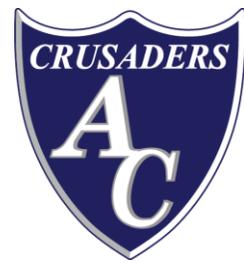


PRAIRIE SPIRIT SCHOOL DIVISION



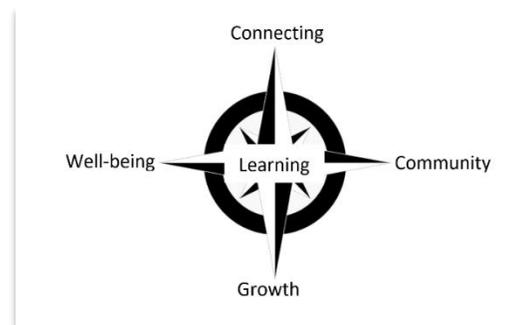
Aberdeen Composite School

Safe School/Site Plan

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

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

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



Safe Attendance



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

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

✓	See the PSSD Return to School Plan Communication (page 5) and <i>Guidelines for Illness in Care</i> (page 25) and the following procedures/protocols to develop your site plan: <ul style="list-style-type: none"> • AP-410 Safety, Appendix A • AP-432 Illness in Care • COVID-19 Illness in Care Protocols
✓	Communicate protocols to students and families. Ensure school website is up to date with school level plans and protocols: <ul style="list-style-type: none"> • access to schools • protocols and expectations • hygiene • scheduling, etc. Ensure all staff, including itinerant staff and substitutes, have access to these plans.
✓	Update contact information for families, including Health information on seasonal/ environmental allergies and emergency contacts in case a student needs to be picked up.
✓	Consider using a range of social media to inform parents and community.
✓	Self-screening measures Parents and caregivers being asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the Saskatchewan COVID-19 Self-Assessment Tool).
✓	Illness in Care Plan Identify a designated isolation area for any student or staff presenting COVID-19 symptoms who are not able to immediately leave their school facility.
✓	Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.
✓	Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.
✓	Arrange for student to be supervised at all times.
✓	Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.
✓	Plan in place for DSO to provide alternative arrangements for in-class instruction if teacher develops symptoms consistent with COVID-19. (Follow school cleaning and disinfection procedures upon teacher leaving the school facility.)
✓	Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.
	General Families will be asked to update their health and contact information prior by September 4, 2020. Parents will be asked to log on to their

Power School account OR update paper registration by arranging a time at the school during the week of August 31 – September 4.

We use Hootsuite to link our Facebook, Instagram and Twitter pages. We will use these along with regular blog posts to update our parents and community

Our website will include a Safe School tab, with sections explaining Self-Monitoring, Access to Schools, Hygiene, Scheduling and Illness in Care Plan. Related procedures will also be available in our Family Handbook.

Teachers will submit seating plans to office (classroom and computer labs). Binder will be stored in office with classroom and bus seating plans. Tammy Wruck will organize this.

Self-Screening Measures

It is imperative that parents monitor children closely for any signs of symptoms of illness. If any signs of illness (please consult Saskatchewan Health [website](#) for full list of symptoms) are present, children should **NOT BE SENT TO SCHOOL**.

How do you feel today?

Every morning before your child leaves for school, please check to see if they are experiencing any of these symptoms:



If your child is experiencing any of these symptoms, **do not send your child to school**. Contact Healthline 811 for assistance.

Illness in Care Plan

In the case that a student displays symptoms associated with COVID 19, the student would be accompanied immediately to our isolation area (room beside Jr. SERT office) by the Designated School Official (principal

or vice-principal). DSO will be equipped with mask and face shield. DSO will request that student wear a mask and face shield.

Face mask and shield will be available in the isolation room.

DSO will be responsible for supervising any child who shows symptoms.

DSO will contact parents. Parents will pick student up from complex door and caretaker will clean/sanitize sensory room immediately.

Taylor Holubetz (or sub) will be called to teach class should a teacher develop symptoms.

Our processes are guided by [Administrative Procedure 432](#) which include a flow-chart (Appendix B) that describes what happens when a student presents with symptoms consistent with COVID-19.

