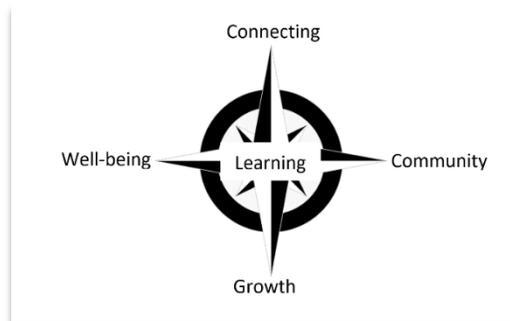


PRAIRIE SPIRIT SCHOOL DIVISION



Traditions Elementary School Safe School/Site Plan (OCTOBER 19, 2020)



Across Prairie Spirit School Division and at Traditions Elementary School 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.

Our Safe School Plan is quite comprehensive. Please find a draft of **A TES Guide to Reopening for Families** at the end of this document. We will be adding maps and other details and will share the final version of this before September 4.

We will continue to work hard to create a safe space for students and are excited to have them back in school. Please contact the school if you have any questions.

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>

Details of the TES Plan:

1. All staff will complete the PSSD online COVID-19 screening tool daily before entering our facilities.
2. Masks are required for all staff and students in Grades 4-5. Masks are recommended for students grade 3 and below at this time. Masks will be worn at any time that 2m social distancing cannot be maintained or in common areas such as in hallways, in the washroom, and on buses.
3. All staff and students are encouraged to have access to 2-3 masks. A mask will be provided for any staff or student who requires one.
4. PSSD schools will not be checking the temperatures of students or staff at this time.
5. Our daily school schedule is built on the concept of classroom cohorts. This means that students will remain with their homeroom teacher and stay separated from other classes and students throughout the school day.
6. We will have staggered recess breaks. ~~Groups of less than 60 students~~ **Classroom cohorts** will go outside for 15-minute recess breaks at a designated time of 10:00, 10:15, 10:30, and 10:45AM. Teachers will escort their class outside and meet the class at a designated queuing location ~~(marked in tape outside on the tarmac) to escort students back to the classroom~~ **to reduce congestion and close contact in boot rooms and corridors during transitions.**
7. ~~Common/open learning spaces will not be utilized by students/classes to start the school year.~~ **Open learning spaces may be used by a single classroom, but those spaces cannot be shared among multiple classrooms.**
8. Some students may still utilize specialized supports provided by special education or literacy support teachers. These supports will be provided in the classroom where possible. In cases where this is not possible, students from different classes will not be combined, and the work area will be disinfected by the teacher between any groups.
9. Our music education teacher will travel to students' classrooms for Arts Ed. Teachers will take their prep time outside the classroom.
10. Students and staff who are ill or showing COVID-19-type symptoms should not attend school/ will be sent home immediately. Health authorities are recommending that we all err on the side of caution.

11. If a child presents as ill at school, they will be isolated in accordance with [PSSD Admin Policy -432 – Illness in Care](#). Parents are expected to respond to arrive at the school promptly to pick up their child. All household members of any ill individual will need to go home.
12. Students who are removed from school for signs of illness will not be able to return to school until they have been tested and cleared to return to school by health authorities in accordance with [PSSD Admin Policy 432 – Illness in Care](#). Students who are temporarily home bound for illness reasons will be continued to be supported by their homeroom teacher using a variety of blended learning strategies.
13. Isolation space – Inside library along glass wall facing office. Students in isolation supervised by admin assistant until parent arrives.
14. Designated School Official – Principal (contact person if individual is showing signs of illness).
15. Appropriate PPE supplies/procedures are provided for any staff who may need to support a sick child.
16. The school administration will make arrangements for substitute staff in the case of staff illness for covid related reasons in consultation with the Superintendent of Schools. Staff should use Atrieve and find their own subs for other absences as in past practice.
17. Communication ongoing with parents through PowerSchool announcements, school website and Twitter.
- ~~18. A TES Guide to Reopening for Families will be prepared and shared along with our comprehensive safety plan.~~

