



# **North East School Division**

## **Return to School Planning Document**

August 20, 2020

(Edits in blue – August 13, 2020)

School division plans will evolve as required by emerging health risk assessments.

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### The COVID-19 Pandemic and Saskatchewan Schools

The Government of Saskatchewan and Saskatchewan Health officials are currently taking steps to prevent the introduction and spread of COVID-19 into our communities. Schools play an important role in this effort. Through collaboration and coordination with local health departments, schools should take steps to disseminate information about the disease and its potential transmission within their school community. Schools should prepare to take steps to prevent the spread of COVID-19 among their students and staff during the pandemic.

Schools should continue to collaborate, share information and review plans with Executive Council and local health officials to help protect the whole school community, including those with special health needs. The division and school plans should be designed to complement other community mitigation strategies to protect high risk populations and the healthcare system, minimize disruption to teaching and learning, and protect students/staff from social stigma and discrimination. Plans should build on everyday practices (e.g. encouraging hand hygiene, social distancing where possible, monitoring absenteeism, and communicating routinely) that include strategies for before, during and after a possible outbreak.

### NESD Beliefs During COVID-19

- The health and safety of students, staff and community is paramount.
- An understanding and support of the social-emotional impact on students and staff is important.
- All students and staff must stay home if they are sick.
- Information about local levels of transmission should be gathered and monitored regularly.
- All decisions about implementing school-based strategies (e.g., dismissals, event cancellations, field trips, assemblies, other social distancing measures) should be made locally, in collaboration with the local Medical Health Officer who can help determine the level of transmission in the community.
- Collectively we must determine and adhere to numbers of students and staff permitted to gather and other health enhancing practices as directed by the Public Health Order issued by the CMHO.
- *Local decisions will follow directives from the local MHO, who would consult the CMHO.*
- An acceptance and appreciation that local decisions will follow directives from the Chief Medical Health Officer and the Ministry of Education.
- All students will have equitable access to the provincial curriculum.
- The focus will be on learning outcomes rather than the amount of time per subject.

### In-Class Learning Resumes Fall 2020

The Government of Saskatchewan announced classes in Saskatchewan Pre-Kindergarten to Grade 12 schools will resume in-class learning for the upcoming school year. Students and staff will return to school with reasonable protective provisions in place. The Ministry of Education, with the input of the provincial education Response Planning Team (RPT), has distributed Primary and Secondary Education Institution Guidelines and Return to School Fall 2020 – Learning Guidelines to school divisions to ensure schools are safe places of learning for students, staff and families.

As students return to school to once again take part in mandatory learning in September 2020, school and school division staff will work together to ensure that their educational programs once again meet the high standards established prior to the suspension of classes in March 2020. While increased emphasis will be placed on precautions such as cleaning and sanitizing and limiting physical contact, all students will once again receive the full Saskatchewan curriculum taught by their teachers.

While each school will have responsibility for developing local plans and contingencies in multiple areas in order to address the unique circumstances of their students, configurations, facilities and parents, the North East School Division is prepared to provide supports. Please ensure this plan is shared with all staff, including itinerant staff.

Throughout this planning document, schools will be responsible for completing the tables below, specifically the salmon coloured sections.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1.	Any text in these sections are suggestions and for the school's consideration in developing solutions.

## Preparing for Reopening

- School staff should review, discuss and consider the implications of the Reopen NESD plan.
- Administrators are encouraged to use the following templates in their initial planning stages with school staff:
  - **Appendix A: Sample Return to School Meeting Agenda**
  - **Appendix B: School Based Discussion Template**
- School plans should be designed to complement other community mitigation strategies to protect high risk populations.
- Develop a communication plan to keep school stakeholders informed (staff, students, families, SCC, and community). Pay attention to the transition of students returning to school, reiterating steps to stay healthy and providing direction that if students and staff are sick, they must remain home.
- School administrators should discuss their communication plan with their Executive Council contact.
- Schools should consider creating a **Return to School** campaign (e.g., welcome video, graphics, website, and social media content) for students and staff.
- The North East School Division will work with families who decline to send their children to school.

Safe Alternatives (edited) August 13, 2020)

*To ensure preparedness, there are four scenarios that may be activated regionally or provincially based on the advice of Chief Medical Health officer. They include:*

- *Level 1 – Return to school, as normal as possible with additional health measures and precautions.*
- *Level 2 – Mask usage as determined by the Chief Medical Health Officer.*
- *Level 3 – In the event it becomes necessary, school capacity will be reduced. This may include establishing cohorts and hybrid learning models as considerations.*
- *Level 4 – Implementing learning continuity plans, which means transitioning to mandatory remote learning. (see Contingency Planning below)*

## Contingency Planning

We may experience a period with subsequent waves of COVID-19. While a return to the classroom in the fall is the scenario being planned for, there must be a contingency plan in place if there becomes an elevated transmission risk, and in-class learning cannot resume as planned, either locally, regionally or provincially. Teachers will be prepared to move to a blended or full-time remote delivery using **Google Classroom** in grades K-4 and **Moodle** courses in grades 5-12. The full Saskatchewan curriculum will be delivered through multiple modes of delivery. Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face-to-face.

