



# *St. Pius X Elementary School*

1150 Mt. Seymour Road, North Vancouver, BC V7G 1R6

Phone: 604-929-0345 Email: [office@saintpius.ca](mailto:office@saintpius.ca)

Website: [www.saintpius.ca](http://www.saintpius.ca)

## **St. Pius X Elementary School's COVID-19 Safety Plan for Return to School – Revised**

### **Introduction:**

The purpose of this plan is to inform St. Pius X School staff, students and parents of the Operations and Health & Safety for our site with the return of full in-class instruction starting September 10<sup>th</sup>, 2020. This safety plan was developed by our **Restart Planning Team** and represents a compilation of the most current information and guidelines available on COVID-19 from the *Ministry of Education, Ministry of Health, BCCDC, WorkSafeBC and Vancouver Coastal Health*.

### **Background:**

On the advice of the Provincial Health Officer, in-person instruction in public and independent K-12 schools was suspended effective March 17, 2020 as a precautionary measure in the context of the COVID-19 pandemic. Beginning March 30, 2020, public and independent K-12 schools were asked to ensure ongoing school care and in-person learning opportunities for children of essential service workers requiring school care, those in remote locations, vulnerable students requiring in person support, and learners with diverse needs. As of May 19, school districts were expected to gradually resume regular operations and return to in-class instruction using a staged approach which consisted of SPX having over 50% of the student population return to school part-time.

In accordance with the Ministry of Education's K-12 Restart Plan, beginning on September 10, St. Pius X Elementary School will be resuming K-7 in-class instruction. The 2020/21 school year will begin in Stage 2 of the K- 12 Restart Plan with the goal of maximizing in-class instruction for all students within the revised public health guidelines.

Whenever possible, feasible and practical control measures in accordance with the order of the Provincial Health Officer, have been selected to provide the best/widest protection to all staff and students within the school community.

This plan is posted at the school and also on the SPX school website, and it has been communicated to parents. This information is based on the best evidence currently available and will be updated as new information becomes available.

Based on the current epidemiology of COVID-19 in B.C., and the fact that children are at a much lower risk of developing COVID-19, K-12 schools in British Columbia



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should begin increasing the number of students receiving in-class instruction within the school environment, while supporting the health and safety of children and

adults. Schools should adapt as much as possible to implement public health and infection prevention and control measures, including staying home when ill, physical distancing, minimized physical contact, hand hygiene, frequent cleaning and disinfection, as described in this plan.

## **Step 1: Assess the risks at your workplace**

The virus that causes COVID-19 spreads in several ways, including through droplets when a person coughs or sneezes, and from touching a contaminated surface before touching the face. Adequate protocols are required to address the risk.

The risk of person-to-person transmission is increased the closer you come to other people, the amount of time you spend near them, and the number of people you come near. Physical distancing measures help mitigate this risk.

The risk of surface transmission is increased when many people contact the same surface, and when those contacts happen in short intervals of time. Effective cleaning and hygiene practices help mitigate this risk.

We have assessed our workplace by completing a facility inspection to check for **spaces** allowing for physical distancing and **surfaces** that can be contaminated. We have identified high traffic areas such as hallways, washrooms, staff room and photocopier room. Staggered breaks & schedules and directional & instructional signs will assist with reducing the risk. We have also identified surfaces that people touch often such as doorknobs, light switches and desktops. Strict cleaning measures, creative ways to open doors and lights and assigned individual supplies and materials will assist with reducing the risk.

## **Step 2: Implement protocols to reduce the risks**

To reduce the risk of virus transmission, we have implemented protocols to protect against our identified risks. Note that different protocols offer different levels of protection. **Wherever possible, we are using the protocols that offer the highest level of protection and adding additional protocols as required. We have incorporated controls from various levels to address our risks.**



