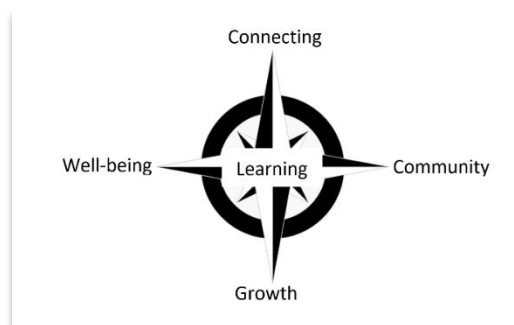


**PRAIRIE SPIRIT  
SCHOOL DIVISION**



**École Warman Elementary 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:**

**Dear École Warman Elementary Families**

**Thank you for taking the time to read our Safe School Plan. We are so excited to get to welcome our students back to school this fall and continue to work hard to communicate, collaborate and create safe spaces for their return. We know there is a lot of information in this document and we also want to acknowledge that it is a “green” document meaning it will evolve and change/be updated as necessary following Health Guidelines. Our staff look forward to connecting with you and helping you and your child prepare for their return to the classroom this fall. We are ‘in this together’ and will be here to support you and your family and appreciate your support as well. If you have questions, please check our website for the most up-to-date information. As always, feel free to contact the school at [wes@spiritsd.ca](mailto:wes@spiritsd.ca) and/or your classroom teacher.**

**Yours in Learning,**

**École Warman Elementary Staff**

## 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.

✓	See the <a href="#">PSSD Return to School Plan Communication</a> (page 5) and <i>Guidelines for Illness in Care</i> (page 25) and the following procedures/protocols to develop your site plan: <ul style="list-style-type: none"> <li>• AP-432 Illness in Care</li> <li>• AP 410</li> <li>• COVID-19 Illness in Care Protocols</li> </ul>
✓	Communicate protocols to students and families. Ensure school website is up to date with school level plans and protocols: <ul style="list-style-type: none"> <li>• access to schools</li> <li>• protocols and expectations</li> <li>• hygiene</li> <li>• scheduling, etc.</li> </ul> Ensure all staff, including itinerant staff and substitutes, have access to these plans.
✓	Update contact information for families, including Health information on seasonal/ environmental allergies and emergency contacts in case a student needs to be picked up.
✓	Consider using a range of social media to inform parents and community.
✓	<b>Self-screening measures</b> Parents and caregivers being asked to monitor their children for any signs or symptoms of illness. If any symptoms are present, the student is to remain home (if unsure refer to the Saskatchewan COVID-19 Self-Assessment Tool).
✓	<b>Illness in Care Plan</b> Identify a designated isolation area for any student or staff presenting COVID-19 symptoms who are not able to immediately leave their school facility.
✓	Identify a “designated school official” (DSO) to accompany a student from the classroom to the isolation space.
✓	Face mask available for staff and student, and face shield available for staff in addition to a mask in isolation space.
✓	Arrange for student to be supervised at all times.
✓	Plan in place to follow steps for contacting parents, Public Health, student pick up, and cleaning protocols.
✓	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.)
✓	Have seating plans and in-school transition routes developed and readily available for possible contact tracing by Saskatchewan Health Authority.
	<b>Communication:</b> <ul style="list-style-type: none"> <li>• <b>Communication with Families</b></li> </ul>

- Our school website will be kept up to date <https://blogs.spiritsd.ca/wes/> which includes links to school and division information. Our website also links to our Twitter account
- Our Safe School Site Plan will be continuously updated and include various protocols, expectations and information regarding access, etc. for families
- All of our school newsletters, handbooks and updates will be emailed to families and posted on our school website
- Our teachers will communicate with their classroom families regularly using various methods (Classroom newsletters, Seesaw or Google Classroom, email and phone calls)
- For any absences, families will communicate to office staff and teachers if their child is absent or late due to illness, appointment, other.
- Our school will follow up with registered families where students are not attending by September 4<sup>th</sup> to determine what supports are required for accessing learning.
- Our substitute and itinerant staff will have access to our school-level, division and ministry plans.

#### **From the Home**

- It is very important that families ensure that we have their most up-to-date contact information throughout the year (including email addresses, home/work and cellphone numbers, emergency contact information, health information, etc.). Please let the office and your classroom teacher (via email) know by September 15<sup>th</sup> of any updates.
- If a student has allergies (life-threatening or non-life threatening) and/or (seasonal/environmental allergies) the school needs to be informed ASAP and forms completed.
- Questions or concerns can be emailed to the classroom teacher and/or main office.

#### **Survey Feedback**

- The school will contact any families who have indicated they are not returning to a PSSD school and ensure that they are aware of a variety of options available.
- We will explore our data and use it to help connect families, identify needs and communicate with our students, staff and families in a relevant way.

#### **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).

#### **Illness in Care Plan**

- Parents and caregivers must have a plan in place should their child need to be picked up early from school due to illness.
- If a student displays cold or flu-like symptoms, they will be moved immediately from the classroom by the Principal/Vice Principal (Designated School Officials) in mask, shield, gloves) and moved to the self-isolation room.
- Parents/caregivers will be called and must pick their child up immediately and will follow the protocols established in consultation with the Medical Health Officer regarding privacy, isolation and procedures for returning to school.
- Student will be supervised at all times.
- After the student is picked up, the DSO will wash their hands, remove their PPE and ensure that the isolation space will be cleaned and disinfected immediately.
- The school will follow communication protocol with contacting Public Health, and following guidelines outlined in AP 410 Safety Appendix A )(COVID 19) and AP 432 Illness in Care.
- Please refer to Appendix B flowchart in the COVID19 Illness in Care Guidelines provided by health around what happens if a student presents with symptoms consistent with COVID-19 at school, including if they test positive

**Staff Illness**

- If an employee has symptoms of COVID –19, they are to stay home.
- If a classroom teacher or staff member develops symptoms consistent with COVID-19, at school, they will immediately inform the Principal or Vice Principal who will ensure that the staff member’s responsibilities are covered and the staff member will immediately leave the school and follow protocols.
- Cleaning and disinfection procedures will be followed upon teacher leaving the facility.

