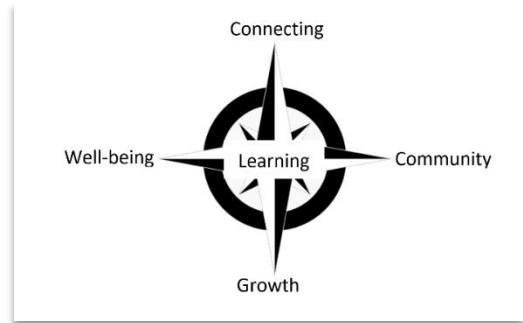




Borden School

PRAIRIE SPIRIT SCHOOL DIVISION



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:

Thank you for taking the time to read the Borden Safe School Plan. In crafting this plan, we are making every effort to create a safe space for your children. The whole Borden School staff is very excited to be working alongside all Borden Bruins and their families.

In times like these it is vital to remember that we are all in this together. The Borden School staff is here for our students and families. We are all working together to make the school year as safe, successful, and happy as possible.

With this in mind, communication is extremely important. Borden School is committed to communicating openly, honestly, and frequently. We also want to encourage all families and community members to reach out to us. Questions and conversations are so important as we navigate through the journey ahead. We welcome all dialogue with Borden School families. Please call or email the teacher/staff member who will be able to support you, and trust that we are eager to work alongside you.

Thank you for letting us be part of this journey and part of this work with your children! It is an honour and a responsibility that Borden School staff is proud to be a part of.

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.

Communication:

- School level protocols, procedures and plans will be continuously updated in letters to families, school website documents, and Borden School social media posts. When protocols, procedures, or plans are adjusted, families will be informed of the change via an email outlining the reason behind the adjustment.
- Teachers will communicate with classroom families regularly using various methods. Families are also encouraged to reach out to school staff with questions and concerns.
- All substitute teachers and itinerant staff will be provided with school-level plans and procedures.

From the Home:

- Parents and caregivers will update contact and health information by Wednesday, September 2nd. This was requested in a letter update sent home on August 25th.
- Questions or concerns can be emailed to the classroom teacher and/or main office.

Survey Feedback:

- Brody Morris will contact all families that indicated they are not returning to In-person learning by Friday, August 28th.

Self Screening Measures:

- Parents and caregivers are asked to monitor their child(ren) for ANY COVID-like symptoms. If any symptoms are present, the student is to remain at home
- Families are asked to use the [Provincial Screening](#) tool as part of their daily monitoring.
- Covid-like symptoms include:

Fever	Cough	Headache
Difficulty breathing	Sore throat	Chills
Runny nose	Nasal congestion	Conjunctivitis
Dizziness	Fatigue	Nausea/vomiting
Diarrhea	Loss of appetite	Loss of sense of taste or smell
Shortness of breath	Muscle and/or joint aches and pains	

Illness in Care Plan:

- Parents and caregivers must have a plan in place should their child need to be picked up from school due to illness.
- If a student displays COVID-like symptoms, they will be moved immediately from the classroom by a Designated School Official (Principal, SERT, or Administrative Assistant) who will wear PPE including a mask, shield, and gloves.
- The student displaying COVID-like symptoms will be moved to the Medical Isolation room (room #100).
- Parents/caregivers will be called and must pick their child up immediately and will follow the protocols established in consultation with the Medical Health Officer.
- Students in the Medical Isolation room will be supervised at all times.
- After the student is picked up, the DSO will wash their hands, remove their PPE and ensure that the isolation space will be cleaned and disinfected.
- The school will work with our division School Health Support Facilitator in contacting Public Health, and following guidelines outlined in AP 410 Safety Appendix A)(COVID 19) and AP [432 Illness in Care](#) (flowchart modified September 2, 2020).

Staff Illness:

- If an employee has COVID-like symptoms, they are to stay home.
- If a Borden School staff member develops symptoms consistent with COVID-19, at school, they will immediately inform the Principal or designate who will ensure that the staff member's responsibilities are covered and the staff member will leave as soon as it is safe and practicable to do so.
- Cleaning and disinfection procedures will be followed upon staff member leaving the facility.

Lockdowns and Fire Drills:

- No procedural drills or practices will be conducted at this time. Classroom cohorts will review instructions for these events rather than running the full drill.

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.

✓	See PSSD Return to School Plan , <i>Transportation</i> (page 38) to develop your site plan.
✓	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 to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks).
✓	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices.

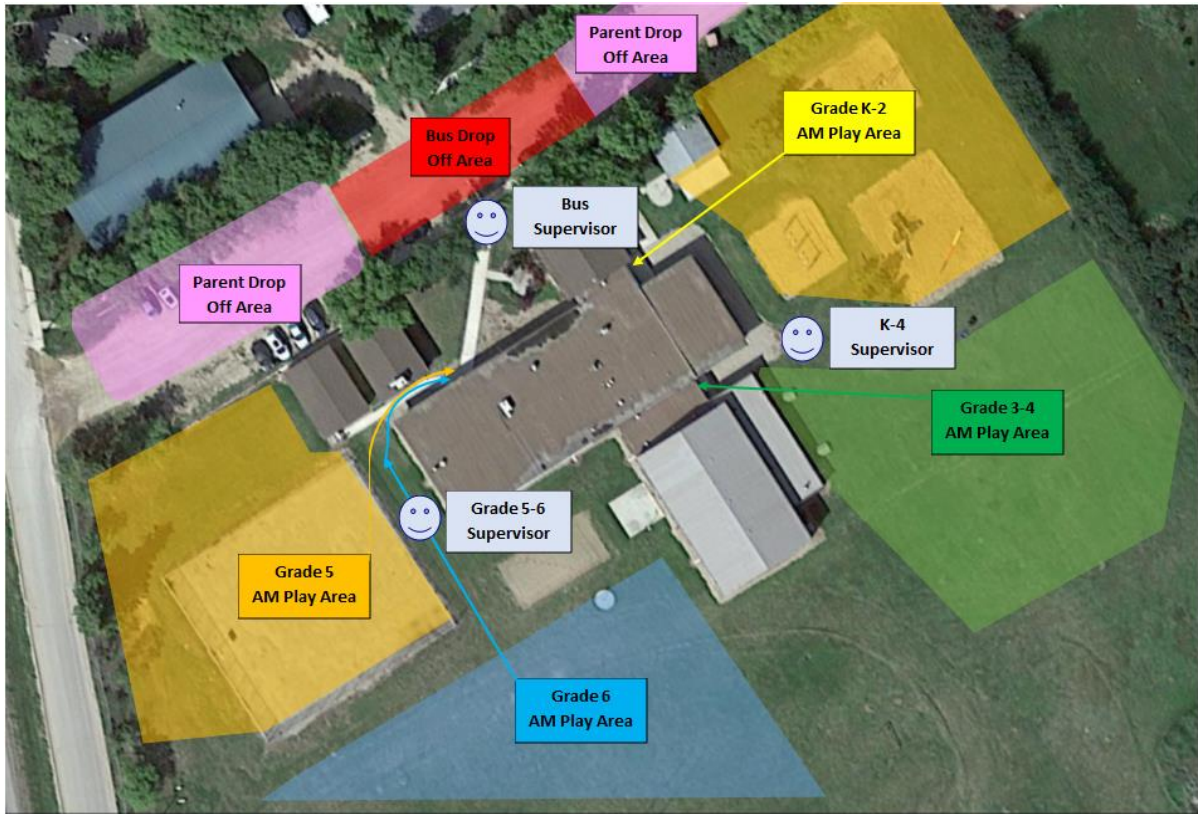
Transportation:

