

PRAIRIE SPIRIT SCHOOL DIVISION

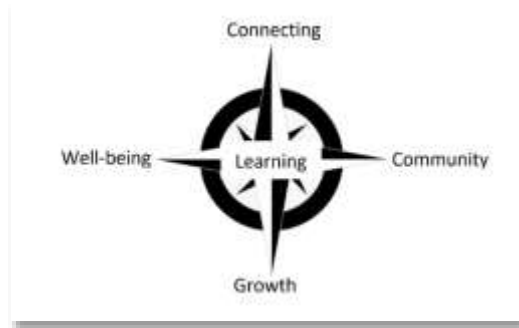
WALDHEIM SCHOOL (Updated – Aug. 25, 20)

(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 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.

A COMMON QUESTION FROM PEOPLE WE HAVE BEEN SPEAKING WITH IS, "WHAT HAPPENS IF KIDS/STAFF PRESENT WITH SYMPTOMS OR ARE SICK AT SCHOOL?" AT WALDHEIM SCHOOL WE WILL FOLLOW THE [COVID-19 Illness in Care Protocol and Appendix B](#)

Safe Attendance



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

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

<input checked="" type="checkbox"/>	<p>See the PSSD Return to School Plan Communication (page 5) and Guidelines for Illness in Care (page 25) and the following procedures/protocols to develop your site plan:</p> <ul style="list-style-type: none"> • AP-432 Illness in Care • COVID-19 Illness in Care Protocols and Appendix B
<input checked="" type="checkbox"/>	<p>Communicate protocols to students and families. Ensure school website is up to date with school level plans and protocols:</p> <ul style="list-style-type: none"> • access to schools • protocols and expectations • hygiene • scheduling, etc. <p>Ensure all staff, including itinerant staff and substitutes, have access to these plans. Once our back to school plan has been vetted, we will post it on our website in a way that is easily accessible. This information will be shared to our families through a variety of channels including e-mail and social media. This will be shared on or before September 4th.</p>
<input checked="" type="checkbox"/>	<p>Update contact information for families, including Health information on seasonal/ environmental allergies and emergency contacts in case a student needs to be picked up. During the weeks of August 24 – 28 and August 31 – September 8 our admin assistant will ensure families are contacted to request updates to their personal information regarding seasonal/environmental allergies and emergency contacts in case a student needs to be picked up.</p>
<input checked="" type="checkbox"/>	<p>Consider using a range of social media to inform parents and community. Along with our school website, we use SwiftReach mass e-mail, Facebook and Twitter. Staff can also email their families using Power School. We will be creating an Instagram account specifically for communication as this is more commonly used by students. Staff will be encouraged to communicate regularly with their families which will be supported by our LF's</p>
<input checked="" type="checkbox"/>	<p>Self-screening measures Parents and caregivers being asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the Prairie Spirit COVID-19 Self-Assessment Tool). We will be employing the Prairie Spirit Screening tool at spiritsd.ca/COVID</p>
<input checked="" type="checkbox"/>	<p>Illness in Care Plan Identify a designated isolation area for any student or staff presenting COVID-19 symptoms who are not able to immediately leave their school facility. Currently we have two isolation areas we can utilize if needed. One is a student work room directly across from our elementary SERT office, the other will be the school's servery (which will not be in use at this time). Both areas are situated close to exterior doors.</p>
<input checked="" type="checkbox"/>	<p>Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space. The DSO's for Waldheim School will be Mr. Mellesmoen and Mr. Reis if Mr. Mellesmoen is not available. If there are days when Mr. Mellesmoen and Mr. Reis are out of the building, the acting administrator will take on the role of DSO. If this acting administrator is in class at the time, Brenda Wilton (SERT), will supervise the acting administrator's class and they will then attend to the DSO duties.</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. These PPEs are being supplied to Waldheim School and will be available as needed. Students in grades 4 – 12 inclusive are required to wear masks if they cannot maintain social distance, this includes play structures. It is recommended that students wear their own non-medical cloth masks, made using two or three layers of fabric. Bandanas and gaitor masks are not recommended as appropriate face coverings. Students in K to 3 are not required to wear masks on our play structures.</p>

