hand hygiene and avoid contact with the respiratory secretions of the student. A medical mask is to be worn by the staff person caring for the child.
 - Students will be walked out of the building from the room to persons driving them home.
 - Communicate potential contaminated areas with custodial staff for immediate disinfection to prevent spread.
 - If a staff member or volunteer in a school becomes symptomatic, they will immediately isolate themselves from other staff and students, notify their administrator, and go home to monitor symptoms.

Contact Tracing and Outbreak Management

In the event of confirmation of a case of COVID-19 connected with a school, public health will lead the response and provide guidance, including ensuring 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 staff, students, volunteers and visitors in the school for a specified timeframe;
- offer testing following established guidelines to staff, students, volunteers and visitors that may have been exposed to a positive case; and
- assess the need for the school to be closed for a period of time.
- Public health will advise staff and students if they have been in close contact, if they need to self-isolate or self monitor and when they can return to school.
- To support contract tracing, schools must:
 - record student attendance in school and on buses regularly and accurately.
 - maintain a log of all visitors and itinerant employees that access the building.
 - keep groups of students together and avoid interactions between cohorts.
 - Public health officials are responsible for communicating with "close contacts" and for advising the wider school community. Schools must not communicate such information without specific approval from the Superintendent's department and public health officials.

Personal Risk Factors

Arrangements will be need to be considered 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.

Personal Protective Equipment (PPE)

[Non-medical masks](#) are required for all students Grades 4 and up and all staff 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 4 and up), teachers, staff, visitors and volunteers are required to wear non-medical masks in areas where physical distancing of two metres is not possible.
- Students under Grade 4 can also use non-medical masks.
- All school bus passengers, 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.

Parents are asked to provide reusable masks for their children. Masks will be provided to students and staff who need them. Inventory will be monitored to ensure adequate supply.

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

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

Additional information on the use and care of masks is located [here](#) with the [most recent information being located here](#).

Visit the following Public Health Agency of Canada page to access a [poster and guidelines](#) for how to safely use a non-medical mask or face covering

A medical mask (surgical or procedural mask) is required when unable to maintain a distance of two metres or six feet from a child who is exhibiting signs or symptoms suggestive of COVID-19.

Patriotic observances (O Canada)

In consideration of public health advice regarding singing and coral programs during the pandemic, schools and school divisions should play a recording of O Canada in schools and refrain from singing the anthem until public health guidance changes.

Religious exercises and instruction

School divisions and schools will need to work with their communities to find flexible approaches to conducting religious exercises and instruction in schools while maintaining required public health measures. Public health advice is to minimize the numbers of cohorts to limit risk of possible exposures. The department is encouraging school to find innovative approaches to providing religious exercises and instruction, including:

- Using both the time before or after school; during break times or recess, or other non-instructional time (religious exercises only)
- Holding exercises and instruction outdoors when possible
- Holding exercises in different locations in the school
- Holding exercises and instruction at different times throughout the day for separate cohorts of students
- If necessary to adhere to public health guidance, reducing the frequency of religious exercises or instruction, to stagger the actives for different cohorts over the week.

The general physical distancing guidance must be followed when moving around in a school. This applies to arriving, departing and being at the activity.

Recess/Breaks

- Public health advises that playgrounds and play structures are low risk for transmission. There are no recommended specific requirements for cleaning play structures.
- Maintain separate containers of equipment for each class or cohort and clean between recess periods.
- Mark zones, manage group sizes, and avoid contact among groups.
- Minimize contact sport engagement to facilitate social distancing.
- Ensure handwashing or hand hygiene is performed before and after recess.
- Non-medical masks can be removed during outdoor play to provide a mask-free break.
- Students must bring their own lunches, or provided lunches must be individually wrapped in disposable containers. Schools can continue to offer breakfast and lunch programs with necessary adjustments to ensure health guidelines are in place.

- Reinforce among children that sharing food or water bottles is not allowed.

Safety Drills

The Province has advised that Fire Drills, Lockdown Drills and Bus Evacuation training must continue.

Cleaning

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

- Disinfect commonly touched surfaces frequently, at least twice daily (e.g., doorknobs, light switches, electronic devices, chairs, desks, art supplies, toys, games, gym equipment, tools and equipment).
- Increase monitoring of hand cleaning supplies to ensure an ample supply at all sinks in washroom and kitchen areas.

Visitors and Volunteers

Schools will minimize visitors and volunteers at school facilities. When their presence is necessary, visitors and volunteers must first self-screen and adhere to physical distancing and hygiene practices in place for students and staff.

Community use of schools will be suspended, with the exception of child care centres operating in schools.