- Families of bus students will receive an update by Friday, September 4th outlining the drop-off and pick-up procedures. Part of that communication will include seating plans on Borden School buses.
- The same protocols and procedures for safe bus riding from years gone by still apply (stay seated, remain calm and quiet, and cooperate with bus driver respectfully) in addition to the additional parameters below.
- Families that are able to transport their child(ren) to and from school are asked to do so. Families being familiar with the school arrival and dismissal procedures will be very important.
- Families that will require busing infrequently will need to communicate directly with their bus driver in a clear and timely manner.
- Bus-riders on Prairie Spirit School Division buses must wear masks.
- Bus-riders on Prairie Spirit School Division buses are to have assigned seats that are fixed in place. Seating plans will be arranged by family units and by minimizing student contact during bus loading and unloading.
- Bus unloading will happen in stages (all bus passengers are to remain seated until they are called to exit the bus by the driver). Respecting physical distancing during bus unloading is required.
- Buses will be disinfected after each route. Drivers have been trained in using the approved sanitizing products and procedures.
- Families that drop-off or pick-up their child(ren) need respect school bus stop arms which indicate that *ALL THROUGH TRAFFIC IN BOTH DIRECTIONS IS STOPPED*.

Arrival and School Entrance Procedure:

- All 3 school entrances will be utilized for assigned students (see map). This will facilitate fluid and efficient travel for students. Students outside waiting to enter the school are expected to maintain physical distance while they wait to enter the school.
- Borden School bus drivers are meeting on September 2nd to construct seating plans and review bus behaviour expectations.
- Expectations and descriptions of bus drop-off & pick-up will be uploaded to the Borden School website by September 4th.

Arrival/Entry Outline and Map:

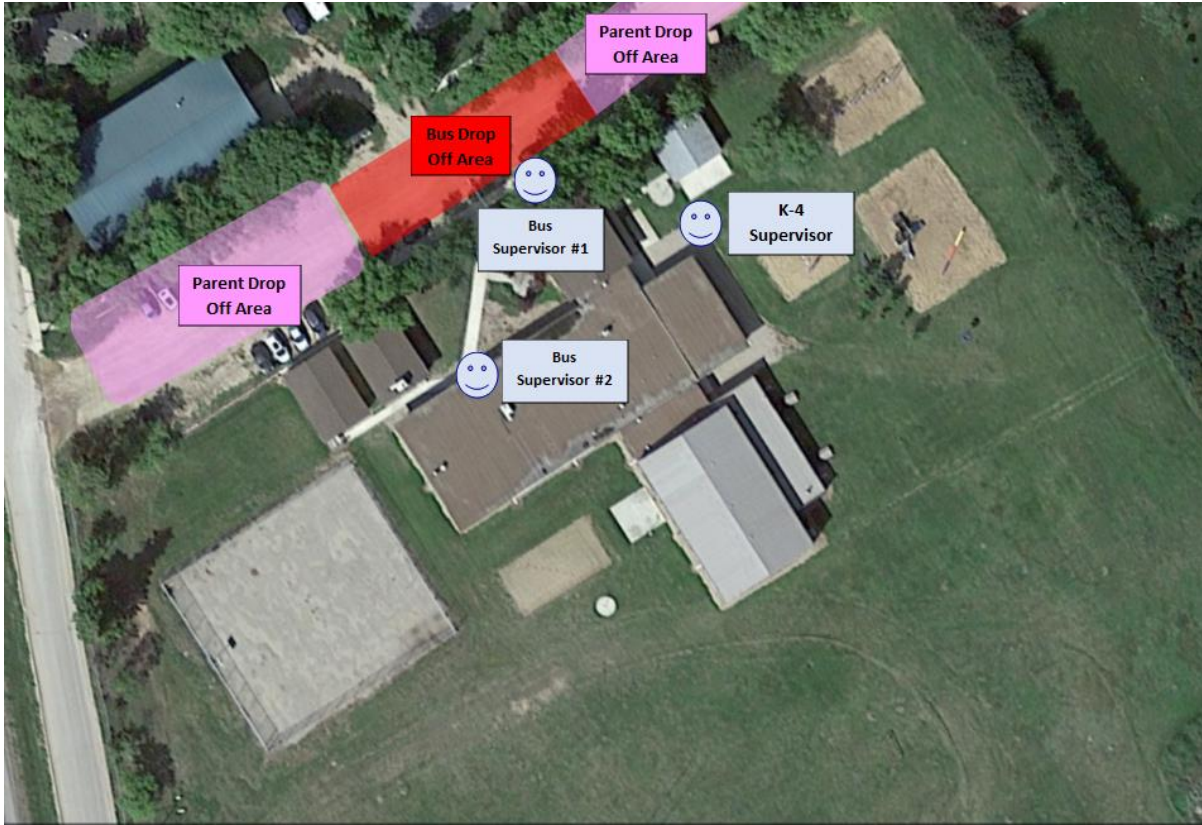


- When buses arrive, the **BUS SUPERVISOR** will direct students to their appropriate AM play area.
- Students that are dropped off will be guided to the appropriate AM play area by the **BUS SUPERVISOR**.

