

PRAIRIE SPIRIT SCHOOL DIVISION

Prairie View School

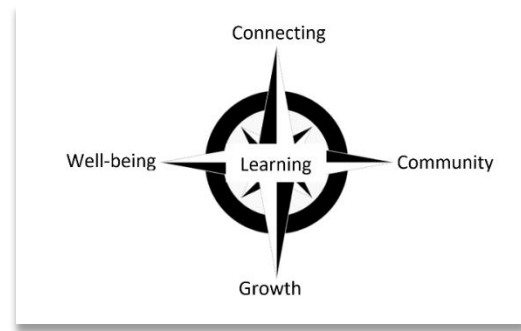
(name of school)

Safe School/Site Plan

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

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

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



Safe Attendance



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

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

✓	<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
✓	<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>
✓	<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>
✓	<p>Consider using a range of social media to inform parents and community.</p>
✓	<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>
✓	<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>
✓	<p>Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.</p>
✓	<p>Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.</p>
✓	<p>Arrange for student to be supervised at all times.</p>
✓	<p>Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.</p>
✓	<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>
✓	<p>Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.</p>
	<p>PVS School Plan</p> <ul style="list-style-type: none"> *We will be making our plan available to families through our school website and through our parent emails. We have a twitter account, so may make notifications there to direct families to their email. *We will continue to update families a minimum of once per week for the month of September, with further plans for communication being made. *We will be asking families to update contact and health information by Friday, September 4. *On Wednesday, August 26, we will be sending an ‘at this time’ information package regarding our procedures for regular hygiene, protocols, and expectations for self-screening and retrieving a student from school who is symptomatic, with the opportunity to send information at a later date, as changes may be necessary to the plan. *We will be notifying parents of the illness in care plan. Our isolation area is a room as close to the front door as we have access to. Admin will be the designated school official to retrieve the student from the classroom who is exhibiting any flu, cold, or flu-like symptoms.

	<p>The student will be moved immediately to the self-isolation room and the parents/caregivers will be called to pick up their child and will be directed to follow the protocols in consultation with the Medical Health Officer regarding privacy, testing, isolation and procedures for returning to school.</p> <p>*Should a teacher develop symptoms consistent with COVID-19, the DSO will provide alternate arrangements for in class instruction, and school cleaning and disinfection procedures will be followed (according to the procedures designated by the Chief Medical Health Officer, Ministry of Learning and PSSD).</p> <p>*Classroom seating plans will be submitted to school administration previous to student arrival with updates made and submitted as necessary.</p>
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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"/>	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>PVS School Plan</p> <p>*We will be providing information to families on Wednesday, August 28 regarding safe bus transportation and routines. The plans will be shared with individual families through email and posting to the website. The safe bussing protocols will contain information determined through consultation with Prairie Spirit Bus Garage, bus drivers, and school administration for masking and pick up and drop of times and locations.</p> <p>*We will be providing information to families on Wednesday, August 28, who are transporting their own children to and from school with expectations for drop off and pickup.</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.

✓	<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.
✓	Develop protocols to regulate the flow of students through the school considering: <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.
✓	Review current arrival and dismissal protocols and revise as necessary considering: <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
✓	Develop plan for arrival and dismissal (seek support from Learning Superintendent when needed). These will include: <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	
✓	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 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>PVS Safe School Plan</p> <ul style="list-style-type: none"> *Families will be made aware of bus routines. *The plans will be shared with individual families through email and posted to the school website. The safe bussing protocols will contain information determined through consultation with Prairie Spirit Bus Garage, bus drivers, and school administration. *We will be providing information to families on Wednesday, August 26, who are transporting their own children to and from school with expectations for drop off and pickup. *Entry/exits and movement within the school and student cohorting plans will be included in the initial plan package to parents on August 26, with updates made as necessary. *Expected arrival times and departure times will be shared with families on August 26. *Staggered arrivals (bus students and drop off or walking students), recess and lunch will be implemented and schedules/routines/locations for play will be included in the plan, going home August 26. *Staff interaction and transitions with students will be limited, designated teachers will be doing supervision with specific groups of students. *Students will not be sharing materials. *Students will be front facing in the classrooms, and all students in Grades 4-6 will be wearing masks when it is impossible or impractical to physical distance. *Bathroom times will be scheduled *French and music teachers will go directly to the classrooms to teach, to limit student movement. *PVS does not currently have floor markers to encourage flow, but that is something we are considering. *No guests will be allowed access to the school during the first 6 weeks.
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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.

