

SVSD Response 1

Learning Plan

KINDERGARTEN – GRADE 8 (INCLUDING SPECIAL NEEDS GRADES 9-12) INSTRUCTION

DAILY INSTRUCTION IN GRADES K-8; Special Needs 9-12



Face-to-Face Instruction

Focus on:

English Language Arts

Mathematics

Social Studies

Science

Physical Education (outdoor if and when possible)

Fine Arts (where feasible)

- Incorporate more individual activities or activities that encourage more space between students and staff
- Activities that require physical contact should be avoided
- Incorporate more project-based learning
- Cohorting of students in to class cohorts but also larger cohorts in specific areas for recess. Using 1 meter distance per student minimum in classroom.
- See guidelines from July 30th provincial document

Grade 9 – Grade 12 Instruction

STARTING DISTANCE LEARNING 50% AND FACE-TO-FACE INSTRUCTION 50% 10-12



Face-to-Face Instruction

- **Regular daily instruction for all grade 9's**
- Regular face-to-face instruction with the in-school group (live streamed and recorded if possible)
- Synchronous learning focused on academic subject areas. Electives provided, as can be accommodated in the timetable
- SVSD to provide all students a device and USB for Asynchronous learning
- Students split up by alphabet as best as we can to meet social distancing rules in class (2 meters)
- Some vocational programs will have option for full

DISTANCE LEARNING/EDUCATIONAL PACKAGES Grades 10-12

- Virtual lesson delivery via online platforms for the out-of-school group if possible
- Blended Learning- Asynchronous learning information and USB for those who have no internet connectivity on off days (two lessons)
- Phone available by students to staff members for those without connectivity during school time
- SVSD to provide all students a device
- Use of google teams, and recording lesson
- **Potential to increase in class lessons later**

Teachers will create 2-day lesson plans that have two days of programming. The lesson plans would follow this general format:

Day 1: A-K in class (flip for Day 2 with L-Z)

1st part of class formative assessment students independent work, 2nd part of class – introduce new topic/information with opportunity for students to practice and receive feedback.

Day 1: L-Z remote learning (flip for Day 2 with A-K)

Students work independently on activities that reinforce previous day's material or join the live stream class if available in real time

Kindergarten to Grade 12

TEACHING & LEARNING

- Extensive teaching of platforms and teaching through technology in the off chance we must resort to 100% remote learning again immediately
- Begin programming to include all technology (platforms, programs, apps, email)
- Establish routines focussed on technology, communication, etc.
- Parent communication - must keep parents informed
- Teachers will prioritize learning outcomes and expectations and plan specific curriculum-related tasks for students. Where feasible, teachers of multiple subjects work together to develop cross-curricular learning experiences
- Recovery Learning/Essential skills
- Provide an education plan to families divisionally by August 17 and schools(**all schools will have to provide plan to families by Sept 4th, have an open house virtually**)

COMMUNICATION: ***EDUCATING FAMILIES***

- Host evening sessions virtually to communicate expectations for in-class attendance and participation in remote learning for Grade 10-12
- Host evening session to train parents on technology/platforms in case we must revert to 100% distance learning
- Develop comprehensive strategies for regular communication with families to raise awareness of the health and safety measures implemented at the school
- Post information about physical distancing on walls, entrances, floors and playground.
- Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.
- Confirm type of communication (SVSD Website, School Website, Facebook, newsletter, email, Messaging system)
- Open and clear communication with families.

HEALTH & WELLNESS

SCREENING STUDENT ARRIVAL:

- Parents/guardians to utilize the ONLINE COVID-19 Screening Tool at home, **do not send your child if they are ill.**
- Designate entrances for specific cohorts (grade level/bus students/non-bus students)
- Develop a schedule for Arrivals.
 - Doors open by 8:30 a.m. to accommodate working families and number of students enrolled
 - Screening at the doors and then child goes directly to their first classroom
- Students will utilize hand sanitizer when entering the school and as directed by July 30th document (hand sanitizer dispenser at all entrances approved by Health Canada)
- Try to ensure physical distancing is observed at all times as students enter and move throughout the building
- If students deemed ill, parents will be phoned to pick them up. Students will remain in the sick room (see illness procedure)

HAND HYGIENE

- Teach and promote proper hand hygiene practices for staff and children.
- Ensure hand washing is practiced before and after eating; before and after participating with manipulatives and all types of equipment; and before and after recesses and noon hour
- Handwashing practices must include using soap and water (posters in washrooms, bathroom monitors, Public Health handwashing training)
- It is encouraged that students and staff have their own hand sanitizer.
- Supervise the use of hand sanitizer with young children.

ROOM ARRANGEMENTS

- Cohorts- movement of teachers instead of students at K-8 level as much as possible
- Arrangement of room should be done with a minimum of 1 meter between students at K-8 with cohorting (mark the floor where desks/chairs should be), 2 meters at 9-12 level with the inability to cohort.
- Repurposing of additional spaces for classrooms as needed (e.g. gyms, libraries, multipurpose spaces)
- Designated sick room(s)- may need to repurpose change rooms into sick rooms
- Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.
- Modifications may be needed for all shared spaces, including boot rooms, hallways, washrooms, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans (Tape traffic lines on floor, mark directionality, etc.)