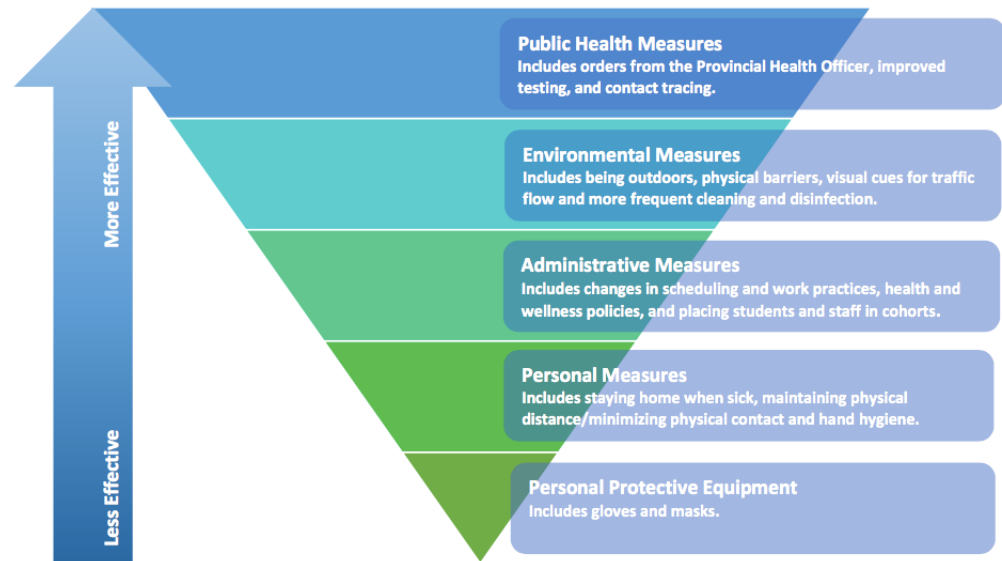
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## The Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease



**Step 3: Develop policies**

**Step 4: Develop communication plans and training**

**Step 5: Monitor your workplace and update your plans as necessary**

**Step 6: Assess and address risks from resuming operations**

*Steps 3-6 are addressed throughout the following sections.*

### **Public Health Measures:**

#### 1. Mass Gatherings and Learning Groups

The Provincial Health Officer's Order for mass gatherings continues to prohibit gatherings and events of people in excess of 50 people, *however, this Order does not apply to regular school activities. As such, there can be more than 50 students and staff in a school at any given time if they are not all in one area and if they are actively engaged in physical distancing to the greatest extent possible.* However, large assemblies of staff and students should not be held.

The Provincial Health Officer has also recommended that students be placed in Learning Groups or cohorts with no more than 60 people. A Learning Group is a group of students and staff who remain together throughout a school term or year, and who primarily interact with each other. The principle of Learning Groups is



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used to limit the number of interactions among students and staff, as well as facilitate an effective and efficient rapid-response contact tracing protocol.

Our 8 Learning Groups will consist of approximately 30 people including the students from each class/grade and the teacher(s). The groups will remain consistent for all activities that occur in the school day including, but not limited to, learning and breaks (lunch, recess, classroom changes, etc.,).

The number of adults (teachers/EAs) interacting with groups of students throughout the day will be minimized. Students will stay in assigned cohorts to receive beneficial supports or services (e.g. resource). Within these supports or services, it is expected that physical distance is maintained as much as is practical to do so while still ensuring the support, program or service continues.

Learning Groups will go outside when possible for lessons and/or play-exercise times.

Encourage fixed seating arrangements over flexible seating arrangements where relevant. Students seats should be facing in the same direction whenever possible.

A 5-minute transition time between itinerant classes will allow for the teacher to clean all surfaces/equipment. Please allow for shorter classes due to cleaning.

Playground to be divided to accommodate Learning Groups. These areas will rotate daily (between recess and lunch of that day) to allow for students to be able to play in a variety of areas.

Occupancy limits will be posted in certain areas (e.g. Staffroom, LRC, Teacher Resource, etc.,).

## 2. Case Finding, Contact Tracing & Outbreak Management

### At the School Level:

- The office will call the parent to arrive as soon as possible when notified their child is ill. Parent will need to have a plan in place.
- The office will contact 811 or the local public health unit to notify them of a potential case and seek further input.
- The office will record illness in First Aid records in the event this information is later needed.



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- Staff member and student are to put on mask and immediately separate the sick child from others and put him/her into a supervised area until the parent/guardian arrives. Apply physical distancing, respiratory etiquette, and hand hygiene principles while waiting for pick up. Avoid touching student's body fluids (mucous/saliva). Wash hands thoroughly.
- Staff member to clean/disinfect area where child was re-located.

## At the Public Health Level:

- If a staff or student in a school is confirmed by public health as positive for COVID-19, public health will work with school administration to determine what actions should be taken, including if any staff or students who have been in contact with that person need to self-isolate, and if other staff and students' families should be notified.
- Schools should NOT provide notification to staff or students' families if a staff member or student becomes ill at home or at school, including if they display symptoms of COVID-19, unless directed to by public health.

