

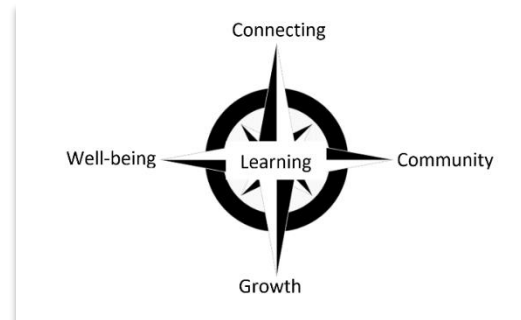
PRAIRIE SPIRIT SCHOOL DIVISION

Blaine Lake 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 School Plan:

- Provide mitigation step(s) or adjustment(s)/adaptation(s) made in each guideline area or indicate page in school plan
- areas when completed and share all plans with your Learning Superintendent.
- Highlight the specific areas you will be communicating publicly in the school plan posted on your website and shared with families.

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.

✓	<p>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:</p> <ul style="list-style-type: none"> • AP-432 Illness in Care • COVID-19 Illness in Care Protocols and Appendix B
✓	<p>Communicate protocols to students and families. Ensure school website is up to date with school level plans and protocols:</p> <ul style="list-style-type: none"> • access to schools • protocols and expectations • hygiene • scheduling, etc. <p>Ensure all staff, including itinerant staff and substitutes, have access to these plans.</p>
✓	Update contact information for families, including Health information on seasonal/ environmental allergies and emergency contacts in case a student needs to be picked up.
✓	Consider using a range of social media to inform parents and community.
✓	<p>Self-screening measures</p> <p>Parents and caregivers being asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the Saskatchewan COVID-19 Self-Assessment Tool).</p>
✓	<p>Illness in Care Plan</p> <p>Identify a designated isolation area for any student or staff presenting COVID-19 symptoms who are not able to immediately leave their school facility.</p>
✓	Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.
✓	Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.
✓	Arrange for student to be supervised at all times.
✓	Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.
✓	Plan in place for DSO to provide alternative arrangements for in-class instruction if teacher develops symptoms consistent with COVID-19. (Follow school cleaning and disinfection procedures upon teacher leaving the school facility.)
✓	Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.
	<ul style="list-style-type: none"> • Families will be told that efforts have been made in scheduling to reduce the numbers of adults and students everyone is in contact with • We update contact info for families every year • We will use our website, Facebook, and alert system as main method of communication • Our isolation room has been designated (old computer lab) • DSO – Sean Lockwood. Back up, Jessica Barrington (Process: staff alert Sean or Jess and the DSO takes the student to isolation room. We stay with the student, phone their family or have Yvonne support making that contact. We stay with the student until they are picked up at the elementary door, closest to the isolation room. The DSO will support facilitating schoolwork from the classroom teacher for the student in isolation.). BLCS will work with families and partner communities to establish transportation plans for students who may require pick-up during the day. BLCS will follow the COVID 10 Illness In Care Protocols Appendix B • In the event that a student who requires personal care demonstrates symptoms at school that are consistent with COVID 10 Illness In Care Protocols Appendix B, the student will be isolated in their Homeroom (Denise Heppner’s classroom) and they will be supervised by the EA who supports them regularly, as well as Denise Heppner. The DSOs will support

parent contact and supervision when needed. The room will be closed to all other students and staff until it has been cleared and cleaned. In the event that the students require personal care that cannot be completed in the Homeroom area, the students will relocate to their personal care room when the hallways are clear.

- All classrooms will have designated seating plans.

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.

- K-7 students will enter the building from the elementary doors. 8-12 students will enter through the main doors.
- Loading procedures: We will follow the procedures that were outlined by the PSSD Bus Garage. Our bus drivers know their families and many have seating plans already. We are always available to support their work when they need it. We will be contacting our bus drivers to discuss what they need from us to support them. For loading and unloading, we will follow the procedures. We will practice bus loading during the first week of school (Sept 8th – 11th).
- We will ask our bus drivers to drop students off as close to 9am as is possible.