✓	<p>Arrange for student to be supervised at all times. Mr. Mellesmoen and/or Mr. Reis will have the ability to utilize a 'mobile desk' with their laptop if needed. In doing so, the student can be safely supervised while the DSO can still attend to other duties if needed.</p>
	<p>Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols. To be updated when information from MHO is received</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.) DSO will safely move students to a separate area (i.e. outside, weather permitting or open classroom if available). Cleaning and disinfecting will be completed prior to DSO returning with students to their classroom. While DSO supervises/teaches students, the admin assistant or her substitute will initiate a search for a substitute teacher.</p>
✓	<p>Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority. Teachers will be able to create and save seating plans on PowerSchool for contact tracing purposes. Teachers will submit seating plans to office and notify office if these plans change. Based on cohorts, students will follow consistent routes during the school day (i.e. entering and exiting the building, moving to and from washrooms, moving to and from the gym, moving between specialized classrooms if needed (i.e. science lab, welding area, etc.)). As it relates to this point, students will not be allowed to work out of the classroom for any reason. We have purchased extra technology to eliminate the need to seek out other areas to work (i.e. computer lab or library). Students will need access to washrooms, as best they can, teachers will work together to schedule bathroom breaks to reduce the flow of students in the hallway(s). Mr. Reis, Mr. Mellesmoen and Mrs. Wilton will be utilizing mobile workspaces to be an extra set of eyes to help students move safely through the building and support those children that may struggle with the scheduled bathroom break.</p>

Safe Transportation

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

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



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

☑	See PSSD Return to School Plan, Transportation (page 38) to develop your site plan.
✓	Create plans for students to access multiple entrances and bus parking in various locations. <i>Waldheim School will have 6 entry/exit points for students. These entrances will be clearly marked to help students navigate safely. Information regarding which doors to use will be shared with families on or before September 4th</i>
✓	Support bus drivers with creation of seating plans and behaviour expectations on buses. <i>Our bus drivers will create a seating plan and discuss behaviours with their students and share this with the families they work with. If there are needs as related to the creation of the seating plan or the behavioural expectations the admin team will support the driver(s). Bus seating plans will be shared with the office on or before September 4th and will be stored/updated in the office if changes occur.</i>
✓	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices. <i>Currently Waldheim School students are dropped off in the morning at different times, so the number of students is always low. For departure from school, our bus lane has two access points to limit the number of students that will be in one area at a time. Coupled with dedicated entrance/egress points this will limit the number of people in any one given area.</i>
✓	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks). <i>This will be part of our regular communication with families through our various channels. Our first communication regarding bus behaviour/ridership will occur on or before September 4th</i>
✓	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices. <i>This will be part of our regular communication with families through our various channels. Our first communication regarding bus drop-off and pick-up practices will occur prior to the students first day of school.</i>

Safe Access



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

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

	<p>To develop your site plan, see PSSD Return to School Plan:</p> <ul style="list-style-type: none"> • <i>Limiting Physical Contact</i> (page 22) • <i>Limiting Physical Contact/Shared Materials and Equipment</i> (pages 22-24) • <i>Managing Guests, Volunteers and Visitors and Arrival, Dismissal and Movement of Students</i> (pages 28-30) • <i>Arrival, Dismissal and Movement of Students</i> (page 29) • <i>Noon Periods and Recesses</i> (page 30)
✓	<p>Modify procedures for entering and leaving the building, parent drop offs. <i>With 6 entrances and limited student movement during the day, we will be able to limit the flow in and out of our entrances. Last year we modified our practice of having students wait outside until a specific time at which a bell would ring and all students would enter the building in a large group. Our new practice sees our doors opening at 8:40 am and students being allowed to ‘trickle in’ as they arrive. Parents will be made aware of entrances for their children and will be able to drop off in areas that best meet their needs. Last year we adjusted our schedule for our elementary and high school classes to allow more room in our crowded halls. We will continue with this bell schedule (Elementary started at 8:45 ended at 3:02) (High School started at 8:50 – ended at 3:07)</i></p>
✓	<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. <i>At this time, students will not be assigned hallways lockers, they will bring their materials to their classroom. Students in classrooms with cubbies/lockers will have access to these</i> • 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. <i>With the adoption of the quarter system for grades 10 to 12 and a homeroom model for grades K to 9, we feel we can confidently limit the flow of students within the building during the day. This includes specific eating areas for students and coordinated ‘break’ times for grade 7 to 12 classes that do not get a 15-minute recess break in the morning. Moving to and from the gymnasium will be a coordinated and supervised process planned and monitored by the classroom teacher and phys ed teacher. Grade 11 and 12 students on who elect to have ‘spares’ on their timetable will be asked to leave the building if possible. If they cannot they will be invited to join their regular cohort for the duration of their ‘spare’.</i>
	<p>Review current arrival and dismissal protocols and revise as necessary considering:</p> <ul style="list-style-type: none"> • the number of students arriving and departing at the same time. • the number of students who use each entry • increasing hours of supervision or number of supervisors for students
✓	<p>Develop plan for arrival and dismissal (seek support from Learning Superintendent when needed). These will include:</p> <ul style="list-style-type: none"> • Arrival/departure times • Use of entrances/exits • Movement patterns through the building • Any timetable/schedule adjustments • Any proposed adjustments to busing <p><i>With the revised timetable, dedicated entrances, modified recess and noon hour cohorts/times, we feel confident we can limit the number of students entering/exiting the building without needing to stagger times.</i></p>
✓	<p>Promote and practice the use of non-physical greetings. <i>This will be included in our communication to families (i.e. Mr. Mellesmoen will have to go away from high-fives and</i></p>

