



Return to School Plan 2.0

Revised August 17, 2020

(changes from previous versions are highlighted in **yellow**)



NOTE: Saskatchewan Rivers Public School Division's Return to School Plan will evolve as required by emerging health risk assessments and additional information.

Order of Contents

1. Introduction
2. Social-Emotional Supports for Staff and Students
3. Staff Supports and Safety
4. Student Supports and Safety
5. Early Learning (Prekindergarten and Kindergarten)
6. Curriculum and Instruction
7. Supporting Students with Intensive Needs
8. Extracurricular activities
9. Access to School Facilities and External Services
10. Caretaking & Maintenance
11. Transportation
12. Technology
13. Communications
14. Parent Engagement & Support
15. Appendices
 - a. Staff Self-Monitoring and Self-Isolation
 - b. Student Self-Monitoring and Self-Isolation
 - c. Non-Medical Mask Usage
 - d. Handwashing
 - e. Exchange of Materials
 - f. Pre-K and Kindergarten
 - g. Fine Arts Guidelines
 - h. Physical Activity and Health Guidelines
 - i. Library Usage Guidelines
 - j. Substitute Staff protocol
 - k. Sports and Activity Guidelines
 - l. Supporting Students with Intensive Needs

Introduction

The Ministry of Health and Ministry of Education have provided guidelines for the return to school that provide a framework for Saskatchewan Rivers Public School Division (SRPSD) to develop our local plans. The purpose of this plan is to provide a structure to guide school operations and to provide specific direction in areas as necessary.

It is important to note that this plan is intended to be a concise and clear guide and provide direction based on official guidance from the Ministry, Health and others. It is expected to be a living document that will be revised and enhanced as more information becomes available and as the circumstances related to COVID-19 change. Even then, the plan will provide overall guidance and some division-wide consistency, but schools will develop and adjust their local plans for many procedures in schools to provide for those local details.

This initial return to school plan was developed with extensive consideration given to the experiences of staff, students, parents and various agencies involved in the initial response to the pandemic with the suspension of classes in March 2020. With guidance from the Chief Medical Health Officer, the Ministries of Health and Education, the Saskatchewan Health Authority and other community partners, Saskatchewan Rivers Public School Division will continue to focus on the health and safety of all stakeholders in the provision of high quality educational opportunities for its students with the resumption of classes in September 2020.

Saskatchewan Rivers Public School Division has also been collaborating with the North American Centre for Threat Assessment and Trauma Response in preparation for our students' return to school with a particular focus on reconnecting with individuals, identifying and responding to each individual's needs.

Below are some overarching guidelines that align with the [Re-Open Saskatchewan Primary and Secondary Educational Institution Guidelines](#) in preparation for the return of students to our classrooms.

1. All students are required to participate in classroom-based learning
2. Remote learning support will be provided for students with specific medical needs according to our student accommodation process.
 - a. The accommodation process will include documentation from the family's medical health professional, a review of restrictions and development of a plan by school team, division supports and family.
 - b. Initial questions about student accommodation should be directed to the school Principal.
3. SRPSD will have a contingency plan to transition to remote learning should we be directed to suspend classes
 - a. All students will be expected to engage in ongoing learning and outcome achievement.
 - b. Full Saskatchewan Curriculum will be delivered during remote learning

- c. Schools will standardize regarding each schools' choice of remote learning and communication platforms to provide consistency for families (SeeSaw in Early Years and rest of school uses either the Google Suite (Google Classroom, Google Meet, etc.) or the Microsoft Suite (Microsoft Teams and related))
 - d. Multiple modes of delivery and pedagogical strategies will be implemented to meet the learning needs of students, along with, the requirements to access resources (i.e. online, paper, etc.)
 - e. Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.
 - f. Teachers shall not be responsible for the planning of both classroom-based and remote learning programming. However, teachers will have a responsibility for students on short-term absences as outlined in 5c.
4. All staff will report to their assigned work site.
- a. Individuals with particular needs will collaborate with their supervisor and division personnel in the accommodation process.
5. We will emphasize the importance of proper personal hygiene practices.
6. To limit physical contact:
- a. Each school team and workplace shall consult the [Re-Open Saskatchewan Guidelines](#) and review their procedures and operations in order to make any necessary adjustments to minimize physical contact between individuals throughout the day.
 - b. Each school team shall review processes and procedures to arrange for:
 - i. 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, schools are encouraged to find creative solutions to move students in cohorts where possible and this will include the potential for alternative timetables
 - ii. Staggered times whenever possible for start and end times and for recess, lunch or breaks.
 - c. Teachers will arrange their learning environments for front-facing instruction as directed by the Chief Medical Health Officer and any exceptions need the approval of Public Health.
 - i. Written requests for exceptions will be made by the teacher through the Principal and Superintendent Michaud who will forward the request to Public Health.

7. To limit the sharing of materials and equipment:
 - a. Each school team and workplace shall consult the [Re-Open Saskatchewan Guidelines](#) and review their procedures and operations in order to make any necessary adjustments to minimize use of materials and equipment by multiple people.

8. To encourage the prevention of transmission and the learning of new COVID-19 protocols in school

Masks

- i. Masks will be required for all staff and for students in grade 4-12 on instructional days.
- ii. Masks will not be required by staff on non-instructional days, and in non-school buildings, as long as physical distancing can be maintained.
- iii. Volunteer wearing of masks will be supported in all circumstances.
- iv. Staff and students are encouraged to provide health-approved masks for themselves, but SRPSD will provide them at school start-up and as required.
- v. Reusable masks (2 per person) will be distributed to students and staff as the supply arrives and disposable masks will be provided in the meantime.

Gradual Re-Entry of students in all schools

- vi. Staff will return to work according to the previously approved calendars
- vii. Students will return to school gradually, starting on **September 8, 2020**
- viii. Schools will divide each class in half (approximately) so half the students in each class will attend on Tuesday Sept. 8 and Thursday Sept. 10 and the other half of students will attend on Wednesday Sept. 9 and Friday Sept. 11.
- ix. Families with multiple children in the same school can plan to have children attend on the same day.
- x. Normal daily student attendance will resume Sept. 14 unless otherwise directed.

Further details are also provided in each of the following sections. The most currently approved SRPSD Return to School Plan will be made available on www.srsd119.ca and will be updated when necessary.

1. Social-Emotional Supports for Staff and Students

- a. [SRPSD School Re-Entry Preparedness: Considerations for Principals](#) should be referenced to guide school teams in preparing for resumption of classes.
- b. Mental Health Supports and Resources available to school teams
 - i. SRPSD School Social Workers
 - ii. SRPSD Intensive Supports Consultants and Coaches
 - iii. Mental Health Literacy
 - [Teenmentalhealth.org](https://teenmentalhealth.org) resources
 - Go-To Educator training
 - Curriculum modules for middle and secondary years
 - iv. [ASIST - Applied Suicide Intervention Skills Training](#)
 - SRPSD has two certified ASIST trainers who will continue to provide training sessions to school personnel throughout the school year.
 - v. SRPSD Resource - [Taking Charge of Your Worries](#)
 - Teacher resource for Kindergarten to Grade 3
 - vi. [Healthy Mind, Healthy Body](#) for elementary years
 - Copies of the resource were distributed to each elementary school as part of the implementation of the SRPSD Mental Action Plan.
 - French version was also distributed to French Immersion schools.
 - vii. [GoZen.com](#) online mental health resources for classrooms
 - GoZen supports professionals in both K-12 educational settings and private practices by giving teachers stress management, resilience, and emotional intelligence tools in a medium that kids love: Animation.
 - SRPSD currently has 25 licenses available for students to access animations at any given time.
 - viii. CUPE - Employee Family Assistance Program
 - ix. [STF Member and Family Assistance Program](#)
 - x. Saskatchewan Health Line - 811
 - xi. [Saskatchewan.ca/coronavirus](https://saskatchewan.ca/coronavirus) website
 - xii. [Canada.ca/coronavirus](https://canada.ca/coronavirus) - [Taking Care of Your Mental and Physical Health](#)

2. Staff Support & Safety

- a. All 12 month employees will be back to their regular work sites and hours by July 2, 2020. All 10 month employees will be back to their regular work sites and hours effective the first day as set out in the 2020-2021 work calendar for their classification.
- b. 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/>.
- c. If an employee has symptoms of COVID-19 illness they are to stay home. Not all symptoms of illness need to be subject to this requirement so employees are encouraged to consult www.saskatchewan.ca/coronavirus for information. Employees will request

- their sick leave absence using the normal process established at the school level and enter the absence online for approval/denial.
- d. Teachers will not be required to enter the school when sick to create plans for substitute teachers. There will still be an expectation to make a sub plan and send it in electronically, if a teacher is sick and cannot enter the school.
 - e. Masks for staff are required as per Saskatchewan Rivers Public School Division Return to School plan. Face shields are permitted as an alternative when there are learning specific requirements and when medical or safety concerns exist. Staff wishing to provide their own masks or face shields, are encouraged to do so. Health Canada recommends that non-medical face masks or face coverings should:
 - i. allow for easy breathing
 - ii. fit securely to the head with ties or ear loops
 - iii. maintain their shape after washing and drying
 - iv. be changed as soon as possible if damp or dirty
 - v. be comfortable and not require frequent adjustment
 - vi. be made of at least 2 layers of tightly woven material fabric (such as cotton or linen)
 - vii. be large enough to completely and comfortably cover the nose and mouth without gaping
 - viii. <https://www.canada.ca/en/public-health/services/video/covid-19-wear-non-medical-mask-face-covering-properly.html>
 - ix. Staff will be provided with a mask or face shield if required.
 - x. Staff are required to wear masks in indoor school spaces and during bus transportation on instructional calendar days. Exceptions to mask use may include, but are not limited to, where physical distancing can be ensured during outdoor physical activities and band class.
 - f. Teachers that have questions can connect with Neil Finch at nfinch@srsd119.ca.
 - g. Non-teacher substitutes that have questions can connect with Jamie Henry at jhenry@srsd119.ca.
 - h. Except when in close contact with a sick student, 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. They should only be used when all other controls have been fully explored. If masks are required they will be provided at the work site. Employees who volunteer to wear a mask or other PPE are welcome to do so.
 - i. Proper hand hygiene practices are recommended over use of gloves. Each time an employee or student enters a classroom, it is expected that hand sanitizer will be used to sanitize the employee and students hands.
 - j. Employees are expected to keep workspaces and classrooms clean and free from clutter.
 - k. Staff who handle exchange of materials, cash, credit cards, etc. should practice proper hand hygiene. When hands are not visibly soiled and between student, parent or other staff interactions, hand sanitizers can be used. Staff should wash their hands for at least 20 seconds with soap and water when hands are visibly soiled
 - l. Itinerant employees and contractors will:
 - i. limit the amount of locations they visit each day

- ii. document the locations they have visited in the past 2 weeks
 - iii. report to office at the school
 - iv. sign in at each school
- m. Casual employees:
 - i. Will receive guidelines outlined by the school division
 - ii. Will report to office at the school (school based staff only)
 - iii. May receive additional guidelines specific to their assignment
- n. Employees shall follow SHA guidelines in regards to travel.
- o. Carpooling**
 - i. masks shall be worn by all individuals in the vehicle
 - ii. carpooling will be limited to two individuals per vehicle
- p. Staff, in their work capacity, will not enter into private residences or provide personal transportation.
- q. Self-monitor and isolation definitions, processes and guidelines for staff are outlined in Appendix 1.
- r. For updated restrictions (i.e. travel over summer) information please refer to: [Saskatchewan Chief Medical Health Officer's Public Health Orders](#)

3. Student Supports & Safety

- a. Students with [COVID-19 symptoms](#) are to remain home (see Appendix 2)
- b. Students with COVID-19 related symptoms at school
 - i. Schools are to designate an isolation area within the school for students who are displaying COVID-19 related symptoms.
 - ii. Schools are to isolate the student and have the student picked up by parent or guardian.
 - iii. In the event that a parent/guardian cannot retrieve the student promptly the school will place the student in the designated isolation area to limit physical contact from others until retrieved.
 - iv. Physical distancing between the student who is exhibiting symptoms of COVID-19 and the staff member should be maintained as much as feasible at all times. Staff must wear a medical mask and face shield during all interactions with the student to avoid contact. The student will also be provided with a medical mask, and requested to wear it if safe to do so. The student will be supervised at all times.
 - v. School Admin will call the Local Public Health contact to provide notification of the student being removed from the school as per Government of Saskatchewan directives. Public health will provide further directions to the school.
- c. Self-monitor and isolation definitions, processes and guidelines for students are outlined in Appendix 2
- d. Schools are to develop and communicate orderly entrance plans for students at the start of the day and departure plans for the end of the day to minimize physical contact and prevent congestion of common or shared areas within the school.

e. Student Masks and Hand Hygiene:

