



School District 8  
Kootenay Lake

# Continuity of Learning Plan

Spring 2020



[sd8.bc.ca](http://sd8.bc.ca)

# Continuity of Student Learning

## FOCUS.LEARN.EXCEL

*We acknowledge, respect and honour the First Nations in whose traditional territories the Kootenay Lake School District operates and all Aboriginal people residing within the boundaries of School District 8.*

## Introduction

We want to begin by expressing our gratitude to all of School District 8 - Kootenay Lake staff and our families for coming together in this time of global concern. The planning below is to ensure students, parents and all staff have a consistent way of continuing to provide instruction and assessment.

We recognize this situation is unprecedented and may be challenging to navigate. We endeavor to support staff and families during these uncertain times. We ask for your patience and flexibility as we move forward together.

While our daily schedules will be adjusted, student learning continues to be our priority. This includes regular, ongoing communication with families.

We focus on excellence for all learners in a nurturing environment.

### Ministry Principles to Keep in Mind

1. Maintenance of safe and healthy environments
2. Support services for Essential Service Workers (ESW)
3. Continue to support vulnerable learners
4. Establish a Continuity of Learning Plan

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## Contact Information

District Website: [www.sd8.bc.ca](http://www.sd8.bc.ca)

### District Senior Leadership Team

Superintendent of Schools:

Dr. Christine Perkins - [christine.perkins@sd8.bc.ca](mailto:christine.perkins@sd8.bc.ca)

Directors:

Deanna Holitzki - Director of Instruction - Inclusive Education - [dholitzki@sd8.bc.ca](mailto:dholitzki@sd8.bc.ca)

Ben Eaton - Director of Instruction - Innovative Learning - [beaton@sd8.bc.ca](mailto:beaton@sd8.bc.ca)

Chandra Singh - Director of Human Resources - [chandra.singh@sd8.bc.ca](mailto:chandra.singh@sd8.bc.ca)

Nick Howald - Director of Information Technology - [nick.howald@sd8.bc.ca](mailto:nick.howald@sd8.bc.ca)

Bruce Maclean - Director of Operations - [BMacLean@sd8.bc.ca](mailto:BMacLean@sd8.bc.ca)

## District Principals

Gail Higginbottom - Aboriginal Education - [gail.higginbottom@sd8.bc.ca](mailto:gail.higginbottom@sd8.bc.ca)

Naomi Ross - Innovative Learning - [nross@sd8.bc.ca](mailto:nross@sd8.bc.ca)

Rob Simpson - Distributed Learning/MyEd BC - [rsimpson@sd8.bc.ca](mailto:rsimpson@sd8.bc.ca)

Jann Schmidt - International Education - [jann.schmidt@sd8.bc.ca](mailto:jann.schmidt@sd8.bc.ca)

## Technology Support

SD8 Kootenay Lake Helpdesk - [helpdesk@sd8.bc.ca](mailto:helpdesk@sd8.bc.ca)