Hygiene

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| <input checked="" type="checkbox"/> | Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer. |
| <input checked="" type="checkbox"/> | Teach students the importance and techniques of proper hand hygiene and sanitizing. |

Facilities and Cleaning and Sanitation Guidelines

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| <input checked="" type="checkbox"/> | Consider room configurations that promote physical distancing. |
| <input checked="" type="checkbox"/> | Signage at front entrances of schools with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school. |
| <input checked="" type="checkbox"/> | Additional signage and floor markers at water fountains and washrooms may be considered. |
| <input checked="" type="checkbox"/> | Work with Facilities and caretaker to monitor frequency of cleaning and disinfecting of commonly touched surfaces, and emptying of garbage bins to ensure expectations are met. |
| <input checked="" type="checkbox"/> | Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools. |

	<p>PVS Safe School Plan</p> <ul style="list-style-type: none"> *hand sanitizer will be readily available and there will be many opportunities for hand washing. Instruction will focus on the proper hand washing technique. *Cleaning and sanitization of common touch points will be done with the cooperation of everyone – students, school staff and caretaking staff. *We have recommended to families that children bring their own Health Canada approved hand sanitizer. Staff will have their own hand sanitizer.
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	<ul style="list-style-type: none">*Scheduled access to the bathrooms will take place.*There will be signage indicating correct hand washing technique along with how to appropriately physical distance.*Only required items for school will be allowed. Library books will not be going home.
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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.

✓	<i>My Prairie Spirit Classroom</i> will continue to guide learning in Prairie Spirit School Division.
✓	Work with teachers to develop consistent assessment practices and ensure next steps in learning for students are determined by individualized, authentic assessments.
✓	Follow Division procedures and guidelines for reporting and adapt practices to ensure parents are informed of their child's academic progress (e.g., portfolios, conferences, etc.)
✓	Follow up with registered families where students are not attending by the end of the first week of school to determine what supports are required.
✓	Consider a level of standardization for families in terms of choice of remote learning platforms.
✓	Plan for use of technology to support blended learning.
✓	Address issues of equity of access for students learning from home.
✓	Develop a strategy to increase teacher capacity in blended learning (see PSSD MPSC Classroom Learning Supports).
✓	Collaborate with itinerant staff in the creation of schedules to limit the number of facilities visited where possible, and appropriate use of available workspaces, knowing that itinerant staff will continue to visit our schools, as necessary. Work with itinerant staff to determine guidelines and scheduling (e.g., Music/Band require 2-4 metre separation between patrons).
✓	Learning Facilitators will be available to support side-by-side learning at the school level (in person and remotely).
✓	Minimize the number of teachers and support staff working with a specific group of students.
✓	Minimize switches for teachers. Pre-K to Grade 8 teachers should have a homeroom approach as much as possible. Exceptions can only be made for specialized subjects/prep release.
✓	Keep students in one cohort as much as possible. Consider creative solutions to: <ul style="list-style-type: none"> • keep groups from mixing at break times; • limit group sizes to 60 or less in high school, such as block scheduling. In elementary school settings, students' cohorts will be the classroom.
✓	No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery.
✓	Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan.
✓	Food for snack programs, hot lunch programs and breakfast programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.
Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment	
✓	Masks will be required for students in Grades 4 - 12 where physical distancing is not possible (e.g. hallways). Pre-K - 3 students are encouraged to wear masks. Children from the same household do not need to maintain physical distance from each other.
✓	Consider modifying room configurations (e.g. separating tables) to promote physical distancing. Front-facing instruction for students should be established in all settings, unless protection barriers can be utilized. For younger children, the focus should be on minimizing physical contact instead of physical distancing.
✓	Consider options for physical distancing within classrooms and other instructional spaces.
✓	Classroom considerations should include reducing those items not critical in the classroom to allow for more space to spread out the existing tables and chairs or add tables and chairs to

	give more space to students at each table. Examples of additional furniture to be removed include couches and soft seating. Store items that aren't critical to classroom instruction.
✓	Strategically limit the number of touch points per day on electronic devices and common surfaces.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (i.e. PAA labs).
✓	Ensure students have individual school supplies rather than shared.
✓	Physical Education teachers should consider planning learning opportunities that limit common touch items and allow for physical distancing, and prioritizing individual pursuits over traditional team activities.
✓	See pages 9-11 <i>Early Learning Plan</i> to support teachers in Early Years classrooms (e.g. staggered entries, providing bins for storage, cleaning schedules). Facilities will work with schools on finding appropriate storage methods and locations.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (e.g. PAA labs).
Page 30 Noon Periods and Recesses and page 32-33 Nutrition Programs	
✓	Students should eat lunch in their classrooms. High schools should consider grade cohort groupings and unique locations at noon periods and recesses to limit mixing.
✓	Communicate with parents to encourage students go home for lunch whenever possible.
✓	Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds.
✓	Review and revise duties of noon supervisors and students to make a plan for supervision using existing resources. Consult with the Learning Superintendent if there is a need for additional resources.
✓	<p>Nutrition program plans and distribution models must align with recommendations of Chief Medical Health Officer and Re-Open Saskatchewan. Schools with "canteen or cafeteria" options must align with the Restaurant and Licensed Establishments Guidelines as applicable for their facility.</p> <p>The Nutrition Programs referenced in the government's Primary and Secondary Educational Institution Guidelines would apply to programs such as breakfast programs, school hot lunches, snack programs, etc. Food for such programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.</p>
✓	School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms. Food should be served using utensils and in individual portions to each child by a designated staff member.
✓	Food from home must not be shared with other students and should be stored with the student's belongings.
	<p>PVS Safe School Plan</p> <p>*we will be working together, in consultation with our LF and one of the teachers who participated in the summer blended learning program to continue with MPSC in our school, for learning and assessment.</p> <p>*The gym will not be used for physical education for the first 6 weeks. Rather, it will be used as a meeting space for teachers to allow for increased physical distancing. Learning outside will be promoted.</p> <p>*As a school team, we will decided on the most appropriate learning platform for our families and staff.</p> <p>*We will be working with the SERT team, LSS team and classroom teachers to decide how best to deliver supports to students with intensive needs, as well as those with specific learning needs. We will be minimizing the number of teachers and support staff working with a specific group of students.</p> <p>*Our school library will not be used for book borrowing, and a plan to coordinate the use of the materials will be made with the library technician.</p> <p>*School based admin will connect with families who have indicated their preference to not attend our school.</p>