**School Community Council (SCC) Meetings:**

- At this time, all SCC meetings will be conducted virtually. Minutes will continue to be posted to our school website.

## Safe Transportation

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

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



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

✓	See <a href="#">PSSD Return to School Plan, Transportation</a> (page 38) to develop your site plan.
✓	Create plans for students to access multiple entrances and bus parking in various locations.
✓	Support bus drivers with creation of seating plans and behaviour expectations on buses.
✓	Work with Transportation and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal practices.
✓	Clearly communicate to students and parents/caregivers any new expectations for bus behaviour/ridership (i.e. wearing masks).
✓	Communicate to students and parents/caregivers on bus drop-off and pick-up practices, and school entry and dismissal practices.
	<p><b>Procedure for Arrival at School</b></p> <ul style="list-style-type: none"> <li>• Students will remain seated after the bus has stopped upon arriving at the school.</li> <li>• The driver will indicate to students when it is their turn to leave the bus (to ensure groups of students from other buses are dispersed before unloading).</li> <li>• Driver will dismiss by unloading from front to back (so that students do not have to pass another that is sitting down)</li> <li>• Morning supervisors will meet students and direct walking traffic flow.</li> <li>• Second loop students may arrive at school after the bell on occasion depending on disinfection of the bus (Attendance record will not be impacted when late due to bussing).</li> <li>• Staff will be there to meet students and coordinate staggered entry into the building (map on website) having students line up by classroom/cohort outside of their designated door and wait to be sent in, to alleviate congestion.</li> </ul> <p style="text-align: center;">Front Entrance: Pre K    North West Doors: K, 2BW, 2LW    South West Doors: Grade 1s          South West Door 2: 2M, 2/3S, 2S    Central Tarmac Doors: Grade 3s</p> <p style="text-align: center;">South East Doors: 4R, 4W, 5S, 5M    North East Doors: 4M, 4MO, 5W, 5G</p> <ul style="list-style-type: none"> <li>• Students will keep their school bag with them outdoors until entering.</li> </ul> <p><b>Procedure for Dismissal at School</b></p> <ul style="list-style-type: none"> <li>• Students will ensure their mask is on (masks must be worn by all students at all times on the bus, regardless of grade level.)</li> <li>• Students will exit the school using their designated entrance/exit.</li> <li>• Students will go immediately to their assigned line up (based on bus colour) where a staff member will be waiting for them in a supervision vest.</li> </ul>

- When their bus arrives, the driver will call out the names the stop numbers of the students to enter the bus, loading by route order (last off on the route will be called on to the bus first).
- School staff will support student in the new procedures until routines are established.

**On the Bus**

- Students will apply hand sanitizer before boarding the bus.
- Students will sit in designated seats (family members must sit together) assigned by the bus driver.
- Students will sit forward-facing.
- Students will wear masks on the bus at all times.
- Students will follow instructions of driver at all times.

**Cleaning and Sanitization**

- Buses will be disinfected between uses/loops following a process all drivers have been trained in and using only approved cleansers.
- Hand sanitizing stations will be installed on all buses.

**Home Support**

- Families must ensure their child is wearing a mask upon pick up (before boarding the bus).
- Practice where to wait, how to social distance while waiting at bus stop.
- Discuss the need to listen carefully to the bus driver- their job is to keep you safe while coming to school and returning home.
- When seated, keep your arms and legs in your seat and face forward.
- Encourage your child to talk to the bus driver before or after their route if they have any questions or concerns.

**Loading Areas**

- Parents and Caregivers picking up and driving students to school must park/ drop off in designated parking areas only (signage). A map will also be available on our website.
- For after school pick up, we would encourage families who are able to arrange a meeting spot within a reasonable walking distance from the school so your child knows exactly where to meet you and which will also help relieve congestion.
- Buses will need their entire loading/unloading area. Please follow the signage and ask school personnel when you are unsure.

