



# RETURN TO SCHOOL PLAN

Fall 2020

*Please Note: Division plans will evolve as required by emerging health risk assessments.*



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## Introduction

Classes in Saskatchewan's schools will resume in the fall. Living Sky School Division is planning for re-opening in accordance with the guidelines established in the Government of Saskatchewan's document entitled *Primary and Secondary Educational Institution Guidelines* and guidelines for the learning program included in *Return to School Fall 2020* from the Ministry of Education.

A few general statements follow:

1. Education will no longer be voluntary. All students will be required to participate.
2. Teachers will be teaching the provincial curriculum.
3. Families are not responsible for providing curriculum opportunities but may support the learning opportunities teachers provide. Partnership between home and school is important for student success.
4. Staff will be physically present in the school, even for remote provision of learning.
5. Student and staff health and well-being are paramount. Consideration will be made for staff and students who require medical accommodations.

Each school will adapt the Division plan to suit its particular context, using the charts provided. School level plans are to be submitted to the appropriate school superintendents by July 24.

Resource documents will be prepared and shared with families and staff of Living Sky School Division.

## Response to the CMHO's Directives from August 11

On August 11, Saskatchewan's Chief Medical Health Officer directed the following additional measures to be included in all school division plans:

- Teacher and class cohorting, with a focus on cohorting teachers to a limited number of students and keeping students in one cohort as much as possible;
- In elementary school settings, students' cohorts will be the classroom;
- In high school settings where cohorting is more complex, school divisions will be encouraged to find creative solutions to move students in cohorts where possible;
- Front-facing instruction for students, any exceptions will be identified for approval by public health; and,
- Staggered start times, breaks and end times, where possible.

In Living Sky School Division, all schools have been encouraged to keep students in cohorts as much as possible and consider having teachers move from class to class to reduce student movement and crowded hallways. Staggered starts and breaks, too, are part of some schools' plans, if this practice is deemed necessary.

In addition, several schools, including North Battleford Comprehensive, our largest school, have moved to block timetables for high school students. Block scheduling allows for smaller cohorts, as students in

grades 9-12 will be with just two groups of students. Teachers will work with two groups of students rather than potentially five. In the future, if we have to move to Level 3 or 4, students will have just two courses to continue to learn, which will allow for better teacher-student connections (because of numbers) and more focussed learning.

Refer to *Limiting Physical Contact* on page 5, *Student Arrival and Dismissal* on page 11 and *Lunch and Recess Breaks* on page 11.

We are planning for front-facing instruction as much as possible. Exemptions will be identified for approval by our Medical Health Officer. Front-facing instruction is more difficult to ensure in the early grades. We are awaiting more information from the Early Years Branch.

## I. School Operations

### a. Increasing Hygiene

- Schools will promote proper hand hygiene practices for staff and students.
  - Handwashing with soap and water remains the recommended *go to*. This will be Living Sky's main strategy, supported by the use of hand sanitizer. The school division will provide appropriate signage to display in schools.
  - Although general use containers will be available, staff and students will also be asked to bring their own supply to school.
  - Schools and classrooms will develop procedures to support regular handwashing.
  - Schools and teachers will teach students proper handwashing technique and appropriate use of hand sanitizer. A dispenser of hand sanitizer will be available in each classroom.
  - Staff must supervise the use of hand sanitizer with young children.
- Except when in close contact with a sick student, masks and eye protection are not required. They should only be used when all other controls have been fully explored. The school division will supply proper PPE for this circumstance.
- The School Division will supply caretaking supplies (hand sanitizer dispensers/refills, disinfectant spray/rags, and disinfectant wipes if possible).
- Schools may ask families to supply hand sanitizer, disinfecting wipes and tissue for personal use.

Planning for Schools	
Think about...	Plan
Developing a procedure to support regular and proper handwashing.	
Teaching students the appropriate use of sanitizer.	
Resources	
Proper Handwashing Technique Germ Smart Posters from SHA	<a href="#">CDC When and How to Wash Your Hands</a> <a href="#">Posters to Display - SHA</a>
How can we support you?	

### b. Limiting Physical Contact

- Role of the School:
  - Keep students in cohorts as much as possible. High schools may want to consider a block schedule.
  - Create seating plans and be sure students consistently sit in the same seats.
  - Limit physical contact throughout the school day (at recess, during breaks, in class) and avoid close greetings such as hugs and handshakes.

- Consider options for physical distancing in classrooms (move tables apart, move items such as couches that invite socializing out of rooms...)
- Modify the use of shared spaces such as washrooms, boot rooms and hallways.
- Modify procedures for flow through the school.
- Consider the need to stagger recess, breaks and noon hours.
- Minimize the number of teachers and support staff members working with a specific group of students.
- Provide students with alternatives to activities that require physical contact with other students. Student play at recess breaks and during physical education classes is important to consider.
- If flow through the school is going to be a problem, contact Facilities to assist with accessing and placing decals onto the floor.

Planning for Schools	
Think about...	Plan
Cohorting students.	<ul style="list-style-type: none"> <li>• Keep students in cohorts as much as possible.</li> <li>• Consider block scheduling (high schools).</li> </ul>
Minimizing the number of teachers and support staff working with a specific group of students.	<ul style="list-style-type: none"> <li>• Reassign teachers to teach all/most subjects to one group from PreK-6 and 7-9 if possible.</li> <li>• Consider having teachers move to students.</li> <li>• Other ideas?</li> </ul>
Promoting physical distancing in classrooms and other spaces.	<ul style="list-style-type: none"> <li>• Move unnecessary items out of rooms.</li> <li>• Eliminate large gatherings (virtual assemblies?)</li> </ul>
Creating seating plans and keeping them consistent even if students move to another space in the school.	<ul style="list-style-type: none"> <li>• Seating plans are necessary. If a case of COVID-19 is confirmed, knowing who was in close proximity to the sick student will be critical.</li> </ul>
Modifying the use of shared spaces such as washrooms, boot rooms and hallways.	<ul style="list-style-type: none"> <li>• Create protocols for the use of each shared area.</li> </ul>
Modifying procedures for flow through school.	<ul style="list-style-type: none"> <li>• Consider hallways (walk down one side and up the other?)</li> </ul>
Examining the need to stagger recess, breaks, noon hour, etc.	<ul style="list-style-type: none"> <li>• If your building is usually congested at these times, consider creating two cohorts.</li> <li>• Is there a rationale for a staggered start over the first few days of school for elementary students?</li> <li>• Is there a rationale for a shorter noon hour?</li> </ul>
Providing students with alternatives to activities that require physical contact with other students (recess and phys. ed.)	
Resources	
How can we support you?	

### c. Limiting Shared Materials and Equipment

- Role of the School:
  - Develop procedures for:
    - Bringing materials (bags, school supplies) into and taking materials out of schools.
    - Limiting shared use of materials and equipment.
    - Engaging students and staff to support increased cleaning of shared materials and equipment.

Planning for Schools	
Think about...	Plan
Bringing materials (bags, school supplies) into and taking them out of schools.	<ul style="list-style-type: none"> <li>• Technology instead of paper, where possible?</li> </ul>
Limiting shared use of materials and equipment.	<ul style="list-style-type: none"> <li>• Remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact.</li> <li>• Keep toys that encourage individual play.</li> <li>• Limit the amount of materials and equipment available to students.</li> <li>• Limit the number of students who use devices such as Chromebooks, iPads and SMART Boards.</li> <li>• IT – BYOD? 1:1 Chromebooks in grades 4-12?</li> <li>• Students and staff should not share food and drinks and other personal items.</li> <li>• Label personal items with the student's name to discourage accidental sharing.</li> <li>• Remove toys and other items that cannot be easily cleaned and disinfected.</li> </ul>
Engaging students and staff to support increased cleaning of shared materials and equipment.	<ul style="list-style-type: none"> <li>• Emphasize a reasonable team approach.</li> </ul>
Resources	
How can we support you?	

### d. Guests, Volunteers, Visitors and Renters (Plan after September)

- At least for September, we will be restricting access to schools to staff only. The School Division will communicate this to families and communities.
- Before and after school programs will be canceled until further notice.
- Students from the Psych Nursing program and teacher candidates will be allowed to be placed in our schools to complete their practicums.
- When we determine that we're ready to ease restrictions, general division-wide guidelines will be established, and schools will develop a protocol for visitors and groups who use the building.