*Reminder: take steps to maintain confidentiality.*

## School Websites by Family of Schools

### Crawford Bay Family of Schools

Crawford Bay Elementary/Secondary School

<https://cbess.sd8.bc.ca/>

(250)-227-9218

### Creston Family of School

Adam Roberts Elementary School

<https://ares.sd8.bc.ca/>

(250)-428-2051

Canyon-Lister Elementary School

<https://canyon.sd8.bc.ca/>

(250)-428-4161

Erickson Elementary

<https://erickson.sd8.bc.ca/>

(250)428-2363

Homelinks

<https://homelinks.sd8.bc.ca/>

250)-428-2217

Prince Charles Secondary School

<https://pcss.sd8.bc.ca/>

(250) 428-2274

### Kaslo Family of Schools

JV Humphries Elementary Secondary School

<http://jvh.sd8.bc.ca/>

(250)-353-2227

Jewett Elementary

<https://www.sd8.bc.ca/schools/jewett-elementary>

(250) 366-4224

### ELEV8

<https://elev8.sd8.bc.ca/>

1-(800)-663-4614

### Salmo Family of Schools

Salmo Secondary

<http://salsec.sd8.bc.ca/>

(250)357-2214

Salmo Elementary

<https://ses.sd8.bc.ca/>

(250)-357-2214

### Nelson Family of Schools

Blewett Elementary

<https://blewett.sd8.bc.ca/>

(250)-352-5314

Hume Elementary

<https://hume.sd8.bc.ca/>

(250)-352-3186

LV Rogers

<https://lvr.sd8.bc.ca/>

(250)-352-5538

Rosemont

<https://rosemont.sd8.bc.ca/>

(250)-352-3182

Redfish

<https://redfish.sd8.bc.ca/>

(250)-229-4224

South Nelson Elementary

<https://southnelson.sd8.bc.ca/>

(250)-354-4139

Trafalgar Middle School

<http://trafalgar.sd8.bc.ca/>

(250)-352-5591

Wildflower

<https://wildflower.sd8.bc.ca/>

(250)-505-7020

### Slocan Family of Schools

Brent Kennedy Elementary

<https://bkes.sd8.bc.ca/>

(250)359-7292

Mount Sentinel Secondary

<https://mts Sentinel.sd8.bc.ca/>

(250)-359-7219

W.E. Graham

<https://weg.sd8.bc.ca/>

(250)-355-2212

Winlaw Elementary

<https://winlaw.sd8.bc.ca/>

(250)-226-7217

# Roles and Responsibilities

## District Responsibilities:

- Update school website messages from Superintendent, Interior Health and Ministry of Education.
- Maintain and update a FAQ page for parents:  
<https://www.sd8.bc.ca/announcements>
- Maintain regular and consistent communication with all staff, students and parents.

## PVP Responsibilities:

- Read and review the SD8 Pandemic Response Plan 2020 posted on SD8 website.
- Provide clear expectations for online learning to staff, parents and students.
- Ensure channels of communication are clear, frequent and succinct.
- Regularly update school websites.
- Update all staff contacts: emails, phone numbers, and emergency phone list.
- Communicate daily with all school staff.
- Update staff email addresses on the schools' website.
- Update staff daily via email and or telephone call. Set a consistent time of day for this communication (ie: 10am every day).
- Call an emergency staff meeting to communicate the Continuity of Student Learning Plan.
- Contact any missing staff members and update them regarding the Continuity of Student Learning Plan.
- Be prepared for daily Zoom and or telephone meetings with District Senior Leadership staff. Time of day and Zoom link will be sent out.
- Ensure teachers have email addresses of every child enrolled in their class.
- Remind teachers that they are responsible for sending assignments and necessary resources to support the assignment expectations/ learning criteria electronically to parents and students. These materials may be sent weekly or in their entirety. The teacher must include assignment due date, will continue to mark assignments and complete report cards.
- May need to advise families and liaise with Inclusion Education and non-enrolling staff to support students who require alternate or additional supports such as a reader or scribe (ie: google read/write, etc., parent or sibling reader/scribe, etc.).
- Keep records of communication to staff and parents.

## Expectations for Teachers:

- Understand that during unique global events (such as COVID19) you may be required to provide instruction to students digitally/ remotely.
- Read and review the SD8 Pandemic Response plan 2020 posted on the SD8 website.
- Maintain a regular and consistent work day.
- Prepare electronic assignments for the following:
  - K-9: Math, Language Arts, Social Studies & Science.
  - 10-12: Specific material for each course taught.
- Be available and respond to PVP and families during regular school hours and in a regular, timely manner.
- Continue to deliver curriculum, including feedback and assessment of student learning.
- Blind copy (bcc) email communication in order to maintain privacy of families.
  - No more than 30 email addresses in one email.
  - Under 5 MB of attachments in one email.

- Take copies of workbooks and textbooks home over regular school breaks.
- Teachers can also modify their course material to access apps.
- Take their SD8 laptop home during school breaks. I pads are not adequate.
- Create a plan for accessing materials for your continued course delivery.
- Consider the creation of an inquiry based project.
- Check school email several times a day and respond to emails in a timely manner.
- Email to families of all students, daily.
- Communicate with families using your District email address only.
- Keep records of communication.