## Safe Access



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

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

✓	<p>To develop your site plan, see <a href="#">PSSD Return to School Plan</a>:</p> <ul style="list-style-type: none"> <li>• <i>Limiting Physical Contact</i> (page 22)</li> <li>• <i>Limiting Physical Contact/Shared Materials and Equipment</i> (pages 22-24)</li> <li>• <i>Managing Guests, Volunteers and Visitors and Arrival, Dismissal and Movement of Students</i> (pages 28-30)</li> <li>• <i>Arrival, Dismissal and Movement of Students</i> (page 29)</li> <li>• <i>Noon Periods and Recesses</i> (page 30)</li> </ul>
✓	<p>Modify procedures for entering and leaving the building, parent drop offs.</p>
✓	<p>Develop protocols to regulate the flow of students through the school considering:</p> <ul style="list-style-type: none"> <li>• The layout of the school including the location of the gymnasium, library, washrooms, lockers, boot rooms, hallways, access to the playground and so on.</li> <li>• The number of different instructional spaces required to deliver each class' educational program. This will differ by program (elementary versus high school) and grade configurations. Existing computer labs will remain as is, procedures may need to be altered.</li> </ul>
✓	<p>Review current arrival and dismissal protocols and revise as necessary considering:</p> <ul style="list-style-type: none"> <li>• the number of students arriving and departing at the same time.</li> <li>• the number of students who use each entry</li> <li>• increasing hours of supervision or number of supervisors for students</li> </ul>
✓	<p>Develop plan for arrival and dismissal (seek support from Learning Superintendent when needed). These will include:</p> <ul style="list-style-type: none"> <li>• Arrival/departure times</li> <li>• Use of entrances/exits</li> <li>• Movement patterns through the building</li> <li>• Any timetable/schedule adjustments</li> <li>• Any proposed adjustments to busing</li> </ul>
✓	<p>Promote and practice the use of non-physical greetings.</p>
<p><b>Pages 28-29 Managing Guests, Volunteers and Visitors</b></p>	
✓	<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"> <li>• Clear signage at entrance (supplied by Facilities)</li> <li>• Visitor calls ahead of time to state their purpose for visiting</li> <li>• Visitor has "passed" the <a href="#">Saskatchewan COVID self-assessment</a> and shows the assessment results to the Administrative Assistant upon arrival</li> <li>• Administrative Assistant will need to keep records with names, dates, and times for when visitors entered the facility.</li> </ul>
✓	<p>When possible, reduce access to everyone who is not necessary for the learning and safety of students - consider virtual meetings</p>
✓	<p>Ensure hand sanitizer is available.</p>



✓	Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
✓	Work with childcare centers and before and after school programs to limit visitors to the school area.
✓	For the first 6 weeks of school: no parent volunteers, guest speakers/performers.
	<p><b>Entering and Exiting the School Building</b></p> <ul style="list-style-type: none"> <li>• We will have signage at front entrances of our school with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting outside at the front entrance and not proceeding throughout the school.</li> <li>• To minimize the number of students using each entry (we have 6), all students will use their designated entrance/exits with their classroom cohort.</li> <li>• To start the year, there will be no parent volunteers or guest speakers entering the facility.</li> <li>• A doorbell has been installed at our front entrance. Anyone waiting for a scheduled delivery or meeting will ring the doorbell and/or call the main office upon arrival.</li> <li>• At this time, we encourage our families not to drop off their children before 8:30 am to minimize traffic on the playground before school.</li> <li>• If a student is dropped off after the first bell, they will come to the front entrance, ring the bell and office staff will greet them and account for their attendance.</li> <li>• All staff will be wearing masks and students grade 4 and up, who are required to wear masks will be reminded to sanitize and put their mask on (students in PreK-Grade 3 are encouraged to wear masks when physical distancing is not possible).</li> <li>• Door signage will indicate which door is “in” and “out” to avoid contact.</li> <li>• When traveling within the school hallways, students will learn how to “<i>drive on the right hand side of the road</i>” and walk down the right hand side of the hallway, distancing from peers in front and behind them while keeping their “<i>hands in the vehicle</i>”.</li> <li>• Teachers and staff will coordinate and direct “traffic flow” of students walking into and out of the building, to ensure cohorts are staggered.</li> </ul> <p><b>Managing Guests and Visitors:</b></p> <ul style="list-style-type: none"> <li>• To start the year, parents/caregivers and members of the public will be asked not to enter the facility.</li> <li>• In the event that there is a need that cannot be met another way, the parent/caregiver/visitor will contact the main office and will be instructed to follow procedures including: they have passed the PSSD COVID self -assessment screening test (<a href="https://spiritsd.ca/COVID">spiritsd.ca/COVID</a>) and shows the results to the administrative assistant, they practice hand sanitation, wear a mask and sign in upon arrival/sign out upon departure (name, date, time).</li> <li>• Advance notice is required for all in-school meetings at this time.</li> </ul> <p><b>Parent/Caregiver Drop-Offs</b></p> <ul style="list-style-type: none"> <li>• We encourage students to walk, bike, scooter or come to school with parents and caregivers whenever possible.</li> <li>• When picking your child up, to eliminate confusion, it is suggested for parents/caregivers to establish a “meeting spot” with their child for picking them up after school a block or so way to avoid traffic congestion when possible (See map).</li> <li>• Please park in designated areas only, remind your child to use the crosswalk and unload children from the vehicle on the passenger-side.</li> </ul> <p><b>Recess Breaks</b></p>

- Staggered Recess Times:

10:00 am- 10:15 am Recess: Kindergarten, 1 S, 2M, 2/3 S, 3C, 3M, 4MO, 4MU, 4W, 4R

10:30am -10:45 am Recess: 1V, 1K, 1D, 2BW, 2LW, 2 S, 3B, 3L, 5 G, 5W, 5M, 5S

- Students will access the playground spaces with their cohort to help limit overall group sizes, facilitate movement within the school, and allow for potential contact tracing.
- Cohorts will be assigned to a specified play area which will rotate weekly utilizing the East Field, the South East Field, The Tarmac, The South West Field, The South West Playground and The North West Playground.
- Students will practice handwashing and/or sanitizing before going out for recess and after coming back in from recess.
- Teacher supervision will be in place for all break times.
- Masks will be worn (required in grade 4/5; encouraged in grade K-3) when 2m social-distancing is not possible.

**Lunch/ Noon Recess Breaks**

- We encourage families to have their children come home for lunch break whenever possible. If staying at school, students will eat in their classrooms.