- i. Masks for students grades 4-12 are required as per Saskatchewan Rivers Public School Division Return to School plans. Parents/guardians wishing to provide their children with cloth masks to wear at school, are encouraged to do so. Health Canada recommends that non-medical face masks or face coverings should (see appendix 3 Infographic)
 - allow for easy breathing
 - fit securely to the head with ties or ear loops
 - maintain their shape after washing and drying
 - be changed as soon as possible if damp or dirty
 - be comfortable and not require frequent adjustment
 - be made of at least 2 layers of tightly woven material fabric (such as cotton or linen)
 - be large enough to completely and comfortably cover the nose and mouth without gaping
 - <https://www.canada.ca/en/public-health/services/video/covid-19-wear-non-medical-mask-face-covering-properly.html>
- ii. It is recommended to prepare students for wearing a mask during the school day, have children wear a non-medical grade mask at home for durations of time prior to return to school
- iii. Masks for students in Pre-K to Grade 3 are optional
- iv. Students will be provided with a mask at the school if they do not bring their own for grades 4-12 and for Prek-Grade 3 students wishing to wear one.
- v. Students are required to wear masks while at school (indoor school spaces and when physical distancing is not possible outside) and during bus transportation. Exceptions to mask use may include, but are not limited to, where physical distancing can be ensured during outdoor physical activities, aquatics class, band class, and accommodations verified medical restrictions.
- vi. Gloves are not recommended over proactive hand hygiene practices.
- vii. Each time a student enters the classroom it is expected that they will use hand sanitizer
- viii. Hand sanitizer, in bulk format, will be provided for students at schools. School and Divisional communications will encourage students and staff to bring their own personal hand sanitizer.
- ix. Proper Hand washing practices will be encouraged in schools through communication, signage and instruction. **SHA Handwashing:** <https://paphr.ca/services/public-health-services/communicable-disease/handwashing> (see Appendix 4)

f. Student lockers (if assigned):

- i. Schools will determine locker access in their individual school, assign lockers, and develop instructions for the efficient flow of students and locker access

- ii. Student lockers are not to be shared. Students are only allowed to touch their assigned locker
 - iii. masks are to be worn in locker areas as per SRPSD non-medical mask requirements above
 - iv. hand hygiene expectations are to be followed before and after locker use
- g. Signage designed and printed by schools should be displayed in prominent areas within the school and will outline student flow if required to limit physical contact, ensure proper hand hygiene practices, manage washroom capacity, and reminding students to stay home if unwell
- h. School and Divisional communications with families will reiterate expectations for COVID responsiveness (minimize physical contact, hand hygiene, stay home if unwell)
- i. Schools are to develop or enhance current procedures to support students with mental health needs (see NACTATR guidance). All school staff are to be prepared to respond to these student mental health needs and follow school based procedures to provide this support.
- j. Schools are to develop nutrition distribution/program plans in accordance with Ministry guidelines
 - i. Proper hand hygiene must be practiced before and after eating.
 - ii. 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.
 - iii. Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
 - iv. Food from home must not be shared with other students and should be stored with the student's belongings.
 - v. Students are not allowed to participate in food preparation
 - vi. Students may be involved in the sale/operation of canteens, but not in the preparation of any food for such programs 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.
 - vii. Lunch should be eaten within designated classrooms or areas only
 - viii. School supplied nutrition for nutrition programs (i.e. emergency lunches, breakfast programs) are to be managed, prepared and delivered by designated staff member
 - ix. Schools may consider the cancellation of non-essential food services such as canteens.
 - x. Schools maintaining canteen services are to provide directions to staff and students for the safe distribution of food (i.e. flow of students purchasing food, physical distancing requirements while waiting.)
- k. Schools are to develop and plan to minimize large gatherings during recess and in common areas during the school day (including lunch hours)

- i. Schools are to audit recess and lunch schedules to limit physical contact during breaks and common areas can be maintained (i.e. staggered recess or lunch breaks)
 - ii. In the event of an indoor recess due to inclement weather, students must remain in their assigned classroom
 - iii. Schools are to manage student washroom breaks to minimize gatherings of students at washrooms
 - iv. Large gatherings at schools, such as assemblies, are postponed until further notice
- l. Exchange of Materials / Materials from home (see appendix 5)**
- i. Materials brought from home by students are to be limited to essentials for school (examples may include but are not limited to: backpacks, lunch kits, outdoor clothing, learning resources as required by the teacher) and students should not be permitted to share resources brought from home with other students.
 - ii. Whenever possible, have students store personal belongings separately from others.
 - iii. Classroom resources are to be managed to reduce sharing between students. Common or high touch resources will follow health and facility guidelines for sanitization. SHA recommendation is that surfaces/objects be disinfected between users.
 - iv. Student First Aid - students requiring first aid treatment are to be assisted by a trained staff member. Staff are to follow any PPE first aid guidelines as outlined by Health (i.e. gloves when body fluids are present)
- m. All other communicable disease information can found on SHA Parkland Health Area Website - <https://paphr.ca/services/public-health-services/communicable-disease>**

4. Early Learning (Prekindergarten / Kindergarten)

a. Home Visits

This fall home visits may not be possible. However, the importance of connecting to the family, to learn about the child and make decisions around placement are an essential component of early learning programming. Options to consider instead of home visits include:

- i. Front Yard or Playground Visits
- ii. Telephone Calls
- iii. Online video conference Meetings

b. Extended Staggered Start:

Schools may extend their staggered start for prekindergarten students this fall. This could allow schools to have the families visit the classroom, learn about the health and safety protocols that will be in place, and tour the school. During this time schools should consider:

- i. Inviting small groups of students and families to attend at one time for an orientation to the classroom (Open House)

- ii. The needs of families
- iii. Supporting the transition of students in early years.

c. Classroom Environment:

- i. Ensuring healthy hygiene behaviours and practices are established through teaching protocols and procedures to students (handwashing; covering coughs and sneezes; avoiding touching the face).
- ii. Supporting students with limiting physical contact (hugs and handshakes etc.) and instead encouraging “air high fives”, waves, winks, saying hello in sign language, giving the peace sign etc. Remember that young children are by nature physical and social beings.
- iii. Rather than free play and movement throughout the classroom limit play by creating small, consistent groups with procedures for students to move from one area of the room to another. *i.e. Create smaller play groups that move at a time determined by the teacher from one area to another in the classroom.* Handwashing should occur before entering each play area.
- iv. Utilizing outdoor play spaces as much as possible.
- v. Utilizing materials that delineate individual spaces to sit. (i.e. carpet squares, hoola hoops, tape on the floor, assigned chairs etc.)
- vi. Reducing the number of toys available. Remove toys which are hard to sanitize or clean. This includes soft toys for example. Many materials and games can remain in use if children are instructed to wash their hands before and after use. Instruct children to avoid putting toys/ materials in their mouths.
- vii. Practicing physical distancing at snack and lunch times. Children are not allowed to participate in food preparation. Food from home must not be shared with other children.
- viii. Creating bins/baggies of supplies for each student. Markers, scissors, crayons, playdough etc. should all be individualized to one student and not shared between children.
- ix. When possible, increase the distance between nap mats. Nap mats should be wiped down after each use.
- x. Creating a cleaning schedule for the classroom to ensure that surfaces and toys are cleaned regularly.
- xi. Please refer to Appendix 6 for more detailed information.

5. Curriculum and Instruction

- a. All students are required to participate in classroom-based learning
- b. Plans for non-attenders
 - i. Identify the cause of the COVID related non-attendance
 - Illness
 - Concern due to students or family being immuno-compromised
 - Low levels of confidence in the school’s COVID response plan
 - ii. Identify anticipated return to school dates
 - If short term absence
 - a. Be patient - the attendees may influence the non-attenders to re-join
 - b. Support student learning in ways that make sense with the reason for the non-attendance

- c. Focus on relationship to encourage re-join
 - d. Provide short-term learning opportunities
 - If the absence is indefinite
 - e. Focus on relationship to encourage families to re-join
 - f. Investigate the family's concerns
 - g. Provide short term learning opportunities
 - If students are not planning to attend at all
 - h. Explain to parents their options
 - i. home-schooling or
 - ii. online classes provided by an outside provider
- c. Short-term Absence Supports**
- i. In the event that a student will be absent from school for a determined, short, period of time, the school team and parents shall collaborate to support the student's continued growth in all subject areas during the absence in anticipation of the student's return to the classroom.
 - ii. In the event that a school's accommodation plan for a student determines that remote learning best aligns with the student's needs, the school team, division personnel and parents shall collaborate to implement a remote learning plan that ensures continued focus on the achievement of outcomes as identified in the student's Inclusion and Intervention Plan.
- d. Scheduling of classes**
- i. Create timetables in schools to minimize movement of students.
 - ii. Consider PAA modules that have students doing individualized work where resources do not need to be shared
 - iii. Consider Career and Work Ex for semester 2
 - iv. Consider with a high priority extended, uninterrupted periods of time during the schedule for the PK to grade 3 classrooms. For example, preparation time scheduled for the afternoons would be preferable to the mornings.
- e. Consider the curriculum requirements**
- i. Provide learning opportunities in all curriculum areas
 - ii. Focus on outcomes-based learning
 - iii. Use diagnostic assessment strategies to identify learning outcome priorities.
- f. Assessment**
- i. Use professional discretion to determine the appropriate assessment practices within the current context.
 - ii. Encourage assessment strategies that do not require simultaneous full group participation.
 - iii. Provide students with confidence by regularly providing constructive and encouraging formative feedback.
 - iv. Begin all outcomes with a pre or diagnostic assessment tool.
 - v. Consider and search for various forms of evidence that prove students have learned the desired outcomes.

- vi. Develop self-assessment strategies and skills.
 - vii. Use and develop growth and innovative mindsets.
- g. Pedagogy/Planning**
- i. Teach the full Saskatchewan curriculum.
 - ii. Use outcomes based teaching, learning and assessment practices.
 - iii. Differentiate instruction to meet the needs of all students.
 - iv. Planning for substitute teachers will outline COVID-19 safety guidelines for the classroom. Teachers are encouraged to prepare and plan two weeks in advance so that there is less disruption to student learning if a period of self-isolation is required.
 - v. Provide integrated curricular learning opportunities.
 - vi. Provide project-based learning opportunities.
 - vii. Use blended learning strategies.
 - viii. Incorporate platforms such as See Saw for PK-3 as both a communication tool and a learning tool for students and caregivers.
 - ix. Encourage (especially in the early years) play-based learning strategies.
 - x. Accept smaller steps of learning.
 - xi. Identify and prevent a regression to non-best practice teaching strategies such as a dependency on worksheets that may occur.
 - xii. Accept and expand on what can be done and avoid focusing on what can't.
 - xiii. Follow guidelines established for physical education classrooms based on the [Re-Open Saskatchewan Guidelines](#).
 - xiv. Follow guidelines established for music and band classrooms in the [Re-Open Saskatchewan Guidelines](#). These are included in Appendix 7.
- h. Itinerant Teachers**
- i. Ensure the teacher is comfortable with the visit
 - ii. Let the teacher know if a mask or shield will be worn
 - iii. Encourage alternative or virtual meeting locations
 - iv. When possible, workshops may be postponed
 - v. Workshops after school will be offered
 - vi. Carpooling guidelines will be provided prior to school start-up.
- i. Professional Development/Workshops**
- Staff can engage in professional learning, training opportunities and workshops. Those individuals planning and facilitating will ensure that all hygiene and sanitation protocols are followed, physical distance is maintained and masks are available to participants. The number of participants will be determined based on the capacity of the room to ensure physical distancing.
- j. Collaboration with Consultants and Coaches**
- i. Coaches and consultants are to maintain a calendar identifying locations of work on a daily basis.

- ii. Coaches and consultants are to ensure teachers are comfortable with a consultative visit
- iii. Coaches and consultants are to visit no more than two schools per day (one in the morning and one in the afternoon). Where caseloads warrant, there is a preference for coaches and consultants to schedule an entire day in the same school.
- iv. Coaches and consultants will follow all safety protocols in each school.
- v. When possible, schools are to designate meeting areas
- vi. Coaches and consultants will record the names of participants in collaborative meetings
- vii. Where possible, collaborative meetings involving division personnel, school team and parents will occur via telephone or remote communication platform.

6. Supporting Students with Intensive Needs

- a. Inclusive education practices in alignment with Saskatchewan's needs-based model shall continue to determine appropriate interventions based on the assessed needs of students requiring intensive supports.
 - i. Students with intensive needs may require:
 - classroom adaptations and accommodations;
 - individualized planning;
 - a safety plan;
 - updated assessments;
 - a revised Inclusion and Intervention Plan.
- b. Intensive Supports coaches and consultants continue to be available to support school teams in identifying student needs and developing an appropriate educational plan.
- c. Collaboration with Intensive Supports Consultants and Coaches
 - i. Coaches and consultants are to maintain a calendar identifying locations of work on a daily basis
 - ii. Coaches and consultants are to ensure teachers are comfortable with a consultative visit
 - iii. Coaches and consultants are to visit no more than two schools per day (one in the morning and one in the afternoon)
 - Where caseloads warrant, there is a preference for coaches and consultants to schedule an entire day in the same school.
 - iv. Coaches and consultants will follow all safety protocols in each school.
 - v. When possible, schools are to designate meeting areas
 - vi. Coaches and consultants will record the names of participants in collaborative meetings
 - vii. Where possible, collaborative meetings involving division personnel, school team and parents will occur via telephone or remote communication platform.
- d. In consultation with a medical professional, accommodations may be provided for students with compromised immune systems.

