

PRAIRIE SPIRIT SCHOOL DIVISION

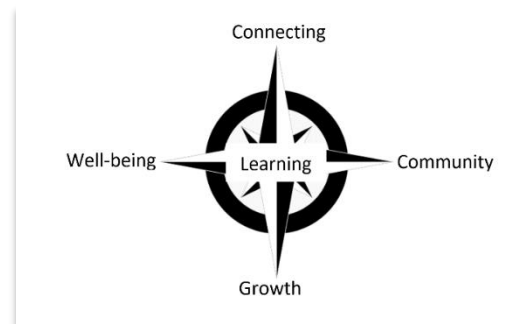
Clavet Composite School



Safe School/Site Plan

Our guiding principle continues to be ensuring schools are a safe place for students and staff.

As COVID-19 is a continually developing situation, the guidelines, Division and school plans may be updated and adjusted depending on the impact of COVID-19 and the feedback of education partners in our province prior to the beginning of the school year.



The school plan template is based on the Ministry's Safe Schools [Plan](#) and uses the eight categories from the provincial plan as a framework for school-level planning.

Safe Attendance



Safe Attendance focuses on the health of students and staff before and while they are at school. If students or staff are ill, they should remain at home.

If students or staff members become ill while at school, schools will ensure that they are properly isolated from the rest of the school until they are able to leave.



See the [PSSD Return to School Plan Communication](#) (page 5) and *Guidelines for Illness in Care* (page 25) and the following procedures/protocols to develop your site plan:

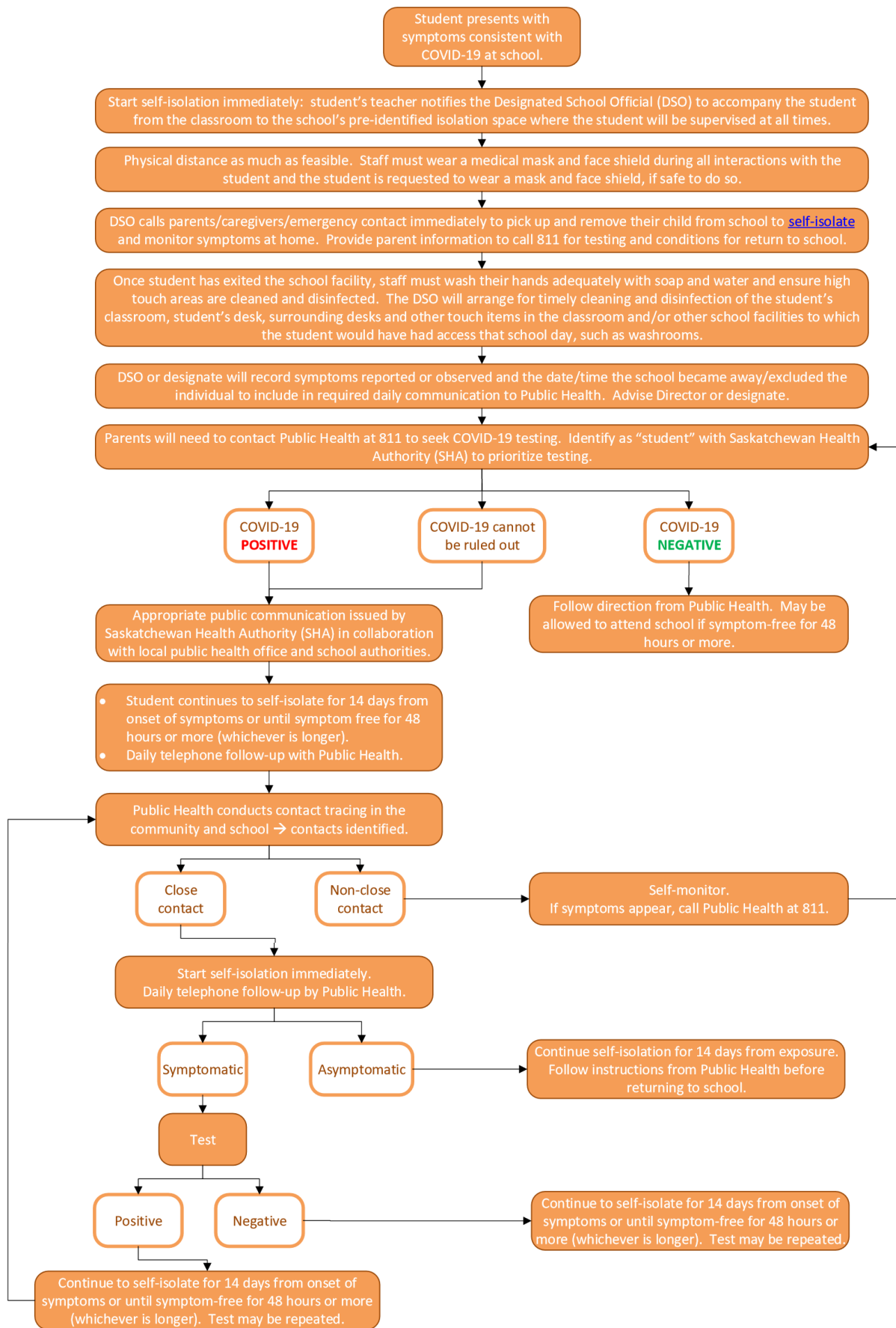
- [AP-410 Safety, Appendix A](#)
- [AP-432 Illness in Care](#)
- [COVID-19 Illness in Care Protocols](#)

