

‘Normal’ Return to School

What are the high-level actions for your school to address the problems or challenges associated with ‘normal’ resumption of school – as outlined, by department, in the NWSD Division Re-open Plan.

School:						
Functional Area (School Operations, Curriculum, Facilities, etc)	Action Items	Deliverables	Staff Lead, Staff Involved	Resources Needed:	Start Date:	Completion Date:
<b>School Operations:</b>						
School Day	Social Distancing	<ul style="list-style-type: none"> <li>All decisions made for student and staff safety regarding COVID-19 will be made with reference to AP 162.</li> <li>Explicit instruction to students in addition to structuring activities/tasks to limit physical contact, throughout the school day (i.e. during instruction, recess, transitions, nutrition programs, extra-curricular). Social stories for IIP and younger students as appropriate.</li> <li>Teachers will practice routines and procedures, just as is done for fire drills, with students.</li> <li>Avoid close greetings (ie hugs, handshakes). Encourage physically distant greetings such as ‘air fives’ and waves.</li> <li>Help students learn about physical distancing and less physical contact by creating &amp; teaching games to students that include basic principles such as ‘two-arm lengths apart’ or something subject-specific (classroom teachers)</li> <li>Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area. Utilize technology (ie: SMART board, document camera).</li> <li>Design small group instruction to limit closeness &amp; prevent contact. Utilize masks when 2 metre/6 feet social distancing cannot be maintained.</li> <li>Children from the same household (ie: siblings) do not need to maintain physical distance from each other.</li> <li>Physical distancing should be maintained, even within the same group. Room configurations will be modified (ie: pull apart tables, desks in rows facing forward, limit 2 students to a table). When physical distancing cannot be maintained, masks will be worn.</li> <li>Document seating plan and maintain for lengthy periods of time to assist in contact tracing if necessary.</li> <li>Masks will be worn by grade 4 through 12 students when social distancing cannot be maintained. Pre-kindergarten – grade 3 students are encouraged to wear masks, but it is not mandated.</li> <li>Recommended that students wear non-medical cloth masks (made using 2-3 layers of fabric). Bandanas and “gaiter” style face coverings are not recommended. Face shields are</li> </ul>			June 2020	Ongoing

		<p>not an equivalent to a face mask but can be worn <b>in addition</b> to a mask if desired.</p> <ul style="list-style-type: none"> <li>• Explicit teaching around proper wearing of mask will be provided to all staff. Teachers will then provide training to students.</li> <li>• All bus students will be expected to wear a mask. Seating arrangement will be provided by driver. Siblings will be seated together.</li> <li>• Students or staff who have health reasons that do not allow for wearing of masks must have documentation by a doctor indicating medical reasons and must file their paperwork with the division.</li> <li>• As the risk of transmission of COVID-19 is reduced by limiting exposure to others, cohorts are recommended where possible. A cohort is defined as a group of students and staff who remain together. Cohorting will decrease the number of close contacts a case of COVID-19 would have in a school and assist public health officials in their efforts to trace contacts and contain an outbreak. It is still recommended to maintain physical distancing within a cohort whenever possible to minimize the risk for disease transmission (i.e., spacing between desks). Understanding that the primary cohort of each child is the family and highest transmission arises among family members, bussing and cohorting will look to the family as a single unit that requires no physical distancing. Cohorting will involve altering recess, class change and lunch times, zoning playgrounds, limiting or spacing out transitions between classes and limiting teacher's rotation between classes. Hallway traffic will be monitored and taught formally by all schools and is supported by new signage and floor decals that are age appropriate.</li> </ul>				
Before School Procedures	<ul style="list-style-type: none"> <li>• First Two Days of School</li> </ul>	<ul style="list-style-type: none"> <li>• Staggered start of student body. In order to support students and staff in adjusting to new protocols and expectations we will be starting the year with a staggered start:</li> </ul> <p>Only students with last names A-L will attend September 8th. Only last names beginning with M-Z attend on September 9th. Students within the same household but, with different last names, will all attend on the same day. All students attend September 10th.</p> <ul style="list-style-type: none"> <li>• Opportunity to meet new teacher(s) outside within a controlled, organized manner to decrease social contact &amp; increase ability to social distance between adults.  Bus students                         8:50am  drop off &amp; in-town kids arrive    9:00am</li> </ul>				

	Daily Routine after Day 1	<ul style="list-style-type: none"> <li>➤ Drop off elementary students at usual bus drop off. High school students then dropped off at the back of the high school in the parking lot. Students dropped off by parents at high school in back parking lot to meet staff.</li> <li>➤ RES: signs indicating grade &amp; homeroom teacher name, where teachers will be standing (social distancing in place). Spray paint lines in grass. Parent &amp; child meet teacher at his/her sign. Teacher explains door to use and need to line up behind teacher by her sign at bell. Teacher provides hand sanitizer for student before entering school.</li> <li>➤ MHS: Grades/cohorts will be divided into small groups outside before entering the school to learn more about new school expectations and routines upon entry.</li> </ul> <ul style="list-style-type: none"> <li>• Limiting pickups and drop offs to one parent/guardian</li> <li>• Encourage town parents to send/drop off students as close to 9:00am as possible.</li> <li>• Students to arrive at 8:50 for rural and 9:00am for in-town. Backpack drop off (students to arrive at 8:50 for rural &amp; 9:00 for in-town)</li> <li>• Designated gathering area will be assigned to maintain cohort. Teachers will be waiting at designated gathering area for their specific students. Each teacher will take their class into the school while maintaining social distancing from other cohorts of students.</li> <li>• RES: Hand sanitizer will be available at each entrance for utilization for students.</li> <li>• Entering when bell rings: <ul style="list-style-type: none"> <li>➤ RES: line up according to homeroom at designated spots (spray paint) &amp; wait for inside teacher to open door &amp; call in individual classrooms.</li> </ul> </li> <li>• MHS: hand sanitizer station at entrance for students.</li> <li>• End of school day times: Bus students: 2:50pm In-town students: 2:55pm</li> <li>• Stagger utilization of entrances by students.</li> <li>• Limiting pickups and drop offs to one parent/guardian</li> </ul>			
	Recess & Noon Procedures	<ul style="list-style-type: none"> <li>• End of recess: same procedure for entry at beginning of day (hand sanitizer prior to entry. Enter when teacher indicates).</li> <li>• Staggered recess and lunch eating/recess times. Designated areas on the playground for specific cohorts of students to limit contact and assist with contact tracing as per SHA guidelines.</li> <li>• Cleaning hands prior to recess and after recess - students &amp; staff.</li> </ul>			

