

FALL 2020 RE-OPEN PLAN



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** For all Contingency Scenarios:

Schools should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission - for example a case associated with recent travel to an area with sustained COVID-19 transmission. The division and schools will consult with the local Medical Health Officer if any COVID-19 cases are connected to communities within the division, or to any school division facilities. In the event that a school enacts a contingency plan, a review of the plans will also occur.

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School Operations

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
<p>School Day</p> <ul style="list-style-type: none"> • Before School Procedures • Recess Procedures • Noon Hour Procedures • After School Procedures • Entrances • Building Access • Washroom Access • Hallway Procedures 	<p>Mandatory Mask usage:</p> <ul style="list-style-type: none"> • Masks will be required for staff and students in Grades 4 to 12 on buses and in high traffic areas, including areas where 2m physical distancing cannot be maintained. In most circumstances, students in Pre-k to Grade 3 will be encouraged but not required to use masks. • All visitors and guests to NWSD schools will be required to wear masks. • Students can expect to receive one reusable mask provided by the Division upon their return to classes. We will also have disposable masks for use. Parents are encouraged to provide additional reusable masks for their children if they choose. <p>Limiting Physical Contact</p> <ul style="list-style-type: none"> • For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead. • Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (i.e. during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (i.e. hugs, handshakes). • Help younger children learn about physical distancing and less physical contact by creating games that include basic principles such as 'two-arm lengths apart' and avoid close greetings like hugs or 	<p>School Operations Transportation Principal</p>	<p>Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines SHSAA Return to Sport Guidelines</p>

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	<p>handshakes. Encourage physically distant greetings such as 'air fives' and waves.</p> <ul style="list-style-type: none">• Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area.• Modify procedures for entering the building to support physical distancing. Possible strategies include staggered entry into classes and schools, separate group entrances, limiting pickups and drop offs to one parent/guardian, etc.• Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.• Children from the same household (e.g. siblings) do not need to maintain physical distance from each other.• Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing. (ref: Facilities/Early Childhood)• Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.• 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.• Modifications may be needed for all shared spaces, including boot rooms, hallways, waiting areas, etc.		
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	<p>Thought can be given to establishing visual cues and direction flow plans. (ref: Facilities)</p> <ul style="list-style-type: none">• Specific responses for Prekindergarten and Kindergarten environments will be developed by school divisions, taking into account the unique nature of the learning programs and student development. (ref: Early Childhood)• Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents. <p>Limiting Shared Materials and Equipment</p> <ul style="list-style-type: none">• Establish clear protocols for bringing materials (i.e. bags, school supplies) into and out of schools.• Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact. Keep toys that encourage individual play. (ref: Early Childhood)• Students and staff should not share food and drinks and other personal items. Label personal items with the student's name to discourage accidental sharing.• Strategically limit the number of touch points per day on electronic devices. (ref: IT)• Classroom activities and recess times should not include equipment that might be touched by multiple students. Due to the increased cleaning required, it is best to decrease the number of toys/equipment available to children. Remove toys and other items that cannot be easily cleaned and disinfected.• Extra-curricular activities and programming will be addressed in the fall, once limitations on gatherings are updated, and with the guidance from the SHSAA and sport governing bodies.		
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School Staff	School principals will create a plan to address the following: <ul style="list-style-type: none"> • Role changes • Staff assignments – staff are expected to work at their assigned school or office location. • Staff duties • Manage staff attendance • Safety procedures - *PPE not required • Student supervision and social distancing expectations • Professional Development • Staff Supervision Process • Staff who are ill will be required to stay home 	School Operations Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines
Communication	School principals will create a plan to communicate with the following groups: <ul style="list-style-type: none"> • Staff • Students • Parents • SCC • Community Stakeholders 	School Operations Communications Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
School Day <ul style="list-style-type: none"> • Before School Procedures • Recess Procedures • Noon Hour Procedures • After School Procedures • Entrances 	*Information same as in 'normal' return to school.	School Operations Transportation Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

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<ul style="list-style-type: none"> • Building Access • Washroom Access • Hallway Procedures 			
School Staff	School principals will create a plan to address the following: <ul style="list-style-type: none"> • Role changes • Staff assignments • Staff duties • Manage staff attendance • Safety procedures (PPE) • Student supervision and social distancing expectations • Professional Development • Staff Supervision Process 	School Operations Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines
Communication	School principals will create a plan to communicate with the following groups: <ul style="list-style-type: none"> • Staff • Students • Parents • SCC • Community Stakeholders 	School Operations Communication Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
School Day <ul style="list-style-type: none"> • Before School Procedures • Recess Procedures • Noon Hour Procedures • After School Procedures • Entrances 	*Information same as in 'normal' return to school.	School Operations Transportation Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

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<ul style="list-style-type: none"> • Building Access • Washroom Access • Hallway Procedures 			
School Staff	<p>School principals will create a plan to address the following:</p> <ul style="list-style-type: none"> • Role changes • Staff assignments • Staff duties • Manage staff attendance • Safety procedures (PPE) • Student supervision and social distancing expectations • Professional Development • Staff Supervision Process 	School Operations Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines
Communication	<p>School principals will create a plan to communicate with the following groups:</p> <ul style="list-style-type: none"> • Staff • Students • Parents • SCC • Community Stakeholders 	School Operations Communication Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
School Day	<p>School principals will create a plan to address the following:</p> <ul style="list-style-type: none"> • Guidelines and expectations for students and staff for at home learning (Learning Packages) • Monitor building access 	School Operations Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

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School Staff	School principals will create a plan to address the following: <ul style="list-style-type: none"> • Role changes • Staff assignments • Staff duties • Manage staff attendance • All staff will work at their assigned work site • Safety procedures • Student check in • Professional Development • Staff Supervision Process 	School Operations Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines
Communication	School principals will create a plan to communicate with the following groups: <ul style="list-style-type: none"> • Staff • Students • Parents • SCC • Community Stakeholders 	School Operations Communication Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines

Curriculum & Instruction

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Return to learning	The school year will start with ALL students returning to learning. Participation will be mandatory.	Principal, teachers	
Learning Improvement Plan (LIP) implementation	In this scenario, schools are expected to fully implement their LIP	Principal, superintendent	

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<p>Determine learning gaps</p>	<p>Anticipate and identify gaps in learning using formative assessment:</p> <p>As per AP 360 - b.3 - Teachers use ongoing assessment to inform instructional design and respond to students learning needs.</p> <p>Use Fountas and Pinnell assessment 2-9 to establish baseline to guide instruction.</p> <p>Teachers are encouraged to confer with previous grade teacher to gain a rich understanding of what was covered and what was not covered to help make informed decisions to optimize their year plan.</p> <p>Teachers are encouraged to use math data from the previous year snapshot capturing remediation requirements.</p> <p>Provide schools with lists of essential skills in numeracy to aid teachers with planning for instruction.</p> <p>School based administrators are responsible for ensuring teachers long range plans and assessment plans are revised to appropriately accommodate learning gaps emergent due to school closure.</p> <p>RTI plans need to be in place for <u>all students</u></p> <p>Allocation of additional instructional time</p> <p>The Saskatchewan curriculum will be taught by teachers. The focus will be on the teaching of outcomes, rather than course time allocation. Teachers in grades 1-9 are encouraged to use a cross-curricular approach for instruction.</p>	<p>Supt. Of Curriculum and Instruction Learning Coaches Learning and Assessment Consultant School Leadership School Literacy/Numeracy Leads</p>	<p>Suggested/recommended screening tools: Fountas and Pinnell Assessment.</p> <p>Lists of essential skills for Numeracy.</p> <p>Math Screens.</p>
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	10-12 Timetabling flexibility: Extended periods (bell schedule adjustments) for subjects with missing pre-skills		
Credits potentially at risk due to midstream structural changes (need to be limber)	<p>Schools are encouraged to investigate quartile (2.5 cr/semester) and quintile (2 cr/semester) systems</p> <p>10-12 PAA offerings listed as survey credits on a presumptive basis</p> <p>Students that are compromised due a documented medical condition will be provided home-based programming in the event they cannot attend school. Arrangements must be made with school for parents wanting to continue with learning at home.</p>	Principal in consultation with Learning Coach, Learning/Assessment Consultant, and Senior Admin	
Building Capacity for learning environment flexibility.	<p>Division will develop guidelines for blended and online learning. The Division will facilitate the development of blended and online learning resources with an initial focus for 7-12. Specifically, all K-6 will provide blended/online learning opportunities in the Microsoft Teams environment. Grade 7-12 will provide full blended/online learning in the OpenLMS environment. Delivery approaches will be multifaceted, depending on student/family access to internet, etc. The NWSD IT department will work with schools to support families with technology resources. Learning delivery will be tailored to the needs of students.</p> <p>Schools are encouraged to consider Arts, PAA courses and other courses that are hands on or laboratory dependent that are amenable to remote or physically distant environments. Schools should consult best practice safety and sanitation guidelines, as outlined by Saskatchewan Health.</p>		

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	<p>Where PAA courses are offered that are not amenable to remote learning all safety protocols and hygiene practices must be implemented.</p> <p>Students that opt out/stay at home, will be provided with educational materials and learning packages. The instructional resources supplied will be Saskatchewan Curriculum based and provided by NWSD teachers. When possible, they will be offered online learning opportunities.</p>		
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Contingency 1: Strict Social Distancing

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Unknown specifics	Wait for guidance and plan multiple scenarios	MoE, MoH	Clear guidelines
	<p>Small schools, students attend daily provided that schools repurpose non-instructional spaces (while respecting fire code)</p> <ul style="list-style-type: none"> • Phys ed outdoors • Students in hallways • Classes in library and gym spaces • Access/utilize community spaces if required, available, affordable, and hygienic <p>Schools may need to adjust their class configuration and will need to monitor on an ongoing basis.</p>	Senior admin, school admin, maintenance, transportation	-classroom layouts plans produced by maintenance in conjunction with schools

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	<p>Larger schools attend on a rotating basis (2 cohorts or 3)</p> <ul style="list-style-type: none"> • Whenever possible, students residing in the same home should attend with the same cohort to minimize home impacts • Model will be truly hybrid • Students will have clear expectations for home-based days; this will likely have an online component • Students working from home will receive a check-in (phone or teams) from school staff to monitor and support academic and social/emotional wellbeing on home days • At risk students, particularly in the younger grades, may be included in multiple cohorts to mitigate concerns about supervision • Staff will be physically present in schools, even if overseeing remote learning. 	Senior admin, school admin, maintenance, transportation	-classroom layouts plans produced by maintenance in conjunction with schools
	In either situation, RTI and well-planned instruction addressing core content gaps will proceed as prescribed and discussed in Scen 1.	Senior admin, school admin, maintenance, transportation	-classroom layouts plans produced by maintenance in conjunction with schools

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
How do we deliver instruction most effectively?	<p>Younger students (K-6) attend daily in smaller homerooms, older students (7-12) learn remotely (rigorous online learning with Moodle) – note, training would be provided to staff on any new platform, PD will be offered for</p> <p>To accommodate an increased number of elementary homerooms, some classes may be housed in other NWSD</p>	<p>Supt. Of Curriculum and Instruction Learning Coaches Learning & Assessment Consultant School RTI Team</p>	