fist bumps to 'air-fives'). Teachers/EAs will be encouraged to have this as part of their learning plans as we help kids become comfortable with the 'new normal'. We have many 'huggers' in Waldheim so this will be something to pay close attention to.

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:

- 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.

This will be an ongoing process of communication with parents/families, working with them to make sure their needs are met in a safe way. This may also include setting up a safe space off campus to chat with parents/families if confidentiality is not an issue at that time. Inviting parents to utilize online communication tools (i.e. Teams, Google Meeting) to allow for a virtual face to face conversation will also be implemented and shared through our communication channels. There will be times when parents want to enter the building, our procedure for that will be clearly posted and shared through our various channels prior to and during the school year.

✓ When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings ***This will be communicated on a consistent basis through our various channels of communication.***

✓ Ensure hand sanitizer is available. ***This will be supplied by PSSD and placed in a visible, easily accessible location.***

✓ Reduce access to school-based areas such as libraries and gymnasiums for shared use clients. ***This has been communicated to our coaches and volunteers, as well as to our one community member that had been accessing the gymnasium in previous years for a community fitness class.***

✓ Work with childcare centers and before and after school programs to limit visitors to the school area. ***The Waldheim Pre-School, not affiliated with, but located by Waldheim School, has used our playground structure in the past. They will be informed that, until further notice, they cannot access our playground.***

✓ For the first 6 weeks of school: no parent volunteers, guest speakers/performers. ***This will be communicated through our various channels.***

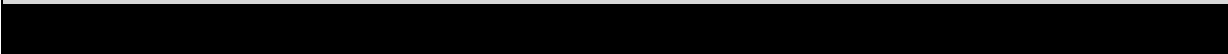
Safe Facilities

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 PSSD Return to School Plan, Hygiene (page 21), Facilities (page 34) and Cleaning and Sanitation Guidelines (pages 35-37). Support provided from Facilities, when needed.

Hygiene

✓ Develop procedures to support handwashing. Recommend that students and staff have their own Health Canada approved hand sanitizer. ***During the first week of school, teachers will teach hygiene practices and monitor thereafter. As part of their daily plans, teachers will work with their students to develop and support handwashing procedures. Health Canada approved hand sanitizer has been added to some supply lists, however this recommendation will go to all families prior to the start of school through our various communication channels.***

✓	Teach students the importance and techniques of proper hand hygiene and sanitizing. <i>This will be part of our teachers/EAs ongoing learning plans. There will be particular attention paid to this during the first weeks of school, with consistent reminders during the year. Signage provided by PSSD will also serve as visual cues for our students.</i>
<i>Facilities and Cleaning and Sanitation Guidelines</i>	
✓	Consider room configurations that promote physical distancing. <i>Teachers have started this process as they are structuring their classrooms to ensure front facing instruction and appropriate physical distancing. All students in grades K to 6 will use the facilities in rooms 132 and 134 (beside Home Ec lab). All students in grade 7 to 12 will use the facilities in rooms 101 & 103 (beside the gymnasium)</i>
✓	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. <i>As we will be inviting students to use various entrances, our message to families will be that if entrance to the building is essential, it is to be through the main entrance that will house the appropriate signage.</i>
✓	Additional signage and floor markers at water fountains and washrooms may be considered. <i>At this time, we are not placing floor markers, however, our students will be taught the '6-tile rule' where they should leave six floor tiles between themselves and their fellow students.</i>
✓	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. <i>A meeting, scheduled for Monday, August 31st will be a time for our caretaking staff to receive training as it applies to cleaning and disinfecting. The principal or his designate will attend this meeting as well so they can best support their caretakers needs.</i>
✓	Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools. <i>By adopting the quarter schedule, we have reduced the classes our high school students will be actively participating in, and thus will reduce the need for multiple text/work books. The students will be invited to bring their materials in their backpack which can be safely stored in classrooms. As our weather becomes colder and students bring outdoor clothing, a safe storage plan will be created for the students where their belongings will be stored in clearly labelled areas. Students who remain at school for lunch will eat in a designated area to limit the movement within the building. As our students are allowed leave campus at noon their movement in and out of the building will follow the same entry/exit guidelines as outlined.</i>

