

PRAIRIE SPIRIT SCHOOL DIVISION

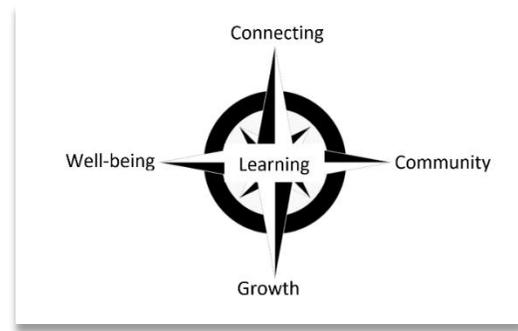
Colonsay School

Safe School/Site Plan

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

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

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



Safe Attendance



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

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

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

The most up to date Safe School plan will be posted on the school website, <https://blogs.spiritsd.ca/colonsay/> at all times as well as printed copies will be stored in each room for substitute and itinerant staff. Links to the Division website and other important information will also be found here. Email will be the primary form of communicating with families. Paper newsletters will not be sent home at this time. Digital versions will be emailed to families.

Please see the Prairie Spirit School Division COVID19 protocol, AP 410 Safety and [AP 432- Illness in Care](#) and [COVID19 Protocol](#) documents for more information around these areas.

Please be sure the school has your updated contact information (email, phone numbers-home, cell and work, emergency contacts), as well as updated health information of your student(s). The office will ensure that all bus students have billets and that all students have secondary contacts in the event that a student falls ill at school and the primary caregivers cannot be reached. The Principal will send regular emails to families through PowerSchool to communicate how things are

going along with any updates to the safety plan as required. The school will use social media platforms (Twitter, Facebook) to communicate further with families.

Teachers will review proper handwashing techniques, social distancing norms and non-contact greetings on the first day of school. Students and staff are required to wash and/or sanitize their hands when they are visibly dirty and/or before and after the eat, use the washroom or touch common items such as handrails.

Masks are required for all students in grades 4-12 in shared spaces (Washrooms, hallways, play structures) and when physical distancing of a 2M radius is not possible. Masks for students in grade K-3 are recommended. Classrooms will be configured to create as much distance between students as possible by removing additional furniture, and spacing desks and tables. All students will be seated facing the same direction in the classroom in predetermined seating plans. Seating plans for each classroom will be kept on file at the office and updated as required.

It is recommended that students wear their own non-medical cloth masks, made using two or three layers of fabric. Bandanas and neck gaiters (buffs) are not recommended as appropriate face coverings.

Students presenting COVID-19 symptoms are not to attend school. For a current list of symptoms and the Provincial Self-Assessment Tool, please visit this [link](#). New (Sept. 4)

The nurse's office near the entrance to the school will be used as the *Designated Isolation Area* for any student presenting with COVID-19 symptoms. The Principal, Acting Admin or SERT will be the Designated School Official (wearing PPE) who accompanies any student from the classroom to the isolation room and will remain with them until a parent or guardian picks them up. The admin assistant will contact families to arrange for any sick student to be picked up. The Principal or Acting Admin will follow up with Public Health and consult with caretaking staff on any additional cleaning protocols that may be needed as a result.

If a staff member were to display symptoms of Covid-19, they would follow the same procedures. The Principal, Acting Admin or SERT would fill in a teacher in that class.

Parents are asked to monitor their students each day for COVID symptoms. If staff or students show symptoms of COVID-19 before school begins, they are to stay home.

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.

Parents & Caregivers who drive their students to school are asked to drop their children off on the South side of the school, Bus students will be dropped off on the West side of the building. - Students will then proceed to their designated door without delay. Students walking to school are asked to proceed directly to their designated entrance. Please see the [map](#) for more information.