Student and Family Preparedness



Parents shall stay aware of current changes in Public Health protocols and shall assist in education their children on topics such as social distancing and hygiene.

Parents shall diligently screen their children daily before they go to school and ensure that children who are ill or displaying symptoms stay home. In the event a student becomes ill at school parents will pick-up children as soon as possible.

Parents will be surveyed in August to determine if their children will be returning to school, and whether they can drive their children to school. Once completed:

- Transportation routes will be re-developed and communicated.
- Homeroom teachers and student schedules will be re-developed and communicated.

Pack a mask and encourage your child to wear it especially in common areas and when physically distancing is not possible.

Schools will contact all parents with students on health plans and determine if they need to be revised to address minimizing infection.

School IEP teams will review and update Individualized Education Plans for special education students and address educational and health services if:

- a doctor determines it is not safe for the student to attend school; or
- Remote Learning (scenario #3) is implemented.

Schools will develop a plan to teach health habits at all grade levels:

- Educate students on viruses and the signs of illness.
- Build in time throughout the day for routine hand washing /sanitizing by students.
- Prohibit sharing of pencils and pens, etc.

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

Schools must follow up by phone (or alternate method) with each family to discuss and ensure that parents/caregivers understand what is involved with learning at home and that this could be for the entire year until the spread of COVID-19 is broadly contained and a vaccine and/or effective treatment for COVID-19 is available.

Staff Preparedness



Information will be gathered from all staff regarding ability to return to work, potential accommodation needs, as well as other pertinent and important information.

Discussions about approaches to meeting various needs will occur.

Discussions about how work assignments, schedules, or other aspects of employment agreements will be held to find common understanding.

In instances where smaller classes/cohorts are required, teachers may be re-assigned to ensure classes all have a homeroom teacher. Teachers will be prioritized for re-assignment as follows:

- Teachers who provide general support (eg. Support Teachers)
- Specialty Area/Elective Teachers
- Instructional Coaches
- Others under teacher contracts

In the event that a staff member is approved by the division to work off site due to COVID-19 related issues, daily work logs will be required.

Schools will provide reminders of how to manage an emergency in the workplace while maintaining social distancing, including fire drills, lockdowns, etc.

Subs/volunteers must be trained on new protocols for hygiene, cleaning, school operations, etc.

Schools shall consider limiting the number of people allowed in the staff room at any time.

Mental Health and Well-Being



All staff have a role to play in supporting students' mental health and well-being. Mental Health and Well-Being Returning to school will require time to address students' social and emotional needs.

Provide a blended model of support with both in-person and virtual supports, including:

- Office hours
- Clubs and social groups
- Crisis support
- Clinical Counselling as appropriate
- Access to Teen Clinic nurse practitioner (EMMS and MCI students) on Tuesday afternoons
- Consider connecting with SWIS worker for students who are from newcomer backgrounds if appropriate

Support for students at key transition points with re-engagement support and opportunities to be welcomed by and connected to other students.

Provide learning opportunities for staff to help identify students' specific needs & appropriate supports during the return to school.

Access the Manitoba Mental Health Virtual Therapy Program <https://myicbt.com/home> Crisis Support Lines <https://www.gov.mb.ca/health/mh/crisis.html>

Kids Help Phone <https://kidshelpphone.ca/>

Stress Hacks <https://stresshacks.ca/>

Mental Health and Well-Being Returning to school supports for parents may include:

Referrals to support from our Home School Liaison workers (and/or SWIS workers as well for students/families with newcomer backgrounds) if appropriate.

Existing referral system through Western School Division's family counselling support.

Information available to parents to access the Manitoba Mental Health Virtual Therapy Program <https://myicbt.com/home> Crisis Support Lines <https://www.gov.mb.ca/health/mh/crisis.html>

Potential access through parents' EAP counselling (when applicable), services or a referral to Community Mental Health support: If you or someone you care about have concerns about mental health, call Mental Health Access at 888-310-4593. You can self-refer or be referred by a family member, family doctor or school counsellor on your behalf.

Mental Health and Well-Being Returning to school supports for staff may include:

All staff will have access to the **Shift Into Wellness** program provided online, from Occupational Therapist Dyan Roth. This program includes a series of four videos that schools and staff may watch together or on each employee's own. A further 10 part series (**Know, Plan, Do: Ready and Steady for Teaching During Covid-19**) of self directed tutorials including additional videos, worksheets and activities, etc... is available for all staff to access.