### Delivery Options:

Use what works for you as the teacher and for your families and students, such as:

- Google classroom
- Regular email correspondence
- Continued access to existing learning apps (if already being used in classroom learning)
- Online resources
- Blogging
- Teacher webpage on school website

### Expectations for Inclusive Education Staff (KLTF):

- Understand that during unique global events (such as COVID19) you may be required to provide support to students remotely which may include digitally and telephone.
- Read and review the SD8 Pandemic Response plan 2020 posted on the SD8 website.
- Maintain a regular and consistent work day.
- Prepare electronic support documents for each of the students you support:
  - Designated students:
    - Provide written support information according to the child's IEP and other support plans.
    - Provide electronic links for parents/students to access additional online/electronic resources.
    - Provide your daily contact hours for parents/students to connect with you. Provide your SD8 cell phone number and email for contact info.
    - Where possible, provide ZOOM and/or phone service to support assessments, therapy, etc.
    - Continue to provide information to support IEPs, behaviour plans, etc.
    - Where possible, participate by phone or electronically in case management meetings, IEP meetings, cross-agency meetings, etc.
    - Provide interim reports to parents/students/schools, detailing assessments, therapies and/or services provided, progress of students, suggestions for further progress, etc. up until Spring Break. Provide such reports to families/case managers/principals prior to the end of April 2020.
  - Non-designated students:
    - Provide comprehensive electronic information for families to continue to support their children.
    - Provide interim reports to parents/students, detailing any assessments, therapies and/or services provided, progress of student, suggestions for further progress, etc. up until Spring Break. Provide such reports prior to families/case managers/principals prior to the end of April 2020.

- Send plans, reports, etc. to Director of Inclusive Education electronically and maintain a copy for yourself.
- Be available and respond to Case Managers, Learning Support Teachers, PVP and families during regular school hours and in a regular, timely manner.
- To the best extent possible, continue to deliver support to students who are actively on your caseload.
- To the best extent possible, continue to consult with families/students who have questions about services, etc.
- When communicating with families, blind copy (bcc) email communication in order to maintain privacy of families.
  - No more than 30 email addresses in one email.
  - Under 5 MB of attachments in one email.
  - Include school case manager and principal in all emails.
  - Include Director of Inclusive Education in all emails to families and/or students.
- If supports are available by an app, provide the name of the app and how families can locate it.
- Keep your SD8 laptop home during the suspension of in-class instruction. Ipads are not adequate.
- Create a plan for accessing materials for your continued service delivery.
- Discuss with the Director of Inclusive Education, projects that you may be able to engage in - these might include (but not limited to): Google Read & Write documents for school use, creation of Webinars for strategies (eg: Executive Functioning), creation of handbooks for services, creation or finalization of current projects (eg: referral form, referral/service process, staff profile pamphlets, etc).
- Check school district email several times a day and respond to emails in a timely manner.
- Email/phone families of all students being supported, at least weekly. If emailing, use your District email only.
- Keep written records of communication with parents/students.
- Redirect all COVID-19 concerns from families/students to District staff.
- Direct your own questions regarding COVID-19 and updates to the Director of Inclusive Education and to your KLTF representative(s).
- “Remember, we are in the education sector and medical concerns should be referred to the medical professionals”.
- Use SFE if you are sick, as normal.

### Delivery Options:

Use what works for you as the Inclusive Education professional and for your families and students, such as:

- Google classroom
- Regular email correspondence (using SD8 email)
- Regular phone correspondence (using SD8 phone)
- Access to existing learning apps
- Online resources
- Blogging, etc. etc.

### Expectations for Case Managers and Learning Support Staff (KLTF):

- Understand that during unique global events (such as COVID19) you may be required to provide support to students remotely which may include digitally and telephone.
- Read and review the SD8 Pandemic Response plan 2020 posted on the SD8 website.
- Maintain a regular and consistent work day.
- Prepare electronic support documents for each of the students you support which may include but is not limited to:
  - Designated students:

- Provide written support information according to the child’s IEP and other support plans.
  - Provide electronic links for parents/students to access additional online/electronic resources.
  - Provide your daily contact hours for parents/students to connect with you.
  - Continue to provide information to parents/students/Inclusive Ed staff/EAs, to support IEPs, behaviour plans, etc.
  - Where possible, participate by phone or electronically in case management meetings, IEP meetings, School Based Team meetings, cross-agency meetings, etc.
  - Proceed with updating of IEPs and red binders for designated students for 2020/21 and for new students for 2020/21 as per March 12, 2020 information. Proceed with preparation of INADS forms for new students. Proceed with preparation of Category H binders for Internal Audit. (Both as per March 13, 2020 memo).
- Non-designated students with identified needs:
  - Provide comprehensive electronic information for families to continue to support their children.
- Send plans, reports, etc. to Principal electronically and maintain a copy for yourself.
- Be available and respond to families of designated students during regular school hours and in a regular, timely manner.
- To the best extent possible, continue to deliver support to students whom you support and to their families.
- Continue to consult with Inclusive Ed staff (school district cell numbers will be distributed to you), as well as to Inclusive Ed Director with any questions, requests for service, etc.
- When communicating with families, blind copy (bcc) email communication in order to maintain privacy of families.
  - No more than 30 email addresses in one email.
  - Under 5 MB of attachments in one email.
  - Include school case manager and principal in all emails.
  - Include Principal in all emails to families and/or students.
- If supports are available by an app, provide the name of the app and how families can locate it.
- Create a plan for parents/students to access materials for your continued service delivery.
- Email to families of all students being supported, at least weekly.
- Communicate with families using your District email address only.
- Keep written records of communication.
- Redirect all COVID-19 concerns from families/students to District staff.

