

# PRAIRIE SPIRIT SCHOOL DIVISION

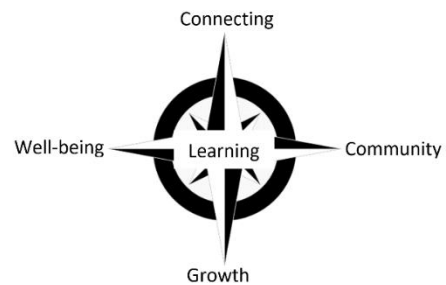
Perdue School K-12

## Safe School/Site Plan

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

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

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




### Safe School Plan:

- Provide mitigation step(s) or adjustment(s)/adaptation(s) made in each guideline area or indicate page in school plan
- areas when completed and share all plans with your Learning Superintendent.
- Highlight the specific areas you will be communicating publicly in the school plan posted on your website and shared with families.
- Plans are due to your Learning Superintendent by **Monday, August 24, 2 p.m.**

Here is our Perdue School plan, as of August 24, for a safe return.

\* Please note, this is a living document and may be changed or updated at anytime

Our plan will be shared to parents via our website and family emails.

<h2>Safe Attendance</h2>	
	<p><b>Safe Attendance</b> 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.</p> <p>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.</p>
<input checked="" type="checkbox"/>	<p>See the <a href="#">PSSD Return to School Plan Communication</a> (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"> <li>• AP-410 Safety, Appendix A</li> <li>• AP-432 Illness in Care</li> <li>• COVID-19 Illness in Care Protocols</li> </ul>
<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"> <li>• access to schools</li> <li>• protocols and expectations</li> <li>• hygiene</li> <li>• scheduling, etc.</li> </ul> <p>Ensure all staff, including itinerant staff and substitutes, have access to these plans.</p>
	<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. (Family Registration, Medical information, Contact Information will be updated by September 4)</p>
<input checked="" type="checkbox"/>	<p>Consider using a range of social media to inform parents and community.</p>
<input checked="" type="checkbox"/>	<p><b>Self-screening measures</b> 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><b>Illness in Care Plan</b> 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>

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

*Kristal Mason and Jeff Chilibeck 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 (Art Center #208A) 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. Student will not be left alone during this time and will be supervised by the DSO.*

#### Student Illness

- Parents and caregivers are asked to monitor their children for any signs or symptoms of illness (if unsure, please refer to the PSSD Guest COVID Self-Assessment tool [link](#)).
- As per Provincial and PSSD directives, ALL STUDENTS AND STAFF ARE INSTRUCTED TO STAY HOME IF THEY ARE SICK. Those individuals experiencing COVID-19 symptoms are to follow the protocols determined by the province.
- If a student or staff member displays COVID-19 symptoms while at school, they will be quarantined immediately until safe transportation home can be arranged, as per Provincial and PSSD directives. Staff are not permitted to transport students with

Illness in care - Plan for contacting parents, Public Health, student pick-up and cleaning protocols

COVID symptoms. Illness in Care Protocol [link](#)

COVID 19 Protocol Flowchart for Students [link](#)

Link to AP 410 – Safety [link](#)

#### Teacher/Staff Illness –

Principal /Vice Principal will provide alternative arrangements for in-class instruction if teacher develops symptoms consistent with COVID-19.

Another staff member will be placed in the classroom until a substitute teacher can fill the ill staff members position. We will follow school cleaning and disinfecting procedures upon teacher leaving the school facility.

If student or staff member has become ill at school, copies of seating arrangements and common area monitoring sheets will be used to identify contact tracing.

Copies of the plans will be kept in the main office.

#### Masks

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. Face masks are available for staff and students upon re, and face shield available for staff in addition to a mask in isolation space.

PreK-3 - are not required to wear masks on play structures

Grade 4-12 are required to wear masks on play structures if they cannot maintain social distance

## 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 <a href="#">PSSD Return to School Plan, Transportation</a> (page 38) to develop your site plan.
✓	Create plans for students to access multiple entrances and bus parking in various locations.
✓	Support bus drivers with creation of seating plans and behaviour expectations on buses. (Jeff Chilibeck will seating plans)
✓	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices.
✓	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks).
✓	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices.

