

PRAIRIE SPIRIT SCHOOL DIVISION

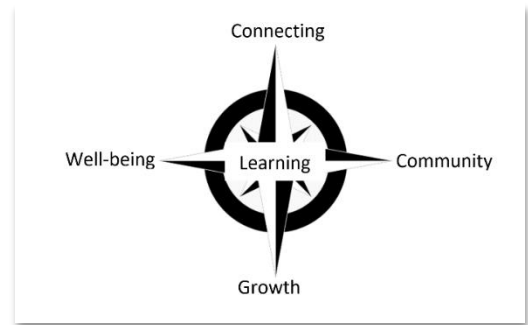
Martensville High School

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. Back to School Plan posted on website, promoted via Twitter and distributed via SwiftReach.</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> <ul style="list-style-type: none"> • Reminder to families to update contact information by September 4th. • There is standard practice with medical information regarding this online: https://blogs.spiritsd.ca/martensvillehighschool/student_health_and_wellness/ • Updated registration forms distributed. • SwiftReach logs analyzed to identify families with out of date or inaccurate information.
<input checked="" type="checkbox"/>	<p>Consider using a range of social media to inform parents and community.</p> <ul style="list-style-type: none"> • MHS has a twitter and Facebook social media accounts that will refer to the school website and PSSD website for more information.
<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> <ul style="list-style-type: none"> • Reminder to families through Social Media, email and text through SwiftReach..
<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>

	<ul style="list-style-type: none"> • Room 1006 in administrative office (across from Vice Principal office). • Room 1016 in administrative office (alternate, across from Guidance and Counselling Offices)
✓	<p>Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.</p> <ul style="list-style-type: none"> • Neda Wilson – Second – Marty Johnson – Third – Office Personnel • Student will be escorted from the classroom to the isolation space by the DSO.
✓	<p>Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.</p> <ul style="list-style-type: none"> • To be stored in Vice Principal office.
✓	<p>Arrange for student to be supervised at all times.</p> <ul style="list-style-type: none"> • Neda Wilson – Second Marty Johnson – Third – Office Personnel
✓	<p>Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.</p> <ul style="list-style-type: none"> • AP 432 • AP 410 – Safety • Administrative assistant to contact home and request student pick up. • Administrative assistant to contact public health and complete appropriate data sheets for reporting. • Custodial staff to follow cleaning protocol.
✓	<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> <ul style="list-style-type: none"> • Blended learning supported by in class instruction from substitute teacher. • If teacher must self-isolate or quarantine, then
✓	<p>Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.</p> <ul style="list-style-type: none"> • Transition routes are mapped out and is kept in Vice-Principal’s Office • Seating Plans recorded by classroom teacher and stored in a binder in each classroom. These plans will be submitted to the office and updated whenever changed.

Our School Plan for Safe Attendance is as follows and will be made available to parents on our school website and communicated via PowerSchool.

Parents and caregivers will update contact and health information by Wednesday, September 4th, and will receive the school plan for regular hygiene, protocols, and expectations for self-screening and retrieving from school a child who is symptomatic by Friday, September 4th.

Masks are mandatory in all situations where the minimum recommended distance of 2m is not possible. It is recommended that students wear a non-medical cloth mask, made with two or three layers of fabric. Bandanas and neck gaiters (or buffs) are not recommended. This will include the entryways, hallways and classrooms where applicable.

The vice principal will be the Designated School Official and will retrieve from the classroom any child displaying flu, cold, or flu-like symptoms. The students will be moved immediately to the self-isolation room (Room 1006) and parents / caregivers will be called to pick up their child and will follow the protocols established in consultations with the Medical Health Officer regarding privacy, testing, isolation, and procedures for returning to school.

Each classroom teacher will maintain an accurate seating plan to be recorded in the classroom to enable contact tracing. These seating plans will be submitted to the office and updated whenever changes are made.