- e. It may not be possible to support all students with intensive needs in person due to health and safety guidelines. In such cases [AP 154 - Temporary Exclusion of Students for Safety or Medical Reasons](#) shall be followed.
- f. All health and safety measures must be in place and communicated with the relevant staff and family prior to the provision of the service.
- g. All interventions will be provided in a supervised setting. Staff will not enter into private residences or provide personal transportation.
- h. For more detailed directives regarding specific supports for students with intensive needs, please refer to Appendix ---

7. Extracurricular activities

- a. At this time, all in-person extra-curricular activities are on hold until future notice.
- b. Extra-curricular plans will be developed once school startup has occurred and return to school safety has been reviewed and evaluated. Plans will be developed in consultation with schools and Superintendent in charge of extracurricular/athletics
- c. Extracurricular plans will follow [Re-Open Saskatchewan activity guidelines](#), SHSAA return to sport protocols, PHE Canada and in consultation with the Chief Medical Health Officer. (Please refer to Appendix 8)

8. External Services - Access to School Facilities

- a. Community use of facility rentals are postponed until further notice.
- b. Third party partners will have access to the buildings where we have active partnerships or agreements in place (examples include but are not limited to: Health Immunizations, Health Counselling services, Childcare providers, Kids First, PA Outreach.). All staff members of partner organizations must follow divisional procedures found in our return to school plan (i.e. wearing masks). Existing partnerships will be allowed to continue to provide services in our schools, any new school partnership developments are postponed until further notice.
- c. External community programs providing direct, in-person support services for students are required to provide these services virtually or off site until future notice.
- d. Parents, caregivers are expected to limit their physical presence in school to situations that are essential. When parents and caregivers are required in person, prior notification is encouraged and individuals, rather than pairs or groups of caregivers, are encouraged.

9. Caretaking & Maintenance

- a. COVID-19 posters and protocol will be made up and delivered to all schools and support facilities. These will be put up at all school and support facilities entrances. This will ensure consistent message to all facilities
- b. Decals/warning tape will be provided to assist in safe distancing at office areas
- c. Each school will receive Lexan barriers where required i.e. main office counter.

- d. Hand sanitizer dispensers will be increased in number and will be accessible in entrance ways and high traffic areas
- e. The Facilities Department will purchase all hand sanitizer, masks and other PPE.
- f. Current disinfecting processes will be reviewed and enhanced where needed. We will use the SHA guidelines as a minimum. Caretakers will receive additional training if necessary.
- g. Maintenance staff working in schools will report to office, use hand sanitizer and sign in when working in schools and support facilities.
- h. Contractors working in schools and support facilities are required to provide their COVID-19 protocol to Facilities Department prior to working in schools.
- i. Contractors must report to the office and sign in and use hand sanitizer before work commences.
- j. School Administration may want to consider removing furniture/equipment that may encourage student contact i.e. couches, carpets etc.

10. Transportation

- a. Encourage parents to support their children in walking, biking or providing other transportation to school whenever possible. Alternatives to using the bus service can help minimize exposure to viruses and increase student health and fitness.
- b. Busing will only be provided for the delivery of students to and from school or school programs.
- c. No field trips or extra-curricular trips will be supported until the School Division grants permission.
- d. No guest ridership will be permitted.
- e. Bus drivers will create and enforce seating plans that group together students who live in the same household.
- f. Regular cleaning and sanitation of buses will occur as required.
- g. Students grades 4-12 are required to wear masks during bus transportation. Masks for students in Pre-K to Grade 3 are optional. Refer to Section 3 - Student Supports & Safety for more details.
- h. Bus drivers are required to wear masks or face shields during bus transportation. Refer to Section 2 - Staff Support & Safety for more details.
- i. School start and end times, or student arrival and departure times, may need to be adjusted.

- j. Communicate with schools and families the new expectations/guidelines for transportation.

11. Technology

- a. Teacher planning
 - i. Minimize the use of devices by multiple students
 - ii. Plan technology learning for full days in which students would have access to the devices
 - iii. Plan classroom activities - daily cafe - without including tech as a part of the rotation
 - iv. Sanitization
 - Ensure students use hand sanitizer prior to use
 - Ensure students use hand sanitizer after use
 - Ensure students disinfect their device at the end of usage
- b. Coding kits/TRC electronic kits
 - i. Assign for use to a specific classroom teacher and their students.
 - ii. Teachers and students follow the student's use guidelines.
 - iii. Leave the items in the kit for a period time (time TBD) after usage for sanitization.
- c. VR headsets/3D printers/Camera kits
 - i. Assign for use to a specific classroom teacher and their students.
 - ii. Teachers and students follow the student use guidelines
- d. School division - chrome books.
 - i. Maintain the pool of devices for contingency plans.
- e. Intensive Supports Technology
 - i. Provide tech aids for students with intensive supports as usual.
- f. Smart Boards
 - i. Smart boards will not be used/touched by students.

12. Communications

- a. Division will primarily use existing communications channels:
 - i. Division email is the primary source for internal communication.
 - ii. School Messenger, web page/splash page, local media, social media (Facebook & Twitter), phone (text and voice), and other channels will be used as appropriate.
 - iii. In-person conversations/events/gatherings will only occur when virtual meetings cannot meet the need for communications.
- b. Division will rely on normal communication practices:
 - i. Division communicates to Principals and Supervisors who share the messages with their staff (and students and families as appropriate)
 - ii. Division will provide updates as required directly to families or directly to all staff

- c. Principals will determine communication channels and practices that ensure communication to students, staff and families is regular, clear and consistent with Health, Ministry and Division information.
- d. Non-school Supervisors will ensure communication to staff and vendors/suppliers/contractors is clear and consistent with Health, Ministry and Division information.
- e. Content of communication messages will consider:
 - i. Ensuring information is fact-based, guided by Health directives when related to COVID-19 and consistent with Division messages
 - ii. Providing clarity, calmness and assurance when potential anxiety or stress may ensue from messages related to COVID-19. North American Centre for Threat Assessment and Trauma Response (NACTATR) guidelines are helpful in considering messaging content and purpose.
 - iii. Encouraging relationships and two-way communication (provide avenues for questions, comments and feedback whenever possible).
 - iv. Messaging to students and families to provide clarity on the full implementation of curriculum, instruction and assessment in this learning environment (we are not in supplemental learning mode anymore).

13. Parent Engagement & Support

- a. Survey of parents and a separate survey of schools/staff was completed by June 30, 2020 and responses were extensively used in the development and revision of the plan.
- b. Division communications channels and practices will be used to engage and connect with parents and families.
 - i. School Messenger will be a primary source of communication via email and text to parents who have provided their email address to schools for communication purposes
 - ii. Division website will contain the most current message to families and the link to the most current division plan.
- c. Schools will host a parent engagement activity in September virtually or in ways that adhere to the Health guidelines.
- d. Parents who demonstrate a desire or need for additional mental health supports will be connected to local or provincial resources.

Appendix 1: STAFF COVID-19 Self Monitor and Self Isolate Scenarios

Self-Monitor: monitor yourself for symptoms of respiratory illness, such as fever, cough, sore throat and difficulty breathing. Avoid crowded places and increase your personal space from others when possible.

Self-Isolate: stay at home, monitor yourself for symptoms for 14 days, avoid all contact with others and follow local public health authority advice.

Close contact: provided direct care to someone or had direct contact with infectious body fluids of a person without consistent and appropriate use of recommended PPE, lived with or had prolonged contact with a probable or confirmed case.

Casual contact: being in the presence of or having limited direct contact for minimal period/s of time.

Substitute Teachers that have questions can connect with Neil Finch at nfinch@srsd119.ca.

Non teachers substitutes that have questions can connect with Jamie Henry at jhenry@srsd119.ca.

This is a guide only; the specifics of each case may result in different decisions upon review by HR. Leave Guidelines and Admin Procedures with respect to accommodation, sick leave and other leaves remain in effect. This document may continue to be updated as we learn more.

<u>You should Self-Monitor if:</u>	Employee Information
<p>You have no symptoms, and</p> <ul style="list-style-type: none"> You are/were in casual contact with someone who may have been exposed to COVID-19 in the last 14 days You are/were in casual contact with someone who has symptoms of COVID-19 You are/were in casual contact with older adults/people who are medically vulnerable You have been asked to self-monitor by the local health authority You have travelled outside of Saskatchewan within 14 days 	<p>Employee can remain at work, no leave request required</p> <p>Self-monitor for 14 days</p>
<ul style="list-style-type: none"> You have come into close contact for a short period of time with someone diagnosed with COVID-19 	<p>Self-monitor for 14 days.</p>
<ul style="list-style-type: none"> You live with someone or have been in close contact with someone for a prolonged period of time who has symptoms of COVID-19 and is waiting for laboratory test results 	<p>If negative test results for the other individual– remain at work and self-monitor</p> <p>If positive test results for the other individual– remain at work and self-monitor, testing for you is strongly recommended:</p> <ul style="list-style-type: none"> If you do not test, then HR may request doctor’s note to access sick leave and/or return to work. If negative test for you and you have no symptoms– remain at work and self-monitor following guidelines outlined by Saskatchewan Health Authority. If positive test results Self Isolate - request sick leave while medically unfit - provide note from doctor of fitness to return to work <u>or</u> return to work after you have no symptoms and follow

	timelines outlined by Saskatchewan Health Authority
<ul style="list-style-type: none"> You are over the age of 70, or have a preexisting health condition resulting in a higher chance for you to be at risk 	Remain at work and self-monitor. A doctor's note is not necessary if following preventative measures outlined by SHA and Sask Rivers Re-entry plan. Contact HR if you need to discuss a work plan according to restrictions outlined by a doctor.
You should Self-Isolate if:	Employee Information
<p>You have unexplained new or worsening symptoms (even mild symptoms) that may include one or more of the following::</p> <ul style="list-style-type: none"> Fever Headache Sore throat Runny nose Conjunctivitis Fatigue Diarrhea Shortness of breath Difficulty breathing Cough Muscle and/or joint aches Chills Nasal congestion Dizziness Nausea/vomiting Loss of appetite Loss of sense of taste or smell 	<p>Request sick leave</p> <p>No doctor's note required unless specifically requested. Testing is strongly recommended.</p> <ul style="list-style-type: none"> If you do not test, then HR may request doctor's note to access sick leave and/or return to work If negative test results – provide a note from a doctor of fitness to return to work <u>or</u> return to work after you have no symptoms and follow timelines outlined by Saskatchewan Health Authority. If positive test results – continue on sick leave while medically unfit – provide note from doctor of fitness to return to work
<ul style="list-style-type: none"> You are required to be tested, either due to symptoms or doctor's orders and/or are waiting for the results of the test 	<p>Request sick leave</p> <ul style="list-style-type: none"> If negative test for you and you have no symptoms - return to work and self-monitor following timelines outlined by Saskatchewan Health Authority. If negative test for you and you have symptoms - provide a note from a doctor of fitness to return to work <u>or</u> return to work after you have no symptoms and follow timelines outlined by Saskatchewan Health Authority. If positive test for you – continue on sick leave while medically unfit - provide note from doctor of fitness to return to work <u>or</u> return to work after you have no symptoms and follow timelines outlined by Saskatchewan Health Authority
<ul style="list-style-type: none"> You have come in close contact for a prolonged period of time with someone diagnosed with COVID-19 	<p>Testing for you is strongly recommended:</p> <ul style="list-style-type: none"> If you do not test, then HR may request doctor's note to access sick leave and/or return to work. If negative test for you and you have no symptoms– remain at work and self-monitor following guidelines outlined by Saskatchewan Health Authority. If positive test results – request sick leave while medically unfit - provide note from doctor of fitness to return to work <u>or</u> return to work after you have no symptoms and follow timelines outlined by Saskatchewan Health Authority
<ul style="list-style-type: none"> You have travelled outside of Canada within last 14 days. 	<p>Extended Leave Without Pay - Contact HR</p> <p>14 days – extended leave preapproval required</p>

Appendix 2: STUDENT COVID-19 Self-Monitor and Self-Isolate Scenarios

To ensure open communication and safety for Saskatchewan Rivers Public School Division staff and students; parents/guardians and students are to observe to the following guidelines pertaining to students who have been exposed to COVID-19 or have symptoms related to COVID-19.

Terminology:

Self-Monitor: monitor yourself for symptoms of respiratory illness, such as fever, cough, sore throat and difficulty breathing. Avoid crowded places and increase your personal space from others when possible.