*Parents, caregivers will receive information regarding safe transportation protocols and routines by Friday, September 4<sup>th</sup>. The plans will be shared with individual families via email. The plans will include drop off and pick up times as well as protocols. Busing information will be posted on the school website. The safe bussing protocols will contain information determined through consultation with the Prairie Spirit Bus Garage, bus drivers, and school administration. Protocols and routines will describe expectations for seating, behaviours, expectations for masking and pick-up and drop off times and locations.*

- Busing
  - 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
  - cleaning and sanitation of buses or other vehicles used to transport students is required between each run.



## 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 <a href="#">PSSD Return to School Plan</a>:</p> <ul style="list-style-type: none"> <li>• <i>Limiting Physical Contact</i> (page 22)</li> <li>• <i>Limiting Physical Contact/Shared Materials and Equipment</i> (pages 22-24)</li> <li>• <i>Managing Guests, Volunteers and Visitors and Arrival, Dismissal and Movement of Students</i> (pages 28-30)</li> <li>• <i>Arrival, Dismissal and Movement of Students</i> (page 29)</li> </ul>
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	<ul style="list-style-type: none"> <li>• <input checked="" type="checkbox"/> <i>Noon Periods and Recesses</i> (page 30)</li> </ul>
<input checked="" type="checkbox"/>	Modify procedures for entering and leaving the building, parent drop offs.
<input checked="" type="checkbox"/>	Develop protocols to regulate the flow of students through the school considering: <ul style="list-style-type: none"> <li>• The layout of the school including the location of the gymnasium, library, washrooms, lockers, boot rooms, hallways, access to the playground and so on.</li> <li>• 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.</li> </ul>
<input checked="" type="checkbox"/>	Review current arrival and dismissal protocols and revise as necessary considering: <ul style="list-style-type: none"> <li>• the number of students arriving and departing at the same time.</li> <li>• the number of students who use each entry</li> <li>• increasing hours of supervision or number of supervisors for students <b>(We are short 30 minutes of needed supervision time with the staggering of recess and lunch hour)</b></li> </ul>
<input checked="" type="checkbox"/>	Develop plan for arrival and dismissal (seek support from Learning Superintendent when needed). These will include: <ul style="list-style-type: none"> <li>• Arrival/departure times</li> <li>• Use of entrances/exits</li> <li>• Movement patterns through the building</li> <li>• Any timetable/schedule adjustments</li> <li>• Any proposed adjustments to busing</li> </ul>
<input checked="" type="checkbox"/>	Promote and practice the use of non-physical greetings. <b>(Soft landing teaching procedure)</b>

**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"> <li>• Clear signage at entrance (supplied by Facilities)</li> <li>• Visitor calls ahead of time to state their purpose for visiting</li> <li>• Visitor has "passed" the <a href="#">Saskatchewan COVID self-assessment</a> and shows the assessment results to the Administrative Assistant upon arrival</li> <li>• Administrative Assistant will need to keep records with names, dates, and times for when visitors entered the facility.</li> </ul>
<input checked="" type="checkbox"/>	When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings
<input checked="" type="checkbox"/>	Ensure hand sanitizer is available.
<input checked="" type="checkbox"/>	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients. <b>(School Schedule)</b>
<input checked="" type="checkbox"/>	Work with childcare centers and before and after school programs to limit visitors to the school area. <b>(Jeff Chilibeck will be contacting the Community run preschool as well as the Perdue Daycare regarding protocols)</b>
<input checked="" type="checkbox"/>	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.