Safe Transportation

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

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



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

<input checked="" type="checkbox"/>	See PSSD Return to School Plan, Transportation (page 38) to develop your site plan.
<input checked="" type="checkbox"/>	Create plans for students to access multiple entrances and bus parking in various locations.
<input checked="" type="checkbox"/>	Support bus drivers with creation of seating plans and behaviour expectations on buses.
<input checked="" type="checkbox"/>	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices.
<input checked="" type="checkbox"/>	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks).
<input checked="" type="checkbox"/>	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices.
	<p>General</p> <p>Students enter and exit building from various entrances. Bus parking will remain in the front of the school because drop-offs are already staggered and congestion is not an issue during pick up after school. We will create a designated walking area/route from the complex doors, since this path will take kids through the parking lot.</p> <p>Front Doors - Kindergarten, Grade 1, Grade 7</p> <p>Library Doors - Grade 6, Grade 8, Grade 9</p> <p>North Doors (Complex) - Grade 2, Grade 3, Grade 4, Grade 5</p> <p>High School Doors (by IA shop) - Grade 10, Grade 11, Grade 12</p> <p>Vice Principal will create visuals to help support student behavior on the bus and work with bus drivers to create and document seating plans. We will also have designated bus spots for each bus and require students to line up according to their seat on the bus, (2 meters apart in the line). Division Update (Sept 2020): Students will move directly to their seat on the bus upon dismissal.</p> <p>Principal will communicate with families via email, social media and family guidebook regarding bus expectations.</p> <p>Families will receive specific information regarding pick up and drop off practices by September 4, 2020.</p>

Safe Access



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

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

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

✓	Ensure hand sanitizer is available.
✓	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
✓	Work with childcare centers and before and after school programs to limit visitors to the school area.
✓	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.

General

Students enter and exit building from various entrances

Front Doors - Kindergarten, Grade 1, Grade 7

Library Doors - Grade 6, Grade 8, Grade 9

North Doors (Complex) - Grade 2, Grade 3, Grade 4, Grade 5

High School Doors (by IA shop) - Grade 10, Grade 11, Grade 12

We have altered designated spots for student shoes/boots to reduce clustering at doorways.

K-8 students will stay in their classroom throughout the day, with the exception of going to the gym (procedures in place for walking in hallway, increased time between gym slots to avoid students mixing) and bathroom. VP is creating procedures for bathroom use (clipboard with name, time) and then designated waiting spots if more than 3 students in a specific bathroom at one time. **Division Update (August 28, 2020) – Teachers will not track when a particular student uses the washroom.** Each class has a designated bathroom. Library is not available for student use.

Grade 9-12 teachers will be able to book computer labs for their students, but consistent seating plan must be used and keyboards/mice and chair surfaces are wiped down by each student with sanitizing wipes after every use.

High school students are operating on a quad system where they have no more than 3 teachers per day. Movement between classes will be monitored by Principal and Sr. SERT. Rooms have been assigned strategically to avoid having all Sr. kids in same hallway.

All teachers will review non-typical greetings with their students.

Bathrooms have also been assigned to specific cohorts.