- Staggered Lunch Breaks:

- 12:00-12:20 Outdoor Play; 12:25-12:45 Eating Lunch in Classroom

Kindergarten, 1 S, 2M, 2/3 S, 3C, 3M, 4MO, 4MU, 4W, 4R

12:00-12:20 Eating Lunch in Classroom; 12:25-12:45 Outdoor Play

1V, 1K, 1D, 2BW, 2LW, 2 S, 3B, 3L, 5 G, 5W, 5M, 5S

- Cohorts will be assigned to a specified play area, which will rotate weekly utilizing the East Field, the South East Field, The Tarmac, The South West Field, The South West Playground and The North West Playground.
- Teacher supervision will be in place for all break times.
- After eating, students will remain in their desks until dismissed by a supervisor who will remind them to sanitize their hands and (if in grade 4 or 5) put their mask on when in the hallway/common space.
- Masks will be worn (required in grade 4/5; encouraged in grade K-3) when 2m social-distancing is not possible. Food from home must not be shared with other students and should be stored with the student’s belongings.
- All recycling items will be packed and returned home in lunch bag.

**Practicing Non-Physical Greetings**

- Staff will model and familiarize students and families with various school-wide methods for practicing social “norms” while distancing including (but not limited to) explaining *why* (to protect yourself, to protect others), modeling alternatives for handshakes, hi-5s, water fountains, opening and closing doors, walking in the hallway/common space, sneezing and coughing, friendly greeting ideas, alternatives to hugs, social distancing (space), and for other areas such as making friends while distancing, asking for help/assistance and working with various feelings.

**Before and After School Programs (Boys & Girls Club)**

Staff and registered families will follow protocols in *Prairie Spirit School Division Requirements for Childcares, Preschools and B & A School Programs* document including:

- Students and staff must wear masks at all times.
- Limited to use of portable space and outdoor spaces.

	<ul style="list-style-type: none"> <li>• Parents must pick up or drop off their children outside of the facility. Plans will be made with the management of the program.</li> <li>• Plans will be reviewed with the school principal.</li> <li>• Operators and parents must follow Prairie Spirit COVID-19 protocols.</li> <li>• When possible, students should be cared for in a way that keeps them in their class cohort. If students will be cared for in mixed cohorts: <ul style="list-style-type: none"> <li>• -Parents/caregivers must be made aware of mixed cohorts prior to registration;</li> <li>• -Masks are required by both staff and students (all ages);</li> <li>• -The space needs to allow for social distancing (minimum 6 ft);</li> <li>• -No shared materials.</li> <li>• -Play equipment must be assigned to individual students and sanitized prior to sharing with another student.</li> </ul> </li> <li>• Program staff are responsible for cleaning all surfaces and high traffic touch points (handles, doors, faucets etc. PSSD Facility staff will clean floors and washrooms).</li> <li>• For Contact Tracing purposes, a daily log of students attending the program must be kept. Program staff that need to enter the building must complete the online PSSD COVID-screening test and only enter the facility if their final screen is green.</li> </ul>
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### Safe Facilities

**Safe Facilities** focuses on the cleaning and sanitation of school buildings.



Schools have been asked to increase sanitation measures and continue to promote proper hygiene practices. This includes the availability of hand sanitizer wherever possible and establishing clear protocols for bringing supplementary school materials, such as backpacks and school supplies, in and out of schools.

Schools will work to ensure that particular attention is given to the increased cleaning and sanitation of high-touch surfaces.

- 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.

- Teach students the importance and techniques of proper hand hygiene and sanitizing.

### Facilities and Cleaning and Sanitation Guidelines

- Consider room configurations that promote physical distancing.

- Signage at front entrances of schools with a consistent PSSD message (provided by Facilities) regarding not entering if sick, waiting in the front entrance and not proceeding throughout the school.

- Additional signage and floor markers at water fountains and washrooms may be considered.

- 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"/>	<p>Establish clear protocols for bringing materials (i.e., bags, school supplies) into and out of schools.</p>
	<p><b>Handwashing</b></p> <ul style="list-style-type: none"> <li>• Discuss the “<i>why</i>” (for our health and the health of others).</li> <li>• Signage around the school, in classrooms, in washrooms.</li> <li>• Modelling and Teaching/Skill-Building/Routines around handwashing by homeroom teachers.</li> </ul> <p><b>Hand Sanitizer</b></p> <ul style="list-style-type: none"> <li>• It is recommended that all students and staff have their own Health Canada approved hand sanitizer. This has been added to our supply lists.</li> <li>• Our school has had hand sanitizing stations installed as well as hand sanitizer and wipes in every classroom provided by Facilities.</li> <li>• Teachers will monitor the use of hand sanitizer in their classrooms.</li> </ul> <p><b>Masks</b></p> <ul style="list-style-type: none"> <li>• At this time, students in PreK-3 are <i>encouraged</i> to wear masks, and students in grades 4-12 are <i>required</i> to wear masks when they cannot physically distance (such as on buses, in hallways or in class when working in close proximity).</li> <li>• Children from the same household do not need to maintain physical distance from each other. <ul style="list-style-type: none"> <li>○ Physical or Social Distancing is defined as “2 metres between individuals.</li> <li>○ If you are distanced more than 2 metres you do not need to wear a mask.</li> <li>○ Unless wearing a mask, students need to have forward-facing seating 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.</li> <li>○ Masks do not need to be worn when outside if students are greater than 2 metres apart; if students are within 2 metres, they need to wear masks (grade 4/5).</li> <li>○ Masks need to be worn (grade 4/5) when on the play structures (students will be less than 2 metres apart).</li> </ul> </li> </ul> <p><b>Classroom configurations</b></p> <ul style="list-style-type: none"> <li>• Tables and desks arranged to promote distancing with forward-facing seating.</li> <li>• All unnecessary furniture and décor have been removed to storage.</li> <li>• All carpets have been removed to storage.</li> <li>• All classroom teachers will have designated seating plans readily available and provided to their administrator and follow transition routes for entering/exiting readily available for possible contact tracing by Saskatchewan Health Authority.</li> </ul> <p><b>Signage</b></p> <ul style="list-style-type: none"> <li>• Entrances/Exits, Washrooms, Water Fountains and Classrooms will have additional signage to indicate procedures in a visual manner.</li> <li>• Teachers will make their students aware of signage and how to refer to the visuals and wording and when unsure how to ask for help.</li> </ul> <p><b>Water Fountains</b></p> <ul style="list-style-type: none"> <li>• Students are asked to bring a refillable water bottle with their name and grade clearly printed on it to school each day and take it home each night to be cleaned.</li> <li>• Water bottle filling stations are scheduled to be installed. All water fountains will have disposable cup dispensers installed beside them to allow students to dispense water (without needing to drink from the water stream) should a student forget their water bottle at home.</li> </ul>