		<ul style="list-style-type: none"> <li>• Cleaning of hands prior to eating. Disinfecting desktops prior to eating and at the end of eating.</li> <li>• RES and MHS microwaves for students will not be available.</li> <li>• HS will no longer use the servery and home economics lab as lunchrooms. Eating within homeroom classrooms to maintain cohorts. Those on supervision will share focus on grades 7/8, 9/10, and 11/12. Warning bell will ring five minutes prior to afternoon classes resuming.</li> <li>• If students do leave the school (MHS) for lunch they are expected to sanitize upon re-entry.</li> <li>• 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</li> <li>• Reinforce no sharing of food/drink</li> </ul>				
	Hallways	<ul style="list-style-type: none"> <li>• Class transition times to provide a greater amount of space for everyone. Limit classrooms in hallway at one time.</li> <li>• Masks will be worn in hallway and when lined up for movement to and from one location to another.</li> <li>• Designate entrance &amp; exit doorway on main entrance</li> <li>• Hallway procedures &amp; travel patterns. Signage as appropriate will be in place.</li> <li>• RES: Each classroom teacher will be provided with a package of band-aids to limit hallway travel.</li> <li>• Wellness Coordinator to provide support with monitoring hallways and bathrooms to ensure safety.</li> </ul>				
	Classroom	<ul style="list-style-type: none"> <li>• Assemblies will be held via the use of technology. Large gatherings in one location will be avoided.</li> <li>• Wherever possible, physical distancing will be maintained, even within the same group. Room configurations (ie: separating tables &amp; placement of shelves/etc. to provide open space) to promote physical distancing. Students will be given assigned seating. Desks, tables will be in rows, front facing. Limit 2 students to a table. When physical distancing cannot be maintained, masks will be worn.</li> <li>• Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided or limited.</li> <li>• Computer usage – students will sanitize hands prior to usage and at the end of usage.</li> <li>• Student cohorts will be maintained where teachers, rather than students, will move.</li> <li>• Limit the number of staff in classrooms by utilizing block teaching at the high school.</li> <li>• Teachers will maintain and document an assigned seating plan.</li> <li>• Manipulatives will be sorted and used by the same child.</li> </ul>				

		<ul style="list-style-type: none"> <li>Physical Education: there will be no changing of clothing. PE will occur outside as much as possible as weather permits. PE &amp; playground equipment will be assigned to cohorts.</li> <li>Minimize, when possible, the number of different teachers and educational assistants that interact with groups. Reading interventionists will provide support within the classroom utilizing team teaching.</li> <li>Cohorts of students will be maintained. Gathering of students together in different cohorts will be avoided.</li> <li>Singing and wind musical instruments will be avoided.</li> </ul>				
		<p><b>Limiting Shared Materials and Equipment</b></p> <ul style="list-style-type: none"> <li>“no sharing policy” - all students should have their own supplies.</li> <li>Due to the increased cleaning required, the number of toys/equipment available to children will be decreased. Prepare individual bins/packages whenever possible. (eg: manipulatives, multiple contact items)</li> <li>Clean equipment between uses if students or staff share anything (with exception of computer usage which will focus on hygiene practices)</li> </ul>				
	Before & After School Procedures	<ul style="list-style-type: none"> <li>One-way entry and exit, always on the right. Signage will be posted.</li> <li>MHS: Gymnasium and other common spaces (server, computer labs) will no longer be open during either of these times. Students are encouraged to go directly to their desks in their homerooms upon entry and will be asked to exit the school promptly at the end of the day.</li> <li>Bus students will be dismissed first in a set, organized manner. Once buses leave, town students will be dismissed.</li> <li>RES: parents are limited to 1 person for drop off/pick up. Parents are expected to maintain social distancing and drop off/pick up their child(ren) outside of the school as much as possible.</li> </ul>				
	Parent & Outside Agencies	<ul style="list-style-type: none"> <li>Posters will be at the entrance with a QR code that will allow for completion of the on-line form prior to entry. For those who do not have this capability, paper copies will be provided at the office to be completed prior to entering the rest of the school. Completed paper forms will be entered on-line by the secretary to assist with documentation.</li> <li>Masks must be worn by all visitors &amp; parents when entering the school. Visitors are expected to enter only using the main entrance.</li> <li>Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.</li> </ul>				
	Washroom	<ul style="list-style-type: none"> <li>Access during classroom time will be monitored to minimize mixing of cohorts.</li> <li>Breaks will be built into MHS schedule to ensure minimized cohort interaction.</li> </ul>				

		<ul style="list-style-type: none"> <li>• Access during recess time (RES) - enter the main doors where secretary or other available staff will assist with monitoring of cohort.</li> </ul>				
	Library	<ul style="list-style-type: none"> <li>• RES: Librarian to read to students in the classroom setting.</li> <li>• Librarian will provide books to students to be utilized within the classroom setting. Books will not go home. Upon return to the library, books will be kept separate for 3 days prior to being placed back into circulation.</li> <li>• Library will have limited access to only librarian &amp; staff with the exception of Kindergarten, who will access the pod desktop computers.</li> <li>• MHS: Librarians may provide initial support in hallways and common areas to provide reminders to students and ensure safety. Library access will be limited, and the space may be used additionally as a conference location which allows for physical distancing.</li> </ul>				
	School staff	<ul style="list-style-type: none"> <li>• Masks are required of staff when social distancing cannot be maintained.</li> <li>• COVID daily assessment document will be completed daily by all staff and substitutes, which includes an electronic documentation component,</li> <li>• When staff show symptoms of COVID, the “How Do You Feel Today” graphic flowchart will be referred to in determining appropriate next steps. Administration will contact the division office, who will consult with health for appropriate next steps.</li> <li>• Staff are encouraged to access COVID testing prior to students entering the building to determine a baseline.</li> <li>• Substitute teachers will be provided a re-entry plan and a phone call from administration prior to start of the year.</li> <li>• Anyone in the sick room interacting with a potentially sick student will be required to wear mask, eye protection, and gloves (as provided by NWSB). Supervision of the student will be carried out by support staff.</li> <li>• Staff interacting with students who spit or are potentially exposed to other bodily fluids will wear appropriate PPE clothing.</li> <li>• EAs, Student Services Teacher and, when appropriate, teachers will wear PPE (masks &amp; shield) with specific IIP students who require close contact. Personal hand sanitizer will be carried in a fanny pack or similar item.</li> <li>• Injuries on playground (ie: blood, shock, broken bones) that may require physical contact will require staff to don appropriate PPE (eye protection, mask &amp; gloves) prior to contact or close examination.</li> <li>• Professional development will occur only when physical distancing can occur or via the use of technology.</li> <li>• During student supervision on the playground, staff will carry gloves &amp; mask at all times. Avoid contact as much as</li> </ul>				