✓	<p>Communicate protocols to students and families. Ensure school website is up to date with school level plans and protocols:</p> <ul style="list-style-type: none"> • access to schools • protocols and expectations • hygiene • scheduling, etc. <p>Ensure all staff, including itinerant staff and substitutes, have access to these plans.</p>
✓	Update contact information for families, including Health information on seasonal/ environmental allergies and emergency contacts in case a student needs to be picked up.
✓	Consider using a range of social media to inform parents and community.
✓	<p>Self-screening measures Parents and caregivers being asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the Saskatchewan COVID-19 Self-Assessment Tool).</p>
✓	<p>Illness in Care Plan Identify a designated isolation area for any student or staff presenting COVID-19 symptoms who are not able to immediately leave their school facility.</p>
✓	Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.
✓	Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.
✓	Arrange for student to be supervised at all times.
✓	Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.
✓	Plan in place for DSO to provide alternative arrangements for in-class instruction if teacher develops symptoms consistent with COVID-19. (Follow school cleaning and disinfection procedures upon teacher leaving the school facility.)
✓	Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.

Our School Plan for Safe Attendance is as follows:

1. Parents and caregivers will receive the Safe School/Site Plan via email on SwiftK12 on Wednesday, August 26, 2020, and this plan will also be available on the Clavet School website. The link to the website and a reminder will be sent out as well using the SCC Remind App, giving directions to parents to the website where they can find the Safe School Plan. The plan will include procedures for regular hygiene, protocols, and expectations for self-screening and retrieving a child from school who is symptomatic.
2. The plan will be shared with Clavet School staff members on Monday, August 24, 2020, where they will be given the opportunity to provide feedback and information will be adjusted if necessary.

3. Substitute teachers and itinerant staff will be directed to review the plan available on the school website prior to entering the building. Clavet School will use the service of the same substitute teachers as much as possible. This list of substitute teachers will be made up of part time teachers, substitute teachers that live in the community and teachers who have worked at Clavet School in the past.
4. The SwiftK12 Alert system, the school website, and the SCC Remind App will continue to be used as the primary tools to update parents with any necessary updated information.
5. A message will go out to parents to update their PowerSchool contact and demographic information by September 4th. The Clavet School Administrative Assistants will confirm that these updates have taken place and contact families directly who have not updated their information to make any changes to medical and contact information.
6. Parents and caregivers will be asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the [Saskatchewan COVID-19 Self-Assessment Tool](#)). Parents will be encouraged to be proactive and have their children regularly tested for COVID at school or on their own. Regular communication of this will be sent home via newsletters and email reminding parents to keep their children at home if they are showing signs of being sick. We are currently making arrangements with the Saskatchewan Health Authority to provide in-school testing for staff and students at regular intervals.
7. The principal, vice-principal, or acting administrator will be the Designated School Official (DSO) and will accompany and retrieve any student from the classroom displaying cold or flu-like symptoms. The students will be moved immediately to the self-isolation room which is located in the central office. Students will be given a mask if they do not already have one on, and will be supervised by the DSO or DSO designate who will be wearing a mask and face shield. Parents/caregivers will be called by one Administrator or Administrative Assistants immediately to pick up their child, and parent/caregivers will follow the protocols established in consultations with the Medical Health Officer regarding privacy, testing, isolation, and procedures for returning to school.
8. If a student presents COVID-19 symptoms, the following procedure will apply. Please see the flowchart below for guidance on the protocol for a suspected case of COVID. For an updated copy of this flowchart provided by health around what happens if a student presents with symptoms consistent with COVID-19 at school, including if they test positive, please refer to [Appendix B for the protocols to AP 432 - Illness in care](#):



9. After the student has been picked up from school, the isolation room will be thoroughly cleaned and sanitized by one of the caretakers.
10. Student seating arrangements will remain consistent, and student cohorting and movement inside and outside of the school (see "Safe Access" below) will allow for more detailed contact tracing if necessary.
11. The schedule for the grade 7-12 students has also been adjusted to minimize contacts outside the student cohorts. Students will study two periods per day, with the rooms being sanitized in between classes. Grade 7-9 students will follow a two periods per day/odd and even schedule to provide a more consistent delivery of content.
12. Whenever possible, students will receive instruction in their homerooms. Teachers will rotate rooms to provide instruction when necessary.
13. Teachers will make a seating plan for students and submit this seating plan to the administration. All seating plans will be stored on a shared drive to be accessible at all times.
14. All employees are expected to self-monitor for COVID-19 symptoms. Employees and any other authorized visitors to Division facilities will use the online Prairie Spirit COVID-19 Screening Tool, which mirrors the Saskatchewan COVID-19 Self-Assessment Tool. If an employee has symptoms of COVID-19 illness, they are to stay home. Staff members will make arrangements for a substitute as they normally would, but if the illness occurs at the school the vice-principal will make arrangements for students to be supervised and continue to receive instruction. Cleaning and sanitizing of the classroom will occur before students are allowed back in class.

Safe Transportation

Safe Transportation focuses on the safe movement of students to and from school. Where possible, the Ministry is encouraging parents to transport their own children to and from school.

