



## Return to School Plan



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

August 1, 2020

## 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 documents, but it is not intended to provide exhaustive detail. Further details will be included in the plan and shared with staff, parents and the general public by mid-August 2020, once we are closer to school opening. Those details will incorporate the current context and Health directives that may have been adjusted to that changed context. Even then, the plan will provide overall guidance and some division-wide consistency, but schools will develop their local plans for many procedures in schools.

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

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

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

- All students are required to participate in classroom-based learning
  - For students with particular needs, schools teams will collaborate with families and division personnel to develop an accommodation plan.
  - SRPSD will have a contingency plan to transition to remote learning should we be directed to suspend classes
    - All students will be expected to engage in ongoing learning and outcome achievement.
    - Full Saskatchewan Curriculum will be delivered during remote learning
    - Schools will consider a level of standardization regarding choice of remote learning platforms, if utilized, to provide consistency for families.

- 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.)
  - Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.
  - Teachers shall not be responsible for the planning of both classroom-based and remote learning programming. However, teachers will have a responsibility for students on short-term absences as outlined in 5c.
- All staff will report to their assigned work site.
  - Individuals with particular needs will collaborate with their supervisor and division personnel in the accommodation process.
- We will emphasize the importance of proper personal hygiene practices.
- To limit physical contact:
  - Each school team and workplace shall consult the [Re-Open Saskatchewan Guidelines](#) and review their procedures and operations in order to make any necessary adjustments to minimize physical contact between individuals throughout the day.
  - Each school team shall review processes and procedures to allow cohorts of students and staff assigned to them to remain together as much as possible.
- To limit the sharing of materials and equipment:
  - 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.

Further details are also provided in each of the following sections:

1. Social-Emotional Supports for Staff and Students
2. Staff Supports and Safety
3. Student Supports and Safety
4. Early Learning (Prekindergarten and Kindergarten)
5. Curriculum and Instruction
6. Supporting Students with Intensive Needs
7. Extracurricular activities
8. Caretaking & Maintenance
9. Transportation

10. Technology
11. Communications
12. Parent Engagement & Support
13. Other Items

## **1. Social-Emotional Supports for Staff and Students**

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

## **2. Staff Support & Safety**

- a. All 12 month employees will be back to their regular work sites and hours by July 2, 2020. All 10 month employees will be back to their regular work sites and hours effective the first day as set out in the 2020-2021 work calendar for their classification.
- b. All employees are expected to self-monitor for COVID-19 symptoms. It is recommended employees use the online Saskatchewan COVID-19 Self-Assessment Tool at <https://public.ehealthsask.ca/sites/COVID-19/>.

- c. If an employee has symptoms of COVID-19 illness they are to stay home. Not all symptoms of illness need to be subject to this requirement so employees are encouraged to consult [www.saskatchewan.ca/coronavirus](http://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. Teachers that feel well but are at a high risk of severe illness from COVID-19 should connect with Neil Finch at [nfinch@srsd119.ca](mailto:nfinch@srsd119.ca).
- f. Non teachers that feel well but are at a high risk of severe illness from COVID-19 should connect with Jamie Henry at [jhenry@srsd119.ca](mailto:jhenry@srsd119.ca).
- g. Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored. If masks are required they will be provided at the work site.
- h. Proper hand hygiene practices are recommended over use of gloves.
- i. Employees are expected to keep workspaces clean and free from clutter.
- j. 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 when hands are visibly soiled
- k. 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
- l. Casual employees:
  - i. Will receive guidelines outlined by the school division
  - ii. Will report to office at the school (school based staff only)
  - iii. Will sign in at each school (school based staff only)
  - iv. May receive additional guidelines specific to their assignment
- m. Employees shall follow SHA guidelines in regards to travel.
- n. Staff will not enter into private residences or provide personal transportation.
- o. Self monitor and isolation definitions, processes and guidelines for staff will be outlined and shared with all staff.
- p. For updated restrictions (ie. travel over summer) information please refer to: [Saskatchewan Chief Medical Health Officer's Public Health Orders](#)

### **3. Student Supports & Safety**

- a. Students with [COVID-19 symptoms](#) are to remain home
- 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. Schools are to provide PPE for the student and staff in the isolation area.
- c. Self monitor and isolation definitions, processes and guidelines for students will be outlined and shared with all staff, parents and guardians.
- 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 PPE:
  - i. Masks for students are not required as per [Re-Open Saskatchewan Guidelines](#). Parents/guardians wishing their children to wear masks at school, will be allowed to do so. Students must bring their own mask.
  - ii. Gloves are not recommended over proactive hand hygiene practices.
  - iii. 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.
  - iv. 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>
- f. 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
- g. School and Divisional communications with families will reiterate expectations for COVID responsiveness (minimize physical contact, hand hygiene, stay home if unwell)
- h. 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.
- i. Schools are to develop nutrition distribution/program plans in accordance with Ministry guidelines
  - 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 is to be delivered to classrooms by designated staff member
- j. 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
- k. Exchange of Materials / Materials from home
  - 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)
- l. All other communicable disease information can found on SHA Parkland Health Area Website - <https://paphr.ca/services/public-health-services/communicable-disease>

#### **4. Early Learning (Prekindergarten / Kindergarten)**

- a. Home Visits
 

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

  - i. Front Yard or Playground Visits
  - ii. Telephone Calls
  - iii. Online videoconference Meetings
- b. Extended Staggered Start:
 

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

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

## **5. Curriculum and Instruction**

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



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

- vi. Develop self-assessment strategies and skills.
- vii. Use and develop growth and innovative mindsets.

