PRAIRIE SPIRIT
SCHOOL DIVISION

Return to School
Planning Document
2020/21

MISSION: Learning without limits in a world of possibilities
VISION: Learners for life

August 1, 2020

This document is intended for Division personnel.
Division plans will evolve as required by emerging health risk assessments.
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Prairie Spirit Return to School Plan Overview

Prairie Spirit Beliefs and Commitments

Student and staff health and well-being continue to be our priority.
We will work with school staff to address their local contexts, ensuring equitable learning opportunities at the school and community levels are provided to all students.
Staff will be physically present in the school, even for remote provision of learning.
We are committed to our ongoing focus on Learning is Everywhere. Our compass highlights our continued guiding points: connection, community, growth and well-being.
This document will not answer all of your questions. As new information becomes available, we will provide updates. Please consult your Learning Superintendent if you require further guidance.
**Introduction**

We continue to be guided by the Chief Medical Health Officer and the guidelines in the [Re-Open Saskatchewan](#) document as well as the Provincial Response Planning Team through the Return to School document.

We have also come to know these words: “At this time...” We have talked about the power of being able to pivot – landing on two feet and keeping our options open. Because of that, this document is a draft and at this time, it offers information and planning supports.

Throughout this planning document, you will see a template for school-based planning that includes Considerations and Adjustments/Adaptations. The Considerations included in this document were gathered through a feedback process at our June 23 ALT meeting.

Adjustments/Adaptations for those Considerations will be based on the Re-Open Saskatchewan document, the Ministry’s Return to School Guidelines, and Prairie Spirit guidelines. (Appendix A – full template to be explored further in August during FOS)

We know our school-based administrators are competent, capable, and caring leaders. We know that you will want to respond in a timely manner to considerations as you plan for a return to school in the fall as well as to considerations that arise. This document is intended to provide information and allow for decision making at the local level with ongoing supports from the Division.

We will use the Can... If Model as a philosophical stance for our Considerations and Adjustments. Here is an example of addressing a Consideration using the Can... If Model.

**Consideration:** Can we continue to use tables and chairs instead of desks in our classrooms?

**Adjustment/Adaptation:**

- the tables are cleaned regularly
- students do not engage in physical contact
- no supplies are shared
- students practice appropriate hygiene, including handwashing and use of hand sanitizer
- health guidelines
Communication

*Ministry guidelines:*

- As a means to engage all learners and families, school divisions and teachers should employ multiple modes of ongoing communication as available to them and be supported in doing so.
- Communication to families should include clarity on the full implementation of curriculum, instruction and assessment in this learning environment.

*Prairie Spirit supports and guidelines:*

- Communicate with consistent messaging from Director and Board Chair to families and staff.
- Maintain up-to-date plan on website.
- Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.

*Schools will:*

- Consistently communicate with families.
- Ensure website is up to date with school level plans regarding access to school, protocols and expectations, hygiene, scheduling, etc.
- Ensure all staff, including itinerant staff and substitute staff, have access to these plans.
- Update contact information for families.
- Consider using a range of social media to inform parents and community.

**School-level planning**

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
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</thead>
<tbody>
<tr>
<td>We typically use a monthly newsletter.</td>
<td>...consider including and using a more responsive form of communication including social media options.</td>
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<tr>
<td>What if we cannot reach the family of sick student?</td>
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<tr>
<td>A communication about an ill student or staff member could cause panic.</td>
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</tbody>
</table>

*Return to School Plan – Prairie Spirit School Division*
Learning

**Ministry guidelines:**

- All students are required to participate.
- Student-teacher contact time must be prioritized regardless of the delivery format.
- Differentiation of instruction will be important due to the supplemental learning that occurred.
- Full Saskatchewan curriculum will be delivered by teachers.
- Families are not responsible for providing curriculum learning opportunities but may support the learning opportunities provided by teachers. Partnership between the school and home is important for student success.
- Staff will be physically present in the school, even for remote provision of learning.
- School divisions will work with families who decline to send their children to school.
- School divisions will devise plans based on their local context, taking into consideration the directives for physical distancing and health precautions, as well as ensuring there are equitable learning opportunities/access for all students.
- A shift in pedagogy may be required. School divisions have a responsibility to leverage the professional and operational learning achieved during the supplemental learning period. The sector has a shared responsibility to provide support as teaching professionals continue to make significant shifts in their pedagogical practices.
- 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.
- Teachers are encouraged to continue to explore options for blended learning. Support from school divisions should be considered to enable this exploration.
- 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.
- Physical distancing and other health precautions will be followed according to the Chief Medical Health Officer’s direction.
- Groups of students and the staff members assigned to them should stay together throughout the day and not mix with other groups. Staff should remain with the same group whenever possible. Strive to minimize the number of different teachers and educational assistants that interact with groups of students throughout the day.

**Prairie Spirit supports and guidelines:**

- *My Prairie Spirit Classroom* will continue to guide learning in Prairie Spirit School Division.
- Sector Facilitators will continue to be available to support side-by-side learning at the school level (in person and remotely).
• **Blended Learning Supports:**
  o Prairie Spirit has appointed a Blended Learning Facilitator to build capacity of teachers to deliver both synchronous and asynchronous learning that aligns with the pedagogy of *My Prairie Spirit Classroom*.
  o Resource Developers: 11 teachers will work throughout the summer to develop supports for blended learning.
  o Self-directed online course: The Division has funded a ten-module course for all teachers.
  o Technology: An additional $600,000 has been provided to schools to purchase technology that supports blended learning.

• **Learning Facilitators** will continue to be available to support side-by-side learning at the school level (in person and remotely).

• **Prairie Spirit Centralized Learning Hub:**
  o The Centralized Learning Hub will provide support to schools in the areas of English as an Additional Language (EAL), Music Education, Home-Based Education, Online Learning, Career and Work Experience and Student Outreach.
  o Supports will include:
    - Online EAP20 (English for Academic Purposes)
    - Online EAL 9/10/20

• **Guidelines for instrumental music programming**
  o Maintain physical distancing as much as possible.
  o No sharing of instruments that may have aerosolized particles (wind instruments, including recorders).
  o Other shared instruments such as percussion would need to be disinfected between use.
  o No blowing of mouthpieces when not connected to the instrument. No playing of instruments that allow for droplet dispersion (i.e., flutes).
  o Disinfection of mouthpieces prior and post use.
  o Alternative choices of instruments (including electronic and software-based instruments) should be considered.

• **Travel for curricular programming (PAA, Music/Band, Phys Ed)**
  o Students from no more than two schools may travel for programming.

• **Guidelines for teacher switches/keepings students together:**
  o Minimize the number of teachers and support staff working with a specific group of students.
  o 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 Grade 10 - 12 students in grade cohorts as much as possible; considering ways to keep groups from mixing at break times.

- Guidelines for PAA programming (Commercial Cooking, Food Studies):
  - Schools may choose to continue to offer these PAA programs. Within the context of Commercial Cooking and Food Studies, students learn about safety and sanitation in the preparation and storage of food, and Commercial Cooking may involve students participating in the preparation and service of the school cafeteria. The precautions taken must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan, including the Restaurant and Licensed Establishments Guidelines as applicable for their facility.
  - 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.

Schools will:

- Review the technology available to support blended learning.
- Develop a strategy to increase teacher capacity in blended learning.
- Address issues of equity of access for students learning from home.
- Work with itinerant staff to determine scheduling of Music/Band.
- Minimize teacher switches.