- Be sure that hand sanitizer is available for guests.
- Restrict access to outside people/groups (number of entrances and rooms available).
- Consider virtual meetings.

Planning for Schools	
Think about...	Plan
Developing a protocol for guests and others who rent/use the building.	
Resources	
How can we support you?	

#### e. Extracurricular Activities and Curriculum-related Field Trips

- Extracurricular activities that increase the risk of physical contact have been cancelled, at least for September.
- Given that we are trying to keep cohorts of students together, and recreational travel requiring vehicles, such as field trips, is not permitted at this time, school excursions cannot be approved.
- Curriculum-related field trips to indoor locations are discouraged. Should schools wish to have students take part in a field trip, a plan must be in place to ensure safety protocols, similar to those in the classroom, are followed. Curriculum-related field trips that involve transportation must ensure classroom cohorts remain the same. Buses are the recommended mode of transportation, and safety protocols must be in place.

Planning for Schools	
Think about...	Plan
Developing a protocol for guests and others who rent/use the building.	
Resources	
How can we support you?	

#### f. Facilities

- Role of the School Division:
  - Provide screens for all secretaries' desks.



- Ensure adequate soap and hand sanitizer are available in each building and provide disinfectant wipes available for wiping down frequently used surfaces.
- Provide signage to display at the main entrances, reminding parents and guardians not to enter the facility if they are sick.
- Provide signs and markings in hallways to help with traffic flow (may not be necessary in all buildings).
- Role of the School:
  - Consider modifying room configurations to promote physical distancing. If physical distancing cannot be improved and physical barriers are required, Facilities will work with schools to come up with solutions.
  - Post signs at entrances reminding parents and guardians not to enter the facility if they are sick.
  - Establish a plan to prevent mingling of groups in washrooms and to minimize the number of shared surfaces.

Planning for Schools	
Think about...	Plan
Posting signs at the entrances.	
Creating a plan for controlling the use of washrooms.	
Rearranging room configurations to promote physical distancing.	
Resources	
How can we support you?	

#### g. Cleaning and Sanitation

- Role of the School Division:
  - Ensure appropriate disinfectants are purchased for the purpose they are used.
  - Establish priorities for caretakers and create and share guidelines regarding what needs to be cleaned after each use, daily, weekly, etc.
  - Provide schools with information regarding proper cleaning protocols for shared spaces, food contact areas and water fountains.
  - Examine caretaker schedules to ensure shifts are set up strategically and work with schools to determine roles, responsibilities and training necessary.
  - Work with Facilities to develop training courses for caretakers delivered through SafeSchools.
- Role of the School:
  - Establish procedures for:

- Cleaning spaces that are shared among different groups during the school day.
- Cleaning food contact areas and eating locations immediately following use.
- Emptying garbage bins frequently.
- Cleaning devices between users.

Planning for Schools	
Think about...	Plan
Cleaning spaces that are shared	
Cleaning food contact areas and eating locations	
Emptying garbage bins frequently	
Cleaning devices between users	<ul style="list-style-type: none"> <li>• Consider options to limit the number of users per device to reduce the number of times it's cleaned.</li> </ul>
Resources	
Method for cleaning devices	Appendix E
How can we support you?	

#### h. Transportation

- Recreational travel requiring vehicles, such as field trips and extracurricular travel are not permitted at this time. Transportation services will be used to take students to and from school.
- Role of the School Division:
  - Develop and communicate a protocol for cleaning buses.
  - Provide accurate lists of students riding each bus to principals.
  - Ask parents to transport their own children, where possible.
  - Communicate to parents that pick-up and drop-off of students will take place outside the building, unless there is a need for the parent or guardian to enter the school.
  - Ensure buses do not arrive at the schools too early in the morning.
  - Work with schools and drivers to develop drop-off and pick-up protocols that work in concert with school entry and exit procedures. Students should access multiple entrances in order to maintain appropriate distance from others. This may mean having various places where buses park.
- Role of the School:
  - Support bus drivers to enforce seating plans and appropriate student behaviour while riding the bus.
  - Work with Transportation and bus drivers to develop drop-off and pick-up protocols that work in concert with school entry and exit procedures.
  - Teach students drop-off and pick-up procedures and entry and exit protocols.

- Parents will be informed that drop-off and pick-up will take place outside. If parents or guardians **must** enter the school, they should maintain physical distancing from staff and other children and be reminded to practice diligent hand hygiene.

- Role of Bus Drivers:

- Assign students to seats. A record of this seating plan should be kept in order to assist with contact tracing in the case of a student being confirmed with a case of COVID-19. Students who live in the same household should be seated together.
- Work with Transportation and bus drivers to develop drop-off and pick-up protocols that work in concert with school entry and exit procedures.
- Clean and sanitize buses between each run.
- Re-communicate student behaviour expectations to students and families.

#### i. Student Arrival and Dismissal

- Schools will review current arrival and dismissal procedures and revise them as necessary, taking into account:
  - The number of students who arrive and depart at the same time.
  - The number of students who use each entry.
  - The number of supervisors required.

Planning for Schools	
Think about...	Plan
Reviewing and revising arrival and dismissal protocols.	<ul style="list-style-type: none"> <li>• Stagger arrivals and departures by bus/non-bus students?</li> <li>• Classroom specific entrances?</li> <li>• Encourage non-bus students to arrive to school just before the bell rings?</li> <li>• Consider:               <ul style="list-style-type: none"> <li>○ Where students should go upon arrival.</li> <li>○ Transitioning from outside to inside.</li> <li>○ Footwear removal.</li> </ul> </li> </ul>
Accessing lockers (plan to stagger?)	
Resources	
How can we support you?	

#### j. Lunch and Recess Breaks

- Role of the School Division:

- Review noon supervision allocations in collaboration with school-based leaders.
- Role of the School:
  - Examine recess and noon schedules as well as entry and exit procedures to determine a structure that allows students to have breaks while keeping them physically distanced in hallways and on playgrounds.
  - Try to limit the number of external noon supervisors.
  - Ensure noon supervisors and students who eat lunch at school have direction on cleaning eating surfaces and emptying garbage cans.
  - Revise where students eat lunch, if necessary, to have them eat in their classrooms.

Planning for Schools	
Think about...	Plan
Examining recess and noon schedules as well as entrance and exit procedures.	<ul style="list-style-type: none"> <li>• Stagger recess breaks?</li> <li>• Allow teachers to take their classes out for recess as they see fit?</li> <li>• Have one group of students eat lunch during the first half of the noon break and another group during the second half?</li> <li>• Encourage students who can eat lunch at home to do so?</li> <li>• Alter length of noon break?</li> </ul>
Revising eating areas.	
Ensuring noon supervisors and students are aware of cleaning expectations.	
Trying to limit the number of external lunch supervisors.	
Modifying the use of microwave ovens.	<ul style="list-style-type: none"> <li>• Supervise the use of microwave ovens to ensure physical distancing is maintained.</li> <li>• Bring the ovens into classrooms and/or limit use.</li> <li>• Wipe off after use.</li> </ul>
Resources	
How can we help you?	

#### k. Hands-on Classes (PAA, PE, Arts, CWE)

- All learning opportunities – whether in the classrooms or in a work setting – must be supported by the direction and guidelines provided by the Chief Medical Health Officer and Re-Open Saskatchewan. Schools will need to consider planning for courses in which close interactions occur and make plans to minimize contact and enhance cleaning. Classes to consider:

- PAA classes
  - Physical Education
  - Band and Choir
  - Career and Work Exploration
- For band/choir, there is no indication of cohort size. If these programs can be held in a space that will limit students' physical contact/promote physical distancing, and it will be cleaned according to the guidelines, then classes can resume, according to the information we have for fall at this point in time.
  - Band/Choir teachers will be supplied with PPE.
  - Virtual/online options for work placements as part of career and work exploration courses can be considered and explored as long as the curriculum can be actualized.
  - Teachers or those with the responsibility for establishing work placements within the community must conduct a pre-placement visit to inspect each workplace for health and safety and to discuss each work-based opportunity with the employer.
  - Workplaces being considered for student placements should provide documented evidence (a plan) of their compliance with the direction provided in the current Public Health Order as well as any restrictions or guidelines found in the Re-open Saskatchewan document available at [www.saskatchewan.ca](http://www.saskatchewan.ca) for that type of workplace. Student safety must remain at the forefront.
  - Students will be required to follow the highest safety protocol in place. For example, if the school division expects masks in the school, students are expected to follow the same expectations, regardless of location, if they are at a higher standard.