Self-Isolate: stay at home, monitor yourself for symptoms for 14 days, avoid all contact with others and follow local public health authority advice.

Close contact: provided direct care to someone or had direct contact with infectious body fluids of a person without consistent and appropriate use of recommended PPE, lived with or had prolonged contact with a probable or confirmed case.

Casual contact: being in the presence of or having limited direct contact for minimal period/s of time.

This document is a guide only and may be updated at any time following health authority guidance.

<u>Students should Self-Monitor or Parent/Guardian should monitor the student if:</u>	Student Information
<p>Student has no symptoms, and</p> <ul style="list-style-type: none"> • Is/was in casual contact with someone who may have been exposed to COVID-19 in the last 14 days • Is/was in casual contact with someone who has symptoms of COVID-19 • Is/was in casual contact with older adults/people who are medically vulnerable • Has been asked to self-monitor by the local health authority • Has have travelled outside of Saskatchewan within last 14 days 	<ul style="list-style-type: none"> • Student can remain at school • Self-monitor for 14 days
<ul style="list-style-type: none"> • Has come into close contact for a short period of time with someone diagnosed with COVID-19 	<ul style="list-style-type: none"> • Inform School Admin • Self-monitor for 14 days.
<ul style="list-style-type: none"> • Lives with someone or have been in close contact with someone for a prolonged period of time who has symptoms of COVID-19 and is waiting for laboratory test results 	<ul style="list-style-type: none"> • Inform School Admin / classroom teacher • If negative test results for the other individual–student can remain at school and self-monitor • If positive test results for the other individual–student can remain at school and self-monitor, testing for student is strongly recommended: • If student does do not test, then HR may request doctor’s note to access sick leave and/or return to work. • If negative test and student has no symptoms– remain at school and self-monitor following guidelines outlined by Saskatchewan Health Authority. • If positive test results Self Isolate and return to school after the student has no symptoms and follows timelines outlined by Saskatchewan Health Authority

Students should Self-Isolate and Parent/Guardian should monitor the student if:	Student Information
<p>Student has unexplained new or worsening symptoms (even mild symptoms) that may include one or more of the following:</p> <ul style="list-style-type: none"> • Fever • Headache • Sore throat • Runny nose • Conjunctivitis • Fatigue • Diarrhea • Shortness of breath • Difficulty breathing • Cough • Muscle and/or joint aches • Chills • Nasal congestion • Dizziness • Nausea/vomiting • Loss of appetite • Loss of sense of taste or smell 	<ul style="list-style-type: none"> • Student is to stay at home and inform School Admin • No doctor's note required unless specifically requested. Testing is strongly recommended. <ul style="list-style-type: none"> ○ If you do not test, then the school may request doctor's note prior to returning to school ○ If negative test results – provide a note from a doctor regarding fitness to return to school <u>or</u> return to school after you have no symptoms and follow timelines outlined by Saskatchewan Health Authority ○ If positive test results – continue to stay at home while medically unfit – provide note from doctor to return to school
<ul style="list-style-type: none"> • Student is required to be tested, either due to symptoms or doctor's orders and/or are waiting for the results of the test 	<ul style="list-style-type: none"> • Student is to stay at home and inform School Admin • If negative test results for other individual – return to school immediately • If positive test results for other individual – testing for student is strongly recommended: <ul style="list-style-type: none"> ○ If you do not test, then the school may request doctor's note prior to returning to school ○ If negative test for you and you have no symptoms– return to school and self-monitor following guidelines outlined by Saskatchewan Health Authority ○ If positive test results – continue to stay at home while medically unfit – provide note from doctor to return to school <u>or</u> return to school after student has no symptoms and follow timelines outlined by Saskatchewan Health Authority
<ul style="list-style-type: none"> • Student has come in close contact for a prolonged period of time with someone diagnosed with COVID-19 	<ul style="list-style-type: none"> • Student is to stay home and inform School Admin <ul style="list-style-type: none"> ○ Testing for student is strongly recommended ○ If you do not test, then the school may request doctor's note prior to returning to school ○ If negative test and no symptoms– return to school and self-monitor following guidelines outlined by Saskatchewan Health Authority ○ If positive test results – continue to stay at home while medically unfit – provide note from doctor to return to school <u>or</u> return to work after you have no symptoms and follow timelines outlined by Saskatchewan Health Authority
<ul style="list-style-type: none"> • Student has have travelled outside of Canada within last 14 days. 	<ul style="list-style-type: none"> • Student is to stay at home – self monitor for 14 days • Parent/Guardian/Student are to inform School Admin

HOW TO SAFELY USE A NON-MEDICAL MASK OR FACE COVERING

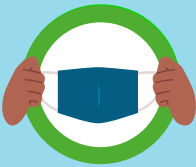
DO'S



DO wear a non-medical mask or face covering to protect others.



DO ensure the mask is made of at least two layers of tightly woven fabric.



DO inspect the mask for tears or holes.



DO ensure the mask or face covering is clean and dry.



DO wash your hands or use alcohol-based hand sanitizer before and after touching the mask or face covering.



DO use the ear loops or ties to put on and remove the mask.



DO ensure your nose and mouth are fully covered.



DO replace and launder your mask whenever it becomes damp or dirty.



DO wash your mask with hot, soapy water and let it dry completely before wearing it again.



DO store reusable masks in a clean paper bag until you wear it again.



DO discard masks that cannot be washed in a plastic-lined garbage bin after use.

DO YOUR PART.

Wear a non-medical mask or face covering to protect others when you can't maintain a 2-metre distance.

NON-MEDICAL MASKS ARE NOT RECOMMENDED FOR:

- People who suffer from an illness or disabilities that make it difficult to put on or take off a mask
- Those who have difficulty breathing
- Children under the age of 2

DON'T JUDGE OTHERS FOR NOT WEARING A MASK.

Kindness is important as some people may not be able to wear a mask or face covering.

DON'TS



DON'T reuse masks that are moist, dirty or damaged.



DON'T wear a loose mask.



DON'T touch the mask while wearing it.



DON'T remove the mask to talk to someone.



DON'T hang the mask from your neck or ears.



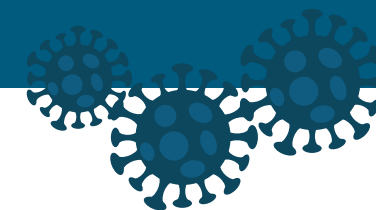
DON'T share your mask.



DON'T leave your used mask within the reach of others.

REMEMBER, wearing a non-medical mask or face covering alone will not prevent the spread of COVID-19. You must also wash your hands often, practise physical distancing and stay home if you are sick.





REDUCE THE SPREAD OF COVID-19.

WASH YOUR HANDS.



1

Wet hands with
warm water



2

Apply soap



3

For at least 20
seconds, make
sure to wash:



4

Rinse well



5

Dry hands well
with paper towel



6

Turn off tap using
paper towel



palm and back
of each hand



between fingers



under nails



thumbs

📞 1-833-784-4397

@ canada.ca/coronavirus

✉ phac.info.aspc@canada.ca



Public Health
Agency of Canada

Agence de la santé
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Canada

Appendix 5: Exchange of Materials Guidelines

Document developed with guidance from Saskatchewan Health Authority

Learning Resources:

- Minimize materials/assignments coming back to schools.
 - If online exchange of resources is not possible, explore other alternatives i.e. take a picture of completed outcome, etc. before relying on paper resources
 - Students are to only return resources requested by classroom teacher
- Wash/sanitize hands before, and frequently while, handling learning resources. It is unknown how long the coronavirus can live on any surface. Washing hands is essential to reduce transmission
- When it is required to receive learning resources from students, identify a designated location within the classroom for the return of learning resources.
- Organize students to hand in resources in a manner that limits physical contact
- Discard any packaging (i.e. paper or plastic bags) that may have been used to deliver the learning resources
- Returned materials are to be left for 72 hours before handling
- If resources are to be re-distributed, (i.e. books) ensure that resources are not re-distributed within 72 hours. Disinfect resources that are to be re-distributed between users

Non-learning Materials:

- Personal materials brought from home should be limited to essentials required for school
- Students are not permitted to share materials
- Personal belongings are to be stored separately from other students' belongings (i.e. lockers, cubicles)
- Lockers or cubicles are not to be shared

Appendix 6: Guidelines for Prekindergarten and Kindergarten

The following guidelines are intended to support Early Learning educators in establishing provincial health and safety recommendations with reference to the Provincial Response Team Plan while continuing to implement quality practices and responsive learning opportunities for children in Prekindergarten and Kindergarten programs.

To ensure that plans are meeting the needs of children, educators and communities in safe and responsive ways, an Early Learning Meeting will be facilitated for Early Learning educators and School-based Administrators at the end of September to collect information on the guidelines and practices in place to make informed decisions about future adaptations and/or additional plans in the upcoming months.

It is anticipated that the guidelines outlined below will gradually change as the school year progresses. A second set of Early Learning guidelines will be available in January for the rest of the school year, if required.

It Starts with Beliefs and Perspectives

- Use a strengths-based, growth mindset and believe in the capabilities and competencies of children and what they bring to the classroom
 - Dr. Jean Clinton: [Capable, Competent Children](#)
 - Margaret Henningsen: [Young Children are Competent](#)
 - Rita Pearson: [Every Child Needs a Champion](#)
- Be aware of your own personal energy and what you bring into the classroom; children are intuitive and can read non-verbal cues well; the energy and thoughts that we bring, determines how we respond
- Remain calm and find joy and learning through every day interactions
- Slow down and savour patience - routines take time to be established; scaffold the year to increase in complexity and expectations as children experience success and gain confidence
- Be flexible and accept that you will not get as much accomplished in a day; value the relationships and connections you are making with children

Developing Successful Transitions and Connecting with Families: Orientations to School

This fall home visits like we had in the past may not be possible. However, we acknowledge the importance of these visits to meet the family, learn about the child and make decisions around placement. Options to consider instead of home visits include:

- Yard, driveway, playground visits
 - Phone calls
 - Virtual meetings (face-time, Zoom, etc.)
-
- Throughout the month of September to December, begin regularly contacting families through telephone, emails, Seesaw or on-line video meetings/teleconference calls

Family Days

Family Days can be hosted virtually or in-person in a community space on one day a month for October, November and December in small 30 minute sessions (four families at a time if in-person); Duration and

occurrence of Family Days for the rest of the school year, will be determined at the school level by the administrator and educator

Staggered Entrance

- Prekindergarten programs will continue with staggered entrance until the end of September
- Kindergarten programs with *less than 16 children* will have an extended staggered entrance for the first two weeks of school
- Kindergarten programs with *more than 20 children* will continue with an extended staggered entrance until September 25 to ensure hygiene and personal distancing routines are in place before bringing all of the children together in one group. Please contact Kathleen Schwartzenberger and Jennifer Hingley if you believe that you will require more time for staggered start.

For further ideas and suggestions on ways to successfully transition children to school that focus on building relationships and developing positive school experiences, please refer to members of your team including:

- Early Learning educators
- Education Support Teacher (EST)
- Dream Catcher Coach
- School-based Administrators (SBA)
- Intensive Supports Consultants & Coaches
- Curriculum Consultants & Coaches

Daily Hygiene and Safety Practices

- Educate and establish consistent routines for proper hygiene practices and follow handwashing guidelines as outlined in the provincial health regulations and as explained in the ECERS-3 rating scale:
 - Children wash their hands when they enter the classroom;
 - Before and after eating;
 - After coming in contact with bodily fluids: after they blow their nose, cough or sneeze;
 - After using the washroom; and,
 - Additional option: have children wash their hands before and after learning centre times
- Use hand sanitizer in limited quantities when soap and water is not available
- Look for learning/teaching opportunities within the extra cleaning and hygiene routines (e.g., practice counting, singing rhymes and songs, following a sequence of steps/directions)
- Create a cleaning schedule for the classroom to ensure that surfaces and toys are cleaned regularly. Schedule in time at the end of the day for cleaning of frequently shared items – school supplies (e.g., take turns with EAs one takes the children outdoors, while the other cleans the shared materials)
- Schedule weekly cleaning of materials in learning centres on Fridays or as required throughout the week
- Designate cleaning materials (e.g., bucket/pail, gloves, disinfectant, dish soap, vinegar) to a space in the classroom (e.g., on a shelf by the sink, in a cupboard) out of the way of children
- Wash tables before and after snack and lunch times

- Sweep or vacuum floors after snack and lunch times
- Prioritize using soap and water and school cleaning solutions over disinfecting wipes
- Stay within classrooms as much as possible and avoid having to go into other areas of the school
- Stagger outdoor times
- Ensure that Educational Assistant(s) are aware of the hygiene and cleaning procedures and understand the adaptations to routines and instructional practices