Led by: Fay Cassidy, Dave Carter, Brad Nichol and Dean Broughton, Learning Superintendents

School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
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<tbody>
<tr>
<td>We may from time to time need to support students both in and out of the classroom.</td>
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<tr>
<td>Students come to our classrooms with different knowledge and skills. How should we approach this without lots of testing?</td>
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<tr>
<td>Students from neighboring schools use our PAA facilities.</td>
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<tr>
<td>Choirs/singing (extra-curr or credit)?</td>
<td></td>
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</tbody>
</table>
Early Learning Plan

Ministry guidelines:

Hygiene

- Promote proper hand hygiene practices for staff and children using soap and water when hands are soiled and hand sanitizer when visibly clean.
- Masks and eye protection are not required except when in close contact with a sick student.

Limiting Physical Contact

- For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.
- Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area.
- Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.

Limiting Shared Materials and Equipment

- Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact. Keep toys that encourage individual play.
- Strategically limit the number of touch points per day on electronic devices.
- 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. This will include sand toys and water tables.

Cleaning and Sanitation Guidelines

- Frequent cleaning and disinfection is important to prevent the spread of the disease.
- Items/objects that cannot be effectively cleaned/disinfected daily or between classes should be removed for the time being.
- Increase cleaning and disinfection of commonly contacted areas.
- Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used.

School-supplied Food for Snacks

- Proper hand hygiene must be practiced before and after eating.
- Any food contact surfaces must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.
- No self-serve or family-style snack service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.
- Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
• Students are not allowed to participate in food preparation or distribution.

• Students and staff should not share food and drinks and other personal items. Label personal items with the student’s name to discourage accidental sharing.

• Food from home must not be shared with other students and should be stored with the student’s belongings.

**Parent Involvement**

• Encourage pickup and drop-off of students outside of the building unless there is a need for the parent or guardian to enter the school.

• If parents or guardians must enter the school, they should pass the COVID screening tool, maintain physical distancing from staff and other children and be reminded to practice diligent hand hygiene.

**Prairie Spirit supports and guidelines:**

• These principles are anchored in the need to strike the right balance between effectively supporting the learning and wellbeing of young children, while ensuring the health, hygiene and safety of children, staff, and the community at large. These guiding principles can help decision-makers in planning and for and implementing Early Learning programs.

• Early Learning Facilitators will provide support to school-based administrators and Early Years teachers to help ensure programs are meeting the needs of children, educators and communities in safe and responsive ways, while implementing quality practices and responsive learning opportunities.

**Pre-Kindergarten and Kindergarten**

**Home Visits will not be scheduled**

• First day of school with small groups: a parent may bring their child into the room and meet the teacher and tour the classroom briefly, following the guidelines for Parent Involvement (above). Depending on the current direction from the Chief Medical Health Officer and Re-Open Saskatchewan, this may need to be adjusted to occur outdoors and a virtual tour of the classroom can be shared with parents via home-school connections.

**Family Days**

• May be hosted virtually or in-person with small groups as long as they can take place in a safe environment that follows the direction of the Chief Medical Health Officer and Re-Open Saskatchewan at that time.

**Staggered Entries**

• Smaller groups to establish above guiding principles and routines:
  
  o **Pre-Kindergarten**: groups of 4 - 6 for the “first” day for students, followed by groups of 8 - 12, then full group capacity.

  o **Kindergarten**: groups of 6 - 8 for the “first” day for students, followed by 12 - 16, then full group capacity.
The first group would attend on the first instructional day in the PreK/Kindergarten calendar.

**Schools will:**

- Staff will help younger children learn about physical distancing and less physical contact by creating games that include basic principles such as ‘two-arm lengths apart’ and avoid close greetings like hugs or handshakes and encourage physically distant greetings such as ‘air fives’ and waves.

- Communicate to parents at the beginning of the year on the language that will be used with students for no physical contact (e.g., ‘air five’, stay in your nest/bubble, etc.); physical structures for identifying personal space (e.g., carpet squares, small hoops, etc.), as well as stating that children may at times come into contact with one another and this will continue to be stressed throughout the program for the health and safety of children and staff.

- Have staff members assigned to Early Years programs remain with the group throughout the day whenever possible.

- Wash all learning materials before offering the materials to children and placing in learning centres.

- Put away materials that may be hard to clean or cannot be washed in a washing machine; sand tables and water tables will need to be removed from classrooms.

- Limit the number of materials in learning centres – less is more.

- Use storage bins, bags, baskets or buckets to cycle out toys or manipulatives (i.e., loose parts) so they are only used by the same group/student.

- Provide individual buckets or materials/mini invitations for learning for children to use.

- Look for ways to open or close off areas in the classroom space or outdoor environment (e.g., pylons to map out a space for big body play).

- Plan for ways to physical distance during whole group discussions/Morning Meetings:
  - Use shapes made of cloth to define personal space and where children can sit during discussions.
  - Use carpet samples to define personal space and assigning seating.

- Consider variations in scheduling or room arrangements to accommodate cleaning between groups.

- After the student’s first day of Pre-Kindergarten or Kindergarten, ask families to drop children off outside at the school entrance to be picked up by the teacher or Educational Assistant.

*Led by: Fay Cassidy, Learning Superintendent; Jennifer Mason and Sam Mirwald, Sector Facilitators*
School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
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<tbody>
<tr>
<td>So much of Early Learning is about being hands on and in close proximity.</td>
<td></td>
</tr>
<tr>
<td>Much early learning philosophy is about shared items for exploring and playing to learn.</td>
<td></td>
</tr>
<tr>
<td>Carpet time?</td>
<td></td>
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<tr>
<td>Parents often bring their children into the early learning classrooms.</td>
<td></td>
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</tbody>
</table>

Can-If Solution-finding Model (Morgan & Barden, 2015. A Beautiful Constraint)

Consideration: Can I do learning invitations using loose parts?

[Diagram showing solutions: physical contact is minimized, toys are switched out between groups/students, no clustering in small areas, toys can be easily cleaned or disinfected, use individual containers for items that cannot be cleaned]
Assessment

*Ministry guidelines:*

- Teachers will use their professional discretion to determine the appropriate assessment practices within the current context.
- Teachers are encouraged to implement assessment strategies that do not require simultaneous full group participation.
- Appropriateness of large-scale school division assessments will need to be determined.

*Prairie Spirit supports and guidelines:*

- Quality Assessment Practices [Document](#).
- Assessment should be:
  - Primarily formative
  - Focused on the outcomes and big ideas of the curriculum
  - Individualized
- Organize gradebooks by Outcomes and Broad Areas of Learning.
  - Portfolio evidence collection should be considered as it is highly transferable between learning environments.

*Schools will:*

- Work with teachers to develop consistent assessment practices.
- Develop practices that are applicable to hybrid or online learning.
- Next steps in learning for students will be determined by individualized, authentic assessments.

*Led by: Fay Cassidy, Dave Carter, Brad Nichol and Dean Broughton, Learning Superintendents*

**School-level planning**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>We usually do unit tests and final exams.</td>
<td></td>
</tr>
<tr>
<td>Students often turn in/hand in essays, reports, and final projects as big evaluative pieces.</td>
<td></td>
</tr>
<tr>
<td>How to be side-by-side (observing and conferring) with students in class.</td>
<td></td>
</tr>
<tr>
<td>Students come to our classrooms with different knowledge and skills. How should we approach this without lots of testing?</td>
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</tbody>
</table>
**Reporting**

*Ministry guidelines:*
- Reporting will occur as per school division processes.