Safe Transportation

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

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



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

✓	See PSSD Return to School Plan, Transportation (page 38) to develop your site plan.
✓	Create plans for students to access multiple entrances and bus parking in various locations. <ul style="list-style-type: none">• Lobby (1003) - General entry for students with classes in theatre, pods, music room, MAP• Bus Entrance (1103) - General entry for students on the bus, as well as classes near entry 1103, corridors 1091, 1096 1135 and 1032• PAA Entrance (1128) - Arrival for students in classrooms in corridor 1121 and 1131
✓	Support bus drivers with creation of seating plans and behaviour expectations on buses. <ul style="list-style-type: none">• Offer school level support for any deviation from acceptable behaviours.• Bus supervision as part of regular teacher duties.
✓	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices. <ul style="list-style-type: none">• Bus students line up in designated spaces according to loading plan for their buses.• Bus drivers will need to share this information with the school so that we may assist with this.
✓	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks). <ul style="list-style-type: none">• Information distributed via social media and SwiftReach regarding the bus plans.
✓	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices. <ul style="list-style-type: none">• Information distributed via social media and SwiftReach regarding the bus plans.

***Our School Plan for Safe Transportation** is as follows and will be made available to parents on our school website and communicated via PowerSchool.*

Parents and caregivers will be informed of the new requirements regarding bussing by September 4th. The school will help in reinforcing and providing correction where necessary so that all students adhere to these guidelines.

The designated bus entrance will be used in the morning and afternoon. Students will be required to line up in the loading order prior to boarding the bus. They will ensure that their masks are properly fitted before loading.

Each bus driver will maintain an accurate seating plan to enable contact tracing. The bus will be sanitized between each and every use. A copy of these plans will be kept at the office.

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)
✓	<p>Modify procedures for entering and leaving the building, parent drop offs.</p> <ul style="list-style-type: none">• Students to enter and exit through school entries that are nearest their scheduled classroom.
✓	<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.<ul style="list-style-type: none">○ Similar to traffic laws on roadways: walk down the right handed side of the hallway, single file, 2 m physical distancing and wearing a mask.• 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 <ul style="list-style-type: none">• Dismissal from classes will be staged to prevent congestion.• Pods of classrooms will dismiss their students based on designated schedule.
✓	<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

	<ul style="list-style-type: none"> ○ Resource support (SERT) of scheduled classes and cohorts • Any proposed adjustments to busing • Adjust to a modified schedule with two periods per day to maintain cohort levels below 60. • Hybrid format: <ul style="list-style-type: none"> ○ AM periods will be a ~7 week duration, PM periods will be a ~10 week duration. • Modified Bell Schedule <ul style="list-style-type: none"> ○ Warning bell at 9:00 AM ○ AM Class: 9:05 – 12:15 AM *3 hours with a 10 minute flex break ○ Lunch: 12:15 – 12:55 ○ Warning bell at 12:55 PM ○ PM Class: 1:00 – 3:18 PM 2 hours and 8 minutes with a 10 minute flex break
<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"/>	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: <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 PSSD 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 <ul style="list-style-type: none"> • Online or phone based meetings will be used unless absolutely unavoidable
<input checked="" type="checkbox"/>	Ensure hand sanitizer is available. <ul style="list-style-type: none"> • Dispensers have been installed at every entrance. • Each classroom has a hand pump for use.
<input checked="" type="checkbox"/>	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients. <ul style="list-style-type: none"> • Joint-use agreements will permit the use of community facilities by the school. At this time, no outside groups may book time at PSSD Facilities.

<input checked="" type="checkbox"/>	<p>Work with childcare centers and before and after school programs to limit visitors to the school area.</p> <ul style="list-style-type: none"> • Not applicable
<input checked="" type="checkbox"/>	<p>For the first 6 weeks of school: no parent volunteers, guest speakers/performers.</p>
<p><i>Our School Plan for Safe Access is as follows and will be made available to parents on our school website and communicated via PowerSchool.</i></p> <p><i>The school schedule has been modified to reduce the cohort size for students below the recommended maximum of 60 students. The two period hybrid schedule will maintain the required 100 hours for each class.</i></p> <p><i>Hand sanitizer stations are located at each entryway for use and each classroom has a dispenser of approved hand sanitizer in place.</i></p> <p><i>During the first week, students will be oriented to the proper protocols for entering the school and classroom spaces. They will also be instructed on how to move from space to space in a safe and physically distanced fashion (walking along the right hand side of the hallway, moving single file, and showing patience).</i></p> <p><i>Reduced access to the facility from visitors, guests, and user groups will be in place as long as recommended by the province (at least for the first six weeks).</i></p>	
<p>Safe Facilities</p> <p>Safe Facilities focuses on the cleaning and sanitation of school buildings.</p> <div data-bbox="196 1199 326 1329"> </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> <ul style="list-style-type: none"> • Dispensers at entrances and hand pumps in the classrooms. • Handwashing signage posted in washrooms and by sinks • Students and Staff will sanitize their hands when they enter the building and each time they enter a classroom space.