**Washrooms**

- Student washrooms are personalized stalls.
- Handwashing and physical distancing signage will be installed.
- Students will use washrooms assigned to their specific cohort.

**School Supplies**

- Student supply lists are listed on our website; teachers will communicate to their classroom families which supplies are to be sent for the first 6 weeks of school so that not everything is sent (needing storage) on the first day.
- Student supply lists include personal water bottle, hand sanitizer and a wipeable, durable bin for keeping their materials individualized and organized year-long.
- Parents and caregivers, please label all supplies prior to sending them to school as they are to be kept separate.
- Students are asked to bring their school bag to school every day.

**Cleaning and Disinfecting**

- Our school will follow PSSD Facilities procedures document for cleaning and disinfecting of commonly touched surfaces, emptying garbage bins, cleaning technology, etc. which will include locations to be disinfected, person responsible for disinfection and the method of disinfection using approved DIN number disinfectants.
- Caretaker training will be provided through PSSD's Facilities Department.

**Heating and Ventilation Systems**

- All mechanical equipment has been maintained and readied for operation throughout the Division.
- 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.
- PSSD will review options for additional air filtration, such as standalone HEPA filtration

## 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 <a href="#">PSSD Return to School Plan, Learning</a> (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 <a href="#">MPSC Classroom Learning Supports</a> ).
✓	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"> <li>• keep groups from mixing at break times;</li> <li>• limit group sizes to 60 or less in high school, such as block scheduling.</li> </ul> In elementary school settings, students' cohorts will be the classroom.
✓	No travel between schools for curricular programming (PAA, Music/Band, Phys Ed) – create plan for course delivery.

✓	Precautions taken in PAA programming must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan Plan.
✓	Food for snack programs, hot lunch programs and breakfast programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.
<b>Pages 22-25 Limiting Physical Contact/Shared Materials and Equipment</b>	
✓	Masks will be required for students in Grades 4 - 12 where physical distancing is not possible (e.g. hallways). Pre-K - 3 students are encouraged to wear masks. Children from the same household do not need to maintain physical distance from each other.
✓	Consider modifying room configurations (e.g. separating tables) to promote physical distancing. Front-facing instruction for students should be established in all settings, unless protection barriers can be utilized. For younger children, the focus should be on minimizing physical contact instead of physical distancing.
✓	Consider options for physical distancing within classrooms and other instructional spaces.
✓	Classroom considerations should include reducing those items not critical in the classroom to allow for more space to spread out the existing tables and chairs or add tables and chairs to give more space to students at each table. Examples of additional furniture to be removed include couches and soft seating. Store items that aren't critical to classroom instruction.
✓	Strategically limit the number of touch points per day on electronic devices and common surfaces.
✓	Develop sanitation plans in consultation with facilities and caretaking when spaces must be utilized by multiple student groups (i.e. PAA labs).
✓	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).
<b>Page 30 Noon Periods and Recesses and page 32-33 Nutrition Programs</b>	
✓	Students should eat lunch in their classrooms. High schools should consider grade cohort groupings and unique locations at noon periods and recesses to limit mixing.
✓	Communicate with parents to encourage students go home for lunch whenever possible.
✓	Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds.

<input checked="" type="checkbox"/>	<p>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>
<input checked="" type="checkbox"/>	<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 <a href="#">Primary and Secondary Educational Institution Guidelines</a> would apply to programs such as breakfast programs, school hot lunches, snack programs, etc. Food for such programs should not be prepared by students, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.</p>
<input checked="" type="checkbox"/>	<p>School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms. Food should be served using utensils and in individual portions to each child by a designated staff member.</p>
<input checked="" type="checkbox"/>	<p>Food from home must not be shared with other students and should be stored with the student’s belongings.</p>
	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>○ <i>My Prairie Spirit Classroom</i> will continue to guide learning.</li> <li>○ Our school staff will focus on learning and growth. Students will come to school with varying strengths, needs and goals and staff will work alongside students and families to meet them where they are at, differentiate, start slow and grow.</li> <li>○ Staff are familiar and will continue to receive professional learning opportunities to best support learning in a blended learning environment.</li> </ul> <p style="text-align: center;"><i>Blended learning allows for students to learn at school or at home and permits flexibility to move between learning at school and learning at home.</i></p> <p style="text-align: center;"><i>Wherever possible, we recommend that families remain with their local school for blended learning.</i></p> <p><b><u>Options available to families in Prairie Spirit:</u></b></p> <ul style="list-style-type: none"> <li>◆ <b><u>Learning at School:</u></b> <ul style="list-style-type: none"> <li>-Attending at your local Prairie Spirit school.</li> <li>-Staff will be closely following the provincial and Prairie Spirit guidelines for sanitizing and minimizing contact.</li> <li>-Schools will offer the full provincial curriculum.</li> </ul> </li> <li>◆ <b><u>Learning at Home:</u></b> <p><b><i>For families requesting remote learning for a medical accommodation:</i></b></p> <ul style="list-style-type: none"> <li>○ Register or remain registered with your local Prairie Spirit school.</li> <li>○ Refer to AP 617 – Homebound Students.</li> </ul> <p><b><i>For families wishing to begin the school year with learning at home or for students required to stay at home for a short period of time:</i></b></p> <ul style="list-style-type: none"> <li>○ Contact your local Prairie Spirit school.</li> <li>○ Efforts will be made to connect your child to a teacher from their local school but, based on the demand, they may be connected to another Prairie Spirit teacher.</li> <li>○ Children can resume attending at their local school as soon as they feel ready.</li> </ul> </li> </ul>



