COVID-19 Education Resources List

This document is a comprehensive list of hyperlink resources and information that was disseminated to First Nations Directors of Education between March- August 2020 to guide their planning process for schools re-opening during the COVID-19 pandemic.

Saskatchewan Re-opening School Planning and Resources

K-12: Primary and Secondary Educational Institution Guidelines

Safe School Plans and Other Resources - Remote Learning Guidelines, Learning links for sharing info with school-aged children, Response Planning Team, Links to School Division Websites to access school division plans

Distribution of Leaning Materials – Precautions for Distributing Learning Materials

Learning materials: Click here for SK learning materials for COVID-19

Do Bugs Need Drugs: school-based education resources for print or order
   a. http://www.dobugsneeddrugs.org/educational-resources/ (K-12 resources linked to AB and BC curriculums but adaptable for SK as well)
   b. http://www.dobugsneeddrugs.org/educational-resources/non-english-resources/ (Plains Cree resource for families)

Decision Making Tool for Online Learning or In Class Learning
Centre for Disease Control and Prevention: School Decision-Making Tool for Parents, Caregivers and Guardians
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html

Homeschool versus Virtual Learning Example from Saskatoon Public Schools
https://www.spsd.sk.ca/Pages/newsitem.aspx?ItemID=290&ListID=bd4dadc7-6f25-477b-9a8e-e04294db3fa9&TemplateID=Announcement_Item#/=

American Academy of Pediatrics updated report
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

Government of Canada Resources /Risk Mitigation

Government of Canada Guidance for K-12 Schools

Risk Mitigation Tool for Child and Youth Settings

Schools for Health: Risk Reduction Strategies for Re-Opening Schools:
https://schools.forhealth.org/wp-content/uploads/sites/19/2020/06/Harvard-Healthy-Buildings-Program-Schools-For-Health-Reopening-Covid19-June2020.pdf

Canadian Biosafety Guideline – Biosafety in the Elementary, Intermediate and Secondary School Classroom

Coronavirus disease Guidance Documents – Ethical and Technical guidance

Transportation

Guidance for School Bus Operations during COVID19

Personal Protective Equipment

World Health Organization Use of PPE

Interim Guidelines on Hand Sanitizers

GermSmart (can order free of charge hand hygiene (washing and sanitizing) posters if you provide setting and number of hand hygiene dispensers and hand washing sinks)
   a. https://www.saskatoonhealthregion.ca/germsmart

Advice on the use of Masks for Children in the Community – World Health Organization
https://www.who.int/publications/i/item/WHO-2019-nCoV-IPC_Masks-Children-2020.1

**Funding requests for PPE and general inquiries go to:
aadnc.skemergency.aandc@canada.ca**

General Information – Indigenous Services

COVID-19 Information and Supports

Guidance and Supports Landing Page

Guidance for Post-Secondary Institutions

https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/covid-19-guidance-post-secondary-institutions-during-pandemic.html

Other Tools for Consideration

First Nations of Quebec and Labrador Health and Social Services Commission :

      a) Practical Guide to De-confinement in a Pandemic Context for the First Nations
         Communities and Organizations
      b) Guide for Decision Making to Reopen First Nations Childcare Centres
      c) Teaching Differently: Return to School Reference Guide

School Re-opening Questionnaire – Public Health Criteria (See Annex A)

Alberta:
K-12 Re-Entry 2020-21
PDF Re-Entry Plan 2020-21

Ontario:
Re-opening Approach for Schools 2020-21

Manitoba:
K-12 Plan for Recovery
Restoring Safe Schools PDF
Learning Resources

British Columbia:
Guidelines for K-12 Setting

Cygnus Group: Being the 'Calm' During the Complicated
Consulting Organization that supports planning process: (shared with Directors by Bob
Kowalchuk from CTK):
Cygnusgroup2020@gmail.com 1 306 382 4507