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 <u>PSSD Return to School Plan, Learning</u> (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. <i>Consistent, timely assessment will be vital in the event we will need to pivot based on the information provided by the Ministry of Health. Assessment of and for learning was a focus for our staff, and the majority of those teachers are still at Waldheim School. Through the support of our experienced teachers, our LFs, and our admin team, we will work with our new teachers to support their assessment work.</i>
✓	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.). <i>Grading and reporting practices will be consistent with prior practices, however the quarter system will require more frequent communication (i.e. 8 reporting periods versus 4).</i>
✓	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. <i>Our admin assistant will maintain a list of students not attending, these families will be contacted by the principal or his designate initially and then contacted by their teacher(s) if follow up communication is required at that time.</i>
✓	Consider a level of standardization for families in terms of choice of remote learning platforms. <i>All teachers will be encouraged to utilize Google Classroom and will be supported by our LFs and admin team.</i>
✓	Plan for use of technology to support blended learning. <i>With the purchase of 50 Chromebooks and multiple document cameras we do have some support in place.</i>
✓	Address issues of equity of access for students learning from home. <i>Teachers will complete a needs assessment with families to address issues of equity of access. After completing this needs assessment we will work to support teachers and families to ensure learning is occurring.</i>
✓	Develop a strategy to increase teacher capacity in blended learning (see PSSD <u>MPSC Classroom Learning Supports</u>). <i>This will be woven into the fabric of our ongoing adult learning. Our LFs along with Ellen Verity, who was part of the blended learning planning team, will play an integral role in developing, planning, delivering and monitoring the effectiveness of our ongoing adult learning for our teachers & support staff.</i>
✓	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). <i>A schedule that works for Waldheim School and the surrounding school the itinerant staff supports will be created and shared between schools. Changes to this schedule will be shared with the principal who will inform the school staff.</i>
✓	Learning Facilitators will be available to support side-by-side learning at the school level (in person and remotely). <i>Appropriate release time has been provided for LFs and their support for planning and side-by-side learning will be utilized by the entire planning team. The LFs alongside Ellen Verity, will use their time to support teachers in creating Blending Learning opportunities and continued communication with families.</i>
✓	Minimize the number of teachers and support staff working with a specific group of students. <i>A revised schedule that utilizes quarter classes for grades 10 to 12 and a homeroom style for grades K to 9 will minimize the number of teachers working with specific students. Support staff scheduling will occur when staffing has been completed.</i>

✓	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. <i>The only exceptions we will see will be for prep release (Phys Ed with Mr. Klebeck), LF release for Laura Shirley (gr. 4), and a shared grade 5 classroom with Mrs. Thiesen and Mrs. Bowering.</i>
✓	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. <i>Teachers from grade 7 to 12 will coordinate so their students will receive break times that do not overlap with other classes, or overlap as little as possible. Quarter scheduling for high school students will limit cohort sizes substantially. We will be moving from two 15-minute recess breaks in the morning for our elementary students (K to 3 and then 4 to 6) to three 15-minute recess breaks to create smaller group sizes on the playground. We will also create a schedule for the use of the elementary play structure.</i>
✓	No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery. <i>At this time, there will be no travel between schools for curricular programming during semester one. This will be closely monitored and our semester two timetable may need to be adjusted to accommodate our PAA teachers who work with Hepburn students and Laird students.</i>
✓	Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan. <i>These precautions will be part of the teachers' learning plans and will be shared with parents of their students.</i>
✓	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. <i>This does not apply to Waldheim School, however our elementary milk program and school canteen will be placed on pause until further notice.</i>
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. <i>This has been communicated to all families, and will be communicated on an ongoing basis through our various channels.</i>
✓	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. <i>Teachers have arranged classrooms for front facing instruction. This includes the removal of unnecessary items (i.e. couches, carpets, shelving) to create more physical space.</i>
✓	Consider options for physical distancing within classrooms and other instructional spaces. <i>The removal of unnecessary items in the classroom and the strategic placement of items like portable shelves & storage units will allow for adequate distancing of students. One common practice, the morning meeting on the carpet, will be placed on pause until it is deemed safe to return to such a practice.</i>
✓	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. <i>This process has been initiated in our school.</i>
✓	Strategically limit the number of touch points per day on electronic devices and common surfaces. <i>The purchase of additional technology, the adoption of quarter scheduling, and the current supply of technology in our school will allow us to limit the number of touch points per day. Teachers will still take advantage of other work areas (i.e. computer lab, library) and will ensure proper cleaning after the use of these areas. Students will not be sent to break out areas in an unsupervised manner.</i>
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (i.e. PAA labs). <i>After meeting with PSSD facility personnel, this plan will be developed with the head caretaker and shared with the staff and families of Waldheim School.</i>

