

Mamalilikulla First Nation Mission Statement: Working together to build a strong, proud, healthy, informed, and respectful Mamalilikulla community to meet the needs of our people together

MAMALILIKULLA FIRST NATION

In order to create a strong, self-sufficient and independent Mamalilikulla Nation, we seek opportunities to bring our community together and build capacity amongst members through joint interest of our land, language, and culture



BACK TO SCHOOL KIDS LUNCH IDEAS:

by Modern Honey

OPTION #1	OPTION #2	OPTION #3
Turkey + Cheddar Roll-up	Hummus Pita Bread	Cheese Quesadilla Guacamole
Fresh Berries	Grape Tomatoes	Salsa
Yogurt	Cucumbers	Tortilla Chips
Trail Mix	Sliced Oranges	Strawberries
OPTION #4	OPTION #5	OPTION #6
Deli Meat + Cheese Kabobs	Hard Boiled Eggs Baby Carrots + Ranch	Pasta Salad Yogurt
Red Pepper Slices	Pretzels	Granola Bar
Apples	Peaches or Applesauce	Raspberries
Fruit Leather or Snacks		
OPTION #7	OPTION #8	OPTION #9
Almond Butter + Jelly (or PB +J)	Crackers Cheddar Cheese	Bagel + Cream Cheese
String Cheese	Cubes	Yogurt Tube
Fruit Cup	Grapes	Baby Carrots
Chips	LaraBar or Cliff Bar	Fruit Snacks

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A Word From The Chief

Dear Band Members,

I hope this finds you well in these challenging COVID 19 times. Thankfully to date there have been no reported cases in our nation, I encourage you all to continue to be safe and use the safety practices we have become used to, to insure the health of our families. ie. Social distancing, handwashing, avoiding large crowds etc.

In this newsletter I will be touching on a few subjects and I am available for discussion on any of them, should members have any questions.

Land Purchase

Giving a clear mandate for membership at our last AGM Chief and Council have continued pursuit and negotiations of a new land base for the Nation. Today we fully expect to have the purchase done by the end of September. We are still working through some of the details but barring some unforeseen circumstance nearly 1000 acres of land 15 minutes north of Campbell River will belong to the Mamalilikulla First Nation soon.

This is only the first step and to have it turned into reserve lands is a process that can take several years. To begin, the start of infrastructure services and housing realistically will be awhile yet. We are hopeful to have INAC fast track the process but want everyone aware that this may take some time. This is exciting and our chance to rebuild our community and grow as a Nation. The potential for future generations will be much brighter.

MCFD

The Band has taken some positive steps towards a better working relationship with the Ministry. Recent changes in legislation and Bill C92 insures First Nations involvement in decision making as it relates to our children in care. Our Band Designate, Tasleem Mall (BSW), and I have had some productive discussions with the Ministry about the path forward and how we work together to ensure families stay together and children stay out of the Ministries care. It has been very difficult to have the local Campbell River Ministry Office embrace this new Bill, but we will continue to fight for our say and involvement when it comes to our children.

The Territory

The Nation has been in discussion with B.C. Parks and we will be working on our first project together. With increasing tourism and traffic through our territory B.C. Parks and Mamalilikulla First Nation have identified and are very concerned about the human waste left behind. People are going where they should not. B.C. Parks has secured a small amount of funding to build the first of what I hope to be many more remote outhouses in the territory. These outhouses only require servicing every couple of years. Protection of the environment, our arch sites, calm beds etc. is always a priority and although this is a small step it is an important one. Further collaboration, I believe will lead to the management of all the Parks and Camping in our territory.

The Guardians

The Guardian Program is funded through Nanwakolas and the grant funding they receive on our behalf. Although we were able to finish this year's deliverables because of funding cuts it is unsure if the program can continue as it is. We are actively seeking other sources of funding and are very confident that we can secure other funding.