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	schools and some teachers may have teaching loads reassigned	School Based Instructional Facilitator Principal Classroom teacher	
	Some 7-12 courses may use resources provided by SWSD. These would be a resource only. Explicit instruction and teaching will be delivered by NWSA teachers. NWSA teachers would be responsible for monitoring student progress, assessing and evaluating students learning, assigning grades, and providing learning supports, including RTI	Supt. Of Curriculum and Instruction Learning Coaches Learning & Assessment Consultant School RTI Team School Based Instructional Facilitator Principal Classroom teacher	Sunwest, if requested.
	Online PD regarding delivery of online programming will be required. A minimum of 3-4 days will be required.	Supt. Of Curriculum & Instruction Learning & Assessment Consultant	
	Some courses, particularly at the 10-12 level may be offered across school lines to maximize staffing efficiency	Principals in conjunction w Superintendents	
	Attendance for in-school component will be subject to the limitations of the transportation dept, based on specific guidelines	Transportation	
	Some 7-12 classes (notably PAA, PE, and Arts Ed) would be at least partially offered at the school if possible within SD guidelines.	Principals	
	RTI models would still apply; use of online tools to facilitate interventions, particularly 1:1 would be encouraged	RTI teams	
	Quad scheduling is highly recommended when the school year begins with this scenario as it would provide more	Principals in conjunction w Learning	

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	opportunities for a clean re-entry to school (at quad turnaround)	& Assessment Consultant	
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Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Efficient utilization of professional staff	<p>Reallocation and repurposing of staff to address learning needs in a maximally efficient way. This may include:</p> <ul style="list-style-type: none"> • Smaller, more personal online learning cohorts in younger grades (Teams plus daily personal check-ins) • Larger class cohorts in 7-12, with students potentially drawn from multiple schools. (Moodle will be the platform) 	C&I and HR Dept	
Device access	Loaner devices (ref: IT)	IT Dept	
Timely intervention	Division-wide RTI model. If all students are learning online, instruction must be accompanied by a fully-implemented, robust, and rigorous RTI program. Teaching and paraprofessional staff may be assigned intervention caseloads defined by student or by skill. These caseloads will not be restricted by school.	RTI team, Literacy team, Math team, Senior Admin, School Admin, Learning Coaches, Learning & Assessment Consultant	
Internet access	<p>-Subsidies for satellite internet for low-income families (ref: IT)</p> <p>-USB learning resources and telephone check-ins (daily @ K-6, weekly @ 7-12)</p>	IT Dept School staff	
Curriculum Compliance	It is the expectation that all outcomes are taught and assessed with rigour, even if instructional time allocations are flexible.	Supt. Of Curriculum & Instruction	
Learning not conducive to Distance Learning	Schools are encouraged to explore creative ways to safely implement PAA, PhysEd, and Arts Ed in a manner that is both Distance Education friendly and safe. For example, PAA teachers are encouraged to construct survey courses leveraging low-tech and no-tech modules (ethics, codes, history, schematics/blueprinting, coding)	Principals, teachers	

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Student Support Services

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Mental health of staff	<ul style="list-style-type: none"> • Begin to develop sense of community among staff before students return. P. 11 Stage 2 Re-Entry to School • Staff meeting to determine where everyone is at. May want to use the Coronavirus Impact Scale on pg 19 of Guidelines for Re-entry document. Consult with counsellor beforehand. • Make staff aware of resources/supports available • Make staff aware of PD opportunities available 	Administrators Maintenance Finance	Guidelines for Re-entry into the School Setting Psychological First Aid (there are also YouTube videos) STF counselling and Wellness services Saskatchewan Mental Health services Psychological First Aid-Self-care course Dr. Carrington online course

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<p>Mental health of students</p>	<ul style="list-style-type: none"> • Reach out to community organizations (ie: RCMP, Social Service, Mental Health, etc.) to assess needs • Family Dynamics chart pg. 27 Guidelines to Re-entry. Consult with counsellor beforehand. • Review the Trauma informed and Resilient Schools document and implement school-wide ie: morning check-ins • Tier I, II, and III Social Emotional Learning plan • Listen, Protect, Connect, Model and Teach • Mentorship programs based on LIPs • Educate students about COVID, maintaining space and proper handwashing procedures, • Adjust WC schedules and PD days, if need be • Make staff aware of PD opportunities available • Communication with parents about plans for safety and health • Referrals to counsellors if need be • Understanding of staff that stressed brains cannot learn. Flexibility needed for students to utilize supports during class time, if need be 	<p>Administrators Wellness Coordinators Counsellors Communications Finance</p>	<p>Trauma informed and Resilient Schools document</p> <p>Trauma Informed and Resilient Schools webinar</p> <p>One Minute Interventions</p> <p>Children of Trauma and Resilience webinar</p> <p>Psychological First Aid (there are also YouTube videos)</p> <p>Psychological First Aid-Caring for Others course</p> <p>Nurturing Resiliency portal in Blackboard</p> <p>Referral forms</p> <p>Guidelines for Re-entry into the School Setting</p> <p>Dr. Carrington Course</p> <p>Mental Health workers Re-Entry to Schools</p>
<p>First day back to school</p>	<ul style="list-style-type: none"> • Create a plan to decrease staff, parent and student anxiety and fears 	<p>Administrators WCs</p>	<p>Re-Entry to Schools</p>

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	<ul style="list-style-type: none"> • Plan for students to catch up and visit with peers • Regular and frequent communication with families about plan and procedures, etc. 		
COVID-19 Education Support	<ul style="list-style-type: none"> • Wellness Coordinators will support classroom teachers in providing information to students about hand hygiene, physical distancing, etc. 	WCS Teachers	SHA Guidelines
Students on IIPs	<ul style="list-style-type: none"> • Updated assessments may be required • Re-engage with families to review short-term transition plans and to update goals • Team teaching • CMHO safety orders must be in place for students who require a more hands-on approach and have personal care needs. • Clean and disinfect diapering stations after each use. • Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Gloves must be changed after every interaction and when changing tasks. Hand hygiene must be performed between every glove change (hand sanitizer or hand washing with soap and water). • It may not be possible to support all students with intensive needs in-person due to health and safety guidelines 	Student Support Services Teachers Administrators	CLEVR Shor-term Transition plans template (on Teams) Gloves
Students with health concerns and/or immune compromised	<ul style="list-style-type: none"> • Create a safety and accommodation plan in collaboration with parents • CMHO safety orders must be in place for students who require a more hands-on approach and have personal care needs. • Clean and disinfect diapering stations after each use. • Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Gloves must be changed after every interaction and when 	Classroom teachers Administrators SSSTs Supporting Professional	Safety plan template

