



# Return to School Plan

## Revised August 31, 2020

(significant changes are highlighted in **GREEN**)



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

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## 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 adjust their local plans to provide for 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 students and staff 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](#) and [the government's Safe Schools Plan](#) in preparation for the return of students to our classrooms.

- a. All students are expected to participate in classroom-based learning.
- b. Remote learning will be provided to students with medical needs that prevent their attendance at school.
- c. Online Learning is available to students who choose to learn from home and whose family is prepared to commit student and family time, energy and resources on a daily basis to a new learning platform.
- d. SRPSD has a contingency plan to transition to remote learning should the division be directed to suspend classes
  - i. All students will be expected to engage in ongoing learning and outcome achievement.
  - ii. Saskatchewan Curriculum will be delivered during remote learning.
  - iii. 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).
  - iv. 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.).
  - v. Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.

- vi. 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 later in the document.
- e. All staff will report to their assigned worksite.
  - i. Individuals with particular needs will collaborate with their supervisor and division personnel in the accommodation process.
- f. We will emphasize the importance of proper personal hygiene practices.
- g. To limit physical contact:
  - i. Each school team and workplace shall consult the [Re-Open Saskatchewan Primary and Secondary Educational Institution Guidelines](#) and [the government's Safe Schools Plan](#) and review their procedures and operations in order to make any necessary adjustments to minimize physical contact between individuals throughout the day.
  - ii. Each school team shall review processes and procedures to arrange for:
    - 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.
    - Staggered times whenever possible for start and end times and for recess, lunch or breaks.
  - iii. 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. The following are situations where front-facing instruction have been deemed as exemptions by Public Health, taking into consideration that all other safety conditions are in place (e.g., physical distancing, cohorts of students, etc.):
    - Physical education
    - Science labs
    - Early years play-based environment
    - Group instruction, such as guided reading
    - Student supports and interventions done in groups

Written request for exceptions in other circumstances will be made by the teacher through the Principal and Superintendent Michaud who will forward the request to Public Health.
- h. To limit the sharing of materials and equipment:
  - i. 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.
- i. 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**

- i. Staff will return to work according to the previously approved calendars.
- ii. Students will return to school gradually, starting on **September 8, 2020**.
- iii. 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.
- iv. Families with multiple children in the same school can plan to have children attend on the same day.
- v. 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](http://www.srsd119.ca) and will be updated as needed

### **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
    - 1. [Teenmentalhealth.org](http://Teenmentalhealth.org) resources
    - 2. Go-To Educator training
    - 3. Curriculum modules for middle and secondary years.
  - iv. [ASIST - Applied Suicide Intervention Skills Training](#)
    - 1. 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](#)
    - 1. Teacher resource for Kindergarten to Grade 3.
  - vi. [Healthy Mind, Healthy Body](#) for elementary years
    - 1. Copies of the resource were distributed to each elementary school as part of the implementation of the SRPSD Mental Action Plan.
      - o French version was also distributed to French Immersion schools.
  - vii. [GoZen.com](#) online mental health resources for classrooms
    - 1. 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.
    - 2. 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://www.saskatchewan.ca/coronavirus) website.
- xii. [Canada.ca/coronavirus](https://www.canada.ca/coronavirus) - [Taking Care of Your Mental and Physical Health.](https://www.canada.ca/coronavirus)

## 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](https://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>.
- f. Staff will be provided with a mask or face shield if required.
- g. 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.
- h. Teachers that have questions can connect with Neil Finch at [nfinch@srsd119.ca](mailto:nfinch@srsd119.ca).
- i. Non-teacher substitutes that have questions can connect with Jamie Henry at [jhenry@srsd119.ca](mailto:jhenry@srsd119.ca).
- j. 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.

