

PRAIRIE SPIRIT SCHOOL DIVISION

HANLEY COMPOSITE SCHOOL

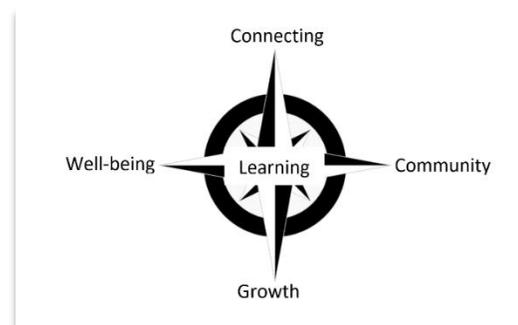


Safe School/Site Plan

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

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

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



Safe Attendance



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

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

<input checked="" type="checkbox"/>	<p>See the PSSD Return to School Plan Communication (page 5) and <i>Guidelines for Illness in Care</i> (page 25) and the following procedures/protocols to develop your site plan:</p> <ul style="list-style-type: none"> • AP-410 Safety, Appendix A • AP-432 Illness in Care • COVID-19 Illness in Care Protocols
<input checked="" type="checkbox"/>	<p>Communicate protocols to students and families. Ensure school website is up to date with school level plans and protocols:</p> <ul style="list-style-type: none"> • access to schools • protocols and expectations • hygiene • scheduling, etc. <p>Ensure all staff, including itinerant staff and substitutes, have access to these plans.</p>
<input checked="" type="checkbox"/>	<p>Update contact information for families, including Health information on seasonal/ environmental allergies and emergency contacts in case a student needs to be picked up.</p>
<input checked="" type="checkbox"/>	<p>Consider using a range of social media to inform parents and community.</p>
<input checked="" type="checkbox"/>	<p>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).</p>
<input checked="" type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.</p>
<input checked="" type="checkbox"/>	<p>Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.</p>
<input checked="" type="checkbox"/>	<p>Arrange for student to be supervised at all times.</p>
<input checked="" type="checkbox"/>	<p>Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.</p>
<input checked="" type="checkbox"/>	<p>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.)</p>
<input checked="" type="checkbox"/>	<p>Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.</p>
	<p>Each fall Admin Assistant updates all health and contact information. <u>Parents are reminded to send changes to their contact information by September 4th 2020.</u></p> <p>Hanley School uses email to deliver information, as well as posting to our school website. Monthly, information from the school is shared with the community news for Hanley and Dundurn and that information is also posted on their websites.</p> <p>Parents and caregivers will be asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the Saskatchewan COVID-19 Self-Assessment Tool).</p> <p>The Science Lab will be used as a temporary quarantine zone to supervise students until they can be picked up and taken home.</p> <p>Both administrators or acting principal will assume the role of Designated School Official for supervising quarantined students.</p>

Face masks will be available for staff and for students on request, and face shield available for staff in addition to a mask in isolation space. All health supplies will be stored in the main office location.

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.

At this time, K-3 students are not required to wear masks on outside play structures. Grade 4-12 are required to wear masks on play structures if they cannot maintain social distance.

A homeroom teacher will primarily teach every subject to the cohort class they are assigned for the year in grades K-9. High School students will have a very limited number of teachers. Students in non-class times will be supervised.

If a student presents COVID19 symptoms, the following procedure will apply:

1. They will first be isolated in the temporary quarantine zone and supervised. The other students will need to be removed and located in an alternate space.
2. The admin assistant will contact parents at the provided contact number(s) and make the arrangements to pick up the student in question.
3. On arrival, parents will need to call the school office to say they have arrived and are waiting outside for the student. On site caretaker will clean the areas occupied by the student in the temporary quarantine zone as well as give extra attention to the classroom that the student vacated.
4. Please see Administrative Procedure [AP 432 Illness in Care](#). Please refer to Appendix B provided by health around what happens if a student presents with symptoms consistent with COVID19 at school, including if they test positive.
5. Please see Administrative Procedure [AP 410 Safety](#)

On site caretaker will sanitize room and then other students will return to classroom.

In the case of a staff member feeling ill or showing symptoms, admin team members will assume classroom role until a replacement substitute can be found and brought in. Regular staff member will be sent home if they are feeling well enough to travel and directed to seek medical assistance, and not to return for a minimum 48 hours.

Seating plans will be provided to school admin from classroom teachers on the first day of class and hallway travel routes are developed and will be explained to students on their first day. Plans will be kept on file in the office.

No procedural lockdowns or fire drills at this time. We will review instructions and processes rather than actually practice.