  Sample Plans

Louis Riel School Division in Manitoba detailed return to school plan
Additional sample plans were shared with Directors of Education. Email Kim Weiss at
Kimberly.weiss@canada.ca for copies of these plans or a sample template

  Saskatchewan Teacher's Federation

https://www.stf.sk.ca/teaching-saskatchewan/covid-19-information-resources/frequently-asked-questions

  Teacher/School template letters from SK Ministry of Health

https://www.ehealthsask.ca/services/Manuals/Documents/cdc-section2.pdf#

Distance Learning Entities and Resources in SK

Entity	Description	Links
Sun West Division Learning Centre	Largest online K-12 school. Serves primarily students within the Sun West School Division for free, but is available for others for $500 per course.	https://sunwestdlc.ca/students
ROVER	Video streaming service for PreK-12, which is maintained by the Ministry.	https://rover.edonline.sk.ca/
Masinahikana Online School	Online K-12 school for northern residents offered in partnership with Northern Light School Division and the Northlands Regional College. Students within the Northern Light School Division can access the school for free, northern residents who are adults must pay $30, and southern residents pay $500 per course.	https://edcentre.ca/
Chinook Learning at Home	The Chinook School Division is providing parents with resources, supports and division-level guidance for supplemental learning at home.	www.chinooksd.ca/school/cyberschool/Pages/default.aspx
Horizon School Division	Horizon School Division provides courses based on the Saskatchewan Ministry of Education Curricula. Students receive a Saskatchewan Credit for the successful completion of the courses	https://distanceed.horizonsd.ca/Courses
Cyber Stone Virtual School	Cyber Stone Virtual School provides a complete high school program to students. All required classes and a well-rounded mix of elective courses will be available to students who wish to complete all or part of their high school online.	https://www.secpsd.ca/school/virtualschool/Pages/default.aspx#/=
Flex Ed	Independent virtual school funded by the Ministry. Available to all Saskatchewan residents, providing students register by mid-September. After that date, tuition fees are over $5,000 for the year.	https://www.flexed.ca/
edcentre.ca	Online school for school age and adult residents in Northern Saskatchewan	http://www.edcentre.ca
Prairie South Virtual School	34 different online courses offered from Grade 9 - 12	https://virtualschool.prairiesouth.ca/
Online Learning Centre	The Online Learning Centre offers Saskatchewan high school courses to students, both high school aged and adults, in an alternate delivery method.	https://www.spsd.sk.ca/program/online/About/Pages/default.aspx#/=
Additional online schools (primarily gr 10–12)	List of online education service providers.	https://www.skdistancelearning.ca/webapps/moe-course_directory-BBLEARN/providerList

SCHOOL REOPENING QUESTIONNAIRE
Public Health Criteria Assessment

QUEBEC QUESTIONNAIRE

ADOPT SAFE BEHAVIOURS	Yes	No
Has the school developed a business continuity plans specific to their unique community needs?		
Has the school made information on safe behaviour widely available and accessible including in minority languages and in child-friendly language?		
Has the school planned to have sufficient equipment to avoid the sharing of objects (pencils, toys, notebooks, dishes, utensils, etc.) between people as much as possible?		
Has the school planned to have sufficient equipment to limit the transportation of items between school and home?		
Have suppliers, subcontractors, partners and parents have been informed of measures implemented in the school environment to control the risks associated with COVID-19?		
Has the school planned for recreations and student movements to be done alternately between groups?		
Are any members of the school's staff or students vulnerable or living with vulnerable people (e.g. immunocompromised, chronically ill, elderly)?		
Has the school adopted measures to limit school access on an as-needed basis?		
Has the school adopted measures to ensure that students and staff members bring their lunch and have access to required food preparation equipment?		
Does the number of school buses allow for physical distancing guidelines to be followed and/or have alternative means of getting to school been established (e.g. walking to school accompanied by a parent)?		