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	<p>changing tasks. Hand hygiene must be performed between every glove change (hand sanitizer or hand washing with soap and water).</p> <ul style="list-style-type: none"> Specialized places for instruction for students with compromised immunity should make every effort to ensure students feel included and safe. 		
Supporting Professionals in multiple schools	<ul style="list-style-type: none"> Enhanced cleaning and disinfection of workspaces, supplies and equipment Designated work areas and record of where you are in schools Communication with schools and others to stagger visits Hand washing before, during and after each session Flexibility of services 	<p>SLPs, OTs, Psych's, Counsellors Administrators Maintenance</p>	<p>Cleaning supplies Hand sanitizer Assigned Workspace *PPE not required</p>
Nutrition programs	<ul style="list-style-type: none"> Follow safe food handling preparation and delivery guidelines School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms. Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use Students are not allowed to participate in food preparation. 	<p>WCs Administrators</p>	<p>SHA guidelines Pg. 41</p>
Sick kids coming to school or getting sick while at school	<ul style="list-style-type: none"> Administrative Procedure for Illness in Care will be developed. Contact parents immediately Isolation room If a separate room is not available, the student needs to be kept at least two metres away from other students and staff. 	<p>Administrators WCs Classroom teachers Caretakers Maintenance</p>	<p>PPE – provided when procedure requires staff usage. Gloves AP developed in accordance with SHA guidelines.</p>

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	<ul style="list-style-type: none"> • If the student requires close contact and care, staff must wear a procedural/surgical mask and eye protection during all interactions with the sick child, and should try to avoid contact with the student's respiratory secretions. • Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected. Items that cannot be cleaned and disinfected should be removed from the area and stored in a sealed container for a minimum of three days. • All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool. 		
Students refusing to return to school	<ul style="list-style-type: none"> • Take attendance and make follow up calls for students who are absent • Provide Psychological First Aid for students and parents • Plan appropriate interventions and accommodations 	Classroom teachers Administrators WCs	
Students on an FIP and work experience	<ul style="list-style-type: none"> • Work with businesses to create a plan • Consult with parents • Implement plan • Staff will not provide personal transportation 	SSSTs Administrators Supt. Of Curriculum & Instruction	IIP
Ile a la Crosse Services	<ul style="list-style-type: none"> • Provide online support for teachers • Resume in person support when feasible 	Supt. Of Student Services SLP & OT	

Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
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Assessment and therapy	<ul style="list-style-type: none"> • Students with additional needs may require updated assessments and revised individual goals. • For personal interactions, conditions must be created to allow for the provision of supports within a safe and secure environment, which may include the school setting or other appropriate spaces 	Supt. Of Student Services SS team Maintenance IT	PPE, as required Headphones Mics Document cameras
Anxiety of students and staff if masks, etc need to be worn	<ul style="list-style-type: none"> • Education • Social stories 	Admin SSSTs WCs Classroom teachers	See through masks Social Stories (examples shown in Teams)
Team meetings	<ul style="list-style-type: none"> • Limit number of people in attendance • Option of in-person or online • Delay meetings 	Admin SSST SS department IT	
Handi-van	<ul style="list-style-type: none"> • Consult with Multiworks regarding procedures in place • Communicate with parents • Determine and decide on alternate plans for transportation if need be 	Supt. Of Student Services SSSTs Transportation	
Students on an FIP and work experience	<ul style="list-style-type: none"> • Work with businesses and parents to create a plan ie: travel, job coach • Delay work experience, if cannot implement a safe plan • staff will not provide personal transportation 	SSST Administrators Transportation	Reimbursement of travel for parent
Health care and personal care needs such as changing diapers, etc.	<ul style="list-style-type: none"> • Create an accommodation and safety plan for student and staff involved • CMHO safety orders must be in place for students who require a more hands-on approach and have personal care needs • Clean and disinfect diapering stations after each use. 	Admin SSST Maintenance	PPE, as required

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	<ul style="list-style-type: none"> • Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Gloves must be changed after every interaction and when changing tasks. Hand hygiene must be performed between every glove change (hand sanitizer or hand washing with soap and water). • Consider directions given by professional governing bodies • It may not be possible to support all students with intensive needs in-person due to health and safety guidelines. 		

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Assessment and Therapy	<ul style="list-style-type: none"> • Flexibility of service delivery-in-person (school or office) or online • Delay services • Refer to outside agencies 	SS team IT	Headphones Mics Document cameras
Students on IIPs	<ul style="list-style-type: none"> • As a team, determine needs of student and then decide on individual schedule and ways to meet student needs • Update IIP • It might not be possible to support all students with intensive needs in-person due to health and safety guidelines 	Admin SSST SS team	
Outbreak in community	<ul style="list-style-type: none"> • SS professionals will delay going to that school. Deliver services online, if possible. 	Supt. Of Student Services SS team	

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Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
<p>Assessment and therapy for students on IIPs</p>	<ul style="list-style-type: none"> • Identify students requiring supports • As a team, identify best way to provide services- in-person (school or office), online or delay services • Update IIP to reflect supports and safety plan • formal plan must be developed that: <ul style="list-style-type: none"> ✓ ensures staff and student safety; ✓ details the specialized therapies, professional assessments and/or unique transitions proposed ✓ identifies the lead staff member; ✓ clearly identifies the staff required and their role; ✓ identifies location, time and appropriate lengths of time for engagement; ✓ outlines family and student requirements; and, ✓ summarizes a follow-up strategy. • Sanitize after each session • Follow CMHO safety orders • Consider directions given by professional governing bodies • No individual with compromised immunity will be involved - staff or student. If at any time there is concern, the process will be reviewed and service must be stopped • Students who are currently being considered for an IIP may be considered for specialized therapy, professional assessment and unique transitions 	<p>Supt. Of Student Services SLPs, OT, Psychs SSSTs Admin Maintenance IT</p>	<p>SASLPA guidelines SSOT guidelines Sask College of Psychologists PPE, as necessary Supplies for proper sanitization and handwashing Headsets Microphones Document camera</p>