Gwabalís

The Pacific Integrated Fisheries Initiative program that Mamalilikulla First Nation, Quatsino First Nation, Tlatlasikwala First Nation, Da'naxda'xw First Nation are partners in has been successful in another year of leasing licenses and quotas, as well as, being able to provide the Nations with halibut and prawns, and we are expecting more to come. The Nations are focused on how to increase First Nations members involvement in the commercial fisheries, as well as diversification in marine/fishing related businesses.

This is an exciting time for the Nation, with a land purchase ahead great work in the territory, and a sound working relationship with other First Nations and government agencies. The future of the Nation and for our children is looking brighter these are just a few of the many topics I would like to touch on for now. I encourage if you have any questions to these or any other matters as it relates to councils' portfolios please contact the Band Office or email the appropriate Councillor.

Best wishes,

Chief Councillor.

Richard Sumner



Forestry Update

Message from Forestry Department

We are getting closer to harvesting at Hoeya Sound. We are going to go to the barge site in Hoeya Sound with Brooks Yancey of the San Group next week to do the measurements necessary to anchor their barge for the fallers who will begin falling trees for the Hoeya Sound blocks. The barge they use is an old BC Ferry and the plan is to anchor there for the duration of the contract. The Hoeya Sound wood is one of two logging contracts the Mamalilikulla FN currently have in place. We are working with Western Forest Products to secure the water lot lease sites in Hoeya Sound for the long term.

We are also going to prepare a spot in Hoeya Sound to land a float house for a three year long joint program with our partners the Namgis FN and The Kwicksutaineuk First Nation. This is a program for salmon enhancement where they work on accumulating data relating to fish stocks etc. The crew is made up of three members from each of the three partner First Nations. The float house that will be used for this Salmon Enhancement project has seven bedrooms, an office and work and living quarters. The float house was donated to the Nation by Cermaq Fish Farms. Mowi Fish Farms have also donated equipment to help prepare the float house which will be used by the three crews.

The logging on Village Island is slated to begin early next year. The log dump is still under construction. BCTS expects to be able to advertise the sale in about a month. The successful bidder will begin harvesting, weather permitting early next year. The log market is quite strong, so we are anticipating a good price for the wood.



Best Tips for Creating a Homeschool Daily Schedule

by Pam, *Homeschool Planning*

1. Create a routine, not a schedule

So very few of us are going to practically be able to follow a schedule. For most, time slots on a chart are only going to frustrate us as life happens and we are constantly thrown off that schedule. So instead of a hard and fast block that says you will start math at [8:00] and then do reading at [8:45] and spelling at [9:10], shoot for beginning your first work block sometime between 8 and [8:30] and then have one thing follow another until you are done.

2. Work in chunks

I like to call specific chunks of time “blocks.” It is easier for me to schedule in the blocks of our day instead of individual subjects. You can see from the sample schedules in my last post, that our day has four big chunks in it.

I do not micro schedule within the blocks. While I complete the blocks in the same order every day, the order within a block often varies based on what I am doing for that subject on a given day.

For example, if both spelling and Latin require a large amount of writing for that day, then I will put the reading lesson between them to break them up. If I am using letter tiles in both reading and spelling, then I typically don't do them back-to-back — just to separate the repetition. The next day, the order might be different. So while my blocks have a certain order — the subjects within the blocks do not. I always try to alternate more taxing tasks with lighter ones to give our brains a break.

3. Leave margin

You are never going to squeeze five hours of schoolwork into a five hour block. Something is going to happen — the washing machine will flood, the dog will escape over the fence, someone will decide this is a great day to have a stage-four math meltdown. You will most likely not get it done, and you will end up frustrated. Schedule 3.5 hours of school work into a five hour block. Trust me and you will thank me later.