School divisions are to follow the Re-Open Saskatchewan guidelines:



- assign seats and a record of this seating plan on school buses;
- students who live in the same household should be seated together;
- partitions around drivers can be considered; and,
- cleaning and sanitation of buses or other vehicles used to transport students is required between each run.

<input checked="" type="checkbox"/>	See PSSD Return to School Plan, Transportation (page 38) to develop your site plan.
<input checked="" type="checkbox"/>	Create plans for students to access multiple entrances and bus parking in various locations.
<input checked="" type="checkbox"/>	Support bus drivers with creation of seating plans and behaviour expectations on buses.
<input checked="" type="checkbox"/>	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices.
<input checked="" type="checkbox"/>	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks).
<input checked="" type="checkbox"/>	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices, by September 4 th .

The School Plan for Safe Transportation is as follows:

1. Buses will be disinfected a minimum twice a day. Face masks must be worn by all students riding a bus. Hand sanitizer pumps will eventually be installed by the front-loading door on all buses, and students will be required to use the pump before getting onto the bus. Students will continue to have designated seating according to the bus route to minimize student contact on the bus, and family members will sit together. Bus seating plans will be shared with school administration. All seating plans will be stored on a shared drive to be accessible at all times.
2. Pre-K students will continue to be buckled in by their parent/caregiver, but the parent/caregiver must present their phone to the driver showing the “green screen” from our COVID-19 screening tool (www.spiritsd.ca/covid) and parents must wear a mask while on the bus.
3. Upon arrival at school, students will exit the bus following the instruction of the bus driver and will unload the bus in the order of front to back. Staff members will be assigned to assist with unloading Pre-K students.

4. Upon arrival at the school, students will proceed directly to their designated entrance, sanitize their hands and go directly to their classroom. Students will not be allowed to spend time on the playground or in the school yard prior to school. This naturally avoids congestion at any of the entrances.

5. At the end of the school day, students will be dismissed according to their bus number, staggering the groups of buses to avoid congestion at the exits. Once dismissed, students will line up outside their bus in the order of their route (last stop on the route will be at the back of the bus, and first stop will be at the front of the bus). Students will load the bus following the instructions of the bus driver.

6. Students not riding the bus will be dismissed from their rooms following the dismissal of the bus students. Parents picking up grades K-6 students will be asked to remain in their vehicles, east of the parking lot rail. Parents picking up students in grades 7-12 will be asked to remain in their vehicles west of the student parking lot rail.

Safe Access



Safe Access focuses on the daily flow of students and staff within the building. Safe access includes school-level considerations such as:

- dedicated entrances; staggered start times; and,
- controlled flow of students, staff, guests/visitors in common areas.

<input checked="" type="checkbox"/>	<p>To develop your site plan, see PSSD Return to School Plan:</p> <ul style="list-style-type: none"> • <i>Limiting Physical Contact</i> (page 22) • <i>Limiting Physical Contact/Shared Materials and Equipment</i> (pages 22-24) • <i>Managing Guests, Volunteers and Visitors and Arrival, Dismissal and Movement of Students</i> (pages 28-30) • <i>Arrival, Dismissal and Movement of Students</i> (page 29) • <i>Noon Periods and Recesses</i> (page 30)
<input checked="" type="checkbox"/>	<p>Modify procedures for entering and leaving the building, parent drop offs.</p>
<input checked="" type="checkbox"/>	<p>Develop protocols to regulate the flow of students through the school considering:</p> <ul style="list-style-type: none"> • The layout of the school including the location of the gymnasium, library, washrooms, lockers, boot rooms, hallways, access to the playground and so on. • The number of different instructional spaces required to deliver each class' educational program. This will differ by program (elementary versus high school) and grade configurations. Existing computer labs will remain as is, procedures may need to be altered.
<input checked="" type="checkbox"/>	<p>Review current arrival and dismissal protocols and revise as necessary considering:</p> <ul style="list-style-type: none"> • the number of students arriving and departing at the same time. • the number of students who use each entry • increasing hours of supervision or number of supervisors for students
<input checked="" type="checkbox"/>	<p>Develop plan for arrival and dismissal (seek support from Learning Superintendent when needed). These will include:</p> <ul style="list-style-type: none"> • Arrival/departure times • Use of entrances/exits • Movement patterns through the building • Any timetable/schedule adjustments • Any proposed adjustments to busing
<input checked="" type="checkbox"/>	<p>Promote and practice the use of non-physical greetings.</p>
<p>Pages 28-29 <i>Managing Guests, Volunteers and Visitors</i></p>	
<input checked="" type="checkbox"/>	<p>Communication to parents/guests, volunteers, and visitors that they should only be entering the school or Division facility if there is a need that cannot be met another way. Plan should include the following for parent/visitor entrance:</p> <ul style="list-style-type: none"> • Clear signage at entrance (supplied by Facilities) • Visitor calls ahead of time to state their purpose for visiting

	<ul style="list-style-type: none"> • Visitor has “passed” the Saskatchewan COVID self-assessment and shows the assessment results to the Administrative Assistant upon arrival • Administrative Assistant will need to keep records with names, dates, and times for when visitors entered the facility.
☑	When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings
☑	Ensure hand sanitizer is available.
☑	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
☑	Work with childcare centers and before and after school programs to limit visitors to the school area.
☑	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.