LIMITING SHARED MATERIALS AND EQUIPMENT

- Establish clear protocols for bringing materials (i.e. bags, school supplies) into and out of schools- no sharing
- Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact- keep toys that encourage individual play.
- Classroom activities and recess times should be as non contact as possible.
- Remove toys and other items that cannot be easily cleaned and disinfected.
- Create and store individual cohort tubs of equipment- each class should have a recess tub
- Tool tubs (each student has a tub of manipulatives for math, ELA, science)
- Individual book baskets
- Designate iPad and laptops to individuals and/or cohorts

LOCKERS

- Limit gatherings in common areas such as hallways, lobbies, lunchrooms etc.
- Use every second locker in schools where extra lockers
- Where all lockers are used stagger locker assignments between different grades to allow physical distancing when one grade at lockers at SVRSS (single use). Siblings can share lockers but other than that ensure lockers are single and 2 meter distancing occurring. If this cannot occur lockers should not be used. (Maybe limited to grades)
- Schedule and stagger locker visits
- Supervise of locker visits

WASHROOMS

- Schedule washroom visits for certain times for cohorts and grades as possible, hall passes will be looked at K-8 to help with monitoring
- Supervise washroom visits- support staff Monitor in larger middle schools
- Schedule cleaning twice a day for when cleaning is occurring in washroom and class of high touch points including doorknobs, light switches, electronic devices, gym equipment etc.

LIMITING PHYSICAL CONTACT INDOORS

- For younger children, focus should be on minimizing physical contact
- Encourage physically distant greetings such as ‘air fives’ and waves.
- As part of these routine measures, signage should be posted and highly visible, and it should include visual cues that remind staff and children to perform hand hygiene (e.g., sneezing or coughing into their elbow, putting used tissues in a waste receptacle, and performing hand hygiene immediately after using tissues). 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/>

RECESS AND NOON HOUR

- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone (two sets of recesses in larger schools, stagger lunch break, defined areas if two cohorts out at one time with separate entrances)
- For 9-12 stagger lunch time and transitions so only half are in hallway at one time, students on prep must sign out or go to designated areas in the school
- Designate doors for cohorts
- Designate play equipment/areas on the playground for cohorts.
- Cohort play equipment (soccer balls, basketballs, etc.)

PARENT/GUARDIAN DROP OFF AND PICK UP

- Signage may be used to remind parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.
- Modify procedures for entering the building to support physical distancing; limiting pickups and drop offs to one parent/guardian, etc.
- Controlled entrances and parents only enter the building if necessary.
- All visitors and volunteers will be minimized at schools, and when a volunteer there will work only with specific cohort or grade.

MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORTS

- Supports for the health and wellness of students and staff will be provided, including helping students understand the importance of preventative measures that are in place and practising proper hand hygiene and coughing/sneezing etiquette.
- School division and school leaders are encouraged to implement trauma-informed practice to support students, staff and families. Trauma-informed practice includes providing inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and helping to minimize additional stress or trauma by addressing individual student needs.
- For students with immunocompromised systems that cannot attend- Schools will provide home programming. This will be set up by homeroom teacher and school resource/guidance team in conjunction with student services. (see main document for criteria)

FIELD TRIPS/EXTRA-CURRICULAR

- Field trips must be cancelled if physical distancing cannot be accommodated.
- All extra-curricular activity will follow the guidance of the province, MHSAA, sport bodies and public health.

FOOD SERVICES:

- Students will eat lunch in the classroom. For 9-12 that may be in designated locations with social distancing.
- School-supplied food should be delivered directly to the classroom or served in individual portions to each child by a designated staff member.
- No self-serve or family-style meal service
- Students and staff should not share food and drinks and other personal items/there should be no common food items.
- Label personal items with the student's name to discourage accidental sharing.
- Food from home must not be shared with other students and should be stored with the student's belongings.
- Schools should only supply disposable cutlery if any at all.

The best practice is that parents/guardians provide their own food for their child. If this is not possible, the following guidance applies:

- Staff should serve all food items.
- Utensils should be used to serve food items by staff, not fingers.
- Remove shared food containers from eating areas (e.g., snack bowls, pitchers of water or milk, salt and pepper shakers).
- If using single service packets of condiments, provide the packet directly to each child, rather than self-serving from a bulk container.
- For snack programs, dispense snacks directly to children and use prepackaged snacks only.
- Close kitchen and nourishment areas that could be accessed by children or visitors.
- Implement other measures as necessary or appropriate, or if directed by local public health.
- Ensure that food handling staff practise meticulous hand hygiene.
- Cease activities involving student participation in food preparation (checking on cafeteria if able with department).

STUDENTS WITH INTENSIVE NEEDS

- Identify students with disabilities and those who are vulnerable to disengage from school and develop and implement strategies to re-engage them
- Students with additional needs may require updated assessments and revised individual goals.
- For personal interactions, conditions must be created to allow for the provision of supports within a safe and secure environment, which may include the school setting or other appropriate spaces (follow PPE Guidelines)
- All health and safety measures must be in place and communicated with the relevant staff and family prior to the provision of the service.
- Other methods of providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.
- Consideration will be given to the directions given by the professional governing body of the staff providing the supports.

TRANSPORTATION:

- Follow provincial guidelines released on July 30 and following guidelines in SVSD plan.
- Parents will be asked to transport their own children where possible
- Students should be assigned seats and a record of this seating plan should be kept in order to assist with contact tracing in the case of a student being confirmed with a case of COVID-19. Students who live in the same household should be seated together.
- Seating charts will be created to facilitate coordinated loading/unloading
- Driver will disinfect handrails between transfers
- Disinfecting of buses will be performed twice a day after morning and evening runs
- No guests will be allowed to travel on SVSD buses and only to primary care giver(s) residence
- Transporting SVSD students and only those more than 1.6 km from their designated school subject to bus capacity availability (Public Schools Act Guidelines, no other town routes)
- There will be no eating on the bus and increased expectations of behaviour guidelines on bus