- k. Employees are expected to keep workspaces and classrooms clean and free from clutter.
- l. 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
- m. 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.
- n. 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.
- o. Employees shall follow SHA guidelines in regards to travel.
- p. Carpooling
  - i. masks shall be worn by all individuals in the vehicle;
  - ii. will be limited to two individuals per vehicle.
- q. Staff, in their work capacity, will not enter into private residences or provide personal transportation.
- r. Self-monitor and isolation definitions, processes and guidelines for staff are outlined in Appendix A.
- s. For updated restrictions (i.e. travel over summer) information please refer to:
  - [Saskatchewan Chief Medical Health Officer's Public Health Orders](#)

## Student Supports & Safety

- a. Students with [COVID-19 symptoms](#) are to remain home (see Appendix B).
- 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 **mask** and face shield during all interactions with the student to avoid contact. The student will also be provided with a **mask, if they are not wearing one at the time, and be required to wear a mask during the duration of the time in the isolation area.** 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 B.

- 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 in 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.
  - ii. In situations where there are multi-graded classrooms, and includes students in grade 4 and above (for example a split grade 3/4 class), the entire class will be required to wear masks.
  - iii. Indoor physical education class: masks are required during activities where two meter distancing cannot be maintained. Activities are to be implemented that limit physical contact
  - iv. Outdoor physical education class: masks are not required. Activities are to be implemented that limit physical contact.
  - v. Health Canada recommends that non-medical face masks or facing coverings should (see Appendix C 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>.
  - vi. 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.
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  - viii. 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.
  - ix. 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.
  - x. Gloves are not recommended over proactive hand hygiene practices.
  - xi. Each time a student enters the classroom it is expected that they will use hand sanitizer.
  - xii. 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.

- xiii. 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 D)
- 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 requirement 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, **buffet**, 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.
  - i. 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.
  - ii. Lunch should be eaten within designated classrooms or areas only
  - iii. School supplied nutrition for nutrition programs (i.e. emergency lunches, breakfast programs) are to be managed, prepared and delivered by designated staff member.
  - iv. Schools may consider the cancellation of non-essential food services such as canteens.
  - v. **Emergency breakfast or lunch programs are to be managed by staff and food is to be independently packaged and delivered to students at their designated eating area (i.e. classroom).**

- vi. 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.)
  - vii. Vending machines may remain in operation following guidelines on limiting student contact at the site of the vending machine. Schools who maintain vending machine services are to provide clear instructions to staff and students on the use of vending machines in the building and coordinate sanitization routines with caretaker and facilities.
- 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 E)
    - 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>.

## 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 behaviors 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 F for more detailed information.

## Curriculum and Instruction

- a. All students are required to participate in learning as set out by the teacher.
- 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:
    - a. Focus on relationship to encourage families to re-join;
    - b. Investigate the family's concerns;
    - c. Provide short term learning opportunities;
  - If students are not planning to attend at all:
    - a. Explain to parents their options;
    - b. home-schooling; or
    - c. 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 cannot.
      - 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 G.
    - 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. **Please refer to Appendix J for specific guidelines regarding Professional Development opportunities offered by the Inclusive Learning Team consultants and coaches.**
    - 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.

## 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 H.

## **Extracurricular Activities**

- a. At this time, all in-person extra-curricular activities are on hold until further notice
- b. Extra-curricular plans **will only be implemented** 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 extra-curricular/athletics.
- c. Extra-curricular plans will follow [Re-Open Saskatchewan activity guidelines](#) (please refer to Appendix L, SHSAA return to sport protocols, PHE Canada and in consultation with the Chief Medical Health Officer.

## **Access to School Facilities and External Services**

- 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. **Partnerships providing services within a school setting are to follow SRPSD's Return to school and local school plans and are to coordinate their services following the direction of the school Principal.**
- d. **Access to facilities for partnerships, and facility requirements aligning with COVID-19 return to school plans will be coordinated with school Principal, Superintendent of Partnerships and Superintendent of Facilities.**
- e. External community programs providing direct, in-person support services for students are required to provide these services virtually or off site until future notice.
- f. 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.
- g. **Access to facilities for partnerships is subject to change at any time and may be removed in accordance with Health Authority guidance.**

## **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.

## 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. Student in grades 4-12 are required to wear masks during bus transportation. Masks for students in Pre-K to Grade 3 are optional. Refer to “Student Supports & Safety” for more details.
- h. Bus drivers are required to wear masks or face shields during bus transportation. Refer to “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.