The School Plan for Safe Access is as follows:

1. Hand sanitization stations will be installed at all entrances. Everyone entering and exiting the building is expected to sanitize their hands upon entry and exit.
2. Students will not be able to use lockers in the hallways unless by special request for situations like a medical need to store supplies. The cubbies can be used in the classrooms.
3. At this time, we will not physically practice Lockdown, Safe and Secure, or Fire Drills, rather the instructions and processes of these drills will be reviewed with students.
4. No guests or parents will be allowed inside the school during the first six weeks of the school year. Exceptions will only be made when the need cannot be met another way.
5. If parents must enter the school, they must make arrangements with school administration ahead of time **and** complete the Prairie Spirit COVID-19 Screening Tool.
6. Parents can continue to drop off their children in designated area on the far west and east sides of the parking lot. Once students arrive at school, they will proceed directly to their entrance, sanitize their hands and from there, proceed directly to their classroom. Students will not be allowed to spend time on the playground or in the school yard prior to school. This naturally avoids congestion at any of the entrances.
7. Parents picking up grades K-6 students will be asked to remain in their vehicles, east of the parking lot rail. Parents picking up students in grades 7-12 will be asked to remain in their vehicles west of the student parking lot rail.
8. On the first days of the staggered start to school, staff members will welcome students on the front lawn of the school according to their homeroom designations and direct them to the entrance that they will be using. They will proceed directly to their entrance, sanitize their hands and from there, proceed directly to their classroom. Students will not be allowed to

spend time on the playground or in the school yard prior to school. to their homeroom or first class of the day.

9. Grade 1-12 students with family names beginning with the letters A-L will attend school on September 8th and 10th. Those with family names from M-Z will attend on September 9th and 11th. All grade 1-12 students will attend on September 14th. The exceptions to this are the kindergarten and pre-kindergarten students who will follow their own staggered start schedules communicated by their respective teachers. Siblings with different family names will follow the attendance of the eldest member of the family.

10. Students will use the following entrances/exits:
 - Pre-K, K, 1H, and 1W – Southeast doors
 - 1/2P, 2M, 2/3B, and 3M – South elementary doors
 - 3C, 4SS, 4L, and 5M – Northeast doors
 - 5G, 6S, and 6S – North doors
 - 7L, 7K, 7/8Y, 8P and 8D – Main south entrance (exceptions will be made so that students are entering and exiting through the nearest door)
 - 9G, 9D, 10M and 10G – West entrance (exceptions will be made so that students are entering and exiting through the nearest door)
 - Gr.11 and Gr. 12 – High School entrance (exceptions will be made so that students are entering and exiting through the nearest door)

11. Classes who share the same recess schedule will be assigned different areas of the playground. Supervision will be in place at all times. PreK – grade 3 students are not required to wear masks on play structures; grade 4 – 12 are required to wear masks on play structures if they cannot maintain social distance.

12. For morning recess and lunch recess, students will be cohorted to help limit overall group sizes, facilitate movement within the school, and to allow for potential contact tracing. They are as follows:

Time	Event	Pre K- Gr 6 Homerooms	Supervisors
8:35-8:50	Warning Bell		
8:55	Class Start Bell		
10:10 -10:20	Recess 1	6P,5M,1W,3M,2M	2 outside, 1 inside
10:15-10:25	Recess 2	6S,4L,1H,2/3B	2 outside
10:20-10:30	Recess 3	5G,4SS,3C,K,1/2P	2 outside, 1 inside
11:30-11:50	Noon 1	6P,6S,5M,1W,1H,3M,2M	3 outside, 2 inside
11:50-12:10	Noon 2	5G,4SS,4L,3C,2/3B,K,1/2P	3 outside, 2 inside
12:10-12:30	Reading Time		
1:35-1:45	Recess 4	6P,5M,1W,3M,2M	2 outside, 1 inside,
1:40-1:50	Recess 5	6S,4L,1H,2/3B	2 outside
1:45-1:55	Recess 6	5G,4SS,3C,K,1/2P	2 outside, 1 inside

3:07	Class End Bell		
Time	Event	Gr 7-12 Homerooms	Supervisors
8:35-8:50	Warning Bell		
8:55	Class Start Bell		
10:10 -10:20	Recess 1	7L,7K,7/8Y, 8D,8P	2 outside, 1 inside
10:15-10:25	Recess 2	Gr 11-12	2 outside
10:20-10:30	Recess 3	9D,9G, 10M,10G	2 outside, 1 inside
11:30-11:50	Noon 1	7L,7K,7/8Y, 8D,8P,9D,9G	2 outside, 1 gym, 2 inside
11:50-12:10	Noon 2	Gr 10-12	2 outside, 1 gym, 2 inside
12:10-12:30	Reading Time		
1:35-1:45	Recess 4	7L,7K,7/8Y, 8D,8P	2 outside, 1 inside
1:40-1:50	Recess 5	Gr 11-12	2 outside
1:45-1:55	Recess 6	9D,9G, 10M,10G	2 outside, 1 inside
3:07	Class End Bell		

Safe Facilities

Safe Facilities focuses on the cleaning and sanitation of school buildings.



Schools have been asked to increase sanitation measures and continue to promote proper hygiene practices. This includes the availability of hand sanitizer wherever possible and establishing clear protocols for bringing supplementary school materials, such as backpacks and school supplies, in and out of schools.