REORGANIZATION OF WORK AND SPACE	Yes	No
Is the community using the school as a priority self-isolation point?		
Is the school willing to prioritize telework as soon as the presence of school staff is not essential for performing certain tasks?		
Can the school comply with the physical distancing standard of 2 metres at all times with existing teacher-child ratio (maximum 15 student per class)?		
Can the school comply with the physical distancing standard of 2 metres at all times with existing room organization?		
Is the school using visual markers in order to comply with the physical distancing standard of 2 metres?		
Can the school ensure that at risk facilities remain off limit to students and staff members (e.g., library, computer laboratories, play structures, etc.)?		
Has the school installed physical barriers where physical distancing is not possible?		
Has the school designated play areas reserved for different groups as to prevent contact between students in these groups?		

SCHOOL REOPENING QUESTIONNAIRE
Public Health Criteria Assessment

HEALTH AND HYGIENE MEASURES	Yes	No
Does the school have access to local public health guidelines that pertain to schools?		
Are there community-specific public health concerns that should be considered, e.g. local health care capacity, remoteness, population density?		
Does the school have sufficient resources to implement additional health and hygiene measures (e.g. funding, Personal Protective Equipment (PPE), cleaning products, human resources, space, etc?		
Has the school developed an implementation plan to ensure the application of health and hygiene measures by students and staff members?		
Do the school's staff members require training on implement local public health guidelines (e.g. proper cleaning and disinfection procedures)?		
Does the school have an emergency kit ready for intervention when symptoms associated with COVID-19 appear in the school environment?		
Has the school developed a procedure for immediate disinfection when symptoms associated with COVID-19 appear in the school environment?		

RESPONSE TO RISK EVENTS	Yes	No
Has the school developed tools to identify students and staff members at risk (showing symptoms compatible with COVID-19 or with a close relative who does) before arriving to the school?		
Has the school developed procedures for the isolation of students or staff members showing symptoms compatible with COVID-19 at school?		
Has the school informed students and staff members on the quarantine period that must be observed prior a return to the school?		
Has the school taken steps to reduce the potential for stigma and discrimination?		

SOURCES
• https://cepn-fnec.com/wp-content/uploads/Guide-reference.pdf
• Institut Tshakapesh
• https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/etablissements-scolaires-prescolaires-primaires-et-secondaires-dans-le-contexte-de-la-covid-19/safety-measures-for-workers-and-children-in-elementary-schools-and-daycare-services-during-covid-19/
• https://www.quebec.ca/sante/problemes-de-sante/a-z/coronavirus-2019/reponses-questions-coronavirus-covid19/questions-reponses-education-famille-covid-19/
• https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/guidance-schools-childcare-programs.html
• https://www.cnesst.gouv.qc.ca/salle-de-presse/covid-19/Documents/DC100-2152-Guide-Scolaire.pdf
• https://unesdoc.unesco.org/ark:/48223/pf0000373348.locale=en

SCHOOL REOPENING QUESTIONNAIRE
Reopening Preparedness Assessment

The COVID-19 pandemic has changed the environment in which schools have to operate adding significant constrains, but also fuelling innovations. As schools have to find new ways to safely provide educational services to students, this questionnaire sourced and adapted from the work of the First Nations Education Council (FNEC) and the Institut Tshakapesh will support schools in selecting a realistic reopening scenario.

The questions are categorized around the UNESCO's four key dimensions to assess the states of readiness and inform planning: safe operations, focus on learning, well-being and protection, and reaching the most marginalized. Answering these questions will help school taking stock of their current situation, expose gaps, and in the end, select the most realistic scenario.

Safe operations: To enable school to offer a safe environment for students to learn and for staff to work both external and internal factors must be considered.

Focus on learning: with the end goal of continuity of learning, this category support reflection on existing learning activities and the adaptations that may be needed to mitigate learning loss.

Well-being and protection: As services normally offered in schools are not available, while the constantly changing environment is a strain on students and staff mental health, schools must assess their ability to promote well-being and protect students.