Based on communication from the Conveyance Manager, these plans will include:

- Families that are able to transport their children to and from school are asked to do so.
- Face masks must be worn by all students at all times while riding the bus.
- Students will hand sanitize upon entering the bus.
- Students must remain in their seats with no body parts in the aisles.
- Students must be front facing at all times.
- Students will be assigned a seat on the bus that they must remain in at all times. Students from the same household may sit together. **This seating plan will be made by the bus driver with support from the school Principal. - New (Sept 1): This seating plan will be made by Prairie Spirit Transportation Department based on the order of student pick-up/drop-off.** Copies of the seating plan will be kept in the office.
- Upon arrival, students will exit the bus, starting at the front and proceeding to the back. Students will walk directly toward their designated school entry door.
- **PM Loading— Students will line up on the side walk, 6 feet apart in the order co-created with the Bus Driver. Students on the first bus will line up facing south (Line extends north) on the second Bus will line up facing North (Line extends south) – New (Sept. 1): Bus Students: Will go directly to their bus from their assigned exit. They will enter the bus without delay and head directly to their assigned seat.**
- Students riding the bus will be required to use the entrance assigned to their cohort grouping.
- There are to be no additional riders on busses for any reason.
- Parents driving their students to School will drop their students off along the street near the playground.

Grade Group	Entrance/ Exit
K-1	Playground Entrance
2/3	Playground Entrance
4/5/6	South Entrance Stairs (This entrance has not been used in the past, look for signage outside telling you were to enter)

7/8	South Entrance (By Mr. Earls room)	
9/10	Gym Entrance	
11/12	Main Entrance	

Safe Access



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

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

<input checked="" type="checkbox"/>	<p>To develop your site plan, see PSSD Return to School Plan:</p> <ul style="list-style-type: none"> • <i>Limiting Physical Contact</i> (page 22) • <i>Limiting Physical Contact/Shared Materials and Equipment</i> (pages 22-24) • <i>Managing Guests, Volunteers and Visitors and Arrival, Dismissal and Movement of Students</i> (pages 28-30) • <i>Arrival, Dismissal and Movement of Students</i> (page 29) • <i>Noon Periods and Recesses</i> (page 30)
<input checked="" type="checkbox"/>	Modify procedures for entering and leaving the building, parent drop offs.
<input checked="" type="checkbox"/>	<p>Develop protocols to regulate the flow of students through the school considering:</p> <ul style="list-style-type: none"> • The layout of the school including the location of the gymnasium, library, washrooms, lockers, boot rooms, hallways, access to the playground and so on. • The number of different instructional spaces required to deliver each class' educational program. This will differ by program (elementary versus high school) and grade configurations. Existing computer labs will remain as is, procedures may need to be altered.
<input checked="" type="checkbox"/>	<p>Review current arrival and dismissal protocols and revise as necessary considering:</p> <ul style="list-style-type: none"> • the number of students arriving and departing at the same time. • the number of students who use each entry • increasing hours of supervision or number of supervisors for students
<input checked="" type="checkbox"/>	<p>Develop plan for arrival and dismissal (seek support from Learning Superintendent when needed). These will include:</p> <ul style="list-style-type: none"> • Arrival/departure times • Use of entrances/exits • Movement patterns through the building • Any timetable/schedule adjustments • Any proposed adjustments to busing
<input checked="" type="checkbox"/>	Promote and practice the use of non-physical greetings.
Pages 28-29 Managing Guests, Volunteers and Visitors	
<input checked="" type="checkbox"/>	<p>Communication to parents/guests, volunteers, and visitors that they should only be entering the school or Division facility if there is a need that cannot be met another way. Plan should include the following for parent/visitor entrance:</p> <ul style="list-style-type: none"> • Clear signage at entrance (supplied by Facilities) • Visitor calls ahead of time to state their purpose for visiting • Visitor has "passed" the Saskatchewan COVID self-assessment and shows the assessment results to the Administrative Assistant upon arrival • Administrative Assistant will need to keep records with names, dates, and times for when visitors entered the facility.
<input checked="" type="checkbox"/>	When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings
<input checked="" type="checkbox"/>	Ensure hand sanitizer is available.
<input checked="" type="checkbox"/>	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
<input checked="" type="checkbox"/>	Work with childcare centers and before and after school programs to limit visitors to the school area.
<input checked="" type="checkbox"/>	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.

Students will be Co-horted to help limit overall group size, cleaning plans, facilitate movement within the school and to allow for potential contact tracing. Transitions between teachers and classes will be reduced by implementing all home-room teacher groups in grades k-8 and by alter blocked timetable for grades 9-12.