ALL STAFF, STUDENTS, and PARENTS need to work together to maintain our cohorts as students move to their AM play area and into the school

- **TEACHER SUPERVISORS** will monitor students and ensure safe play until the first bell rings at 8:50 AM.
- Students in Grade 7-12 are expected to enter the building immediately upon their arrival to school and make their way to their cohort classroom (Science Lab for Grade 7-8 and Portable A for Grade 9-12).
- Due to the increased supervision required outside, common areas (gym/library) will be closed in the AM.
- Students in Grade 7-12 need to stay out of hallways and entrance areas after their arrival at school.
- When the bell rings, the **BUS SUPERVISOR** will monitor the main entrance to ensure that physical distancing is maintained.
- **TEACHER SUPERVISORS** will guide their students to the appropriate school entrance for each students' cohort.
- Students are expected to: enter the school calmly, maintain social distancing (with the help of supervisors), sanitize their hands (dispensers will be available), and immediately go to their cohort classroom.
- Once in their cohort classroom, students are to find their assigned seat, look for any displayed directions, follow established classroom routines, and wait patiently for the 8:55 bell and classes to begin.
- During the AM period, it is very important that student traffic be kept to a minimum in the hallways (students are expected not to linger, visit, or congest the hallways and common areas in the school).

Dismissal/Exit Outline and Map:



- (Adjusted September 2, 2020) Bus loading will no longer use line-up queues in the bus loading area. Bus drivers and BUS SUPERVISOR #1 will work together to ensure that students load onto the bus safely while maintaining physical distancing.
- (Adjusted September 2, 2020) Buses will no longer be loaded from back to front as was initially stated. To avoid bottlenecks, students will load onto the bus as they arrive.
- (Adjusted September 2, 2020) Once students load onto the bus, they are not to unload except for an emergency.
- At the end of the school day, **BUS SUPERVISOR #2** will monitor the main entrance to ensure that physical distancing is maintained and that an efficient, orderly exit from the school occurs.
- At the end of the school day, **K-4 SUPERVISOR** will monitor the travel path of student to the bus and parent-pick up area.

ALL STAFF, STUDENTS, and PARENTS need to work together to maintain our cohorts as students move to their AM play area and into the school

- All **TEACHER SUPERVISORS** will monitor students and ensure safe and responsible student traffic and movement is maintained.
- Students are expected to: exit the school calmly, maintain social distancing (with the help of supervisors), sanitize their hands on their way out of the school (dispensers will be available), and immediately go to their home destination (bus line, parent vehicle, walking home). Students should not linger, visit, or congest hallways and school entrances.
- Parents/Families that are picking up children with their vehicles are asked to stand on the sidewalk either in front of or behind the bus drop-off area (pre-plan with your child(ren) so they know where to look). We need to prevent congesting the bus-loading area during the PM dismissal.


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' 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.
✓	<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 <i>Managing Guests, Volunteers and Visitors</i>	
✓	<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.
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Visitors and Guests:

- All staff, guests, and itinerant staff need to use the Prairie Spirit Screening Tool before entering the school every day (www.spiritsd.ca/COVID).
- Guests and non-essential personnel are being asked to stay outside the building for the first 6 weeks of the school year. This means that families dropping off or picking up their child(ren) will be asked to meet their child(ren) in the parent drop-off areas (see **Arrival/Entry Outline Map & Dismissal/Exit Outline Map**).
- Phone calls and digital meetings are still encouraged during this time.

Physical Distancing & Limiting Physical Contact:

- The goal at Borden School is to create 2-meter distances between students as often as possible. It is important that Borden School and Borden families work together to encourage safe and preventative measures like limiting physical contact and respecting physical distancing.
- Borden School classrooms will be adjusted to maximize the distance between students.
- Borden School staff will plan fun/play activities that reinforce and/or maintain physical distancing.
- Borden School staff will plan learning/teaching activities that reinforce and/or maintain physical distancing.
- Borden School staff will plan portions of their instructional time where students can be distanced at 2+meters away so students may have a break from wearing their masks.
- To further protect Physical Distancing, Borden School has created classroom cohorts (students will not mix cohorts during the school day). This has also led a reduced number of students in each cohort.

Student Movement (flow) Procedure:

- Borden School staff will work to minimize the flow of students in the hallways.
- Unnecessary congestion in the hallways will be avoided.
- Washroom breaks, drink breaks, and all other student travel in the hallways must be approved by a supervising staff member.
- When students leave a classroom, they will sanitize their hands. When students return to their classroom, they will sanitize their hands.
- Physical Distancing will need to be maintained in the hallways.
- Student traffic will stick to the right as they travel in hallways.
- Visual cues will be present for washrooms and water access. Borden School staff will teach and practice hallway conduct in the first days and weeks.
- Borden School classrooms will be forward facing where resources and furniture allow.
- 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).

Recess/Breaks/Meals:

Recess, Breaks, and Mealtime plans

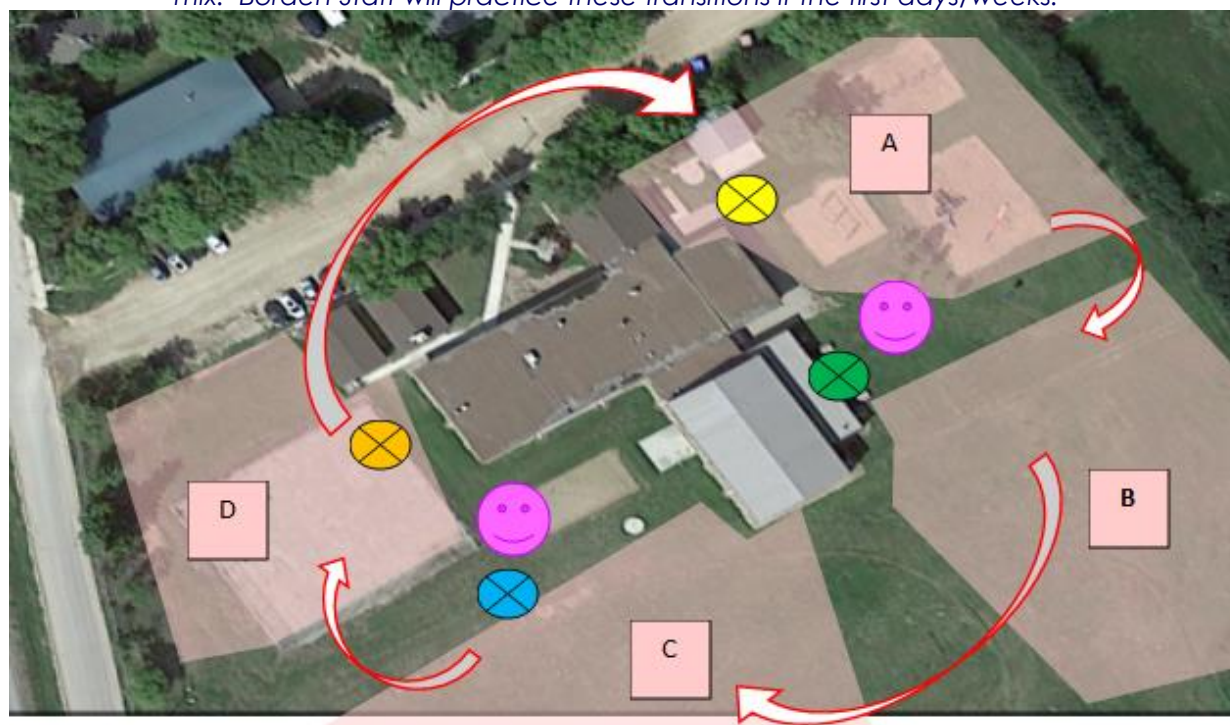
Before getting into specific plans regarding Recess, Breaks, and Mealtimes it is important to state that all non-instructional time will be thoroughly supervised by Borden School staff.