**g. Pedagogy/Planning**

- i. Teach the full Saskatchewan curriculum.
- ii. Use outcomes based teaching, learning and assessment practices.
- iii. Differentiate instruction to meet the needs of all students.
- iv. Planning for substitute teachers will outline COVID-19 safety guidelines for the classroom.
- v. Provide integrated curricular learning opportunities.
- vi. Provide project-based learning opportunities.
- vii. Use blended learning strategies.
- viii. Incorporate platforms such as See Saw for PK-3 as both a communication tool and a learning tool for students and caregivers.
- ix. Encourage (especially in the early years) play-based learning strategies.
- x. Accept smaller steps of learning.
- xi. Identify and prevent a regression to non-best practice teaching strategies such as a dependency on worksheets that may occur.
- xii. Accept and expand on what can be done and avoid focusing on what can't.
- xiii. Follow guidelines established for physical education classrooms based on the [Re-Open Saskatchewan Guidelines](#).
- xiv. Follow guidelines established for music and band classrooms in the [A Framework for the Return to Music Classes in 2020/21](#) document.

**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.

**6. Supporting Students with Intensive Needs**

- a. Inclusive education practices in alignment with Saskatchewan's needs-based model shall continue to determine appropriate interventions based on the assessed needs of students requiring intensive supports.
  - i. Students with intensive needs may require:
    - classroom adaptations and accommodations;
    - individualized planning;
    - a safety plan;
    - updated assessments;
    - a revised Inclusion and Intervention Plan.
- b. Intensive Supports coaches and consultants continue to be available to support school teams in identifying student needs and developing an appropriate educational plan.

- c. In consultation with a medical professional, accommodations may be provided for students with compromised immune systems.
- d. 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.
- e. All health and safety measures must be in place and communicated with the relevant staff and family prior to the provision of the service.
- f. All interventions will be provided in a supervised setting. Staff will not enter into private residences or provide personal transportation.
- g. Where possible, collaborative meetings (C-Team) involving division personnel, school team and parents will occur via telephone or remote communication platform.

## **7. Extracurricular activities**

- a. Extra-curricular plans will be developed once fall 2020 capacity limits are known

## **8. 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 if needed.
- 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 ie couches, carpets etc.

## **9. 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. School start and end times, or student arrival and departure times, may need to be adjusted.
- h. Communicate with schools and families the new expectations/guidelines for transportation.

## **10. Technology**

- a. Teacher planning
  - i. Minimize the use of devices by multiple students
  - ii. Plan technology learning for full days in which students would have access to the devices
  - iii. Plan classroom activities - daily cafe - without including tech as a part of the rotation
  - iv. Sanitization
    - Ensure students use hand sanitizer prior to use
    - Ensure students use hand sanitizer after use
    - Ensure students disinfect their device at the end of usage
- b. Coding kits/TRC electronic kits
  - i. Assign for use to a specific classroom teacher and their students.
  - ii. Teachers and students follow the student's use guidelines.
  - iii. Leave the items in the kit for a period time (time TBD) after usage for sanitization.
- c. VR headsets/3D printers/Camera kits
  - i. Assign for use to a specific classroom teacher and their students.
  - ii. Teachers and students follow the student use guidelines
- d. School division - chrome books.
  - i. Maintain the pool of devices for contingency plans.
- e. Intensive Supports Technology

- i. Provide tech aids for students with intensive supports as usual.
- f. Smart Boards
  - i. Smart boards will not be used/touched by students.

## **11. Communications**

- a. Division will primarily use existing communications channels:
  - i. Division email is the primary source for internal communication.
  - ii. School Messenger, web page/splash page, local media, social media (Facebook & Twitter), phone (text and voice), and other channels will be used as appropriate.
  - iii. In-person conversations/events/gatherings will only occur when virtual meetings cannot meet the need for communications.
- b. Division will rely on normal communication practices:
  - i. Division communicates to Principals and Supervisors who share the messages with their staff (and students and families as appropriate)
  - ii. Division will provide updates as required directly to families or directly to all staff
- c. Principals will determine communication channels and practices that ensure communication to students, staff and families is regular, clear and consistent with Health, Ministry and Division information.
- d. Non-school Supervisors will ensure communication to staff and vendors/suppliers/contractors is clear and consistent with Health, Ministry and Division information.
- e. Content of communication messages will consider:
  - i. Ensuring information is fact-based, guided by Health directives when related to COVID-19 and consistent with Division messages
  - ii. Providing clarity, calmness and assurance when potential anxiety or stress may ensue from messages related to COVID-19. 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).

## **12. Parent Engagement & Support**

- a. Survey to parents completed by June 30, 2020. Information to be used to improve/enhance next versions of the Plan
- b. Division communications channels and practices will be used to engage and connect with parents and families.

- 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.

### **Other Items**

- e. SRPSD Administrative Procedures
  - i. By August 31 2020, SRPSD will develop an Administrative Procedure to clearly define processes and procedures with regards to Illness in Care
- f. The SRPSD Return to School Plan will be made available on [www.srsd119.ca](http://www.srsd119.ca) on August 4<sup>th</sup> and will be updated when necessary.