4. Schedule the siblings

Ironically, the most important part of your schedule is probably where there is no school at all. When sitting to plan your routine, the infant to preschool set should probably be considered first, as this will help to create a routine that will run smoothly. Some ideas:

- What can you do while nursing? If baby wants to eat every morning at [8:00], then that is a great time to read aloud to the other kids. Since we know reading aloud is important up until your older children leave the home, gather everyone together and enjoy this time. Little ones can play quietly at your feet and everyone can find something to do with their hands. If you can't read and nurse at the same time due to a wiggly older baby then pop in an audiobook or allow an older sibling to read. In fact, nursing time is also a great time for mom to be read to, so schedule time for reading aloud for emerging readers during nursing time as well. Older children armed with memory work binders could also lead family recitation time during this period as well.
- You can also make toddler care and entertainment part of the bigger kids' school time. While you work with one, the other's required task can be to play with little brother or sister and see to their needs for an allotted amount of time.
- Put preschoolers first. Often a little one-on-one attention from mom goes a long way towards the little one going off to play alone happily for a while. Schedule in story time and a fun activity for your twos, threes, and fours before you get started with the bigger kids.
- Utilize the nap time. School does not have to start early in the morning. If you have two or three young kids and one or more of them still take a long afternoon nap, then don't start school until the little ones go down. School can go from 1-3 and can be done peacefully and with less frustration. Schedule the messiest, hardest, or most mom-consuming subjects for nap time.

Block	Monday	Tuesday	Wednesday	Thursday	Friday

Ways to Plan Homeschool Lessons Inside Each Block

5. Don't try to do every subject every day

I taught language arts for a while during my teaching career. Language arts is the catch-all name for about five different subjects — spelling, writing, grammar, literature/reading instruction, and handwriting. I did not try to do all of these subjects every single class period. In fact, I didn't even try to do all of them in a given week. So feel free to alternate days or choose an alternative scheduling method like blocks or looping to fit in all of your subjects. Everything needs to be done regularly — not daily.

6. Hang priorities on hooks

Want to be sure something gets done each day? Then hang it on one of the natural hooks of your day. A natural hook is a meal (we all eat) or naptime or a nursing session. Use these set times of things you know you will be doing as hooks for important parts of your schedule — prayer, reading aloud, memory work, art. Move right from your hook into your subject and soon it will become a habit.

7. Follow your natural inclinations

If your family does not jump out of bed running in the morning, then resist scheduling an early start to your day. Enjoy the flexibility of homeschooling and work at your times of peak productivity. This also means taking into consideration your children's natural schedule and the fact that they have variations (which may not match yours!) as well. Got one early riser? Schedule his or her independent work first. Let the others get up right before group time and then do their independent work after. Homeschooling is beautiful because we don't all have to move lockstep towards the finish line. Embrace it!

8. Draft a plan

Use the Daily Plan form from the free Plan Your Year Homeschool Planner to draft out your days. I strongly suggest sitting down with this form and a pencil for the first draft. Mine always has a lot of erasing as I figure things out. Keeping the principles above in mind, first decide on the blocks for your day. Whatever you decide to call them is fine. My "math" block actually includes math and handwriting, but that is too much of a mouthful. You could even name something "breakfast block" or "lunch block." Once you have your blocks in place, start filling them with subjects. Think about what naturally goes together for your family. My kids do math and handwriting while I finish up my morning chores. Then we move to morning time and then break again for table work (all other written subjects). On a final note, sometimes it helps to live with your plan a while before finalizing it. Get it good enough, live with it a week or two when you begin, and then finally make adjustments as needed.

1. Weekly Checklist

A checklist is my favorite because it really helps with not feeling like you're getting behind. You can create a checklist of activities for each specific block. Or you can create an overall daily checklist that would allow more freedom. If you don't feel like doing something at a specific time you have more of a choice of when you do each individual activity. For even more flexibility, you could create a weekly checklist of activities. Then you'll be able to choose which day and which block to do it in. This is a great idea if you have kids who balk when you tell them to do a specific activity. It gives them more freedom to choose what to learn and when as long as the checklist is completed by the end of the week.