*The School Plan for Safe Access is as follows:*

*Perdue school will establish cohort groups to help limit overall group sizes, facilitate movement within the school and to allow for potential contact tracing.*

<i>Cohort</i>	<i>Grade Group</i>	<i>Entrance (Hand sanitizer provided at each entrance - however hand washing is preferred)</i>	<i>Exit</i>	<i>Recess time (AM)</i>	<i>Recess time (PM)</i>	<i>Lunch</i>	<i>10 minute break (H.S. Only)</i>	<i>Area</i>

		<i>Masks must be worn grades 4-12 before entering</i>						
1	K-1	South (Staff Room)	Bus Kids First, Town Kids Second (4)	10:30	1:50	11:56-12:35 Eat first, Play second		Weekly Rotating Areas (South Playground - includes Hill and Ball Diamonds & West Playground includes swings and soccer field)
2	Gr 2-3	West (Staggered entrance)	Bus Kids First, Town Kids Second (3)			Town students are encouraged to go home for lunch.		
3	Gr 4-5	West (Staggered Entrance)	Bus Kids First, Town Kids Second (2)	10:45	2:00	11:56 – 12:35 Play first, Eat Second		
4	Gr 5-6	West (Staggered Entrance)  Oldest to Youngest	Bus Kids First, Town Kids Second (1)			Town students are encouraged to go home for lunch.		
5	Gr. 7-8	<b>Doors will open at 8:40 for High School</b>  North Entrance	Bus Kids First, Town Kids Second (3)	Students will be expected to stay in class during their 5 minute breaks - unless they get permission for washroom, water, or outside.		Town students are encouraged to go home for lunch.	Alternating areas for outside breaks.	
6	Gr.9-10	<b>Doors will open at 8:40 for High School</b>  North Entrance	Bus Kids First, Town Kids Second (2)	High School teachers will do their best to provide outside mask breaks throughout the day.		Students in the building must stay in their classroom.		
7	Gr. 11-12	<b>Doors will open at 8:40 for High School</b>  Front (shoe storage available)	Bus Kids First, Town Kids Second (1)	** Masks do not have to be worn if social distancing can be observed.				

*Two cohorts can have simultaneous recess / lunch times as they will use separate entrance / exits and play in different areas. Teacher supervision will be in place for all break times. Upon arrival all four cohorts will be arriving off the buses around the same time, therefore our playground will be set up with four designated areas for each cohort to maintain social distancing.*

### *Flow Protocols*

Protocols to regulate the flow of students through the school will be taught to students during the week of September 8-12. These will include the gymnasium, library, washrooms, lockers, boot rooms, hallways, computer lab and access to the playground and so on.

*All classrooms will be front-facing and students in grades 4 – 12 will be wearing masks when it is impossible or impractical to maintain physical distancing. Students will not share school supplies. No lockers at this time - a student may ask for a locker for a compelling reason (e.g. medical reason such as storing medical equipment safely)*

Cubbies in the classroom can be used and shared if necessary

Lockdown and fire drills - no procedural lockdowns or fire drills at this time.

*Transitions between teachers and classes will be reduced by implementing cohorts and teachers moving to different classrooms and students staying in assigned homerooms.*

*Teachers will:*

- *Teach and review standard protocols and routines for good hygiene practices during the school day.*
- *Teach and monitor standard protocols and routines for use of technology (chromebooks, computers, ipads, etc) with regards to sanitization and cleaning after use.*
- *Teach and monitor standard protocols and routines for student entrances, exits, and movement within the classroom.*

### Visitors and guests in schools

## **Schools will not have guests or visitors in the school for the first 6 weeks.**

Parents/guests, volunteers, and visitors should only be entering the school or Division facility if there is a need that cannot be met another way (phone, online, etc).

- All visitors will need to have passed the PSSD - Guest COVID screening tool; 'green screen' will be shown to administrative assistant upon arrival.
- All members of the public who enter the school must first complete the PSSD – Guest PSSD screening tool and present the results to school administration.

If you would like to pick up/drop off your student do so at your child's designated entrance/exit as you will not be allowed into the building.

If wanting to book a meeting with parent/guardians, it must be done over the phone/Teams. If there is a need to enter the school that cannot be met in another way, parents and other members of the public are asked to submit their request to school administration for consideration. All members of the public who enter the school must first complete the PSSD COVID Self-Assessment tool and present the results to school administration.

## **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 <a href="#">PSSD Return to School Plan</a> , <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.
<b>Hygiene</b>	
✓	Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer.
✓	Teach students the importance and techniques of proper hand hygiene and sanitizing.
<b>Facilities and Cleaning and Sanitation Guidelines</b>	
✓	Consider room configurations that promote physical distancing.
✓	Signage at front entrances of schools with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school. (Once signage has arrived at school we will post)
✓	Additional signage and floor markers at water fountains and washrooms may be considered. Signage will be posted in the school with help from facilities.
✓	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. (Meeting with facilities, caretakers, and admin will be attending a PD training regarding these topics at Lord Asquith School on Friday August 28)
✓	Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.