*Prairie Spirit supports and guidelines:*
- Schools should continue to explore ways to inform parents of their child’s progress, including:
  - Portfolios and ePortfolios
  - PowerSchool Parent Portal
  - Student-involved conferences
  - Regular updates
- Schools wishing to adapt their reporting practices will consult with their Learning Superintendent.
- PowerSchool Learning Support Facilitators: Joan Atkings and Rhonda Berg.

*Schools will:*
- Follow Division procedures and guidelines for reporting.
- Adapt reporting practices to ensure that parents are informed of their child’s academic progress.

*Led by: Fay Cassidy, Dave Carter, Brad Nichol and Dean Broughton, Learning Superintendents*

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<tbody>
<tr>
<td>We usually send home progress reports.</td>
<td></td>
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<tr>
<td>Parent-Teacher/3-Way Conferences</td>
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<tr>
<td>Many teachers are using a variety of different platforms for interim assessments.</td>
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</tbody>
</table>
**Transitions**

**Ministry guidelines:**

- School divisions will use their processes for student registration and for tracking attendance.
- Existing procedures will be followed for non-attenders.
- Provide support for student and staff health and wellness.
- A purposeful approach should be considered, that acknowledges the experiences of staff and students since March 2020.
- Support should be considered for changes to pedagogical approaches and technical requirements.
- Schools should consider a level of standardization for families in terms of choice of remote learning platforms, if utilized.
- Prioritize opportunities for students to interact with staff.

**Prairie Spirit supports and guidelines:**

- Teachers will focus on the big ideas and outcomes of the current grade/subject curriculum.
- Schools will select their primary platform from the following: SeeSaw, FreshGrade, Office 365 (including Teams) Google Classroom and Blackboard.
- Prairie Spirit will explore and implement a Learning Management System (LMS) to facilitate simple access to blended and online learning resources.
- Provide a survey to families to determine which children will be attending.
- Provide further direction on reporting and responding to absences related to COVID-19 (this is coming).

**Schools will:**

- Refer to the section on Learning for guidelines on pedagogical approaches and technology.
- Follow up with registered families where students are not attending in the first week of school to determine what supports are required.
- Consider a level of standardization for families in terms of choice of remote learning platforms.
- Consult with Learning Superintendent if considering using a platform not listed above.

*Led by: Fay Cassidy, Dave Carter, Brad Nichol and Dean Broughton, Learning Superintendents*
### School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>How does the school support families who choose to learn from home?</td>
<td></td>
</tr>
<tr>
<td>Is there a procedure or process for when a student is supported by a division-based teacher v. the classroom teacher?</td>
<td></td>
</tr>
<tr>
<td>Families are often overwhelmed by too many platforms.</td>
<td></td>
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</tbody>
</table>
Students with Additional Needs

Ministry guidelines:

- Updated assessments may be required.
- Appropriate goals based on time that has gone by/supplemental learning that occurred will be set.
- Staff should be deployed appropriately in order to ensure curricular needs/IIP needs are met.
- Chief Medical Health Officer (CMHO) safety orders must be in place for students who require a more hands-on approach and have personal care needs.
- Specialized places for instruction for students with compromised immunity should make every effort to ensure students feel included and safe.

Prairie Spirit supports and guidelines:

- Provision of services to students with intensive needs.
- Provision of necessary training for staff working with students with intensive needs.
- Provide PPE as defined by the provincial guidelines
  - CMHO safety orders must be in place for students who require a more hands-on approach and have personal care needs (i.e., wear gloves, clean and disinfect)
- Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to-face.
- Learning Supports Services (LSS) will continue to work in schools:
  - Ideally scheduling one school to visit per day, no more than two schools in a day.
  - As much as possible, stay in one area of the school.
- Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.

Schools 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.
  - 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. Schools will communicate plans for return to school with families.
- 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.
  - The IIP is intended to be a flexible planning tool, supporting the student to function in the classroom, school, community and wider society.
  - IIP planning should focus on areas of development that will make the biggest difference to the student’s well-being, learning and success with a manageable number of priority areas.
Engage parents/guardians and the student as appropriate in determining priority areas.

- 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).
- Deploy staff to limit the number of different student/staff contacts while meeting health/safety and curricular/IIP needs of students.
- Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service.
- Ensure that 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 area for LSS to use whenever possible.

*Led by: Fay Cassidy, Learning Superintendent, and Susan Protz, Coordinator*

### School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>LSS often conference with the school and family team to support students with exceptional needs.</td>
<td></td>
</tr>
<tr>
<td>How do we support some students with exceptional needs in some of the necessary hygiene protocols?</td>
<td></td>
</tr>
<tr>
<td>Staff often work in close physical proximity to students with exceptional needs.</td>
<td></td>
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</tbody>
</table>
Mental health, well-being, and social-emotional supports

**Ministry guidelines:**

- Supports for students and staff health and wellness will be provided, including helping students understand the importance of preventative measures that are in place and practicing proper hand hygiene and coughing/sneezing etiquette.

- School leaders are encouraged to implement trauma-informed practice to support students, staff and families. Trauma-informed practice includes: providing inclusive and compassionate learning environments; understanding coping strategies; supporting independence; helping to minimize additional stress or trauma by addressing individual student need.

- The Ministry of Education will continue to offer supports for mental wellness, including but not limited to: a resource posted on saskatchewan.ca to assist parents and caregivers; working with Kids Help Phone to promote their professional counselling services, which are available 24 hours a day via phone, online chat or text, as well as their database of local community resources; working with SaskTel to prevent and respond to bullying, cyberbullying and promote healthy relationships through the Be Kind Online website, which includes a number of resources and tools; providing a provincial license for Respect in Schools training for all staff; and, offering grants to school divisions to support mental health and student safety training initiatives.

- Saskatchewan's provincial curricula provide opportunities for students to learn about health, well-being and student safety.

**Prairie Spirit supports and guidelines:**

- Prairie Spirit School Division has developed a Comprehensive School Mental Health Framework that identifies division wide “Mental Health Promotion and Prevention” strategies and initiatives that include healthy choices to maintain optimal physical, emotional, and mental health. Additionally, “Early Identification and Early Intervention” strategies and supports, along with ‘Treatment’ strategies and supports, are outlined to facilitate Mental Health integration into all schools in Prairie Spirit.

- Trauma Informed awareness and practices include:
  - Traumatic Events Systems and Response training for Counsellor team.
  - Kevin Cameron’s North American Center for Threat Assessment and Trauma Response (NACTATR) “Re-entry Guidelines” professional development with all schools in June.
  - Professional Development with Dr. Jody Carrington (Clinical Psychologist on trauma sensitive awareness and strategies) available for school staffs.
  - Development of the directory of Trauma Informed Resources for High School and Elementary Students, Teachers, and Families by the Counsellor team.
  - Development of Best Practices and Guidelines for Telepsychology by the Counsellor Team to responsively support students and families while learning at home or engaged in blended learning opportunities.
• Supports for mental wellness include:
  o PSSD Comprehensive School Mental Health Framework:
    ▪ Awareness & Prevention Strategies & Initiatives
    ▪ Early Identification & Early Intervention supports and strategies
    ▪ Treatment strategies and supports
  o Community Threat Assessment Support Protocol (CTASP) partnerships with RCMP, Mental Health & Addictions Services, Ministry of Social Services, Saskatoon Public School Division, Greater Saskatoon Catholic School Division, etc.
  o Violence Threat Risk Assessment (VTRA) Levels One & Two training for all Counsellors and School Based Administrators
  o Respect Education presentations and resources led by School Counsellors for students and staff
  o Prairie Spirit School Division Student Harassment Protocol

**Schools will:**

• Continue to focus on wellbeing, connections and relationships to support students and families.