AM Recess (Grade K-6):

- Students are to sanitize or wash their hands before going outside.
- Students are to sanitize or wash their hands upon re-entering the school at the end of recess.

- The AM recess break will operate like it has in the past for Grade K-6 with the addition of cohort specific play areas.
- Borden School will also double the amount of supervision during the AM recess break.
- The play areas will shift on a weekly rotation (shown by the white arrows).
- Students in Grades 4-6 that play on the play structure, and cannot maintain physical distancing will be expected to wear a mask.
- Students in Grades 4-6 that engage in activities where physical distancing cannot be maintained need to wear a mask.
- Students in Grades K-3 that play on the play structure are not required to wear a mask on the play structure.
- Students in K-3 that engage in activities where physical distancing cannot be maintained are encouraged to wear a mask.
- Shared implement games are not be permitted.
- At the end of recess, students will go to their cohort must point (the colour Xs on the map below) where their teacher will bring them into the school.
- In the map below, designated play areas are shown.

When cohorts pass each other on the way to their play area for the day/week, they are required maintain physical distancing and to stay to the right so that cohorts don't mix. Borden Staff will practice these transitions if the first days/weeks.



AM Break (Grade 7-12):

- Students are to sanitize or wash their hands before leaving their classroom.
- Students are to sanitize or wash their hands upon re-entering their classroom at the end of their break.
- For Grade 7-12, students will rotate by the day having access to the gymnasium or a break in their classroom.
- During the AM Break, maintaining clear hallways will be a priority for the interior supervisors.
- Activities in the gymnasium will be restricted to individual activities with no shared implements or items.
- All items used will need be sanitized by the student that used the implement or item before returning to class.

Mealtimes (Grade K-12):

- During mealtimes, students will be spread out as much as possible for physical distancing while eating.
- Families who can have their child(ren) go home for lunch are asked to do so.
- There will be **no canteen** service or food items for sale.
- There will be **no microwaves** available.
- Students are to refrain from sharing food, snack, and drink items at school.

The **Recess** and **Break** expectations listed above apply for the lunch recess/break as well with one exception detailed below.

- Mealtimes and the noon recess/break will be staggered in the following way:

	Cohorts					
	K-2	3-4	5	6	7-8	9-12
12:22-12:44	Meal	Recess	Meal	Recess	Meal	Break
12:44-1:05	Recess	Meal	Recess	Meal	Break	Meal



- By reducing the number of students (in K-6) outside at one time, access to the play structure will be more frequent.
- Access to the play structure rotates by the day (so every cohort will have at least one recess every 2 school days on the play structure).
- (Adjusted September 2, 2020) Grade 7-12 students will have access to gym on occasion dependent on the supervision schedule.

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

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|---|--|
| ✓ | 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.

Hygiene:

- Borden School will promote proper hand hygiene practices for students and staff.
- Instruction and practice will be built into class plans for the first weeks of the school year.
- Homeroom teachers will lead this instruction and training.
- Washing visibly soiled hands with soap and water and with hand sanitizer when visibly clean will be standard practice at Borden School.
- Hand sanitizer dispensers will be available for every classroom cohort and at every school entrance.
- Students are expected to have a personal bottle of hand sanitizer (Canada Health Guidelines approved).
- During the first weeks of school, classrooms will spend time practicing hand washing and sanitizing procedures.
- Signage will be present at all handwashing stations and around the school.