Access the Manitoba Mental Health Virtual Therapy Program <https://myicbt.com/home> Crisis Support Lines <https://www.gov.mb.ca/health/mh/crisis.html>

Staff may have access to EAP counselling supports (as applicable to your employee group).

Community Mental Health support: If you or someone you care about have concerns about mental health, call Mental Health Access at 888-310-4593. You can self-refer or be referred by a family member, family doctor or school counsellor on your behalf.

Cleaning and Sanitation



School administrators are encouraged to review existing activities and practices within their settings to help determine where enhancements or increased cleaning frequencies may be beneficial. This includes limiting the use of high-touch objects and surfaces by multiple individuals (e.g., providing children with their own containers of arts and crafts materials that are not shared with others).

Custodial staff are working diligently to provide regular and deep cleaning. It is every staff member's responsibility to assist in keeping their own work and high touch areas clean.

Efforts shall be made to reduce the need to touch objects/surfaces.

Schools will reinforce that food and other items are not to be shared.

Toys and equipment that are used should be made of materials that can be cleaned and disinfected.

Targeted Areas for Deep Cleaning:

- Student work areas
- Designated washrooms
- Designated entrance and exits
- Photocopy keypads
- Isolation Rooms
- Other identified high touch surfaces
- Soap and Sanitizer - all soap and sanitizer dispensers will be regularly checked and replenished as needed.

Washrooms:

- Schools will designate bathrooms to each cohort group.

- Deep cleaning will occur 3x/day (mid-morning, mid-afternoon, and end of day).

School Checklist



Schools shall develop a plan that:

- Ensures compliance with all public health orders.
- Post signage and markers at all designated areas.
- Ensure sanitizer is available at entrances, exits and in all classrooms.
- Institute a cohort system for all students where physical distancing cannot be met.
- Determines occupancy of each classroom using social distancing and post student numbers on each door.
- Keep records as prescribed by Public Health and the division.
- Manage school arrival and departure.
- Stagger lunch and recess breaks.
- Avoids congestion in washrooms.
- Manage student and staff movement/traffic flow within the school.
- Can adjust quickly to blended or remote learning on short notice.
- Ensure students who are isolating or quarantined are provided at-home learning packages.
- Set-up and maintain an isolation room.
- Limit non-essential visitors.
- Ensures field trips are approved by both school and division administration and that the participation of students is completely voluntary and accompanied by appropriate parent permission.
- Remove reception furniture in school offices to reduce public touchpoints and prevent parents/visitors from lingering.
- Teach health habits at all grade levels:
 - Educate students on viruses and the signs of illness.
 - Build in time throughout the day for routine hand washing /sanitizing by students.
 - Institute consistent hygiene practices in classrooms to build student responsibility for self-hygiene such as maintain or helping to clean their workspaces.
 - Prohibit sharing of pencils and pens, etc.
- Provide reminders to staff on how to manage an emergency in the workplace while maintaining social distancing, including fire drills, lockdowns, etc.
- Ensure subs/volunteers are updated on new Public Health and school protocols.
- Limit the number of people allowed in the staff room at any given time.
- Ensure every staff member shares the responsibility to assist in keeping their own work and high touch areas clean.
- Ensures direct and frequent communication with families to provide them with information about the school year and ongoing plans for instruction and supports.
- Complete required Safety Drills as required by the Province.

Guidance may change based on emerging circumstances and information from public health officials. Visit <http://www.manitoba.ca/covid19/> for information on prevention, as well as for updates on the evolving situation. Please visit Manitoba Education's *Latest COVID-19 Education News* website at <https://www.edu.gov.mb.ca/k12/covid/index.html> for the [latest news](#) and for [frequently asked questions](#).



Student/Parent Checklist

- Review [current Public Health orders](#) and talk to your child(ren) about hand washing/sanitizing and social distancing. Further information is available here:
 - [A Guide for Parents, Caregivers and Students: What to expect when welcomed back to school](#)
 - [Parent/Guardian Frequently Asked Questions](#)
 - [Ask the Manitoba Government a question about Restoring Safe Schools.](#)
- Screen for symptoms prior to sending children to school. If ill ensure they stay home.
 - If you are unsure whether you or your child should be tested and self-isolate, you should use the COVID-19 Screening Tool at <https://sharedhealthmb.ca/covid19/screening-tool/>.
 - 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.
- Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school. If that list includes anyone who is at increased risk for severe illness from COVID-19, consider identifying an alternate person.
- Pack a mask** and encourage your child to wear it especially in common areas and when physically distancing is not possible.
 - **Students in Grade 4 and above, as well as teachers and staff, are required to wear a non-medical mask in common areas** throughout schools and when physical distancing of two metres is not possible. Younger students can wear masks too.
 - **Masks will be required when on school buses for all students in Grades 4 and above.** Boarding and exiting the bus will be done with physical distancing and assigned seats.
 - Extra masks will be made available at all schools throughout the school year for those who do not have their own.
- Ensure you send a water bottle with your child. Bottle filling stations will be open, fountains are closed.
- Talk to your child about precautions to take at school. Children may be advised to:
 - Wash and sanitize their hands more often.
 - Keep physical distance from other students.
 - Avoid sharing objects with other students, including water bottles, devices, writing instruments, and books.
- Plan for possible school closures or periods of quarantine. Ensure you have childcare plans in place.
- Reinforce the concept of physical distancing with your child.
- 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.
- Division-level remote learning will be in place for students who are medically advised not to return to in-class learning due to COVID-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.