Safe Transportation



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

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

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

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

Details of the TES Plan:

- 1. We encourage parents to have students walk or drop off students instead of riding the school bus.**
- 2. We have worked with Holy Trinity School and City of Warman to establish and communicate a plan of access. This has been communicated in the local newspaper and we will email maps/details to parents prior to the first day of school.**
- 3. We encourage parents to avoid drop-off traffic on Traditions Blvd to reduce traffic congestion. Drop students off on clubhouse Blvd westbound or Settler Crescent and have students walk the 1-2 block distance (sidewalk or through park) to the school site.**

4. Avoid left hand turns to keep traffic moving. Residents should note that Clubhouse Blvd is now complete westbound all the way to Thompson Road providing an option for smooth arterial traffic flow.

~~5. We will share an access map access plan/map by September 4 via our communication channels to parents encouraging drop off on Clubhouse Blvd or Settler Cres to reduce traffic congestion on 1st Ave.~~

~~6. Teachers will escort their class out of the building at the end of each day. Teachers will walk bus students to queuing lines at the front of the school. Swing two bus students to remain in desks with EA hall supervision after school until teacher can return to classroom. Teachers will escort any swing two bus students to bus queues once the dismissal announcement is made for swing 2.~~ Teachers will work in their recess cohort groups to coordinate the organized movement of students out of the building in accordance with our two bus loops/dismissal times.

7. Students will be expected to maintain social distance in bus line queues.

8. All bus students must have a bus pass to ride the bus.

9. All students must wear a mask to ride the bus.

10. Parents should review expectations for bus behaviour with their children.

<https://www.spiritsd.ca/files/transportation/Prairie%20Spirit%20School%20Division%20Bus%20Rules.pdf>

11. Information of Warman bussing stop locations and times can be found on the spiritsd.ca website in the Transportation section.

~~12. We anticipate some initial delays of 5-10 minutes to scheduled times as routines are established.~~

13. An additional urban bus route was added to commence on October 19th to support consistent seating plans/bus capacity.

14. PSSD Bussing Expectations

- Buses will be disinfected minimum twice a day. More so if buses have a 2nd loop involved or 2nd school to pick up for. (Warman and Martensville Schools)
- 2nd loop/2nd school pick up students will be late for classes as we have to disinfect the bus before the 2nd loop /2nd school pick-ups can be started-we are unsure how late at this time.
- Safety Equipment & Procedures
 - Face masks must for worn by all students riding a bus

- *Hand sanitizer pumps are ordered and will be installed by the front loading door on all buses. It will be awhile as they are on backorder. Students will be required to use the pump before getting onto the bus.*
- *Parents are not allowed on school busses unless there is a specific need that has been authorized by the principal (ie: buckling a three point harness)*
- *Loading Procedures from School and School Support*
 - *PM Loading - Buses will need to have students waiting or lined up (or a controlled grouping socially distant) with masks on outside of their bus. Drivers will have a student list and call out the names that they want on the bus first based on route stops. They will have to load their bus in route order. (Last off on the route is first on the bus) We will need school support to explain/remind students that this is the new norm for the time being. They must listen to the driver and load as quickly as they can and take the seat that is designated to them by the driver with no arguments.*
 - *Family members must sit together which means a grade 5 may be sitting with a grade 2 in the middle of the bus. Dividing the bus in 3 (early grades front, middle grades in middle of bus, and senior grades in the back of the bus) will no longer happen.*
 - *AM Unloading – When pulling up to school, typically, students are not supposed to move out of their seat until the bus has stopped. We know this is not always the case. Now, students MUST not move out of their seat until the driver has indicated to them that it is their turn to leave the bus. The idea is to unload front to back so students do not have to pass another that is sitting down. (very similar to a bus evacuation except it is unloading front to back and students don't have to pass a sitting student).*

Safe Access



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

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

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

	<ul style="list-style-type: none"> • 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.