Planning for Schools	
Think about...	Plan
Creating a plan to support instruction in hands-on courses.	
Resources	
Document: <i>Return to School Fall 2020</i>	Refer to Appendix A: <i>Curriculum Suggestions</i>
How can we support you?	

## I. Nutrition Programs and Other Food Services

- Nutrition programs do not include curricular programming such as Commercial Cooking or Food Studies.
  - 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.

- Within the context of Commercial Cooking and Food Studies, students learn about safety and sanitation in the preparation and storage of food, and Commercial Cooking may involve students participating in the preparation and service of the school cafeteria.
  - The precautions taken must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan, including the Restaurant and Licensed Establishments Guidelines as applicable for their facility.
- Proper hand hygiene must be practiced before and after eating.
  - School-supplied food should be delivered directly to the classroom.
  - Students should eat lunches in their classrooms.
  - No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.
  - Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
  - Food from home must not be shared with other students and should be stored with the student's belongings.
  - Students are not allowed to participate in food preparation.

#### m. Student/School Fees

- Please restrict the collection of school fees to fixed, rather than variable costs (some examples below):
  - Lock
  - Students agenda
  - Supplies (with an itemized list)
  - Other fixed fees
- Please avoid collecting fees relative to events, speakers, class trips, etc.
- Please include or attach a list of ALL school-related fees for 2020-21. If you are charging no fees, please indicate.

Planning for Schools	
Think about...	Plan...
Ensuring staff and students practice hand hygiene before eating.	
Having food delivered directly to classrooms.	
Serving food if not provided from Commercial Cooking programs.	<ul style="list-style-type: none"> <li>• Safe Food Handling course?</li> </ul>
Resources	
How can we support you?	

## II. Student Care

### a. Attendance

- Education will continue in the fall; it will not be voluntary learning. All students will participate.
- Role of the School:
  - Monitor daily attendance using existing procedures.
  - Follow up on absences as usual to ensure student safety.
- If a student is absent due to a compromised immune system or anxiety stemming from COVID-19, the school will work with the student and family to determine necessary accommodations.
- Role of the School Division:
  - Communicate the importance of having students return to school (procedure re. documented medical reason for not attending).

Planning for Schools	
Think about...	Plan
Resources	
How can we support you?	

### b. Mental Health and Social-Emotional Supports

- Role of the School:
  - Implement trauma-informed practice to support students.
  - Provide staff with applicable professional learning opportunities.

Planning for Schools	
Think about...	Plan
Implement trauma-informed practice to support students.	
Resources	
Trauma-Informed Leadership – Kevin Cameron	

Trauma Informed Resilient Schools (STARR) Fostering Resilient Learners: Strategies for Creating a Trauma Sensitive Classroom MHCB professionals to create PD for all staff	Information shared with the Administrators' Council in June – free until June 30
<b>How can we support you?</b>	

### c. Illness in Care (Appendix G)

- Students who are sick should stay home. Not all symptoms of illness need to be subject to this requirement (headaches, cramps, etc.).
  - Checking temperatures, detailed screening or requiring COVID-19 testing of students is not required or recommended at this time, based on current evidence.
  - Except when in close contact with a sick student, masks and eye protection are not required. They should only be used when all other controls have been fully explored.
- All parents, guardians and students who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Students can return to school once they are cleared by public health.
- Role of the School:
  - Identify an appropriate isolation area for anyone with COVID-19 symptoms who is not able to immediately leave the facility.
    - If a student develops symptoms at school or upon arrival at school, the student should be isolated from other students, and the parent or guardian should be notified to pick up the student immediately.
    - Provision for supervision of the student must be in place.
    - If a separate room is not available, the student needs to be kept at least two meters away from other students and staff.
    - If the student requires close contact and care, staff must wear a procedural/surgical mask and eye protection during all interactions with the sick child, and should try to avoid contact with the student's respiratory secretions.
    - Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected. Items that cannot be cleaned and disinfected should be removed from the area and stored in a sealed container for a minimum of three days.
    - All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool.
  - Have a sign-in book to ensure all visitors to the school are documented, along with staff entering the building over the summer and on weekends during the school year.



Planning for Schools	
Think about...	Plan
Identifying an appropriate isolation area for anyone with COVID-19 symptoms.	
Creating a sign-in book and ensuring all staff know when to use it.	
Preventing the stigma that may result when students are ill and plan to mitigate it.	
Resources	
How can we support you?	

#### d. Students with Intensive Needs

- Role of the School Division:
  - Develop guidelines and support implementation in schools. **(Appendix B)**
  - Enhance health and safety training for teachers and EA's working with students with intensive needs.
  - Provide PPE as defined in the provincial guidelines.
  - Ensure the resources are available to allow therapies and professional assessments to continue, even in the event that virtual learning becomes necessary.
- Role of the School:
  - Develop individual student transition plans to facilitate the re-entry of students with intensive needs back into the school.
  - Review students' IIP's and revise goals as necessary to ensure student health and safety.
  - Deploy staff to limit the number of different student/staff contacts while meeting the academic needs of students.
  - Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service.
  - Ensure that staff do not enter into private residences or provide personal transportation.
  - Additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.
- Consideration will be given to the directions given by the professional governing body of the staff providing the supports.

Planning for Schools	
Think about...	Plan
Planning for the successful transition of students with intensive needs back into the school.	
Minimizing the number of staff working with students with intensive needs.	
Resources	
Appendix B	
How can we support you?	

#### e. Transitions

- Role of the School Division:
  - Transition students from grade-to-grade and school-to-school using established processes.
  - Offer applicable professional learning/training to enhance the transitioning process (trauma-informed education).
- Role of the School:
  - Consider transition plans for students moving into the next grade and/or to a new school.
  - Consider virtual welcome messages and tours.
  - Communicate in multiple ways (newsletters, electronic messages, social media and by more personal means) with families to reduce anxieties.

Planning for Schools	
Think about...	Plan
Continuing to transition students from grade-to-grade and school-to-school as per usual. Consider ways that students can say good-bye to this year's teachers and meet their new teachers.	
Creating a virtual welcome/tour for students moving to a new school.	
Offering PD that would help facilitate a smooth transitioning process.	
Resources	
How can we support you?	

### III. Use of Masks

The following guidelines for mask use apply to staff and students in all of LSkySD's facilities:

- All staff are required to wear masks where physical distancing is not possible.
- All students are required to wear masks on buses.
- Masks are optional for students from PreK-3. Parents may choose to provide masks for their children, and school staff will support their use as practical during school hours.
- Masks are required where physical distancing is not possible. This means masks must be worn upon entry to or exit from the school, while in classrooms, hallways or common areas when two meters of physical distancing is not possible.
- Teachers may instruct students to remove their masks in front-facing situations in which physical distancing is possible.
- Masks are not required for outside activities as long as physical distancing is in place.

LSkySD will supply two reusable masks to all staff and students. We encourage students to have additional non-medical cloth masks, made using two or three layers of fabric. **Bandanas and gaiter masks are not recommended as appropriate face coverings.**

The province has also purchased six million masks for staff and students. The first shipment of these masks will be distributed to school divisions before the first day of school.

In addition to face masks, the province has obtained full-face shields, which will be available for all staff. It is important to note that a face shield is not an equivalent substitute for a face mask, as the respiratory pathways are not adequately protected with a face shield alone.

### IV. Living Sky School Division's Learning Plan

#### a. The Learning Program

- General
  - Education will no longer be voluntary in the fall. All students will participate.
  - Full SK curricula will be delivered.
  - Student-teacher contact time is a priority regardless of where learning takes place.
  - Differentiated instruction is key. Some students were more involved in supplementary learning than others.
  - The focus will be on teaching outcomes, rather than on the amount of time per subject (a cross-curricular approach is recommended).
  - A shift in pedagogy may be required.
  - In LSkySD, blended learning will be our focus.