Safe Transportation

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

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



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

<input checked="" type="checkbox"/>	See PSSD Return to School Plan, Transportation (page 38) to develop your site plan.
<input checked="" type="checkbox"/>	Create plans for students to access multiple entrances and bus parking in various locations.
<input checked="" type="checkbox"/>	Support bus drivers with creation of seating plans and behaviour expectations on buses.
<input checked="" type="checkbox"/>	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices.
<input checked="" type="checkbox"/>	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks).
<input checked="" type="checkbox"/>	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices.
	<p>Students are divided into groups that will access the four school entrances in order to minimize numbers entering at one location. K-4 in west elementary entrance. 5-7.1 at north middle years entrance. 7.2-9 at east middle years entrance. 10-12 at south main school entrance.</p> <p>We will work with bus drivers to help support their work creating seating plans and explaining the higher expectations for students riding the bus</p> <p>Transportation dept has already delivered expectations for loading and unloading that we totally support and will help make students aware of. Masks will be worn on the bus at all times and must be on before students board the bus. First families dropped off will be last loaded on and the same in reverse to limit the close contact on the bus. Family students will be grouped together on the bus.</p> <p>A clear message will be sent home that outlines the transportation department and school expectations by Sept. 4th.</p>

Safe Access



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

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

	<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 Managing Guests, Volunteers and Visitors	
✓	<p>Communication to parents/guests, volunteers, and visitors that they should only be entering the school or Division facility if there is a need that cannot be met another way. Plan should include the following for parent/visitor entrance:</p> <ul style="list-style-type: none"> • Clear signage at entrance (supplied by Facilities) • Visitor calls ahead of time to state their purpose for visiting • Visitor has "passed" the Saskatchewan COVID self-assessment and shows the assessment results to the Administrative Assistant upon arrival • Administrative Assistant will need to keep records with names, dates, and times for when visitors entered the facility.
✓	When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings
✓	Ensure hand sanitizer is available.
✓	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
✓	Work with childcare centers and before and after school programs to limit visitors to the school area.
✓	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.

	<p>Parents or visitors will need to remain outside the building until cleared to enter. They will call the office and tell the Admin Assistant they are outside and state their purpose for visiting before being allowed into the school. <i>They should enter only if necessary and if the purpose of the visit cannot be handled virtually.</i> Clear signage at entrance (supplied by Facilities) will be present. The visitor must “pass” the online PSSD COVID Screening tool for Guests and show the assessment results to the Administrative Assistant upon arrival. Administrative Assistant will keep records with names, dates, and times for when visitors entered the facility.</p> <p>Students will access four school entrances in order to minimize numbers entering at one location. K-4 in west elementary entrance. 5-7.1 at north middle years entrance. 7.2-9 at east middle years entrance. 10-12 at south main school entrance. They will have staggered entry when entering the school after recess and noon breaks.</p> <p>Hanley School classrooms have been reorganized to group high school students together who will share teachers into one hallway. The same is in place for middle years classes and their cohort teacher. There are access points to washrooms and traffic patterns have been considered. Some common areas will not be accessible to limit congregating opportunities. Traffic control routines at recess times of exit and enter will be in place.</p> <p>Hanley students will be dismissed from their homeroom at breaks in a staggered pattern to limit the number of students entering and leaving into the hallway and in the porches at the same time. Explanations will be given to students and the expectation is they will work with staff to assist in our efforts. The same will take place after the break when coming back into the school and going to their homerooms.</p> <p>The arrival and departure times will stay the same. The Timetable of classes will be similar for grade K-9. The high school students will see a change to the quad system to help students get the higher number of core subjects earliest in the school year. It was easily timetabled into our current schedule. Busing times can remain the same.</p> <p>We will encourage students and staff to use friendly greetings without contact, ie. Air-fives, waves, friendly smiles, etc.</p> <p>A practice of virtual meetings will be the first choice for staff. If in-person meetings are required, then all COVID screenings and protocols will be followed before school entry.</p> <p>Facilities dept is supplying hand sanitizer for each school and it will be available at each entrance of the school, to be used by staff and students on arrival and before and after breaks.</p> <p>It is not in our plans to have the library and gymnasium used by shared-use clients this year.</p> <p>The Hanley Before and After School Program is aware of the requirements for them to follow to continue using the school to hold the BAP. Administrators will work with the BAP to ensure safe practices. A new location has been determined in a multi-purpose room and not a classroom this year. All students will be required to wear masks as students involved may be from multiple classes.</p> <p>For the first 6 weeks of school, volunteers and guests will not be allowed into the school.</p>