Schedules

High School Quad Timetable

	Quad 1 (Odd)	Quad 1 (Even)	Quad 2 (Odd)	Quad 2 (Even)	Quad 3 (Odd)	Quad 3 (Even)	Quad 4 (Odd)	Quad 4 (Even)
Period 1 (8:55 - 11:00)	Grade 7	Mat	Mat	Mat	Mat	Mat	Mat	Mat
	Grade 8	Olivia	Olivia	Olivia	Olivia	Olivia	Olivia	Olivia
	Grade 9	Science	Science	Phys Ed	Phys Ed	Social 9	Deane	Social 9
	Grade 10	History 10	Psych 30	History 10	Psych 30	PAA	Financial Literacy/CPAA	Financial Literacy/CAD
	Grade 11	PAA	Visual Arts	PAA	Visual Arts	ELA 20	ELA 20	Media Studies
	Grade 12	Physics 30	Physics 30	Math 30	Math 30	Math 30	Math 30	Bio 30
Period 2 (11:15 - 12:15)	Grade 7	PAA	Mat	PAA	Mat	PAA	Mat	PAA
	Grade 8	PAA	Olivia	PAA	Olivia	PAA	PAA	Olivia
	Grade 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9
	Grade 10	Math 10	Math 10	Math 10	Math 10	Math 10	Math 10	Math 10
	Grade 11	History 20	History 20	History 20	History 20	Enviro Sci 20	Enviro Sci 20	Enviro Sci 20
	Grade 12	Chem 30	Chem 30	Chem 30	Chem 30	History 30	History 30	History 30
Period 3 (1:00 - 3:07)	Grade 7	Mat	Mat	Mat	Mat	Mat	Mat	Mat
	Grade 8	Kyle	Kyle	Kyle	Kyle	Kyle	Kyle	Kyle
	Grade 9	PAA	Deane	PAA	Deane	Math 9	Math 9	Math 9
	Grade 10	Science 10	Wellness 10	Science 10	Wellness 10	ELA 10	ELA 10	ELA B10
	Grade 11	Math 20	Math 20	Math 20	Math 20	Phys Sci 20	Phys Sci 20	Health Sci 20
	Grade 12	ELA A30	ELA A30	ELA B30	ELA B30	PAA	PE 20/30	PAA

Daily Schedule

	K- Grade 3	Grade 4-8	Grade 9-12
8:50	Warning Bell		
Period 1	8:55 - 10:30	8:55 - 10:50	8:55 - 11:00
Recess	10:30 - 10:45	10:50 - 11:05	
Period 2	10:45 - 12:00	11:05 - 12:15	11:05 - 12:05
Lunch Eating	12:00 - 12:15	12:15 - 12:30	12:05 - 12:30
Lunch Outside	12:15 - 12:45	12:30 - 1:00	12:30 - 1:00
Period 3	12:45 - 3:07	1:00 - 3:07	1:00 - 3:07

Managing Guests, Volunteers and Visitors

At this time, parents or volunteers are only able to be in the school if there is a need that cannot be met another way (phone, video, meet outside). **Division Update (October 7, 2020) – Guests are allowed to be in the school when there is a compelling reason for a visit. Visits must be pre-arranged with the office.**

If parents or other members of our school community require access to the school, they must first call ahead (305-253-4333) to confirm visit and then complete the [PSSD COVID Screening Test](#) prior to entering the front doors. This tool is also available on paper, just inside the front door if you don't have a device available.

Once the screening test is completed, guests must proceed directly to the main office and show the admin assistant the completed paper screen or the green screen on your device, indicating that you have "passed" the test.

Hand sanitizer will be available at every entrance and in every work space. The library will not be in use and the gym will only be used by individual classes for curricular purposes. The focus of phys ed will be on individual physical activity, as opposed to more traditional team sports.

Our community piano teacher will not longer be teaching out of the school, CUPE president work will take place outside of school and we do not have child care centers or before or after school programs.

Emergency Response Preparedness Plan

At this time, regular fire and lockdown drills will be scheduled but at this time, we will review practices and procedures as opposed to practice the actual drill in order to avoid crowding and large gatherings.

