



CREIGHTON SCHOOL DIVISION No. 111

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Creighton School Division Return to School Plan 2020- 2021 School Year

August 1st 2020

Division plans will evolve as required by emerging health risk assessments.

INTENDED AUDIENCE:

This document is intended for Creighton School Division personnel for preparation of school in the fall of 2020. This include: Trustees, human resources personnel, in-school administrators, special services support, and community school personnel. See Attached Administrative Procedure (adapted from Horizon School Division) for further details.

STUDENTS IN SCHOOL

Who:

All students are required to participate. If a family chooses not to have children attend school, appropriate content and learning opportunities will be provided to the family. If full distance delivery is available, it can be used in the case where it is not, content from classroom teacher will be made available to the family as it is provided to student in the classroom.

There is a self-assessment questionnaire that we would like staff to complete regularly so that they know when to contact health services for testing.

It is important that teachers plan to be able to transition between in school and out of school delivery of the full curriculum.

Hygiene:

Proper hand hygiene practices for staff and children will be promoted through direct instruction and placement of posters and reminders. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean. Although general use containers will be available, where possible, students and staff should have their own hand sanitizer. The use of hand sanitizer with young children will be supervised.

Here is a link to the Government of Canada hand washing guide:

<https://www.canada.ca/content/dam/phac-aspc/documents/services/publications/diseases-conditions/coronavirus/covid-19-handwashing/covid-19-handwashing-eng.pdf>

When students should wash their hands	When staff should wash their hands
<ul style="list-style-type: none">• Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions)• Whenever hands are visibly dirty• After using the washroom• Before eating and drinking• After sneezing or coughing into hands• After playing outside	<ul style="list-style-type: none">• Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions)• Whenever hands are visibly dirty• After using the washroom• Before eating and drinking• After sneezing or coughing into hands• Before handling food or assisting students with eating• After contact with body fluids (i.e., runny noses, spit, vomit, blood)• After cleaning tasks• After removing gloves• After handling garbage

Hand sanitizer must be approved by Health Canada (DIN or NPN number) and listed as effective for use against COVID-19 (per Health Canada website).

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.

Illness Care:

Students and staff who are sick are advised to stay home. Not all symptoms of illness need to be subject to this requirement, see below for common symptoms.

All parents, guardians, students, and staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Students and staff can return to school once they are cleared by public health. Teachers should have two weeks of planning ready as they will not be able to enter the school. Students will be able to work from home if they are quarantined. Parents can communicate with the school by digital means while they are isolating.

Administrative procedure 5.12.1.1 outlines the appropriate measures staff must take when a student presents with the symptoms out lined on the Saskatchewan Government COVID-19 website. <https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/treatment-procedures-and-guidelines/emerging-public-health-issues/2019-novel-coronavirus>

Some common systems are:

- Fever
- Cough
- Headache
- Muscle and/or joint aches and pains
- Sore throat
- Chills
- Runny nose
- Nasal congestion
- Conjunctivitis
- Dizziness
- Fatigue
- Nausea/vomiting
- Diarrhea
- Loss of appetite
- Loss of sense of taste or smell
- Shortness of breath
- Difficulty breathing

Administrative procedure 5.12.1.1 outlines that staff interacting with students who present with symptoms will be required to wear a procedural/surgical mask and eye protection during all interactions, which will be provided by the division, and the student will remain isolated in the office cubical until a parent or guardian can pick them up. Once the student leaves, custodians will disinfect the isolation room, items that cannot be disinfected will be removed and stored in a sealed container for a minimum of three days.

Limiting Physical Contact:

Cohorts will remain for Pre-Kindergarten to grade 6 the same as the original plan outlined but at this time we will be expanding cohorts to grades 7-12. We will be implementing a bloc system with four semesters as opposed to the 2 currently. Grades 7-12 will be going from 5 classes per day down to three classes per day. Details on the schedule will be released as soon as possible.

We will be requiring grades 4-12 students and all staff wear masks at all times will in the building. The only exception will be in washrooms and during gym class. We encourage students and staff to have their own masks although masks will be provided for those who need them.