School Supplies and Personal Belongings

- Ask families to send lunches in small brown paper bags (lunch bags) and have food packaged using baggies or food wrap so it can be disposed of easily; avoid using cloth lunch bags and recyclable containers
- Practice physical distancing at snack and lunch times. Children are not allowed to participate in food preparation. Food from home must not be shared with other children.
- Limit borrowing books from the library – books are not easily cleaned; allow children to use books from classroom libraries and continue to update/rotate books on a bi-monthly basis to keep children's interests. Sets of library books can be assigned to classrooms and exchanged on a monthly basis

Considerations for Play-based Learning, Environments and Learning Materials

- Create spaces that surround the children with hope and possibility; inspire innovation and curiosity
- While considering the elements of space – materials, physical and aesthetic as interdependent and interconnected to go beyond “an environment” to assist with teaching curricular outcomes, strive to maintain a home-like, cozy, safe and culturally responsive environment
- Wash all learning materials before offering the materials to children and placing in learning centres
- Create bins/baggies of supplies for each student. Markers, scissors, crayons, playdough etc. should all be individualized to one student and not shared between children.
- When possible, increase the distance between nap mats (*in full day prek*). Nap mats should be wiped down after each use.
- Reduce the number of toys and materials available. Remove items which are hard to sanitize or clean. This may include soft toys. Many materials and games can remain in use if children are instructed to wash their hands before and after use.
- Instruct children to avoid putting toys/materials in their mouths.
- **Do not use** sand tables, water tables and other sensory areas that are intended for multi-student use.
- Ensure everything is well organized, labelled and in containers (e.g., take photos of the items to and include the names of materials); articulated in the ECERS-3 rating scale
- Provide individual buckets or materials/mini invitations for learning for children to use through the week (e.g., I Spy bins)
 - Include closed and open-ended materials to keep their interests
 - Assign to a child for the week then clean at the end of the week and rotate invitations to another child the following week
- Limit the amount of materials in learning centres – less is more

- How can one material or group of materials offer numerous opportunities as opposed to having numerous materials?
 - *Quality* over quantity
 - See the complexity of simplicity
 - Gives reason for children to communicate with adults, ask and wait (Hanen LLLI strategy)
- Use open-ended materials in learning centres that can be used in many ways and repurposed throughout the day
 - Boxes, cardboard tubing, gems, rocks, sticks, recycled materials can be used for a number of things throughout the day, in play and through inquiry-based learning
- 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)
- Offer materials that keep the children's interests, allow them to work with their favourite materials
 - Look for opportunities to use the materials in a variety of ways (e.g. Lego can be used for building, for counting, shape, size, patterning/Math, for print making/Art, for exploring properties, designing structures/Science)
 - Allow the potential of materials to be explored in-depth
- Pay attention to how the materials are set up to invite the children to play and explore to keep children's interests and offers possibilities for discovery or inquiry rather than telling them how to play with the materials
 - We can accidentally restrict how we use materials based upon how it is set up
- Change the context of space that the materials are being offered in – take the materials outside, closer to a window, move to a different shelf or in another part of the room
- Look for ways to open or close off areas in the classroom space or outdoor environment (e.g., shower curtain to block an area that is off limits, pylons to map out a space for big body play)
- Engage and interact with the children to model inquiry/exploring materials; "Have similar materials to what the children have so you can:
 - imitate what they are doing
 - expand on what they are doing by doing something different using the same materials
 - extend the topic when appropriate by making a comment or asking a question that encourages children to think more deeply (Hanen Centre, *Balancing Precautions While Building Interactions*, 2020)
- Use open-ended questions to further the children's learning with the materials
- At the end of the week, materials can be washed and left to dry for the weekend. When the students return, they can help put the items back into the containers and in the learning centres

Physical Distancing and Interactions that Build in Conversations

- While maintaining physical distancing aim to be at the child's level so that they can read non-verbal cues and engage in interactions/conversations
- Use OWL – observe, wait and listen (Hanen LLLI strategy) to see what children are interested in and to begin conversations

- Follow the child's lead when involved in an activity; incorporate activities that allow building on language and interactions without materials (e.g., I spy, Simon Says, 20 Questions)
- Look for opportunities to have incidental conversations using Hanen strategies: talk about what you are doing, make interesting comments, ask questions to invite conversations, change routines into games
- Label children's emotions
- Give children roles to take on and lead (Hanen Centre, *Balancing Precautions While Building Interactions*, 2020)
- Physical distancing ideas for hosting whole group discussions/Morning Meetings:
 - Use placemats, tape, hoola hoops, etc. to define personal space and where children can sit during discussions
- Physical distancing ideas for hosting small group discussions/group work/focused stations:
 - Keep children in the same groups for a month at a time and develop a tracking system
 - Always wash before having groups come together
 - Provide materials for each children to avoid too much sharing of materials
 - Keep materials contained and sorted
 - Rotate materials on a weekly basis and clean at the end of the week

Considerations for Whole Group Discussions/Small Group Activities

- "Balance individual learning activities with small group interactions; using creativity to mix individual and group interactions (for example, individual reflection/work, followed by "turn and show your neighbour")
- Use [SSCAN to build language-rich interaction](#) within the group "(Hanen Centre, *Balancing Precautions While Building Interactions*, 2020)
- Develop a comprehensive understanding of the developmental levels of the children and their ability to participate in small groups to plan activities and keep them engaged for extended periods of time (refer to the [Prekindergarten Essentials – Developmental Milestones](#) chart)
- Focus on including imaginative play, physical games that can respect some social distancing, singing, individual art projects
- Include times that offer activities, games and projects where each child can contribute individually (e.g., shared writing experiences: whole group writes a story)
- Provide shared reading experiences to encourage whole group engagement through puppetry, storytelling, singing new songs, interactive read alouds/big book, turn and talks, think, pair, share (SK Ministry of Education [Early Literacy: A Resource for Teachers, 2000](#); UNICEF *Guidance for Re-opening of Preschools and Kindergartens Post Covid-19*, 2020)
- For further information on ways to maintain quality interactions and supporting children with emerging literacy and language development refer to The Hanen Centre: [Balancing Precautions While Building Interactions](#) document

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Appendix 7: Band/Music and Fine Arts Guidelines

For general workplace guidelines, please refer to COVID-19 Workplace Information. The information below provides guidelines to reduce the risk of transmission of COVID-19 in activities including, but not limited to, music, dance and theatre, and apply to all individuals involved, such as performers, instructors/directors, staff, assistants, volunteers and members of the general public.

The COVID-19 virus is spread between individuals from exposure to droplets and aerosols generated in an individual's respiratory system (mouth, nose, throat, lungs, etc.). Droplets are created when talking, singing, playing instruments that require air to be blown into them, and through activities that require physical exertion, resulting in heavier breathing. The greater the force that droplets are expelled from the respiratory system, the greater the distance they can travel.

General

- All requirements of the public health order must be observed.
- Participating individuals must self-monitor for illness and stay home when sick. Those who become unwell with symptoms related to COVID-19 must immediately return home and call HealthLine 811.
- One-on-one lessons must follow the relevant guidelines in this document as they relate to the specific activity (i.e. private vocal, instrumental, theatre, dance lessons).
- Performing arts groups are subject to the gathering restrictions in the current public health order. A choir, orchestra, dance troupe, etc. that exceeds the gathering limit must be divided into smaller groupings. The total number must include all participants, such as teachers, directors, conductors and members of the production crew. Members within each grouping must remain consistent.
- Unless otherwise indicated in these guidelines, physical distancing of two metres must be maintained between individuals. Visual cues for distancing, directional flow of movement through areas, and cordons or other barriers are recommended in common areas.
- Frequent and effective hand hygiene and respiratory etiquette must be practiced and promoted.
- Designate one or more people to be responsible for ensuring compliance with these guidelines.
- At-risk populations, such as seniors and people with underlying health conditions, should avoid activities that increase the risk of exposure to the COVID-19 virus.
- Whenever possible, performing arts activities should be moved outdoors due to the lower risk of spreading the virus.

Choir/Group Vocals

Caution: multiple confirmed and suspected outbreaks of the COVID-19 virus have been linked to choirs.

- Choirs are not permitted to hold public performances at this time.
- Choir rehearsals or practices are not recommended at this time due to the known, increased risk of spreading COVID-19. However, if choir organizers and participants choose to practice or rehearse, all participants must wear a non-medical or procedure mask and maintain at least two metres of separation from other participants. If a mask is not worn, there must be four metres of separation from other participants.
- Choir participants must face forward.
- Appropriate eye protection or a face shield is recommended for conductors or other participants facing the choir.
- The conductor should maintain a minimum distance of four metres from singers

3. Orchestras/Bands

Air blown into woodwind instruments follows a relatively short and direct path through the instrument. As such, respiratory droplets can be ejected from the instrument. Brass instruments require blown air to follow a more convoluted path, which reduces the risk of ejecting droplets. However, moisture accumulates in the instrument and can be manually ejected through the water key or spit valve, which can create droplets.

- Live music – including singing, woodwind and brass instruments – should be separated from patrons and other performers by a distance of four metres and/or a physical barrier.
- Other musicians (e.g. guitar or percussion players) and performers are permitted with two metres of separation.
- Instruments, drum sticks/mallets, music stands and other items must not be shared between participants, unless cleaned and disinfected between uses. Items that can't be disinfected (e.g. sheet music) must not be shared.
- Instruments should be cleaned and maintained at home or off site. A designated area can be established where onsite cleaning or maintenance is absolutely necessary; however, the area must be used individually and cleaned/disinfected after each use.
- While 70 per cent isopropyl alcohol can often be used for disinfecting instruments, musicians should consult manufacturers or other professionals to ensure they aren't damaged.
- The conductor should maintain a minimum distance of four metres from performers.

4. Drama, Theatre (including Musical Theatre)

- Requirements apply to all 'front of house' and 'back of house' operations.

- Performers should maintain two metres of separation, where possible, while performing during rehearsals and performances.
- Performances that require close contact between individuals should be adapted or avoided, where possible. Adjust performances or select performance options with limited participants, such as solos, spoken word, etc.
- Carefully manage the use of dressing rooms, makeup areas, etc. to ensure proper distancing.
- Makeup should not be shared at this time.
- Shared items, such as costumes and props, should be avoided where possible. Shared items must be laundered or cleaned and disinfected after each performance.
- Masks, microphones or other items likely to be exposed to respiratory droplets must not be shared.
- Where possible, auditions and rehearsals should be conducted remotely using video conferencing systems.

5. Dance

- Dancers and instructors should maintain two metres of separation from each other, where possible.
- Consider remote rehearsals/practices using video conferencing systems.
- Areas for dancers should be marked, and dancers should be instructed to remain within their designated areas.
- Dance styles, forms and moves that require direct physical contact must be avoided at this time.
- Props and other items must not be shared between dancers, and they must be cleaned and disinfected between uses.
- Dancers should be encouraged to arrive and depart in their dance clothing to minimize crowding in change areas.

<https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/treatment-procedures-and-guidelines/emerging-public-health-issues/2019-novel-coronavirus/re-open-saskatchewan-plan/guidelines/performing-arts-guidelines>

[Framework for the Return to Music Classes in 2020/21](#) can be used as an additional resource, but we must follow the Saskatchewan guidelines.



COVID-19 Pandemic: Return to School Canadian Physical and Health Education **GUIDELINES**

Written by PHE Canada, led by Melanie Davis and Ellen Long

This is a living document and as the situation continues to evolve and health policy recommendations update, so too will this document. The guidelines that follow represent the current place and time of our circumstances.

Latest update: Tuesday, May 26th, 2020



CONTENTS

Introduction

Introduction and Context	3
Acknowledgement	4
How to Use This Document	5

Guidelines

Guidelines for Quality Physical and Health Education	6
PHE Instructional Considerations	11
Health and Well-being across the School Day	17
Conclusion	19

INTRODUCTION AND CONTEXT

The COVID-19 pandemic has seminally changed the way that education systems within Canada function. Now, with schools moving to re-open, we know that it will not simply be a return to learning as it was. According to the Children's Hospital of Eastern Ontario, "the school day will look very different and measures to balance risk of infection with risk of continued confinement will need to be evaluated continually".

The intent of this document highlights Physical and Health Education's (PHE) core subject matter, health and well-being, as a critical learning opportunity for Canada's young people as they heal, re-socialize, and adapt in this new learning environment. Specifically, it assists with decision-making and implementation of PHE and health promoting opportunities during class time and physical activity before, throughout, and after the school day. This document asserts young people's rights to a fulsome and complete education and highlights the critical and unique values PHE offers, activating growth in key aspects of a young person's life - physical (move), cognitive (think), affective (feel), and behavioural (act).

This document has been written with three return-to-school scenarios in mind:

- Schools are open but operating on a blended (at-home and in-school) model that allows for staggered, partial, or otherwise adapted schedules
- Schools are open but with stringent hygiene and physical distancing protocols in place
- Schools are not open and teacher-directed, at-home learning continues

Regardless of the scenario, this document, in stimulating conversations on how the PHE curriculum and health promoting opportunities can be safely and effectively delivered, provides a practical vehicle to equitably support health and well-being during and after the COVID-19 pandemic. It recognizes the pedagogical expertise and leadership of PHE educators and provincial and territorial PHE Teacher Associations in finding creative solutions to health and well-being in schools. Finally, it calls on all Educators, Ministries of Education, School System Leaders, and Faculties of Education to value and support quality, wholistic education that has health, well-being and PHE as a priority.