<p>Safe Facilities</p> <p>Safe Facilities focuses on the cleaning and sanitation of school buildings.</p> <div data-bbox="196 443 326 577"> </div> <p>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.</p> <p>Schools will work to ensure that particular attention is given to the increased cleaning and sanitation of high-touch surfaces.</p>	
<input checked="" type="checkbox"/>	<p>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.</p>
<p>Hygiene</p>	
<input checked="" type="checkbox"/>	<p>Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer.</p>
<input checked="" type="checkbox"/>	<p>Teach students the importance and techniques of proper hand hygiene and sanitizing.</p>
	<p>Hand sanitizer is an item on school supply lists. Staff will be given a hand sanitizer for their classroom. Teachers will review proper handwashing with students on the first day of school and revisit it often including reminding students before eating and throughout the day.</p>
<p>Facilities and Cleaning and Sanitation Guidelines</p>	
<input checked="" type="checkbox"/>	<p>Consider room configurations that promote physical distancing.</p>
<input checked="" type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Additional signage and floor markers at water fountains and washrooms may be considered.</p>
<input checked="" type="checkbox"/>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.</p>
	<p>Teachers will configure their room and direct students to forward facing seats that are no closer than minimal safe social distancing requirements. Signage at the entrances to the school will have a consistent message regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school.</p> <p>A Caretaker will be on site for the entire school day and will make at least five cleaning contacts of common contact surfaces including handles, light switches, water refill stations, bathrooms, etc.</p> <p>Parents have already been informed that the expectation will be that students take their personal items, supplies and books home and to school daily and leave nothing at the school. Since students will be in primarily in one location for the day students will not be assigned lockers and instead will keep their supplies in their backpacks in their classroom.</p>

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.

<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	<i>My Prairie Spirit Classroom</i> will continue to guide learning in Prairie Spirit School Division.
<input checked="" type="checkbox"/>	Work with teachers to develop consistent assessment practices and ensure next steps in learning for students are determined by individualized, authentic assessments.
<input checked="" type="checkbox"/>	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.)
<input checked="" type="checkbox"/>	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.
<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"/>	Develop a strategy to increase teacher capacity in blended learning (see PSSD MPSC Classroom Learning Supports).
<input checked="" type="checkbox"/>	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).
<input checked="" type="checkbox"/>	Learning Facilitators will be available to support side-by-side learning at the school level (in person and remotely).
<input checked="" type="checkbox"/>	Minimize the number of teachers and support staff working with a specific group of students
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery.
<input checked="" type="checkbox"/>	Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan.
<input checked="" type="checkbox"/>	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.
	<p><i>My Prairie Spirit Classroom will continue to guide learning in Prairie Spirit School Division and Hanley Composite School.</i></p> <p><i>Conferences will remain in place as per our calendar. At this time we will schedule them in a virtual setting online in the seventh week of the school year. That may change between now and then and we will communicate that to families as soon as possible. Parents will be strongly encouraged to get PowerSchool access that will help them track their student's progress online. We are planning to not send home a paper copy of the report card until the end of the school year.</i></p>

	<p>Small cohorts of students with a single teacher is what we've planned for on timetable for Hanley School this year and we were successful in that up to grade 9. Grade 10-12 have 2-3 teachers throughout the school day</p> <p>We will continue to use the Google Classroom as a remote learning platform to work with the in-school teaching in a blended learning delivery. Many students are already comfortable with this platform and it was the one we worked from in spring 2020. Any families of students who have not made contact in the first days of classes in September will be contacted to check on their education intentions. Google Meet, Zoom if needed, and Microsoft Teams will be used to communicate remotely as well. A few teachers have already explained their ideas of teaching from their Google Classroom in school to the students in attendance and it will be a simple transition for home if needed. Teachers have access to the Blended Learning PD and teachers will also be directed to look for supports from the PSSD Blended learning facilitators.</p> <p>We will connect with families to check on their technology needs and if they require support we will work with Prairie Spirit to assist.</p>
<p>Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment</p>	
<p><input checked="" type="checkbox"/></p>	<p>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.</p>
<p><input checked="" type="checkbox"/></p>	<p>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.</p>
<p><input checked="" type="checkbox"/></p>	<p>Consider options for physical distancing within classrooms and other instructional spaces.</p>
<p><input checked="" type="checkbox"/></p>	<p>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.</p>
<p><input checked="" type="checkbox"/></p>	<p>Strategically limit the number of touch points per day on electronic devices and common surfaces.</p>
<p><input checked="" type="checkbox"/></p>	<p>Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (i.e. PAA labs).</p>
<p><input checked="" type="checkbox"/></p>	<p>Ensure students have individual school supplies rather than shared.</p>
<p><input checked="" type="checkbox"/></p>	<p>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.</p>
<p><input checked="" type="checkbox"/></p>	<p>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.</p>
<p><input checked="" type="checkbox"/></p>	<p>Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (e.g. PAA labs).</p>
	<p>Staff will continue to remind and reinforce use of masks as needed for grades 4-12 where physical distancing is not possible (ie. hallways). K-3 students will be encouraged to wear masks.</p> <p>Teachers will configure classrooms to follow guidelines as outlined in efforts to keep physical distancing in the class possible. Non-essential furniture will be removed. Area carpets have already been removed from classrooms and non-wipeable items are removed. An online schedule will be used to sign out technology for classroom use, and scheduled to be used by one classroom per day at a time.</p> <p>Direction from facilities and caretaking will assist in sanitizing areas accessed by multiple cohorts. A caretaker will be in the school during the day and will be part of sanitizing those areas as well between groups.</p>