Guidance may change based on emerging circumstances and information from public health officials. Visit <http://www.manitoba.ca/covid19/> for information on prevention, as well as for updates on the evolving situation. Please visit Manitoba Education's *Latest COVID-19 Education News* website at <https://www.edu.gov.mb.ca/k12/covid/index.html> for the [latest news](#) and for [frequently asked questions](#).

2. Restricted Level: Blended Learning – In-Class & Remote (As enacted by the Province)

K-12

This scenario will be enacted by the Province and Public Health orders will provide further directions on changes from scenario #1. The Province will direct specific Blended Learning periods through the designation of levels through the [Pandemic Response System](#). Specific Guidelines for Restricted Level Orange may be found [here](#).

Additionally, for short periods throughout the year it is expected that either individual students, classes or cohorts may be required to isolate at home. It is expected that during these times learning may be able to continue remotely. During this period students will be provided with a device, if needed to learn from home.

Schools have developed a school level plan to ensure a quick and smooth transition to Blended Learning when needed.

Physical distancing measures

- Schools must ensure two meters of physical distancing to the greatest extent possible, and adjust classroom space as necessary.
- Excess furniture must be removed from classrooms to create additional space.
- Other spaces within schools must be repurposed to accommodate more distancing (e.g., multipurpose rooms, empty rooms, shared spaces, common areas, and libraries).
- 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.

K-8 Temp. Remote learning

- K-8 students will be offered a remote learning option for the duration of the school year. Further [guidance on remote learning for K-8 Schools is found here](#).
- In providing remote learning, schools may access students to the [Manitoba Remote Learning Support Centre](#) for direct supports to provide or assist with remote learning.
- This strategy serves the following purposes:
 - It addresses continuity of learning in response to expected higher levels of absenteeism due to more students self-isolating as a result of COVID-19 and due to concerns around safety as a result of the community based transmission;
 - It ensures that children who are at home on a temporary basis maintain a connection to their teacher(s) and classmates; and
 - It creates additional space in schools and classrooms to maintain as much distancing as possible for those who continue in-class learning and to reduce occupancy on buses on a voluntary basis.

Grade 9-12

- Blended learning (in class and online) for grades 9 to 12 where distancing cannot be achieved will continue as per status quo.

Students with special needs

- No change.
- All grades, continue to be prioritized for in-class learning five days per week to ensure that those who cannot manage remote learning independently receive the supports they need. Individualized education plans must be developed.

School bus transportation

- No change.
- Masks are required on buses for bus drivers, students and any other passenger on the bus.
- Parents and caregivers are strongly encouraged to transport students if they are able.

Child care

- No change.
- Child care centres located within schools will continue to operate at the current capacity: Maximum of 30 children in child care centres. Separate cohorts of children no larger than 30.

Mask guidance

- 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.

Teaching/learning focus

- Prioritize literacy, numeracy, science and social studies.
- Facilitate regular contact with students to keep them engaged in remote learning. Standards for remote learning should be followed. This will be monitored in the event that adjustments are required.
- Ensure access to learning resources for all, including technology and addressing connectivity issues.

Band/choir

- Indoor choir and the use of wind instruments are not permitted.

Field trips

- All field trips are to be postponed or cancelled.

3. Critical Level: Remote Learning – with exceptions (As enacted by the Province)

K-12

This scenario will be enacted by the Province and Public Health orders will provide additional directions on changes from scenario #1. **Specific Guidelines for Critical Level Red are found [here](#).**

A Critical (Red) PRS level may be declared when there are widespread outbreaks and clusters of COVID-19 that cannot be controlled through testing and contact tracing, and there are transmission levels that public health officials and the health care system deem concerning or critical.