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	<ul style="list-style-type: none"> It might not be possible to support all students with intensive needs in-person due to health and safety guidelines. 		
Mental Health of students and counselling services	<ul style="list-style-type: none"> Identify students requiring supports As a team, identify best way to provide services- in-person (school or office), online or delay services; or connect with community services Sanitize after each session 	Counsellors Maintenance IT	PPE, as necessary Supplies for proper sanitization and handwashing Headsets Microphones Document camera
Psychological assessments and debriefs	<ul style="list-style-type: none"> Prioritize students needing assessment As a team, identify best way to administer assessment- online or in person Debrief via Teams, if possible. If not, set up a team meeting with limited participants and the option to attend online or in person Students who are in Grade 12 who do not have an IIP, but require a professional assessment prior to entering post-secondary institutions in order to access adaptations/accommodations, may be considered for specialized therapy, professional assessment and unique transitions Sanitize after each session 	Ed Psychs Maintenance	Online assessment PD PPE, as necessary Supplies for proper sanitization and handwashing
Students on an FIP and work experience	<ul style="list-style-type: none"> Make a plan with businesses and parents Staff will not provide personal transportation Delay services if plan cannot be implemented safely 	SSSTs Administrators	

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Early Childhood

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Physical/Social Distancing Practices	<ul style="list-style-type: none"> • Group sizes according to Health Guidelines • Focus on Minimizing physical contact • Limiting physical contact throughout the school day (during instruction, recess, nutrition etc. • Avoid close greetings like handshakes and hugs and look for alternative greeting/interaction strategies • Children within groups may interact, but must distance from other groups • Educate students on the importance of minimizing physical contact and how they might do it • Avoid activities that require clustering around particular item, or area • Consider modifying room configurations • Stagger breaks, entries and exits 	School Operations Communication Health Guidelines	Health Guidelines Communication Documents Extra Cleaning supplies Extra personnel

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	<ul style="list-style-type: none"> • Develop routine/schedule for drop off and pick up, • Schedule movement in school • Student-teacher contact time must be prioritized regardless of the delivery format 		
Intense Needs Students	<ul style="list-style-type: none"> • New Intensive needs students: slow transition, aim for full participation. • Follow procedures and guidelines from health for safety and administering of services 	Student Services Superintendent Student Services Team Members	Referrals Additional Staffing
Screening and Admission Practices	<ul style="list-style-type: none"> • Admit Students from KidsFirst and ECS immediately • Try to complete screens as much as possible now for new applicants. • Will need extra time in the fall for screening and application process. • Slower transition for Intense needs students. • Student with additional needs may require updated assessments and revised individual goals • All engagements will occur in a supervised setting which may include the school or other appropriate spaces • Staff will not enter private residences or provide personal transportation 	Student Services Superintendent Student Services	Referrals Applications
Mental Health of students, staff	<ul style="list-style-type: none"> • Training staff to be trauma informed in order to assess, identify and respond to trauma • Create learning environments that are as close to normalcy as possible while ensuring protection where children play and learn (mask and gloves are not required at this time) 	Superintendent of Student Services Student Services Division Counselors Wellness Coordinators Early Years Branch	Nurturing Resilience Documents Trauma informed Schools Kevin Cameron Provincial license for Respect in Schools training for all staff

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			Ministry resource at saskatchewan.ca to assist parents and caregiver
Academic Delays	<ul style="list-style-type: none"> • Develop or utilize pre-assessments • School team meetings • RTI • Consider option of attending 5 days a week • Teachers will use their professional discretion to determine the appropriate assessment practices within the current context • Teachers are encouraged to implement assessment strategies that do not require simultaneous full group participation 	Superintendent of Student Services Superintendent	EYE TA testing Formative/summative assessments Ministry Documents
Cognitive and Social Emotional Delays	<ul style="list-style-type: none"> • School Team meetings with Student Services Team members • Develop Individual plans to meet the needs of the students • Allocate staff accordingly • Develop strategies for students to learn to self-regulate. 	Superintendent of Student Services	Ministry Documents Professional Development

Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Physical/Social Distancing Practices	<ul style="list-style-type: none"> • Group sizes according to Health Guidelines • Avoid activities that require clustering around particular item, or area • Consider modifying room configurations 	Communication Documents Health Guidelines	Health Guidelines Communication Documents Extra Cleaning supplies

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	<ul style="list-style-type: none"> • Stagger breaks, entries and exits • Develop routine/schedule for drop off and pick up, • Schedule movement in school 		Extra personnel
Healthy hygiene behaviours and practices among young children	<ul style="list-style-type: none"> • Educate students on proper hygiene practices. • Establish Daily Routines and practice them • Age appropriate information about virus in curriculum. • Share information with parents. • Scheduling times to Sanitize equipment, materials and toys (between breaks, groups etc.) • Items/objects that cannot be effectively cleaned/disinfected daily or between classes should be removed for the time being • Where possible, toys and materials that promote group play in close proximity may need to be removed • Hand washing before and after use • Setting up individual cubbies or spaces for essential items (scissors, markers, crayons etc. • Scheduling of personnel to sanitize and clean • Establish clear protocols on bringing materials into and out of schools/classrooms 	Supt. Of Schools Communications Officer Facilities Ministry Maintenance	Extra Cleaning Supplies Communication Documents Health Guidelines
Integrity of the Program/Maintaining Child-Friendly and Developmentally Appropriate Practices	<ul style="list-style-type: none"> • Develop a clear plan for ensuring meaningful child-focused play and instructional activities in the context of physical distancing • Developing Literacy, Math, Play based learning kits for home use • Move lessons and activities outdoors (weather permitting) when possible • Adapt curriculum and develop creative pedagogical practices to ensure playful learning • Aim for maintaining the integrity of the programs (I.e. Play and Exploration) 	Supt. Of Schools Teachers Ministry Facilities	Ministry Resources Curriculum Documents Learning Kits Summary of promising practices for delivery of program