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.

	<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)
✓	Modify procedures for entering and leaving the building, parent drop offs.
✓	<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’s educational program. This will differ by program (elementary / high school) and grade configurations. Existing computer labs will remain as is, procedures will be in place to support movement, group size and sanitization requirements.
✓	<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
✓	<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
✓	Promote and practice the use of non-physical greetings.
Pages 28-29 Managing Guests, Volunteers and Visitors	
✓	<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.
✓	When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings
✓	Ensure hand sanitizer is available.
✓	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
	Work with childcare centers and before and after school programs to limit visitors to the school area.
✓	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.

- Cohorts: K-3, 4-7, 8-9, 10-12. No cohort exceeds 60 people, including staff assigned in each cohort.
- Parents are not permitted to enter the building unless it has been previously approved. When they do, they will require a mask (or one will be provided) and to complete the PSSD COVID screening tool.
- Building entry – K-7 enter and leave through the elementary doors. Gr 8-12 enter and leave through the main doors.
- Elem students and high school students will, as much as possible, stay in their respective wings of the school. Exceptions: K-7 will enter the high school side to access the gym. They are not permitted to use the bathrooms or fountains in the HS hallway. Also, an exception will be a math support teacher will need to bring either the grade 4s or 5s (will be the same class, it is just being determined) to their HS classroom each day for math. Desks and / or workspaces will be disinfected between student groups. This will give time for the disinfectant to work as well ensure that classroom transitions are done and there are no HS students in the hallway when the younger students come down. Only one other class uses the space, so contact is limited and contact tracing if needed will be easy.
- Computer lab ~~can only fit one grade~~ will only have one cohort at a time. Booking procedures will remain the same. It will be disinfected between class use.
- Recess plan – Teachers from K-5 (that's ~~three classes~~ two cohorts) will go for recess at the same time, however, they will stagger their exits and entrances and have separate areas to play. 4/5 will go first, ~~2/3 will go second, K/1~~ K-3 will go last. The teachers can work together to do this each time (they can see each other and the door to know when it is their classes turn to go get shoes on and head outside.) We are purchasing walkie-talkies for the elementary staff to support communication in exits, entrances, and managing the playground area. The K-3 cohort will have the playground on M, W, F and the field and concrete pad on T, Th. The 4-7 cohort will have the playground on T, Th and the field and concrete pad on M, W, F.
- Lunch plan - Teachers from K-7 (that's ~~four classes~~ two cohorts) will go for outdoor lunch recess at the same time, however, they will stagger their exits and entrances. ~~6/7 will go first, followed by 4/5, then 2/3, and lastly K/1.~~ 4-7 will go first, followed by K-3. The teachers can work together to do this each time (they can see each other and the door to know when it is their classes turn to go get shoes on and head outside.) We are purchasing walkie-talkies for the elementary staff to support communication in exits, entrances, and managing the playground area. Cohorts will follow the same recess schedule for use of playground equipment.
- Lunch Plan 8-12. Students will have the option of eating in their designated lunchroom or going outside/home. Our lunchrooms are open for the entire lunch hour. From 12:40-1:00 students may use the computer lab or gym on their designated days. (8/9 – Computers on M, W, F and Gym on T, Th. 10-12 – Computers on T, Th and Gym on M, W, F.) The layers of safety (cleaning the computers, sanitizing in the gym, masks in the gym, etc.) will be followed. The hallway monitor will support the movement of students from their lunchroom to the gym or computer lab if they are moving.
- First half of lunch (eating) – K-7 students eat in their classrooms and will have a supervisor (as much as possible it will be someone who works with their class normally to minimize contact).
- High School Cohorts and Transitions – ~~We have an 8/9 class, a grade 10 class who stay together all day, and an 11/12 cohort (sometimes together other times not, depending on courses). Students will go to their scheduled class. At transition times, we will have a “circuit” in the high school hallway. It will be a one-way circuit and when students leave their class to go to their next class, they follow the one-way route to their next classroom. Bathroom or smoke breaks will be permitted though it will be encouraged that students, when possible, head right to their next classroom.~~ We have an 8/9 cohort and a 10-12 cohort. For class transitions, teachers will use a schedule to dismiss the two cohorts at staggered times so that the cohorts are not mixing in the hallways.
- High School AM entrance plan – students who arrive prior to 9am will go to their designated home room space. ~~(Same room as their lunchroom)~~ period one classroom.
- Elementary AM entrance plan – students who arrive prior to 9am will go to their home room.
- We are going to work hard to maintain a school that is welcoming in spirit to all of our families and community members. We will communicate that in person visitors are discouraged at this time if we can “meet” in another way (phone calls, Facetime, etc.)