2. Loop

To be honest, I'm not a fan of loop schedules. I always get confused about where we are and don't feel like I have any consistency in my days. But if loop schedules are your thing, you can create one for each block. You can do this in a few different ways. Each block could be a subject-specific loop. For example, if you have one block for language you could create a loop that rotates through read aloud, phonics, writing, and grammar. Then each day when that block time comes up, you do the next item in the loop. Another way to do this is to create a loop that goes across all your blocks. For example, you could create a loop of subjects like math, social studies, language, and science. Then at every block, you move to the next item in your loop. If you like variety to your days and weeks, this is a great option because every day you'd be doing something different.

3. Set Daily Subjects

The last way you can schedule your blocks is by assigning each block to a specific subject. If you like consistency in your weeks, this will be your best option. That way you know you're reaching each subject every week. This is what I do... sort of. I assign specific subjects to each block, but also create a checklist. Once I know what blocks I have, I assign each block 1-2 subject areas. Most of my blocks are 2 hours long and I have 1-2 blocks each day. I like long blocks of time, so we have lots of time to explore. I usually start the first hour with an activity then they get some free time to explore or play. Then at the start of the second hour, I pull them back for another lesson. I like giving them free time after each lesson. Sometimes they choose to continue exploring the lesson on their own and other times they choose to play with something else or work on their own projects. Every Sunday, I sit down with my curriculum and create a checklist for each schoolwork block. Once Monday comes, we work through their lists and that's that.

MY *daily* BLOCK SCHEDULE

TIPS	TASKS	TIME	BLOCK
<p>✓ STICK TO 2-3 HOUR BLOCKS</p> <p>✓ DON'T MICRO MANAGE YOUR DAY</p> <p>✓ USE THE ALARM IN YOUR PHONE TO REMIND YOU OF UPCOMING BLOCKS</p> <p>✓ SET AN ALARM FOR WHEN A BLOCK IS ENDING</p> <p>FUNCHEAPORFREE.COM</p> <p>PRODUCTIVITYBOOTCAMP.COM</p>			

You can always use apps, this is just to give you an idea of how to plan your School day for homeschool

Block Schedule

MORNING
6:00-9:00

- MAKE BED
- BRUSH TEETH
- BREAKFAST
- VITAMINS
- DEVOTIONAL (U*)
- BIBLE W/ KIDS (U*)
- EXERCISE
- 30 MIN. TV TIME
- 30MIN CLEAN
- GET READY

OUTING
9:00-12:00

- HEARTS @ HOME
- MOM 2 MOM
- APPOINTMENTS
- RUN ERRANDS
- SWIM LESSONS
- PLAY DATE
- KIDS OUTING
- CRAFTS
- 30MIN CLEAN
- 30MIN EDUCATION

LUNCH/NAP
12:00-3:30

- LUNCH
- KIDS NAP (B*)
- CHECK EMAIL
- WORK ON BLOG (U*)
- ME TIME!

EVENING
3:30-7:30

- READING W/ KIDS
- 1 HR. TV TIME
- MAKE DINNER
- EAT AS A FAMILY
- DO DISHES
- FAMILY TIME (U*)
- BATH TIME
- LOTION & OILS
- BEDTIME STORY (U*)
- KIDS BED TIME (B*)

NIGHT
7:30-10:30

- TIDY UP
- RELAX
- TV 1-2 NIGHTS ONLY
- CONNECT W/ TYLER
- READ/AUDIO BOOK
- PREP FOR NEXT DAY
- WORK ON BLOG
- SHOWER

SLEEP
10:30-6:00



B* = BINKI ALLOWED

U* = UNPLUG

Back to school during COVID-19

The end of summer and going back to school can be challenging in the best of times. Now that we are returning back to school under COVID-19, it can be even harder. The good news is that there are many things that you can do to support your children and youth with going back to school during COVID-19.