During a Critical (Red) PRS level, schools will be closed, except to the children of critical services workers who are in Kindergarten to Grade 6 and the children of critical services workers who are over the age of 12 and have special needs that preclude them from staying home independently. These students may attend school if their parents cannot make alternate child care arrangements. Schools and school divisions may also use their discretion to accommodate high-risk students in order to mitigate serious disengagement concerns.

Key Points

- All students move to teacher-led remote learning.
- Schools and school divisions will endeavour to accommodate K–6 children of critical services workers who cannot make alternative care arrangements so that these students may attend school.
 - While at school, these students will participate in and receive support for the same teacher-led remote learning that their classmates who are learning from home are receiving.
 - Children who attend school during a Critical (Red) PRS level will be supervised while at school and will be supported by staff in the school to participate in remote learning, as per [Manitoba Education Standards for Remote Learning](#).
 - Students will participate in real-time online instruction that is coordinated and scheduled by their in-class teacher(s), and they will be provided with opportunities to engage in independent work while at school.
 - If technology is required for participation, it will be provided to students, unless students and families opt to bring their own device.
 - If the use of technology is not possible, print-based options or alternatives will be explored, in discussion with the school division.
- Students over age 12 who are children of critical services workers and who have disabilities or special needs that preclude them from staying home independently, may also be accommodated at the school and receive supervision and remote learning support.
- Additionally, schools and school divisions may use their discretion to accommodate high-risk students in order to mitigate serious concerns of disengagement.

Manitoba Education considers the following to be critical services workers:

- Health/Health Services Workers
- 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
- Additional critical services workers may include people who provide critical services to Manitobans, such as front-line natural resource workers, essential supply chain staff (e.g., truck drivers delivering food, medications and other essential goods; food industry staff working in food processing plants, etc.) gas station attendants, and grocery store staff.

Directives from Manitoba Education and guidelines approved by public health officials will provide any additional guidance. Visit <https://www.edu.gov.mb.ca/k12/covid/index.html> for up-to-date information.

The [Manitoba Education Standards for Remote Learning](#) will provide direction in this scenario.

There is also a recognition that some students may require remote learning, as follows:

- **Periodic:** Remote learning can be provided periodically when K–12 students are at home in isolation/quarantine, when cohorts are not possible, and for some high school students during the Yellow/Caution level. Learning is directed by the classroom teacher.
- **Restricted and Critical Levels:** As part of the Pandemic Response System, remote learning is required at different response levels (i.e., at Orange/Restricted and Red/ Critical levels). Since in-class learning would be suspended during this time, learning would convert to remote delivery and would continue to be directed by the classroom teacher.
- **Medical Accommodations:** These accommodations are for students who are medically advised not to return to in-class learning due to COVID-19–related 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 health care providers on the need for accommodation (see Restoring Safe Schools: COVID-19 K–12 School Settings Practice Guidance and Protocols, August 24, 2020, page 18 at www.gov.mb.ca/asset_library/en/covid/k12-reopeningplan-guidance.pdf). Note: This option can be available if health care providers have concern for immediate family members in a shared household where they cannot physically distance. This learning is organized at the division level (not by the in-class teacher) and may be coordinated across divisions.

If there are concerns about the extent to which learning is taking place and whether learning loss for students is occurring, the school will facilitate additional planning with the parent/caregiver, which may result in alteration to the arrangements.

This plan is founded on the following principles: **1) supporting continuous instruction, 2) providing access for all students, and 3) maintaining connectedness to the community.**

Throughout the period of remote learning, Western School Division teachers will continue to provide students with instruction that is designed to build upon the learning trajectory already established in the classroom. They will do so using one or more of the remote learning options identified in this plan:

- 1) **Division Provided Instructional Materials with Teacher Support**
- 2) **Teacher Led Blended Instruction**
- 3) **Teacher Led Full Digital Instruction**

WSD will continue to support instruction through a variety of digital and non-digital materials and instructional activities to maintain academic growth while students are learning remotely.

WSD is committed to providing resources and learning access to all students K-12. Teachers have been encouraged to be generous lending families learning resources and materials if needed.

Learning Expectations – All Grades

- Students are expected to continue remote learning and complete assigned work.
- Teachers will continue to direct learning and will continue to work a full school day each day from their classroom unless they are directed otherwise by the division, public health or the province.
- Teachers will facilitate remote learning to support students with online platforms, printed materials, and outreach for students who are at risk.
- Beyond delivering daily instructional materials and preparing for assessments, teachers will have regular, personal communication with students, parents, caregivers, and other partners in support of student achievement. This connection will occur by phone, online platforms, and email, as well as by mail for those without phones and computers.
- A [My Learning at Home portal](#) is available to provide resources and support to students, parents, and caregivers. The site is available in English, French, and French Immersion formats.
- Teachers will use their professional judgment to determine the appropriate pace of learning time and the format of student assessments.
- Teachers will temper assessment of learning needs by grade level.
- Teachers will continue to teach in the language of instruction of the classroom.
- Teachers will continue to set goals for students and assess progress.
- All students will receive final grades and a report card in June. Reporting of final grades will follow Manitoba Provincial Report Card Policy and Guidelines.