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	<ul style="list-style-type: none"> • Student-teacher contact time must be prioritized regardless of the delivery format 		
Scheduling of Classes	<ul style="list-style-type: none"> • Depending on guidelines develop schedule to have the maximum number of students attend. • Look for larger spaces in school 	Supt. Of Schools Principals Teachers	Health Guidelines
Intense Needs Students	<ul style="list-style-type: none"> • New Intensive needs students: slow transition, aim for full participation • Follow procedures and guidelines from health for safety and administering of services • Appropriate space and facility to deliver some services. 	Supt. Of Schools Student Services Team Members	Referrals Protective Gear/Measures Health Guidelines
Home Visits	<ul style="list-style-type: none"> • Staff will not enter private residences or provide personal transportation • Alternate spaces/locations • Virtual option 	Supt. Of Schools	Ministry Guidelines
Family Days	<ul style="list-style-type: none"> • Virtual meetings/site visits • Alternate family visits and times 	Supt. Of Schools	TEAMS
Screening/Admissions	<ul style="list-style-type: none"> • Numbers will depend on Health Guidelines • Complete as much as possible in June by school teams and community agencies • Take additional time in September. 	Supt. Of Schools School Teams Student Services Team Members	Referrals Applications
Mental Health of students, staff	<ul style="list-style-type: none"> • Training staff to be trauma informed in order to assess, identify and respond to trauma • Create learning environments that are as close to normalcy as possible while ensuring protection where children play and learn (mask and gloves are not required at this time) 	Supt. Of Schools Student Services Division Counselors Wellness Coordinators Early Years Branch	Nurturing Resiliency Documents Trauma informed Schools Kevin Cameron
Academic Delays	<ul style="list-style-type: none"> • Develop or utilize pre-assessments • School team meetings • RTI Plan • Consider option of attending 5 days a week 	Student Services Instruction	EYE TA testing Formative/summative assessments Ministry Documents
Cognitive and Social Emotional Delays	<ul style="list-style-type: none"> • School Team meetings with Student Services Team members 	Superintendent of Student Services	Ministry Documents

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	<ul style="list-style-type: none"> • Develop Individual plans to meet the needs of the student • Allocate staff accordingly • Develop strategies for students to learn to self-regulate. 		Professional Development
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Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Intensive Needs Students	<ul style="list-style-type: none"> • Staff will not enter private residences or provide personal transportation • Alternate spaces/locations • Virtual option • Schedule online sessions 	Student Services Superintendent School Teams	Computers Home visit Guidelines
Scheduling Prek Teachers	<ul style="list-style-type: none"> • Follow Health/Ministry Guidelines • As Prek is not mandatory we would just schedule for students that are in attendance 	Supt. Of Schools	Division Developed Learning kits Health Guidelines
Scheduling K Teachers	<ul style="list-style-type: none"> • Follow Health and Ministry guidelines • Develop online lessons with teachers who have the capacity to do so. • Allot time and staff in schedule to deliver online learning if need be. • Possible Filming of lessons and sharing with families. • Continue developing paper packages for those that want them. 	Supt. Of Schools	Computers Cameras PD Division Developed Learning Kits
Equity	<ul style="list-style-type: none"> • Survey families to determine what they might need to complete online learning. 	IT PD	Computers PD

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	<ul style="list-style-type: none"> • Continue with division plan to loan devices to families if needed • Paper packages will still need to be developed. • Create PD for parents to learn online platform • Work with community agencies (KidsFirst, ECS) to help support families through home visits etc. • Online delivery of paraprofessional services (Speech, OT) 	Supt. Of Schools Student Services	Develop Survey Questions
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Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Integrity of the Program/Maintaining Child-Friendly and Developmentally Appropriate Practices	<ul style="list-style-type: none"> • Combination of virtual lessons with Learning kits that could go home. • Develop daily Schedules for student learning and share with students and parents. • Identify key elements to focus on for the programs. • Student-teacher contact time must be prioritized regardless of the delivery format • Teachers have consistent online course design, layout etc. • Teachers have opportunities to view exemplars of instructional resources 	Superintendent of Student Services Ministry Instruction	Ministry supports and resources Welcome to Kindergarten Packages Division Developed Learning Kits Summary of promising practices for delivery of program Early Childhood TEAMS meetings
Capacity of Teachers	<ul style="list-style-type: none"> • Time for Early Childhood teachers to meet and discuss techniques and platforms that they have been using 	Instruction Early Childhood Transition	Ministry Documents Identifying key learning objectives to deliver online

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	<ul style="list-style-type: none"> • Consider using one platform for consistency among staff and make it easier for parents to work with their children • Better train EAs to augment or deliver support online • Utilize all staff to support learning • Create professional development on use of platform(s) 		Summary of promising practices for delivery of program
Equity	<ul style="list-style-type: none"> • Survey families to determine what they might need to complete online learning. • Continue with division plan to loan devices to families if needed • Paper packages will still need to be developed. • Create PD for parents to learn online platform • Work with community agencies (KidsFirst, ECS) to help support families through home visits etc. • Online delivery of paraprofessional services (Speech, OT) 	IT PD Supt. Of Schools Student Services	Computers PD Develop Survey Questions
Communication with Parents	Develop regularly scheduled, weekly or more, communication plan for parents.	All	Communication Plans

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Transitions

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Transferring Teacher Elementary/Middle	<ul style="list-style-type: none"> - Develop communication plan to inform students who their teachers will be for September. - Invite receiving teacher to join you to introduce themselves. 	Supt. Of Schools	Online Capacity
Receiving Teachers	<ul style="list-style-type: none"> - Develop a communication plan to introduce yourself to your new students and parents. 	Supt. Of Schools	Online Capacity
School Teams	<ul style="list-style-type: none"> - Meet to determine class: configurations, needs, supports, strengths etc. 		
School to School Transitions	<ul style="list-style-type: none"> - A purposeful approach should be considered, beginning in June, that acknowledges the experiences of staff and students since March 2020 - Each school will develop a re-entry/orientation plan for students, staff and community. - Vary per school and grade - Schools should consider a level of standardization for families in terms of choice of remote learning platforms, if used. 	Senior Admin Communications Officer	Trauma Informed Schools Social Emotional Learning (SEL) PD Developed Template