**Blended learning is a model that will allow us to meet the needs of students both at school and at home.**

*Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path or pace.*

Effective blended learning is integrated across physical and virtual spaces, based on the relative strengths of each mode. For example, with flipped learning, the students explore content, work on problems, or process instructions independently and virtually so that they can, to some extent, choose the pace, place, time and learning path. Then, in the presence of their teacher (physically or otherwise) they deepen their learning through means such as discussions, practice, conferencing, collaborative work, inquiry or other means. The key is for teachers to recognize the learning activities and groupings that work best in each setting (physical or virtual) and plan instruction accordingly.

- Role of the School Division:
  - Provide appropriate professional learning and training. An initial list is included in **Appendix C**. Other opportunities will be developed based on feedback from members of the Administrators' Council.
  - Consider how to get technology as close to 1:1 as possible.
  - Provide a plan for PreK and K.
  - Create and provide exemplars and presentations on blended learning.
  - Develop blended learning courses to support high school credit attainment.
- Role of the School:
  - Support moving to a blended learning model.
  - Ensure staff are prepared to move from teaching face-to-face to teaching remotely.

Planning for Schools	
Think about...	Plan
Support staff moving to blended learning.	
Ensure staff are ready to move from a face-to-face environment to a remote environment.	
Resources	
John Spencer's Online Course: <i>Empowering Students in Distance Learning</i>	
How can we help you?	

## b. Prekindergarten and Kindergarten Programming

A description of Living Sky's PreK and K plan for the fall is included in **Appendix D**.

## c. Employee Matters

- Staff will be physically present at school, even if learning is offered remotely.
- Staff who are sick should stay home. Not all symptoms of illness need to be subject to this requirement (headaches, cramps, etc.).
- Staff are not required to enter the school when sick to create plans for substitute teachers.
  - Staff should have materials prepared (sub plans) in case they become ill.
- All staff must self-monitor for symptoms and use the online [Saskatchewan COVID-19 Self-Assessment Tool](#).
- Staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Staff can return to school once they are cleared by public health.
- Role of the School Division:
  - Develop and communicate a procedure specific to COVID-19 (**Appendix F**).
  - Determine and communicate a process for using subs and casuals.
  - Deliver a course regarding illness care specific to COVID-19 for all staff via SafeSchools.
  - Post a message through Aesop reminding staff about symptoms to watch out for.
  - Add a message addressed to substitute teachers, specifically reminding them of our procedures.

Planning for Schools	
Think about...	Plan
Shortage or substitute and casual staff	
Resources	
How can we support you?	

## d. Communication

- The Role of the School Division:
  - Ensure timely and consistent messaging to all families and employees.
  - Develop and share resources for staff and families (August).
  - Present the Division's plan virtually (Zoom or Teams) to families before school commences in the fall.
  - Ensure the Division's website is up-to-date.

- Create *need to know* highlights of information for parents that schools can use in newsletters, on social media, etc.
- Create communication guidelines for schools so that the message continues to be consistent for all schools (even when we are back to school and communicating to families).
- The Role of the School:
  - Ensure timely and consistent communication from the school to families.
  - Ensure the school's website and social media feeds are up-to-date.
  - As a means to engage all learners and families, teachers should employ multiple modes of ongoing communication.
  - Post the school's plan.

Planning for Schools	
Think about...	Plan
Resources	
How can we support you?	

## V. Living Sky School Division's Contingency Plan

- Although we have planned for a safe and full return to school for students and staff, we have to be ready to implement a contingency plan if necessary.
- The ability to move smoothly from in-school learning to at-home learning is critical, and blended learning will allow us to flip from a more open scenario to a more closed one as seamlessly as possible.
- It will be important to pay attention to health data, including where COVID-19 is prevalent and how many cases are active.
- Enhanced professional development in the areas of blended and distance learning, along with advanced training in learning platforms and tools will be developed and available for staff to access.
- Even if we have to put our contingency plan into action, the following guidelines from the Province will apply:
  - Full Saskatchewan curriculum will be taught by teachers.
  - Student-teacher contact time must be prioritized regardless of the delivery format.
  - Differentiation of instruction will be important due to the supplemental learning that occurred.
  - 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.

- Multiple modes of delivery should be considered to accommodate all students (e.g. pencil/paper, technology, asynchronous, synchronous, etc.).
- Specialized therapies, professional assessments and unique transitions that cannot be provided virtually may be provided face-to-face.

Planning for Schools	
Think about...	Plan
Resources	
How can we support you?	

## Appendix A

### Division-wide Practices and Procedures

Several processes will be developed at a division level and apply to all schools.

#### All Schools:

- Please download *STAR Trauma Informed Resilient Schools* webinar. It's free now but will cost in the future.
- Wiping between classes will need to be done collectively, as a team. The division will supply disinfectant, but it is physically impossible for caretakers to get every class in a break period, even during lunch.

#### Communication:

- Staff and Family resources will be developed (Brenda and Shannon) and shared with all employees and families. In addition, Brenda will offer a presentation on the school division's safety and learning plans to all interested parents and caregivers.
- Shannon will create *need to know* highlights of information for parents that schools can use in newsletters, on social media, etc.
- Shannon will create communication guidelines for schools so that the message continues to be consistent for all schools (even when we are back to school and communicating to families).

#### Facilities:

- Will work with Shannon to provide appropriate signage for schools, based on the SHA's guidelines.
- Will purchase the proper sanitizer. A supply sufficient for every classroom, library and gym can likely be provided as can pumps and stands.
- Will work with schools to determine necessary modifications, if any, to shared spaces.
- Will supply screens for all secretaries' desks. There may be a need for more – please contact Facilities to discuss.
- Will ensure a supply of surgical masks and eye protection is available for staff who are in close contact with a sick student.
- Will provide disposable gloves to wear when cleaning blood or body fluids.
- Will establish priorities for caretakers and create guidelines regarding what needs to be cleaned after each use, daily, weekly...
- Will supply a sanitizer dispenser for every classroom.
- Will supply reusable masks (2 per employee) and face shields as required.

#### Human Resources:

- Will enhance health and safety training for teachers and EA's working with students with intensive needs.
- Will determine and communicate a process for using subs and casuals.
- Will deliver a course regarding illness care specific to COVID-19 for all staff via SafeSchools.
- Will develop and communicate a procedure related to COVID-19 and will determine and communicate what appropriate documentation for illness should look like.
- Will work with Facilities to develop training courses for caretakers delivered through SafeSchools.
- Will examine caretaker schedules to ensure shifts are set up strategically.
- Will work with schools to determine roles, responsibilities and training necessary.
- Will review noon supervision allocations in collaboration with school-based leaders.



**Student Services:**

- Will develop guidelines for working with students with intensive needs and support implementation in schools.

**Learning Superintendents:**

- Will work with schools to assist with school-based plans.
- Will develop specific guidelines for Prekindergarten and Kindergarten environments.
- Will work with CO staff to deploy them to schools in the best way (see some schools for a concentrated time, then move onto others...).

**Transportation:**

- Will ask parents to transport their own children where possible.
- Will develop and communicate a protocol for cleaning buses.
- Will ensure bus drivers assign students to seats.

**Payroll:**

- Will post a message through Aesop reminding staff about certain symptoms to watch out for. The message will display when staff log on and can be filtered by school or employee type. Other messages can also be communicated this way.
- Will add a message addressed to substitute teachers, specifically reminding them of our procedures and will track COVID-related absences.

**Information Technology:**

- Will examine possibilities for implementing a BYOD model and/or prioritizing technology for grades 4 to 12.

**Other Division-wide Processes:**

- The Division will ask parents dropping off and picking up students to remain outside the school buildings and provide a rationale for this request.
- The Division will create guidelines for canteens, snacks, lunch, milk and breakfast programs.
- The Division will establish guidelines for hands-on classes such as band.
- The Division will establish and communicate guidelines for adults, other than staff, entering the buildings.