		<p>possible. Issues requiring contact, ensure appropriate PPE is worn.</p> <ul style="list-style-type: none"> <li>• Role changes or temporary reassignment may be necessary to address shortage of substitute availability.</li> <li>• Teach &amp; regularly remind students and staff of respiratory etiquette: cover coughs and sneezes, avoid touching your face, dispose of used tissues promptly, practice hand hygiene.</li> <li>• Enhanced cleaning and disinfection of workspaces, supplies and equipment for those who work in multiple buildings.</li> <li>• Staff may use the staff room and all appliances with proper physical distancing; however, they must wash hands before and after each use. Staff must disinfect items touched before leaving.</li> <li>• Photocopier room access will be limited to maintain physical distancing. Staff are asked to limit printing. Staff must disinfect items touched (copier buttons, hole punch, stapler, etc.) before leaving.</li> </ul>				
	Sharing of Equipment in Labs including teaching stations (Keyboards, Mice, lab printer, headphones)	<ul style="list-style-type: none"> <li>• Clean hands on entry and exit</li> <li>• Clean equipment daily based on industry standard practice</li> <li>• Assign students to specific computers to limit exposure and possible contact tracing (seating assignments)</li> </ul>	School librarian School staff Janitor	Adequate cleaning supplies in an easily accessible location in accordance with WHMIS standards	June 2020	August 2020
	Sharing of Laptops including cloudbooks (blue cart), student laptops (red cart) and staff loaner laptops.	<ul style="list-style-type: none"> <li>• Clean hands before and after use</li> <li>• Clean equipment daily based on industry standard practice</li> <li>• Assign students to specific computers to limit exposure and possible contact tracing</li> <li>• Have a clearly defined process for tracking these device assignments</li> </ul>	School librarian School Staff Janitor	Adequate cleaning supplies in an easily accessible location in accordance with WHMIS standards		
	Interactive touch surfaces like smartboards and interactive TV's including their peripherals like pens and eraser	<ul style="list-style-type: none"> <li>• Clean hands before and after use</li> <li>• Clean equipment daily based on industry standard practice</li> </ul>	School librarian School Staff Janitor	Adequate cleaning supplies in an easily accessible location in accordance with WHMIS standards		
	Shared Staff desktops and peripherals including but not limited to Keyboard, mouse, projector remote, document camera)	<ul style="list-style-type: none"> <li>• Clean hands before and after use</li> <li>• Clean equipment daily based on industry standard practice</li> </ul>	School librarian School Staff Janitor	Adequate cleaning supplies in an easily accessible location in accordance with WHMIS standards		
	BYOD	<ul style="list-style-type: none"> <li>• Well defined process for supporting non-NWSD devices.</li> <li>• Address liability issues</li> </ul>	IT department Librarian Administration			
	High traffic touch surfaces on Photocopiers and printers	<ul style="list-style-type: none"> <li>• Clean hands before and after use</li> <li>• Clean equipment daily based on industry standard practice</li> </ul>				
	Social distancing in labs	<ul style="list-style-type: none"> <li>• Tiered and row structured labs - utilized at a significantly reduced capacity</li> <li>• perimeter computers in the lab could be utilized at a reduced capacity.</li> </ul>				

		<ul style="list-style-type: none"> <li>Standard lab desktop spacing is 32” meaning there would need to be 2 empty workstations between every user. For a standard lab of 25 you would have stations 1,4,7,10,13,16,19,22,25 available for use (9 of 25).</li> <li>This could be adjusted as distancing rules evolve</li> </ul>				
	Social distancing at print/scan/copy locations	<ul style="list-style-type: none"> <li>A procedure in place to ensure safe distancing for staff and students</li> </ul>				
<b>Student Services</b>						
	First Day Back at School	<ul style="list-style-type: none"> <li>Share re-entry plan with parents prior to opening day. Regular communication with families about plan and procedures and any changes that may occur throughout the year.</li> <li>Plan for students to catch up and visit with peers – classroom teacher facilitated.</li> </ul>	Principal, V.P.s, & W.C.	<a href="#">Re-Entry to Schools</a>		
	IIP Students	<ul style="list-style-type: none"> <li>Team teaching in the classroom when appropriate. No mixing of student cohorts.</li> <li>Clean and disinfect diapering stations after each use.</li> <li>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).</li> <li>It may not be possible to support all students with intensive needs in-person due to health and safety guidelines. We will work with parents to determine their level of comfort and communicate guidelines regarding health &amp; safety.</li> <li>Meeting will occur via phone calls or TEAMS video chat.</li> <li>Check in prior to start of school and meetings to occur to update IIP goals.</li> <li>Goals will be reviewed and revised if necessary.</li> <li>Short term transition plans created to support student re-entry and new procedures and expectations for health and safety.</li> <li>Social stories will be read and shared via TEAMS and/or social media prior to start date.</li> </ul>	Principal, V.P.s, & SSST	CLEVR Short-term Transition plans template (on Teams) Gloves  <a href="https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/trea">https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/trea</a>  <a href="https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents.html">https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents.html</a> <a href="https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents.html">https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents.html</a>		
	Students with health concerns &/or immune compromised Personal Care & Health Care Needs (such as changing diaper, etc.	<ul style="list-style-type: none"> <li>Create a safety and accommodation plan in collaboration with parents</li> <li>PPE (shields, masks, gloves) with students who require close contact or assistance with any type of bodily fluids.</li> <li>Clean and disinfect diapering stations after each use. Disinfect high touch points used in bathroom after each use in special ed. bathroom en suite.</li> <li>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).</li> </ul>	Classroom teachers  Administrators  SSSTs  Supporting Professional	Safety plan template		