o Learning at home will be a blend of connecting online and materials provided by a teacher to work on independently.

*Please note: This is intended as a **temporary arrangement**. Families wishing to register for full online learning for the year should contact Spirit eLearning, Prairie Spirit's online school (Peggy Mattila-Bains, Coordinator).*

◆ **Online Learning – K-12: Spirit eLearning:**

- Prairie Spirit's online school is Spirit eLearning.
- Online learning includes synchronous (live) and asynchronous (self-directed) instruction.
- Families of students in Grades K-12 may choose to register with Spirit eLearning, Prairie Spirit's online school.
- Immune compromised and medically fragile students who need to learn at home may register with Spirit eLearning.
- Instruction will be provided by teachers within Prairie Spirit and, possibly for certain electives, from across the province.
- Depending on demand, course enrollment may be managed.
- Students registering with Spirit eLearning are committing to at least one semester of learning online.

*\*\*Online learning is not a good fit for all students. Contact your school principal or Peggy Mattila-Bains, Coordinator, to discuss this further.*

*\*\*\*Please Note: If families have already paid a deposit to another online provider but want to remain with Prairie Spirit, Prairie Spirit will work with other online providers to secure a refund.*

◆ **Home-Based Learning:**

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

**Assessment:**

- We will continue to refer to the principles of PSSD's [Quality Assessment Practices Document](#)
- Together, we will explore ongoing, formative goal-setting and individualized instruction and assessments in a blended-learning environment.
- Assessments will focus on outcomes and big ideas of the curriculum.
- Next steps in learning will be determined by authentic assessments .
- Applicable if in hybrid/online learning scenario.
- We will access LF, Sector Facilitators, Learning Leaders, ILOs, other PD
- We will encourage safe practices such as using a data camera or apps that record your voice and process. Ipads and tripods, ipad pens, screen-casting, other tech to assist in our teaching.

- We will set up classrooms in a configuration that best supports distance, visibility, walk-ways and model safe distancing while speaking (supportive tone, demonstrating on whiteboard/using videos, etc) when possible.
- We will discourage students from taking projects home. Leave projects at school when possible.

**Reporting:**

- We will continue to follow Division procedures and guidelines for reporting and adapt practices to ensure parents are informed of their child’s academic progress (e.g., digital portfolios, conferences, etc.)
- We believe in “Parents as Partners” in student learning: and focus on ongoing reporting
- We have subscribed to the full version of Seesaw for Schools for the year (conducive to gathering and demonstrating evidence of learning in a Triangulated (products, observations and conversations) way.
- We will consider options such as Google Meet for Student-Parent-Teacher Conferences.
- We will focus on big ideas and outcomes, growth-focused, compass (connection, community, well-being and growth) in our pedagogy and assessment.
- We will plan to use email to send home reporting documents.

**Technology to support blended learning:**

- Each classroom teacher has access to various technology to support Blended-Learning including a desktop computer, an iPad, a tripod, an Apple TV, a data camera, and an iPad pen.

**Itinerant Staff:**

- At this time, to reduce transitions and keep classroom cohorts at their ‘home-base’ as often as possible, staff who provide prep release will visit the classroom to teach the group.
- Administrators, Learning Facilitators, Literacy Support Staff, SERTS, etc will follow protocols for handwashing, masks, distancing when in a classroom and document entry in their daybook.

**Learning Facilitator:**

- At the beginning of the year, our Learning Facilitator will work alongside staff (in-person and remotely) to develop a strategy to increase teacher capacity in blended learning (see PSSD [MPSC Classroom Learning Supports](#)) including modeling, professional development, seeking support of division sector facilitators, and co-planning.

**Travel between schools:**

- At this time, there will be no travel between schools for curricular programming (such as phys.ed.). Alternative schedules have been created and we encourage using the outdoors as another learning environment as often as possible.

**Food and Snack Programs:**

- At this time, we will not have hot lunch programs, or milk sales.
- In the event that a student forgets their lunch, their parent/caregiver will be called and asked to bring them food.
- If their parent/caregiver cannot be reached/arrive in time for lunch, snacks wrapped in plastic (granola bars, fruit bars, juice boxes) can be accessed through the office and must be documented.
- There will be no fresh fruit at this time.

**Gymnasiums:**

- Classroom cohorts will follow a gym schedule.

- Classes coming/leaving at similar times will wait and let the other class leave before using the entry/exit. Classroom teachers will coordinate.
- Activities will limit shared equipment, allow for physical distancing, and prioritize individual pursuits over team activities.
- Any equipment used will be sanitized before leaving the space.
- Outdoor phys. ed. will be encouraged whenever possible.
- \*Gyms- See pg 11-14 Physical Education Considerations for Distancing, Equipment and Activities

**Library:**

- At this time, our school library will remain closed to staff and students.
- There will be no browsing/withdrawal of books by individual students from school libraries.
- Library techs will work with school admin and/or LF to determine appropriate classroom library loan periods.
- Teachers will connect with their library tech to request books to be pulled for classroom library use.
- Designated days will be provided to teachers to allow for safe book return and pick up.
- Teachers wishing to sign out books on days the library tech is not in the building should email their library tech.
- Library techs will continue to make purchases for school libraries.

