

PRAIRIE SPIRIT SCHOOL DIVISION

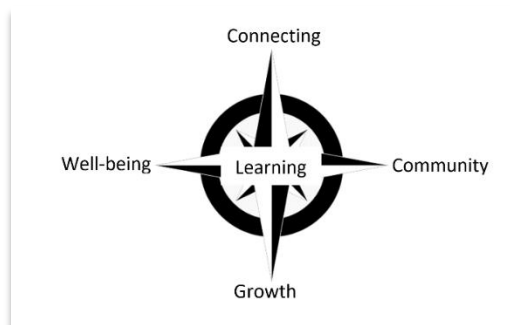
Delisle Composite School

(name of 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.

DCS Plan for Safe Attendance:

- Students and families are asked to update their contact and health information to the school by **Sept 4th**
- Students and staff are to maintain physical distancing as much as possible.
- Students are expected to wear masks when physical distancing is not an option (e.g. in the classroom).
- 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.

Self-Screening measures

- Parents and caregivers are 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 you think your child may have symptoms but are unsure, please use the Saskatchewan Self-Assessment tool link provided here:
<https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/treatment-procedures-and-guidelines/emerging-public-health-issues/2019-novel-coronavirus/covid-19-self-assessment>

Illness in care

- Parents are expected to keep students' home when they are sick. We recognize that students may become ill while in our care.
- Please view the following Prairie Spirit Covid-19 Protocols for Illness in Care:

- <https://www.spiritsd.ca/files/app/432%20Illness%20in%20Care%20-%20COVID-19%20Illness%20in%20Care%20Protocols.pdf>

Procedures:

1) If a student presents with symptoms of being ill, we will check to see if they have underlying health conditions that may need medication/medical attention (i.e. anaphylaxis, life threatening condition, etc.).

2) If the illness appears to be life threatening, we will phone 9-1-1.

3) Potential or confirmed communicable disease procedures:

a) Staff members and students are required to comply with the provisions of The Public Health Act, 1994, and the Communicable Diseases Regulations.

b) When a teacher or principal is made aware that a student, staff member or contractor may be infected with a communicable disease as defined in the Communicable Diseases Regulations, the following action shall be taken.

i) Arrange for the isolation and/or return home of the student or staff member as prescribed in the Communicable Diseases Regulations. A student in isolation must be carefully and continuously visually monitored.

ii) Public Health has a list of communicable diseases for which they need to be notified.

iii) If you are required to notify Public Health of the communicable disease, also notify your school Learning Superintendent via email by end of the school day.

iv) School divisions will follow communication directions by Saskatchewan Health Authority. Other communications from the school will be governed by privacy legislation.

c) Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected. Items that cannot be cleaned and disinfected should be removed from the area and stored in a sealed container for a minimum of three (3) days.

4) The Director and/or designate may develop protocols from time to time to address specific illnesses and diseases

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.

DCS Plan for Safe Transportation:

- Parents and caregivers will be given information regarding safe transportation protocols on Sept. 4th. This will also be made available on our school website.
- These protocols will also include student entry and exit points from the school.
- Copies of bus seating plans will also be kept at the office. This is required for contact tracing (if necessary). This will also be available on Sept 4th.

Safe Access



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

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

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

✓	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.

DCS Plan for Safe Access:

- Wherever possible, physical distancing should be maintained.
- Before, after and during school our hallways will flow in a one-way direction to help reduce congestion and face-to-face interaction.
- As a school, we will promote and practice the use of non-physical greetings.
- Students will be placed in cohorts to limit the contact between students. Delisle has also moved to a blocked schedule (e.g. a student in grade 10-12 will be taking one morning class and one afternoon class over a 36 day cycle – for a total of 5 blocks [total of 10 classes]). The purpose of creating a blocked schedule is to reduce student-to-student contact. This schedule will be posted for you to view no later than **Thursday, Sept 3**. Any course changes that are needed at that time can be done by contacting the school.
- Whenever possible, students will be forward-facing. Again, students will be expected to wear masks when physical distancing is not possible (2 meters). Students will not be sharing school supplies.
- There will be no lockers at this time – a student may request a locker for a compelling reason (e.g. store oxygen tank).
- Grades 10-12 will have their lunch break at 11:35 while the 7-9 will have their lunch break at 12:15, when the 10-12 are going back to class. Students will have a designated place to eat lunch and our hallways will be one-way traffic only. The gym will be closed to start the year.
- If parents or guardians must enter the school, they should pass the COVID screening tool, maintain physical distancing from staff and other children and be reminded to practice diligent hand hygiene. Prairie Spirit Screening link provided here: <https://s-ca.chkmt.com/?e=194705&h=6ADE2307CFEEC3A&l=en>

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.
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Hygiene	
<input checked="" type="checkbox"/> <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	
<input checked="" type="checkbox"/>	Consider room configurations that promote physical distancing.
<input checked="" type="checkbox"/>	Signage at front entrances of schools with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school.
<input checked="" type="checkbox"/>	Additional signage and floor markers at water fountains and washrooms may be considered.
<input checked="" type="checkbox"/>	Work with Facilities and caretaker to monitor frequency of cleaning and disinfecting of commonly touched surfaces, and emptying of garbage bins to ensure expectations are met.
<input checked="" type="checkbox"/>	Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.
<input checked="" type="checkbox"/>	<p>DCS plan for Safe Facilities:</p> <ul style="list-style-type: none"> • Our division has supplied our school with increased hand sanitization stations; however, it is recommended that students have their own Health Canada approved hand sanitizer • Student will be taught proper hygiene and hand sanitizing the week of Sept 8th to 12th. • Students will have designated washrooms that coordinate with their cohorts. We will provide students with these protocols on their first week back starting Sept 8th.