## Appendix B

### Return to School 2020 Guidelines – Students with Intensive Needs Schools

Topic	Questions	Must Dos	Considerations
IIP Development	<p>What does IIP development look like during this time?</p> <p>How do we support transition plans?</p>	<ul style="list-style-type: none"> <li>IIPs will be strength-based, living documents that respond to student need.</li> <li>Additional goals should be added around safety, distancing and cleanliness.</li> <li>Transition goals may need to be altered if students have community placements such as work experience that can't go forward in the fall.</li> <li>Cleaning protocols to support goal development should be included in the IIP (e.g. OT interventions, use of equipment like sensory rooms/communication devices, fidgets, etc.).</li> </ul>	
Group/Individual Intervention	<p>Can we continue with small group intervention?</p> <p>What will small group intervention look like, or will it look different in the fall due to distancing/cleaning protocols?</p>	<ul style="list-style-type: none"> <li>We want to ensure that students are still receiving the programming they need.</li> <li>Schools may need to look at how students are grouped and consider which students require the intervention immediately the most.</li> <li>Handwashing must occur before and after working with an intervention group and use of any shared items.</li> <li>Before the group begins their work, remind children/youth not to touch their faces.</li> <li>Barton: If possible, use the tech tiles rather than the physical tiles. If physical tiles are used, students at the same level may not be able to receive the intervention at the same time.</li> <li>Staff must follow handwashing protocol between intervention groups.</li> </ul>	<ul style="list-style-type: none"> <li>A tub system for children's hands-on items could be created.</li> <li>In tight spaces, evaluate how many students can safely participate in the intervention.</li> <li>Environmental solutions such as larger spaces, bigger tables/desks instead of tables could be beneficial when considering small group/individual pull-out interventions.</li> </ul>
Intervention Supplies		<ul style="list-style-type: none"> <li>Students should have their own pens/pencils/other items necessary for the intervention that can be kept in the intervention space.</li> </ul> <p><b>Self-regulation Items:</b></p> <ul style="list-style-type: none"> <li>Students may use items (fidgets) identified specifically for them and kept in a clearly marked bin.</li> <li>Items to be wiped down twice daily or after each use as required (e.g. cozy swing, for designated student only - single use).</li> <li>Use of specialized equipment (helmet, standing frame, stroller, wheelchair, lift) <ul style="list-style-type: none"> <li>Wash hands as per handwashing protocol before and after use of equipment.</li> <li>Staff to remain at student's side upon the advice of their PT, ask student not to speak and turn head away from worker, if able. <ul style="list-style-type: none"> <li>Staff to support student, as needed.</li> </ul> </li> </ul> </li> </ul> <p><b>Communication Devices:</b></p> <ul style="list-style-type: none"> <li>Wash hands as per handwashing protocol.</li> </ul>	

		<ul style="list-style-type: none"> <li>If student requires hand over hand support for signing, wash hands with soap and water or a disinfectant wipe. <ul style="list-style-type: none"> <li>Support student to wash hands, as above.</li> </ul> </li> <li>Ensure assistive communication devices are wiped down with disinfectant twice daily.</li> </ul> <p><b>R&amp;R:</b></p> <ul style="list-style-type: none"> <li>Has toys that can be loaned for a specific student. The toys would be cleaned before returning.</li> </ul>	
Assessment	What will 1:1 assessment by Student Services staff look like?	<ul style="list-style-type: none"> <li>SS department staff – blocks of time at a particular school (or three schools)</li> <li>If possible, testing materials can be locked up and left at the school overnight (less movement of personnel and materials from school to school during the day and from day to day).</li> <li>Student Services Staff and SSTs – evaluate what can be done virtually and what needs to be face-to-face.</li> <li>When assessing in person, ensure that students have washed their hands prior to assessment and before they return to class.</li> <li>Remind students not to touch their faces during assessment.</li> <li>Stimulus books can be utilized by student.</li> <li>Distancing in appropriate space.</li> </ul>	
Toileting/Tube Feeding	Are there any new protocols regarding toileting and/or tube feeding?	<ul style="list-style-type: none"> <li>Except when in close contact with a sick child, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace.</li> <li>Health does not require use of PPE for students who need toileting or tube feeding. Use of gloves or other items that were used prior to COVID should still be used.</li> <li>Minimize the number of staff working with students requiring personal care.</li> <li>Pair EAs who work in similar classrooms to assist with lifts.</li> <li>Staff to ensure the appropriate items are accessible in the washroom to assist in toileting.</li> <li>Wash hands as per handwashing protocol.</li> <li>Staff should wear gloves, if that was in the protocol developed prior to COVID.</li> <li>Staff support student in areas required: <ul style="list-style-type: none"> <li>Staff to remain at the student's side ask the student not to speak and to turn their head away from the worker, if able.</li> <li>If second person is required to assist, second Staff member will wear gloves (if deemed necessary prior to COVID) while supporting, <ul style="list-style-type: none"> <li>Two staff members to distance as much as possible.</li> </ul> </li> <li>Staff support student in washing hands, if required.</li> <li>Wash hands as per handwashing protocol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Parents will need to know that the same protocols will be followed that were in place pre-COVID, unless their family doctors recommend differently.</li> </ul>
Immunocompromised Students		<ul style="list-style-type: none"> <li>If parents choose not to allow their child at school, tele/video assessments/therapy can continue.</li> <li>Children with compromised immune systems may need to access tele-assessment, rather than physically distanced, environmental assessment with precautions.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion with parents regarding doctor input (parents initiate; we provide our protocols around cleaning)?</li> </ul>

		<ul style="list-style-type: none"> <li>Parents would need to act as proctors for their child's assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Geraldine</li> </ul>
Work Experience	Will students (FIP/Alt Ed) still be able to do work placements? Do work placements want students/EAs?	<ul style="list-style-type: none"> <li>EAs will not transport students to work experience in private vehicles.</li> <li>If no work experience, then IIP should reflect what direct teaching will happen to ensure they are getting the skills they need.</li> <li>Transition plans in IIPs should reflect if no work experience, then what?</li> </ul>	<ul style="list-style-type: none"> <li>If it is possible to have a student in a work placement, would parents/caregivers be willing to transport?</li> </ul>
Sensory Rooms	Are we still able to use sensory rooms for our students who need this type of input?	<ul style="list-style-type: none"> <li>Sensory rooms should be reserved for those students who have the need for sensory programs as documented by the team within the IIP or student's individual plan.</li> <li>If possible, items for specific use for each child should be identified to avoid cross contamination.</li> <li>Sensory play should be conducted as an individual activity.</li> <li>Use only materials that can be sanitized.</li> <li>Wash hands as per handwashing protocol.</li> </ul>	
Challenging Behaviour	How do we safely support students who have violent/aggressive outbursts?	<ul style="list-style-type: none"> <li>Except when in close contact with a sick child, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace.</li> <li>Ensure de-escalation strategies are used to limit outbursts.</li> <li>Explore and utilize a Trauma informed approach.</li> <li>When using holds, they must be as outlined in IIP (document, contact parents) and with trained staff, <b>as a last resort</b>.</li> </ul> <p>If a student has a physical outburst:</p> <ul style="list-style-type: none"> <li>Wash hands as per handwashing protocol if able.</li> <li>Staff to employ a prompt (verbal, visual, physical action) to student.</li> <li>Staff request assistance.</li> <li>Staff approach employing Non-Violent Crisis Intervention (NVC)-supportive stance.</li> <li>Additional staff to assist if safe.</li> <li>Wash hands as per handwashing protocol.</li> </ul> <p>When students exhibit any of the following behaviours, although these behaviours are challenging, if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behaviour is paired with hand washing and cleaning.</p> <p>Review student's updated Behaviour Support Plan/IIP, and follow staff response accordingly.</p> <ul style="list-style-type: none"> <li>Spitting <ul style="list-style-type: none"> <li>Wipe down any area that has possible saliva with disinfectant.</li> <li>If in contact with saliva, wash hands and/or affected areas.</li> </ul> </li> <li>Biting <ul style="list-style-type: none"> <li>If in contact with saliva, wash hands and/or affected areas.</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ If skin is broken, seek first aid and follow universal precautions.</li> <li>○ Wear Kevlar sleeves or other Kevlar products, as provided.</li> <li>• Lunging <ul style="list-style-type: none"> <li>○ Move self out of way.</li> </ul> </li> <li>• Grabbing <ul style="list-style-type: none"> <li>○ If in contact with saliva, wash hands and/or affected areas.</li> </ul> </li> <li>• Assisted Movement <ul style="list-style-type: none"> <li>○ If in contact with saliva, wash hands and/or affected areas.</li> </ul> </li> </ul>	
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## Staff