Back to school tips

Here are some tips that may be helpful as the school year starts, whether or not your child will be returning to school physically or virtually.



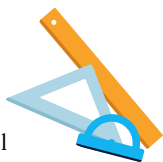
Social connections

- Continue to encourage your child or youth to stay social with their friends and peers. This will help them feel more connected by the time they get back to school. Ideally this involves face-to-face connections outside, as per COVID-19 physical distancing.
- If they can't meet face-to-face, try a video call or even write a letter to a friend.



Routines

- Gradually get back into school year structure and routines. Bring up the topic that summer is coming to an end and that school will be restarting.
- Talk about routines. You might say: "Hey guys, with COVID-19, you've had a lot more screen time than usual, but now that school is starting up again, we're going to get back into our old routine"
- Set a bedtime (and/or wake up time) and move it closer to what it should be for the school year.
- Set a screen curfew (a "downtime" after which point there are no screens). For example 8-9 p.m. for school-aged kids and 8:30-9:30 p.m. for high-school aged kids.
- Consider posting a family calendar with the school start date marked down, to help your family see how many days are left until school starts.
- Ask about routines to continue. "What new COVID-19 routines would people like to continue during the school year? For example, regular family walks after dinner; family dance night, etc.
- Write down the new COVID-19 school-year schedule, for example:
7:00 a.m. - Wake up
8:00 a.m. - Leave for school
8:40 a.m. - 3:30 p.m. - School
3:45 p.m. - Arrive home, wash hands
3:45-5:00 p.m. - Homework time
5-6:00 p.m. - Family dinner
6-8:00 p.m. - Free time (non-educational electronics only allowed on Fridays and Saturdays)
8:30 p.m. - Screen time finished, bedtime routine
10:00 p.m. - Lights out



Deciding whether to send your child back to school

School boards across the country are now planning for a return to school for fall 2020.

Many school boards are offering parents the option between:

- returning students physically back to school (ranging from part-time to full-time)
- keeping your child at home and continuing with virtual schooling
- a combination of physical return and virtual schooling

Are you uncertain about which choice to make? The Centres for Disease Control has a Back to School Decision Making Tool to help you weigh the risks and benefits of each option.

Reasons to attend school include:

- Your child learns best when physically at school.
- Your child benefits from seeing peers and other school activities, such as gym arts and music.
- School allows parents to work and provides access to meal programs and other services.

Reasons to avoid physical return to school:

- Your child (or someone living at home such as a parent or sibling) has an underlying condition (or age) that increases the risk for severe illness from COVID-19.
- The level of community spread is high in your area (which increases the risk of COVID-19).

Reasons to consider virtual schooling from home:

- Your child has someone that can supervise them at home.
- Your child has access to reliable technology (such as internet) for your child's virtual learning.
- Your child's virtual learning option gives opportunities for real-time interactions with the teachers (e.g., have live instruction).
- Your child's maturity and learning style are sufficient for virtual learning.

Other considerations

Does your child have special needs such as ADHD, autism, mood disorders, anxiety or other issues? Does your child have other issues such as bullying, or other school stressors? It is recommended that schools work with parents and healthcare providers to ensure that adequate supports will be in place in the classroom to help with special needs. Every child and situation is unique.

Normalize mask-wearing

Some children will be able to wear masks easily but others may have a harder time. Consider the following exposure and desensitization strategies

- Are you buying a mask? Try giving your child some of the newer child-friendly designs to choose from or get them to help decorate a pre-made mask.
- Are you making a mask? Let your child to choose material.
- Create an exposure hierarchy to understand your child's fears. From least scary to most scary it might be: seeing others wear a mask, seeing a mask, touching a mask, putting on a mask for short periods of time and putting on a mask for longer periods of time.
- Teach distraction strategies like distracting with music, videos, video games to help pass the time while wearing a mask.
- Practice calming strategies like deep breathing, going outside, going for a walk, etc.
- Consider motivating kids to get used to wearing a mask by pairing it with something they enjoy, like allowing video game time (within your limits) while wearing their mask.