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.

<input checked="" type="checkbox"/>	<p>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>
<input checked="" type="checkbox"/>	<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>
<input checked="" type="checkbox"/>	<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.</p>
<input checked="" type="checkbox"/>	<p>Food from home must not be shared with other students and should be stored with the student’s belongings.</p>
<input checked="" type="checkbox"/>	<p>DCS Plan for Safe Classrooms:</p> <ul style="list-style-type: none"> • The provincial curriculum will be taught in all classes. • In class, students will be required to wear masks where physical distancing (2 meters) is not possible. • Students will also be designated a seating schedule in case contact tracing is required. • Our blocked schedule will ensure that students remain in their designated cohorts. The cohorts were developed to keep our student-to-student contact under 60. • While the school does have technology (like chromebooks) that students can use, we invite students to bring their own technology to prevent sharing with others. <p>Noon Periods and Breaks</p> <ul style="list-style-type: none"> • Students will eat lunch in their classrooms to limit mixing and to maintain cohorts. • Food should not be shared among students that is brought from home. • It is recommended that students go home for lunch if they can do so. • Currently, we are unsure if Faye’s kitchen will be open for students to use. We will inform everyone about this lunch option once we know more. • There will also be designated washrooms that students are to use based on their assigned cohort groups.

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.

<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).
Pages 17-18: <i>Students with Additional Needs</i>	
<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 <i>Mental Health, Well-being and Social-Emotional Supports</i>	
<input checked="" type="checkbox"/>	Continue to focus on wellbeing, connections and relationships to support students and families.

✓	Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>
✓	Continue to use their Mental Health Literacy Teams to lead and implement schoolwide mental health initiatives.
✓	Continue to offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students.
✓	School Counsellor will access division supports as needed listed in PSSD's <i>Comprehensive School Mental Health Framework</i> .
✓	Consider creating school level wellness initiatives. (p.39 <i>Human Resources</i>)
✓	<p>DCS plans for Safe Supports:</p> <ul style="list-style-type: none"> • Before September 8, we will be in contact with all families who have a student with intensive needs. In consultation with families, we 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. • We will focus on wellbeing, connections and relationships to support students and families. • We will continue to use our Mental Health Literacy Team to lead and implement schoolwide mental health initiatives. • We will offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students. • We will also be offering a Mental Health 30 course for our grade 10-12 students

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).

- ✓ **DCS plan for Safe Activities:**
 - Currently, 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).

New Routines for Physical Education

 - Handwashing stations and hand sanitization procedures will be implemented before entering any physical education space including outdoor environments and then upon returning to another academic learning area.
 - Proper (PPE) personal protective equipment will be made available for students, staff, and personal if required (disposable gloves, masks, disinfectant, shields)
 - A clear procedure and schedule will be in place for the proper cleaning of equipment and facilities as related to physical education.
 - Equipment will be sanitized and put away safely at the end of the day to ensure the proper cleaning of all hard surfaces and contact areas.
 - Students will be instructed about physical distancing as in other areas of the school.

Spaces and Places

 - Playing and learning outdoors will be encouraged at the beginning of the school year
 - Change rooms will not be available to start the school year. Students should be encouraged to come to school dressed/prepared for Physical Education
 - Recreational outdoor spaces will be utilized in Delisle as much as possible

Equipment

- We will be minimizing the use of equipment by utilizing activities that do not require them
- When equipment is used, students will not be sharing. Students will be given designated equipment to use for the duration of class. The equipment will then be sanitized after each use
- Students should bring their own water bottles and not share them with other students

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*

<input checked="" type="checkbox"/>	Consistently communicate with families.
<input checked="" type="checkbox"/>	Follow up with registered families where students are not attending to see how they are accessing learning.
<input checked="" type="checkbox"/>	Consider a level of standardization for families in terms of choice of remote learning platforms.
<input checked="" type="checkbox"/>	Plan for use of technology to support blended learning.
<input checked="" type="checkbox"/>	Address issues of equity of access for students learning from home.
<input checked="" type="checkbox"/>	Consider using a range of social media to inform parents and community.

Page 44 *Division Contingency Plan – Level 4*

<input checked="" type="checkbox"/>	All students are required to participate.
<input checked="" type="checkbox"/>	Staff will be physically present in school.
<input checked="" type="checkbox"/>	School day structure will maximize learning for all students.
<input checked="" type="checkbox"/>	Full Saskatchewan curriculum will be delivered.
<input checked="" type="checkbox"/>	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.
	<p>DCS plan for safe alternatives:</p> <p>We are excited to have students return to us this fall, and we look forward to teaching your child at DCS. We also understand that there may be situations where your child will need to access learning materials remotely.</p> <ul style="list-style-type: none"> • DCS teachers have and will continue to work over the next couple of weeks to provide a blended learning model where DCS students will be able to access learning resources through Google Classroom and Teams. • Chromebooks will be made available to students. • The full Saskatchewan Curriculum will be delivered. • If we are required to move to a level 4 model, students and families will be informed and teachers will be continuing to provide the full curriculum through Google Classroom and Teams.