## At the Home Level:

- Children with common cold, influenza or COVID-19 like symptoms must stay home, be assessed by their health care provider and tested for COVID-19.
- Self-isolation is also advised for those who are considered a close contact of a confirmed case and are waiting to see if they develop COVID-19 illness
- If concerned, parents can be advised to contact 8-1-1, or the local public health unit to seek further input. They can also be advised to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.

Should children, youth and staff have common cold, influenza, or COVID-19 like symptoms they must stay home, be assessed by their health care provider and tested for COVID-19. When someone is symptomatic, they should self-isolate and follow directions provided by their health care provider. Self-isolation is also



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advised for those who are considered a close contact of a confirmed case and are waiting to see if they develop COVID-19 illness.

## **Restricting Access to Schools:**

For the safety of all, the following conditions necessitate an individual remaining at home and self-isolating:

- all students and staff who have symptoms of COVID-19 (symptoms include: fever, chills, new or worsening cough, shortness of breath, sore throat, and new muscle aches or headache)
- anyone who has travelled outside Canada in the last 14 days
- anyone identified as a close contact of a confirmed case or outbreak

\*This includes children of essential service workers who are ill.

1. Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school. *It has been recommended by a health care professional that parents take their child's temperature if their child shows signs of not "being themselves" rather than just relying on subjective measures.*

If a student develops symptoms while at home, parents and caregivers must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, and their symptoms have been resolved.

Parents and caregivers must pick up their child as soon as possible if they are notified their child is ill.

**\*A Daily Health Check Form will be provided for parents for routine screening.**

2. Staff must assess themselves daily for symptoms of common cold, influenza, or COVID19 prior to entering the school.

School Administrators must ensure school staff are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school.

Staff have signed off on a confirmation of their ability to work.

\*See copy of "COVID-19 Workplace Health and Screening Form".



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### 3. School Administrators must:

- Clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school.
- Assign staff if needed, to additionally conduct daily checks for respiratory illness at drop-off by asking parents and caregivers to confirm the child does not have symptoms of common cold, influenza, COVID-19, or other respiratory disease.
- Establish procedures for students and staff who become sick while at school to be sent home as soon as possible.
  - Prevent staff and students who are ill, including children of essential service workers, from attending school.
  - Advise, as needed, those unsure if they or a student should self-isolate to use the BC COVID-19 Self-Assessment Tool.
  - Advise, as needed, parents to contact 8-1-1 or the local public health unit to seek further input.
  - Advise, as needed, parents to contact a family physician or nurse practitioner to be assessed for COVID-19 and other infectious respiratory diseases.

Note: There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health care professionals.

\*See Appendix C: "What to Do if a Student or Staff Member Develops Symptoms at School"

### **Administrative Areas:**

- Limit the public, including parents, coming into the office/school. Encourage parents and others to call instead of visiting the school.
- A designated 2-metre area in front of Office has been established. Consider the use of tape or other floor markers to designate where people can stand and line up (if required).
- Plexi-glass has also been used to separate administrative workers from the public.
- Visitors must be aware of and follow safety protocols. They will be asked to complete a daily health check form before entering (this form will also be kept for documentation).



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## Environmental Measures:

### 1. Cleaning/Sanitizing and Disinfection

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected in accordance with the *BCCDC's Cleaning and Disinfectants for Public Settings* document.

This includes:

- General cleaning and disinfecting of the premises should occur at least once a day.
- Frequently touched shared surfaces should be cleaned and disinfected at least twice a day. (e.g. door knobs, light switches, toilet handles, tables, desks, chairs, electronic devices, keyboards and toys).
- Clean and disinfect any surface that is visibly dirty.
- Use common, commercially available detergents and disinfectant products and closely follow the instructions on the label.
- Limit items that are not easily cleaned (e.g. fabric or soft items).
- Empty garbage containers daily.
- Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine).
- Wash hands before wearing and after removing gloves.

There is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products.

As such, there is no need to limit the distribution of books or paper based educational resources to students because of COVID-19.

In addition to following the above guidelines, at SPX we have:

- Provided paper hand towels and soap dispensers at every sink.
- Disabled water fountains.
- Removed shared items (e.g. school supplies, coffee stations).
- Provided cleaning products for common devices and materials used for the delivery of education (e.g. photocopiers, supply rooms, etc.).
- Washrooms will be cleaned at least twice a day keeping in line with the high touch surface area protocols.
- Increased airflow and ventilation will be encouraged through open doors and windows.