• 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.

*Led by: Fay Cassidy, Learning Superintendent, and Diane Kendall, Coordinator*

**School-level planning**

<table>
<thead>
<tr>
<th>Consideration</th>
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<tbody>
<tr>
<td>Many students struggled with feelings of anxiety prior to COVID-19.</td>
<td></td>
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<tr>
<td>Staff may struggle with all the new procedures and protocols around hygiene.</td>
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</tr>
<tr>
<td>Students often require close proximity during the day for moments of support and reassurance.</td>
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</tbody>
</table>
General operations

Hygiene

Ministry guidelines:

- Promote proper hand hygiene practices for staff and children. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean. Although general use containers need to be available, where possible, it is recommended that students and staff have their own Health Canada approved hand sanitizer. Supervise the use of hand sanitizer with young children.

- Hand sanitizer must be approved by Health Canada (DIN or NPN number) and listed as effective for use against COVID-19 (per Health Canada website).

- Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.

Prairie Spirit supports and guidelines:

- Promote proper hygiene for staff and students including proper handwashing guidance with the use of soap and water as well as access to hand sanitizer
  - Facilities will ensure we have soap and roll towel supplies to support increased hand washing. Adding dispensers in washrooms or wherever sinks are located (classrooms) if there are insufficient numbers.
  - Hand sanitizing dispensers are ordered for every school that will be fixed at each entrance and portable at the main entrance.
  - We are pricing individual bottles of hand sanitizer - enough for one for every teacher desk.
  - Hand sanitizer will have approved DIN number.
  - Investigating cost and availability of disinfecting wipes for specific purposes.

- Hand sanitizer will be located as appropriate throughout the school (numbers and locations to be determined, not necessary at every classroom entrance). At entrances, numbers to be determined by SBA. (Considerations to access and visibility for safety, possibility of misuse.

- All washrooms and staffrooms will have signage to teach and support proper handwashing.

- Masks have been provided to caretakers (one box per school) and additional supplies are currently being investigated for cost and availability.

Schools will:

- Develop procedures to support handwashing.

- Teach students the importance and techniques of proper hand hygiene and sanitizing.

- Recommend that students and staff have their own Health Canada approved hand sanitizer.

Led by: Teresa Korol, Facilities Planner and Amy Sawyer, Caretaking Assistant
School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there potential for allergies/reactions to increased use of cleaning supplies?</td>
<td></td>
</tr>
<tr>
<td>Common spaces (gyms, labs) will need more frequent cleaning protocols.</td>
<td></td>
</tr>
<tr>
<td>How do we support hygiene expectations with instructional time?</td>
<td></td>
</tr>
</tbody>
</table>

Limiting physical contact

*Ministry guidelines:*

- For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.

- Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (i.e., during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (i.e., hugs, handshakes).

- Help younger children learn about physical distancing and less physical contact by creating games that include basic principles such as ‘two-arm lengths apart’ and avoid close greetings like hugs or handshakes. Encourage physically distant greetings such as ‘air fives’ and waves.

- Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area.

- Modify procedures for entering the building to support physical distancing. Possible strategies include staggered entry into classes and schools, separate group entrances, limiting pickups and drop offs to one parent/guardian, etc.

- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.

- Children from the same household (e.g., siblings) do not need to maintain physical distance from each other.

- Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing. If additional lockers or student storage solutions are required, please contact Facilities for possible options.

- Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.

- Groups of students and the staff members assigned to them should stay together throughout the day and not mix with other groups. Staff should remain with the same group whenever possible. Strive to minimize the number of different teachers and educational assistants that interact with groups of students throughout the day.

- Modifications may be needed for all shared spaces, including boot rooms, hallways, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans.
• Specific responses for Pre-Kindergarten and Kindergarten environments will be developed by school divisions, taking into account the unique nature of the learning programs and student development.

• Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.

Prairie Spirit supports and guidelines:

• There are no requirements to reduce student numbers in classrooms or provide marks or lines on the floor to separate students.

• Finding ways to limit physical contact can occur with use of tables in the classroom, there is no requirement to switch to desks and singular rows.

• Facilities will work with schools on finding appropriate storage methods and locations.

• Provide reusable masks for staff who feel more comfortable wearing one.

• Provide PPE as required by health guidelines.

Schools will:

• Limit physical contact during instruction, recess and noon periods and avoid activities that require clustering of students. For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.

• Consider options for physical distancing within classrooms and other instructional spaces.

• Modify the use of shared spaces including shared instructional spaces, bathrooms, change rooms, boot rooms, hallways. Existing computer labs will remain as is, procedures may need to be altered.

• Modify procedures for entering and leaving the building, parent drop offs.

• Consider the need to stagger recess, noon period and other school day transitions.

• Provide students with alternatives to activities that require physical contact with other students. Student play during Physical Education and recesses are primary considerations.

• Promote and practice the use of non-physical greetings.

• 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.
  
  o Examples of additional furniture to be removed can include couches and soft seating.
  
  o Store items that are not critical to the classroom instruction.

Led by: in-school administrators, teachers and support staff
School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classroom has several tables each with multiple students (some facing each other).</td>
<td></td>
</tr>
<tr>
<td>We have assemblies every week/month.</td>
<td></td>
</tr>
<tr>
<td>Students (multi grades) regularly use the gym at noon hour for intramurals or free time.</td>
<td></td>
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</tbody>
</table>

Limiting Shared Materials and Equipment

**Ministry guidelines:**

- Establish clear protocols for bringing materials (i.e. bags, school supplies) into and out of schools.
- Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact. Keep toys that encourage individual play.
- Students and staff should not share food and drinks and other personal items. Label personal items with the student’s name to discourage accidental sharing.
- Strategically limit the number of touch points per day on electronic devices.
- 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.

**Prairie Spirit supports and guidelines:**

- Establish cleaning protocols for common touch areas in the classroom.
- Establish cleaning protocols for common areas such as gymnasiums, Science labs, etc.
- Physical Education teachers should consider planning learning opportunities that limit common touch items and allow for physical distancing. Teachers should consider prioritizing individual pursuits over traditional team activities.
- Additional information and support can be found in the following document: *COVID-19 Pandemic: Return to School Canadian Physical and Health Education Guidelines*

**Schools will:**

- Utilize instructional approaches that align with MPSC while also allowing for limited common touch points.
- 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.

*Led by: in-school administrators, teachers and support staff*
School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>Most classes (from Pre-K to Grade 12) have shared items (from calculators, to manipulatives).</td>
<td></td>
</tr>
<tr>
<td>Computer Labs are used by every class in the school and during the noon hour.</td>
<td></td>
</tr>
<tr>
<td>Most students will all bring bags from home (lunches, etc.) every day.</td>
<td></td>
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</tbody>
</table>

Guidelines for Illness in Care

*Ministry guidelines:*

- Promote proper hand hygiene practices for staff and students. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean. Although general use containers need to be available, where possible, students and staff should have their own hand sanitizer. Supervise the use of hand sanitizer with young children.