Does your child or youth still have struggles with mask wearing, despite your best efforts? Consider seeing your health-care provider to see if there might be other options, including seeing if your child may have a valid medical exemption.

Help your child continue to cope

- Stay connected to your kids. Kids do best when they feel loved by their caregivers, which happens when you spend quality time with them and listen, validate and empathize with their feelings (as opposed to seeing adults as being angry, upset, and emotionally unavailable to them).
- Model healthy coping. Kids do best when they learn healthy ways to cope with adversity, such as following public health recommendations with masks and physical distancing (as opposed to unhealthy strategies such as focusing on negatives and blaming).
- Attach positive meaning to the pandemic. Kids do best when they can have a positive meaning of a situation. You might say: "On one hand, this pandemic has not been easy. On the other hand, we've been able to have a lot more fun times together. And learn new things such as
- how to cut each other's hair!"

Ease your child's worries

Does your child seem to have excessive fears and anxiety about COVID-19? COVID-19 restrictions (such as restricting parents from entering the school) may lead your child to feel more isolated.

- Ask about their fears, and try to reassure or problem solve. Ask: "What worries you the most?"
- Validate and accept your child's feelings about the situation. You might say: "I can see why you might be feeling (insert your child's feelings here) about this."
- Give your child a sense of control.
- Explore in more detail. Try to listen without interrupting. Say: "Tell me more..."
- Try giving your child a sentimental object that reminds them of you, e.g. a photograph, a special piece of jewelry, etc. Or perhaps a small favorite toy car or stuffie.

The first week back to school

- Leave earlier than usual. Whether you are driving, or simply dropping off your kids at the bus stop, this will give you more flex time
- Consider working a shorter day on the first day back, so that you can pick them up earlier on the first day back, until they get used to the new routine.
- Establish a goodbye ritual. When its time to say goodbye to your child, give them a final hug, kiss, say goodbye, and talk about when you'll see them next. Don't just say "Goodbye!", but bridge the separation by talking about when you will see them next.
- Have you dropped off your child? Try to take some time just for yourself, whether it's going for a walk, to the coffee shop, having tea with a friend, or just going home to nap. Breathe a sigh of relief and savor this time.
- Check in with your children about how the day went. If your child isn't ready to talk, then ask them later when they are ready. You might ask: "How did your day go?" "How did it go with wearing your mask and keeping away from people and all that?" "What was hard, what was easy?"
- If they are sad, validate the sadness: "I can see you are feeling sad and it's ok to cry. I'm going to miss you too." Offer comfort like a hug or offering a tissue. Crying is good because it helps the brain



Public Health Guidance for K-12 School

COVID-19 and Children

- COVID-19 virus has a very low infection rate in children (ages 0 to 19).
- In B.C., less than 1% of children tested have been COVID-19 positive, and even fewer are suspected to have been infected based on serological testing. Most children are not at high risk for COVID-19 infection. Children under 10 comprise a smaller proportion of the total confirmed child cases compared to children between the ages of 10 and 19.
- Based on published literature to date, the majority of cases in children are the result of household transmission by droplet spread from a symptomatic adult family member with COVID-19. Even in family clusters, adults appear to be the primary drivers of transmission.
- Children under one year of age, and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of more severe illness from COVID-19 (visit the BCCDC Children with Immune Suppression page for further details).
 - Children who are at higher risk of severe illness from COVID-19 can still receive in-person instruction. Parents and caregivers are encouraged to consult with their health-care provider to determine their child's level of risk. Additional information is available here.
- Children typically have much milder symptoms of COVID-19, if any. They often present with low-grade fever and a dry cough. Gastrointestinal symptoms are more common than in adults over the course of disease, while skin changes and lesions are less common.