		<ul style="list-style-type: none"> <li>Specialized places for instruction of students with compromised immunity should make every effort to ensure students feel included and safe.</li> <li>It may not be possible to support all students with intensive needs in-person due to health and safety guidelines. We will work together with parents to assess.</li> </ul>				
Supporting Professionals in Multiple Schools	<ul style="list-style-type: none"> <li>Enhanced cleaning and disinfection of workspaces, supplies and equipment</li> <li>Designated work areas and record of where you are in schools. Utilize classroom phones to call students for therapy.</li> <li>Communication SLP, OT, counselors to stagger visits</li> <li>SLP, OT, counselors will have portable dividers, transparent masks and will travel alone. These professionals will contact the SSST and secretary to ensure visits are staggered.</li> <li>Hand washing before, during and after each session</li> <li>Flexibility of services</li> </ul>	SLPs, OTs, Psych's, Counsellors Administrators Maintenance	Cleaning supplies Hand sanitizer Assigned Workspace Transparent masks if requested (provided by NWSD)			
Nutrition Programs	<ul style="list-style-type: none"> <li>Follow safe food handling preparation and delivery guidelines</li> <li>School-supplied food will be delivered directly to the classroom in individual packaging. (Pending decision)</li> <li>Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use</li> <li>Students will not participate in food preparation (ie: servery)</li> </ul>	WCs Specified Teachers Administrators	SHA guidelines Pg. 41			
Sick kids coming to school or getting sick while at school	<ul style="list-style-type: none"> <li>Contact parents immediately</li> <li>Isolation room <ul style="list-style-type: none"> <li>Assigned: RES - office space by Learning Coach (no carpet &amp; empty except for small table or student desk. Mask, gloves &amp; vision protection located in easy to access location in the teacher workroom area).</li> <li>MHS – Nurses room. Large enough space to supervise the student while still maintaining distance.</li> <li>If the separate room is not available, the student needs to be kept at least two metres away from other students and staff.</li> </ul> </li> <li>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 they should try to avoid contact with the student's respiratory secretions.</li> <li>Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected promptly. Items that cannot be cleaned and disinfected will be removed from the area.</li> <li>All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool.</li> </ul>	Administrators  WCs  Classroom teachers  Caretakers  Maintenance	PPE – provided when procedure requires staff usage. Gloves			
Students Choosing NOT to Return to School	<ul style="list-style-type: none"> <li>Take attendance and make follow up calls for students who are absent. Classroom teacher to contact home to determine</li> </ul>	Classroom teachers				

		<p>reason(s) &amp; parent plan (ie: remote learning with NWSD, home schooling).</p> <ul style="list-style-type: none"> <li>• Provide Psychological First Aid for students and parents</li> <li>• Plan appropriate interventions and accommodations</li> </ul>	<p>Administrators</p> <p>WCs</p>			
	Students on FIP and Work Experience (MHS)	<ul style="list-style-type: none"> <li>• Work with businesses to create a plan</li> <li>• Consult with parents</li> <li>• Implement plan</li> <li>• Staff will not provide personal transportation</li> <li>• Delay work experience if cannot provide a safe plan</li> </ul>	<p>SST</p> <p>Administration</p> <p>Community businesses</p>			
	Assessment and Therapy	<ul style="list-style-type: none"> <li>• Students with additional needs may require updated assessments and revised individual goals.</li> <li>• 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.</li> <li>• Work together with SSST, parents and professional support person</li> </ul>	<p>SSST</p> <p>Division professional support personnel</p>			
	Anxiety of students (and staff) when masks /other PPE need to be worn	<ul style="list-style-type: none"> <li>• Education</li> <li>• Social stories</li> <li>• Encouragement</li> </ul>	<p>Admin</p> <p>SSSTs</p> <p>WCs</p> <p>Classroom teachers</p>	See through masks Social Stories (examples shown in Teams)		
	TEAM Meetings	<ul style="list-style-type: none"> <li>• Limit number of people in attendance</li> <li>• Utilize option of in-person or online</li> <li>• Delay meetings, when possible</li> </ul>	<p>Admin</p> <p>SSST</p> <p>SS department</p> <p>IT</p>			
Mental health of students		<ul style="list-style-type: none"> <li>• Family Dynamics chart pg. 27 Guidelines to Re-entry. Consult with counsellor beforehand.</li> <li>• Review the Trauma informed and Resilient Schools document and implement school-wide ie: morning check-ins</li> <li>• Social Emotional Learning plan in place for classroom teachers.</li> <li>• Listen, Protect, Connect, Model and Teach</li> <li>• Mentorship programs outlined in LIP</li> <li>• Educate students about COVID, maintaining space and proper handwashing procedures. Include use of social stories for IIP and younger students as appropriate.</li> <li>• Make staff aware of PD opportunities available.</li> <li>• Communication with parents about plans for safety and health</li> <li>• Referrals to counsellors if need be</li> <li>• Understanding of staff that stressed brains cannot learn. Flexibility needed for students to utilize supports during class time, if need be</li> </ul>		<p>Trauma informed and Resilient Schools document</p> <p><a href="#">Trauma Informed and Resilient Schools webinar</a></p> <p><a href="#">One Minute Interventions</a></p> <p><a href="#">Children of Trauma and Resilience webinar</a></p> <p>Trauma informed and Resilient Schools document</p> <p><a href="#">Trauma Informed and Resilient Schools webinar</a></p>		

			<a href="#">One Minute Interventions</a>  <a href="#">Children of Trauma and Resilience webinar</a>  <a href="#">Psychological First Aid</a> (there are also YouTube videos)  <a href="#">Psychological First Aid- Caring for Others</a> course  <a href="#">Nurturing Resiliency portal in Blackboard</a>  Referral forms  <a href="#">Guidelines for Re-entry into the School Setting</a>  Dr. Carrington Course  Mental Health workers			
<b>Early Childhood</b>						
	Physical/Social Distancing Practices & Hygiene	<ul style="list-style-type: none"> <li>• Focus on minimizing physical contact</li> <li>• Limiting physical contact throughout the school day (during instruction, recess, nutrition etc.)</li> <li>• Children within groups may interact, but must distance from other groups</li> <li>• Educate students on the importance of minimizing physical contact and how they might do it . (ie: air hugs, peace sign, wave)</li> <li>• Avoid activities that require clustering around particular item, or area . Removal of sensory tables and sand tables. Circle time in Pre-K – half with EA &amp; other half with classroom teacher to minimize contact.</li> </ul>	Classroom teacher  Administration Janitor		June 29, 2020	ongoing