Classrooms will all be front facing and shielding will be in place when students sit at tables with other students.

For elementary and middle years students maintaining physical distance is less practical, the focus should be on minimizing physical contact.

Classrooms will need to be organized to facilitate minimalizing physical contact. Arrangement of desks or use of physical barriers between students at tables will be utilized to help prevent physical contact.

Specific instruction will be given to younger students to learn about the importance of physical distancing and new social norms to facilitate it.

Teachers should plan for reduced physical contact activities as well as avoid activities that require clustering around a particular item or small area.

Teachers should remove play with toys that encourage group play in close proximity or increased the likelihood of physical contact. Preference should be given to toys that encourage individual play.

Students and staff should not share food and drinks and other personal items. An updated supply list will be sent out to parents to include things such as hand sanitizer and pencil sharpeners or any other communally used items. Personal items should be labeled with student's name to discourage accidental sharing.

Electronic devices in classrooms should be sanitized between students

Markings on benches will include appropriate distances marks, although all mingling of groups should be prevented.

7-12 students will not be allowed in the k-6 area other than picking up a sibling in pre-kindergarten or kindergarten.

School Day Structure:

Groups of students and the staff members assigned to them should stay together throughout the day and not mix with other groups. Staff should remain with the same group whenever possible. Strive to minimize the number of different teachers and educational assistants that interact with groups of students throughout the day.

Transportation

As in the past all students will be assigned seating on the busses which will be strictly adhered to. We will also be grouping students by grade.

First Student: We will transport students in groups (1-3 and 7-9 in one group of busses and 4-6 and 10-12 in another). Grade one in the first few rows, grade 2 in the next few and so on until 7-9 in the back. The 1-3/1-9 buses will need to come first, if 4-6/10-12 buses arrive early they will not be allowed to unload until the 1-3/7-9 students have left the marshaling area. Busses will be cleaned between runs.

Pilons will be set up in grade groups so that home room teachers can have their students line up and enter the building through the correct door. Students who walk to school or are dropped off by their parents will meet their home room teachers at the marshaling area. Home room teachers will be walking students in the building.

EA's will be reassigned from doors to student pick up to aid in the process.

The same process will occur for the end of the day.

Division Owned Minibus and Van and Extra-Curricular Plans

As it stands field trips will not be allowed at this time. Extra-Curricular Plans will be developed once fall 2020 capacity limits are known.

Parents

Parents are encouraged to transport their children in all cases. Parents that have to bring students in for classes in K and Pre-K should only use board office doors at the specific start time. An EA will manage the flow through the board office doors.

Students Entering/Exiting School, Recess/Breaks and Lunch

Appropriate signage will be used to show appropriate entrance and exit points, bathroom usage, and flow of students within the school for various grades.

Elementary: Recess will be staggered between 1-3 and 4-6 with three distinct areas of play monitored by teachers. One area for grade 1, another for grade 2, and another for grade 3 and the same idea for 4-6. Teachers will need to be with their class during break but can switch within grades, that is grade one teachers can take turns supervising the grade ones at recess. Lunch for grades 1-6 will be in their classrooms as per normal.

High School: High School students will be encouraged to limit physical contact and maintain as much distance as possible during breaks and before school.

Staggered Start Times and Lunch:

Grades	Let in building Time and Door	Lunch Time and Door
K	Parents or EA Board office door	Parents/EA as per normal (Board office door for Parents)
PK		
1	8:40 Board office Door	11:30 -12:25 (55 min)
2	8:40 Elementary Door	11:30 -12:25 (55 min)
3	8:40 4-5 Tarmac Door	11:30 -12:25 (55 min)
4	8:50 Tarmac Door	11:55-12:50 (55 min)
5	8:50 Board office door	11:55-12:50 (55 min)
6	8:50 Teacher parking lot door	11:55-12:50 (55 min)
7-9	8:40 Main and Parking Doors	No Change
10-12	8:50 Main and Parking Doors	No Change

7-12 Lunch

Parents will be encouraged to have their children go home for lunch whenever possible.