Details of the TES Plan:

- 1. Students will be expected to proceed directly to their classroom/desk upon arrival each morning. ~~We anticipate buses arriving~~ Buses arrive between 8:20 and 8:45 each morning.**
- 2. Pedestrians and drop-off students should arrive between 8:30 and 8:45AM.**
- 3. Students are to maintain social distancing and proceed directly to classroom/desk. Teacher supervision in the classroom at 8:20AM to supervise. Non-HR and other staff on supervision outside/at entry doors to support arrival and traffic flow.**
- 4. Masks are required for all staff and students in grades 4-5. Masks are recommended for students grade 3 and below at this time. Masks must be worn at any time that 2m social distancing cannot be maintained or in common areas such as in hallways, in the washroom, and on buses.**
- 5. Teachers will begin each day with a soft start. It is OK if student is a few minutes late – we anticipate some delays with the arrival of some buses on two swings.**
- 6. Exterior doors will be locked five minutes after the beginning of the school day and recess breaks. Any student wishing to access the school outside of these times should enter via the front doors. Front doors will be locked during the school day and a doorbell has been installed for students or visitors to call the office and request access into the facility.**

- ~~7. A school map of classroom access points and school floorplan will be posted at each entrance and will be communicated in the TES Reopening Handbook for Families. Entry and classroom map information will be posted on doors.~~
8. Our daily school schedule is built on the concept of classroom cohorts. This means that students will remain with their homeroom teacher and stay separated from other classes and students throughout the school day. **Two classrooms share a common area outside for lunchtime recess.**
- ~~9. We will have staggered recess breaks. Groups of less than 60 students~~ **Classroom cohorts** will go outside for 15-minute recess breaks at a designated time of either 10:00, 10:15, 10:30, and 10:45AM. Teachers ~~will escort their class outside and meet the class at a designated queuing location (marked in tape outside on the tarmac) to escort students back to the classroom~~ **each recess slot will take turns to transition students in and out of the building and supervise students when they are outside for recess break.**
10. Students are expected to stay within defined play areas while on recess/noon break.
11. The noon break will be staggered into two groups across the school to reduce the number of students that are on the playground. Half of our classes will eat in their desks from 12:00-12:25 while other students take a recess break outside. From 12:25-12:50 we will reverse those assignments so that the students outside will come in to eat their lunch and the other students have a turn outside. All students are encouraged to go home for lunch.
12. Teachers/staff in each hallway of the school will coordinate to ensure that classroom cohorts are using hallways and boot rooms without overlap or proximity of different class cohorts.
13. Front facing instruction in classrooms **(when possible)** has been directed for now.
14. Students (Gr 4-5)/staff must wear masks in the classroom when not able to maintain a 2m distance.
15. There will be no access to the facility to parents, visitors or guests to start the school year without prior permission of the Principal. All efforts are encouraged for parents/teachers to use electronic-digital means of communication. Visitors are asked to call ahead and make an appointment.

~~16. By September 4, we will finalize and communicate a before and after school care transition plan with Hope's Home to establish an orderly routine for transition of students to/from the Before/After School program.~~

~~17. We will begin the school year with small groups for all grades the week of September 8–11. Families in Warman with last name A-L will attend Tuesday and Thursday. Families with last name M-Z will attend Wednesday and Friday. This is intended to facilitate smooth transitions back to school and support teachers in teaching and reinforcing routines related to our Safe School Plan.~~

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.

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|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 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. |
|-------------------------------------|---|

Hygiene

- | | |
|-------------------------------------|--|
| <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. |

Details of the TES Plan:

- 1. All staff and students are encouraged to carry a personal hand sanitizer on them.**
- 2. Supplies for handwashing, hand sanitizing and disinfecting will be provided in each classroom and at entrance.**
- 3. School caretaking staff will conduct increased disinfecting of common touch surfaces during the school day.**
- 4. Teachers and staff will provide instruction and routines on handwashing and sanitizing. The routine will include hand washing/ sanitizing before and after breaks, before and after eating, and after using the washroom.**

5. Water fountains will not be accessible. Students should bring a filled water bottle to school each day. Water bottle filling stations/classroom sinks are accessible, but their use should be minimized. Water bottles need to be taken home each day so they can be cleaned and refilled.