Safe Facilities

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



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

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

✓	To develop your site plan, see PSSD Return to School Plan , <i>Hygiene</i> (page 21), <i>Facilities</i> (page 34) and <i>Cleaning and Sanitation Guidelines</i> (pages 35-37). Support provided from Facilities, when needed.
Hygiene	
✓	Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer.
✓	Teach students the importance and techniques of proper hand hygiene and sanitizing.
Facilities and Cleaning and Sanitation Guidelines	
✓	Consider room configurations that promote physical distancing.
✓	Signage at front entrances of schools with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school.
✓	Additional signage and floor markers at water fountains and washrooms may be considered.
✓	Work with Facilities and caretaker to monitor frequency of cleaning and disinfecting of commonly touched surfaces, and emptying of garbage bins to ensure expectations are met.
✓	Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.
<p>Hygiene</p> <p>Handwashing All students (K-12) will review proper handwashing on the first day of school. Students and staff are required to use soap and water when hands are visibly soiled and sanitizer when visibly clean.</p> <p>Sanitizer will be available in each classroom and at each entrance. Students and staff are also encouraged to bring their own sanitizer from home. Please ensure that any products brought from home are approved by Health Canada and listed as effective for use against COVID-19.</p> <p>Physical Distancing and Masks For K-8 students, grade groups will become cohorts that don't mix with each other indoors. For Grades 9-12, cohort groups will be kept to a minimum of 60 - some classes will have Grade 11 and 12 students in them.</p> <p>In all classrooms, physical contact will be limited by:</p> <ul style="list-style-type: none"> • Reconfiguring desks/tables to ensure as much space between students as possible • Utilizing front facing instruction where ever possible • Wearing masks when closer contact is unavoidable <p>Masks will be worn by all students in Grades 4-12 in high traffic areas, like busses and hallways and whenever social distancing cannot be maintained.</p> <p>Masks will be encouraged for Kindergarten - Grade 3 students whenever social distancing cannot be maintained.</p> <p>Provincial Update (August 21, 2020): It is recommended that students wear their own non-medical cloth masks, made using two or three layers of fabric. Bandanas and gaitor masks are not recommended as appropriate face coverings.</p> <p>We will avoid congestion in halls and doorways by scheduling specific entrances, recess and lunch periods for each grade/cohort.</p>	

Facilities and Cleaning and Sanitation Guidelines

Teachers will create room configurations that promote physical distancing.

Weekly meeting with caretaking team scheduled.

~~High School students will be required to bring everything they need for the day in their backpack. High school students will keep jackets on the back of their chairs and backpacks under their desk. Elementary teachers will provide storage systems (in classroom containers etc) for students to manage their belongings.~~ Division Update (October 7, 2020) – Lockers will now be available for student use. Teachers will manage access to lockers so that student cohorts do not mix in the hallway.

Students will use bathroom assigned to their cohort whenever they need to.

Safe Classroom/Common Spaces



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

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

✓	To develop site plan, see PSSD Return to School Plan , <i>Learning</i> (pages 6-16), <i>Limiting Physical Contact</i> (page 22), <i>Noon Periods and Recesses</i> (page 30) and <i>Nutrition Programs</i> (pages 32-33).
✓	<i>My Prairie Spirit Classroom</i> will continue to guide learning in Prairie Spirit School Division.
✓	Work with teachers to develop consistent assessment practices and ensure next steps in learning for students are determined by individualized, authentic assessments.
✓	Follow Division procedures and guidelines for reporting and adapt practices to ensure parents are informed of their child's academic progress (e.g., portfolios, conferences, etc.)
✓	Follow up with registered families where students are not attending by the end of the first week of school to determine what supports are required.
✓	Consider a level of standardization for families in terms of choice of remote learning platforms.
✓	Plan for use of technology to support blended learning.
✓	Address issues of equity of access for students learning from home.
✓	Develop a strategy to increase teacher capacity in blended learning (see PSSD MPSC Classroom Learning Supports).
✓	Collaborate with itinerant staff in the creation of schedules to limit the number of facilities visited where possible, and appropriate use of available workspaces, knowing that itinerant staff will continue to visit our schools, as necessary. Work with itinerant staff to determine guidelines and scheduling (e.g., Music/Band require 2-4 metre separation between patrons).
✓	Learning Facilitators will be available to support side-by-side learning at the school level (in person and remotely).
✓	Minimize the number of teachers and support staff working with a specific group of students.
✓	Minimize switches for teachers. Pre-K to Grade 8 teachers should have a homeroom approach as much as possible. Exceptions can only be made for specialized subjects/prep release.
✓	Keep students in one cohort as much as possible. Consider creative solutions to: <ul style="list-style-type: none"> • keep groups from mixing at break times; • limit group sizes to 60 or less in high school, such as block scheduling. In elementary school settings, students' cohorts will be the classroom.
✓	No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery.
✓	Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan.
✓	Food for snack programs, hot lunch programs and breakfast programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.

Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment

✓	Masks will be required for students in Grades 4 - 12 where physical distancing is not possible (e.g. hallways). Pre-K - 3 students are encouraged to wear masks. Children from the same household do not need to maintain physical distance from each other.
✓	Consider modifying room configurations (e.g. separating tables) to promote physical distancing. Front-facing instruction for students should be established in all settings, unless protection barriers can be utilized. For younger children, the focus should be on minimizing physical contact instead of physical distancing.
✓	Consider options for physical distancing within classrooms and other instructional spaces.
✓	Classroom considerations should include reducing those items not critical in the classroom to allow for more space to spread out the existing tables and chairs or add tables and chairs to give more space to students at each table. Examples of additional furniture to be removed include couches and soft seating. Store items that aren't critical to classroom instruction.
✓	Strategically limit the number of touch points per day on electronic devices and common surfaces.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (i.e. PAA labs).
✓	Ensure students have individual school supplies rather than shared.
✓	Physical Education teachers should consider planning learning opportunities that limit common touch items and allow for physical distancing, and prioritizing individual pursuits over traditional team activities.
	See pages 9-11 <i>Early Learning Plan</i> to support teachers in Early Years classrooms (e.g. staggered entries, providing bins for storage, cleaning schedules). Facilities will work with schools on finding appropriate storage methods and locations.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (e.g. PAA labs).
Page 30 Noon Periods and Recesses and page 32-33 Nutrition Programs	
✓	Students should eat lunch in their classrooms. High schools should consider grade cohort groupings and unique locations at noon periods and recesses to limit mixing.
✓	Communicate with parents to encourage students go home for lunch whenever possible.
✓	Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds.
✓	Review and revise duties of noon supervisors and students to make a plan for supervision using existing resources. Consult with the Learning Superintendent if there is a need for additional resources.
✓	<p>Nutrition program plans and distribution models must align with recommendations of Chief Medical Health Officer and Re-Open Saskatchewan. Schools with "canteen or cafeteria" options must align with the Restaurant and Licensed Establishments Guidelines as applicable for their facility.</p> <p>The Nutrition Programs referenced in the government's Primary and Secondary Educational Institution Guidelines would apply to programs such as breakfast programs, school hot lunches, snack programs, etc. Food for such programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.</p>
✓	School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms. Food should be served using utensils and in individual portions to each child by a designated staff member.
✓	Food from home must not be shared with other students and should be stored with the student's belongings.

We have developed some guidelines for high school assessment that support individualized, authentic assessment. Our learning facilitator will continue to support this work with all teachers.

The use of online learning platforms (Google Classroom, See Saw) will support family communication. We also plan to rely heavily on teachers initiating conversations with families about students' learning. We are investigating alternatives to traditional parent/teacher/student conferences.

We will use Google Classroom for Grade 4-12 and See Saw for K-3.

All classrooms will be set up to be forward facing with students facing the same direction. ~~We will purchase additional furniture to facilitate this in one classroom, where it is currently not possible.~~ **School Update (Sept 2020) – we have been able to procure the required furniture by trading with Allan School.**

Additional purchasing (20 chromebooks, 10 lpads and 12 laptops for teachers) has been done. We also plan to redistribute these devices so they are present in each classroom, facilitating regular use in a differentiated classroom.

We will aim to make Chromebooks available for any student who requires it.

We will provide several optional learning opportunities for blended learning support between August 24 and Sept 4.

Instrumental music will not be facilitated by itinerant staff, as has been past practice, for the first 6 weeks of school. Music will be taught by our prep release teacher, who will travel to each classroom. Other itinerant LSS staff will have a dedicated space available for them to work with students. Scheduling of our LSS team has always been collaborative, as they often need to work together.

K-8 students will be kept in strict homerooms. We have one additional teacher, who will be in contact with K-8 students for Fine Arts instruction and SERT support. She will travel to each classroom. EA's will be assigned to one classroom as much as possible, as soon as that staffing becomes known.

Our timetable for high school is as follows – note Grade 7 students have 1 teacher and Grade 8 students have 2 teachers.