✓	Teach students the importance and techniques of proper hand hygiene and sanitizing.
<i>Facilities and Cleaning and Sanitation Guidelines</i>	
✓	<p>Consider room configurations that promote physical distancing.</p> <ul style="list-style-type: none"> • Classrooms configured in order to maximize physical distancing. • Storage and other items relocated in order to provide additional space. • Breakout spaces designated for use with adjacent classrooms booking only (with sanitation procedures after use). • Students will use the washrooms designated for use for their classroom.
✓	<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> <ul style="list-style-type: none"> • Signage being provided by Facilities Department
✓	<p>Additional signage and floor markers at water fountains and washrooms may be considered.</p> <ul style="list-style-type: none"> • Not in use at this time
✓	<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> <ul style="list-style-type: none"> • Daily monitoring of practices will be done to ensure compliance with expectations.
✓	<p>Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.</p> <ul style="list-style-type: none"> • Lockers are not being used except in exceptional circumstances. • Students bring their own required materials for each of their classes in order to reduce sharing of materials.
<p><i>Our School Plan for Safe Facilities</i> is as follows and will be made available to parents on our school website and communicated via PowerSchool.</p> <p><i>Hand sanitizer stations are located at each entryway for use and each classroom has a dispenser of approved hand sanitizer in place.</i></p> <p><i>Lockers will only be available in exceptional circumstances by application to the school office.</i></p> <p><i>Classroom spaces have been reconfigured in order to maximize the space between students.</i></p> <p><i>Increased sanitation measures are being taken by our caretaking staff throughout the day including increased frequency of washrooms, door handles, and common touch points through the building.</i></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.

✓	To develop site plan, see PSSD Return to School Plan , <i>Learning</i> (pages 6-16), <i>Limiting Physical Contact</i> (page 22), <i>Noon Periods and Recesses</i> (page 30) and <i>Nutrition Programs</i> (pages 32-33).
✓	<i>My Prairie Spirit Classroom</i> will continue to guide learning in Prairie Spirit School Division.
✓	Work with teachers to develop consistent assessment practices and ensure next steps in learning for students are determined by individualized, authentic assessments.
✓	Follow Division procedures and guidelines for reporting and adapt practices to ensure parents are informed of their child's academic progress (e.g., portfolios, conferences, etc.)
✓	Follow up with registered families where students are not attending by the end of the first week of school to determine what supports are required.
✓	Consider a level of standardization for families in terms of choice of remote learning platforms. <ul style="list-style-type: none"> Staff will use either Google Classroom or Microsoft Office 365/Teams
✓	Plan for use of technology to support blended learning. <ul style="list-style-type: none"> Staff will incorporate the use of online platforms in each of their classes in order to facilitate blended learning. This will include instructional and assessment components.
✓	Address issues of equity of access for students learning from home. <ul style="list-style-type: none"> The school has purchased additional Chromebooks to be provided to students should they be needed. Arrangements may be made for portable hotspots for students who may not have access to internet at 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).