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.

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| <input checked="" type="checkbox"/> | 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. |
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Hygiene

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| <input checked="" type="checkbox"/> | Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer. |
| <input checked="" type="checkbox"/> | Teach students the importance and techniques of proper hand hygiene and sanitizing. |

Facilities and Cleaning and Sanitation Guidelines

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| <input checked="" type="checkbox"/> | Consider room configurations that promote physical distancing. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | Additional signage and floor markers at water fountains and washrooms may be considered. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools. |

- We welcome and can suggest that students bring hand sanitizer, however, we will work to ensure that we can supply for all students.
- ~~We will be creating floor markers (we will work with the custodian on what we can put on the floor) and wall markers for directional arrows in the HS hallways. (For our circuit)~~
- It will be communicated to families that students should only bring the materials that they need for each day. Storage in classrooms for student belongings will be very limited. Lockers will not be provided at this time.

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, Learning (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.
	<ul style="list-style-type: none"> • The principal and vice principal will begin family contact after the first full week of school to check in with registered but absent students. • Our elementary staff will be using Seesaw for remote learning and our middle years and HS will be using Google Classroom. • Technology will be a barrier for some of our families. As always, we will communicate with them and work to support them. • The Learning Facilitator will support adult learning about blended learning among our staff. • From K-12, no classroom comes in contact with more than 5 adults (teachers and EAs). Many classes are as few as 2 or 3 adults. Contact is consistent (in terms of consistent schedules from day to day) and contact tracing will be easy if needed. • We will be offering our PAA courses (construction, drafting, Home Ec.) and will follow CMHO rules. • We will continue to provide breakfast and lunch programs and will follow all rules for who can prepare that food (designated staff or the Home Ec. class)

	<ul style="list-style-type: none">• Students who are not able to bring their own school supplies will be given supplies that will be marked as their own.• PE teacher is planning for outdoor activities as much as possible.• Elem lunch plan is in above section.• At this time, the gym will not be used at lunch.• At this time, the computer lab will not be used at lunch.• We will have 3 2 classrooms for students to eat with their cohort (8/9s, 10s, 11/12s 10/11/12). Students who are able will be encouraged to go home for lunch.• Classroom teachers will from K-7 can phone the office or Jess to have food delivered for students in need. They may also be delivered by a cohort staff member. Students from 8-12 may pick their lunch up in the office where it will be disturbed.
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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: <i>Students with Additional Needs</i>	
✓	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 <i>Mental Health, Well-being and Social-Emotional Supports</i>	
✓	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>)
	<ul style="list-style-type: none"> Plans and procedures are still being determined for supporting some areas of student support.

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

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| <input checked="" type="checkbox"/> | To develop your site plan, review the PSSD Return to School Plan , <i>Limiting Physical Contact</i> (page 22) and <i>Extra-Curricular</i> (page 27). |
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Pages 22-25 *Limiting Physical Contact/Shared Materials and Equipment*

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

Page 27 *Extra-Curricular*

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| <input checked="" type="checkbox"/> | At this time, all in-person extra-curricular activities are on hold. Schools will be notified when extra-curricular activities are approved to commence (in accordance with the CMHO guidelines). |
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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.