Schools will work to ensure that particular attention is given to the increased cleaning and sanitation of high-touch surfaces.

- To develop your site plan, see [PSSD Return to School Plan](#), *Hygiene* (page 21), *Facilities* (page 34) and *Cleaning and Sanitation Guidelines* (pages 35-37). Support provided from Facilities, when needed.

Hygiene

- Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer.
- Teach students the importance and techniques of proper hand hygiene and sanitizing.

Facilities and Cleaning and Sanitation Guidelines

- Consider room configurations that promote physical distancing.

✓	Signage at front entrances of schools with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school.
✓	Additional signage and floor markers at water fountains and washrooms may be considered.
✓	Work with Facilities and caretaker to monitor frequency of cleaning and disinfecting of commonly touched surfaces, and emptying of garbage bins to ensure expectations are met.
✓	Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.

The School Plan for Safe Facilities is as follows:

1. When students use the hallways they will follow left/right traffic flow. When students need to use the washroom or leave the classroom for another reason, they will need to wear a mask if they are in Gr. 4 – 12 and are unable to physically distance from other students.
2. Students will bring their backpacks and outdoor clothing to their classrooms, where they will either store them close to where they are sitting, or they will be stored in storage cubbies that are built into the classrooms. Teachers will develop plans for their individual homerooms to help limit contact with other students' materials and outdoor clothing.
3. Students desks/tables will be arranged to promote physical distancing and students will be forward facing.
4. A detailed document of our cleaning and disinfection plan has been prepared by PSSD and it includes method and frequency of disinfection and locations to be disinfected. Hand sanitizer will be available at each entrance to the school and in every classroom/space in the school. Disinfectant spray bottles will also be available in each classroom.
5. Teachers will teach proper hygiene and hand sanitizing during the week of Sept. 8th – 12th to their homeroom or first period classes.

6. Washrooms will be designated to the specific groups as follows:

Washroom	Group
Pre-Kindergarten Washroom	Pre-Kindergarten students
Kindergarten Washroom	Kindergarten students
Large Elementary Washrooms	Kindergarten – 6 Homerooms
Individual Elementary Washrooms	Pre K – Grade 6 staff and students
Large High School Washrooms	Grade 7 – 12 Homerooms
Individual High School Washrooms	Grade 7 – Grade 12 staff and students, and office staff
New Gym Washrooms	Grade 7 – 12 Homerooms as needed

7. Students are strongly encouraged to bring water bottles from home, but disposable water cups will be available at each water fountain.

8. All mechanical equipment has been maintained and readied for operation. Additional contracted services have been procured to calibrate our pneumatic control systems to maximize outside fresh air into the buildings. Filter change schedules will be enhanced, and all styles of filters reviewed to ensure we are installing filters with maximum filtration. PSSD is reviewing options for additional air filtration such as standalone HEPA filtration.
9. COVID-19 information and handwashing signage will be posted where appropriate.

Safe Classroom/Common Spaces



Safe Classrooms focuses on the measures to ensure the safe sharing of space in the classroom between students and staff.

These measures include: increased personal sanitation measures and proper hygiene practices; and minimizing contact among students and staff, as much as possible.

<input checked="" type="checkbox"/>	To develop site plan, see PSSD Return to School Plan , <i>Learning</i> (pages 6-16), <i>Limiting Physical Contact</i> (page 22), <i>Noon Periods and Recesses</i> (page 30) and <i>Nutrition Programs</i> (pages 32-33).
<input checked="" type="checkbox"/>	<i>My Prairie Spirit Classroom</i> will continue to guide learning in Prairie Spirit School Division.
<input checked="" type="checkbox"/>	Work with teachers to develop consistent assessment practices and ensure next steps in learning for students are determined by individualized, authentic assessments.
<input checked="" type="checkbox"/>	Follow Division procedures and guidelines for reporting and adapt practices to ensure parents are informed of their child's academic progress (e.g., portfolios, conferences, etc.)
<input checked="" type="checkbox"/>	Follow up with registered families where students are not attending by the end of the first week of school to determine what supports are required.
<input checked="" type="checkbox"/>	Consider a level of standardization for families in terms of choice of remote learning platforms.
<input checked="" type="checkbox"/>	Plan for use of technology to support blended learning.
<input checked="" type="checkbox"/>	Address issues of equity of access for students learning from home.
<input checked="" type="checkbox"/>	Develop a strategy to increase teacher capacity in blended learning (see PSSD MPSC Classroom Learning Supports).
<input checked="" type="checkbox"/>	Collaborate with itinerant staff in the creation of schedules to limit the number of facilities visited where possible, and appropriate use of available workspaces, knowing that itinerant staff will continue to visit our schools, as necessary. Work with itinerant staff to determine guidelines and scheduling (e.g., Music/Band require 2-4 metre separation between patrons).
<input checked="" type="checkbox"/>	Learning Facilitators will be available to support side-by-side learning at the school level (in person and remotely).
<input checked="" type="checkbox"/>	Minimize the number of teachers and support staff working with a specific group of students.