K-8 Learning and Assessment

- Students will engage in one to two hours per day of play-based learning. Kindergarten teachers will connect with the student, along with parents/ caregivers, a minimum of once per week to facilitate connection and provide support and play-based learning ideas.
- For Grades 1–8, the focus will be placed on key curricular areas: math, English Language Arts, Social Studies, and Science. Physical Education, Health/Well-Being, Music, and Art will be integrated into the four (4) key subject areas.
- Consideration should be given to break up into small blocks the times per day that Grades 1–4 students perform synchronous work. This will assist in the transition back to in-class learning if there are routines at the beginning and end of each day.
- Teachers for Grades 1–8 will schedule a minimum of 20 minutes per week with each student in real-time conversation. Teachers could consider scheduling two times a week at 10 minutes per day.
- Teachers will plan a minimum average of three and a half (3.5) hours per day of curriculum-based learning for students in K–Grade 4, and four and a half (4.5) hours per day for students in Grades 5–8.
- Teacher-directed learning will be implemented to provide education for students through other online tools (i.e. Office 365, See-Saw, etc.) and print-based learning.
- Learning can be done through hands-on activities, print materials, and/or online platforms.

Grades 9-12 Learning and Assessment

- High school (Grades 9–12) will follow the full curriculum to ensure full credit attainment. Regular check-ins should be established between the teacher and students. Technical vocational programming may be interrupted as a result of remote learning.
- Students in Grades 9–12 will earn their grades and are required to engage in remote learning.
- Specific planning will take place to ensure students with sufficient credits graduate. Teachers will make special efforts for Grades 11 and 12 students to ensure they have the knowledge, skills, and competencies necessary for their post-graduation goals.
- Teachers will prioritize learning outcomes and expectations and plan specific curriculum-related tasks for students. Where feasible, teachers of multiple subjects may work together to develop cross-curricular learning experiences.
- Three streams of teacher-directed learning are available:
 - Existing strategies, including print-based, online, or a blend of the two.
 - Use of InformNet and other Department of Education web-based courses within teachers' online classrooms.

- Print-based credit recovery modules from the Distance Learning Unit, which allow teachers to support and assess students without access to technology.
- Grades 9–12 teachers should plan for a minimum of seven hours of curriculum-based learning per course per week for semestered courses.
- Technical-vocational teachers will continue to focus learning on theory outcomes. When regular classes resume, special efforts will be made to allow students to complete the practical outcomes and expectations to ensure they meet certification and Apprenticeship Manitoba requirements.
- Regular assessments and reporting will be done during remote learning.

Minimum Learning Expectations

Grade	Real-time Online Instruction	Independent Work	Total Student Learning Hours/Day	Learning Focus
K	Teachers will connect with the student, along with parents/ caregivers, a minimum of once per week to facilitate connection and provide support and play-based learning ideas.	1-2 hours/day of play based learning.	1-2 hours/day	Play-based learning.
1-4	5-6 hours/week	2.5 hours/day	3.5 hours/day	Math, ELA, Social Studies, and Science. Physical Education, Health, Music, and Art will be integrated into the four (4) key subject areas.
5-8	7-8 hours/week	3 hours/day	4.5 hours/day	
9-12	2 hours/course/week	1 hour/course/day	1 hour & 25 minutes /course/day	Instruction will follow the full curriculum to ensure full credit attainment.

Options for Remote Learning

1. Division Provided Instructional Materials with Teacher Support

- Teacher developed print packages of work will allow students to work independently.

- Arrangements will be made with families for work package pick-up and drop-off.
- Teachers will connect with families via phone or email to provide student feedback.

Recommended for students that have little to no technology access.

2. Teacher Led Blended Instruction

- A model of instruction that can occur at any time.
- Teachers curate and provide materials in digital platforms and/or by print package which students work on independently and then submit.
- Student communication will be through electronic means (Office 365, See Saw, email, etc.) and/or phone.

Recommended for students who may not have consistent access to live learning opportunities.