	<p>*We have purchased additional technology for students to access. These devices will be student specific if possible. When not possible, we will follow the necessary cleaning protocols.</p> <p>*K students will be working outside the majority of the day. All of their materials are individual. They have their own entrance to the school, as well as their own bathroom facilities. They will also remain together, separate from the other students for recess and lunch breaks.</p> <p>*Students will be eating in their classrooms, and no outside food will be brought in. We will be sending a note home asking parents that their childrens' food be opened and closed independently to limit contact.</p>
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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.

✓	Develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs.
✓	Schools will communicate plans for return to school with families. (Assessment information needs to be current and relevant, therefore, updated assessments may be required to ensure appropriate programming is in place, which might delay a student's return to school.)
✓	Review the Inclusion and Intervention Plans of all students with intensive needs and revise/adjust goals as required to ensure student health and safety and as appropriate based on time that has gone by/supplemental learning that occurred at home.
✓	Ensure that the provision of supports for all students can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces).
✓	Deploy staff to limit the number of different student/staff contacts while meeting health/safety and curricular/IIP needs of students.
✓	Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service. Provide PPE as defined by the provincial guidelines.
✓	Provision of necessary training for staff working with students with intensive needs.
✓	Ensure staff do not enter into private residences or provide personal transportation.
✓	Services or additional precautions, specialized places for instruction may be suggested for students with compromised immune systems, in consultation with a medical professional, and to ensure students feel included and safe.
✓	Have one designated area in the school for LSS to use whenever possible.
✓	Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.
✓	Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to face.
Pages 19-20 Mental Health, Well-being and Social-Emotional Supports	
✓	Continue to focus on wellbeing, connections and relationships to support students and families.
✓	Continue with school planning (from end of June) using NACTATR <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>PVS Safe School Plan</p> <p>*The admin and SERT team will be working closely with families with students with additional needs to ensure a re-entry plan is in place that meets individual safety, learning needs, mental health needs, and physical health needs.</p> <p>*PVS SERT and admin will coordinate with the LSS to ensure that all of the necessary training will take place, and that the appropriate precautions are taken for staff and students.</p> <p>*The LSS that visit our school will be working out of the science storage room.</p> <p>*PVS will continue to access the supports of our school counsellor. We plan to take some time to address how best to address the 'fear' of covid and how we can reduce the anxiety of</p>

	returning to school. We want to ensure that our students feel welcomed, and we want do that with as much calmness as possible.
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<h2>Safe Activities</h2>	
	<p>Safe Activities focuses on the protocols and policies governing group activities including:</p> <ul style="list-style-type: none"> • extra-curricular club activities; participation in athletic events/competitions; and, • school assemblies

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

<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	
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<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).
	<p>PVS Safe School Plan</p> <p>*We have outlined how contact will be limited and how we will avoid clusters of students.</p> <p>*We will be co-creating a package of information with alternatives to physical contact and equipment play.</p>

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.

Page 5 Communication and page 15 Transitions

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

Page 44 Division Contingency Plan – Level 4

<input checked="" type="checkbox"/>	All students are required to participate.
<input checked="" type="checkbox"/>	Staff will be physically present in school.
<input checked="" type="checkbox"/>	School day structure will maximize learning for all students.
<input checked="" type="checkbox"/>	Full Saskatchewan curriculum will be delivered.
<input checked="" type="checkbox"/>	Student-teacher contact time must be prioritized regardless of the delivery format.
<input checked="" type="checkbox"/>	Differentiation of instruction will be important.
<input checked="" type="checkbox"/>	The focus will be on teaching of outcomes, rather than amount of time per subject (a cross-curricular approach is recommended).
<input checked="" type="checkbox"/>	Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers.
<input checked="" type="checkbox"/>	Multiple modes of delivery should be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.).
<input checked="" type="checkbox"/>	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.