COVID-19 and Adults

- While COVID-19 impacts adults more than children, some adults with specific health circumstances are at an increased risk for more severe outcomes, including individuals:
 - Aged 65 and over;
 - With compromised immune systems; or,
 - With underlying medical conditions.
- Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.

COVID-19 and Schools

- There is limited evidence of confirmed transmission within school settings. This is partially due to wide-spread school closures worldwide at the onset of the pandemic to help prevent the spread of COVID-19.
 - In documented cases, there was typically minimal spread beyond the index case though isolated outbreaks have been reported.
- Children do not appear to be the primary drivers of COVID-19 spread in schools or in community settings.
- Schools and childcare facility closures have significant negative mental health and socioeconomic impacts on vulnerable children.
- Prevention measures and mitigation strategies involving children must be commensurate with risk.

This information is based on the best evidence currently available. It will be updated as new information becomes available.

For up-to-date information on COVID-19, visit the BC Centre for Disease Control (BCCDC) website.

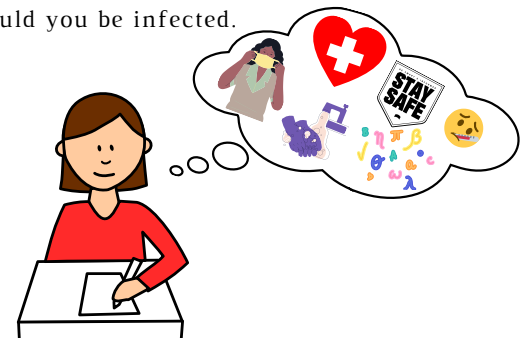
Public Health Measures are actions taken across society at the population level to limit the spread of the COVID-19 and reduce the impact of COVID-19. The Provincial Health Officer has implemented public health measures, including: prohibiting mass gatherings, requiring travellers to self-isolate or quarantine upon arrival in B.C., effective case finding and contact tracing, and emphasizing the need for people to stay home when they are sick.

Environmental Measures are changes to the physical environment that reduce the risk of exposure. Examples include being in outdoor spaces, using visual cues for maintaining physical distance or directing traffic flow in hallways, erecting physical barriers where appropriate and frequent cleaning and disinfection.

Administrative Measures are measures enabled through the implementation of policies, procedures, training and education that reduce the risk of exposure. Examples of these include health and wellness policies, cohorts, modified schedules and supporting the ability of individuals to maintain physical distance.

Personal Measures are actions individuals can take to protect themselves and others. Examples include maintaining physical distance/minimizing physical contact, washing your hands frequently, coughing into your elbow and staying home if you are sick.

Personal Protective Equipment (PPE) is not effective as a stand-alone preventive measure. It should be suited to the task, and must be worn and disposed of properly. Outside of health-care settings, the effectiveness of PPE is generally limited to protecting others should you be infected.



Cleaning 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 at least once every 24 hours.
 - This includes items that only a single student uses, like an individual desk or locker.
- Cleaning and disinfecting of frequently-touched surfaces at least twice every 24 hours.
 - These include door knobs, light switches, toilet handles, tables, desks and chairs used by multiple students, 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.
 - See Health Canada's list of hard-surface disinfectants for use against coronavirus (COVID-19) for specific brands and disinfectant products.
- Limit frequently-touched items that are not easily cleaned.
- 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 are no additional cleaning and disinfecting procedures beyond those that are normally implemented and those noted in this document required. This includes when different cohorts use the same space (e.g. a classroom, gym, arts room, home economics or science lab, etc.).

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 or sharing of books or paper based educational resources to students. Laminated paper-based products should be cleaned and disinfected daily if they are touched by multiple people.

Traffic Flow

Use floor markings and posters to address traffic flow throughout the school. This may include one-way hallways and designated entrance and exit doors. It is important not to reduce the number of exits and ensure the fire code is adhered to.