Grade Group	Entrance/ Exit	Recess Time	Lunch	Area (rotate daily)
K-1	Playground Entrance	10:55-11:10	12:12-12:32 (Eat) 12:32-12:47 (Play)	Playground
2/3	Playground	10:55-11:10		Tarmac
4/5/6	South Stairs	10:55-11:10		Field
7/8	South Entrance	9:50-10:05 (Break)	12:12-12:32 (Play) 12:32-47 (Eat)	
9/10	Gym Entrance	10:10-25 (Break)		
11/12	Main Entrance	10:30-45 (break)		

School arrival/departure:

These entrances and exits will be used for student arrival, dismissal and at breaks. Students are not to arrive at school before 8:40AM. Parents driving students to school are to drop their student off on the South side of the building. Parents are not to enter the school during drop off or pick up times. When dropping off or picking up students, it is reminded that parents/guardians should remain socially distanced from each other. Students in grade 7-12 are to enter their assigned doors and proceed directly to class. Students in Gr. K-6 may play in their designated area outside until the bell then line up in their muster points- the classroom teacher will meet them at the bell to come in. A detailed drop off/ pick-up plan including [maps](#) has been sent to families.

Cohorts are able to have simultaneous recess as they are able to use sperate entrances and exits and play in different areas. The schedule above indicates the rotations. Staff will teach and promote the use of non-physical greetings and activities.

Students are encouraged to go home for lunch if they are able to. Those who require to stay will eat lunch in their classroom. Students must wash and sanitize their hands before they eat. Under no circumstances are students able to share foods. Grade 9/10 will eat lunch in Ms. Oliver’s room Grade 11/12 will eat lunch in Mr. Earl’s room.

Students in grade 4-12 will be wearing masks when it is impossible or impractical to maintain physical distancing. There are to be no shared supplies between students. Students will have to have their own items, clearly labeled with their names. This includes items such as individual pencils, crayons, Etc. Students are not to bring to school any non-essential items (Ex: toys, cards)

Students in grades 7-12 are to remain on the main floor and bottom floor of the building. They are to use only the washroom near the office. Students in grades K-6 are to remain on the top floor of the building except to access the gym and only in the halls when accompanied by a teacher. Students in these grades will use the west stairs to access the gym and east stairs to go for recess. Students in grades K-6 are to use only the washroom upstairs.

Washroom times will be scheduled by cohort. It is expected that there will be times that students outside of these times will require use of the washroom, in this instance each class will have a visual that the student will take with them and place on the door to notify others to wait outside. The change rooms in the gym are closed to students until further notice

Before and after using the computer lab or technology in the classroom, students will practice hand hygiene. Cleaning will occur between the use of the computer lab by different cohorts.

The library is closed to staff and students for the first 6 weeks.

At this time, Parents/ guardians should only visit the school if there is a need that cannot be met in any other way. Visitors will have to pass the Prairie Spirit Screening tool COVID screener test and show Mrs. Buckingham before entering. They will be asked to phone from outside to let her know

they have arrived. Visitors will need to hand sanitize upon entry and must be wearing a mask. A sign in log including name, phone number and rooms visited will need to be maintained. Virtual meetings are to become the norm in lieu of face-to-face whenever possible

At this time, lockers will not be provided to students. a student may ask for a locker for a compelling reason (e.g. medical reason such as storing medical equipment safely). Cubbies in the classroom can be used and will be shared by students if necessary.

At this time, we will not schedule any lockdown practice or fire drills. We will still have an updated Emergency Response Plan which we will review with students regularly rather than practice. All other protocols in this plan will still be in place.

No parent volunteers or guest speakers/performers will be permitted the first 6 weeks. (Oct. 12)

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 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. |

Students will be use hand sanitizer upon entering the building. Although there will be sanitizer available, it is recommended that students have their own personal supply of Health Canada approved hand sanitizer. They will also use it before and after and breaks/ lunch, before and after using the washroom and before and after touching any items others may come in contact with (Hand rails, computers, iPads, etc.) In order to ensure the cleanest possible environment, staff will teach proper hygiene and hand sanitizing the week of Sept. 8-12th.