		<ul style="list-style-type: none"> <li>• Modify room configurations – provide more open space</li> <li>• Stagger breaks, entries and exits. Pre-K: EA will continue to collect bus students on the playground beside bus parking. Classroom teacher will meet students dropped off by parents. First day, WC will assist. <ul style="list-style-type: none"> <li>➢ Bus students drop off at 8:50; In-town students 9:00. Parents wait outside for child. EA or classroom teacher will deliver 2 or 3 students outside at a time.</li> </ul> </li> <li>• Schedule movement in school to minimize contact. Follow arrows indicating direction pathways.</li> <li>• Student-teacher contact time must be prioritized.</li> <li>• 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)</li> <li>• Schedule in time at the end of the day for cleaning of frequently shared items – school supplies (e.g., take turns with EA; one takes the children outdoors once routine &amp; structure in place, while other cleans the shared materials.)</li> <li>• Schedule weekly cleaning of materials in learning centres on Fridays or as required throughout the week</li> <li>• Wear gloves when disinfecting tables and materials</li> <li>• Designate cleaning materials (e.g., bucket/pail, gloves, disinfectant, dish soap) to a space in the classroom out of the way of children</li> <li>• Wash tables before and after snack and lunch times</li> <li>• Sweep or vacuum floors after snack and lunch times</li> <li>• Prioritize using soap and water and school cleaning solutions over disinfecting wipes</li> <li>• Stay within classrooms as much as possible and avoid having to go into other areas of the school.</li> <li>• Outdoor activities are strongly encouraged as weather permits.</li> <li>• Stagger outdoor times</li> <li>• Ensure that Educational Assistant are aware of the hygiene and cleaning procedures and understand the adaptations to routines and instructional practices.</li> </ul>			
	School Supplies & Personal Belongings	<ul style="list-style-type: none"> <li>• Do NOT have the children bring school supplies from home</li> <li>• Have <i>one</i> class set of pencils, <i>one</i> box (basic 8 colours) 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</li> <li>• Ask families to send lunches in small brown paper bags (lunch bags) and have food packaged using baggies or food wrap so it can be disposed of easily; avoid using cloth lunch bags and recyclable containers</li> <li>• Allow water bottles.</li> </ul>			

	<ul style="list-style-type: none"> <li>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 <ul style="list-style-type: none"> <li>If needed library books can be borrowed but would have to be limited to school use only and allow for 3 days isolation prior to usage by other cohorts.</li> <li>Sets of library books can be assigned to classrooms and exchanged on a weekly or bi-weekly basis.</li> </ul> </li> </ul>				
Balancing Quality Interaction & Early Years Best Practices	<ul style="list-style-type: none"> <li>On ways to maintain quality interactions and supporting children with emerging literacy and language development refer to The Hanen Centre: <a href="#">Balancing Precautions While Building Interactions</a> document</li> <li>Extend materials to include things that can’t necessarily be touched – exploring light and shadows, exploring sound, colour (e.g. use the smart board, overhead, projector, flashlights, prisms, crystals, water and food colouring, paint)</li> <li>Limit the amount of materials in learning centres – less is more <ul style="list-style-type: none"> <li>How can one material or group of materials offer numerous opportunities as opposed to having numerous materials?</li> <li>Quality over quantity</li> <li>See the complexity of simplicity</li> <li>Give reason for children to communicate with adults, ask and wait (Hanan LLLI strategy)</li> </ul> </li> </ul>				
Screening and Admission Practices	<ul style="list-style-type: none"> <li>Student with additional needs may require updated assessments and revised individual goals</li> <li>All engagements will occur in a supervised setting which may include the school or other appropriate spaces . (Social distancing outdoors in family yard. Virtual meetings)</li> <li>Staff will not enter private residences or provide personal transportation.</li> </ul>		Referrals Applications	June 2020	October 2020
Mental Health of students, staff	<ul style="list-style-type: none"> <li>Training staff to be trauma informed in order to assess, identify and respond to trauma</li> <li>Create learning environments that are as close to normalcy as possible while ensuring protection where children play and learn (mask are not required but encouraged at this time)</li> </ul>	Principal, V.P.s & W.C Superintendent of SS – resources for schools  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 Ministry resource at saskatchewan.ca to assist parents and caregiver	June 2020	November 2020
Academic Delays	<ul style="list-style-type: none"> <li>Develop or utilize pre-assessments</li> <li>School team meetings</li> <li>RTI</li> <li>Teachers will use their professional discretion to determine the appropriate assessment practices within the current context</li> <li>Teachers are encouraged to implement assessment strategies that do not require simultaneous full group participation</li> </ul>	Classroom teacher SSST  Superintendent of Student Services Superintendent	EYE TA testing Formative/summative assessments Ministry Documents	June 2020	October 2020
Cognitive and Social Emotional Delays	<ul style="list-style-type: none"> <li>School Team meetings with Student Services Team members</li> </ul>	Classroom teacher SSST	Ministry Documents Professional Development	June 2020	October