- Checking temperatures, detailed screening or requiring COVID-19 testing of students and staff are not required or recommended at this time, based on current evidence.

- An illness administrative procedure with precautions specific to COVID-19 will be created by school divisions. Symptoms of illness that are not consistent with COVID-19 should continue to be managed per existing policies. Refer to AP 432 Illness in Care and COVID-19 protocols.

- Students and staff who are sick should be advised to stay home. Not all symptoms of illness need to be subject to this requirement (i.e. headaches, cramps, etc.). Staff would not be required to enter the school when sick to create plans for substitute teachers.

- All parents, guardians, students and staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Students and staff can return to school once they are cleared by public health.

- Schools should identify an appropriate isolation area for anyone with COVID-19 symptoms who are not able to immediately leave the facility. If a student develops symptoms at school or upon arrival at school, the student should be isolated from other students and the parent or guardian should be notified to pick up the student immediately. Provision for supervision of the student must be in place.

- If a separate room is not available, the student needs to be kept at least two meters away from other students and staff.

- If the student requires close contact and care, staff must wear a procedural/surgical mask and eye protection during all interactions with the sick child and should try to avoid contact with the student’s respiratory secretions.
• Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected. Items that cannot be cleaned and disinfected should be removed from the area and stored in a sealed container for a minimum of three days.

• All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool.

• Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.

**Prairie Spirit supports and guidelines:**

• Trevor Belyk, School Health Support Facilitator, will support schools.

• Refer to AP-432 Illness in Care; specifically, the sections on Potential or Confirmed Communicable Disease Procedures and COVID-19 Protocols.

• The Division will provide the necessary PPE supplies, equipment and guidelines for working with sick students.

**Schools will:**

• Follow Division and Ministry guidelines.

• Communicate protocols to students and families.

• Identify appropriate school isolation space for students with symptoms.

*Led by: Trevor Belyk and in-school administrators*

**School-level planning**

<table>
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<tr>
<th>Consideration</th>
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<tbody>
<tr>
<td>How will staff be made familiar with guidelines around PPE when supporting a student who develops COVID-like symptoms during the school day?</td>
<td></td>
</tr>
<tr>
<td>Students often come to school feeling ill.</td>
<td></td>
</tr>
<tr>
<td>How, what, and when would we communicate that a staff or student with COVID-19 was in the school?</td>
<td></td>
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</tbody>
</table>
Extra-Curricular

*Ministry guidelines:*

- Plans for extra-curricular activities and other gatherings will be developed in consultation with the Chief Medical Health Officer once the group/gathering capacity limits for fall 2020 are known.

*Prairie Spirit supports and guidelines:*

- At this time, all *in-person* extra-curricular activities are on hold.
- A CVAC Executive meeting will be held (late August/Early September) to support decision making.
- An Athletic Director meeting will be held (late August/Early September) to support decision making and school information sharing.
- The Extra-Curricular Commissioner will maintain communication with the SHSAA and will be available for phone/e-mail consults from administrators and Athletic Directors.
- Schools will be notified when extra-curricular activities are approved to commence (in accordance with the CMHO guidelines).
- Extra-curricular references both athletics and additional school sanctioned opportunities (e.g., drama, SRC, etc.).

*Schools will:*

- Await further updates from the Division prior to moving forward with planning.

*Led by: Extra-Curricular Commissioner, in-school administrators, athletic directors and teachers*

**School-level planning**

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>In-person is just one form of meeting.</td>
<td></td>
</tr>
<tr>
<td>We rely on our safety patrol students for safety</td>
<td></td>
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</tbody>
</table>

**Managing Guests, Volunteers and Visitors**

*Prairie Spirit supports and guidelines:*

- Parents/guests, volunteers, and visitors should only be entering the school or Division facility if there is a need that cannot be met another way. Ensure all visitors have passed the COVID screening test; ‘green screen’ will be shown to administrative assistant upon arrival.
- Consider virtual meetings
- Ensure hand sanitizer is available.
• Review Administrative Procedure 412 – Access to Schools which references volunteers.

• Division personnel may enter a school if it is not possible to achieve the necessary outcome using telephone or video conferencing. Division personnel will minimize school visits to no more than two in one day.

• Outside agencies/partners may enter the building if it is not possible to achieve a necessary outcome using telephone or video conferencing. Individuals must take and pass a COVID screening test prior to entering.

**Schools will:**

• Post clear signage at entrances advising visitors to take COVID screening test (signage produced by Facilities).

• Ensure all visitors have passed the COVID screening test. Green screen will be shown to administrative assistant upon arrival.

• Ensure hand sanitizer is available.

• When possible, reduce access to everyone who is not necessary for the learning and safety of students.

• Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.

• Consider virtual meetings.

• Work with childcare centers and before and after school programs to limit visitors to the school area.

**The first 6 weeks:**

• No parent volunteers

• No guest speakers/performers

*Led by: in-school administrators*

**School-level planning**

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>Some of our facilities are shared with the public.</td>
<td></td>
</tr>
<tr>
<td>For eligible visitors who have passed the COVID screening, do we keep track of their entrance and exit?</td>
<td></td>
</tr>
<tr>
<td>How will the work get done that our parent volunteers usually do?</td>
<td></td>
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</tbody>
</table>
Arrival, Dismissal and Movement of Students

Ministry guidelines:
- Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (i.e. during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (i.e. hugs, handshakes).
- Modify procedures for entering the building to support physical distancing. Possible strategies include staggered entry into classes and schools, separate group entrances, limiting pickups and drop offs to one parent/guardian.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing.
- For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.
- Modifications may be needed for all shared spaces, including boot rooms, hallways, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans.

Prairie Spirit supports and guidelines:
- Work within the recommendations of the Chief Medical Health Officer and the Re-Open Saskatchewan plan.
- Plans should minimize impact on instructional minutes.

Schools will:
- Review current arrival and dismissal protocols and revise as necessary considering:
  - 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
- Develop protocols to regulate the flow of students through the school considering:
  - The layout of the school including the location of the gymnasium, library, washrooms, lockers, 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.
- Schools will share their plans for arrival and dismissal with their learning superintendent. These will include:
  - Arrival/departure times
  - Use of entrances/exits
  - Movement patterns through the building
Any timetable/schedule adjustments
Any proposed adjustments to busing

Led by: in-school administrators

School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students just come in and leave at designated times (bells, etc.).</td>
<td></td>
</tr>
<tr>
<td>We have multiple doors but generally only use one or two.</td>
<td></td>
</tr>
<tr>
<td>Do grade groups/class groups come in different doors?</td>
<td></td>
</tr>
</tbody>
</table>

Noon Periods and Recesses

Ministry guidelines:

- Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (e.g., during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (e.g., hugs, handshakes)
- Modify procedures for entering the building to support physical distancing. Possible strategies include staggered entry into classes and schools, separate group entrances, limiting pickups and drop offs to one parent/guardian.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g., separating tables) to promote physical distancing.
- For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.
- Modifications may be needed for all shared spaces, including boot rooms, hallways, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans
- Proper hand hygiene must be practiced before and after eating.
- School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms.
- No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.
- Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
• Food from home must not be shared with other students and should be stored with the student’s belongings.