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In developing the guidelines and suggestions, PHE Canada took into consideration the work of the [Canadian Healthy Schools Alliance](#), [Children's Hospital of Eastern Ontario](#), [Children Outdoor and Nature Network](#), [Active Living Alliance for Canadians with a Disability](#), [The Convention on the Rights of the Child](#), [UNESCO Quality Physical Education Policy](#), [The Global Recess Alliance](#), [Public Health Agency of Canada](#), [World Health Organization](#), [Ophea's Healthy School Certification Process](#), [Ontario Federation of Indigenous Friendship Centres](#) and [UNICEF Canada](#). Without their resources and up to date information, we would not have the necessary tools to create a document such as this.

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Together, we are actively placing students' well-being and healthy development at the heart of education.



HOW TO USE THIS DOCUMENT

Our intention through these Guidelines is to assist with decision making and to strengthen every school's ability to provide meaningful, safe, engaging, quality PHE and health promoting opportunities during class time and physical activity before, throughout, and after the school day.

Please know that this document has **not** been created to replace or override public health or school board policies. It is imperative to continue effective prevention, early detection, and control of COVID-19 in all public spaces.

These Guidelines are rooted in both a [Comprehensive School Health Framework](#) and a strength-based [Trauma Informed Approach](#). As well, they are anchored in UNICEFs' [Framework for Reopening Schools](#), which include four key dimensions to inform planning: safe operations, learning, reaching the most marginalized, and well-being and protection.

Contextualization and adaptation will be critical in responding to local needs and considerations. As education is provincially/territorially managed, please adapt accordingly and include the expertise of local PHE educators and [provincial/territorial PHE Teacher Associations](#) to support health and well-being in schools. As well, harnessing student voice, cultural leaders, and the collective leadership within the school community will be critical as schools work to identify and navigate the gaps in equity that have surfaced during the COVID-19 pandemic.

GUIDELINES FOR QUALITY PHYSICAL AND HEALTH EDUCATION

The COVID-19 pandemic has placed unprecedented stress and difficulty on all Canadians. As a result, young peoples' sense of trust, belonging, and hope have been deeply affected. Moreover, many of our students may have experienced physical and psychological trauma directly due to illness, food insecurity, social isolation, discrimination, anxiety and depression, and loss. With students returning to school, it is vitally important that all young people are welcomed into a safe and supportive learning environment and are equipped, through the PHE curriculum and health promoting opportunities, with the necessary skills to support their own health and well-being during these uncertain and difficult times. Reinforcing these skills will also help them to develop resilience and abilities to deal with future struggles.

The following guidelines help to ensure our focus is on wholistic learning and development for all students:

Focus on Equity, Inclusion, and Accessibility: *What considerations need to be in place to ensure PHE is accessible and inclusive for all?*

The meaningful participation of all students, regardless of background, identity, or ability, is essential for optimal instruction and learning. Of equal importance, schools and educators will need to foster a culture of acceptance and belonging for all students. The current global health crisis has caused stress, trauma, and disruption in routine for many students, and these distressing feelings may have been compounded for students requiring additional learning support. The following considerations should be factored into this new learning environment to ensure the equity and inclusion of all students.

- Involve students in decision-making processes. Students are the experts of their own lives and should be encouraged to advocate for their own learning
- Continue to promote autonomy, challenge by choice, decision-making, and problem-solving for all students

- Recognize your diversity. Students' pandemic experiences may have looked and felt different than your own
- Get to know your students' pandemic experiences including home environment, access to basic needs, and emotional well-being. Stress and trauma can inhibit learning, so consider a strength-based [Trauma-Informed Teaching Approach](#) for return to school learning
- Meet students where they are. Connect on a human level, formatively assess movement skills, and have students self-assess cognitive and emotional domains
- Be aware that students may move, think, feel, and act differently now and may need time to relearn skills
- Consider that technology is not available to everyone. Ensure that whatever learnings are to be done online are accessible for all students (e.g. captioning on videos, descriptive videos, readable PDFs)
- Utilize existing supports, such as the [STEP Framework](#), for modifying programming as necessary to ensure students of all abilities can participate meaningfully
- Get creative about ways for students to connect emotionally and build skills like communication, cooperation, teamwork, and responsibility while still following physical distancing guidelines

Focus on Well-being: *How do we support student learning and well-being across the school day?*

- Where services are not available at school, strengthen relationships with community partners and service providers
- Deepen opportunities for outdoor learning, not just for PHE but for all subjects to increase movement
- Utilize physical activity across learning domains by accessing [provincial PHE curriculum documents](#)
- Use a flipped classroom model to encourage a sense of control and shift the focus from direct instructional delivery of information to guiding students' acquisition of knowledge and skills while exploring content together
- Explore Indigenous ways of knowing and doing, such as the [Circle of Courage](#), a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern

- Establish a [Healthy School](#) Action Team to assess needs and assets and drive whole school health promotion programs. Following a process will ensure that work is done in a thoughtful and effective way. It will also lead to a higher level of success and be easier to track progress
- Embed a well-being orientation in lesson and activity planning to cultivate a sense of physical and emotional safety
- Take time to support [Social Emotional Learning](#) through games and activities
- Share necessary facts and information with students and their families/caregivers, but be sure to communicate at an appropriate level to minimize worry and stress

Focus on Trauma Informed Approaches: *How do we support health and well-being and recovery through use of a [trauma informed approach](#)?*

Many students will have experienced trauma as a result of the COVID-19 pandemic. This trauma can impact learning, behaviour, and relationships at school. [PHE Canada's Teach Resiliency](#) program highlights three core ideas:

- Trauma sensitive schools help students feel safe to learn
- Trauma sensitivity requires a whole-school effort
- Helping traumatized students learn should be a major focus of education

Here are 4 ways to work in a trauma-and-violence-informed way:

- Build trauma awareness and understanding of the high prevalence of trauma and violence, the impact of trauma on a student's development, and the range of strategies that students and their families/caregivers use to cope
- Build safety and trust by creating a welcoming environment, pairing expectations with support, developing positive relationships with students and their families/caregivers, and thinking about safety
- Foster opportunities for choice, collaboration, and connection by listening, noticing, and responding with care and a shared vision for identifying services, supports, and care
- Use a strengths-based and capacity-building approach to support students

To foster a sense of physical and emotional safety, educators can:

- Focus on the joy of movement rather than compliance
- Set and keep a routine
- Promote self-awareness through feeling charts
- Use mindfulness and breathing exercises to support self-awareness
- and regulation
- Encourage students to ask questions and self-advocate
- Be culturally responsive, fostering cultural pride and self-pride by weaving cultural knowledge into teaching and learning

To foster a sense of belonging, educators can:

- Increase focus on student voice and agency
- Make time to ask about students' extracurricular interests
- Greet students by name and create safe and upbeat connections – like air
- high fives
- Help the students feel connected by encouraging circle time, show and tell online, or storytelling
- Embed a sense of responsibility by assigning class management roles

To foster a sense of hope, educators can:

- Encourage students to get fresh air and move when possible
- Explore individual students' talents and strengths
- Give positive affirmation to all students equally
- Encourage students to discuss things that bring them joy
- Foster engagement in school and cultural communities
- Make time for acknowledging gratitude and celebrating success

To foster a sense of mastery, educators can:

- Encourage student ownership of their learning and physical literacy journey
- Give students the chance to share what they've learned or a chance to teach their classmates
- Use evidence-based approaches to
- learning including [Models-Based Practice](#) & [Fundamental Movement Series](#)
- Highlight each student's contribution to the learning
- Support social emotional learning

*More information on trauma informed approaches can be found on PHE Canada's [Teach Resiliency website](#).

What is a Flipped Classroom?

A flipped classroom refers to a pedagogical approach in which the teacher assigns special interest items, such as videos, audio recordings, worksheets, quizzes, student activity handouts, and/or textbook readings, sequentially throughout the year. Students complete these tasks at home and arrive at school ready to put the knowledge they gained to practical use in a school environment.

As teachers of any subject, our goal is to engage students and promote active learning. The flipped classroom approach is one way in which we can shift the focus in our classes from direct instructional delivery of information to guiding students' acquisition of knowledge and skills while exploring content together. This approach helps us to engage our students in deeper learning and helps them connect what they are learning at school to their personal lives.

Additionally, this approach can succeed in engaging parents/caregivers at home, showing them the potential benefits that PHE can bring to their lives as well. Finally, this approach is a great way to promote the many positive outcomes of your PHE program to families, colleagues, administrators, and society at large.





PHE Instructional Considerations

Physical Education (PE): *How do we engage our students in meaningful learning to help them connect what they are learning at school to their personal lives?*

We are working in, and creating, new learning environments. As such, there are additional factors to consider. In planning for quality PE in your jurisdiction or school, consider the following instructional strategies through an equity, inclusion, and diversity lens:

Blended learning (online and in-school learning)

- Review curricular outcomes and structure your classes around the effective teaching of key expectations
- Re-think delivery models to include flexible, student-centered, blended digital and person-to-person options
- Include student voice, ideas, and perspectives in planning lessons and activities
- Analyze learning outcomes, [keeping the E in Physical Education](#) through a focus on the four domains equally - physical (move), cognitive (think), affective (feel) and behavioural (act)
- Include more individual pursuits than traditional team activities such as dance, alternative environment and land-based activities, exercises without equipment, fitness, mindfulness, gymnastics, and target games
- Explore local parks and green spaces to promote outdoor learning and activity
- Consider using flipped classrooms, inquiry-based learning, social emotional learning, trauma informed approaches to optimize learning and health and well-being

In-school learning

- Respect the physical distance of 2 metres always
- For small sided games, use visual guides to define space and ensure physical

distancing is maintained

- Ensure safe, healthy equipment management
- Incorporate proper hand washing and personal hygiene routines
- If possible, create a hand washing station outside all classrooms
- Use outdoor spaces and parks as much as possible
- Modify layouts and use physical and visual guides, such as tape or ropes on floors, grass or sidewalks, and signs on walls
- Manage and practice movement through spaces
- Clearly communicate the route and rules with students ahead of every location move and transition. Review with students how the move went and how it can be improved
- Stagger scheduling to limit mixing between cohorts
- Close play structures and small communal spaces (e.g. change rooms)

Equipment & Gear: *How do we ensure healthy equipment management? How do we ensure students have suitable gear for PE?*

- Focus on activities that do not use equipment
- If equipment must be used
 - Avoid sharing equipment by numbering and assigning each student their own supplies
 - Assemble individualized PE kits that can be assigned to students
 - Have students [create their own PE kits](#) to use at home or school and set aside budget for additional kits to be purchased
 - Make sure the equipment has been properly disinfected after each use and not touched after disinfection
 - Anticipate equipment hygiene compromises and keep extra equipment on hand so that instructional time is not lost to re-cleaning equipment
- Disinfect teaching aids (clipboards, white boards, pens, plastic bins for transporting materials etc.)
- Encourage students to come to school in clothing that is appropriate for PE and the weather conditions to eliminate the use of change rooms
- When transitioning to/from outside remind, and monitor, students to use designated areas for changing into jackets and winter clothing if moving outdoors, such as in designated desk area or a marked side of the hallway

Space: *Where can PE be taught? If the gymnasium is unavailable for PE, what types of activities can be taught?*

- If using the gymnasium, open the doors to maximize air flow
- Match the instructional design to the available space – use stations, marked off areas, poly spots, etc., to ensure separation among students
- Maximize outdoor time while avoiding use of permanent playground structures, benches, and walls
- Complete an inventory of outdoor spaces (school yard, local parks and green spaces) and designate zones that can be used for PE
- Communicate with families/caregivers at the start of the term to inform them of the areas that will be accessed
- If students are remaining in one location, have PE teachers rotate through to each class during the day and deliver PE in place
- If blended learning has been chosen, consider assigning tasks for at-home completion and then having students apply the knowledge gained in the school setting
- Ensure that whatever learnings are to be done at home or online are accessible for all students

Activities: *What types of activities can be taught?*

Creating opportunities for young people to share their voice can cultivate well-being and a host of social and emotional competencies. Moreover, it allows schools to better understand the needs of students and meet them where they are at. The following ideas were collected from students from across the country ranging in age from 11-18 years and showcase a wide range of movement activities that can be done outside of the gymnasium, either in the classroom or outdoors, and that do not require the sharing of equipment or proximity.