3. Teacher Led Full Digital Instruction

- Full digital instruction where there can be live interactive teaching and learning.
- Teachers design the learning based on where they left off the previous day and what students are working on.
- Resources are housed online (Office 365 or other digital platform). This may include videos, live instruction, and demonstrations.
- Student communication will be through electronic means (Office 365, See Saw, Skype, Zoom, email, etc.) and/or phone.

Recommended for students who have consistent and stable technology access.

Best Practices for Remote Learning

General Guidance

- **Primary Goal:** Provide students with opportunities to continue their trajectory of learning. This should consist of providing students with access to content, support, and feedback.
- **Establish Structure:** Begin by orienting students and families to the new environment and creating structure with a focus on maintaining human interactions.
- **Plan for Assessment:** Consider assessment opportunities when you begin planning in accordance with our divisional assessment procedures. Understand the Province has issued certain directives around students' grades and marks due to COVID-19.
- **Continuous Improvement:** Maintain a focus of continuous improvement. Practices should evolve as learning continues.

- **Supporting Teachers:** School leaders should work to ensure all teachers have the resources, support, and flexibility needed to promote student learning to the best of their ability.
- **Supporting Students and Families:** Teachers should be flexible regarding expectations and processes for student learning, with the understanding that online learning capacity and conditions will vary across students.
- **Students with Exceptional Needs:** Teachers should – to the greatest extent possible – attempt to achieve the outcomes listed in individualized plans with the support of the school Resource Team.
 - Student-specific plans (e.g., adaptation plans, modification plans, individual education plans, behaviour intervention plans, health care plans, and personal transportation plans) are key in supporting students with special needs and students who are at risk as they transition back to in-class learning. Whether the students are in class or in remote learning environments, student-specific plans may need to be reviewed and adjusted more frequently to ensure effective supports, strategies, and services are maintained or adjusted.
 - Given the unique nature of each student’s specific plan, not all supports are transferrable to a remote online learning environment. This learning approach will require parent involvement and support. Students must be available for the real-time teacher instruction, as scheduled by the teacher for all students in that class/cohort.
 - Students who live with complex medical needs and who have received medical advice to not attend school in person will continue to receive appropriate supports, as per the student-specific planning process and their individual health care plan.

Roles and Responsibilities

All Staff

- Please be reminded that all divisional policies still apply.
- We expect from each employee a high standard of professionalism and integrity to be continued during this time. Employees who are approved to work from home must consult with their supervisor regarding the details related to their position, maintain communication, and remain available at home during their regular working hours. Supervisors are likely to request virtual meetings and may require that staff report to work for a specific reason (i.e. staff meeting).
- Staff who are approved to work from home shall access schools for the use of technology, phones to contact parents or students, or printing to ensure the continuity of learning for students.
- Be readily available during work hours for meetings/calls from the division, staff, and parents/students.

School Division and School Leaders

- Participate in local and provincial planning.
- While considering their local context, implement provincial expectations for teaching, learning, and assessment.
- Review and reallocate resources as needed to facilitate teaching and learning (i.e. non-teaching staff, technology, online platforms, print-based materials).
- Mobilize supports for students who are at risk.
- Support school staff as they change and adapt to learning at home.
- Ensure to the greatest extent possible that home-school communication continues with families.

Teachers

- Utilize the Remote Learning delivery option(s) that are required to reach all of your students.
- Collaborate with school administration to implement the plans for teaching and learning.
- Evaluate curricular outcomes that have not yet been covered and prioritize remaining outcomes based on what is manageable for students working from home.
- Provide equitable learning opportunities for all students.
- Work closely with families to implement learning opportunities that support grade-level outcomes.
- Provide ongoing support for student learning, including support for families who are learning at home.
- Monitor and assess student learning.
- Assign a final grade and identify future learning needs.
- Complete the daily teacher learning log and submit it to school administration as requested.
- Complete appropriate reports and report cards.

Students

- Students will be required to participate daily in learning and assessment with minimum standards defined by the province.
- Establish daily routines for engaging in learning experiences.
- Actively participate in learning and complete assigned work. Reflect on progress, set goals for learning, and identify next steps.

- Talk to parents and teachers about any concerns or difficulties.

Parents

- Parent/caregiver involvement and support will be required and will vary depending on the age of the student and the student's ability to work independently. This learning approach relies on the parent/guardian to monitor engagement and completion of required independent work.
- Support the teacher to ensure that learning continues.
- Encourage students to continue their school learning plans at home.
- Look for opportunities to promote learning within the context of daily life.
- Maintain ongoing communication with teachers.

Sharing of Resources

Our goal is to generously share school resources and materials to assist students/families with remote learning.