Topic	Questions	Must Dos	For Consideration
EA		<ul style="list-style-type: none"> <li>• Try to minimize multiple contacts within a day.</li> <li>• For those EAs who work with multiple students from multiple grades, follow proper handwashing protocol and distance when necessary.</li> <li>• Encourage handwashing practices for all staff.</li> <li>• Continue to follow the direction and planning of the SST and Student Services Department staff.</li> </ul>	
SST		<ul style="list-style-type: none"> <li>• Ensure that IIP development is complete and added goals of safety, distancing and cleanliness are included where necessary.</li> <li>• Intervention groups – will continue (see above).</li> <li>• Team meetings – may have to ensure that there is more virtual connection to minimize physical contact with itinerant SS personnel.</li> </ul>	
Liaison		<ul style="list-style-type: none"> <li>• No transportation of student or parent in private vehicle.</li> <li>• Could more be done through telehealth/video conferencing with doctors?</li> <li>• Distanced home visits?</li> <li>• Set up virtual meetings between school/parent/caregiver.</li> </ul>	<ul style="list-style-type: none"> <li>• How to transport kiddos when necessary?</li> <li>• Food preparation?</li> </ul>
Student Services Department		<ul style="list-style-type: none"> <li>• Ensure that staff, prior to coming to work (at either CO or at their schools), are healthy.</li> <li>• Ensure that proper handwashing protocols are followed prior to assessment, intervention or collaboration with staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Many of the SS Dept staff have to change rooms throughout the day when assessing students due to space limitations. This will impact the cleaning regime.</li> <li>• Use of virtual technology to provide distanced counselling, remote assessment or distanced therapy.</li> <li>• Block time spent at each school to limit movement</li> </ul>

			between multiple schools in a week.
Implementation of Trauma Informed Support	How will schools engage in this learning to support their students?	<ul style="list-style-type: none"> <li>• Starr PD was shared with Admin in June. It is only free until June 30. Once downloaded, they have access for a year.</li> <li>• A document has been created for staff to walk through Kevin Cameron's re-open steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional Trauma Informed supports will be developed.</li> </ul>

## Appendix C

### Professional Learning

Professional Learning from a Distance: 3 C's

#### Communication:

- Establish purpose of shared online learning.
- Create a plan highlighting logistics (point of contact, timelines, synchronous meetings, tech requirements, end products).
- Highlight expectations (active participation, access to materials, pre/post session opportunities and reflections).

#### Chunking:

- Blend asynchronous with synchronous: flipped learning environment to maximize time.
- Allow for 2-2.5-hour maximum chunks.
- Allow extended lunch breaks (time to eat and complete 1 task - survey, watch video, read article, etc.).

#### Community Building:

- Strengthen relationships and connections.
- Have check-ins (personal, professional) - gauge expectations, review learning, build rapport.
- Ensure collaboration strategies in break-out rooms to apply learning, synthesize ideas, and create.

Purpose	Audience	What/How	When	Lead (logistics)
Support offerings of blended learning outcomes	All Teachers	<ul style="list-style-type: none"> <li>• John Spencer Online Course: <i>Empowering Students in DL</i></li> </ul>	JUN 1 - JUN 30	Administrators
Expand use of tools within online platforms	Teachers	<ul style="list-style-type: none"> <li>• See Saw</li> <li>• Google Classroom</li> <li>• LSKY Archived Webinars</li> <li>• Synchronous Webinars</li> <li>• <a href="#">LSKY PD Resource Page</a></li> </ul>	JUN 1 - JUN 30	Administrators
Prepare teachers for new attendance and assessment platform	All Teachers	<ul style="list-style-type: none"> <li>• Overview of Edsby by lead teachers</li> </ul>	Before JUN 30	Edsby Lead Teacher with Admin Support
Provide equitable learning opportunities to students at home in different grades and completing high school credits	Teachers	<ul style="list-style-type: none"> <li>• Collaboration of grade alike teachers - PBL/Cross Curricular Units</li> <li>• Collaboration of course alike teachers</li> </ul>	Ongoing	Superintendents Consultants Lead Teacher
Prepare for staff and student re-entry in the fall after COVID -19	Administrators	<ul style="list-style-type: none"> <li>• Kevin Cameron: <i>Steps for Re-entry</i></li> </ul>	JUN	Admin Cohort? Nancy/Erin?
Ensure essential sanitation of physical spaces/objects for health and safety	Admin? Caretakers	<ul style="list-style-type: none"> <li>• WHMIS - Pinnacle or online (\$15)</li> </ul>	JUN	Facilities Manager

Enhance F2F & blended learning tech tool use to enhance student engagement	Teachers	<ul style="list-style-type: none"> <li>Tech Tools Webinars: Flipgrid, Padlet, Polls, Weebly, App Smashing Webinars</li> </ul>		Lead Teachers Tech Team
Support cross-curricular, student driven projects to meet multiple outcomes	Teachers	<ul style="list-style-type: none"> <li>PBL, Wonder Quests, Genius Hour</li> </ul>	JUL -	Superintendents Consultants
Support new and returning teachers to LSKY, ensuring a successful transition	New and Returning Teachers	<ul style="list-style-type: none"> <li>Asynchronous and synchronous orientation webinars</li> <li>Edsby Orientation</li> </ul>	AUG -	Superintendents
Expand basic technology skills of support staff	Support Staff	<ul style="list-style-type: none"> <li>Basic Webinars: E-mail, Teams, File management</li> </ul>	JUN -	Pod?
Orient to health and safety protocols, Edsby attendance, etc.	Sub Teachers	<ul style="list-style-type: none"> <li>Safety Guidelines</li> </ul>	AUG -	Managers HR Superintendents
Orient to health and safety protocols	Casual Support Staff	<ul style="list-style-type: none"> <li>Safety Guidelines</li> </ul>	AUG -	Managers HR
Enhance parent skills in tech platforms to support student online learning	Parents	<ul style="list-style-type: none"> <li>Parent Portal</li> <li>Webinars - tech platforms</li> </ul>	Ongoing	Tech Team
Develop understanding of Blended and Distance Learning opportunities	Parents	<ul style="list-style-type: none"> <li>Webinar</li> </ul>	Ongoing	Superintendents
Support students using Blackboard for courses	Teachers	<ul style="list-style-type: none"> <li>Blackboard Training: Webinar Asynchronous</li> </ul>	Ongoing	Teacher of DL course
Support students and staff to build resilience following trauma	All Staff	<ul style="list-style-type: none"> <li>Trauma Informed Resilient Schools</li> <li>Admin need to "sign up" before the end of JUN.</li> <li>Access for a year</li> </ul>	Ongoing	Administrators



## Appendix D

### PreK and K Programming

Topic	Questions	Must Dos	Considerations
<b>School Day Structure</b>  Orientation to Schools  Pick Up/Drop Off  Home Visits and Family Days	What will the first few days of school look like?  How will schools arrange pick-up and drop-offs when parents cannot enter the building?  How will home visits and Family Days occur while following SHA guidelines?  How can I connect with my families?	<ul style="list-style-type: none"> <li>Connect with families and share the exciting learning adventures in your classroom.</li> <li>Routines for drop-off and pick-up will need to be established. Parents/caregivers will not be allowed to enter the building. A staff member must be present to pick up the students.</li> <li>PreK – Expectation that Fridays will still include Family Days and Family Connections (Home Visits).</li> <li>Regular family connections will continue to be part of children’s education.</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and good to yourselves. You may not get as much accomplished in a day as you once did, as you will have new routines to implement. Remember the value of connections and relationships. The importance of what you do in the early years has not changed.</li> <li>Host virtual orientation/parent information sessions.</li> <li>Create a video tour of the classroom.</li> <li>Host virtual tutorials with families to help them get comfortable with the technology that is being used in the in classroom (Seesaw, Teams Meetings).</li> <li>Establish an outdoor gathering space where daily pick-ups and drop-offs occur.</li> <li>Conduct home visits with families outdoors. Meet at a school playground, nearby park, front lawns, driveways. Bring supplies that can be left with the family (sidewalk chalk, bubbles, etc.) or that can be cleaned.</li> <li>Meet with families on TEAMS or Zoom. Plan to play a game, share stories, make connections that would be similar to a face-to-face meeting.</li> <li>Family Days can be hosted virtually. Think of some of the family events planned during the past few months.</li> <li>Host a Family Day in an approved community space (family resource center, field house, hockey rink,). Prepare activities that meet social distancing guidelines.</li> <li>Smaller group (cohorts of families) events may be planned to reduce the overall numbers.</li> </ul>
<b>Instruction</b>  Physical Distancing  Play Based Learning	How is physical distancing possible in PreK and K?  How can early learning	As stated by the SK Government in the <i>Primary and Secondary Education Institutional Guidelines</i> : <ul style="list-style-type: none"> <li>For younger children, maintaining physical distance is less practical, and the focus should be on</li> </ul>	Strategies for educators who are doing their best to practice physical distancing as described by the Hanen Center: <ul style="list-style-type: none"> <li>While maintaining physical distance, aim to still be low at the child’s physical level, so your non-verbal cues are more obvious to the child.</li> </ul>