Lunchroom tables will use tape to show eating areas that maintain distance. Half the gym will be used as extra seating for lunch. Extra folding lunchroom tables will be purchased to provide enough spacing. It doesn't have to be two meters but should prevent contact. Gym supervisor will need to supervise the first part as lunch. Lunch supervisor will have to make sure students clean their area and custodian will need to sanitize after lunch period.

Gym supervision teacher will need to set up and monitor for individual sports/activities. Custodians will need to set up, take down, and sanitize area. Mentors should be used to develop organized play at lunch that encourages physical distancing.

Bathrooms

Elementary: Grades Pre-K to 3 will only be allowed to use the bathrooms in the Pre-K hallway. Grades 4-6 will only be allowed to use. Students will be given specific instruction on hand washing, spacing, and limiting time in washrooms.

High School: Strick instructions must be given and followed for bathroom use.

Library

The library will remain open, but accessibility will be limited to certain grads on certain days. All library books will be isolated for at least three days after they are returned before they can be re-shelved.

In-School Transitions

Elementary: Teachers will accompany students during all in-school transitions. Every effort will be used to maintain students in the same classroom. If students are required to transition to a different room that room must be sanitized between student groups.

High School: Students will be given distancing education and be provided with sanitation spray to clean their desk before its use. High school students will still have to move classes.

Grades 1-3 will travel on the same busses and have the same lunch and recess breaks, times are outlined above.

Classes will still continue with music, gym, Cree, and French. The rooms will be sanitized between groups and timing to keep 1-3 and 4-6 on separate days if at all possible.

Classroom doors left open all day, if close, teacher wipes down, along with light switches

Class supply list should include individual pencil sharpeners and wipes, kids should not share supplies

Reading buddies cannot take place next year. High school students will not be allowed in the elementary end of the school.

Canteen and Snack Program.

Lunches from the canteen will be ordered early and delivered to the class in individual packages. Snack will be served in the regular fashion although only individually prepared and wrapped snacks will be provided and delivered directly to the classroom.

Proper hand hygiene must be practiced before and after eating.

Food from home must not be shared with other students and should be stored with the student's belongings.

There are no foods classes this year and no student will participate in food preparation.

Instruction:

A shift in pedagogy may be required, administrators should make themselves available to support classroom teachers in terms of differentiated instruction to support students returning with gaps in learning and in terms of distance and online delivery of content. A cross-curricular approach which focuses on teaching outcomes, rather than the amount of time per subject is recommended. The school and teachers will need to use multiple modes of communication with parents to ensure everyone stays informed in the rapidly changing climate of the pandemic.

Plans for PAA, as well as other subjects, should be taken to ensure physical environments and interactions fall in line with physical distancing and other health precautions according to the Chief Medical Health Officer's direction. Staff will be physically present in the school, even for remote provisions of learning.

Full curriculum delivery is expected whether it is face-to-face or digital delivery bearing in mind that some differentiation may be necessary for students that have gaps in learning.

Families that decline to send their children to school will be supported in by the regular methods used by the school for students who are unable to attend.

Homeschooling options that are available now will continue to be available to parents.

Teachers should have 2 weeks of plans ready to go at any time in case of sickness and self-isolation.

Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area.

PM readers will not be sent home in the regular fashion. For the vast majority of students will peruse digital solutions and in rare cases we may send books home although the books will need to be quarantined for several days before they can be used again.

Teacher will implement trauma informed teaching practices utilizing school counselors and educational psychologist for support in implementing said practices.

Assessment:

Teachers will use their professional discretion to determine the appropriate assessment practices within the current context.

Reading assessments will take place in the usual manner, although strict sanitation and physical distancing will be used in the reading assessment room.

Tell Them From Me survey will be conducted, computer labs and chrome books will be sanitized between uses. Grades 1-3, 4-6, and 7-12 will access the computers on separate days to ensure further reduction on any contacts.

Data for the Provincial Education Plan will continue to be collected through their usual means.

Students will be required to write departmental exams if their teachers are not accredited.

Students with Additional Needs

Parents will be contacted to determine which students may have compromised immune systems. Plans will be developed in collaboration with families to determine the safest options for these students.