✓	Minimize switches for teachers. Pre-K to Grade 8 teachers should have a homeroom approach as much as possible. Exceptions can only be made for specialized subjects/prep release.
✓	Keep students in one cohort as much as possible. Consider creative solutions to: <ul style="list-style-type: none"> • keep groups from mixing at break times; • limit group sizes to 60 or less in high school, such as block scheduling. In elementary school settings, students' cohorts will be the classroom.
✓	No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery.
✓	Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan.
✓	Food for snack programs, hot lunch programs and breakfast programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.
Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment	
✓	Masks will be required for students in Grades 4 - 12 where physical distancing is not possible (e.g. hallways). Pre-K - 3 students are encouraged to wear masks. Children from the same household do not need to maintain physical distance from each other.
✓	Consider modifying room configurations (e.g. separating tables) to promote physical distancing. Front-facing instruction for students should be established in all settings, unless protection barriers can be utilized. For younger children, the focus should be on minimizing physical contact instead of physical distancing.
✓	Consider options for physical distancing within classrooms and other instructional spaces.
✓	Classroom considerations should include reducing those items not critical in the classroom to allow for more space to spread out the existing tables and chairs or add tables and chairs to give more space to students at each table. Examples of additional furniture to be removed include couches and soft seating. Store items that aren't critical to classroom instruction.
✓	Strategically limit the number of touch points per day on electronic devices and common surfaces.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (i.e. PAA labs).
✓	Ensure students have individual school supplies rather than shared.
✓	Physical Education teachers should consider planning learning opportunities that limit common touch items and allow for physical distancing, and prioritizing individual pursuits over traditional team activities.
✓	See pages 9-11 <i>Early Learning Plan</i> to support teachers in Early Years classrooms (e.g. staggered entries, providing bins for storage, cleaning schedules). Facilities will work with schools on finding appropriate storage methods and locations.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (e.g. PAA labs).
Page 30 Noon Periods and Recesses and page 32-33 Nutrition Programs	
✓	Students should eat lunch in their classrooms. High schools should consider grade cohort groupings and unique locations at noon periods and recesses to limit mixing.

✓	Communicate with parents to encourage students go home for lunch whenever possible.
✓	Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds.
✓	Review and revise duties of noon supervisors and students to make a plan for supervision using existing resources. Consult with the Learning Superintendent if there is a need for additional resources.
✓	<p>Nutrition program plans and distribution models must align with recommendations of Chief Medical Health Officer and Re-Open Saskatchewan. Schools with “canteen or cafeteria” options must align with the Restaurant and Licensed Establishments Guidelines as applicable for their facility.</p> <p>The Nutrition Programs referenced in the government’s Primary and Secondary Educational Institution Guidelines would apply to programs such as breakfast programs, school hot lunches, snack programs, etc. Food for such programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.</p>
✓	School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms. Food should be served using utensils and in individual portions to each child by a designated staff member.
✓	Food from home must not be shared with other students and should be stored with the student’s belongings.

The School Plan for Safe Classroom/Common Spaces is as follows:

1. All classrooms will be front-facing and students in Grades 4 – 12 will be required to wear masks when it is impossible or impractical to maintain physical distancing. Students in Pre-K– Gr. 3 will be encouraged to wear masks when it is impossible or impractical to maintain physical distancing. The Medical Health Officer recommends students wear their own non-medical cloth masks, made using two or three layers of fabric. Bandanas and gaiter masks are not recommended as appropriate face coverings. Ministry of Health does not support these, they are not recognized as proper PPE. Evidence is weak that they work. Everybody needs to wear appropriate PPE.
2. Student desks and tables will be arranged to promote physical distancing. Students will not share school supplies.
3. Students will not have access to the school library for the first six weeks. Teachers will provide students with books and will follow a weekly schedule. At the end of each week, books that need to be “returned” will be placed in isolation for 72 hours, and then be available to other students.
4. Staff will remain with the same group of students as much as possible, and the number of staff members who interact with groups of students throughout the day will be minimized.
5. All staff will maintain a Google Classroom presence to support staff and students in the event of an illness or quarantine.

6. Students in Gr. 1 – 12 will be asked to bring their own Health Canada approved hand sanitizer. Staff members working with Pre-K and Kindergarten students will use hand sanitizer provided by the school division and will administer it to the students as necessary.
7. Students will be given access to technology and will either be assigned a specific piece of technology, or they may have to share it with one other student. If students need to share technology, proper disinfecting procedures will be followed in between different students using the technology. High school students are also encouraged to bring their own technology for use in the school.
8. The school has purchased a number of additional Chromebooks to facilitate safe use of technology and to prepare in the case of a pivot to blended learning.
9. Students will either bring their own personal school supplies, or personal supplies will be provided by the classroom teacher. Student school supplies will be either stored in student desks or in individual storage containers.
10. Physical Education teachers will provide learning opportunities that limit common touch items and allow for physical distancing and prioritize individual pursuits over traditional team activities. If equipment is shared, it will be properly cleaned or sanitized before other students use it.
11. Teachers will:
 - Teach and review standard protocols and routines for good hygiene practices during the school day.
 - Teach and monitor standard protocols and routines for use of technology (Chromebooks, computers, iPads, etc.) with regard to sanitization and cleaning after use.
 - Teach and monitor standard protocols and routines for student entrances, exits, and movement within the classroom.
 - Make a seating plan for students and submit this seating plan to the administrators. All seating plans will be stored on a shared drive to be accessible at all times.
12. Kindergarten-grade 6 students will eat their lunch in their classrooms. Grade 7-12 students will eat lunch in their classrooms or outdoors.
13. At this time, the school will not be providing a breakfast program, healthy snack program or a milk program.
14. Itinerant staff members, such as Learning Support Services (LSS), will use the staff room where possible. Where there is a need for privacy when LSS are working with students, they will use an existing office space.
15. Additional planning for Pre-K and Kindergarten programming will be as follows:
 - No home visits will be scheduled, but staff will meet with families individually or in small groups in an outdoor environment prior to the start of full student classes.
 - Kindergarten will use a staggered from September 8th to 22nd. Regular kindergarten classes will begin on September 23rd and 25th. The schedule will be sent out to all kindergarten families by the kindergarten teacher.