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\*See "Cleaning and Disinfectants for Public Settings"

## Administrative Measures:

### 1. Physical Distancing and Minimizing Physical Contact

Physical distancing (e.g. maintaining a distance of 2 metres between two or more people) is challenging in a K-12 school setting, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible.

The following physical distancing strategies are implemented where possible in our school setting:

#### Student Management:

- Parents and caregivers to remain outside of the school (i.e. in their cars) to drop off their children.
- Parents and caregivers and other non-staff adults entering school will be restricted. They will be reminded to practice diligent hand hygiene and maintain physical distance when they are in the school. Signage is posted around the school reinforcing both of these safety protocols.
- Avoid close greetings (e.g. hugs, handshakes). Regularly remind students about keeping their "hands to yourself".
- Spread people out into different areas. - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g. different desk and table formations).
- Organize students into learning groups that stay together throughout the day.
- Buddy classes and fieldtrips will be postponed.
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (Only CT, EA/Specialist, PE).
- Stagger drop-off and pick-up times. **(See Procedures)**
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone. **(See Schedule)**
- Take students outside more often. - Organize learning activities outside including snack time, place-based learning and unstructured time. - Take



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activities that involve movement, including those for physical health and education, outside.

- Reassure students, parents and caregivers that **playgrounds** are a safe environment, and encourage appropriate personal hygiene practices before, during, and after outdoor play.
- Manage flow of people in common areas, including hallways and bathrooms.
- Assemblies and other school-wide events should be held virtually to avoid large gatherings of people in one space.
- Monthly Masses can be attended by rotating one grade per month.
- Parent Meetings may need to be held virtually.
- Clear protocols for bringing **materials** (e.g. bags, school supplies, devices) into and out of schools.
- Clear protocols for safe and healthy handling of all **food items**, such as labeling of beverage and food containers, clear communication to students **not to contact or share items**, and other parameters deemed appropriate.
- Schools should not be used for community related events unless determined essential by the CISVA.
- Employees and students should not be sharing personal items (e.g. electronic devices, writing instruments, etc.).

Safety for Staff: (Physical Distancing)

- establish and post occupancy limits for shared spaces such as staffroom and copy room. **(See Poster/Sign)**
- provide additional areas for workers to have their breaks (i.e. in their classrooms, outside).
- maintain 2m physical distancing whenever possible between staff. Continue the use of virtual staff meetings.

## Personal Measures:

### 1. Stay Home When Sick

All students and staff who have symptoms of COVID-19, OR travelled outside Canada in the last 14 days, OR were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers who are ill.

*For more information and details on this topic see **Public Health Measures** above.*



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## 2. Hand Hygiene

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Both students and staff can pick up and spread germs easily, from objects, surfaces, food and people. Everyone should practice diligent hand hygiene. Parents, caregivers and staff can teach and reinforce these practices amongst students.

How to practice diligent hand hygiene:

- Wash hands with plain soap and water for at least 20 seconds. Antibacterial soap is not needed for COVID-19.
- If sinks are not available (e.g., students and staff are outdoors), use alcohol-based hand rub containing at least 60% alcohol.
- If hands are visibly soiled, alcohol-based hand rub may not be effective at eliminating respiratory viruses. Soap and water are preferred when hands are visibly dirty.
- To learn about how to perform hand hygiene, please refer to the *BCCDC's hand washing poster*.

Strategies to ensure diligent hand hygiene:

- Encourage hand washing with water and soap upon arrival at school. Place hand washing stations in various locations, including school entrances, hallways and classrooms to encourage appropriate hand hygiene throughout the day.
- Consider alcohol-based hand rub dispensers where sinks are not available and posters to promote the importance of regular hand washing.
- Regularly remind staff and students about the importance of diligent hand hygiene.
- Incorporate additional hand hygiene opportunities into the daily schedule. Students should wash their hands at minimum:
  - when they arrive at school and before they go home
  - before eating and drinking
  - after using the toilet
  - after sneezing or coughing into hands or tissue
  - whenever hands are visibly dirty
  - when moving between different learning environments (e.g. outdoor-indoor transitions, from the gym to the classroom)



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- Ensure hand washing supplies are well stocked at all times including soap, paper towels and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.
- Staff should assist younger students with hand hygiene as needed.