6. PSSD Cleaning and Disinfection Plan:

- *A detailed document of our cleaning and disinfection plan has been prepared for school use and will be circulated shortly. Includes method and frequency of disinfection. Locations to be disinfected o Person responsible for disinfection.*
- *Operations Assistant, Amy Sawyer, will be meeting with all caretakers during the week of August 24 – Sept 1 to train on the appropriate method and timeline for sanitizing the schools.*
- *Appropriate disinfectant with an approved DIN number has been ordered.*
- *One spray bottle to be used in each classroom/occupied room by staff and students and refilled daily.*
- *Caretakers are supplied with additional disinfectant to disinfect all areas of the school throughout their shift, including classrooms after school.*
- *Alcohol wipes are provided for quick disinfectant of some common touched surfaces such as photocopiers, phones etc.*
- *Disinfectant wipes for technology are being investigated and will ordered. Increase in Caretaking hours • Facilities is working with HR to develop an appropriate amount of additional caretaking hours to support schools with the increased disinfection requirements Term itinerate caretakers will be hired to support short term needs at schools when staff is unavailable or additional support is required.*
- *The following items will be delivered at this time:*
 - *Hand Sanitizer dispensers – one for each school entrance*
 - *Hand sanitizer dispenser stand – one for each school main entrance*
 - *4L jugs of hand sanitizer- enough for each school to fill each dispenser*
 - *1L bottles of hand sanitizer – one per classroom*
 - *500 ml bottles of hand sanitizer – one for each non-classroom space*
 - *One case of alcohol wipes – each case has 24 packs of 50 wipes each*
 - *ES15 disinfectant spray bottles – one per classroom 2*
 - *Additional ES15 to refill disinfectant spray bottles*
 - *Plexiglass shield for admin assistant desk*
 - *Isolation room kits – including face shields, gloves, masks and disinfectant*
 - *Disposable face masks – 22,500 original order for division, additional 350,000 from the ministry*
 - *Face shields –2,500 from the ministry*
 - *Disposable gloves – 2 boxes per school in additional to caretaker orders*
 - *Additional disinfectant as stocks arrive*
 - *Air Quality: • All mechanical equipment has been maintained and readied for operation. • Additional contracted services have been procured to calibrate our pneumatic control systems to maximize outside fresh air into the buildings •*

- *Filter change schedules will be enhanced, and all styles of filters reviewed to ensure we are installing filters with maximum filtration • We are reviewing options for additional air filtration such as standalone HEPA filtration*
- *School signage regarding entry/access at all entrances*

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.
✓	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.

Details of the TES Plan:

1. **Students will be cohorted into their classroom groups to limit overall group sizes, facilitate movement within the school and to allow for potential contact tracing.**
2. **All classrooms will be arranged in a front facing manner (as much as possible).**
3. **Unless wearing a mask, students (Grade 4 and up) need to be forward-facing at all times in the classroom (even if they are 2 metres apart). This is about directionality for breathing and to reduce students breathing into other student’s faces.**
4. **Staff and students in Grades 4 & 5 will be required to wear masks in the classroom when it is not possible to maintain a 2-metre physical distance or in common areas as hallways and on the school bus.**
5. **Students in Kindergarten to Grade 3 are encouraged to wear a mask in the classroom but it is not required at this time.**
6. **Masks do not need to be worn when outside if students are greater than 2 metres apart.**
7. **Masks will need to be worn by students in Grades 4 and 5 when on play structures as students will be less than 2 metres apart.**
8. **Sanitation of play structures is not required between cohort use.**
9. **We will ensure appropriate hand hygiene practices before and after outdoor play. Classroom routines will be developed by teachers for students to wash/sanitize hands before and after each break or using the washroom.**
10. **Teachers will:**

- Continue to use My Prairie Spirit Classroom as a guide for learning in the classroom.
- Continue to engage in ongoing assessment and reporting practices.
- Continue to maintain open lines of communication with families with registered students, especially with families when there is a prolonged absence.
- ~~Contact any families that did not complete the return to school survey on August 24-25.~~
- 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 with regards to sanitization and cleaning after use.
- Organize a grade level schedule to share technology that limits the number of contacts.
- Reduce the amount of equipment that might be touched by multiple students in the classroom.