All students requiring one-on-one assistance will need updated assessments and goals implemented that will benefit the students and keep them safe.

Mental Health Supports

Our school counselors will be facilitating student needs as normal with distancing protocols in place. We understand that many students will be having a difficult time during this period of uncertainty and our counselors and school community staff will be there to provide support as necessary. Further mental health and wellbeing support can be found on the Government of Saskatchewan website:

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

Any staff that require extra support can contact:

Healthline 811 (All Staff)

Creighton Health Centre - Provincial Building

298 - 1st Street East

PO Box: 219, Creighton, S0P 0A0

phone: (306) 688-8620, fax: (306) 688-8629

Website Address:

www.mcrha.sk.ca/facilities/#creighton

STF members can contact: Member and Family Assistance Program (STF members)
1-833-485-4245

Pre-Kindergarten 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* and based on the *North East School Division Reopening Plan 2020-21* while continuing to implement quality practices and responsive learning opportunities for children in Prekindergarten and Kindergarten programs.

It is anticipated that the guidelines outlined below will likely change as the school year progresses.

Mindset and Perspective

- 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 are bringing into the classroom; children are intuitive and energy and thoughts that we bring determines how we respond.
- Try to remain calm and try to find joy and learning through everyday interactions.
- Slow down and savor 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

Orientation to School

- During the first week of school, host virtual or small orientation/parent information sessions with families to allow them to tour the classroom briefly (20 minutes).
- Parents will be asked to only use the doors facing the post office when dropping off and picking up students. Staff will be stationed at the doors to manage the flow of people.
- Throughout the month of September to December, begin regularly contacting families through telephone, emails, or on-line video meetings/teleconference calls.
- Host tutorials virtually with families to help them with using the technology that is integrated in classroom practices (e.g. Teams Meetings for Family Days).

Home Visits and Family Days

- For Prekindergarten home visits, conduct outdoor visits with families in the local school playground, a nearby park or on the front lawns in September to begin building a relationship with parents/caregivers.
- 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.

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 encountering bodily fluids: after they blow their nose, cough or sneeze.
 - After using the washroom; and,
 - Before and after using sand/water/sensory bins and painting centers.
 - Additional option: have children wash their hands before and after learning center times
- Use hand sanitizer in extremely limited quantities, as it is toxic for young children.
- 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)
- Schedule in time within each instructional day for the cleaning of frequently shared items
- Schedule weekly cleaning of materials in learning centers on Fridays or as required throughout the week
- Wear gloves when disinfecting tables and materials.
- 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.
- Stay within classrooms as much as possible and avoid having to go into other areas of the school.
- Stagger outdoor times.
- Ensure all staff are aware of the hygiene and cleaning procedures and understand the adaptations to routines and instructional practices.

School Supplies and Personal Belongings

- Have one class set of pencils, one box (basic 8 colors) of both markers and crayons that can be shared by four children at a time. This would be the same with scissors and glue - 1 per 4 children. Store school supplies in containers to keep them contained and help with cleaning
- 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 Practices 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
- Put away materials that may be hard to clean or cannot be washed in a washing machine
- 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 centers – 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
 - Give reason for children to communicate with adults, ask and wait (Hanen LLLI strategy)
- Use open-ended materials in learning centers that can be used in many ways and repurposed throughout the day
 - Boxes, cardboard tubing, gems, rocks, sticks, recycled materials can be used for several 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, color (e.g. use the smart board, overhead, projector, flashlights, prisms, crystals, water and food coloring, paint)

- Offer materials that keep the children's interests, allow them to work with their favorite 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 so that it keeps their interest and offers possibilities for them to discover 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
- Interchange materials and rotate items to keep interest; add complex materials as the year progresses
- 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
- Engage and interact with the children to model inquiry/exploring materials; “Have similar materials 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 questions that encourages children to think more deeply” (Hanen Center, *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 centers