	classrooms continue to offer play-based learning?	<p>minimizing physical contact instead.</p> <ul style="list-style-type: none"> <li>• The precautionary measures within these guidelines will be implemented to reduce risk and include standards for cleaning and sanitization along with measures for general operations, facilities, transportation and programming.</li> <li>• Teachers are to create environments and activities that reduce the amount of physical contact.</li> <li>• Play allows for students to be mentally active, engaged, social, and make connections to their lives. Play-based learning must continue to be the foundation of our early learning classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment frequently on what you observe children doing so that they know you are interested and paying attention.</li> <li>• Have similar materials to what the children have so you can: <ul style="list-style-type: none"> <li>○ <i>imitate</i> what they are doing.</li> <li>○ <i>expand</i> on what they are doing by doing something different using the same materials.</li> <li>○ <i>extend</i> the topic when appropriate, by making a comment or asking a question that encourages children to think more deeply. (e.g. While playing with toy insects and a magnifying glass, you could say, <i>Spiders make me feel scared.</i> and/or <i>When you see bugs inside your house, what do you do?</i>)</li> </ul> </li> <li>• Incorporate <i>people play</i> activities that allow you to engage children, follow their lead and extend the interaction without materials or physical proximity (e.g. Simon Says, action songs, making up stories together, guessing games, I Spy, etc.).</li> <li>• Plan centers and activities that allow for little physical contact. Limit the number of students allowed at each center. <ul style="list-style-type: none"> <li>○ Limit the amount of materials in learning centers – less is more.</li> <li>○ How can one material or group of materials offer numerous opportunities as opposed to having numerous materials?</li> <li>○ Think quality over quantity.</li> </ul> </li> <li>• Use open-ended materials in learning centers that can be used in many ways and repurposed throughout the day. <ul style="list-style-type: none"> <li>○ Boxes, cardboard tubing, gems, rocks, sticks, and recycled materials can be used and they do not need to remain in centers, but instead can be replaced after use.</li> <li>○ Extend materials to include things that can't necessarily be touched – exploring light and shadows, exploring sound, colour (e.g. use the Smart Board, overhead projector, flashlights, prisms, crystals, water and food colouring, paint).</li> </ul> </li> <li>• Use your outdoor space when possible. Have students explore, ask questions, and be curious outdoors. Use indoor times to share learning and/or work on independent reflections.</li> <li>• Interchange materials and rotate items to keep interest.</li> <li>• Choose materials that are easy to clean or have a one-time use.</li> </ul>
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			<ul style="list-style-type: none"> <li>At the end of the week, materials can be washed and left to dry for the weekend.</li> </ul>
<b>Transitions</b>  Admissions  Staggered Starts  Hygiene and Safety Practices	How will admissions work?  How can we provide safe, welcoming starts to early learners?  What will the safety routines needed in early learning?	<ul style="list-style-type: none"> <li>Intake meetings will be held virtually in June.</li> <li>Approximately 25% of the spots will be held for fall admissions.</li> <li>Priority will be given to students in school catchment area.</li> <li>Health information will be shared prior to entry.</li> <li>Staggered starts for PreK is planned in calendars.</li> <li>Staggered starts for larger Kindergarten classes can be planned for the first week of learning to ensure routines are developed in smaller groups.</li> <li>Establish consistent routines to adhere to the hygiene and safety guideline.</li> <li>Limit the number of rooms used and adults that enter the classroom.</li> <li>Use center materials that can be cleaned regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicate with families the schedule for staggered starts.</li> <li>Spend time reviewing hygiene routines with these smaller groups.</li> <li>Look for learning/teaching opportunities within the extra cleaning and hygiene routines (e.g., practice counting, following a sequence of steps/directions).</li> <li>Implement regular handwashing into your day (lunch hours, snack time, center times, etc.).</li> <li>Use visuals in the classroom and bathrooms to remind children how to properly clean and wash hands.</li> </ul>

## Appendix E

### Method for Cleaning Devices

1. Wash your hands with soap and water as per directives.
2. Using a disinfectant wipe, or spray onto a rag, ensure that all surfaces are wiped down (keys, screens, outside or back).
3. Let the device sit, while drying (for at least 5 minutes).
4. Wash your hands with soap and water.

**Appendix F**  
**HR Procedure 5.42**  
**COVID-19 Staff Health and Safety**  
**DRAFT**

## **Background**

Living Sky School Division is committed to providing all employees with a safe and healthy work environment and will take any meaningful and practical steps necessary to achieve and promote this commitment.

On June 9, 2020, the Government of Saskatchewan announced that in-classroom learning will resume for the 2020-21 school year. To help school divisions prepare for the return of students and staff, provincial guidelines have been developed to inform local planning. This procedure has been created to ensure a safe return to the workplace for all staff.

The Director may, from time to time, in consultation with the Chair of the Board, amend any portions of this procedure to meet the requirements of a Public Health Order, Orders in Council, Regulations or Provincial direction under the *Re-open Saskatchewan Plan* and its accompanying documents.

## **Procedures**

### **1) General Guidelines**

- a) When practical, physical distancing between individuals should be maintained. If this is not possible, other measures should be used, such as self-monitoring of personal health.
- b) Proper hand hygiene is expected from all employees. Practices include using soap and water when hands are soiled and hand sanitizer when visibly clean. Cough and sneeze into your elbow and avoid touching your face, mouth, nose and eyes.
- c) Employees are encouraged to bring their own hand sanitizer for personal use to supplement what the school division will be providing.
- d) Except when in close contact with a sick student, masks and eye protection are not required. However, if an employee feels more comfortable wearing a mask while at work, he or she may use a mask provided by the school division or supply one of his or her own.
- e) Employees shall limit physical contact throughout the school day and avoid close greetings such as handshakes.
- f) Employees are expected to keep workspaces clean and free from clutter.
- g) Employees are expected to keep their own desk space clean and sanitized. Disinfectants will be provided by the school division.
- h) Sharing food, drinks or other personal items is to be avoided.
- i) Employees shall not enter private residences or provide personal transportation to students.
- j) Employees shall avoid unnecessary travel.

### **2) Guidelines for Illness**

- a) All employees are expected to self-monitor for COVID-19 symptoms. It is recommended employees use the online Saskatchewan COVID-19 Self-Assessment Tool at <https://public.ehealthsask.ca/sites/COVID-19/>.

COVID-19 may present with one or more of the symptoms listed:	
<ul style="list-style-type: none"> <li>• Fever</li> <li>• Cough</li> <li>• Headache</li> <li>• Muscle and/or joint aches and pains</li> <li>• Sore throat</li> <li>• Chills</li> <li>• Runny nose</li> <li>• Nasal congestion</li> <li>• Conjunctivitis</li> </ul>	<ul style="list-style-type: none"> <li>• Dizziness</li> <li>• Fatigue</li> <li>• Nausea/vomiting</li> <li>• Diarrhea</li> <li>• Loss of appetite</li> <li>• Loss of sense of taste or smell</li> <li>• Shortness of breath</li> <li>• Difficulty breathing</li> </ul>

- b) Every employee shall submit the online Fit for Duty Questionnaire (5.42A: *COVID-19 Fit for Duty Questionnaire*) daily before entering the school or facility, if possible, and each time the employee goes to a new LSSD location.
- i) The general health questions included in the Fit for Duty Questionnaire are related to COVID-19 symptoms and risks of exposure.
  - ii) Submitted online questionnaires will be stored securely as per Human Resources Procedure 5.39: *Confidentiality* and Information Technology Department protocols.
  - iii) Information will be shared only with the employee's supervisor and the Superintendent of Learning (Human Resources) and/or the Human Resources Manager on an *as needed* basis. It will not be shared with any other staff, students or families.
  - iv) Questionnaires submitted where staff members have had no symptoms, have not travelled internationally, and have had no contact with anyone with COVID-19 will be deleted no later than 90 days after submission.
  - v) Questionnaires submitted where staff members have had symptoms, have travelled internationally, or have had contact with a person with COVID-19 will be maintained until such time that the issue has been addressed.
  - vi) If a student or staff member reports experiencing COVID-19 symptoms, the name and contact information of the staff member will be shared with Public Health.
- c) If an employee has symptoms of COVID-19 illness, he or she is to stay home. The employee must request his or her absence using the normal process established at the school level and enter the absence into AESOP. If the employee does not have sufficient sick leave, he or she must contact the Superintendent of Learning (Human Resources) or the Human Resources Manager for direction.
- d) If an employee has symptoms unrelated to COVID-19, he or she is to report to work unless unwell and not able to work.