All unnecessary furniture and classroom items will be removed and placed in storage to allow for as much physical distancing as possible in classes. This includes rugs, common seating, sand tables, water tables and any items that encourage students to gather. Desks and student work area's will be spaced apart 2m when possible. In rooms that it is not possible, they will be moved apart as much as possible.

Signage will be placed through out the school to assist students in remember protocols for things such as washroom & water fountain use, distancing, mask wearing and off limit areas.

Students are asked only to bring the required materials to school. These include the items on school supply lists, coats if required, books, and snacks/lunches. Students in grades 7-8 will carry their items with them throughout the day, grades K-6 will have use of cubbies in their classrooms.

To assist in scheduling, space and cleaning, students will only be able to use the washrooms assigned to their grade regardless of where they are in the school at the time. K-6 will use the upstairs washroom, 7-12 will use the washrooms by the office. At this time, the change rooms in the gym are closed.

Regular cleaning based on PSSD protocols will take place in all areas of the school, focusing on common touch points and high use areas. The Principal, along with the caretaking staff will regularly meet to discuss and make required adjustments to cleaning schedules.

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.
<p>My Prairie Spirit Classroom will continue to guide learning at Colonsay School. We believe in high quality, engaging teaching with triangulated assessment, next step feedback, side-by-side learning, as well as pride & joy in learning.</p> <p>Students in Grades K-8 will be cohorted in homerooms to limit the amount of people they come into contact with. Grades 9-12 have moved to the Quad of three classes a day to assist in limiting exposure.</p> <p>Teachers will continue to communicate with families in a variety of ways to update them on the progress of their student.</p> <p>To be consistent with the supplemental learning period, Google Classroom is the platform that will be used by all classrooms to deliver blended learning opportunities. It is encouraged that all families begin to log on at home and get familiar with it.</p> <p>All unnecessary furniture and classroom items will be removed and placed in storage to allow for as much physical distancing as possible in classes. This includes rugs, common seating, sand tables,</p>	

water tables and any items that encourage students to gather. Desks and student work area's will front-facing and be spaced apart 2m when possible. In rooms that it is not possible, they will be moved apart as much as possible. As often as possible, classes will take place outdoors.

It is encouraged that whenever possible, students go home for lunch. All students staying for lunch will eat in their homeroom. There is to be no sharing of food between students, teachers will consistently communicate this to students. Pizza days, hot dog lunches and other hot meals will not take place at this time. There is to be no warming of student food in microwaves. The canteen will remain closed for at least the first 4 weeks of school to allow us to examine the feasibility and logistics of serving pre-packaged foods.

At this time, in person band classes are on hold in order to limit the number of visitors in the school. Other Learning Support Services who are required to visit the school will use the room next to the office as their work area.

PAA classes (Industrial Arts & Foods) are not scheduled to begin until Q3. During Q2 administration will meet with the staff who teach the subjects to a) create a plan for the safe use of these spaces based on the current guidelines and recommendations b) transition the credits to PAA survey courses that use alternative spaces. In either scenario, cleaning protocols will be developed by Administration along with caretaking staff. Physical Education classes will focus on personal fitness and less on team games that involve proximity and shared materials.

Before the start of the school year, an inventory of electronic devices will be taken and distributed equally to classes. These will be cleaned between student uses.

Masks are required for all students in grades 4-12 in shared spaces (Washrooms, hallways) and when physical distancing of a 2M radius is not possible. Classrooms will be configured to create as much distance between students as possible by removing additional furniture, and spacing desks and tables. All students will be seated facing the same direction in the classroom.

Regular cleaning based on PSSD protocols will take place in all areas of the school, focusing on common touch points and high use areas. The Principal, along with the caretaking staff will regularly meet to discuss and make required adjustments to cleaning schedules.

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](#), *Students with Additional Needs* (pages 17-18) and *Mental Health, Well-being and Social-Emotional Supports* (pages 19-20).