Reaching the most marginalized: As school draw on strained resources, considerations must be given to maintaining services to vulnerable students with the goal of avoiding further marginalization.

SCHOOL REOPENING QUESTIONNAIRE
Reopening Preparedness Assessment

SAFE OPERATIONS	Yes	No
Is the community using the school as a priority self-isolation point?		
Does the school have access to local public health guidelines that pertain to schools?		
Does the school have sufficient resources to implement local public health guidelines (e.g., funding, Personal Protective Equipment (PPE), cleaning products, human resources, space, etc?		
Are there community-specific public health concerns that should be considered, e.g., local health care capacity, remoteness, population density?		
Has the school developed an implementation plan for measures recommended by local public health authorities (e.g., sharing of educational material; hygiene measures, cleaning procedures, food handling, mandatory COVID-19 testing, etc.)?		
Do the school's staff members require training on implement local public health guidelines (e.g., proper cleaning and disinfection procedures)?		
Do the school's staff members have the technological capacity to complete online training?		
Has the school's staff involved the school's committees and parents in developing a return to school plan?		
Do the majority of the school's staff members live within the community?		
Are the school's staff members unionized? If so, are new and adapted measures in conflicts with existing collective agreements?		
Are there members of the school's staff who are refusing to report to work due to COVID-19?		
Has the school developed an orientation, support and communication plan for students and parents?		
Does the number of school buses allow for physical distancing guidelines to be followed and/or have alternative means of getting to school been established (e.g., walking to school accompanied by a parent)?		
Are kindergarten students currently attending the school's daycare? Will the safety protocols require dedicated facilities for K4-K5 students?		
Is the school able to offer alternative class settings (e.g.. outdoor, virtual)?		
Is the school able to offer an atypical schedule, e.g., dividing school days amongst different age groups, staggering entry, exit and recreation times?		
Do students' families have sufficient computer equipment and internet access to allow for at-home learning?		

SCHOOL REOPENING QUESTIONNAIRE
Reopening Preparedness Assessment

FOCUS ON LEARNING	Yes	No
Do students' families have the tools to protect children from online harassment and gender-based violence while they are learning through online platforms?		
Is the school in favour of prioritizing classroom instruction for compulsory subjects?		
Has the school made transitioning students a priority, e.g., elementary to secondary level, secondary to post-secondary level?		
Does the school rely on the assistance of specialized support staff from outside the community?		
Does the school have an RTI structure to meet students' needs?		
Has the school considered incentives to encourage distance learning and self-discipline?		
Has remote learning been successful so far? Is the current approach sustainable, e.g. are learning achievements being met, is social-emotional wellbeing being maintained?		
Is the school able to offer distance learning and provide distance learning tools, e.g., an e-learning platform?		
Are school staff members able to provide online instruction?		
How essential is classroom instruction to achieve learning outcomes, e.g., importance of play-based learning for younger students, development of foundational skills?		
Is the school willing to conduct individual follow-ups or make personalized calls to students in order to determine needs?		
REACHING THE MOST MARGINALIZED	Yes	No
Is the school willing to prioritize the return of at-risk or vulnerable students before the return of other students?		
Does the school have a support plan for at-risk students who have daily physical needs, e.g., personal hygiene, eating, movement, daily learning and behaviour interventions?		
Has the school developed a plan for how to continue to deliver IEPs and personalized service supports?		
FOCUS ON LEARNING	Yes	No
Has the school identified all of its at-risk or vulnerable students?		
Are there perceived protection-related risks related to children not attending school, e.g., increased risk of domestic violence?		
Have school closures compromised nutrition programs normally offered by the school?		
Does the school plan to open its cafeteria or to offer a breakfast or snack service?		
Are any members of the school's staff or students vulnerable or living with vulnerable people (e.g., immunocompromised, chronically ill, elderly)?		
Is the school planning on prohibiting the use of its microwaves?		
Are there any vulnerable members of the school's staff or students who are refusing to stay home?		