\*See Appendix D: “When to Perform Hand Hygiene at School”

## Safety for Staff: (Hygiene)

- encourage staff to remain onsite and not to leave during break times (outside on grounds is fine)
- ensure hand washing and sanitizing supplies are available at all times and establish hand washing policies and procedures (frequent hand washing is required to reduce risk of transmission)
- hand washing signs are posted near all sinks
- hand hygiene station is set up at the school entrance/office
- use of staffroom amenities (fridge, microwave, etc.) will be permitted, but only with routine cleaning, and hands must be washed before and after using shared staffroom items (Reminder: no sharing of staff coffee urns/stations.)

## 3. Respiratory Etiquette

Students and staff should:

- Cough and sneeze into their elbow, sleeve, or a tissue. Throw away used tissues and immediately perform hand hygiene.
- Refrain from touching their eyes, nose or mouth with unwashed hands.
- Refrain from sharing any food, drinks, or unwashed utensils.

Wearing cloth or homemade masks for children is not required.

Wearing one is a personal choice. It is important to treat people wearing masks with respect. Parents, caregivers and staff can teach and reinforce these practices amongst students.

## 4. Personal Protective Equipment

Personal protective equipment (PPE), such as masks will be provided by the school, specifically 2 reusable masks for all staff and Grade 6 and 7 students. This is as a result of the updated health and safety guidelines, which states that masks will be required for staff, middle and secondary students in high traffic areas and in common areas such as hallways, or anytime outside of their learning group



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whenever physical distancing cannot be maintained. A child-sized re-usable mask was also purchased for every student in K-5 if they so choose to wear it. Training on “how to use”, store (in a labelled plastic or cloth bag) and wash masks will also be provided.

ALL classrooms will be provided with gloves, disposable masks, a face shield and a plexi-glass barrier for the teacher’s desk/table. These will be supplied along with cleaning and sanitizing products for each classroom.

More information about COVID-related mask use is available on the BC Centre for Disease Control website.

## **Communications Strategies:**

- Remind staff that all health and safety measures in place prior to the pandemic are still in place.
- Attempt to mitigate staff confusion and concerns by communicating essential health and safety information to them in writing before they return to the workplace. If possible, give staff an appropriate amount of time to review this material, and to respond with questions. **(Employee Training & Orientation Form)**
- Upon first return to the workplace, hold a health and safety meeting to review workplace practices relating to COVID-19 and other health and safety matters. Additional communication may be required as new information is made available that may affect work practices. **(Training Dates: September 2<sup>nd</sup>, 8<sup>th</sup> and 9<sup>th</sup>)**
- Daily check-in meeting with staff to provide them with new information and review any concerns.
- Ensure that parents and caregivers understand your policy that students must stay home if they are sick.
- Restrict the number of non-essential people coming into the school such as parents and caregivers and contractors.
- Keep parents and caregivers informed about what you are doing in your educational setting regarding taking extra precautions.
- Ensure that staff know how to raise safety concerns. This may be through your joint health and safety committee.
- Establish a central location where new information is posted relating to COVID-19 in your workplace.



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## **Documentation and Training:**

- Train your staff on:
  - The risk of exposure to COVID-19 and the signs and symptoms of the disease.
  - Safe work procedures or instruction to be followed, including hand washing and cough/sneeze etiquette.
  - How to report an exposure to or symptoms of COVID-19.
  - Changes you've made to work policies, practices, and procedures due to the COVID-19 pandemic and keep records of that training.
  - Document COVID-19 related meetings and post minutes at a central location.
- Keep records of instruction and training provided to staff regarding COVID-19, as well as reports of exposure and first aid records.

## **Safety Responsibilities by Role:**

### **Employer (CISVA)**

- Select, implement, and document risk assessments and appropriate site-specific control measures.
- Ensure that all resources (information, authorization administrative changes, technology, training, human resources) and materials (personal protective equipment, equipment, cleaning and disinfecting products and systems) required to implement and maintain plan are reasonably made available as practical when required.
- Ensure that supervisors and workers are informed about the content of safety policies.
- Conduct a periodic review the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.
- Re-examine all tasks in the workplace, especially those that require the direct care of students, and ensure that safe work procedures are updated with COVID-19 practices.
- Where possible, have workers perform only essential tasks to maintain the student's education and well-being. Tasks that are non-essential should be put on hold until directed otherwise by the provincial health officer.