## Hygiene

Staff will teach proper hygiene and hand sanitizing the week of Sept. 8-12th.

Each classroom will be equipped with a refillable litre bottle of hand sanitizer for classroom use. As per the guidelines it is recommended that each student bring from home their own personal hand sanitizer to keep with them.

When entering the school or after play or learning outside or when hands are visibly soiled, students and staff will practice handwashing techniques or use hand sanitizer. Schedules for hand washing will be determined by the teachers before September 4. Proper technique will be taught upon return to school.

Classroom configurations will be set up to best meet physical distancing techniques. Masks are required grades 4-12 if you cannot social distance and encouraged for K-3.

## Lockers

In order to limit crowding and support cleaning, students are asked to bring what they need for the day packed in their bag. **Students should bring lunch (if staying for lunch), hand sanitizer, water bottle and masks to school daily.**

- There is NO locker access at this time for everyone
- Individual classrooms will develop plans for storage of student materials.

## Sanitizing High Touch Surfaces

- Custodians will work with the Administration to create a schedule to sanitize high touch surfaces.



- Each classroom will be equipped with disinfectant for times when the care-taking staff are not available.
- Chrome Books will be equipped with special wipes to use after use. Perdue school is close to having a 1-1 Chromebook ratio.
- The computer lab will be open and will be cleaned after each use.

**Water Fountains:**

- Water fountains are not in use during this time
- Water fill stations are currently back-ordered, but water and cups will provided if necessary

**Washrooms**

Designate washrooms to specific cohorts - they are only to use designated washrooms, regardless of what space they are using (they may have to walk from the gym to the designated washroom).

Students K-6 will use

Boys #110


Girls # 108

Students Grades 7-12 will use

Boys # 204

Girls #202

Staff will monitor washroom facilities – no more than 4 students in each washroom at a time

<b>Safe Classroom/Common Spaces</b>	
	<p><b>Safe Classrooms</b> focuses on the measures to ensure the safe sharing of space in the classroom between students and staff.</p> <p>These measures include: increased personal sanitation measures and proper hygiene practices; and minimizing contact among students and staff, as much as possible.</p>
✓	To develop site plan, see <a href="#">PSSD Return to School Plan</a> , <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. (Jeff Chilibeck or staff members have been in contact with these families and will continue to follow up)
✓	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 <a href="#">MPSC Classroom Learning Supports</a> ).
✓	Collaborate with 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). (Room #219 will be used for LSS staff)
✓	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. (Continuing to work on scheduling -September 4)
✓	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"> <li>• keep groups from mixing at break times;</li> <li>• limit group sizes to 60 or less in high school, such as block scheduling.</li> </ul> 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.
<b>Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment</b>	
✓	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). (PD on August 28)
✓	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. (Future document will be shared with staff and families)
✓	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). (Pd on August 28)
<b>Page 30 Noon Periods and Recesses and page 32-33 Nutrition Programs</b>	
✓	Students should eat lunch in their classrooms. High schools should consider grade cohort groupings and unique locations at noon periods and recesses to limit mixing.
✓	Communicate with parents to encourage students go home for lunch whenever possible.
✓	Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds.
	Review and revise duties of noon supervisors and students to make a plan for supervision using existing resources. Consult with the Learning Superintendent if there is a need for additional resources. (we feel we are short 30 minutes of supervision time to allow us to cover all the staggered recess and lunch breaks)
✓	Nutrition program plans and distribution models must align with recommendations of Chief Medical Health Officer and Re-Open Saskatchewan. Schools with "canteen or cafeteria"

	<p>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 <a href="#">Primary and Secondary Educational Institution Guidelines</a> 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>
☑	<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>
☑	<p>Food from home must not be shared with other students and should be stored with the student’s belongings.</p>

**Access to Learning:**

- Full SK Curriculum will be offered this year
- Differentiation of instruction will be important.
- Grades K-6 – will having three reporting periods November 6, March 12, June 28
- Gr. 7-12 will have four reporting periods November 6, February 3, April 16, June 29
- My Prairie Spirit Classroom will continue to be an emphasis in our learning.
- Standardized platforms will be used for Elementary and High School
- Any student who is not able to be at school will have access to a variety of learning options, Please contact the school more information.