Samples of appropriate activities for grade levels

Grades K - 3

- Follow the leader games
- Zuni and Tewa kick bag
- Play based games
- Movement concepts
- Monkey dance / Siturtaq
- Chalk obstacle courses
- Animal yoga
- Body rock paper scissors
- Jungle runs
- Frogs and fish
- Dance
- Outdoor treasure hunts
- Outdoor survival skills

Grades 4 - 6

- Dance
- Yoga
- Ball mastery
- Meditation
- Taekwondo
- Skiing
- Hoop and arrow games
- Snowshoeing
- Track and field (running and long jump)
- Skipping
- Tai Chi
- Cycling safety and rodeos
- Frisbee golf
- Hiking
- Knot ties

Grades 7 - 12

- Physical theater
- Orienteering
- Geocaching
- Survival skills
- Leadership development
- Fitness from a wellness perspective
- Community support/kindness
- Outdoor education
- Cycling & mountain biking
- Ball mastery
- Juggling
- Track & field
- Singles racket games

- As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all.
- Stay tuned this fall for PHE Canada's open access site like the [PHE Home Learning Centre](#) to focus on PE activities and inclusion considerations that take into consideration the instructional strategies included above.

Health Education (HE): *How do we ensure we are responsive to student needs through the health curriculum as a pathway toward creating more effective education?*

The health and well-being of young people requires sustained health education and health promoting opportunities throughout the school day. With the return to school, there is a need for this to be well defined and resourced. In planning for optimizing the role of HE in your jurisdiction, guiding principles should include:

Blended learning (online and in school learning)

- Set specific times for online instruction
- Ensure safe, secure, and trusted connections and platforms for use
- Utilize special interest items such as videos, audio recordings, worksheets, quizzes, student activity handouts, and/or textbook readings sequentially throughout the year in a flipped classroom approach
- Ensure that whatever learnings are to be done online are readable and accessible for all students

In school learning

- Ensure dedicated HE instructional time at the elementary and secondary levels
- Focus on functional health knowledge and identifying key skills that are applicable to all aspects of health literacy
- Increase attention and student voice around harmful behaviours, such as tobacco and substance use, addictions, risk taking activities, illegal activities, truancy, and bullying
- Activate students' sense of control by involving students in active, participatory learning experiences, rather than passive ones
- Keep the E in HE through reflection and critical thinking
- Enhance learning through transdisciplinary opportunities, leadership, and school-wide activities throughout the school day

The following chart highlights areas of the health education curriculum that activate students cognitive (think), affective (feel), and behavioural (act) competence. By using the participatory methods on the right, learning can be optimized.

Focus on skills such as:

- Social and emotional competencies
- Communication and interpersonal skills
- Decision-making and critical thinking skills
- Leadership development skills
- Healthy thinking
- Self-regulation and self-management skills
- Cultural competence
- Mental well-being
- Community well-being
- Discussing and analyzing unhealthy coping strategies
- Media literacy
- Food literacy

Use participatory methods such as:

- Learning concepts such as consent and refusal through drama or role play (without practicing unhealthy skills)
- Gathering and using reliable information
- Analyzing beliefs, myths, and misconceptions
- Analyzing advertising and video programming
- Analyzing social media platforms
- Stress reduction through exercise, meditations, and stress management
- Accessing services to support health optimizing behaviours (e.g. school counsellor, community-based services)
- Accessing and joining community programs that support health optimizing behaviours
- Evaluating non-violent solutions

*Go to PHE Canada's open access site to see mental well-being resources and links under [Staff Picks](#)



Health and Well-Being Across the School Day

Recovery Learning and Assessment: *Recovery learning will be critical to well-being. How do we support personalized recovery learning through assessment of, for, and as learning?*

- Use backward design to ensure effective assessment. First select focussed educational goals, then develop a plan based on where, when, and what is being taught. Using the plan, identify what student success will look like and then determine assessment criteria
- Provide students with a variety of opportunities to demonstrate their learnings: providing opportunities for students to choose from a range of activities with similar knowledge and skills
- Use formative assessment to establish where individual students are and be responsive to data you collect from observations, conversations, reflective writing, and/or assignments
- Co-construct learning opportunities, experiences, and goals with students

Maintain Recess: *Students have the right to rest and play. How do we support unstructured play and time away from instructional learning so that students can reap the health and well-being benefits?*

- Include recess for all students every day
- Hold recess outdoors as much as possible
- Consider all the available indoor and outdoor spaces, on school grounds and close by, to provide a range of activity options and minimize crowding
- Involve students in the planning and organizing of recess time, including

discussion about activities, inclusion, social harm, equipment management, fair play, and hygiene practices to stop the spread of COVID-19

- Offer a variety of outside spaces where free choice of different activities can take place, including quiet, creative, and solo activity spaces
- Create and mark 'zones' to reduce the number of students who are in contact with each other and shared equipment
- Provide leadership opportunities for students to help support each other
- Have a list of inclusive games readily available, including those that need no equipment
- *Structured* or *sedentary* activities such as watching movies or activity break videos that do not provide students free choice and peer interactions are **not** substitutes for recess

*More information can be found in the Global Recess Alliance's [Statement on Recess](#)

Active Transportation: *How do we resolve issues related to physical distancing for travel to and from school. How do we increase the number of students walking and cycling to school?*

With need for physical distancing, how students arrive and leave school will be impacted. A ready solution is active school travel. Moreover, it helps students meet the [recommended daily physical activity goals](#), which is linked with optimal health. Knowing that active transportation promotes health and well-being, and students who are active before school are more ready to learn, purposeful planning will be required to realize the opportunities that active travel can offer.

- Promoting active travel to school will be necessary ahead of the school year to resolve the capacity issues we will have with regards to bussing. (see the [School Travel Planning Toolkit](#) here for ideas)
- Once in school, introduce students in PHE to road safety for walking and the ABC's of bike safety, including the fundamental considerations of bike safety, the appreciation of the bike as a vehicle, the knowledge of how to care for both the bike and cycling gear, the understanding of basic traffic concepts and rules, and the development of cycling skills.
- Each morning monitor bike racks to ensure proper physical distancing while locking and unlocking bikes is maintained.
- Consider colour coding the individual rungs of the bike rack to help students spread themselves out and allow the bikes to be locked to school fences to help spread students out.

A photograph of a woman with glasses and a young girl sitting together, with a teal overlay containing text. The woman is on the left, looking down, and the girl is on the right, looking up. The teal overlay covers the center of the image.

CONCLUSION

Returning to school will involve many challenges. One thing we know for certain is it is especially critical now to support the health and well-being of students. PHE offers a vital opportunity to support students learning WHY and HOW to deal with the stress of COVID-19 and take responsibility for, and care of, their health and well-being.

This document is the beginning of a long conversation and learning curve where we all work together to best support students as we develop and determine what school will look like in the coming months and years. We look forward to continuing the conversation with you.



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With respectful acknowledgement that the land where PHE Canada's National Office is located is on the traditional unceded territory of the Algonquin Anishnaabeg People.

Appendix 9: Guidelines for Library Use

Please use the following checklist to guide your planning to ensure the safe use of the library. Meet as a team to discuss plans, schedules and cleaning practices. Please share plans with staff, students and community.

Communication considerations

- ☐ Guidelines and training outlined for staff
- ☐ Notification of services available i.e. book exchange
- ☐ Use the opportunity to communicate the value of the library

Physical distancing measure considerations

- ☐ Physical distance signage is posted prominently
- ☐ Rearrange furniture and computer facilities (if possible) to maximize physical distancing
- ☐ Create separate entrance and exit (if possible)
- ☐ Create a schedule for access to the library
- ☐ Limit the number of people in the library based on health guidelines
- ☐ Put time limits on PC sessions and a schedule with adequate cleaning and time between users
- ☐ Ensure adequate spacing for face-to-face activities

Safety precaution considerations

- ☐ Provide hand sanitizer and/or alcohol-based soap for library users
- ☐ Clean and disinfect computer equipment between uses
- ☐ Avoid the sharing of close-contact equipment such as headphones
- ☐ Quarantine and/or sanitize returned items - Consider allocating bins for book returns for each day of the week that would allow three to four days for returned materials to sit in bins for sanitization. Leave the books untouched in a dedicated quarantine area prior to handling and recirculating. Sanitizing books with liquid disinfectants can damage books and is not recommended. Wipes may be used to sanitize book covers where appropriate (squeeze excess fluid from wipe before use) DVDs or other materials with plastic covers may be sanitized with wipes.
- ☐ Browsing for books-Consider limiting access to all book shelves at all times in the library to reduce the amount of contact with books and equipment.

Further considerations

- ☐ Consider extended loan periods
- ☐ Books can be sent home with return sanitization guidelines in place

Appendix 10: Process for Substitute (Casual) Staff

1. All employees are expected to self-monitor for COVID-19 symptoms. It is recommended that employees use the online Saskatchewan COVID-19 Self-Assessment Tool at <https://public.ehealthsask.ca/sites/COVID-19/>
2. If an employee has symptoms of COVID-19 illness they are to stay home. Not all symptoms of illness need to be subject to this requirement so employees are encouraged to consult <https://www.saskatchewan.ca/coronavirus> for information.
3. Masks for staff are required as per Saskatchewan Rivers Public School Division Return to School plans. Face shields are permitted as an alternative when there are learning specific requirements and when medical or safety concerns exist. Staff wishing to provide their own masks or face shields, are encouraged to do so. Staff will be provided with a mask or face shield if required. Health Canada recommends that non-medical face masks or face coverings should allow for easy breathing, fit securely to the head with ties or ear loops, maintain their shape after washing and drying, be changed as soon as possible if damp or dirty, be comfortable and not require frequent adjustment, be made of at least 2 layers of tightly woven material fabric (such as cotton or linen), be large enough to completely and comfortably cover the nose and mouth without gaping.

For more information: <https://www.canada.ca/en/public-health/services/video/covid-19-wear-non-medical-mask-face-covering-properly.html>.

4. Proper hand hygiene practices are recommended over use of gloves. Each time an employee or student enters a classroom it is expected that hand sanitizer will be used to sanitize the employee and students hands.
5. Employees are expected to keep workspaces clean and free from clutter.
6. Staff who handle exchange of materials, cash, credit cards, etc. should practice proper hand hygiene. When hands are not visibly soiled and between student, parent or other staff interactions, hand sanitizers can be used. Staff should wash their hands with soap and water for at least 20 seconds when hands are visibly soiled.
7. Substitute employees will report to office at the start of the day. This will be to collect any information regarding their role for the day as well as for any additional details related to specific COVID processes for that location.
8. Employees shall follow SHA guidelines in regards to travel.
9. Staff, in their work capacity, will not enter into private residences or provide personal transportation.
10. For updated restrictions (i.e. travel over summer) information please refer to: [Saskatchewan Chief Medical Health Officer's Public Health Orders](#)

11. Substitutes can work in as many schools as they see fit. There will be no limit to how many locations a sub can be booked.
12. If you are unable to work a shift that you have accepted, please ensure you contact the appropriate personnel to notify them immediately.
13. Self-monitor and isolation definitions, processes and guidelines are outlined below.
14. For more details on Saskatchewan Rivers Public School Division Return to School Plan please visit <https://www.srsd119.ca/> for the most updated plan.
15. Substitute Teachers that have questions can connect with Neil Finch at nfinch@srsd119.ca.
16. Non teachers substitutes that have questions can connect with Jamie Henry at jhenry@srsd119.ca.



Sports and Activities Guidelines

For general workplace guidelines, please refer to [COVID-19 Workplace Information](#). Operators of sports and recreation facilities (multiplexes, gymnasiums, courts, rinks, training facilities, indoor playgrounds, etc.) in Saskatchewan must be in compliance with these guidelines. The information below provides guidelines for outdoor sports and activities.

1. Group and Individual Activities
2. Guidelines for General Operation
3. Competition and Game Play
4. Participant Health and Illness
5. Physical Distancing
6. Cleaning, Disinfection and Hand Hygiene
7. Conduct

1. Group and Individual Activities

Outdoor sports and recreational activities for children and adults resumed on June 22. Indoor sports and recreational activities may resume on July 6. Operators must implement measures to prevent the transmission of COVID-19.

COVID-19 droplet transmission is much more likely when individuals are in close contact. The likelihood of transmission between individuals participating in sport, physical activity and recreation in an indoor setting is significantly higher. Transmission is less likely in an outdoor setting, where air flow is greater and there is more space for individuals to keep physically distanced.

COVID-19 can also be transmitted if someone touches a contaminated surface and then touches their face without washing their hands. Many activities involve shared equipment among participants, coaches/staff, instructors, officials or volunteers (e.g. shared baseballs, basketballs, volleyballs). The virus does not enter the body through skin; it enters through the eyes, nose or mouth when an individual touches their face. This is why regular hand hygiene and cleaning of high-touch surfaces are so important.

Each sports organization and/or facility must establish a plan for how to minimize physical contact and the risk of COVID-19 transmission between participants. The guidance should align with provincial and national sporting bodies for each activity and be at least as restrictive as provincial guidelines. This guidance is not intended to apply to professional sports teams with COVID-19 response plans.