### Delivery Options:

Use what works for you as the Case Manager/LST professional and for your families and students, such as:

- Google Classroom
- Regular email correspondence (using SD8 email)
- Regular phone correspondence (using SD8 phone)
- Access to existing learning apps
- Online resources
- Blogging, etc. etc.

## Education Assistants (EA)/Youth and Family Workers (YFW):

- School Principals are to work with EA's and YFW's to determine work available up to the number of regular hours of work (on a weekly basis).
- When working with EAs/YFWs, Principals ensure that they are working safely, and wherever possible, are helping to provide ongoing service and delivery of instruction, under the supervision of the Principal, School-Based Team, and teaching staff (classroom teacher(s) and/or Case Managers, LSTs, and counsellors).
- Principals or Case Managers ensure that a written schedule is developed with EAs and YFWs to guide weekly/daily work, and schedule is to be maintained each week.
- Under the directions of Principals and/or Case Managers/LSTs and as part of instruction and support for students, EAs and YFWs may be asked to:
  - Update the red binder/IEP (ie - remove old info; copy new info, add new info, type in info, write notes for observed behaviours, etc) under the direction of the Case Manager/LST/Principal.
  - Update resources/provide resources for students (electronic or otherwise), inventory resources for students (electronic or otherwise), as well as provide these to students (eg: by signing them out, etc.).
  - Work in areas or on assignments other than typical during this time. Such assignments may include: student file management (general student files), classroom inventories, PE inventories/upkeep, Library inventories/upkeep, resource packaging for students/families, food grocery card purchases, preparation of food packages for distribution, locker cleanout, Lost and Found bagging, etc. etc.
- Redeployment - There are likely to be opportunities for redeployment to another school (as in the case of providing services to support children of essential service workers), and/or redeployment to another department (eg: Operations or Maintenance). These opportunities will be voluntary and will be assigned by seniority. More information to come.

## Requirements for Service Delivery for Students with Unique Needs:

- Schools are required to provide instruction and support for students with unique needs and designations, to the best extent possible. This includes utilizing alternate delivery options where possible.
- EAs, under the direction of the classroom teacher, Case Manager, and/or Principal and based on the student's IEP goals, can create adapted material, resources and work for identified designated students.
- Education Assistants, under the direction of the Principal, Classroom Teacher, Case Manager, and/or Learning Support teacher may contact families of students with unique needs through email, to provide ongoing support for students with designated unique needs, and to answer questions. If EAs contact students or families directly through email, they must maintain privacy, email one family/student at a time, and include 5 MB or less of attachments in one email. Additionally, for every email, EAs must include school case manager and principal in all emails. All emails must be logged daily in a communication log.
- Youth and Family workers, under the direction of the Principal, Case Manager, School Based Team, Counsellor and/or Classroom Teacher may contact at risk students and/or their families regularly (daily or weekly), to provide support and answer questions. If YFWs contact students or families directly through email, they must maintain privacy, email one family/student at a time, and include 5 MB or less of attachments in one email. Additionally, for every email, YFWs must include school case manager or Alternate teacher and principal in all emails. All emails must also be logged daily in a communication log.



**Concerns about the health and safety of all students are to be reported in the usual manner (ie - to MCFD, to Javier Gonzales, to the Principal, to Scott Rothermel, to the School Based Team, and/or to the District Based Team).**

### **RESOURCES:**

Visit the Inclusive Education Department website for resources, information, etc.