Physical Distancing and Interactions that Build in Conversations

- While maintaining physical distancing aim to be at the child's level so that they can read non-verbal cues and engage in interactions/conversations
- Use OWL – observe, wait and listen (Hanen LLLI strategy) to see what children are interested in and to begin conversations
- Follow the child's lead when involved in an activity; incorporate activities that allow builds on language and interactions without materials (e.g., I spy, Simon Says, 20 Questions)
- Look for opportunities to have incidental conversations using Hanen strategies: talk about what you are doing, make interesting comments, ask questions to invite conversations, change routines into games
- Label children's emotions
- Give children roles to take on and lead” (Hanen Centre, *Balancing Precautions While Building Interactions*, 2020)
- Physical distancing ideas for hosting whole group discussions/Morning Meetings:
- Use shapes made of cloth to define personal space and where children can sit during discussions

- Use carpet samples to define personal space and assigning seating
- Use stickers or painters' tape on floors to mark off spots (be mindful that it doesn't become a distraction)
- 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 child 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 neighbor”)
- 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 aloud/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.

References

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STUDENTS OUT SCHOOL

In the event that the CMHO requires full remote learning all students will be required to participate.

Staff will be physically present in the school and all distance delivery will be done using google classroom. Teachers may have to be flexible on the timing of the school day to ensure large families can be accommodated for distance delivery.

All video lessons will be done through google meets/hangouts.

Paper copies will only be allowed as a last resort and in that case will require several days of quarantine on either end for the transition. Pick-ups and drop-off will be limited to specific school related procedures.

Recording of lessons will require permission and consent from students.

Full curricular delivery and assessment is required.

Attendance for distance delivery will be done using MSS as it is normally.

Students with Additional Needs:

Program plans for students will need to be updated in light of the current situation and provide supports in the event of full distance delivery.

EA's will be deployed to assist students in the event of distance delivery through video conferencing. The Reading, Speech, and Self-Regulation EA's will continue to deliver their content through video conferencing as well.

The contracted speech pathologist will be required to provide distance delivery of her services as well.

School counselors will collaborate with staff to ensure the mental health and wellbeing of students is addressed in either form of delivery. Continued support for trauma informed learning will be required. Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.

COVID-19

Background

On June 9, 2020, the Government of Saskatchewan announced that in-classroom learning will resume for the 2020-21 school year. To help school divisions prepare for the return of students and staff, provincial guidelines have been developed to inform local planning. This procedure has been created to ensure a safe return to the workplace for all staff. These protocols will continue to be adjusted as necessary following the direction of the Chief Medical Health Officer of Saskatchewan.

Procedures

1. General Guidelines

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

2. Guidelines for Illness (Staff)

- 3.1 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/>.

Common symptoms include:

- Fever
- Cough
- Headache
- Muscle and/or joint aches and pains
- Sore throat
- Chills
- Runny nose
- Nasal congestion
- Conjunctivitis
- Dizziness
- Fatigue
- Nausea/vomiting
- Diarrhea
- Loss of appetite
- Loss of sense of taste or smell
- Shortness of breath
- Difficulty breathing

- 3.1 If an employee has symptoms of COVID-19 illness they are to stay home. The employee must request their absence using the normal process established at the school level and enter the absence into Atrieve. If the employee does not have sufficient sick leave they are to contact the Superintendent of Human Resources for direction.
- 3.1 If an employee has symptoms unrelated to COVID-19 they are to report to work.
- 3.1 If an employee feels well but is at a high risk of severe illness from COVID-19 the employee is to contact their principal/supervisor and the Superintendent of Human Resources.