	Quad 1 (Odd)	Quad 1 (Even)	Quad 2 (Odd)	Quad 2 (Even)	Quad 3 (Odd)	Quad 3 (Even)	Quad 4 (Odd)	Quad 4 (Even)
Period 1 (8:55 - 11:00)	Grade 7	Mat	Mat	Mat	Mat	Mat	Mat	Mat
	Grade 8	Olivia	Olivia	Olivia	Olivia	Olivia	Olivia	Olivia
	Grade 9	Science	Science	Phys Ed	Phys Ed	Social 9	Deane	Social 9
	Grade 10	History 10	Psych 30	History 10	Psych 30	PAA	Financial Literacy/C	PAA
	Grade 11	PAA	Visual Arts	PAA	Visual Arts	ELA 20	ELA 20	Media Studies
	Grade 12	Physics 30	Math 30	Physics 30	Math 30	Math 30	Math 30	Bio 30
Period 2 (11:05 - 12:05)	Grade 7	PAA	Mat	PAA	Mat	PAA	Mat	PAA
	Grade 8	PAA	Olivia	PAA	Olivia	PAA	Olivia	PAA
	Grade 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9	ELA 9
	Grade 10	Math 10	Math 10	Math 10	Math 10	Math 10	Math 10	Math 10
	Grade 11	History 20	History 20	History 20	History 20	Enviro Sci 20	Enviro Sci 20	Enviro Sci 20
	Grade 12	Chem 30	Chem 30	Chem 30	Chem 30	History 30	History 30	History 30
Period 3 (1:00 - 3:07)	Grade 7	Mat	Mat	Mat	Mat	Mat	Mat	Mat
	Grade 8	Kyle	Kyle	Kyle	Kyle	Kyle	Kyle	Kyle
	Grade 9	PAA	Deane	PAA	Deane	Math 9	Math 9	Math 9
	Grade 10	Science 10	Wellness 10	Science 10	Wellness 10	ELA 10	ELA 10	ELA B10
	Grade 11	Math 20	Math 20	Math 20	Math 20	Health Sci 20	Phys Sci 20	Health Sci 20
	Grade 12	ELA A30	ELA A30	ELA B30	ELA B30	PAA	PE 20/30	PAA

This means that in one quad:
 Grade 10 students have 3 teachers
 Grade 11 students have 4 teachers
 Grade 12 students have 3 teachers

Our plan has staggered dismissal times at the end of the day and at lunch for high school students (different kids released 5 min early depending on which entrance they use)

We have planned to review specific expectations around cleaning and material use with our PAA teachers.

Teachers will establish protocols for wiping down mobile and desktop devices after each use.

~~The PAA labs will be cleaned with assistance of caretaking team (following consultation with Operations Assistant) during 15 minute break in the morning and during lunch period.~~ **School Update: September 3, 2020 - PAA teachers will reduce shared equipment and ensure that equipment is sanitized with alcohol wipes or sanitizing spray between classes.**

Noon Periods and Recess

High School students will eat in their homerooms, which align with either their period 2 (before lunch) or period 3 (after lunch) class, to reduce transitions as much as possible.

K- 8 students will have designated spots on outdoor school property based on their cohorts (K/1, 2/3, 4-6 and 7/8).

Items for breakfast program (yogurt, fruit) will be individually packaged and delivered to each classroom by teacher using sanitized tools. Additional hot lunches may be provided at a later date through the Healthy Hunger program, after additional consultation can occur.