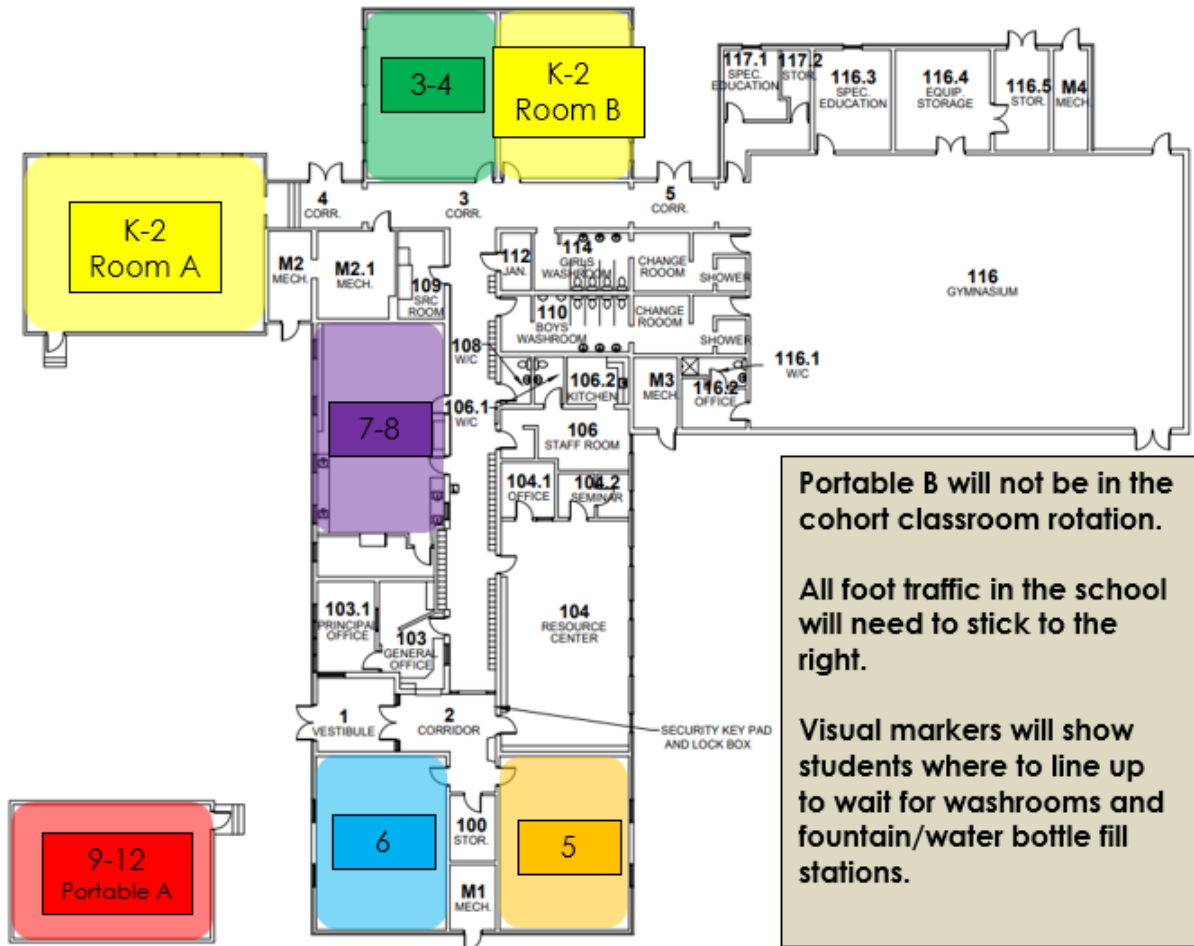
Borden School Cohorts:

- At Borden School, we have made adjustments to our classroom configurations to make reductions to the student size of our class cohorts and we have also eliminated the cross-over of class cohorts (grades won't be mixed).
- The adjustments reduce the contact for students within the school day.
- These adjustments also make cleaning and sanitizing procedures more predictable and contained.

Here are the Borden School classroom cohorts for the year:

Grade(s)	Teachers	Anticipated Students
K, 1, 2	Miss Laura & Miss Smith	18/25 (K/Non-K)
3-4	Mrs. Troupe-Logue	17
5	Mrs. Kauk	12
6 (A)	Miss Fisher, Miss Laura, Mr. Morris	16
6 (B)	Miss Fisher, Mrs. Kaufmann, Miss Laura	16
7-8	Miss Fisher, Mrs. Kaufmann, Mr. Morris	15
9-12	Miss Fisher, Mrs. Kaufmann	19

The map below shows the cohort classrooms to start the 2020 school year:



Quarter and Block Scheduling:

- The Borden School Grade 7-8 and 9-12 cohorts will be switching to a *quarter/block* timetable this school year.
- The new timetable has 4 quarters that last for about 45 school days each. Some stretches of the year have long vacation breaks scheduled within them, so it is difficult to measure quarters of a school year in weeks or months.

Below is the timeline that will be applied to Borden School quarters:

- Quarter 1: September 8th – November 6th
- Quarter 2: November 12th – January 28th
- Quarter 3: February 1st – April 21st
- Quarter 4: April 22nd – June 29th
- The primary reasons for the switch revolve around health and safety. These are the health and safety reasons that timetables are structured this way: transitions are reduced, cleaning and sanitizing is more predictable and contained, student movement in the building is controlled, contact numbers for everyone involved are reduced.
- Another reason has to do with timetable flexibility. By utilizing a quarter timetable, students and families have more accessible entry and exit points if their home and school learning plan were to change.

This is a chart outlining the courses, instructors, and quarters for Grade 7-8 students. The minutes for each curriculum are fully covered with this plan.

Phys Ed. & Health/Art/Careers are listed as a 0.5 which means 1 period every 2 school days.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
2 X ELA Periods Mr. Morris	1 X ELA Period Mr. Morris	1 X ELA Periods Mr. Morris	2 X ELA Periods Mr. Morris
1 X Math Period Miss Fisher	1 X Math Period Miss Fisher	1 X Math Miss Fisher	1 X Math Miss Fisher
1 X Science Periods Mrs. Kaufmann	2 X PAA Periods Mr. Stabanuk & Mrs. Ryde (rotating days)	1 x Science Mrs. Kaufmann	1 X Social St. Period Mr. Morris
0.5 Art Miss Fisher	0.5 Health Mrs. Kaufmann	1 X Social St. Period Mr. Morris	0.5 Health Miss Fisher
0.5 X Phys. Ed Period Mrs. Kaufmann	0.5 X Phys. Ed Period Mrs. Kaufmann	0.5 Art Miss Fisher	0.5 X Phys. Ed Period Mrs. Kaufmann
		0.5 X Phys. Ed Period Mrs. Kaufmann	

Next is the yearly flow chart for Grades 10-12. Each course will be a full credit.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 10	ELA A10 Science 10 Wellness 10	Math Foundations 10 History 20 Wellness 10	ELA B10 PAA Agriculture Studies 30	Math Workplace 10 PAA Agriculture Studies 30
Grade 11	ELA 20 Physical Science 20 Phys. Ed 20	Math Foundations 20 History 20 Phys. Ed 20	Communications 20 Science OR PAA Agriculture Studies 30	Math Science OR PAA Agriculture Studies 30
Grade 12	ELA A30 Physical Science 20 Phys. Ed 30	Math Foundations 20 History 20 Phys. Ed 30	ELA B30 Science OR PAA Agriculture Studies 30	Math Science OR PAA Agriculture Studies 30

- In Q3 and Q4, the PAA courses will rotate between Home Ec. one day and Industrial Arts the next day.
- The Science classes in Q3 and Q4 are Biology 30 and Chemistry 30 – these classes will also rotate from day-to-day.
- The Math classes for Q4 for Grade 11/12 will be Foundations 30 OR Pre-calculus 20 (for students to take Pre-calculus 20, it is an expectation that students carry a 75% or higher in both Physical Science 20 and Math Foundations 20).