## 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 **using the approved cleaning and disinfecting procedures.**
- 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.
- e. Maintain the pool of devices for contingency plans.
- f. Intensive Supports Technology:
  - i. Provide tech aids for students with intensive supports as usual.
- g. Smart Boards:
  - i. Smart boards will not be used/touched by students.

## **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 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).

## **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 A: 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 (>15 minutes) 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.

**Teachers** that have questions can connect with Neil Finch at [nfinch@srsd119.ca](mailto:nfinch@srsd119.ca).

**Non Teachers** that have questions can connect with Jamie Henry at [jhenry@srsd119.ca](mailto: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.***

**Any hours or days referenced below are subject to change, as Public Health updates their guidelines**

<b><u>You should Self-Monitor if:</u></b>	<b>Employee Information</b>
<p>You have no symptoms, and</p> <ul style="list-style-type: none"> <li>• You are/were in casual contact with someone who may have been exposed to COVID-19 in the last 14 days</li> <li>• You are/were in casual contact with someone who has symptoms of COVID-19</li> <li>• You are/were in casual contact with older adults/people who are medically vulnerable</li> <li>• You have been asked to self-monitor by the local health authority</li> <li>• You have travelled outside of Saskatchewan within last 14 days</li> </ul>	<p>Employee can remain at work, no leave request required</p> <p>Self-monitor for 14 days</p>
<ul style="list-style-type: none"> <li>• You have come into casual contact ( &lt;15 minutes) with someone diagnosed with COVID-19</li> </ul>	<p>Self-monitor for 14 days.</p>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<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–leave work immediately and contact Public Health who will advise on the mandatory self-isolation process. Public Health will advise you when you can return to work.</p> <p>Contact HR to discuss leave options.</p>

<ul style="list-style-type: none"> <li>You are over the age of 70, or have a preexisting health condition resulting in a higher chance for you to be at risk</li> </ul>	<p>Remain at work and self-monitor. A doctor's note is not necessary if following preventative measures outlined by Public Health and Sask Rivers Re-entry plan. Contact HR if you need to discuss a work plan according to restrictions outlined by a doctor.</p>
<p><b>You should Self-Isolate if:</b></p>	<p><b>Employee Information</b></p>
<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"> <li>Fever</li> <li>Headache</li> <li>Sore throat</li> <li>Runny nose</li> <li>Conjunctivitis</li> <li>Fatigue</li> <li>Diarrhea</li> <li>Shortness of breath</li> <li>Difficulty breathing</li> <li>Cough</li> <li>Muscle and/or joint aches</li> <li>Chills</li> <li>Nasal congestion</li> <li>Dizziness</li> <li>Nausea/vomiting</li> <li>Loss of appetite</li> <li>Loss of sense of taste or smell</li> </ul> <p><b>Or have been advised by Public Health to be tested</b></p>	<p>Request sick leave</p> <p><b>If symptomatic, you should be tested, call 811. If you choose not to test, you should follow the mandatory self-isolation guidelines from Public Health.</b></p> <ul style="list-style-type: none"> <li><b>If negative test results – provide a note from a doctor of fitness to return to work or return to work 48 hours after symptoms disappear</b></li> <li><b>If positive test results – Contact HR to discuss leave options. Provide note from Public Health of fitness to return to work.</b></li> </ul>
<ul style="list-style-type: none"> <li>You have come in close contact for a prolonged period of time with someone diagnosed with COVID-19</li> </ul>	<p><b>Follow the mandatory self-isolation guidelines from Public Health, regardless of symptoms. If symptoms develop, you remain in isolation until they have been gone for 48 hours or 14 days, which ever is longer.</b></p> <p><b>If positive test results – Contact HR to discuss leave options. Provide note from Public Health regarding the mandatory self-isolation period or a note regarding fitness to return to work.</b></p>
<ul style="list-style-type: none"> <li>You have travelled outside of Canada within last 14 days.</li> </ul>	<p><b>You need to self-isolate for 14 days upon return to Canada. If symptomatic, call 811.</b></p> <p>Extended Leave Without Pay - Contact HR</p> <p>14 days – extended leave preapproval required</p>