**Recycling:**

- At this time, we will not have a recycling program for drink containers. Students are asked to take all recyclable containers home with them in their lunch bag.
- Paper recycling will be gathered in blue bins in each classroom and collected by staff on a regular basis.

**Student Technology:**

- Classrooms will limit the number of touch points per day on electronic devices and common surfaces.
- If/when technology is shared between grades/classes, a schedule will be created and cleaning/sanitation will occur between all uses.

**Lockers:**

- At this time, lockers will not be used.
- Students will keep all items for transport between home and school (lunch, light jacket, etc) in their personal backpack.

**Pre-Kindergarten and Kindergarten Classrooms (Early-Learning):**

- Although traditional "Home Visits" will not be possible this year, Pre-K and Kindergarten classrooms are permitted to schedule a brief classroom meeting at the beginning of the school year for parents and the student attending Kindergarten, following the guidelines for Parent Involvement including: waiting outside of the building until your meeting time (your classroom teacher will come out to greet you), passing the COVID screening tool, maintaining physical distancing from staff and other children, not bringing in any other siblings and practicing diligent hand hygiene. Playground visits, virtual meetings or telephone meetings are also possible and can be arranged with the classroom teacher.
- Teachers will model, teach and practice healthy behaviors with students (hand hygiene, coughing, sneezing, limiting physical contact/alternatives)
- Teachers will invite students to learn through invitations that minimize physical contact and facilitate individualized or distanced group play.
- There will be no sharing of musical instruments and all items that cannot easily be sanitized (such as sand tables and water tables) will be removed to storage.

	<ul style="list-style-type: none"><li>• Toys and manipulatives will be minimized and will be disinfected and/or switched out between groups of students.</li><li>• Carpets have been removed. Alternatives that may be used include wipeable spot markers or individualized carpet samples. All seating will be forward-facing and individualized.</li><li>• Learning outdoors will be offered whenever possible in our outdoor learning space.</li><li>• Teachers will remove (to storage) any soft furnishing or toys that cannot be easily sanitized.</li><li>• Supplies will be kept individualized for each student.</li><li>• Teachers will provide ample communication to their families using various platforms such as telephone, email, and digital portfolios.</li><li>• Snack and Lunch Times: proper hand hygiene will be modeled and followed, no sharing of food items, surfaces will be sanitized before and after eating, students will sit in their individualized seating space to eat and will await dismissal (to their assigned) exit from staff.</li><li>• This is their first time at school. Staff and families will work together to help our newest students feel calm, safe, and love learning and coming to school.</li></ul>
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## Safe Supports



**Safe Supports** focuses on the protocols in place to support the learning needs of intensive needs/immune-compromised students, as well as protocols in place to support the mental health of staff and students.

<input checked="" type="checkbox"/>	To develop your site plan, review the <a href="#">PSSD Return to School Plan</a> , <i>Students with Additional Needs</i> (pages 17-18) and <i>Mental Health, Well-being and Social-Emotional Supports</i> (pages 19-20).
<b>Pages 17-18: <i>Students with Additional Needs</i></b>	
<input checked="" type="checkbox"/>	Develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment and to meet individual student needs.
<input checked="" type="checkbox"/>	Schools will communicate plans for return to school with families. (Assessment information needs to be current and relevant, therefore, updated assessments may be required to ensure appropriate programming is in place, which might delay a student's return to school.)
<input checked="" type="checkbox"/>	Review the Inclusion and Intervention Plans of all students with intensive needs and revise/adjust goals as required to ensure student health and safety and as appropriate based on time that has gone by/supplemental learning that occurred at home.
<input checked="" type="checkbox"/>	Ensure that the provision of supports for all students can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces).
<input checked="" type="checkbox"/>	Deploy staff to limit the number of different student/staff contacts while meeting health/safety and curricular/IIP needs of students.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Provision of necessary training for staff working with students with intensive needs.
<input checked="" type="checkbox"/>	Ensure staff do not enter into private residences or provide personal transportation.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Have one designated area in the school for LSS to use whenever possible.
<input checked="" type="checkbox"/>	Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.
<input checked="" type="checkbox"/>	Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to face.
<b>Pages 19-20 <i>Mental Health, Well-being and Social-Emotional Supports</i></b>	
<input checked="" type="checkbox"/>	Continue to focus on wellbeing, connections and relationships to support students and families.