✓	Ensure students have individual school supplies rather than shared. <i>This was initiated earlier and all families are aware.</i>
✓	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. <i>Having phys ed specialists being led by Mr. Reis, our PE teachers will create learning opportunities to promote wellness in a safe manner. Taking advantage of our large field will help with this as well. We have 2 outdoor courts that can be used as gym spaces as well while the weather allows it. In the gym there is access to technology for the teacher (laptop and projection screen to aid in student's pursuit of fitness activities).</i>
✓	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. <i>The school has purchased storage bins and lap-desks for our Kindergarten students so they do not need to congregate around tables. Classroom has been rearranged to eliminate small spaces and to create a more open environment to accommodate physical distancing while still allowing students the freedom to learn through play and exploration.</i>
	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (e.g. PAA labs). <i>After meeting with PSSD facility personnel, this plan will be developed with the head caretaker and shared with the staff and families of Waldheim School.</i>
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. <i>Students will remain in their classrooms from period 3 that leads into lunch break, or will leave campus. For elementary classes, a staggered noon hour will be utilized where three groups will be created to minimize the number of students outside at any one time.</i>
✓	Communicate with parents to encourage students go home for lunch whenever possible. <i>This will be a regular part of our communication through our various channels.</i>
✓	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. <i>Regular feedback from staff and students, along with observations by administration will be a part of the reflection process. Changes will be made as they become necessary.</i>
✓	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. <i>At this time, we have adequate supervision based on our current resources.</i>
✓	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. <i>School canteen and elementary milk program will be paused until further notice.</i> The Nutrition Programs referenced in the government’s <u>Primary and Secondary Educational Institution Guidelines</u> 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.
✓	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. <i>N/A</i>
✓	Food from home must not be shared with other students and should be stored with the student’s belongings. <i>Along with being part of our consistent messaging sent to parents through various channels, this message will be reinforced on a regular basis by our teachers and support staff.</i>

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 <u>PSSD Return to School Plan</u> , <i>Students with Additional Needs</i> (pages 17-18) and <i>Mental Health, Well-being and Social-Emotional Supports</i> (pages 19-20).
Pages 17-18: 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. <i>Working with our OT, our school SERTs will develop a plan to meet the needs of our students with intensive needs. These plans will be shared with the admin team and our EAs who work with these students will receive training. This plan will be consistently reviewed by the EAs, SERTs, admin team, parents, and students that are impacted.</i>
✓	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.) <i>On or before September 4, 2020, the SERTs will contact all families who have a student with intensive needs. In consultation with the 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.</i>
✓	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. <i>To be conducted by the SERTs and reported to the admin team in September.</i>
✓	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). <i>This will be further analyzed upon receiving our final support staffing allocation at which time a prioritized list will be created to ensure the support of our students in a safe, secure and supervised environment.</i>
✓	Deploy staff to limit the number of different student/staff contacts while meeting health/safety and curricular/IIP needs of students. <i>To accomplish this, we will use the allocated support staff and invite our teachers to consider ways of creating learning schedules that support the limited number of different student/staff contacts within the day.</i>
✓	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. <i>These measures will be shared with staff, posted where necessary, and shared with families through our various channels. The PPE we will receive from PSSD will be provided as necessary.</i>
✓	Provision of necessary training for staff working with students with intensive needs. <i>This will be ongoing and facilitated by our SERTs and admin team. Support staff and the families of students with intensive needs will be part of the planning and will provide information as part of the feedback loop.</i>
✓	Ensure staff do not enter into private residences or provide personal transportation. <i>This will be communicated to all staff.</i>
✓	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. <i>This will be managed based on the individual circumstance and the advice of the medical professional(s).</i>
✓	Have one designated area in the school for LSS to use whenever possible. <i>LSS will use room 121 while at Waldheim School.</i>
✓	Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents. <i>This will be communicated with our families on an ongoing basis through our various channels.</i>