3. Guidelines for Illness (Student)

3.1 If a student is found to be presenting with the common symptoms of COVID-19 (see 2.1):

- The staff member that first identifies the symptoms must maintain appropriate distancing of themselves and others and contact school administration immediately.
- School administration, while wearing appropriate medical masks and eye protection is to escort the student to the isolated cubical in the main office of the school.
 - In a respectful manner that protects the privacy of the student; and,
 - In a manner that is as safe as possible for the staff members and other students and staff.
- In all interactions with the student, staff members shall
 - Maintain physical distancing from the student as much as possible
 - Wear a medical mask and face shield;
 - Avoid contact with the student's respiratory secretions;
 - Provide the student with a face shield and request the student to wear it;
 - Provide the student with a face mask, if the student is not wearing one, and request the student to wear it provided the student is not in respiratory distress;
 - Wash their hands adequately with soap and water or use hand sanitizer before and after attending to the student; and,
 - Dispose of disposable PPE and arrange for non-disposable PPE (i.e., face shield) to be cleaned and disinfected.
- Parents or guardians should be contacted immediately to pick up their child and instructed to call 811 as soon as possible.
- Any office staff that is required to be in close distance to the student must wear appropriate medical masks and eye protection. This equipment will be provided by the school.
- Custodians will be contacted to sanitize the area the student was working in before it was known they had symptoms. Any materials that the student was using must be removed and isolated in a plastic bag for at least three days.
- After parents have taken the student home, custodians are to sanitize the room completely following the sanitation guidelines.

- If a case of COVID-19 is confirmed by the Saskatchewan Health Authority (SHA), the Director or designate will arrange for any other steps that may be required by SHA Public Health.
- Any and all communications regarding the student or further action that might need to be taken by the staff, students, or school must be done only by or with the approval of the Director or designate in consultation with Public Health.

4. Public Health Order

- 3.1 All employees will follow the directives outlined in the most recent Public Health Order available at www.saskatchewan.ca/coronavirus.
 - 3.1.1 Employees that have been identified by a Medical Health Officer as **having COVID-19** shall immediately go into mandatory self-isolation until such time as the Medical Health Officer determines that they no longer pose a public health threat;
 - 3.1.2 Employees that have been identified by a Medical Health Officer as a **close contact of a person or persons with COVID-19** shall go into mandatory self-isolation for 14 days from the date of last having been exposed to COVID-19;
 - 3.1.3 Employees that have **traveled internationally** shall go into mandatory self-isolation for 14 days from date of arrival back into Canada;
 - 3.1.4 Employees **who are household members or contacts of a person with COVID-19** shall immediately go into self-isolation for 14 days and call Healthline 811 if they become symptomatic.

5. Additional Health Supports

- 4.1 Healthline 811 (All Staff)
- 4.2 Member and Family Assistance Program (STF members) 1-833-485-4245

6. Guidelines for Work Refusal Due to COVID-19

- 5.1 Section 3-31 of *The Saskatchewan Employment Act* states that an employee may refuse to perform any particular act or series of acts at a place of employment if the employee has reasonable grounds to believe that the act or series of acts is unusually dangerous to

the employee's health or safety or the health or safety of any other person at the placement of employment until:

- 5.1.1 Sufficient steps have been taken to satisfy the employee otherwise; or
 - 5.1.2 The occupational health committee has investigated the matter and advised the employee otherwise.
- 5.2 An employee's right to refuse to perform work as a result of COVID-19 will be contingent upon factors including (but not limited to) the following:
- 5.2.1 the state of the COVID-19 situation in the employee's particular community and workplace at the time the refusal to work is being exercised;
 - 5.2.2 the age and health of the specific employee;
 - 5.2.3 the type of workplace where the employee usually performs their functions;
 - 5.2.4 the specific field of work and their normal duties or tasks;
 - 5.2.5 the measures adopted by the Prairie South Schools to prevent the transmission of COVID-19, including workplace hygiene and personal protective equipment (PPE), where applicable;
 - 5.2.6 whether or not an employee has been diagnosed with COVID-19;
 - 5.2.7 whether the employee or the circumstances fall in one of the legislative exceptions to the right to refuse unsafe work; and
 - 5.2.8 any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger.
- 5.3 If an employee has reasonable grounds to believe they have been asked to perform an unusually dangerous act, the employee shall notify their principal/supervisor, the applicable Superintendent of School Operations and the Superintendent of Human Resources.
- 5.4 Following notification, the school OHS committee will investigate the concern and communicate the decision to the above noted central office staff.

Reference: Re-Open Saskatchewan: A plan to re-open the provincial economy updated June 16, 2020
Primary and Secondary Educational Institution Guidelines June 18, 2020
The Saskatchewan Employment Act
AP 159 Health and Safety
AP 160 Student and Staff Safety
AP 164 Communicable Diseases
AP 403 Duty to Accommodate

June 23, 2020