• Students are not allowed to participate in food preparation.

**Prairie Spirit supports and guidelines:**

• Students should eat lunch in their classrooms.
  - High schools should consider grade cohort groupings and unique locations to limit mixing.

• Limit the number of external noon supervisors used to provide supervision services.

**Schools will:**

• 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.

• Develop a plan for eating locations that limits student mixing of grades/cohorts. Students should eat in their classrooms. In high schools, keep students in grade cohorts as much as possible; considering ways to keep groups from mixing at break times.

• Review and revise duties of noon supervisors and students.

• Make a plan for supervision using existing resources. Consult with the Learning Superintendent if there is a need for additional resources.

Led by: in-school administrators

**School-level planning**

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>Schools might consider criteria for students staying for lunch.</td>
<td></td>
</tr>
<tr>
<td>Recess and lunch breaks are so important for students to run and play “together” with their friends, in groups.</td>
<td></td>
</tr>
<tr>
<td>Might allowing students to eat in a lunchroom actually allow for increased social distancing?</td>
<td></td>
</tr>
</tbody>
</table>

**Nutrition Programs**

*Ministry guidelines:*

• Proper hand hygiene must be practiced before and after eating.

• School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms.
• No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.

• Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.

• Food from home must not be shared with other students and should be stored with the student’s belongings.

• Students are not allowed to participate in food preparation.
  o Within the context of Commercial Cooking and Food Studies, students learn about safety and sanitation in the preparation and storage of food, and Commercial Cooking may involve students participating in the preparation and service of the school cafeteria. The precautions taken must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan, including the Restaurant and Licensed Establishments Guidelines as applicable for their facility.
  o The Nutrition Programs referenced in the 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.

Prairie Spirit supports and guidelines:
• Where necessary, additional plexiglass may be provided to create separation for food services.

• Schools are encouraged to continue the hygiene education of students through programs such as “FOODSAFE”.

• School cafeterias with Commercial Cooking will continue to be monitored by Public Health Inspectors to provide further guidance.

Schools will:
• Develop nutrition program plans and distribution models that align with the recommendations of the Chief Medical Health Officer and Re-Open Saskatchewan
  o Schools with “canteen or cafeteria” options must also align with the Restaurant and Licensed Establishments Guidelines as applicable for their facility.

Led by: in-school administrators

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<thead>
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</thead>
<tbody>
<tr>
<td>Consideration</td>
<td></td>
</tr>
<tr>
<td>Many students stand in line to get food from serveries.</td>
<td></td>
</tr>
<tr>
<td>Students needing meals warmed up?</td>
<td></td>
</tr>
</tbody>
</table>
Facilities

Ministry guidelines:

- Consider modifying room configurations to promote physical distancing. Where practical, the use of physical barriers (i.e., engineered controls) may be established where distancing cannot be achieved.
- Ensure adequate soap and hand sanitizer in each building, especially near entrances. Make disinfectant wipes available for wiping down frequently used surfaces.
- Signage may be used to remind parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.
- Signs and markings in hallways should be considered to limit cross-exposure.
- Establish a plan to prevent mingling of groups in washrooms, and to minimize the number of shared surfaces.

Prairie Spirit supports and guidelines:

- Additional disinfectant has been ordered to allow for wiping down frequently used surfaces.
- Plexi-glass screens will be provided at administration desks.
- Signage at front entrances of schools with a consistent PSSD message 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.
- Water bottle dispensers will be ordered and installed, as available.

Schools will:

- (more information to come)
- 

Led by: Teresa Korol, Facilities Planner and Amy Sawyer, Caretaking Assistant

School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
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</thead>
<tbody>
<tr>
<td>Many classrooms have tables with students facing each other.</td>
<td></td>
</tr>
<tr>
<td>How will classrooms manage hand sanitizer and wipes?</td>
<td></td>
</tr>
<tr>
<td>How will teachers manage supervision for washroom breaks?</td>
<td></td>
</tr>
</tbody>
</table>
Cleaning and Sanitation Guidelines

*Ministry guidelines:*

- Frequent cleaning and disinfection are important to prevent the spread of the disease.
- All disinfectants used must be approved by Health Canada (DIN). All label instructions for disinfectants, including contact time, should be followed.
- A school-wide plan for enhanced cleaning and disinfection should be established using the current provincial guidance. Roles and responsibilities, staff training where needed, and a maintenance schedule are recommended. Items/objects that cannot be effectively cleaned/disinfected daily or between classes should be removed for the time being.
- Increase cleaning and disinfection of commonly contacted areas.
- Any food contact surfaces, including water fountains/dispensing equipment, must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.
- Garbage bins should be emptied frequently.
- Sanitation/cleaning procedures will need to be implemented to support multiple users accessing technology.
- Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used.
- Wear disposable gloves when cleaning blood or body fluids. Wash hands before wearing and after removing gloves. They must be changed after every interaction and when changing tasks. Beyond this situation, glove use is not required nor recommended.
- Ensure the school is well stocked with hand washing supplies at all times, including soap, paper towels, waste bins and, where appropriate, hand sanitizer with a minimum of 70 per cent alcohol approved by Health Canada (DIN or NPN number).
- Store hand sanitizer out of the reach of young children and supervise its use.

*Prairie Spirit supports and guidelines:*

- Facilities is developing a recommended schedule for the frequency that caretakers should clean and disinfect commonly touched surfaces. This can be used as a guideline for administrators to monitor and ensure expectations are met. Specific guidelines are being developed around the following:
  - Washrooms
  - Water fountains
  - Counters
  - Multi-use rooms (gym, band/music, lunchroom, break out/ collaboration spaces)
  - Discuss what requires greater frequency of cleaning
- Work with HR to determine if increased caretaking hours are required or if a realignment of resources, hours of work and work requirements is more appropriate.
- Disinfectant ordered has a DIN number.
• A staff training schedule is being prepared to be rolled out in August preparing caretakers for methods and frequency of cleaning.

• Garbage bins will need to be emptied frequently. A method of disposal and use of bin liners will be discussed in training.

• Items that cannot be cleaned frequently should be removed. Examples:
  - Remove pillows.
  - Replace soft surface furniture with wipeable surfaces like vinyl.

• Schools are provided with gloves when cleaning bodily fluids.

• Review and increase ordering schedule to make sure we have sufficient stock of all hygiene and disinfection products. Wherever possible make bulk purchases for the division instead of individual schools sourcing their own wipes, hand sanitizer, etc.

• The Division will add water fountains dispensers and dispenser products.

**Schools will:**

• *(more information to come)*

**Led by: Teresa Korol, Facilities Planner and Amy Sawyer, Caretaking Assistant**

**School-level planning**

<table>
<thead>
<tr>
<th>Consideration</th>
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</thead>
<tbody>
<tr>
<td>How to maximize and prioritize strategic cleaning during the school day?</td>
<td></td>
</tr>
<tr>
<td>Gyms, labs, and other indoor shared spaces are so important to the day-to-day functioning of the schools. How can we prioritize and coordinate these areas?</td>
<td></td>
</tr>
</tbody>
</table>
Transportation

Ministry guidelines:
The following transportation protocols could be considered for implementation:

- Students should be assigned seats and a record of this seating plan should be kept in order to assist with contact tracing in the case of a student being confirmed with a case of COVID-19. Students who live in the same household should be seated together.