	<p>Minimize the number of teachers and support staff working with a specific group of students.</p> <ul style="list-style-type: none"> • Changes to the timetable have ensured our maximum cohort size is below 60.
✓	<p>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.</p> <ul style="list-style-type: none"> • Teachers only work with two separate classes per day. • SERT will track students that they work with on a daily basis.
✓	<p>Keep students in one cohort as much as possible. Consider creative solutions to:</p> <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. <p>In elementary school settings, students’ cohorts will be the classroom.</p>
✓	<p>No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery.</p> <ul style="list-style-type: none"> • Not Applicable
✓	<p>Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan.</p>
✓	<p>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> <ul style="list-style-type: none"> • Not applicable
<p>Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment</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>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> <ul style="list-style-type: none"> • Classrooms configured in order to maximize physical distancing and have students facing the front of the classroom. • Storage and other items relocated in order to provide additional space. • Breakout spaces designated for use (with sanitation procedures after use).
✓	<p>Consider options for physical distancing within classrooms and other instructional spaces.</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>Strategically limit the number of touch points per day on electronic devices and common surfaces.</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> <ul style="list-style-type: none"> Surfaces such as tables, desk, keyboards, etc will be sprayed down using the supplied sanitation spray after each class by teacher or students as supervised by teacher.
✓	Ensure students have individual school supplies rather than shared.
✓	<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> <ul style="list-style-type: none"> Planning for PE programs in accordance with the recommendations from PSSD, SPEA and the Ministry. Outdoor spaces will be utilized whenever possible. Equipment will used for one class per day or sanitised between classes.
✓	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	
✓	<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> <ul style="list-style-type: none"> Students remaining at school for lunch will eat in their AM classroom, or other space as arranged for classes such as computers, with supervision adjusted to provide appropriate supervision levels. Microwaves will not be available for use by students.
✓	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>

<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Food from home must not be shared with other students and should be stored with the student's belongings.
<p><i>Our School Plan for Safe Classroom/Common Spaces is as follows and will be made available to parents on our school website and communicated via PowerSchool.</i></p> <p><i>Classroom spaces have been reconfigured in order to maximize the space between students.</i></p> <p><i>Cleaning routines within the classroom spaces and common areas will ensure that all spaces are sanitized after each use. Special considerations are in place for the Practical and Applied Arts Labs to make sure that these areas are cleaned safely.</i></p> <p><i>Food brought from home by students is not to be shared. Microwaves are not available for use by students at this time. Students remaining at the school for lunch will have an assigned lunchroom with staff supervision provided. At this time, access to the library, gymnasium, and work-out room is not permitted.</i></p> <p><i>Increased sanitation measures are being taken by our caretaking staff throughout the day including increased frequency of washrooms, door handles, and common touch points through the building.</i></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.

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

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| ✓ | 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. <ul style="list-style-type: none"> • Room 1097 (LSS Storage is in there as well) |
| ✓ | 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*

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| ✓ | Continue to focus on wellbeing, connections and relationships to support students and families. |
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✓	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><i>Our School Plan for Safe Supports is as follows and will be made available to parents on our school website and communicated via PowerSchool.</i></p> <p><i>Planning for each individual with exceptional needs will be done in consultation with the family, SERT, Admin, classroom teacher, and student (where applicable) before September 8th. These consultations will be done via phone or computer. The plans will include the required deployment of staff, use of appropriate classroom spaces, and any personal protective equipment needed.</i></p> <p><i>Increased focus on and support of the mental health of students and staff will be in place through the counselling team and ongoing professional development of staff.</i></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

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

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

Page 27 *Extra-Curricular*

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

Our School Plan for Safe Activities is as follows and will be made available to parents on our school website and communicated via PowerSchool.

Physical Education classes are being planned to reduce physical contact and increase physical distancing. All materials used during the course of a class will be sanitized before being used again.

At this time, all in-person extra-curricular activities are on hold.

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.
<p><i>Our School Plan for Safe Alternatives is as follows and will be made available to parents on our school website and communicated via PowerSchool.</i></p> <p><i>Students are able to take classes in-person, blended, online, or home-based. The online and home-based are administered through the School Division. Families opting to use online classes are required to be enrolled in it for at least one semester (half the year). The in-person and blended instruction are done through the school. All teachers will utilize an online platform through Google Classroom or Microsoft Office 365 in order to provide for blended instruction which may be needed in the case of the short-term absence from school by a student.</i></p> <p><i>The administration of the school will follow up with the registered families of all students who are not attending the school by September 15th.</i></p>	