	<p>School supplies lists are intended for the individual student only and not to be shared between students. Those supplies should be travelling with the students to school and home each day.</p> <p>PE teachers have been in discussion this summer to find as many individual vs traditional team activities that they will incorporate into their planning. Use of equipment will focus on only those items that will not need to be shared.</p> <p>Facilities dept is sending out cleaning schedules and supplies for in-school caretakers to complete each school day. These will be reviewed and adapted for our school as appropriate.</p>
<p>Page 30 Noon Periods and Recesses and page 32-33 Nutrition Programs</p>	
<input checked="" type="checkbox"/>	<p>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.</p>
	<p>Communicate with parents to encourage students go home for lunch whenever possible.</p>
<input checked="" type="checkbox"/>	<p>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.</p>
<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>
	<p>Whenever possible, we will encourage students to go home for lunch. All other students who remain at school for lunch will eat in their homeroom under supervision. Students will store their lunch in their personal backpacks and all students will be supervised at noon. Recess time expectations are similar unless students go outside. Outside areas for grade cohorts will still be supervised and students expected to socially distance.</p> <p>Classroom exit procedures at breaks will be staggered to limit large groups in the hallway or entrance areas. Entrance after recess will also be staggered by grade at various doorways to limit large groups mixing.</p> <p>Current noon supervisors are being used in our plan to accommodate any new supervision areas. We plan to close our servery and library areas at noon and use those supervisors in other locations in the school as needed to supervise the cohort groups at lunch and the following break time. All food distribution programs will follow CMO recommendations and only staff will handle any food.</p>

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.
	<p>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 will be developed and adapted as needs change and those plans will be shared with individual families. IIPs will be reviewed and updated. Supports will be accomplished within a safe, secure and supervised environment and that may include a school setting or other appropriate space. We will still minimize the number of staff involved with the student as is possible. Services and/or additional precautions, specialized places for instruction may be suggested for students with compromised immune systems to ensure students feel included and safe. Medical professionals will be consulted. Any school division Learning Supports Staff will use one area in the school that is the "fishbowl" room of the library only for their visits.</p> <p>SERT will contact all families who have a student with intensive needs prior to September 8th 2020.</p>
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.
<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>

✓	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>Our school message is intended to be one of support and accommodation to family needs during this time. Students supports at school and “meeting them where they are” is a focus for us this fall. We will continue to plan using the NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>. Our school’s Mental Health Literacy Team will be available to provide supports as well to students during the day and the Grade 9 modules will continue to be delivered to those students through the Health class and those resources will be shared with other classroom teachers if requested. Our school counsellor Lea Leier will access the Mental Health Framework as needed for supports.</p>

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.

We will focus on reminding students about physical distancing requirements at school including recess times. Students in younger grades that will struggle to understand the needs, will be focussed on minimizing physical distance.

Individual activities and alternatives to contact play will be expected. There will be no common equipment that will be contacted by multiple students. That includes equipment in a PE class or other classroom. Any toys and items that are not easily cleaned and disinfected will be removed from class.

All in-person extra-curricular activities are on hold.

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).

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.

These items have each been addressed in other areas.

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.

In the case of Level 4 education delivery the focus would be on maximum content of Saskatchewan Curriculum in a concentrated manner where cross-curricular approaches would be expected. Staff would be physically on site at school and all students would be required to participate in order to complete their grade. The focus would be on efficient

	<p>learning opportunities and multiple modes of delivery would be possible with flexibility for learning spaces and safety.</p> <p>Hanley School will follow up with all registered families at our school who have students that are not attending by Sept 15th 2020.</p>
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