		<ul style="list-style-type: none"> <li>Develop Individual plans to meet the needs of the students</li> <li>Develop strategies for students to learn to self-regulate.</li> </ul>	Superintendent of Student Services			
<b>Transitions:</b>						
	Transferring Teachers	<ul style="list-style-type: none"> <li>Students will be informed of who their teachers will be for September by insert in report card envelope, including supply list for the given teacher.</li> <li>New students registered prior to September 8<sup>th</sup> will be informed of their classroom teacher prior to opening day.</li> </ul>			June 26, 2020	June 29, 2020/ September
	Receiving Teachers	<ul style="list-style-type: none"> <li>Create a plan to introduce yourself to students &amp; parents</li> </ul>				
	School Teams	<ul style="list-style-type: none"> <li>Meet to determine class: configurations, needs, supports, strengths etc.</li> </ul>				
	School to School Transitions	<ul style="list-style-type: none"> <li>A purposeful approach should be considered which acknowledges the experiences of staff and students since March 2020</li> <li>Each school will develop a re-entry/orientation plan for students, staff and community.</li> <li>Vary per school and grade</li> </ul>				
	Receiving Teachers	<ul style="list-style-type: none"> <li>Students will be informed of who their teachers will be for September by insert in report card envelope, including supply list.</li> <li>Phone calls the week of August 25<sup>th</sup> by teachers to parents. Teachers will determine whether the child(ren) will be attending school in the physical building, remote on-line learning with NWSD or homeschooling.</li> </ul>				
<b>Facilities</b>		<ul style="list-style-type: none"> <li>Cleaning and sanitizing checklists, emphasizing touchpoints, will be completed as per set guidelines outlined by the division. These guidelines follow Saskatchewan Health Authority recommendations.</li> </ul>				
<b>Transportation</b>		<ul style="list-style-type: none"> <li>Bussing regulations and procedures will be assigned by NWSD, Maidstone admin will maintain constant communication with bus drivers and other members of the transport department to ensure clarity.</li> <li>Staff will not use personal vehicles to transport students.</li> </ul>				
<b>Extra-Curricular &amp; Out of School Trips</b>		Schools will base involvement on recommendations made by the SHSAA and NWSAA regarding their return to activities protocol. These decisions will be guided by the Chief Medical Health Officer and will be adhered to by student-athletes.			June 26, 2020	ongoing
<b>Curriculum and Instruction - Learning Plan</b>						
	Learning Improvement Plan	<ul style="list-style-type: none"> <li>Fully implement LIP</li> </ul>			June 26, 2020	ongoing
	Determine Learning Gaps	<ul style="list-style-type: none"> <li>Anticipate and identify gaps in learning using formative assessment:</li> <li>As per AP 360 - b.3 - Teachers use ongoing assessment to inform instructional design and respond to students learning needs.</li> <li>Use Fountas and Pinnell assessment 2-9 to establish baseline to guide instruction.</li> <li>Teachers are encouraged to confer with previous grade teacher to gain a rich understanding of what was covered</li> </ul>				

		<p>and what was not covered to help make informed decisions to optimize their year plan. Homeroom teachers create document listing outcomes &amp; whether taught prior to supplemental learning, during supplemental learning or not at all – whole class. Include information on students who opted out.</p> <ul style="list-style-type: none"> <li>Teachers are encouraged to use math data from the previous year snapshot capturing remediation requirements.</li> <li>teachers long range plans and assessment plans are revised to appropriately accommodate learning gaps emergent due to school closure</li> <li>Emphasize cross-curricular focus for grades 1-9 where applicable</li> <li>10-12 Timetabling flexibility: Extended periods (bell schedule adjustments) for subjects with missing pre-skills, allow for periods of intervention and/or pull-outs for learners who are struggling or finding difficulties.</li> <li>Negotiating a common curriculum sequence for each course and subject amongst grade alike. Aligning long-range planning will facilitate professional discussion, unit planning, and resource development/curation.</li> </ul>				
	Building Capacity for learning environment flexibility. (MHS)					

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

School:						
Functional Area (School Operations, Curriculum, Facilities, etc)	Action Items	Deliverables	Staff Lead, Staff Involved	Resources Needed:	Start Date:	Completion Date:
<b>OH &amp; S</b>						
	Ensure all hot water heaters, pumps, paper towel dispensers, soap dispensers are always operational. Ensure hand sanitizer is readily available.	<ul style="list-style-type: none"> <li>Ensure all hot water heaters, pumps, paper towel dispensers, soap dispensers are always operational. Ensure hand sanitizer is readily available.</li> </ul>	Janitor		June 26, 2020	ongoing
	Water fountains	<ul style="list-style-type: none"> <li>Recommend the use of personal water bottles and transition more water fountains to bottle dispenser style (2 additional bottle fillers planned for MHS).</li> </ul>	Janitor Principal			
	Cleaning procedures	Checklist and signable sheet for custodial staff to check off to ensure rooms have been cleaned (properly). All custodial staff using the proper cleaning products with proper dilution (each	Janitor Principal			

		school has a dilution station now). Use of paper towels rather than rags when disinfecting.				
	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.	Classroom teacher Janitor			
	Provide cleaning supplies for every room	Provide adequate amounts of disinfectant, paper towel etc. Check daily or more often as needed.	Janitor			
	Speciality disinfecting – i.e. Kindergarten toys, playground equipment, gym equipment	<ul style="list-style-type: none"> <li>Separate toys into individual bins to limit the requirement for disinfecting. If toys need to be traded, they will need to be disinfected by classroom teacher.</li> <li>Playground will not be disinfected, and students will be required to wash their hands prior &amp; after use.</li> <li>Gym equipment will need to be disinfected by staff /students after use. Students required to wash their hands prior &amp; after use.</li> </ul>	Classroom teacher Principal			
	Restrict building access	<ul style="list-style-type: none"> <li>main door will need to have signage and protocols listed.</li> <li>student entrances will need to have signage and protocols listed as they are unlocked at recess to allow for bathroom needs.</li> </ul>	Communications Officer Secretaries Administration			
	Protective barriers – Secretary, Librarian etc.	<p>Where social distancing is not possible, Maintenance will provide a barrier, signage, lines etc.</p> <ul style="list-style-type: none"> <li>MHS &amp; RES: secretary – see-through barrier</li> <li>RES: secretary – narrow table in front of secretary window to allow for lunch kit drop off, papers, etc.</li> <li>RES: librarian – see-through barrier</li> <li>MHS: librarian – see-through barrier</li> </ul>		SHA Guidelines – equipment/materials		
<b>Communications</b>						
	Education about school precautions	<ul style="list-style-type: none"> <li>Regular communication home about expectations for school, education on COVID, how to prevent spread of germs</li> <li>Messages shared through division and school channels</li> </ul>	Principal Communications Officer		Provincial/SHA guides	
	School Plans for Return	<ul style="list-style-type: none"> <li>Template to support:</li> <li>School-level communications plan for plan to return to school</li> </ul>	Principal Communications Officer			
<b>School Day</b>		Same as planned return; with strict guidelines concerning class sizes, greater limitations on sharing of manipulatives and PE equipment.				
<b>School Staff</b>		<ul style="list-style-type: none"> <li>Grade 1-9, grade alike teachers and classroom teachers would collaborate to decrease workloads and to ensure efficiency when planning.</li> </ul>				



		<ul style="list-style-type: none"> <li>Potential redeployment or reassignment for staff in certain roles within the school (student services, interventionists, EA's, PAA, PE, SBIF, librarian)</li> </ul>				
<b>Staff Duties</b>		Staff supervision will still be planned, and lunch responsibilities will be scheduled to meet expectations.				