### 3) Public Health Order

- a) All employees will follow the directives outlined in the most recent Public Health Order, available at [www.saskatchewan.ca/coronavirus](http://www.saskatchewan.ca/coronavirus).
- b) Employees who have been identified by a Medical Health Officer as having COVID-19 shall immediately go into mandatory self-isolation until such time as the Medical Health Officer determines that they no longer pose a public health threat.
- c) Employees who have been identified by a Medical Health Officer as close contacts of a person or persons with COVID-19 shall go into mandatory self-isolation for 14 days from the date of last having been exposed to COVID-19.
- d) Employees who have traveled internationally shall go into mandatory self-isolation for 14 days from the date of arrival back into Canada.

- e) Employees who are household members or contacts of a person with COVID-19 shall immediately go into self-isolation for 14 days and call Healthline 811 if they become symptomatic.

#### **4) Additional Health Supports**

- a) Government of Saskatchewan COVID-19 Self-Assessment Tool:  
<https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/treatment-procedures-and-guidelines/emerging-public-health-issues/2019-novel-coronavirus/covid-19-self-assessment>
- b) HealthLine 811
- c) CUPE and out-of-scope Staff Family Assistance Plan – Phone: 1-866-644-0326 or online at Manulife Plan Member secure site: [www.manulife.ca/groupbenefits](http://www.manulife.ca/groupbenefits)
- d) Teacher Family Assistance Plan – Accessing Member and Family Assistance Program (MFAP) – By phone: Login to MySTF to find the program's phone number and web ID.

#### **5) Guidelines for Work Refusal Due to COVID-19**

- a) Section 3-31 of *The Saskatchewan Employment Act* states that an employee may refuse to perform any particular act or series of acts at a place of employment if the employee has reasonable grounds to believe that the act or series of acts is unusually dangerous to the employee's health or safety or the health or safety of any other person at the placement of employment until:
  - i) Sufficient steps have been taken to satisfy the employee otherwise, or
  - ii) The occupational health committee has investigated the matter and advised the employee otherwise.
- b) An employee's right to refuse to perform work as a result of COVID-19 will be contingent upon factors including (but not limited to) the following:
  - i) The state of the COVID-19 situation in the employee's particular community and workplace at the time the refusal to work is being exercised;
  - ii) The age and health of the specific employee;
  - iii) The type of workplace where the employee usually performs their functions;
  - iv) The specific field of work and their normal duties or tasks;
  - v) The measures adopted by Living Sky School Division to prevent the transmission of COVID-19, including workplace hygiene and personal protective equipment (PPE), where applicable;
  - vi) Whether or not an employee has been diagnosed with COVID-19;
  - vii) Whether the employee or the circumstances fall in one of the legislative exceptions to the right to refuse unsafe work, and
  - viii) Any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger.
- c) If an employee has reasonable grounds to believe that he or she has been asked to perform an unusually dangerous act, the employee shall notify his or her principal/supervisor and the Superintendent of Learning (Human Resources) or the Human Resources Manager.
- d) Following notification, the school OHS committee will investigate the concern and communicate the decision to the above noted central office staff.

#### **Related**

Procedure 5.39: *Confidentiality*

Procedure 5.42A: *COVID-19 Fit for Duty Questionnaire*

Procedure 5.30: *Duty to Accommodate*

Document: *COVID HR FAQ*

Document: *LSSD Re-opening Plan*

**Appendix G**  
**Administrative Procedure**  
**Illness in Care**  
**DRAFT**

## **Background**

The Saskatchewan Re-Open Plan's *Primary and Secondary Educational Institution Guidelines* have been developed to inform local planning on the resumption of in-classroom learning for students in the 2020-21 school year. Under these guidelines, local administrative procedures are required for students who exhibit signs and symptoms consistent with COVID-19. It is important to note that not all students with symptoms consistent with COVID-19 will actually have the disease, but processes to mitigate the risk of transmission of COVID-19 must be followed.

## **Procedures**

### **1) Students with Potential COVID-19 Symptoms**

If, while at a school, a staff member identifies a student exhibiting one or more of the symptoms of COVID-19 (as set out in the table below), a staff member shall:

- a) Immediately remove the student from the classroom to a designated isolation area:
  - i) In a respectful manner that protects the privacy of the student, and
  - ii) In a manner that is as safe as possible for the staff members and other students and staff.
- b) Notify the principal or designate.

### **2) Student/Staff Interaction**

In all interactions with the student, staff members shall:

- a) Maintain physical distancing from the student as much as possible;
- b) Wear a medical mask and face shield, if a face shield is available;
- c) Avoid contact with the student's respiratory secretions;
- d) Provide the student with a face shield, if available, and ask the student to wear it;
- e) Provide the student with a face mask, if the student is not wearing one, and ask the student to wear it, provided that the student is not in respiratory distress;
- f) Wash their hands adequately with soap and water or use hand sanitizer before and after attending to the student, and
- g) Dispose of disposable PPE and arrange for non-disposable PPE (i.e. face shield) to be cleaned and disinfected.

### **3) Principal or Designate**

The principal or designate shall, as soon as reasonably possible:

- a) Call parents or caregivers to pick up and remove their child from the school to a location where the child may self-isolate, and instruct them to call 811 as soon as possible;
- b) Arrange for custodial staff to clean and disinfect the isolation room as soon as reasonably possible, the student's classroom and, in particular, the student's desk and surrounding desks and any other common touch items in the classroom and/or school facility (i.e. washroom) to which the student would have had access that school-day, and

- c) Advise the school's superintendent of learning.
- 4) If a case of COVID-19 is confirmed by the Saskatchewan Health Authority (SHA), the Director, in consultation with the school superintendent, will arrange for any other steps that may be required by SHA Public Health.
- 5) Any and all communications regarding the student or further action that might need to be taken by the staff, students or school must be done only by or with the approval of the Director, who will consult with the appropriate superintendent and Public Health.
- 6) In consultation with the school superintendent, each school shall:
- a) Set up a designated isolation room in the school;
  - b) Ensure that appropriately sized medical face masks, face shields and hand sanitizer are readily available in all classrooms in the school;
  - c) Keep accurate and up-to-date records of attendance and seating arrangements to support Public Health investigation and contact tracing;
  - d) Establish standardized procedures for cleaning and disinfecting classrooms and high touch surfaces and student work stations, including designating the employees who shall be responsible for these tasks, noting that all requirements associated with the increased sanitization and disinfection of facilities including common areas will be completed by custodial staff throughout the day, and
  - e) Establish standardized procedures for the disposal of PPE equipment.

COVID-19 Symptoms – <a href="https://www.saskatchewan.ca/covid19">Saskatchewan.ca/covid19</a>	
Testing is available and recommended if someone has unexplained new or worsening symptoms (even mild symptoms) that may include one or more of the following:	
<ul style="list-style-type: none"> <li>• Fever</li> <li>• Cough</li> <li>• Headache</li> <li>• Muscle and/or joint aches and pains</li> <li>• Sore throat</li> <li>• Chills</li> <li>• Runny nose</li> <li>• Nasal congestion</li> <li>• Conjunctivitis</li> </ul>	<ul style="list-style-type: none"> <li>• Dizziness</li> <li>• Fatigue</li> <li>• Nausea/vomiting</li> <li>• Diarrhea</li> <li>• Loss of appetite</li> <li>• Loss of sense of taste or smell</li> <li>• Shortness of breath</li> <li>• Difficulty breathing</li> </ul>