Safe Supports



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

✓	To develop your site plan, review the PSSD Return to School Plan , <i>Students with Additional Needs</i> (pages 17-18) and <i>Mental Health, Well-being and Social-Emotional Supports</i> (pages 19-20).
Pages 17-18: Students with Additional Needs	
✓	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.
✓	Schools will communicate plans for return to school with families. (Assessment information needs to be current and relevant, therefore, updated assessments may be required to ensure appropriate programming is in place, which might delay a student's return to school.)
✓	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.
✓	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. Provide PPE as defined by the provincial guidelines.
✓	Provision of necessary training for staff working with students with intensive needs.
✓	Ensure staff do not enter into private residences or provide personal transportation.
✓	Services or additional precautions, specialized places for instruction may be suggested for students with compromised immune systems, in consultation with a medical professional, and to ensure students feel included and safe.
✓	Have one designated area in the school for LSS to use whenever possible.
✓	Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.
✓	Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to face.
Pages 19-20 Mental Health, Well-being and Social-Emotional Supports	
✓	Continue to focus on wellbeing, connections and relationships to support students and families.
✓	Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>
✓	Continue to use their Mental Health Literacy Teams to lead and implement schoolwide mental health initiatives.
✓	Continue to offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students.
✓	School Counsellor will access division supports as needed listed in PSSD's <i>Comprehensive School Mental Health Framework</i> .
✓	Consider creating school level wellness initiatives. (p.39 <i>Human Resources</i>)
	SERTS will identify and plan collaboratively with families of kids who require additional support prior to September 8.

SERTS/Classroom teachers will communicate COVID related plans specifically to families of student who require additional support .

LSS team will have access to the Itinerant LSS office.

Mental Health, Well-being and Emotional Supports

School staff participating in STFPL facilitated session that blends Insights Discovery training with NACTATR Guidelines for Re-entry on August 26th, 2020. We will continue supporting students through the use of Zones of Regulation framework for K-8. Our counsellor FTE has increased from .4 FTE to .6 FTE this year, in addition to .2 FTE provided in partnership with the Saskatoon Health Region. We will also continue to focus on building relationships with families through our school goal this year.

Safe Activities



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

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

- ✓ To develop your site plan, review the [PSSD Return to School Plan](#), *Limiting Physical Contact* (page 22) and *Extra-Curricular* (page 27).

Pages 22-25 *Limiting Physical Contact/Shared Materials and Equipment*

- ✓ Limit physical contact during recess and noon periods and avoid activities that require clustering of students. For younger children, the focus should be on minimizing physical contact instead of physical distancing.
- ✓ Provide students with alternatives to activities that require physical contact with other students. Student play during Physical Education and recesses are primary considerations
- ✓ Classroom activities and recess times should not include equipment that might be touched by multiple students. Due to the increased cleaning required, it is best to decrease the number of toys/equipment available to children. Remove toys and other items that cannot be easily cleaned and disinfected.

Page 27 *Extra-Curricular*

- ✓ At this time, all **in-person** extra-curricular activities are on hold. Schools will be notified when extra-curricular activities are approved to commence (in accordance with the CMHO guidelines).

Teachers will become familiar with and introduce kids to alternate activities.

Teachers are creating systems whereby each student has individual bins of toys and books are shared between very small groups of students between periods of disinfecting.

Division Update (October 7, 2020): K-3 students' cohort will continue to be the students in their classroom. Students will be kept in smaller groups whenever possible, to reduce close contacts with others, but may at times, play with all kids in their class.

Safe Alternatives

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

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



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

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

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

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

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

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

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

Page 5 Communication and page 15 Transitions

Consistently communicate with families.

Follow up with registered families where students are not attending to see how they are accessing learning.

Consider a level of standardization for families in terms of choice of remote learning platforms.

Plan for use of technology to support blended learning.

Address issues of equity of access for students learning from home.

Consider using a range of social media to inform parents and community.

Page 44 Division Contingency Plan – Level 4

All students are required to participate.

Staff will be physically present in school.

School day structure will maximize learning for all students.

Full Saskatchewan curriculum will be delivered.

Student-teacher contact time must be prioritized regardless of the delivery format.

Differentiation of instruction will be important.

The focus will be on teaching of outcomes, rather than amount of time per subject (a cross-curricular approach is recommended).

Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers.

Multiple modes of delivery should be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.).

Subjects impacted by the physical environment will be delivered if the curriculum is able to be delivered using an approach that allows for flexible learning spaces and considers safety.

Principal and Vice-Principal will contact all families who have indicated they prefer something other than in-person learning, prior to September 8.

Principal and Vice-Principal will contact all families not attending ACS by September 14, 2020.

We will be using See Saw (K-3) and Google Classroom (4-12)

	We use Facebook, Instagram and Twitter to communicate on social media.
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