Physical Barriers

Barriers can be installed in places where physical distance cannot regularly be maintained and a person is interacting with numerous individuals outside of a cohort. This may include the front reception desk where visitors check in or in the cafeteria where food is distributed.

Extracurricular Activities

Extracurricular activities including sports, arts or special interest clubs can occur if physical distance can be maintained between members of different cohorts and reduced physical contact is practiced by those within the same cohort.

Inter-school events including competitions, tournaments and festivals, should not occur at this time. This will be re-evaluated in mid-fall 2020.

Student Transportation on Buses

Buses used for transporting students should be cleaned and disinfected according to the guidance provided in the BCCDC's Cleaning and Disinfectants for Public Settings document. Additional guidance is available from Transport Canada. Bus drivers should clean their hands often, including before and after completing trips. They are encouraged to regularly use alcohol-based hand sanitizer with at least 60% alcohol during trips, as well as wear a non-medical mask or face covering when they cannot physically distance or be behind a physical barrier in the course of their duties.

Students should clean their hands before they leave home to take the bus, when they leave school prior to taking the bus, and when they get home.

To reduce the number of close, in-person interactions, the following strategies are recommended:

- Use consistent and assigned seating arrangements.
 - Consider the order students typically onboard and offload to support buses being loaded from back to front and offloaded from front to back.
 - Prioritize students sharing a seat with a member of their household or cohort.
 - The seating arrangement can be altered whenever necessary to support student health and safety (e.g. accommodating children with a physical disability, responding to behavioural issues, etc.).
- If space is available, students should each have their own seat.
 - They should be seated beside the window.
- Middle and secondary students should wear non-medical masks or face coverings.
 - These should be put on before loading and taken off after offloading.

Appendix B: Daily Health Check Example

The following can be used as an example of a tool that can be used for parents and caregivers to complete prior to their child coming to school. It should be adapted if used for school staff and visitors.

Daily Health Check			
1. Symptoms of Illness*	Does your child have any of the following symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Shortness of breath	YES	NO
	Sore throat	YES	NO
	Runny nose / stuffy nose	YES	NO
	Loss of sense of smell or taste	YES	NO
	Headache	YES	NO
	Fatigue	YES	NO
	Diarrhea	YES	NO
	Loss of appetite	YES	NO
	Nausea and vomiting	YES	NO
	Muscle aches	YES	NO
	Conjunctivitis (pink eye)	YES	NO
	Dizziness, confusion	YES	NO
	Abdominal pain	YES	NO
Skin rashes or discoloration of fingers or toes	YES	NO	
2. International Travel	Have you or anyone in your household returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you or is anyone in your household a confirmed contact of a person confirmed to have COVID-19?	YES	NO

*Check BCCDC's [Symptoms of COVID-19](#) regularly to ensure the list is up to date.

If you answered "YES" to any of the questions and the symptoms are not related to a pre-existing condition (e.g. allergies) your child should **NOT** come to school.

If they are experiencing any symptoms of illness, contact a health-care provider for further assessment. This includes 8-1-1, or a primary care provider like a physician or nurse practitioner.

If you answered "YES" to questions 2 or 3, use the [COVID-19 Self-Assessment Tool](#) to determine if you should be tested for COVID-19.



Community Corner

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ixk̄as̄alala x̄is ma'yud̄amxd̄amus

Mamalilikulla First Nation would like to wish a very Happy Birthday to everyone who has a birthday in September!!



Test your knowledge



'wax̄s̄an'kw̄ala awigat̄sane'

k̄wax̄k̄waka gal̄kan

Word of the month
alelax̄an

let me seek

 **Pewi Alfred**

https://www.youtube.com/channel/UCI4xSA5U7jYWz_JsJ7Se1ng

Tik̄wala / To joke

Quarantine Jokes

I'm not talking to myself, I'm having a parent-teacher conference.

Where do sick boats go to get healthy? The dock!

Yeah, I have plans tonight. I'll probably hit the living room around 8 or 9.

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