The high school teachers will be:

Miss Fisher – All ELA & Communications and all Math classes

Mrs. Kaufmann – All Wellness/Phys. Ed, Science, and Agriculture 30 classes

Mr. Morris – History 20

Mrs. Ryde – Home Ec. PAA classes

Mr. Stebanuk – Industrial Arts PAA classes

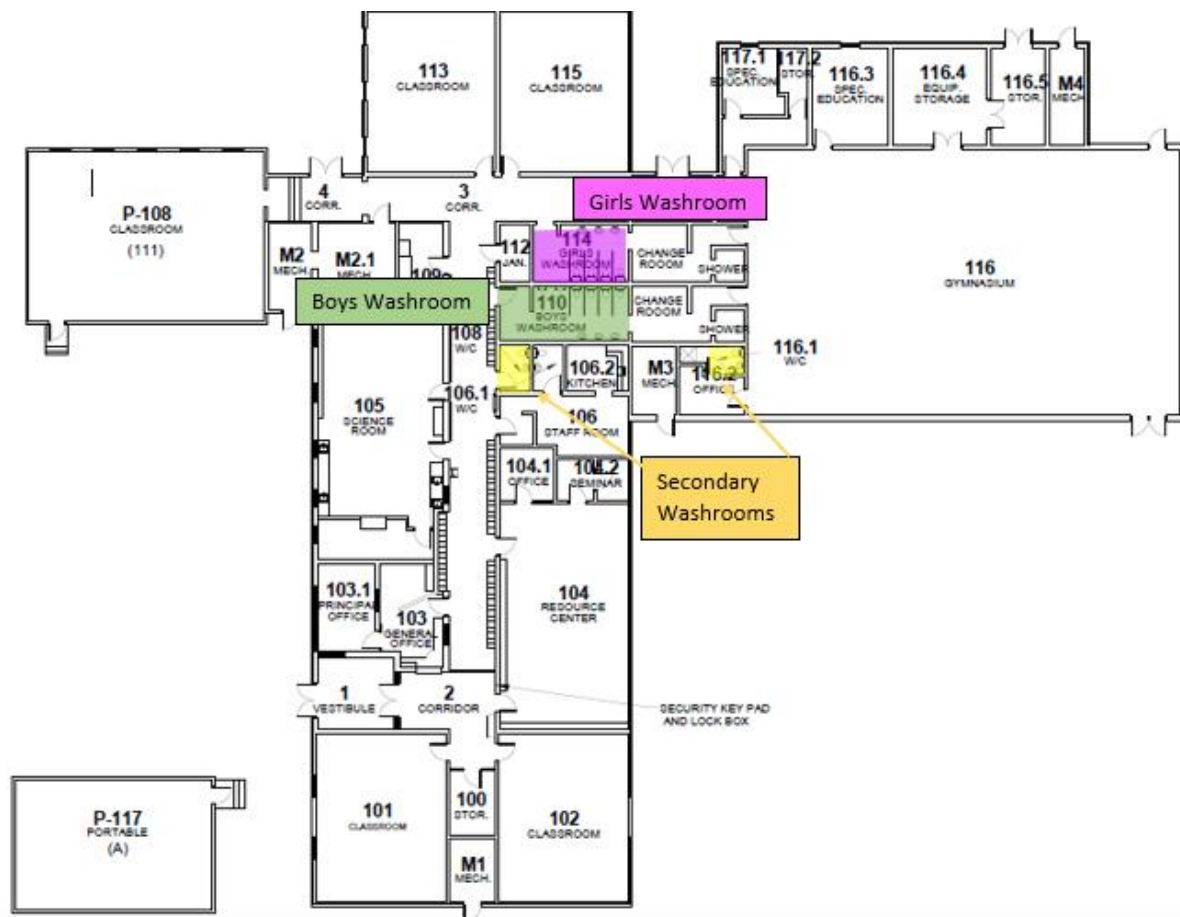
Masks:

- The Prairie Spirit Board of Education and senior leadership team have decided to move to Level 2 in the Division's planning for a safe return to school. As a result, masks will be **required** for students in Grades 4 through 12 at Borden School where physical distancing is not possible (e.g. hallways and common areas).
- **ALL** students riding a Prairie Spirit School Division bus will be required to wear a mask.
- Kindergarten to Grade 3 students are encouraged to wear masks in common areas of the school and where social distancing is not possible.
- Prairie Spirit staff members will be expected to wear masks when social distancing is not possible.
- As we plan for the return to school, the safety of our students and staff continues to be our primary concern.
- Families are asked to provide masks for your child(ren).
- Students that do not have a mask will be provided with a disposable mask at school.
- Mask recommendations are for non-medical cloth masks using two or three layers of fabric.
- Bandanas and neck gaiters are not recommended as appropriate face coverings.
- Borden School staff will teach mask maintenance and care practices to ensure that masks are operating with their intended effect.
- Families supporting this initiative and doing pre-teaching and practice before school start would be a tremendous help.

Washroom Procedure:

- All students leaving the classroom to use the washroom are to sanitize their hands before leaving the classroom, wash their hands with soap and water after using the washroom, and are to sanitize their hands upon their return to their classroom.
- Signage will be present to help students remember safe and healthy hygiene practices.
- In order to maintain self-contained cohorts, washroom access will be more controlled.
- Cohorts will have scheduled washroom times set aside throughout the day for access to the main washrooms.
- In addition to the scheduled washroom times, cohorts will also have colour-coded tokens for the unplanned and unexpected washroom breaks that will surely be required. The colour-coded tokens will be used as a visual cue that the washroom is occupied.
- There will be visual marks distanced down the hallway to indicate where students will need to wait for the washroom to become available.
- To ensure that students from different cohorts don't mix in the washroom, we will train and practice recognizing visual cues in the first days and weeks of the school year. Homeroom teachers will lead this instruction and training.

In addition to the 2 main washrooms, 2 more secondary washrooms will be available for student use as well (see map below). Each of the secondary washrooms will also have a clear pocket for the colour-coded tokens.



Drinking Fountain Procedure:

- All students leaving the classroom to use a water fountain/water bottle fill station are to sanitize their hands before leaving the classroom and are to sanitize their hands upon their return to their classroom.
- Signage will be presented to help students remember safe and healthy hygiene practices.
- Visual cues will be present for students to ensure physical distancing at fountain/water bottle fill station.
- Students are to bring a reusable water bottle with their name clearly labelled on it.