*Overview:*

In Prairie Spirit, we believe that the best place to learn, for most students, is in our schools, with their teacher. We also recognize the unique needs of students and their families that mean that families may be looking for other options either for the short-term, or for longer periods.

**Blended Learning**

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

***Learning at School***

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

***Learning at Home***

- For families requesting remote learning for a medical accommodation:
  - Register with your local Prairie Spirit school.
  - Refer to [AP 617](#) – Homebound Students.
- For families wishing to begin the school year with learning at home, or for students required to stay at home for a short period of time:
  - Contact your local Prairie Spirit school.

- Efforts will be made to connect your child to a teacher from their local school but, based on the demand, they may be connected to another Prairie Spirit teacher.
- Children can resume attending at their local school as soon as they feel ready.
- Learning at home will be a blend of connecting online and materials provided by a teacher to work on independently.
  - This is intended as a temporary arrangement. Families wishing to register for full online learning for the year should contact ***Spirit eLearning***, Prairie Spirit's online school.

### **Online Learning – *Spirit eLearning***

- Prairie Spirit's online school is ***Spirit eLearning***.
- Online learning includes synchronous (live) and asynchronous (self-directed) instruction.
- Families of students in **Grades K-12** may choose to register with ***Spirit eLearning***, Prairie Spirit's online school.
- Immune compromised and medically fragile students who need to learn at home may register with Spirit eLearning.
- Instruction will be provided by teachers within Prairie Spirit and, possibly for certain electives, from across the province.
- Depending on demand, course enrollment may be managed.
- Students registering with Spirit eLearning are committing to at least one semester of learning online.
- Students registered with Spirit eLearning have access to some services and opportunities at their local school, where offered, including: PAA, Band, Driver Education and extra-curricular activities.
- Online learning is not a good fit for all students. Contact your school principal or [Peggy Mattila-Bains](#), Coordinator, to discuss this further.

***If families have already paid a deposit to another online provider, Prairie Spirit will work with other online providers to secure a refund.***

### **Home-Based Learning**

- Contact Home-Based Education Facilitator - [Janet Jeffries](#).
- All instruction, planning and assessment is done by the parent.
- Parents are required to submit a learning plan.
- Home-based learning courses in grades 10 - 12 do not meet the criteria for grade 12 graduation.
- Provincial [guidelines](#); Division [procedures](#).

### **Masks**

- As we are in Level 2 of planning, students in grades 4-12 will bring their own masks from home. Upon request, disposable masks will be provided.
- Grades 4-12 students will be required to put on their masks before entering the school.
- Masks will be worn when physical distancing is not possible on buses and on the playground, in classrooms and hallways.
- Pre K to grade 3 students are encouraged to bring and wear masks.
- Staff members will also be required to wear masks when a 2m radius cannot be maintained.

### **Cohorts**

- Students will not be switching classrooms and cohorts will not be mixed at **any point** during the day.
- Students will have a seating plan in their classroom for contact tracing as required by Health
- At this current time, students will not be travelling to Asquith for PAA. PAA will be offered to students in Perdue School.

## Itinerant Staff

- Staff members will not be allowed to be in more than 2 PSSD schools in one day.

## Food


- There will be no Booth or Commercial Cooking at this time
- There will be no access to microwaves - **NO WARM-UPS**
- No hot lunches, no shared snacks (birthday treats)
- There will be no access to spoons/cutlery at the school
- Please make sure that your child can open all packages/containers in their lunch independently
- \*\*This will diminish staff having to sanitize after having to open things and will also diminish cross-contamination
- Students are encouraged to go home for lunch if possible.
  - Students who stay at the school will be provided with a space where they can socially distance.