Contingency 2: Hybrid – not all students in building

Functional Area (School Operations, Curriculum, Facilities, etc)	Action Items	Deliverables	Staff Lead, Staff Involved	Resources Needed:	Start Date:	Completion Date:
<b>School Operations</b>	School Day · Before School Procedures · Recess Procedures · Noon Hour Procedures · After School Procedures · Entrances · Building Access · Washroom Access · Hallway Procedures	-Students will attend school on alternate days - <b>Mandatory Mask usage:</b> - Masks will be required for staff and students in Grades 4 to 12 students in high traffic areas, including areas where 2m/6ft 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 students, no matter their age, will be required to wear masks on the bus. -All visitors and guests will be required to wear masks. -Students can expect to receive two reusable masks 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. -Proper use of masks will be presented to students and staff on initial day of return and as needed. -Bandanas and gaitor masks are not considered appropriate face coverings -Shields may be used in conjunction with masks	School Operations Transportation Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines	June 2020	August 2020
	Communication	The following methods will be used to communicate with various stake holders: •Staff - Teams meetings, staff meetings, Reminds, emails •Students - Announcements, Teams, Reminds, Emails •Parents - Reminds, Facebook, phone calls, texts, emails •SCC - Teams, reminds, phone calls, texts, emails •Community Stakeholders - Phone calls, emails, Facebook	School Operations Communication Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines	June 2020	August 2020
<b>Curriculum and Instruction</b>	How do we deliver instruction most effectively?	All students will attend on alternate days, families attending on the same days. Expectations of work that will be completed at home will be communicated with families.	Instruction School RTI Team, SBIF School Admin Teachers			
		These would be a resource only. Explicit instruction and teaching will be delivered by NWSD teachers. NWSD teachers would be responsible for monitoring student progress, assessing and evaluating students learning, assigning grades, and providing learning supports, including RTI.	Instruction School RTI team SBIF School Admin Teachers			

		Online PD regarding delivery of online programming will be required. A minimum of 3-4 days will be required.	Superintendents Instruction			
		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			
<b>Student Services</b>	Assessment and Therapy	<ul style="list-style-type: none"> <li>Flexibility of service delivery-in-person (school or office) or online</li> <li>Delay services</li> <li>Refer to outside agencies</li> </ul>	SS team IT	Headphones Mics Document cameras	Headphones Mics Document cameras	Headphones Mics Document cameras
	Students on IIPs	<ul style="list-style-type: none"> <li>As a team, determine needs of student and then decide on individual schedule and ways to meet student needs</li> <li>Update IIP</li> <li>It might not be possible to support all students with intensive needs in-person due to health and safety guidelines</li> </ul>	Student Services SSST School Admin Teachers			
	Outbreak in community	<ul style="list-style-type: none"> <li>SS professionals will delay going to that school. Deliver services online, if possible.</li> </ul>	Superintendent Student Services			
<b>Early Childhood</b>	Intensive Needs Students	<ul style="list-style-type: none"> <li>Staff will not enter private residences or provide personal transportation</li> <li>Alternate spaces/locations will be considered</li> <li>Virtual option</li> <li>Schedule online sessions</li> </ul>	Student Services Superintendent School Teams	Computers Home visit Guidelines	September 2020	
	Scheduling Pre-K Teachers	<ul style="list-style-type: none"> <li>Follow Health/Ministry Guidelines</li> <li>As Pre-K is not mandatory, we would just schedule for students that are in attendance</li> </ul>	Superintendent	Division Developed Learning kits Health Guidelines	September 2020	
	Scheduling K Teachers	<ul style="list-style-type: none"> <li>Follow Health and Ministry guidelines</li> <li>Develop online lessons with teachers who have the capacity to do so.</li> <li>Allot time and staff in schedule to deliver online learning if need be.</li> <li>Possible Filming of lessons and sharing with families.</li> <li>Continue developing paper packages for those that want them.</li> </ul>	Superintendent	Computers Cameras PD Division Developed Learning Kits	June 2020	
	Equity	<ul style="list-style-type: none"> <li>Survey families to determine what they might need to complete online learning.</li> <li>Continue with division plan to loan devices to families if needed</li> <li>Paper packages will still need to be developed.</li> <li>Create PD for parents to learn online platform</li> <li>Work with community agencies (ECS) to help support families through home visits etc.</li> <li>Online delivery of paraprofessional services (Speech, OT)</li> </ul>	IT PD Superintendent Student Services	Computers PD Develop Survey Questions	June 2020	
<b>Transitions</b>	School to School Transitions	<ul style="list-style-type: none"> <li>Each school will develop an on- site and virtual re-entry/orientation plan following Ministry and Health guidelines.</li> <li>Information packages will be sent to schools that may be transitioning students to the Transition School</li> </ul>	Superintendents Superintendent of Student Services Communications Officer	Trauma Informed Schools Social Emotional Learning (SEL) PD Assessments Developed Template	June 2020	August 2020

	Teacher Capacity	- Program online delivery PD - Collaboration and online TEAMS meetings with colleagues.	Superintendent	PD Platform Summary of promising practices for delivery of program	June 2020	August 2020
<b>Facilities and OH&amp;S</b>	Same as 'Normal' & #1 Exception – student spacings (desks etc.).	Look to utilize unused rooms – 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	June 2020	August 2020
<b>Communications</b>	Parent Communication	Routine Updates for Parent/Caregivers regarding school and division measures responding to COVID	Communications School Admin	Updated Phase guidelines	June 2020	ongoing

Contingency 3: Distance/Remote Learning

Functional Area (School Operations, Curriculum, Facilities, etc)	Action Items	Deliverables	Staff Lead, Staff Involved	Resources Needed:	Start Date:	Completion Date:
School Operations	School Day	<p>-A plan will be in place to address the following:</p> <ul style="list-style-type: none"> <li>· Guidelines and expectations for students and staff for at home learning (Learning Packages)</li> <li>-Elementary classes will utilize Microsoft Teams as primary resource while 7-12 will utilize a combination of Microsoft Teams and OpenLMS</li> <li>· Monitor building access - no public access</li> </ul>	School Operations Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines	June 2020	August 2020
	Communication	<p>The following methods will be used to communicate with various stake holders:</p> <ul style="list-style-type: none"> <li>•Staff - Teams meetings, staff meetings, Reminds, emails</li> <li>•Students - Announcements, Teams, Reminds, Emails</li> <li>•Parents - Reminds, phone calls, texts, emails</li> <li>•SCC - Teams, reminds, phone calls, texts, emails</li> <li>•Community Stakeholders - Phone calls, emails, Facebook</li> </ul>	School Operations Communication Principal	Health Parameters RPT Guidelines Primary and Secondary Education Institution Guidelines	June 2020	August 2020
Curriculum and Instruction - Learning Plan	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"> <li>· Smaller, more personal online learning cohorts in younger grades (Teams plus daily personal check-ins)</li> <li>· Larger class cohorts in 7-12, with students potentially drawn from multiple schools. (Moodle will be the platform)</li> </ul>	Curriculum & Instruction Human Resources			