Limiting Shared Supplies and Equipment:

- Borden School students are only to transport items/resources to and from school that are *essential* for their learning.
- Borden School students will have spaces in their learning cohorts set aside for the storage of their personal items.
- Backpacks and other items brought from home are to remain in a students classroom until it is dismissal time.
- Student supplies and materials need to be labelled.
- Students are not to share supplies, materials, or resources.
- School supplies, toys, and materials that are to be used by students will be individually distributed.
- Items that might be used by various students (Phys. Ed implements, Kindergarten toys, school technology, etc.) will be sanitized and cleaned with the appropriate products and technique after each use.
- Student cooperation and stewardship in this regard will be very important.
- Sharing of food and drinks will not be allowed.

Adjusted August 23rd – Lockers will be **unavailable** for use for the first 6 weeks of the school year. Borden School students (Grade K-12) will have space provided in their cohort classroom. This is a change from what was stated in the August Update

#1. The change in plan is designed to reduce congestion and foot traffic in the Borden School hallways. As weather changes, the plan will be revisited. Look for further updates by mid-October.

Locker/Change Rooms:

(adjusted September 2, 2020)

For at least the first several weeks, locker/change rooms will be closed and off limits. The primary reason for this is the limited space for physical distancing. There are additional health concerns that prevents alternate spaces from being viable options as well.

Break and Lunch times may be utilized by Grade 7-12 students to prepare for and recover from Phys. Ed class.

Cleaning and Disinfecting:

- Our school will follow PSSD Facilities procedures document for cleaning and disinfecting of commonly touched surfaces, emptying garbage bins, cleaning technology, etc. which will include locations to be disinfected, person responsible for disinfection and the method of disinfection using approved DIN number disinfectants.
- Caretaker training will be provided through PSSD's Facilities Department.

Wipes:

(adjusted September 2, 2020)

At this time, families are not to send wipes of any kind to school. Borden School has already received a delivery of wipes and various disinfectant sprays/products. Staff have been given training on how to utilize these products safely. The wipes that are to be used in our school are already here. Students will have access to these wipes.

The reason we do not want wipes from home is that mixing products is not an advised practice. By relying on the supplies and products already at Borden School, the possibility of inadvertently causing a reaction between products is removed – we know that the products in our school work together safely, so those are the only products we will rely on.

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 <i>Limiting Physical Contact/Shared Materials and Equipment</i>	
✓	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.
<p><i>Borden School wants everyone to know that we are still Prairie Spirit School Division and that high quality, engaging teaching with triangulated assessment, next step feedback, side-by-side learning, pride, and joy continue to be the expectation in all classrooms.</i></p> <p>Learning:</p> <ul style="list-style-type: none">• My Prairie Spirit Classroom will continue to guide learning.• Our school staff will focus on learning and growth.• Students will come to school with varying strengths, needs and goals and staff will work alongside students and families to meet them where they are at, differentiate, start slow and grow.• Staff are familiar and will continue to receive professional learning opportunities to best support learning in a blended learning environment.	

Learning in Prairie Spirit:

Blended Learning – Blending Learning allows for students to learn at school or at home and permits flexibility to move between Learning at school and Learning at home. Wherever possible, we recommend that families remain with their local school for blended learning.

(adjusted September 2, 2020) blended learning is a temporary option for families unless there is a medical reason that makes learning from home the safest/only option for a student.

That means that families choosing the blended learning option will need to have a plan and timeline for resuming in-person learning unless there is a verified medical reason for continued learning from home.

AP 617 outlines the parameters and responsibilities for blended learning.

Learning at School

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

Learning at Home

- For families requesting remote learning for a medical accommodation:
 - Register with your local Prairie Spirit school.
 - Refer to AP 617 – Homebound Students.
- For families wishing to begin the school year with learning at home, supported by a Prairie Spirit teacher:
 - Contact your local Prairie Spirit school.
 - Efforts will be made to connect your child to a teacher from their local school but, based on the demand, they may be connected to another Prairie Spirit teacher.
 - Children can resume attending at their local school as soon as they feel ready.
 - Learning at home will be a blend of connecting online and materials provided by a teacher to work on independently.

Online Learning

- Families of students in grades 10-12 may choose to register with *Spirit eLearning*, Prairie Spirit's online school.
- At this time, online learning is not offered for students in grades K-9.
- Instruction will be provided by teachers within Prairie Spirit and from across the province.
- Depending on demand, there may be limited course availability.
- Students registering with Spirit eLearning are committing to at least one semester of learning online.
- Online learning is not a good fit for all students. Contact Distance Education Facilitator - Rob Troupe to discuss whether this would be a possibility for your child.

Home-Based Learning

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

Assessment:

- Borden School will continue to refer to the principles of PSSD's Quality Assessment Practices Document

- Together, we will explore ongoing, formative goal-setting and individualized instruction and assessments in a blended-learning environment.
- Assessments will focus on outcomes and big ideas of the curriculum.
- Next steps in learning will be determined by authentic assessments.
- Applicable if in hybrid/online learning scenario.

Reporting:

- We will continue to follow Division procedures and guidelines for reporting and adapt practices to ensure parents are informed of their child's academic progress.
- We will focus on big ideas and outcomes, growth-focused, compass (connection, community, well-being and growth) in our pedagogy and assessment.
- We will plan to use email to send home reporting documents.

Itinerant Staff:

- Cohorts will remain in their learning space (unless they go outside for learning or to the gymnasium) as often as possible.
- Staff moving between cohort classrooms will follow protocols for handwashing, masks, distancing when in a classroom.

Seating:

- All classroom cohorts will be configured in a forward-facing orientation wherever possible.
- All cohort classrooms will have a seating plan.
- Changes to the seating plan will be kept on file for medical tracing.

Breakfast Snack Program:

- There will be no Breakfast Snack Program for the first 2 weeks of the school year. During the first 2 weeks, protocols and plans will be established and refined to ensure safe snacks can be offered to families.

Gymnasiums:

- Classroom cohorts will follow a gym schedule.
- Classes coming/leaving at similar times will wait and let the other class leave before using the entry/exit.
- Classroom teachers will coordinate.
- Activities will limit shared equipment, allow for physical distancing, and prioritize individual pursuits over team activities.
- Any equipment used will be sanitized before leaving the space.
- Outdoor phys. ed. will be encouraged whenever possible.

Library:

- At this time, our school library will remain closed to staff and students.
- There will be no browsing/withdrawal of books by individual students from school libraries.