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## Supervisors (principals and vice principals)

- Ensure that staff are knowledgeable regarding the controls required to minimize their risk of exposure to COVID-19.
- Direct work in a manner that eliminates or minimizes the risk to staff.
- Post or relay educational and informational material in an accessible area for staff to review.
- Train staff and document as stated above.

## Workers (teachers, education assistants, support staff and outside contractors)

- Know the controls required to minimize their risk of exposure to COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions as directed by the administration.
- Report any unsafe conditions or acts to the administration.
- Know how and when to report exposure incidents. (See Appendix C)
- Visitors must sign in at School Office, complete health check and provide contact information.

## Age-Specific Health Education:

*Accessed: This document was written by Lisa Bender (Education UNICEF NYHQ), with technical support from the UNICEF COVID-19 Secretariat members (Carlos Navarro Colorado, Maya Arie & Hugo Razuri) as well as UNICEF WASH, C4D and Child Protection teams. Special thanks to Maida Paisic (UNICEF EAPRO), Le Anh Lan (UNICEF Vietnam), Tserennadmid Nyamkhuu (UNICEF Mongolia), Dr. Maria D Van Kerkhove (WHO) and Gwedolen Eamer (IFRC) for their close collaboration.*

Below are suggestions on how to engage students of different ages on preventing and controlling the spread of COVID-19 and other viruses.

Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.,).

Let's Talk Handwashing (kid-friendly posters and videos from CBC Kids - Adapted from the World Health Organization's recommendations for handwashing, but with a more kid-friendly approach.)

<https://www.cbc.ca/parents/learning/view/handwashing-poster-covid-19-kids>

<https://www.cbc.ca/kidsCBC2/the-feed/handwashing-101-how-to-become-a-handwashing-artist>



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DECODA - Good information about COVID-19 in an easy to understand format. The images and concise text of a poster or infographic can convey a clear message.

<https://www.decoda.ca/read-all-about-lit/covid-19-posters-and-infographics/>

## Primary

- Make sure to listen to children's concerns and answer their questions in an age-appropriate manner; don't overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation.
- Emphasize that children can do a lot to keep themselves and others safe. - Introduce the concept of social distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.). Focus on good health behaviours, such as covering coughs and sneezes with the elbow and washing hands.
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting coloured water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel.
- Demonstrate why it is important to wash hands for 20 seconds with soap and water. Put a small amount of glitter in students' hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water.

## Intermediate

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
- Introduce the concept of social distancing. Focus on good health behaviours, such as covering coughs and sneezes with the elbow and washing hands. Remind students that they can model healthy behaviours for their families.
- Encourage students to prevent and address stigma. Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.





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- Build students' agency and have them promote facts about public health. Have students make their own Public Service Announcements through school announcements and posters.
- Incorporate relevant health education into other subjects. Science can cover the study of viruses, disease transmission and the importance of vaccinations. Social Studies can focus on the history of pandemics and evolution of policies on public health and safety.
- Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens.

## Videos:

This child-friendly Covid-19 video was created by UBC's Faculty of Medicine.

[https://www.who.int/news-room/q-a-detail/q-a-schools-and-covid-19?fbclid=IwAR2lfvfchpcyEhlp\\_pTBmwsKFfp18jqlYgng1TzR8y85obsNFAeIeuVA5tl](https://www.who.int/news-room/q-a-detail/q-a-schools-and-covid-19?fbclid=IwAR2lfvfchpcyEhlp_pTBmwsKFfp18jqlYgng1TzR8y85obsNFAeIeuVA5tl)

## About Kids Health:

This hub includes resources on COVID-19 and how to help parents cope. There are resources on how to support children's mental health and general well-being through physical activity, sleep, nutrition and learning.

[https://www.aboutkidshealth.ca/covid19?gclid=Cj0KCQjw7Nj5BRCZARIsABwxDKJl\\_ibL8Ac9gIBjzI%20LwuJNQrrJ4XLL0oeFjsFX9YtmTULZ\\_XT5zloEwaAk\\_vEALw\\_wcB](https://www.aboutkidshealth.ca/covid19?gclid=Cj0KCQjw7Nj5BRCZARIsABwxDKJl_ibL8Ac9gIBjzI%20LwuJNQrrJ4XLL0oeFjsFX9YtmTULZ_XT5zloEwaAk_vEALw_wcB)