	Device access	Loaner devices may be available if proper paperwork/contract are signed	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,			
	Internet access	USB learning resources and telephone check-ins (daily @ K-6, weekly @ 7-12)	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.	Superintendent			
	Learning not conducive to Distance Learning	Schools are encouraged to explore creative ways to safely implement PAA, Phys Ed, 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)	School Admin Teachers			
<b>Student Services</b>	Assessment and therapy for students on IIPs	· Identify students requiring supports	Student Services SLPs OTs Ed Psychs SSSTs	SASLPA guidelines SSOT guidelines	As per guidelines	Until otherwise directed
		· 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"> <li>ensures staff and student safety;</li> </ul>	Admin Maintenance IT	Sask College of Psychologists PPE, as necessary Supplies for proper sanitization and handwashing Headsets	from Ministry	

		<ul style="list-style-type: none"> <li>• details the specialized therapies, professional assessments and/or unique transitions proposed</li> <li>• identifies the lead staff member;</li> <li>• clearly identifies the staff required and their role;</li> <li>• identifies location, time and appropriate lengths of time for engagement;</li> <li>• outlines family and student requirements; and,</li> <li>• summarizes a follow-up strategy.</li> </ul> <p>· Sanitize after each session  · Follow CMHO safety orders  · Consider directions given by professional governing bodies  · Students who are currently being considered for an IIP may be considered for specialized therapy, professional assessment and unique transitions  · It might not be possible to support all students with intensive needs in-person due to health and safety guidelines.</p>		Microphones Document camera		
	Mental Health of students and counselling services	<ul style="list-style-type: none"> <li>· Identify students requiring supports</li> <li>· As a team, identify best way to provide services- in-person (school or office), online or delay services; or connect with community services</li> <li>· Sanitize after each session</li> </ul>	Counsellors Maintenance IT	PPE, as necessary Supplies for proper sanitization and handwashing Headsets Microphones Document camera	As per guidelines from Ministry	Until otherwise directed

	Psychological assessments and debriefs	<ul style="list-style-type: none"> <li>· Prioritize students needing assessment</li> <li>· As a team, identify best way to administer assessment- online or in person</li> <li>· Debrief via Teams, if possible. If not, set up a team meeting with limited participants and the option to attend online or in person</li> <li>· 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</li> <li>· Sanitize after each session</li> </ul>	Ed Psychs Maintenance	Online assessment PD PPE, as necessary Supplies for proper sanitization and handwashing	June 15, 2020	Until otherwise directed
	Students on an FIP and work experience	<ul style="list-style-type: none"> <li>· A safe plan will be made with businesses and parents if necessary</li> <li>· Staff will not provide personal transportation</li> <li>· Delay services if plan cannot be implemented safely</li> </ul>	SSSTs Administrators	As per guidelines from Ministry	Until otherwise directed	
<b>Early Childhood</b>	Integrity of the Program/Maintaining Child-Friendly and Developmentally Appropriate Practices	<ul style="list-style-type: none"> <li>· Combination of virtual lessons with Learning kits that could go home.</li> <li>· Develop daily Schedules for student learning and share with students and parents.</li> <li>· Identify key elements to focus on for the programs.</li> <li>· Student-teacher contact time must be prioritized regardless of the delivery format</li> <li>· Teachers have consistent online course design, layout etc.</li> <li>· Teachers have opportunities to view exemplars of instructional resources</li> </ul>	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	June 2020	ongoing

**Commented [tm1]:** @Jennifer Williamson @Davin Hildebrand @Aaron Oakes @Darrell Newton Plan is completed for contingencies & any other corrections that needed to be made.

	Capacity of Teachers	<ul style="list-style-type: none"> <li>· Time for Early Childhood teachers to meet and discuss techniques and platforms that they have been using</li> <li>· Consider using one platform for consistency among staff and make it easier for parents to work with their children (P-6 &amp; 7-12)</li> <li>· Better train EAs to augment or deliver support online</li> <li>· Utilize all staff to support learning</li> <li>· Create professional development on use of platform(s)</li> </ul>	Instruction Early Childhood Transition	Ministry Documents Identifying key learning objectives to deliver online Summary of promising practices for delivery of program	June 2020	September 2020
	Equity	<ul style="list-style-type: none"> <li>· Survey families to determine what they might need to complete online learning.</li> <li>· Continue with division plan to loan devices to families if needed</li> <li>· Paper packages will still need to be developed.</li> <li>· Create PD for parents to learn online platform</li> <li>· Work with community agencies (ECS) to help support families through home visits etc.</li> <li>· Online delivery of paraprofessional services</li> </ul>	IT PD Superintendent Student Services	Computers PD Develop Survey Questions	June 2020	ongoing
	Communication with Parents	Develop regularly scheduled, weekly or more, communication plan for parents.	Communications Director School Admin Teachers	Communication Plans	June 2020	ongoing
<b>Transitions</b>	School to School Transitions	- Each school will develop a virtual re-entry/orientation plan. - Student referrals to Transition Room will take place	Superintendents Superintendent of Student Services Communications Officer	Trauma Informed Schools Social Emotional Learning (SEL) PD Assessments Developed Template	June 2020	August 2020



	Teacher Capacity	- Program online delivery PD - Collaboration and online TEAMS meetings with colleagues.	Superintendent of Curriculum and Instruction	PD plan	June 2020	August 2020
<b>Facilities and OH&amp;S</b>	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 Custodial Staff Schools	SHA Guidelines	Now	Ongoing
<b>Communications</b>	Parent Communication	Routine Updates for Parent/Caregivers regarding school and division measures responding to COVID	Communications School Admin	Updated Phase guidelines	June 2020	ongoing