## Appendix B: 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 (>15 minutes) 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.*

**Any hours or days referenced below are subject to change, as Public Health updates their guidelines**

Students should <b>Self-Monitor</b> or Parent/Guardian should monitor the student if:	Student Information
Student has no symptoms, and	
<ul style="list-style-type: none"> <li>• Is/was in casual contact with someone who may have been exposed to COVID-19 in the last 14 days</li> <li>• Is/was in casual contact with someone who has symptoms of COVID-19</li> <li>• Is/was in casual contact with olderadults/people who are medically vulnerable</li> <li>• Has been asked to self-monitor by the local health authority</li> <li>• Has have travelled outside ofSaskatchewan within last 14 days</li> </ul>	<ul style="list-style-type: none"> <li>• Student can remain at school</li> <li>• Self-monitor for 14 days</li> </ul>
<ul style="list-style-type: none"> <li>• You have come into casual contact ( &lt;15 minutes) with someone diagnosed with COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Inform School Admin</li> <li>• Self-monitor for 14 days.</li> </ul>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Inform School Admin / classroom teacher</li> <li>• If negative test results for the other individual–student can remain at school and self-monitor</li> <li>• If positive test results for the other individual–student to leave immediately and contact Public Health who will advise on the mandatory self-isolation process. Public Health will advise when student can return to school.</li> <li>• If student does do not test, school may request doctor’s note</li> </ul>

Students should <b>Self-Isolate</b> and Parent/Guardian should monitor the student if:	<b>Student Information</b>
<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"> <li>• Fever</li> <li>• Headache</li> <li>• Sore throat</li> <li>• Runny nose</li> <li>• Conjunctivitis</li> <li>• Fatigue</li> <li>• Diarrhea</li> <li>• Shortness of breath</li> <li>• Difficulty breathing</li> <li>• Cough</li> <li>• Muscle and/or joint aches</li> <li>• Chills</li> <li>• Nasal congestion</li> <li>• Dizziness</li> <li>• Nausea/vomiting</li> <li>• Loss of appetite</li> <li>• Loss of sense of taste or smell</li> </ul> <p>Or have been advised by Public Health to be tested</p>	<ul style="list-style-type: none"> <li>• Student is to stay at home and inform School Admin of absence</li> <li>• If symptomatic, student should be tested, call 811. If student chooses not to test, student should follow the mandatory self-isolation guidelines from Public Health.</li> <li>• If negative test results – provide a note from a doctor of fitness to school <u>or</u> return to school 48 hours after symptoms disappear</li> <li>• If positive test results – Contact school admin. Provide note from Public Health of fitness to return to school.</li> </ul>
<ul style="list-style-type: none"> <li>• Student has come in close contact for a prolonged period of time with someone diagnosed with COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Student is to stay home and inform School Admin</li> <li>• Follow the mandatory self-isolation guidelines from Public Health, regardless of symptoms. If symptoms develop, student to remain in isolation until they have been gone for 48 hours or 14 days, which ever is longer</li> <li>• If positive test results – Contact school to inform of absence. Provide note from Public Health regarding the mandatory self-isolation period or a note regarding fitness to return to school</li> </ul>
<ul style="list-style-type: none"> <li>• Student has have travelled outside of Canada within last 14 days.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is to self-isolate for 14 days, if symptomatic, call 811</li> <li>• Parent/Guardian/Student are to inform School Admin</li> </ul>

# Appendix C: 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.

## 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.

## 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:

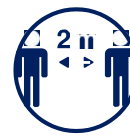
People who suffer from an illness or disabilities that make it difficult to put on or take off a mask

- 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.