✓	Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to face. <i>Prior to these, families and medical professionals will be consulted to ensure the safety of those involved.</i>
Pages 19-20 Mental Health, Well-being and Social-Emotional Supports	
✓	Continue to focus on wellbeing, connections and relationships to support students and families. <i>'Welcome back' and 'Welcome to' Waldheim School messages will be shared by staff with families prior to September 8th. An outline of the learning and the learning environment will also be provided. Consistent communication will be encouraged on an ongoing basis.</i>
✓	Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i> . <i>In conjunction with our school counsellor, the admin team will continue to support and monitor our staff and students. Our counsellor, Jennifer Allcock will meet with all teacher on Wednesday, August 26, 2020 to outline supports available to staff and students. During the month of October, one of our scheduled staff learning meetings (Oct. 5 & Oct. 19) will have a portion dedicated to reflection/new learning that will be facilitated by the administration and counsellor. Regular updates/reminders from our re-entry work will be provided on an ongoing basis.</i>
✓	Continue to use their Mental Health Literacy Teams to lead and implement schoolwide mental health initiatives. <i>Working with the school counsellor the admin team will communicate needs expressed by the staff to support all learners in our school community.</i>
✓	Continue to offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students. <i>These modules will be made available to our grade 9 health teachers.</i>
✓	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>)

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. ***We have added a third recess cohort that will minimize the number of students accessing the playground at one time. During our noon-hour recess block, one cohort will play outside while the other two will remain in their classroom to continue with their learning or eat. A schedule will be created and posted online for families. All students that are able to go home for lunch will be encouraged to do so, and teachers will be encouraged to accommodate this (i.e. allowance for a slightly earlier dismissal or for a late arrival without consequences). Our elementary teachers will schedule afternoon body breaks that will partner them with their recess cohorts.***
- ✓ Provide students with alternatives to activities that require physical contact with other students. Student play during Physical Education and recesses are primary considerations. ***Our phys ed teachers are encouraged to create alternate activities to promote movement that do not require physical contact. This work is being led by Mr. Reis.***
- ✓ 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. ***All class room recess equipment will be taken out of classrooms.***

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). ***We will work with our athletic director, Mr. Reis, and will follow the direction of PSSD.***

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. ***Through the use of e-mail, Facebook, Twitter, and Instagram, this communication has been ongoing through the last two weeks of August and will continue through the year. We do not have a school newsletter, rather we send weekly (or more frequent if required) updates through our e-mail to our families and our homeschooled students.***

✓ Follow up with registered families where students are not attending to see how they are accessing learning. ***This will be an ongoing process where the principal or his designate will communicate with registered families by e-mail and/or phone/video conferences where necessary. All families will be contacted on or before September 15th***

✓ Consider a level of standardization for families in terms of choice of remote learning platforms. ***Teachers will be asked to utilize Google Classroom where possible. A plan to support families with limited/no technology will be put in place.***

✓ Plan for use of technology to support blended learning. ***We have purchased 50 new Chromebooks to support blended learning if necessary. We also have technology currently on-hand at school that can be used.***

✓ Address issues of equity of access for students learning from home. ***This will be addressed on a case-by-case basis to ensure equity of access for all students.***

✓ Consider using a range of social media to inform parents and community. ***We have established communication via e-mail, school website, Facebook, Twitter, and Instagram.***

Page 44 Division Contingency Plan – Level 4

✓ All students are required to participate. ***This has been and will continue to be communicated to all families of Waldheim School. Regular communication with families that opt for learning from home will occur to ensure all students are learning.***

✓ Staff will be physically present in school. ***All staff are aware of this, and aware that they may need to create arrangements to support this.***

✓ 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). ***Teachers in grades 10-12 will be encouraged to collaborate to utilize a cross-curricular approach if feasible.***

✓ Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers. ***This work will be supported by our LFs, Ellen Verity (blended learning facilitator), and our admin team.***

✓	Multiple modes of delivery should be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.). Technology has been purchased to support this. Materials will be purchased as required to support learning as needs become apparent.
✓	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. Our phys ed and PAA teachers will be invited to consider ways to deliver the curriculum in a safe, flexible way.