<https://inclusiveeducation.sd8.bc.ca/>

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### **Food Programs for Vulnerable Students:**

- In general, food programs are expected to continue in schools for vulnerable students.
- Principals to identify what programming can continue in the same manner for vulnerable students, and what programming needs to be modified to maintain the same level of service for vulnerable students.
- Principals to provide a list of the students who have been identified as vulnerable for the 2019/20 LINKS food plan.
- Principals to communicate with the Superintendent/CEO and Director of Inclusive Education how food programming will be delivered to vulnerable students (if able to continue face to face).
- If food programming cannot continue face to face, then Principals are to provide grocery cards (or food supplies if grocery cards are not an option) to vulnerable students in the following manner:
  - Divide the number of vulnerable students by the amount of LINKS funding still left in the school to determine a per vulnerable student amount of funding available
  - Divide that number by 13 (the total possible number of weeks left in the school year from March 30 to June 26). This will be the weekly amount to be distributed via gift card/food supplies to vulnerable students.
  - Purchase gift cards/food supplies for each week for each vulnerable student identified.
  - Determine how the school will distribute the card(s)/supplies to students - i.e. through pick up at the school, Principal delivery, etc.
  - Keep all records of gift card/food supply purchase, delivery (to whom, when how much the card was for, etc).
- Principals to direct their questions regarding food programming for vulnerable students to the Director of Inclusive Education with a copy to the Superintendent/CEO.

### **Parents:**

- When in-class instruction is suspended, you cannot send your children to school.
  - Ensure that your email and contact information is updated and accurate with the school Principal.
  - Regularly read updates from School District 8 Kootenay Lake on the district and local school websites.
  - Recognize that you play an active and essential role in supporting your child's learning during this time.
  - You are responsible for regularly checking your email and school website for lessons and communication from your child(s) teachers.
  - Respond to teacher emails as requested and return assignments electronically to your child(s) teacher(s).
  - It is suggested you keep a record of school communication.
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# Suggested Learning Framework

BC's Curriculum: <https://curriculum.gov.bc.ca/>

## Early Learning/Primary

(Approximately 5 hours/week)

- Education content will focus on language/literacy and mathematics/numeracy outcomes of the provincial curriculum. Offer open-ended opportunities and inquiry-based approaches.
- Encourage accessing outdoors and promote healthy living.

Approximate Time per Day	Subject Area
20+ minutes	Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.
20+ minutes	Numeracy Activities, Games & Challenges focused on counting, sorting, and patterning.
20+ minutes	Holistically-Focused Activities, Games & Challenges to support cognitive, physical, and social emotional development.
Flex Learning	Extended time offers opportunities to explore and develop new skills or pursue sustained or extended projects. <ul style="list-style-type: none"><li>• Learning a new board game or skill</li><li>• Practicing mindfulness/yoga/breathing exercises</li><li>• Exploring a new interest or passion</li></ul>

## Intermediate (grades 4-6)

(Approximately 7-10 hours/week)

- Education content will continue to focus on language/literacy and mathematics/numeracy competencies, and there will be opportunity to incorporate science and social studies competencies through cross-curricular learning.
- Offer open-ended opportunities and inquiry-based approaches.
- Encourage accessing outdoors and promote healthy living.
- Establish shorter cycles of work - (i.e. Passion Projects, Genius Hour)

Approximate Time per Day	Subject Area
20-30 minutes	Reading - read stories to the student and have the student read to you, dolch words (arrange words into funny sentences),
20-30 minutes	Writing - story writing, comic book, instructions for task,
20-30 minutes	Numeracy
20-30 minutes	Project based inquiry related to social studies/science
20-30 minutes	Daily Physical Activity
30 - 60 min	Passion Project or Project Based Learning - coding, genius hour, learn a new skill (i.e. cooking, sewing, etc.)

## Middle School (grades 7-9)

(Approximately 10-15 hours/week)

- Education content will focus on core language/literacy, mathematics/numeracy, science and social studies curriculum competencies, in preparation for the next grade level.
- Encourage accessing outdoors and promote healthy living.
- Establish shorter cycles of work - (i.e. Passion Projects involving cross curricular opportunities)

Approximate Time per Day	Subject Area
30-45 minutes	Literacy - Reading and Listening
30-45 minutes	Writing - Journaling, project reflections, non-fiction project writing,
30-45 minutes	Numeracy - Concepts identified by teacher
30-45 minutes	Social Studies/Science - project bases with cross curricular connections to numeracy and literacy
60 minutes	Passion Project or Project Based Learning - coding, genius hour, learn a new skill (i.e. cooking, sewing, etc.)
30+ minutes	Physical Activity