2. Guidelines for General Operation

- Designate one or more people to be responsible for ensuring compliance with these guidelines. This should not be someone engaged in other critical duties (e.g. referee, cashier).
- Contactless fundraising activities are permitted.
- Staff and participants should be given information on physical distancing and other requirements prior to attending. Staff should discourage gathering.
- Signage must be posted to caution patrons about the risks of COVID-19.
- Encourage participants to arrive no more than five to 10 minutes before the scheduled activity to reduce people gathering in groups.
- Wherever possible, activities should be relocated to outdoor settings.
- Facility ventilation systems should be operational and appropriate for the activities being practised in them.
- Facilities may need to consider:
 - Increasing air circulation and ventilation, while preventing turbulent air flow.
 - Providing natural ventilation by opening windows and doors, wherever possible, to increase air flow.
- Remove unnecessary common items, such as magazines, brochures, etc.
- Encourage patrons to limit their time spent in the facility, as well as maintain physical distancing when returning to their vehicles or homes.
- Registration processes should be completed online whenever possible; however, if in-person registration is required, physical distancing and sanitizing pens between uses is required.
- Indoor play spaces are permitted; however, increased cleaning and disinfection are required. Operators must put measures in place to ensure physical distancing of non-household members and provide access

to handwashing facilities or an alcohol-based hand sanitizer approved by Health Canada (DIN or NPN number). Encourage operators to post signage.

- Food and beverage services are subject to the Restaurants and Licensed Establishments Guidelines.
 - Drinking fountains must be closed. Water bottle filling stations are acceptable if appropriately and frequently sanitized.
 - Contactless payment is preferred; however, cash may be accepted where necessary.
 - Instruction is permitted with no contact and appropriate physical distancing. If physical distancing cannot be maintained or is unpredictable, a mask should be worn by the instructor.
 - Parents and other spectators must not total more than the maximum gathering limits per the public health order per team at each game/activity, and must ensure physical distancing between non-household members.
 - Request minimal spectators attend events. Discourage gatherings.
 - Spectators must maintain distancing of at least two metres from other members of the public.
 - Spectators (excluding parents and guardians where necessary for player support) should be kept out of participant spaces (e.g. fields of play, courts).
-

3. Competition and Game Play

- If physical distancing is possible, certain individual and group organized sports, physical activities and recreation activities may proceed as normal (programming, training, practice and competition) while following the guidelines for general operations, cleaning and disinfection, etc. Tournaments and interprovincial competition are not permitted.
- For sports or activities where participants are unable to adhere to physical distancing, groupings (mini-leagues) should be formed. Mini-leagues can be comprised of multiple teams, but no more than 50 individuals.
 - Mini-leagues allow sports teams to return to a safe level of play, and will help mitigate the risk of widespread transmission by limiting the number of athletes that come in close contact with each other.
- The 50-person maximum per mini-league includes coaches/staff, instructors, participants from multiple teams, officials and volunteers who cannot maintain two metres of distancing from others at all times. Spectators, including parents, who are not part of a previously listed category, and others who can ensure physical distancing are not included in the 50-person total.
- No single group on the field, court, ice surface, etc. shall exceed the gathering limits in the public health order. Teams need to be separated while on the sidelines, and players cannot exceed gathering limits during games, practices or training.

- Mini-leagues must be comprised of individuals within the same neighbourhood, community or local geographical region (e.g. within a rural municipality, town, quadrant of a city or nearest community).
 - Mini-leagues should remain together until restrictions are further relaxed.
 - Game play can resume between teams in a mini-league and must be limited to teams within the same mini-league.
 - Teams in different mini-leagues should not play each other.
 - At least two metres distancing should be maintained between all individuals, except members of the same household, when off the field of play (e.g. on benches, during intermission).
 - Contact must be minimized whenever possible.
 - Tournaments and interprovincial travel are not permitted.
 - If physical distancing cannot be maintained or is unpredictable, a mask should be worn by those not participating in the activity (i.e. coaches, volunteers, etc.).
-

4. Participant Health and Illness

- Patrons/staff who are sick or symptomatic must not enter/participate. Participants, spectators and volunteers should use the Government of Saskatchewan's [self-assessment tool for COVID-19](#) and follow the subsequent directions.
 - Players whose activities involve being within two metres of other players should self-monitor.
 - Organizers must keep a record of attendees. All players, spectators, staff and volunteers should be provided with a sign-in on arrival option, with name, phone number and/or email to facilitate contact tracing, if necessary. Records of attendance must be retained for a minimum of one month. Where possible, do not use a common pen. Providing this information is voluntary for attendees and can only be used for the purposes of COVID-19 contact tracing.
 - If a person becomes sick, they should immediately stop participating and return home.
 - If a person becomes sick or injured, and first aid or further care is required:
 - Try to limit the number of individuals in contact with the sick person.
 - Place a mask over the individual's mouth and nose if they are not able to do so. Maintain a safe distance until the mask is in place.
 - First aid providers caring for people should follow standard precautions. Those who provide direct care requiring close or direct contact should wear a mask.
 - Following care, first aid providers should discard the mask and gloves following standard procedures and perform hand hygiene.
-

5. Physical Distancing

- Physical distancing must be observed at all times, with a minimum of two metres of space between individuals.
 - Players on the same team grouping may be within two metres during play/drills. Intentional contact should be minimized where possible.
 - Areas of congregation (e.g. team benches, bleachers) must be set up and used in a way that adheres to physical distancing requirements (i.e. only allow every other row in bleachers, use visual cues, etc.).
 - Pylons or other markers should define the group space.
 - Schedules should be staggered and the duration of the activity should be specified to promote physical distancing and allow for adequate cleaning and disinfection between uses.
 - Wherever possible, promote physical distancing by:
 - Promoting one-way traffic flow to avoid individuals from inadvertently interacting.
 - Placing stickers or signage on the wall/floor every two metres.
 - Limiting lane use on indoor tracks to every other lane to promote physical distancing.
 - Spacing seats or assigning seating at two-metre distances.
 - Reducing capacity in each room, venue, court or ice surface in the facility.
 - Common area chairs and tables should be stacked, roped off or removed from the area to promote distancing.
 - Consider physical barriers (e.g. Plexiglas) at patron contact points.
 - Staff should wear masks when they are not separated by a physical barrier or two metres from participants. Other personal protective equipment may be appropriate depending on the task being performed (e.g. first aid or resuscitation).
 - When facility staff are transferring a participant with a disability in and out of equipment, or assisting caregivers with an activity, the staff member and the participant should wear masks whenever two metres cannot be maintained.
-

6. Cleaning, Disinfection and Hand Hygiene

- Cleaning and disinfection information for public facilities and workplaces is available.
- Increase the frequency of cleaning and disinfecting of commonly touched surfaces and shared equipment, such as vending machines, water fountain handles, doorknobs, handrails, light switches, countertops, tables, equipment handles and consoles.

- All frequently touched surfaces should be cleaned and disinfected prior to a new group being provided access to field space, including benches, dugouts, bleachers, railings, picnic areas, gates, etc.
 - Increase the frequency of cleaning gymnasium floors to reduce the risk of transmission from shared objects (e.g. balls) and those who use wheelchairs.
 - Encourage participants to bring their own equipment to the facility.
 - Participant-owned equipment, including sport gloves, should be visibly clean.
 - Shared equipment (e.g. tennis balls, basketballs, bats, etc.) must be cleaned and disinfected frequently.
 - Increase the frequency of cleaning gymnasium floors to reduce the risk of transmission from shared objects (e.g. balls) and those who use wheelchairs.
 - Where rental equipment is provided, it should be assigned to one person only and be laundered or cleaned and disinfected upon return.
 - Ensure that handwashing sinks are fully stocked with soap and paper towels.
 - Place an alcohol-based hand sanitizer approved by Health Canada (DIN or NPN number) in dispensers or soap and water handwashing stations near doors, common use equipment, washrooms/locker rooms, courtside and team areas, and other high-touch locations for patrons and staff. Patrons should be encouraged to bring their own hand sanitizer when possible.
 - Hand hygiene should be performed prior to play and contacting shared equipment, as well as through the duration of the activity (i.e. intermissions, breaks, etc.) and at the end.
-

7. Conduct

- Spitting (includes seeds, tobacco and fluids) and other similar activities increase the risk of transmission of COVID-19 and are not permitted.
 - Individuals must not share personal items (i.e. equipment or beverage containers).
 - Congratulatory gestures such as high fives and handshakes are not permitted.
 - Spectators, participants and players, staff, coaches and volunteers should try to minimize cheering and whistling as much as possible to control the spread of COVID-19.
 - Consider how to adapt activities to take place outdoors and modify play to decrease physical contact, whenever possible.
 - Intentional contact during sport or activity must be limited. Modifications to activities that limit physical contact are recommended.
-

Appendix 12_ Guidelines to Support Students with Intensive Needs

A. IIP Development

- IIPs will continue to be strength-based, living documents that align with student needs.
- When appropriate, additional goals should be added around safety, distancing and cleanliness.
- 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.).

B. Individual and Group Interventions

- It is important to ensure that students are still receiving the programming they need.
- Schools may need to prioritize supports and interventions to focus on the students with the greatest need for immediate support.
- Group interventions must be limited to students from the same classroom cohort.
- Handwashing must occur before and after working with an intervention group and use of any shared items.
- Before the group begins their work, remind children/youth not to touch their faces.
- Staff must follow handwashing protocol between intervention groups.

C. Intervention Supplies and Equipment

- Students should have their own pens/pencils/other items necessary for the intervention that can be kept in the intervention space.

Self-regulation Items:

- Students may use items (ex. fidgets) identified specifically for them and kept in a clearly marked bin.
- Items to be wiped down twice daily or after each use as required (ex. Swings, crash mats)

Specialized equipment (helmet, standing frame, stroller, wheelchair, lift)

- Wash hands as per handwashing protocol before and after use of equipment.
- Staff to remain at student's side upon and, if possible, have student avoid speaking and turning head away from the worker.
- Staff to support student, as needed.

Communication Devices:

- Wash hands as per handwashing protocol.
- If student requires hand over hand support, wash hands with soap and water or hand sanitizer.
- Support student to wash hands, as above.
- Ensure assistive communication devices are wiped down with disinfectant twice daily.

Reference & Regulate:

- When possible, have toys that can be reserved for a specific student.
- If necessary, the toys shall be cleaned before using them with another student.

D. Toileting/Tube Feeding

- Minimize the number of staff working with students requiring personal care.
- Pair EAs who work in similar classrooms to assist with lifts.
- Staff to ensure the appropriate items are accessible in the washroom to assist in toileting.
- Wash hands as per handwashing protocol.
- Staff shall wear a mask as per our mask protocol.
- Face shields may be requested by staff for additional protection

- The face shield cannot be used as a substitute to wearing a mask.
- Staff shall wear gloves. Hands are to be washed prior to donning gloves.
- Gloves must be changed after every interaction.
- Staff are to support student in washing hands, if required.
- Wash hands as per handwashing protocol.

E. Sensory Rooms

- Sensory rooms should be reserved for those students who have the need for sensory programs as documented by the C-Team within the IIP or student's individual plan.
- If possible, items for specific use for each child should be identified to avoid cross contamination.
- Sensory play should be conducted as an individual activity.
- Use only materials that can be sanitized.
- Sanitize all materials used and items touched after each session.
- Wash hands as per handwashing protocol.

F. Behaviour Management

- Ensure de-escalation strategies are used to limit outbursts.
- Explore and utilize a Trauma informed approach.
- When using holds, they must be as outlined in IIP (document, contact parents) and with trained staff, as a last resort.
- If a student has a physical outburst:
 - Wash hands as per handwashing protocol if able.
 - Staff to employ a prompt (verbal, visual, physical action) to student.
 - Staff request assistance.
 - Staff approach employing Non-Violent Crisis Intervention (NVCI)-supportive stance.
 - Call for additional staff to assist if safe.
 - Wash hands as per handwashing protocol.

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.

- Review student's updated individualized plan, IIP or Safety Plan and follow staff response accordingly.

Spitting

- Wipe down any area that has possible saliva with disinfectant.
- If in contact with saliva, wash hands and/or affected areas.

Biting

- If in contact with saliva, wash hands and/or affected areas.
- If skin is broken, seek first aid and follow universal precautions.
- Wear Kevlar sleeves or other Kevlar products, as provided.

Lunging

- Move self out of way.

Grabbing

- If in contact with saliva, wash hands and/or affected areas.

Assisted Movement

- If in contact with saliva, wash hands and/or affected areas.

G. Assessments

- Intensive Supports staff – blocks of time at a particular school (no more than two schools per day)
- 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).
- Intensive Supports staff and ESTs – evaluate what can be done virtually and what needs to be face-to-face.
- When assessing in person:
 - Wash hands before entering when entering in designated room.
 - Ensure that students have washed their hands prior to assessment and before they return to class.
- Remind students not to touch their faces during assessment.
- Stimulus books can be utilized by student.
- When possible, ensure distancing in appropriate space.
- Wash hands upon exiting designated room.