- Partitions around drivers can be considered.

- Cleaning and sanitation of buses or other vehicles used to transport students is required between each run. Recreational travel requiring vehicles, such as field trips, is not permitted at this time.

- Parents will be asked to transport their own children where possible.

- Encourage pickup and drop-off of students outside the building unless there is a need for the parent or guardian to enter the school.

- If parents or guardians must enter the school, they should maintain physical distancing from staff and other children and be reminded to practice diligent hand hygiene. See section on Managing Guests, Volunteers, and Visitors.

Prairie Spirit supports and guidelines:

- Provide a document for bus drivers on use of disinfectant and process for cleaning.

- Provide disinfectant and appropriate applicator for buses.

- Work with schools and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures.

- Bus Garage will work with parents to determine who will be on the bus and who will be driven by parents.

Schools will:

- Create plans for students to access multiple entrances and bus parking in various locations.

- Support bus drivers with creation of seating plans and behaviour expectations on buses.

- Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices.

- Clearly communicate any new expectations for bus behaviour.

- Educate students drop-off and pick-up practices and school entry and dismissal practices. Develop and educate parent and guardian around pick-up and drop-off practices outside of building.

Bus Drivers will:

- Assign specific seat locations to each student at the commencement of the school year that group together students who live in the same household.

- Work with in-school administration to support appropriate and safe student behaviour, including communication with families.
- Work with Transportation and in-school administration to develop pick-up and drop-off protocols that coordinate with school entry and dismissal practices.
- Clean and sanitize buses following each run.

Led by: Bill Steckler, Transportation Manager

### School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a need for increased communication between drivers and schools?</td>
<td></td>
</tr>
<tr>
<td>Arrival times for buses are often staggered, avoiding congestion at the school.</td>
<td></td>
</tr>
</tbody>
</table>
Human Resources

Ministry guidelines:

- All staff must self-monitor for symptoms and use the online Prairie Spirit COVID-19 Self-Assessment Tool (which mirrors the provincial tool) prior to entering a division facility.
- Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (i.e., during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (i.e., hugs, handshakes).
- Staff will practice proper hand hygiene. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean.

Prairie Spirit supports and guidelines:

Staff Health

- Staff who are sick should be advised to stay home. Not all symptoms of illness need to be subject to this requirement (e.g., headaches, cramps, allergies, etc.).
- Staff will follow all currently applicable requirements of the Chief Medical Health Officer, including those regarding travel.
- Staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Staff can return to school once they are cleared by public health.
  - Staff are not required to enter the school when sick to create plans for substitute teachers.
    - Staff are advised to have materials prepared in advance in the event that they cannot attend school.
    - If staff are using a blend of in-person and online delivery methods, providing some instruction on the use of the online delivery.
- Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace.
  - If a staff member wishes to wear a non-surgical mask while at work, this mask will be made available by the school division.
    - A staff member may also wear a personal mask at work.
- Staff, while caring for a sick child in close contact, must wear a school division provided procedural/surgical mask and eye protection during all interactions with the sick child, and should try to avoid contact with the student’s respiratory secretions. Staff will wash their hands after providing care.
- Staff assignments will minimize the number of groups worked with, where possible.
- Staff are encouraged to review contract provisions for applicable leaves and applicable absence codes to use.
  - Support will be provided in navigating medical documentation requirements and accommodation processes.
• Staff will be made aware of how to access EFAP programs.
• Staff wellness supports will continue to be provided and supported.
• Staff will be made aware of the OH&S process related to a work refusal.

**Schools will:**
• Identify an area and procedure for providing care to a sick student while waiting to go home.
• Schedule teachers within the school to minimize the number of groups worked with, where possible.
• Support teachers in communicating with HR regarding questions that they may have.
• Consider creating school level wellness initiatives.

### School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of subs - teachers, support staff, etc.</td>
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<tr>
<td>Staff who are immunocompromised may need additional support and guidance.</td>
<td></td>
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<tr>
<td>Staff may need support for heightened levels of responsibility. Worry about burn-out.</td>
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</tbody>
</table>

**Itinerant Staff**

*Prairie Spirit supports and guidelines:*
• Division personnel may enter the building if it is not possible to achieve the necessary outcome using telephone or video conferencing. Division personnel will minimize visits and will visit no more than two schools in a day.
• All staff must self-monitor for symptoms and use the online Prairie Spirit COVID-19 Self-Assessment Tool.
• Itinerant staff should limit the number of spaces they use at the school.

**Schools will:**
• 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.
• Consider that shared-use spaces for outside agencies may not be possible.

*Led by: Jon Yellowlees, Learning Superintendent*
### School-level planning

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Adjustment/Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools consider opportunities to limit itinerant staff moving from class to class.</td>
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<tr>
<td>By their nature, some itinerant staff bring together new (mixed) groupings of students.</td>
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<tr>
<td>Please notice</td>
<td>Evidence</td>
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<tr>
<td>---------------</td>
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<tr>
<td>Communication Plan</td>
<td></td>
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<tr>
<td>Adjustments – remote or online</td>
<td></td>
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<tr>
<td>Adjustments – hybrid or blended</td>
<td></td>
</tr>
<tr>
<td>Who is involved?</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>action</td>
</tr>
<tr>
<td>Usual</td>
<td>action</td>
</tr>
</tbody>
</table>
Division Contingency Plan

In the event that the CMHO directs schools to move to full remote learning:

- All students are required to participate.
- Staff will be physically present in the school, even for remote provision of learning.

School day structure:

- Prairie Spirit will consider structures to maximize learning for all students.

Instruction:

- Full Saskatchewan curriculum will be delivered.
- Student-teacher contact time must be prioritized regardless of the delivery format.
- Differentiation of instruction will be important due to the supplemental learning that occurred.
- 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.
On June 9, 2020, the Government of Saskatchewan announced that in-classroom learning will resume for the 2020-21 school year. To help school divisions prepare for the return of students and staff, the guidelines below have been developed to inform local planning.

For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead. The precautionary measures within these guidelines will be implemented to reduce risk, and include standards for cleaning and sanitization along with measures for general operations, facilities, transportation and programming.

To provide provincial-level direction on operational matters resulting from the pandemic, an Education Response Planning Team (RPT) was formed with representation from the Ministry of Education, Saskatchewan School Boards Association, Saskatchewan Teachers' Federation, League of Educational Administrators, Directors and Superintendents, and Saskatchewan Association of School Business Officials. The RPT has developed additional information on operationalizing these guidelines, which will be made available for school division personnel.

As school-aged children return to regular activities, including programming and activities now allowable under the Re-Open Saskatchewan plan, these guidelines will help ensure that operators of provincial Prekindergarten to Grade 12 schools can plan for school to resume as previously scheduled this fall. Classes will begin as early as September 1, depending on local school division calendars.

Guidelines for General Operation

Hygiene

- Promote proper hand hygiene practices for staff and children. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean. Although general use containers need to be available, where possible, students and staff should have their own hand sanitizer. Supervise the use of hand sanitizer with young children.
• Hand sanitizer must be approved by Health Canada (DIN or NPN number) and listed as effective for use against COVID-19 (per Health Canada website).

• Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.

Limiting Physical Contact

• For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.

• Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (i.e. during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (i.e. hugs, handshakes).

• Help younger children learn about physical distancing and less physical contact by creating games that include basic principles such as ‘two-arm lengths apart’ and avoid close greetings like hugs or handshakes. Encourage physically distant greetings such as ‘air fives’ and waves.

• Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area.

• Modify procedures for entering the building to support physical distancing. Possible strategies include staggered entry into classes and schools, separate group entrances, limiting pickups and drop offs to one parent/guardian, etc.

• Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.

• Children from the same household (e.g. siblings) do not need to maintain physical distance from each other.

• Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing.
• Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.

• Groups of students and the staff members assigned to them should stay together throughout the day and not mix with other groups. Staff should remain with the same group whenever possible. Strive to minimize the number of different teachers and educational assistants that interact with groups of students throughout the day.

• Modifications may be needed for all shared spaces, including boot rooms, hallways, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans.

• Specific responses for Prekindergarten and Kindergarten environments will be developed by school divisions, taking into account the unique nature of the learning programs and student development.

• Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.

Limiting Shared Materials and Equipment

• Establish clear protocols for bringing materials (i.e. bags, school supplies) into and out of schools.

• Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact. Keep toys that encourage individual play.

• Students and staff should not share food and drinks and other personal items. Label personal items with the student’s name to discourage accidental sharing.

• Strategically limit the number of touch points per day on electronic devices.

• 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.
Extra-Curricular

- Plans for extra-curricular activities and other gatherings will be developed in consultation with the Chief Medical Health Officer once the group/gathering capacity limits for fall 2020 are known.

Facilities

- Consider modifying room configurations to promote physical distancing. Where practical, the use of physical barriers (i.e. engineered controls) may be established where distancing cannot be achieved.
- Ensure adequate soap and hand sanitizer in each building, especially near entrances. Make disinfectant wipes available for wiping down frequently used surfaces.
- Signage may be used to remind parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.
- Signs and markings in hallways should be considered to limit cross-exposure.
- Establish a plan to prevent mingling of groups in washrooms, and to minimize the number of shared surfaces.

Cleaning and Sanitation Guidelines

- Frequent cleaning and disinfection is important to prevent the spread of the disease.
- All disinfectants used must be approved by Health Canada (DIN). All label instructions for disinfectants, including contact time, should be followed.
- A school-wide plan for enhanced cleaning and disinfection should be established using the current provincial guidance. Roles and responsibilities, staff training where needed, and a maintenance schedule are recommended. Items/objects that cannot be effectively cleaned/disinfected daily or between classes should be removed for the time being.
- Increase cleaning and disinfection of commonly contacted areas.
- Any food contact surfaces, including water fountains/dispensing equipment, must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.
- Garbage bins should be emptied frequently.
Sanitation/cleaning procedures will need to be implemented to support multiple users accessing technology.

Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used.

Wear disposable gloves when cleaning blood or body fluids. Wash hands before wearing and after removing gloves. They must be changed after every interaction and when changing tasks. Beyond this situation, glove use is not required nor recommended.

Ensure the school is well stocked with hand washing supplies at all times, including soap, paper towels, waste bins and, where appropriate, hand sanitizer with a minimum of 70 per cent alcohol approved by Health Canada (DIN or NPN number).

Store hand sanitizer out of the reach of young children and supervise its use.

Guidelines for Illness in Care

Promote proper hand hygiene practices for staff and students. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean. Although general use containers need to be available, where possible, students and staff should have their own hand sanitizer. Supervise the use of hand sanitizer with young children.

Checking temperatures, detailed screening or requiring COVID-19 testing of students and staff are not required or recommended at this time, based on current evidence.

An illness administrative procedure with precautions specific to COVID-19 will be created by school divisions. Symptoms of illness that are not consistent with COVID-19 should continue to be managed per existing policies.

Students and staff who are sick should be advised to stay home. Not all symptoms of illness need to be subject to this requirement (i.e. headaches, cramps, etc.). Staff would not be required to enter the school when sick to create plans for substitute teachers.

All parents, guardians, students and staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Students and staff can return to school once they are cleared by public health.
Schools should identify an appropriate isolation area for anyone with COVID-19 symptoms who are not able to immediately leave the facility. If a student develops symptoms at school or upon arrival at school, the student should be isolated from other students and the parent or guardian should be notified to pick up the student immediately. Provision for supervision of the student must be in place.

- If a separate room is not available, the student needs to be kept at least two metres away from other students and staff.
- If the student requires close contact and care, staff must wear a procedural/surgical mask and eye protection during all interactions with the sick child, and should try to avoid contact with the student’s respiratory secretions.

Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected. Items that cannot be cleaned and disinfected should be removed from the area and stored in a sealed container for a minimum of three days.

- All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool.
- Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.

Nutrition Programs

- Proper hand hygiene must be practiced before and after eating.
- School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms.
- No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.
- Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
- Food from home must not be shared with other students and should be stored with the student’s belongings.
- Students are not allowed to participate in food preparation.
Mental Health and Social-Emotional Supports

- Supports for the health and wellness of students and staff will be provided, including helping students understand the importance of preventative measures that are in place and practising proper hand hygiene and coughing/sneezing etiquette.

- School division and school leaders are encouraged to implement trauma-informed practice to support students, staff and families. Trauma-informed practice includes: providing inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and helping to minimize additional stress or trauma by addressing individual student needs.

- The Ministry of Education will continue to offer supports for mental wellness, including but not limited to:
  - a resource posted on saskatchewan.ca to assist parents and caregivers;
  - working with Kids Help Phone to promote their professional counselling services, which are available 24 hours a day via phone, online chat or text, as well as their database of local community resources;
  - working with SaskTel to prevent and respond to bullying, cyberbullying and promote healthy relationships through the Be Kind Online website, which includes a number of resources and tools;
  - providing a provincial license for Respect in Schools training for all staff; and,
  - offering grants to school divisions to support mental health and student safety training initiatives.

- Saskatchewan's provincial curricula provide opportunities for students to learn about health, well-being and student safety.

Students with Intensive Needs

- Students with additional needs may require updated assessments and revised individual goals.

- For personal interactions, conditions must be created to allow for the provision of supports within a safe and secure environment, which may include the school setting or other appropriate spaces.
• All health and safety measures must be in place and communicated with the relevant staff and family prior to the provision of the service.

• All engagements will occur in a supervised setting, which may include the school or other appropriate spaces, and staff will not enter into private residences or provide personal transportation.

• Other methods of providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.

• Consideration will be given to the directions given by the professional governing body of the staff providing the supports.

• It may not be possible to support all students with intensive needs in-person due to health and safety guidelines.

Transportation

• The following transportation protocols could be considered for implementation:
  o Students should be assigned seats and a record of this seating plan should be kept in order to assist with contact tracing in the case of a student being confirmed with a case of COVID-19. Students who live in the same household should be seated together.
  o Partitions around drivers can be considered.
  o Cleaning and sanitation of buses or other vehicles used to transport students is required between each run. Recreational travel requiring vehicles, such as field trips, is not permitted at this time.
  o Parents will be asked to transport their own children where possible.
  o Encourage pickup and drop off of students outside of the building, unless there is a need for the parent or guardian to enter the school.
  o If parents or guardians must enter the school, they should maintain physical distancing from staff and other children, and be reminded to practice diligent hand hygiene.