Technology in the Classroom:

- Classrooms will limit the number of touch points per day on electronic devices and common surfaces.

- If/when technology is shared between grades/classes, a schedule will be created and cleaning/sanitation will occur between all uses.

Lockers:

- At this time, lockers will not be used.
- Students will keep all items for transport between home and school (lunch, light jacket, etc.) in their personal backpack/classroom designated area.

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.

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| <input checked="" type="checkbox"/> | To develop your site plan, review the PSSD Return to School Plan , <i>Students with Additional Needs</i> (pages 17-18) and <i>Mental Health, Well-being and Social-Emotional Supports</i> (pages 19-20). |
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Pages 17-18: *Students with Additional Needs*

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| <input checked="" type="checkbox"/> | Develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs. |
| <input checked="" type="checkbox"/> | Schools will communicate plans for return to school with families. (Assessment information needs to be current and relevant, therefore, updated assessments may be required to ensure appropriate programming is in place, which might delay a student's return to school.) |
| <input checked="" type="checkbox"/> | Review the Inclusion and Intervention Plans of all students with intensive needs and revise/adjust goals as required to ensure student health and safety and as appropriate based on time that has gone by/supplemental learning that occurred at home. |
| <input checked="" type="checkbox"/> | Ensure that the provision of supports for all students can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces). |
| <input checked="" type="checkbox"/> | Deploy staff to limit the number of different student/staff contacts while meeting health/safety and curricular/IIP needs of students. |
| <input checked="" type="checkbox"/> | Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service. Provide PPE as defined by the provincial guidelines. |
| <input checked="" type="checkbox"/> | Provision of necessary training for staff working with students with intensive needs. |
| <input checked="" type="checkbox"/> | Ensure staff do not enter into private residences or provide personal transportation. |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | Have one designated area in the school for LSS to use whenever possible. |
| <input checked="" type="checkbox"/> | Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents. |
| <input checked="" type="checkbox"/> | 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*

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| <input checked="" type="checkbox"/> | Continue to focus on wellbeing, connections and relationships to support students and families. |
| <input checked="" type="checkbox"/> | Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i> |
| <input checked="" type="checkbox"/> | Continue to use their Mental Health Literacy Teams to lead and implement schoolwide mental health initiatives. |
| <input checked="" type="checkbox"/> | Continue to offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students. |
| <input checked="" type="checkbox"/> | School Counsellor will access division supports as needed listed in PSSD's <i>Comprehensive School Mental Health Framework</i> . |
| <input checked="" type="checkbox"/> | Consider creating school level wellness initiatives. (p.39 <i>Human Resources</i>) |

SERT and IIPs:

- Individual Plans for high needs students will be shared with families the week of Sept 2-4 during a virtual meeting.

- SERT (and eventually LSS) work will happen in rooms 117.1 and 116.3 – these two rooms will have no other purpose other than for SERT and LSS workplaces.
- They will remain locked at all other times.
- School SERT (Gina Smith) will be in contact with all families who have a student with intensive needs before September 8th.
- In consultation with families, the school will develop individual student transition plans to facilitate safe re-entry.

Mental Health:

- Student Mental Health, Well-being, and Social-Emotional supports will continue to be a school focus for all staff.
- Borden School staff are aware of the challenges confronting learners of all ages.
- Borden School staff are primed to work patiently, compassionately, and empathetically with all students and families.
- Supports from specialized personnel (counselors, psychologists, pathologists, etc.) will still be available and students may/will still be referred in consultation with caregivers and parents.
- The nature of the consultations will be digital until further notice, but the services will still be provided.
- As always, parents and caregivers are asked to contact their child(ren)'s teacher(s) or school administration with any, and all, concerns relating to your child(ren).
- As we journey together into the beginning of a school year unlike any other, communication will be even more critical than in the past.

Borden School Training & Focus on Mental Health:

- Our Borden School Mental Health Literacy Team (Brody Morris, Gina Smith, and MacKenzie Fisher) are meeting Sept. 1st to plan response plans for traumatic re-entries for students.
- Through the use of staff meeting and morning huddle time, the NACTAR guidelines will continue to be a focus of the re-entry of students.
- The Borden School staff engaged in Jody Carrington's podcasts centered on her "Kids These Days" in June of last year, and our whole staff engaged in Jody Carrington's ReLit - Bring Your Brave live stream workshop.
- The work and ideas presented in this work will be central parts of our staff support plans for students.

Blended Learning Supports:

- Borden School will continue to use Google Classroom as the platform for delivering blended learning opportunities.
- This was the platform we used during supplemental learning, and we want to minimize the learning curve for families.

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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| ✓ | 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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| ✓ | 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*

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| ✓ | 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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Extra Curricular Activities

- As of this time, all extra curricular activities will be on hold.
- At Borden School, the most obvious impact for the early part of the year will be: Library Club, SRC, Volleyball, and Cross-Country.
- No students are to travel between schools for events/activities at this time.
- Only essential personnel are permitted into Borden School for at least the first 6 weeks of the school (re-visited by mid-October).
- Families/Parents seeking communication with school staff are to utilize phone calls and digital meetings as the first priorities for communication.

Borden School Training & Focus on Safe Activities:

- All cohort classroom teachers and Phys. Ed teachers will develop games/activities that promote physical distancing.

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.

Communication:

We are here for you. We are in this together. We all want the best possible experience for your child(ren).

- Communication between home and school will be critical for the success of all Borden Bruin students this year.

- Parents, caregivers, and families are encouraged to connect with their child(ren)'s teacher(s) or school administration with questions and concerns.
- As a school, we are dedicated to transparent and frequent communication.
- We will send out updates via email (both generally from the school and from teachers to specific families), keep our school website up to date, and share links to information on our Borden School social media pages.
- As situations evolve and protocols and procedures are adjusted, Borden School will communicate those changes in as timely a manner as possible. Your patience and understanding is always appreciated.

Contingency Plans:

- As schools across the province plan for a school year unlike any other, preparing for the unexpected has been a consistent goal and thought in crafting various protocols, procedures, and plans.
- Regardless of what changes may occur, the Ministry of Education has declared the following points:

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.

The ministry of Education has also crafted 4 levels of response that can be enacted if/when required. The 4 levels are presented here:

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

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.

Borden School is positioned to be responsive and adaptable if/when circumstances change or the Level of Education Delivery is changed at the local, divisional, or provincial level.