## Library

- The library, at this time, is closed. Bookshelves are off limits but the library space can be used, if you like.
- There will be borrowing books for students
- Classroom libraries will be available to students
- Classroom teachers will setup classroom protocols for borrowing ( example students will choose books from classroom library on Monday and return to a basket on Friday books, will sit for the weekend and then be re-shelved)
- Books will be quarantined before going back into circulation (48 hours).

## Technology

- Students grades 7-12 may bring their own laptop or tablet to complete their school work. No other students could touch these.

<h3>Safe Supports</h3>  <p><b>Safe Supports</b> 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.</p>	
<input checked="" type="checkbox"/>	To develop your site plan, review the <a href="#">PSSD Return to School Plan</a> , <i>Students with Additional Needs</i> (pages 17-18) and <i>Mental Health, Well-being and Social-Emotional Supports</i> (pages 19-20).
<b>Pages 17-18: Students with Additional Needs</b>	
<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). (Working on schedule – September 4 as well speaking to families about learning options)
<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.

✓	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. (Discussed at staff meeting)
✓	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. (#219)
✓	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.
<b>Pages 19-20 Mental Health, Well-being and Social-Emotional Supports</b>	
✓	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> (Discussed at staff meeting)
✓	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> ) (Mental health Literacy team looking at ideas)

### Students with Additional Needs

- Supports for these students will be continued
- Individual plans will be created for these students.
- Before September 8, the SERT will contact all families who have a student with intensive needs. In consultation with families, the school will develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs. If resources for safe programming are not immediately in place, it may delay a student's return to school.
- Any meetings between staff and parent/guardians, will be done over the phone or online.
- 

### Mental Health of Staff & Students

- At the beginning of the year, our focus will be on connections, relationships and establishing routines.
- The week of September 8-12 (soft landing) will provide staff with time to reconnect with students
- Students are encouraged to talk with staff members
- Counselling services will be provided for any Perdue School student, regardless of if they are in the building.
- Staff meeting on September 14 admin will focus on mental health pd and check in

## 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 (**document coming**)
- ✓ 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).

**General**

- Staff realizes that maintaining physical distance is less practical, especially with younger students and we will concentrate on minimizing this contact Ex: during instruction, recess, extracurricular, Phys. Ed
- Staff will decrease the number of toys/equipment available to children. Removal of toys and other items that cannot be easily cleaned and disinfected.
- Staff will do their best to provide mask break
- 

**Phys. Ed/ Recess**

- The Division will be working with schools to offer appropriate activities for physical education during this time.

**Extra Curricular**

- As of right now, all extra-curricular activities have been suspended.

## Safe Alternatives

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

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



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

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

**Level 4:** would take us back to suspending in-class learning, and moving back to a similar model we saw this past spring, with divisions working at the local level to ensure learning continues. In this model, school would continue to be mandatory, albeit remotely. These levels would be put in place by Saskatchewan’s Chief Medical Officer and we will continue to work closely with him, and his team, on all Safe Saskatchewan planning.

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

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

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

### Page 5 *Communication* and page 15 *Transitions*

Consistently communicate with families.

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

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

Plan for use of technology to support blended learning.

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

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

### Page 44 *Division Contingency Plan – Level 4*

All students are required to participate.

Staff will be physically present in school.

School day structure will maximize learning for all students.

Full Saskatchewan curriculum will be delivered.

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

Differentiation of instruction will be important.

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

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

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

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

### Communication:

- [Outgoing communication is essential. Updates will be provided on our school website, through email, and Twitter.](#)



- Classroom teachers will be providing updates regularly when new information is provided or things change.
- Admin will contact families in the Blended learning and elearning option by September 15
- Please contact the school to ensure that your contact information is up to date and accurate. If you have any questions or concerns, please contact the school.
  - Phone: 306 237 4311
  - Email: [perdueschool@spiritsd.ca](mailto:perdueschool@spiritsd.ca), [jeff.chilibeck@spiritsd.ca](mailto:jeff.chilibeck@spiritsd.ca), [kristal.mason@spiritsd.ca](mailto:kristal.mason@spiritsd.ca)

#### **Contingency Plan**

- Perdue School will provide access to technology for equitable access
- \*In the 2020-21 school year, the full Saskatchewan curriculum will be presented and participation is mandatory for all students regardless of the mode of delivery.\*