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Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Transferring Teachers	<ul style="list-style-type: none"> - Develop communication plan to inform students who their teachers will be for September. - Invite receiving teacher to join you to introduce themselves. 	Supt. Of Schools	Online Capacity
Receiving Teachers	<ul style="list-style-type: none"> - Develop a communication plan to introduce yourself to your new students and parents. 	Supt. Of Schools	Online Capacity
School Teams	<ul style="list-style-type: none"> - Meet to determine class: configurations, needs, supports, strengths etc. 	Supt. Of Schools	
School to School Transitions	<ul style="list-style-type: none"> - Each school will develop a re-entry/orientation plan following Ministry and Health guidelines. - Vary per school and grades - A purposeful approach should be considered, beginning in June, that acknowledges the experiences of staff and students since March 2020 	Senior Admin Communications Officer	Trauma Informed Schools Social Emotional Learning (SEL) Assessments Developed Template

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Transferring Teachers	<ul style="list-style-type: none"> - Develop communication plan to inform students who their teachers will be for September. - Invite receiving teacher to join you to introduce themselves. 	Supt. Of Schools	
Receiving Teachers	<ul style="list-style-type: none"> - Develop a communication plan to introduce yourself to your new students and parents. 	Supt. Of Schools	

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School to School Transitions	<ul style="list-style-type: none"> - Each school will develop an o- site and virtual re-entry/orientation plan following Ministry and Health guidelines. - Vary per school and grades - A purposeful approach should be considered, beginning in June, that acknowledges the experiences of staff and students since March 2020 	Senior Admin Communications Officer	Trauma Informed Schools Social Emotional Learning (SEL) PD Assessments Developed Template
Teacher Capacity	<ul style="list-style-type: none"> - Program online delivery PD - Collaboration and online TEAMS meetings with colleagues. 	Supt. Of Schools	PD Platform Summary of promising practices for delivery of program

Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Transferring Teachers	<ul style="list-style-type: none"> - Develop communication plan to inform students who their teachers will be for September. - Invite receiving teacher to join you to introduce themselves. 	Supt. Of Schools Communication Officer	
Receiving Teachers	<ul style="list-style-type: none"> - Develop a communication plan to introduce yourself to your new students and parents. 	Supt. Of Schools Communication Officer	
School to School Transitions	<ul style="list-style-type: none"> - Each school will develop a virtual re-entry/orientation plan. - Vary per school and grades - A purposeful approach should be considered, beginning in June, that acknowledges the experiences of staff and students since March 2020 	Senior Admin Communications Officer	Trauma Informed Schools Social Emotional Learning (SEL) PD Assessments Developed Template
Teacher Capacity	<ul style="list-style-type: none"> - Program online delivery PD - Collaboration and online TEAMS meetings with colleagues. 	Supt. Of Schools Supt. of Curriculum and Instruction	PD plan

FALL 2020 RE-OPEN PLAN



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Facilities & OH&S

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Ensure caretaking staff are following proper cleaning procedures	Update caretakers on new guidelines (EIG) for cleaning and disinfecting. Continue training programs, inspections etc.	Maintenance Supervisor, Caretaker, School	PD, Educational Institution Guidelines & SHA
Ensure we have proper items in place for hand washing (i.e. Hot water etc.) or hand sanitizing	Ensure all hot water heaters, pumps, paper towel dispensers, soap dispensers are always operational. Ensure hand sanitizer is readily available.	Maintenance Supervisor and Caretakers	Asset Planner for corrective actions. Principal to advise.
Water fountains	Water fountains are acceptable with proper procedures for disinfecting or hand washing (push button touch point and bubbler with possible mouth contact – frequent disinfecting with designated product with a rinse to follow.) Recommend the use of personal water bottles.	Maintenance – caretakers, School	SHA Guidelines, signage and caretakers scheduling
Cleaning procedures	Create a check list and sign sheet for caretakers to check off to ensure rooms have been cleaned (properly). Ensure all caretakers are using the proper cleaning products with proper dilution (each school has a dilution station now)	Maintenance Supervisor	SHA Guidelines – check list form with time stamp.

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PAA cleaning and disinfecting	School staff/students will be provided with proper cleaning procedures and materials – space should be cleaned and disinfected after each use (stoves, cooking equipment, saws, hand tools etc.). Janitor to continue doing day to day cleaning and concentrating on disinfecting common touch points – light switches, doorknobs etc.	Maintenance Supervisor, School and Caretakers	SHA Guidelines - EIG
Bell schedules	If bell schedules are needing to be adjusted, we can support schools as needed. All schools have programmable TOA devices.	Maintenance - school	SHA Guidelines, EIG, School requirements
Provide cleaning supplies for every room	Provide adequate amounts of disinfectant, towelling etc.	Maintenance, caretakers - school	SHA Guidelines - EIG
Speciality disinfecting – i.e. Kindergarten toys, playground equipment, gym equipment	Separate toys into individual bins to limit the requirement for disinfecting. If toys need to be traded, they will need to be disinfected by staff. Playground will not be disinfected, and students will be required to wash their hands after use. Gym equipment will need to be disinfected by staff /students after use.	School - Caretakers	SHA Guidelines - bins
Limit building access, control movement within building	Ensure all exterior door locks are operational – main door will need to have signage and protocols listed. Standard signage will be used for all schools to limit visitors to schools and direct traffic within the building.	Maintenance - Caretakers	SHA Guidelines - signage
Staff Training	Ensure all staff have full understanding of cleaning/disinfecting process. Ensure they are fully trained in proper use of cleaner(s) and disinfectant.	Maintenance Supervisor - School	SHA Guidelines – EIG, WHMIS 15 certificate
OH&S Meeting	Ensure schools utilize their OH&S Committee to share any Health & Safety concerns they may have with NWSD.	School – Facilities – Maintenance Supervisor	OH&S Requirements
Protective barriers – Secretary, Librarian etc.	Where social distancing is not possible, upon request, Maintenance will provide a barrier, signage, lines etc.	Maintenance - school	SHA Guidelines – equipment/materials

Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
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Number of students in school rooms	We will need to follow social distancing rules – reduce the number of students in each room where necessary, remove unnecessary items (couches, soft chairs, carts etc.). May need to utilize unused spaces along with community rentals.	School, Maintenance and caretakers	SHA Guidelines - EIG recommends limiting contact with younger children.
Caretaker schedules	Adjust caretaker hours to ensure adequate cleaning and disinfecting is occurring as required. EIG recommends extra cleaning of water fountains, garbage, and high touch points.	Maintenance & HR	SHA Guidelines – EIG & CUPE
Locker usage	Restrict use – use backpacks for day to day materials. If lockers are to be used, then strategic placement of students will need to occur to meet social distancing requirements.	School	SHA Guidelines
Foot traffic control	Place lines/arrows and signage to ensure social distancing is followed	School -Maintenance – caretakers	SHA Guidelines – Plans needed to order materials
Maintenance Schedules	Ensure Principals authorize all scheduled maintenance. Daily schedules of breaks, empty spaces will need to be utilized to work within the parameters of the SHA guidelines.	Maintenance - school	SHA Guidelines - Facility scheduling
Power requirements for extra BYOD	Provide code compliant power strips as needed to accommodate extra devices that students may be bringing into school	Maintenance – school - IT	SHA Guidelines, IT requirements. Power strips

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Same as 'Normal' & #1 Exception – student spacings (desks etc.).	Look to utilize unused classrooms – If High Schools are closed then space elementary students into the high school rooms, etc. May free up specialty rooms for use.	School	SHA Guidelines

Contingency 3: Distance Learning

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Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Cleaning & Disinfecting	Follow same procedures that are currently being used. Ensure all rooms that have been utilized by staff are thoroughly cleaned and disinfected. Continue with proper cleaning of all common areas and disinfecting of all touch points.	Facilities and Caretakers/ schools	SHA Guidelines

Transportation

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Bus Registrations	Have families reregister for busing to account for any relocations or missing contact information. Identify any intensive needs requirements, including medical conditions that may be exasperated by COVID conditions.	Transportation Schools Student Services	Bus Request Forms Advertising
Assigned Seating	Students will be assigned to a seating plan created by Transportation. A copy will be placed in each bus. Bus will be loaded back to front, allowing as much space as we can between families. NWSD will not transport additional or guest riders. Alter the application process and criteria for eligibility for in-town busing	Transportation	Time to review and calculate routes. Training for drivers

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Parents will be encouraged to transport their own children, where possible	For all transportation services, parents will be encouraged to provide transportation for their child.	Transportation Schools	Communication to families regarding changes
Recreational travel requiring vehicles, such as field trips, is not permitted at this time	NWSD cannot provide transportation for special events, work experience, or PAA	Transportation Schools	Communication to families regarding changes
Cleaning and sanitation	Buses will be cleaned and sanitized between runs, including transfers Training will be provided for Bus Drivers	Transportation Maintenance	Cleaning products, training for drivers, time added to routes
Driver PD	Training on all new entry and cleaning procedures. Training for Spare Drivers	Transportation	Safety Hub

Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Restricted number of passengers	Consider suspension of service	Transportation Director	Communication to schools and families regarding changes
Support bus families learning from home	Deliver learning packages	Transportation HR Schools	Work from home assignment
Fleet – Insurance, Registrations	Reduce registration and insurance to storage only.	Transportation CFO	SGI

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
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Restricted number of passengers	Consider suspension of service	Transportation Director	Communication to schools and families regarding changes
Support bus families learning from home	Deliver learning packages	Transportation HR Schools	Work from home assignment
Fleet – Insurance, Registrations	Reduce registration and insurance to storage only.	Transportation CFO	SGI
Restricted number of passengers	Consider suspension of service	Transportation Director	Communication to schools and families regarding changes

Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Delivery of Learning Packages	Make route plans to deliver sanitized packages in the most effective way possible. (Large number of packages per bus being delivered)	Transportation Schools	Sanitized packages
Fleet	Concerns about operating buses in the winter to accommodate low number of package deliveries Reduce registration and insurance to storage only for any buses not in use.	Transportation Schools	

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Communications

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Parent Communication	Update for Parents/Caregivers outlining division return to school plan	Communications Officer Director	Provincial guides
School Plans for Return	Template to support: School-level communications plan for plan to return to school	Communications Officer Principals	
Education about school precautions	Regular communication home about expectations for school, education on COVID, how to prevent spread of germs -messages shared through division and school channels	Communications Officer Principals	Provincial/SHA guides

Contingency 1: Enforced Social Distance Guidelines from Province/Health Authority

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:

Last Update: August 13, 2020

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Announcing Positive Cases	Letter to appropriate audience about positive confirmed case in school community and subsequent actions taken by school/division	Communications Officer HR, Sr Admin, Principal	LAFOIP & SHA Guidelines
Parent Communication	Routine Updates for Parent/Caregivers regarding school and division measures responding to COVID	Communications Officer School Admin	Updated Phase guidelines

Contingency 2: Hybrid – Not all students in building

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Parent Communication	Routine Updates for Parent/Caregivers regarding school and division measures responding to COVID	Communications Officer School Admin	Updated Phase guidelines

Contingency 3: Distance Learning

Areas of Concern:	How will we address it? Deliverables?	Lead & Departments Involved	Resources Needed:
Parent Communication	Routine Updates for Parent/Caregivers regarding school and division measures responding to COVID	Communications Officer School Admin	Updated Phase guidelines