- Pre-K will schedule outdoor family meetings for the week of September 8 – 11, and smaller groups of 4 Pre-K will be scheduled for the week of September 15 – 18. Small groups of 8 for the week of Sept 17-18. Full capacity Pre-K will begin on Monday, September 28, and regular programming will be offered from Monday – Thursday, 8:55 a.m. – 12:00pm Staff will help younger children learn about physical distancing and proper hygiene.
- Staff will wash all learning materials before offering the materials to children or placing in learning centres, and will also provide individual buckets or materials/mini invitations for learning for children to use.
- Classrooms may use carpet squares/tiles to define personal space and where children can sit during discussions.
- Designated entrances/exits (see Safe Access) for Pre -K and Kindergarten to make picking up and dropping off easier and safer, and without the need for parents/caregivers to enter the building.

Safe Supports



Safe Supports focuses on the protocols in place to support the learning needs of intensive needs/immune-compromised students, as well as protocols in place to support the mental health of staff and students.

<input checked="" type="checkbox"/>	To develop your site plan, review the PSSD Return to School Plan , <i>Students with Additional Needs</i> (pages 17-18) and <i>Mental Health, Well-being and Social-Emotional Supports</i> (pages 19-20).
Pages 17-18: Students with Additional Needs	
<input checked="" type="checkbox"/>	Develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs.
<input checked="" type="checkbox"/>	Schools will communicate plans for return to school with families. (Assessment information needs to be current and relevant, therefore, updated assessments may be required to ensure appropriate programming is in place, which might delay a student’s return to school.)
<input checked="" type="checkbox"/>	Review the Inclusion and Intervention Plans of all students with intensive needs and revise/adjust goals as required to ensure student health and safety and as appropriate based on time that has gone by/supplemental learning that occurred at home.
<input checked="" type="checkbox"/>	Ensure that the provision of supports for all students can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces).
<input checked="" type="checkbox"/>	Deploy staff to limit the number of different student/staff contacts while meeting health/safety and curricular/IIP needs of students.
<input checked="" type="checkbox"/>	Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service. Provide PPE as defined by the provincial guidelines.
<input checked="" type="checkbox"/>	Provision of necessary training for staff working with students with intensive needs.
<input checked="" type="checkbox"/>	Ensure staff do not enter into private residences or provide personal transportation.

✓	Services or additional precautions, specialized places for instruction may be suggested for students with compromised immune systems, in consultation with a medical professional, and to ensure students feel included and safe.
✓	Have one designated area in the school for LSS to use whenever possible.
✓	Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.
✓	Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to-face.
Pages 19-20 Mental Health, Well-being and Social-Emotional Supports	
✓	Continue to focus on wellbeing, connections and relationships to support students and families.
✓	Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>
✓	Continue to use their Mental Health Literacy Teams to lead and implement schoolwide mental health initiatives.
✓	Continue to offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students.
✓	School Counsellor will access division supports as needed listed in PSSD's <i>Comprehensive School Mental Health Framework</i> .
✓	Consider creating school level wellness initiatives. (p.39 <i>Human Resources</i>)

The School Plan for Safe Supports is as follows:

1. Before September 8, 2020, the SERT will contact all families who have a student with intensive needs. In consultation with families, the school will develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs. If resources for safe programming are not immediately in place, it may delay a student's return to school.
2. Schedules will be arranged so that students will work with the same staff member as much as possible.
3. Health and safety measures will be in place and communicated with the family and relevant staff members prior to the provision of the services. Personal Protective Equipment (PPE) will be provided for staff according to provincial guidelines.
4. Services, additional precautions, and specialized places for instruction may be suggested for students with compromised immune systems. Consultation will be made with the school division's School Health Support Facilitator, Trevor Belyk, or other medical professional to ensure students feel included and safe.

Safe Activities



Safe Activities focuses on the protocols and policies governing group activities including:

- extra-curricular club activities; participation in athletic events/competitions; and,
- school assemblies

<input checked="" type="checkbox"/>	To develop your site plan, review the PSSD Return to School Plan , <i>Limiting Physical Contact</i> (page 22) and <i>Extra-Curricular</i> (page 27).
Pages 22-25 <i>Limiting Physical Contact/Shared Materials and Equipment</i>	
<input checked="" type="checkbox"/>	Limit physical contact during recess and noon periods and avoid activities that require clustering of students. For younger children, the focus should be on minimizing physical contact instead of physical distancing.
<input checked="" type="checkbox"/>	Provide students with alternatives to activities that require physical contact with other students. Student play during Physical Education and recesses are primary considerations
<input checked="" type="checkbox"/>	Classroom activities and recess times should not include equipment that might be touched by multiple students. Due to the increased cleaning required, it is best to decrease the number of toys/equipment available to children. Remove toys and other items that cannot be easily cleaned and disinfected.
Page 27 <i>Extra-Curricular</i>	
<input checked="" type="checkbox"/>	At this time, all in-person extra-curricular activities are on hold. Schools will be notified when extra-curricular activities are approved to commence (in accordance with the CMHO guidelines).