## Secondary (grades 10-12)

(Approximately 3 hours/week for each course enrolled in)

- For grades 10 and 11 students, Graduation Assessments are postponed for the 2019-20 school year.
- Every student eligible to graduate from Grade 12 this year will graduate.
- The only graduation assessment required for current Grade 12 students is the Grade 10 numeracy assessment. The Ministry of Education will ensure Grade 12 students who have not yet completed this assessment and who are otherwise on track to graduate are able to meet this graduation requirement.
- Education content will focus on specified and core courses required for [BC graduation program](#). This may include Career Life Education, Career Life Connections, Language Arts, Languages, Mathematics, Sciences, Social Studies, PE, Fine Arts/Applied Skills, and/or other elective credits.
- Content from other courses will be delivered where possible, and accommodations for students unable to complete courses will be considered.

### Grade Progression and Report Cards

Every student will receive final grades and will receive a report card, appropriate to their grade level. Teachers will be responsible for assessing a student's progress and assigning a final grade. School authorities have committed to ensuring parents are consulted and kept informed of how assessment will be determined in this unique circumstance. All students who were on track to progress to the next grade will.

## Learning At Home

### Parent/Guardian Learning Strategies

Provide support for your children in the following ways:

- Establish routines and expectations
- Define the physical space for your child's study
- Monitor communications from your children's teachers
- Begin and end each day with a check-in
- Take an active role in helping your children process their learning
- Establish times for quiet and reflection
- Encourage physical activity and/or exercise
- Remain mindful of your child's stress or worry
- Monitor how much time your child is spending online
- Keep your children social, but set rules around their social media interactions

### Student Learning Strategies

- Identify a comfortable, quiet space in your home where you can work effectively and successfully
  - Regularly monitor online platforms (Google, email, etc.) to check for announcements and feedback from your teachers
  - Complete assignments with integrity and academic honesty, doing your best work
  - Do your best to meet timelines, commitments, and due dates
  - Communicate proactively with your teachers if you cannot meet deadlines or require additional support
  - Collaborate and support your peers in their learning
  - Comply with SD8's Acceptable Use Policy, including expectations for online etiquette
  - Establish daily routines for engaging in the learning experiences (i.e. 9am start time)
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# Ways to Manage Stress and Anxiety and Support Our Children

The COVID-19 pandemic may be a very stressful and frightening time for our children. While it is important to remember that fear and anxiety about disease is normal, excessive worry is not. All individuals will respond differently during stressful times, and anger, confusion and guilt are common ways children respond to world events.

However, there are many things we can do as parents to support our children during these extraordinary times. All individuals manage stress in different ways. When stress becomes unhealthy certain actions may arise. Signs of unhealthy stress include, significant fear or worry, change in sleeping patterns, change in diet or eating patterns, change in overall health, and even substance abuse.

*When talking to our kids about the current situation, a solutions-focused approach is crucial.*

## Things to keep in mind when having these discussions include:

- Many things are being done to help the current situation (governments, doctors, nurses, schools...)
- It will get better
- Life will return to normal
- Focus on caring for our family and friends

## Some Ways to Support Our Children:

### All Children

- Routines are important and can help to create a sense of predictability and security. Some examples of routines include scheduling daily academic time, outdoor activities and family time. Focus on the moment, mindfulness (sit quietly and focus on breathing and your senses)
- Role model calmness, routine, and a focus on family and friends
- It is appropriate to provide a fact-based discussion on the changing landscape of COVID-19. This discussion should be done in a calm and reassuring tone conveying the message that we are safe. We take precautions, but we are safe. Listen, provide age-appropriate information and focus on prevention (daily handwashing, social distancing)
- Focus on the positive, change in outlook from: 'we are stuck inside' to a focus on family and home
- Freedom Quest Youth - 250-352-3783
- Child and Youth Mental Health - (250) 354-6488
- Kids Help Phone -1-800-668-6868
- Nelson Community Services - 250- 352-3504  
<https://www.servicesfyi.ca/we-are-here-for-you-during-covid-19/>

### Older Students

- Social Media: limiting social media and news watching. Watching the news together can provide an opportunity for conversation and help to keep things in perspective. Use moderation in gaming time.
  - Nutrition: eat as healthy as you can. Make balanced meals that you can prepare together
  - Sleep: try to ensure that older students are still getting enough sleep. [www.sleepfoundation.org](http://www.sleepfoundation.org)
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