**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.



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# Appendix D: Handwashing



## 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:

- palm and back of each hand
- between fingers
- under nails
- thumbs

**4**  
Rinse well

**5**  
Dry hands well with paper towel

**6**  
Turn off tap using paper towel

1-833-784-4397

[canada.ca/coronavirus](https://canada.ca/coronavirus)

[phac.info.aspc@canada.ca](mailto:phac.info.aspc@canada.ca)



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## **Appendix E: 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 F: 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 bringing 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. Principals can reduce the initial intake of students. Please ensure your most vulnerable students are part of that first group of students starting. We want to reach our target of 20 students.
- Kindergarten students will attend to their schedule beginning September 14<sup>th</sup>. 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 (Hanan 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 (Hanan 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 (Hanan 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 Hanan 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 (Hanan 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 G: 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

## **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.

## **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.

### **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 guidelines.

## **Appendix H: 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 (NVC)-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.

## **Appendix I: 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 J: Guidelines Inclusive Learning Team Professional Development

### Room Capacity Limits

Room	Max. # of Participants
Seminar East	14
Seminar West	10
Seminars Combined (open wall)	22
Boardroom	10
Meeting Room North*	5
Meeting Room West*	6
Teacher Resource Centre (TRC at PACI)	15

\* Meeting rooms typically used for small group breakouts. Chairs arranged in circle along perimeter walls.

- The number of facilitators can vary depending on their positioning in the available space throughout the room.
- Physical distancing of 2m needs to be respected.
- Furnishings may not be removed from the room to increase available space.

### Safety Guidelines

- The TRC may only be used for ILT workshops on non-instructional days.
- Designated entrances
  - Ed. Centre: Main entrance along 11<sup>th</sup> Street East
  - TRC: Direct Entrance to lower level is to the right of PACI's main entrance.
- Participants who are guests to the facility need to follow screening procedures and hand sanitize upon entry into the building.
  - Guests are to proceed directly to the designated PD room for sign-in.
  - Individuals whose worksite is the PD facility need to hand sanitize upon entry into the room.
- Masks:
  - As the Ed. Centre is not an instructional facility where physical distancing can be respected, masks are optional for all participants. Masks are available at the main entrance.
  - Masks are optional at the TRC on non-instructional days. Masks will be available for those requesting one.
- All participants must complete the Workshop Registry Sheet prior to entering the room.
  - For multiple-day workshops, a Registry Sheet will have to be completed for each day.
  - Facilitators at the Ed. Centre will give the receptionist a copy of the registry sheet at the end of each day.
  - Facilitators at the TRC will give the secretary at PACI a copy of the registry sheet at the end of each day.
- Washrooms:
  - Ed. Centre: Only the washrooms on the upper level are to be used.
  - TRC: Only the washrooms on the lower level of PACI are to be used.
- Coffee/tea services will not be available onsite. Individuals may bring their own coffee/tea.

- Water coolers will be accessible to all.
  - Individuals are asked to use hand sanitizer provided next to the coolers before and after each use.
  - Individuals are to bring their own refillable water bottle.
- Snacks will not be provided during workshops.
  - Individuals may bring their own snacks.
  - There shall be no sharing of snacks.
- Meal arrangements will be determined by the facilitators.
  - If meals are to be provided onsite, they will be prepared and delivered in labelled, individual containers.
- All materials distributed to participants must be taken with them at the end of the day.

## **Appendix K: 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](mailto:nfinch@srsd119.ca).
16. Non teachers substitutes that have questions can connect with Jamie Henry at [jhenry@srsd119.ca](mailto:jhenry@srsd119.ca).

## Appendix L: Saskatchewan Sports and Activities Guidelines



# 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

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## 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.

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## 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.

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## 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.

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## 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.
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## 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.
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