- Books and other resources should be lent to families to assist with learning. Teachers are to document the resources that are provided.
- Where families do not have access to technology, the division will lend appropriate devices to families following established divisional procedures.
- Distribution of resources will begin as soon as possible.
- All equipment and resources must be returned to school once school resumes

Limited Use of Schools

- The Province has released **Limited School Use Guidelines**.
- School facilities are open for limited use, where physical distancing and public health orders can be followed.
- Staff are to report to and work from the school site.
- Section 11 of the Pandemic Plan remains in force with the following exceptions:
 - Instruction/Evaluating/Reporting may occur at the school by appointment under the conditions stipulated by public health as well as those listed below.
 - Teachers and students may meet in small group or one-on-one settings to conduct student assessments, provide clinical supports, administer recovery and remedial learning plans, and provide therapeutic services.

- Meetings held within Western School Division are allowed. Staff are not permitted to physically attend meetings or events out of division.
- Scheduled students can access school Wi-Fi and/or computer equipment.
- Counselling access and emergency phone access may be provided for students.
- The use of outdoor facilities and playgrounds is encouraged.
- Extracurricular activities such as clubs or practices held within Western School Division that meet the conditions of the public health order are allowed.
- Sports, band, and other extracurricular activities can resume in school settings, and will need to follow physical distancing and other public health guidelines for those activities. Choirs or musical theatre activities will not be allowed due to a higher risk of transmission through singing as compared to speaking.
 - Staff must review the safety plan they have developed with school administration prior to engaging in the activities listed above.
- **Schools:**
 - Classroom learning will be suspended until further notice. However, schools are now open for staff and specific programs.
 - At all times, public health orders and social distancing guidelines must be adhered to.
 - Classroom learning is suspended and there are limited opportunities for students to be supported at school.
 - Playgrounds are open and accessible.
 - Staff are required to self-screen as per Provincial Health orders. Ill staff members shall not report to work and will access sick leave provisions.
- **Student Access:**
 - Students should be invited to schools during scheduled times after re-entry plans have been finalized, and provided that operational and public health requirements can be met. Schools may invite some students for additional school visits and special programs as referenced in the guidelines.
 - Participating in any in-person activities will be optional for students and families.
 - As the number of students that can access schools is still limited, students will have access based on the following criteria/needs:
 - Crisis Counseling/Supports
 - Academic help for students who are at risk of failing or not graduating

- Students with exceptional needs (IEP's)
 - Students who will benefit from intervention (academic/behavioural/psychological)
 - English as an Additional Language students
 - Psychological Assessment
 - Access to technology / WiFi
 - Personal guidance counseling
 - Academic help for students who want to increase their mark/grade
 - Speech and Language Assessment
 - Academic help for advanced students
- **Maximum Number of People:**
 - The Province will dictate the maximum people allowed through public health orders.
 - The requirement is that the number of staff/students in each room must also not exceed the ability to maintain the 2 meters distancing.
 - Teachers and students may meet in small group or one-on-one settings to conduct student assessments, provide clinical supports, administer recovery and remedial learning plans, and provide therapeutic services.
 - Segregated groups shall not exceed more than the number of students defined by public health who are properly socially distanced.
 - School offices will manage student access/bookings based on the prioritized need.
 - Students will be scheduled by appointment. Parents will be informed of the screening and entry protocols at this time.
 - Staggered times may be considered.
 - When possible, outdoor classroom or opportunities are encouraged.
 - The number of students per class must adhere to social distancing guidelines.
 - Schools will ensure they have a designated isolation room in the event of illness.
- **Entering School:**
 - Screening as per public health guidelines. Staff supervising screening should have access to masks and gloves.
 - All students in a segregated cohort will enter and exit a single designated door to the building.
 - If possible, staggered entry times will be provided to students to prevent congestion.
 - Appropriate signage must be posted at the door.

- Floor markers must be in place both inside and outside to promote social distancing.
- Hand-sanitizer must be used upon entering the school. Hand-sanitizer must be available at the entry door.
- **Washrooms:**
 - Schools will designate bathrooms to each segregated cohort group. Designated bathrooms may not be shared by different segregated cohorts.
 - Schools shall close every 2nd stall or urinal in each washroom to aid in the efficiency of cleaning and to support social distancing practices.
 - Deep cleaning will occur 3x/day (mid-morning, mid-afternoon and end of day).
- **Restricted Areas for Students:**
 - The following school spaces are off limits to students
 - Computer labs
 - Isolation room (unless a student is ill)
 - School offices (by appointment)
 - Libraries may be accessed following public health guidelines and adhering to the maximum number of students allowed at a school site.