11. Teachers will be encouraged to use outdoor spaces as much as possible.

~~12. Student backpacks must be stored in the classroom. Students should not bring toys or other unnecessary items to school.~~ **Students may use hallway lockers to keep outdoor jackets and backpacks. Teachers will limit the number of trips that students need to make to the lockers by having them store school supplies inside the classroom and monitor students when they are accessing hallway lockers.**

13. TES will continue to utilize a continuous reporting philosophy.

14. TES has purchased a SeeSaw for Schools licence for teachers to use for the purpose of maintaining student portfolios, classroom communication, and parent engagement in their child's learning.

15. TES will use Google Classroom as a learning platform for blended learning.

16. The school has purchased additional student devices (Chromebooks and iPADS) to reduce the need for device sharing.

17. At the discretion of the teacher, students may be permitted to bring their own technological device for educational purposes in the classroom (for that student's use only).

18. Students will wash their hands before and after using any shared device and will disinfect the device under teacher supervision after use.

19. Teachers will assign students to a specific shared device to limit the number of students using any shared device.

20. PSSD Guidelines for music programming:

- a. *Maintain physical distancing as much as possible.*
- b. *No sharing of instruments that may have aerosolized particles (wind instruments, including recorders).*

- c. *Other shared instruments such as percussion would need to be disinfected between use.*
- d. *No blowing of mouthpieces when not connected to the instrument. No playing of instruments that allow for droplet dispersion (i.e., flutes).*
- e. *Disinfection of mouthpieces prior and post use.*
- f. *Students must maintain a distance of at least 4 m when using wind instruments.*
- g. *Alternative choices of instruments (including electronic and software-based instruments) should be considered.*

- 21.** We will have staggered recess breaks. Groups of less than 60 students will go outside for 15-minute recess breaks at a designated time of either 10:00, 10:15, 10:30, and 10:45AM. Teachers will escort their class outside and meet the class at a designated queuing location (marked in tape outside on the tarmac) to escort students back to the classroom. Students are expected to stay within defined play areas while on recess/noon break. ~~Teachers will remove classroom supplies of individualized sports equipment.~~ Students have access to their classroom playground equipment. **Students must follow CORE 5 safety practices outlined in the PSSD Guiding Principles for Physical Activities (located on Safe School Plan of our website).**
- 22.** The noon break will be staggered into two groups across the school to reduce the number of students that are on the playground. Half of our classes will eat in their desks from 12:00-12:25 while other students take a recess break outside. From 12:25-12:50 we will reverse those assignments so that the students outside will come in to eat their lunch and the other students have a turn outside. All students are encouraged to go home for lunch.
- 23.** Students will be encouraged to go home for lunch period whenever possible. Students who must stay for lunch will bring bagged lunch and eat at their desk in the classroom.
- 24.** Students must remain in their desks at eating time until dismissed by the noon supervisor.
- 25.** No noon milk program will be offered to start the school year. **Continuing at this time.**
- 26.** No container recycling program to start the school year. Students should dispose of or take home any recyclable containers. **Continuing at this time.**
- 27.** No hot lunch program will be offered to start the school year. **In consultation with our School Community Council we are investigating the feasibility of offering Healthy Hunger event in December that would take place within provincial safety protocols.**

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.

- To develop your site plan, review the [PSSD Return to School Plan](#), *Students with Additional Needs* (pages 17-18) and *Mental Health, Well-being and Social-Emotional Supports* (pages 19-20).