The School Plan for Safe Activities is as follows:

1. No school assemblies will be scheduled at this time.
2. At this time, all in-person extra-curricular activities are on hold. Schools will be notified when extra-curricular activities are approved to commence (in accordance with the CMHO guidelines).
3. At this time, for grade 7-12 students on the block schedule, staff will conduct parent-teacher-student conferences as needed using a digital platform on an as-needed basis with their pentameter classes.
4. At this time, we will continue to follow our school interview schedule for K-6 students. October 12 and 22 for the first session and March 30, 31 for the second session. The format of the interviews will follow the recommended guidelines at the time of the scheduled interviews.
5. Teachers will follow the recommendations of the PSSD physical education committee for all recess and physical education activities

Safe Alternatives

Safe Alternatives focuses on the contingency plans to ensure the continuation of education in a safe learning environment. There are four levels of education delivery:

Level 1: Primary and Secondary Educational Guidelines – As close to “normal” as possible, with some additional measures.



Level 2: will involve mask usage as determined by the Chief Medical Health Officer.

Level 3: will involve reducing classroom capacity. This may include establishing cohorts and hybrid learning models as considerations.

Level 4: would take us back to suspending in-class learning, and moving back to a similar model we saw this past spring, with divisions working at the local level to ensure learning continues. In this model, school would continue to be mandatory, albeit remotely.

These levels would be put in place by Saskatchewan’s Chief Medical Officer and we will continue to work closely with him, and his team, on all Safe Saskatchewan planning.

Prairie Spirit announced a move to Level 2 on August 12.

At this level, masks will be required for students in Grades 4 through 12 where physical distancing is not possible (e.g., hallways and buses). Pre-Kindergarten to Grade 3 students are encouraged to wear masks. Prairie Spirit staff members will be expected to wear masks when social distancing is not possible. Please see the [communication to Prairie Spirit families](#), dated August 12.

- To develop your site plan, review the [PSSD Return to School Plan, Communication](#) (page 5), [Transitions](#) (page 15) and [Division Contingency Plan](#) (page 44).

Page 5 Communication and page 15 Transitions

- Consistently communicate with families.
- Follow up with registered families where students are not attending to see how they are accessing learning.
- Consider a level of standardization for families in terms of choice of remote learning platforms.
- Plan for use of technology to support blended learning.
- Address issues of equity of access for students learning from home.
- Consider using a range of social media to inform parents and community.

Page 44 Division Contingency Plan – Level 4

- All students are required to participate.
- Staff will be physically present in school.
- School day structure will maximize learning for all students.
- Full Saskatchewan curriculum will be delivered.
- Student-teacher contact time must be prioritized regardless of the delivery format.
- Differentiation of instruction will be important.

✓	The focus will be on teaching of outcomes, rather than amount of time per subject (a cross-curricular approach is recommended).
✓	Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers.
✓	Multiple modes of delivery should be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.).
✓	Subjects impacted by the physical environment will be delivered if the curriculum is able to be delivered using an approach that allows for flexible learning spaces and considers safety.

The School Plan for Safe Alternatives is as follows:

1. Students will be provided with the following options:

Learning at School

- Attending at your local Prairie Spirit school.
- Staff will be closely following the provincial and Prairie Spirit guidelines for sanitizing and minimizing contact.
- Schools will offer the full provincial curriculum.

Learning at Home

- For families requesting remote learning for a medical accommodation:
 - Register or remain registered with your local Prairie Spirit school.
 - Refer to [AP 617](#) – Homebound Students.
- For families wishing to begin the school year with learning at home or for students required to stay at home **for a short period of time**:
 - Contact your local Prairie Spirit school.
 - Efforts will be made to connect your child to a teacher from their local school but, based on the demand, they may be connected to another Prairie Spirit teacher.
 - Children can resume attending at their local school as soon as they feel ready.
 - Learning at home will be a blend of connecting online and materials provided by a teacher to work on independently.
 - This is intended as a temporary arrangement for at least one semester. Families wishing to register for full online learning for at least one semester should contact ***Spirit eLearning***, Prairie Spirit’s online school ([Peggy Mattila-Bains](#), Coordinator).

Home-Based Learning

- Contact Home-Based Education Facilitator - [Janet Jeffries](#)
- All instruction is delivered by the parent.
- Parents are required to submit a learning plan.
- Home-based learning courses in grades 10 - 12 do not meet the criteria for grade 12 graduation.
- Provincial [guidelines](#)

2. We will follow up with registered families where students are not attending by the end of the first week of school to determine what supports are required.
3. All staff will maintain a Google Classroom presence to support staff and students in the event of an illness or quarantine.
4. Teachers will plan for and seek professional development in the area of blended learning.
5. Regardless of what level of education delivery, the full Saskatchewan Curriculum will be delivered, all students are required to participate, and staff will be physically present at school.