Pages 17-18: *Students with Additional Needs*

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

Pages 19-20 *Mental Health, Well-being and Social-Emotional Supports*

- ✓ Continue to focus on wellbeing, connections and relationships to support students and families.
- ✓ Continue with school planning (from end of June) using NACTATR *Guidelines for Re-entry into the School Setting During the Pandemic*
- ✓ 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 *Comprehensive School Mental Health Framework*.
- ✓ Consider creating school level wellness initiatives. (p.39 *Human Resources*)

The SERT will contact all families who have a student with intensive needs. In consultation with families, the school will develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs. If resources for safe programming are not immediately in place, it may delay a student's return to school.

Educational Assistants will be assigned to work with students in cohorts, minimizing the number of students they contact. When required to be in close contact to provide medical, social, or academic assistance, they will use proper PPE.

The school will access the expertise of the PSSD School Health Support Facilitator to plan for the safe administration of medications and health related supports. Any staff who work with students who require additional supports will be trained in the proper procedures and PPE use for the particular situation. Whenever possible, supports will be given using technology, when in person visits are required from LSS, Room 24 is available for their use. The Principal will notify caretaking whenever this space is used so that proper cleaning protocols can take place.

In addition to the academic and physical health of our students, Colonsay School will also focus on wellbeing, connections and relationships to support students and families. Colonsay School has a number of teachers trained in Mental Health Literacy (MHL). This MHL team will lead programming for grade 9 students during health class, work with all staff around trauma informed practices, and supporting all staff in focusing on the awareness, identification, supports and strategies of mental health.

All staff will focus on well-being through connections to support each other, student, families and the community.

The staff will continue to use NACTATR *Guidelines for Re-entry into the School Setting During the Pandemic*

The support of our school counsellor will be available to student who require it. The School Counsellor will access division supports as needed listed in PSSD's *Comprehensive School Mental Health Framework*. Staff will also do regular check-ins with students surrounding their mental health and well-being.

Safe Activities



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

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

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

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

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

Page 27 *Extra-Curricular*

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

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). A current update on the state of Extra-Curricular activities will be shared in a letter to families on or before September 4th

All Extra-Curricular activities are on hold until at least Oct. 2. Further decisions around how they may proceed will be made at that time. **New (Sept 4)**

At this time, there will be no larger group gatherings (assemblies) or mixing of cohorts for events and activities such as intramurals.

Staff will teach and continue to stress the importance of limiting physical contact during recess and noon hour. Staff will also promote and teach various games & activities that can be done during recess that reduce physical contact and promote physical distancing, exercise and fun.

Shared equipment that could be handled by multiple students at recess or during Physical Education class will be removed. Limited equipment will be available for students to use individually in the gym on breaks. Students are not to bring their own play equipment for recess.

Safe Alternatives

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

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



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

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

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

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

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

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

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

Page 5 Communication and page 15 Transitions

Consistently communicate with families.

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

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

Plan for use of technology to support blended learning.

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

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

Page 44 Division Contingency Plan – Level 4

All students are required to participate.

Staff will be physically present in school.

School day structure will maximize learning for all students.

Full Saskatchewan curriculum will be delivered.

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

Differentiation of instruction will be important.

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

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

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

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

The most up to date Safe School plan will be posted on the school website, <https://blogs.spiritsd.ca/colonsay/>. The school will also use social media (Facebook, Twitter) to communicate plans. As plans change or restrictions are enacted/lifted families will be notified via PowerSchool. Families are encouraged to check emails regularly to ensure they are not missing any crucial communication from the school. Teachers will establish regular communication routines for their classrooms.

The Principal will follow up with registered families of all students who are not attending by September 15th.

Google Classroom is the platform that will be used by all classrooms. It is encouraged that all grades begin to use it in some form at the start of the year to get families and parents familiar with the platform.

Before school begins, an inventory of the school's technology will be taken. This is to include all iPads, Chromebooks and teaching materials such as Document Camera's. A plan has been made to utilize and distribute these should they be needed in the future for blended or online learning.

Should the CMHO indicate that school needs to move to Level 4, the Division Contingency Plan is as follows:

- All students are required to participate.
- Staff will be physically present in school.
- 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.