✓	Continue with school planning (from end of June) using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>
✓	Continue to use their Mental Health Literacy Teams to lead and implement schoolwide mental health initiatives.
✓	Continue to offer Mental Health Literacy modules and classes (Dr. Stan Kutcher) for all Grade 9 students.
✓	School Counsellor will access division supports as needed listed in PSSD's <i>Comprehensive School Mental Health Framework</i> .
✓	Consider creating school level wellness initiatives. (p.39 <i>Human Resources</i> )
	<p><b>Student Transition Plans:</b></p> <ul style="list-style-type: none"> <li>In collaboration with teachers and parents/caregivers, SERT staff will help to 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.</li> </ul> <p><b>Student Services:</b></p> <ul style="list-style-type: none"> <li>The Student Services team (Admin., SERTS, Counsellor, Literacy Support, LSS, Mental Health) will meet weekly to plan for well-rounded supports for all students.</li> <li>Learning Support Services (LSS) will continue to work in our school in-person and virtually. When in school, they will utilize a designated area (Room 133) which will be cleaned and sanitized after their use.</li> <li>Educational Assistants (EAs) will be assigned to work with students in cohorts, minimizing transitions, when able.</li> <li>Special Education Resource teachers will contact families of students with intensive needs to develop transition plans for re-entry of the student. If resources for safe programming are not immediately in place, this may delay the student's return to school.</li> </ul> <p><b>IIPs:</b></p> <ul style="list-style-type: none"> <li>In collaboration with classroom teachers and parents/caregivers, SERTs will review the Inclusion and Intervention Plans of all students with intensive needs prior to student re-entry.</li> <li>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.</li> <li>Ensure that the provision of supports for all students (including immune-compromised) can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces).</li> <li>Meetings will be held virtually with families on a common platform such as Google Meet</li> </ul> <p><b>Health and Safety Measures:</b></p> <ul style="list-style-type: none"> <li>We will ensure access and use of personal care materials such as masks and gloves for those who require a hands-on approach to support. We will sanitize personal care spaces and equipment between uses.</li> <li>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.</li> <li>Staff will not enter private residences or provide transportation.</li> <li>PPE will be provided as defined by the provincial guidelines.</li> </ul>

	<ul style="list-style-type: none"><li>• Training will be provided, as necessary, for staff working with students with intensive needs through Prairie Spirit School Division’s School Health Support Facilitator.</li><li>• Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to face, following safety guidelines.</li></ul> <p><b>Mental Health, Well-Being and Social-Emotional Supports:</b></p> <ul style="list-style-type: none"><li>• All staff will continue to focus on wellbeing, connections and relationships to support students and families.</li><li>• All staff will continue learning and planning using NACTATR <i>Guidelines for Re-entry into the School Setting During the Pandemic</i>.</li><li>• Our School-based Mental Health Literacy Team will lead and implement schoolwide mental health initiatives. Focuses will be on awareness, prevention, early identification, supports, strategies, etc.</li><li>• Our counsellor will be at the school several times per week supporting students, staff and helping access division supports as needed listed in PSSD’s <i>Comprehensive School Mental Health Framework</i>.</li><li>• PSSD’s My Prairie Spirit Classroom (MPSC) will continue to guide our pedagogy and culture of engagement, relationship- building, and support for all students.</li></ul>
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## 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).

#### **Extra-Curricular Activities:**

- 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).

#### **School-Wide Assemblies:**

- Virtual Assemblies
- Virtual Visits (between classes, etc)



## 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*

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

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

<input checked="" type="checkbox"/>	All students are required to participate.
<input checked="" type="checkbox"/>	Staff will be physically present in school.
<input checked="" type="checkbox"/>	School day structure will maximize learning for all students.
<input checked="" type="checkbox"/>	Full Saskatchewan curriculum will be delivered.
<input checked="" type="checkbox"/>	Student-teacher contact time must be prioritized regardless of the delivery format.

✓	Differentiation of instruction will be important.
✓	The focus will be on teaching of outcomes, rather than amount of time per subject (a cross-curricular approach is recommended).
✓	Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers.
✓	Multiple modes of delivery should be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.).
✓	Subjects impacted by the physical environment will be delivered if the curriculum is able to be delivered using an approach that allows for flexible learning spaces and considers safety.
	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication with Families</b></li> <li>• Our school website will be kept up to date <a href="https://blogs.spiritsd.ca/wes/">https://blogs.spiritsd.ca/wes/</a> which includes links to school and division information. Our website also links to our Twitter account</li> <li>• Our Safe School Site Plan will be continuously updated and include various protocols, expectations and information regarding access, etc. for families</li> <li>• All of our school newsletters, handbooks and updates will be emailed to families and posted on our school website</li> <li>• Our teachers will communicate with their classroom families regularly using various methods (Classroom newsletters, Seesaw or Google Classroom, email and phone calls)</li> <li>• For any absences, families will communicate to office staff and teachers if their child is absent or late due to illness, appointment, other.</li> <li>• 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 for accessing learning.</li> <li>• Our substitute teachers will have access to our school-level, division and ministry plans.</li> </ul> <p><b>Remote Learning Platforms:</b></p> <ul style="list-style-type: none"> <li>• Our school will use <i>Seesaw for Schools</i> as a digital portfolio/ visible learning assessment/ communication tool for families. We will also utilize <i>Google Classroom</i> for academic lessons, videos and assignments (including Google Meet for online meetings).</li> <li>• Classroom teachers will assess access for students in their classrooms to learning technology and help to address issues of equity.</li> </ul> <p><b>Division Contingency Plan:</b></p> <ul style="list-style-type: none"> <li>• -In the event that the CMHO directs schools to move to full remote learning: <ul style="list-style-type: none"> <li>-All students would be required to participate.</li> <li>- Staff would be physically present in school.</li> <li>-The school day would be structured to maximize learning for all students.</li> <li>- Our full Saskatchewan curriculum would be delivered.</li> <li>- Student-teacher contact time would be prioritized regardless of the delivery format.</li> <li>-Differentiation of instruction would be important and a focus on teaching</li> </ul> </li> </ul>

	<p>of outcomes, rather than amount of time per subject (a cross- curricular approach.</p> <ul style="list-style-type: none"><li>- A focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers would be utilized.</li><li>-Multiple modes of delivery would be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.).</li><li>- Subjects impacted by the physical environment would be delivered if the curriculum was able to be delivered using an approach that allowed for flexible learning spaces and considered safety.</li></ul>
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