Pages 17-18: *Students with Additional Needs*

- 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

<input checked="" type="checkbox"/>	Continue to focus on wellbeing, connections and relationships to support students and families.
<input checked="" type="checkbox"/>	Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	School Counsellor will access division supports as needed listed in PSSD's <i>Comprehensive School Mental Health Framework</i> .
<input checked="" type="checkbox"/>	Consider creating school level wellness initiatives. (p.39 <i>Human Resources</i>)

Details of the TES Plan:

- ~~1. The TES student services team will review the needs of all students with intensive needs on August 25.~~
- ~~2. SERTs will contact families the week of August 25-28 to gather updated medical/needs information to inform our support planning.~~
3. Teachers SERTs and support teachers will collaborate to regularly communicate with families and update student plans.
4. Appropriate support plans and staff training will be established before any student with an intensive need support plan attends school to support a safe and successful return to school.
5. Traditions Elementary School will continue to utilize an inclusive philosophy of education where we strive to meet the needs of all students within the classroom environment as much as possible.
- ~~6. The School Mental Health Literacy Team will meet in September to discuss the ways we can continue to support staff and students.~~
7. The school will work with the school counsellor to provide time at staff meetings to support mental health literacy.
8. Students may continue to receive intensive supports (such as SERT or literacy intervention) outside of the classroom. These supports will only be offered within classroom cohort groups and the teacher/staff member disinfecting surfaces between any groups.
9. The Partnership Room will be used as a quiet/calming space for staff.

Safe Activities



Safe Activities focuses on the protocols and policies governing group activities including:

- extra-curricular club activities; participation in athletic events/competitions; and,
- school assemblies

- ✓ To develop your site plan, review the [PSSD Return to School Plan](#), *Limiting Physical Contact* (page 22) and *Extra-Curricular* (page 27).

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

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

Page 27 *Extra-Curricular*

- ✓ At this time, all **in-person** extra-curricular activities are on hold. Schools will be notified when extra-curricular activities are approved to commence (in accordance with the CMHO guidelines).

Details of the TES Plan:

1. We have developed staggered recess and noon break plans for students to reduce the number of children in hallways and out on the playground at one time. See Access and Classroom/Common Spaces sections for more details.
2. ~~Classroom sports equipment has been put away for now and is not allowed on the playground at recess breaks.~~
3. Students should not bring toys or other items to school that are not required for instructional purposes.
4. Students will remain within their ~~classroom~~ cohort for recess and noon periods.
5. Teachers will be supported with information and resources that minimize the amount of contact in physical activities. Staff and students will follow guidelines outlined in the **PSSD Guiding Principles for Physical Activities.**
6. Teachers will prioritize individual pursuits as opposed to team activities in Physical Education.
7. All in-person extra-curricular activities are on hold for now. **As of October 5, PSSD has permitted limited in-person extra-curricular activities within cohorts and unlimited virtual extra-curricular activities.**
8. We will be organizing school assemblies and other community events virtually.

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.

<input checked="" type="checkbox"/>	To develop your site plan, review the PSSD Return to School Plan , <i>Communication</i> (page 5), <i>Transitions</i> (page 15) and <i>Division Contingency Plan</i> (page 44).
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Page 5 Communication and page 15 Transitions

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|-------------------------------------|---|
| <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. |

✓	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.

Details of the TES Plan:

- ~~1. Homeroom teachers will contact any families that did not complete the return to school survey on August 24-25.~~
2. The school will engage in learning opportunities to support teacher growth in blended learning.
3. The school will adopt a learning focus at staff meetings to support blended learning.
4. Communication ongoing with parents through PowerSchool announcements, Swift Reach (PowerSchool), school website and Twitter.
- ~~5. A TES Guide to Reopening for Families will be prepared and shared along with our comprehensive safety plan.~~
6. Prairie Spirit School Division will inform families in the event there is any change in the level of education delivery in our community.