## Re-opening the NESD: Roles and Responsibilities

### NESD Schools

- **Teachers** - Regular duties; identify potential accommodations, reasonable personal protective measures. Plan for students to return, but also plan for the potential of moving to an at home experience. Consider pre-assessment and appropriate interventions to remediate Supplemental Learning gaps.
- **School Administrators** - Regular duties: supervise, monitor and support students and staff. Work with school, facilities and maintenance staff to ensure the health and safety of students and staff. Lead and monitor scheduling and assist in tracking student and staff attendance.
- **Administrative Assistants** - Regular duties with the necessary protective shields at desks/counters, if required. Monitoring and recording of student attendance.
- **Educational Assistants** - Regular duties.
- **Library Personnel** – Regular duties.
- **Cafeteria/Nutrition Workers** – Regular duties following health and safety guidelines.
- **Caretaking and Facilities Staff** - Heightened cleaning, sanitization with appropriate solutions and processes. Increased attention to points of contact and commonly used rooms and areas.

### NESD Departments

- **Learning** - Continue to support teachers and students in the areas of curriculum, instruction and assessment. Emphasis on ensuring “catch up” and remediation or mitigation of learning gaps *with the use of spiral and accelerated learning strategies.*
- **Student Services** - Regular duties with emphasis on reconnecting with vulnerable students and families.
- **Employee Services/Payroll** - Regular duties and discussion regarding continuing to allow flexibility for the worksite.
- **Accounts Payable** - Regular duties and discussion regarding continuing to allow flexibility for worksite.
- **Facilities and Maintenance** - Continue to work in a fashion like the cold and flu season with heightened cleaning and sanitization *that includes the addition of temporary caretaking staff.*
- **Transportation** - Provide service to students with heightened sanitizing of the school buses between and after runs.
- **Information Technology** - Regular duties with discussion and planning regarding social distancing and possible needs for a flexible work site.

### School Day and School Operations

#### Enhanced Personal Hygiene

- Schools will promote proper hygiene for staff and students.
  - **Handwashing with soap and water will be a primary strategy** with the use of hand sanitizer as a supporting strategy. All washrooms and staffrooms will have signage to teach and support proper handwashing.
  - Schools and classrooms will develop procedures to support handwashing.
  - Schools and teachers will teach students the importance and techniques of proper hand hygiene and sanitizing. Hand sanitizer will be located as appropriate throughout the school (numbers and locations to be determined, not necessary at every classroom entrance) At entrances, numbers to be determined by SBA. (Considerations to access and visibility for safety, possibility of misuse)
  - *Ensure hand sanitizer is used properly and supervised in younger grades.*
- The School Division will supply schools with the following supplies:
  - Sanitizer (must secure dispensers)
  - Caretaker supplies – disinfectant cleaning products, rags (implications for laundering rags; disposable products are cost prohibitive and less effective).
  - Masks and gloves (for staff or students displaying potential symptoms and when personal care is being performed or medication is being administered)
  - Signage for proper handwashing protocols etc.
- Schools may list the following supplies as optional on students’ supply lists: (for personal use)
  - Personal hand sanitizer
  - Disinfecting wipes – *highly encouraged (CMO standard, unscented, 70%)*
  - Kleenex – *be sure proper disposal techniques are used and hand hygiene follows.*

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Developing procedures to support handwashing. *frequency and procedure	<ul style="list-style-type: none"> <li>Use of classroom sinks</li> </ul>
2. Teaching students the importance and techniques of proper hand hygiene and sanitizing	<ul style="list-style-type: none"> <li>Ensure that personal hygiene related components of Health Education and Science programs are taught first</li> <li>Daily hygiene and sanitizing announcements</li> </ul>
3. Storage of hand sanitizer	
4. 'Good handwashing' posters in washrooms	<ul style="list-style-type: none"> <li><a href="#">Link to SHA Information and Posters</a></li> </ul>

## Limiting Physical Contact

Schools will:

- Limit physical contact during instruction, recess and noon periods and avoid activities that require clustering of students.
- Minimize the number of teachers and support staff working with a specific group of students.
  - *This will include teacher and class cohorting, with a focus on cohorting teachers to a limited number of students and keeping students within a single cohort as much as possible.*
  - *This would be the homeroom model within an elementary setting.*
  - *The NESD will have a block scheduling within our high school environments to promote limiting the number of cohorts that students will be exposed to within any given day. (August 13, 2020)*
- Consider options for physical distancing within classrooms and other instructional spaces.
- *Instruction should occur in a front facing manner whenever possible. Exceptions are to be approved by public health. (August 13, 2020)*
- Modify the use of shared spaces including shared instructional spaces, bathrooms, change rooms, boot rooms, hallways. Existing computer labs will remain as is, procedures may need to be altered.
- Modify procedures for entering and leaving the building, parent drop offs.
- Consider the need to stagger recess, noon period and other school day transitions.
- Provide students with alternatives to activities that require physical contact with other students. Student play during physical education and recesses are primary considerations.
- Promote and practice the use of non-physical greetings.
- If directional flow is recommended at the schools, logistics and code compliance is required for signage (paper on walls, consider fireproof signage).

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Minimizing the number of teachers and support staff working with a specific group of students	
2. Promoting physical distancing within classrooms and other instructional spaces	<ul style="list-style-type: none"> <li>No large school gatherings.</li> </ul>
3. Modifying the use of shared spaces including shared instructional spaces, boot rooms, hallways.	<ul style="list-style-type: none"> <li>Create a plan for usage of all rooms (include computer labs, libraries, flex centres, etc.).</li> </ul>
4. Modifying procedures for entering and leaving the building, parent drop offs	
5. Staggering recess, noon period and other school day transitions (including accessing lockers)	
6. Providing alternatives to play that requires physical or shared use of equipment	

### Limiting Shared Materials and Equipment

Schools will establish procedures for:

- bringing materials into and out of the schools.
- controlling and limiting the shared use of school materials and equipment including:
  - Eliminating or limiting the use of materials that encourage group interactions or play. Keep materials that promote individual exploration. Consider decreasing the amount of equipment that is available to students.
  - Limit the number of students who share the use individual technology devices including laptops, iPads and SMART Boards.
- Engaging staff and students to support increased cleaning of shared materials and equipment. Use of non-standard furniture that is not easily disinfected is discouraged (e.g. cloth material)

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Bringing materials into and out of the schools.	
2. Eliminating or limiting the use of materials that encourage group interactions or play.	
3. Limiting the number of students who use individual devices.	
4. Engaging staff and students to support increased cleaning of shared materials and equipment.	
5. Limiting shared materials (textbooks, library resources, toys, blocks)	

### Managing Guests, Volunteers, and Visitors and Shared Use Clients

- Ensure hand sanitizer is available for guests

- *Ensure guest review the daily risk assessment and answering “no” to all questions prior to entry.*
- *Ensure guest sign-in when entering/exiting the school. (August 13, 2020)*
- When possible, reduce the number of entrance points for guests and visitors' access
- Reduce access to school-based areas such as libraries and gymnasiums for shared use clients
- Review Administrative Procedures associated with Volunteers (insert AP)
- Consider virtual meetings

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Develop protocol for guests and shared use.	Share plan with daycares and others.
2.	

## Arrival, Dismissals and Movement of Students

- Review current arrival and dismissal protocols and revise as necessary considering:
  - the number of students arriving and departing at the same time.
  - *Staggered start times breaks and end times where possible. (Aug. 13, 2020)*
  - the number of students who use each entry
  - increasing hours of supervision or number of supervisors for students.
- Develop protocols to regulate the flow of students through the school considering:
  - The layout of the school including the location of the gymnasium, library, washrooms, lockers, access to the playground and so on.
  - The number of different instructional spaces required to deliver each class’ educational program. This will differ by program (elementary versus high school) and grade configurations.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Reviewing and revising arrival and dismissal protocols	<ul style="list-style-type: none"> <li>• Staggering arrivals and departures by bus students/non-bus students?</li> <li>• Classroom specific entry points?</li> <li>• Encourage non-bus students to arrive at school just prior to entry bell?</li> </ul>
2. Accessing student lockers	

## Noon Periods and Recesses

- The School Division will:
  - Review noon supervision allocations in collaboration with school-based administrators.
- Schools will:
  - *Examine recess and noon schedules as well as entrance and exit procedures in order to determine the structure that offers students break periods while best promoting physical distancing in hallways and playgrounds. This may include staggered start times, breaks and end times where possible. (August 13, 2020)*

- Revise student eating locations, if necessary, to ensure that students are eating in their classrooms.
- Review and revise duties of noon supervisors and students to facilitate cleaning of eating surfaces and emptying of garbage bins.
- Attempt to limit the number of external noon supervisors used to provide supervision services.
- Ensure that physical activity occurs and that neither recess nor noon hour entail sedentary activities.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Examining recess and noon schedules as well as entrance and exit procedures	<ul style="list-style-type: none"> <li>● Schedule staggered recesses?</li> <li>● Allow teachers latitude to take students for recesses on an ad hoc basis?</li> <li>● Schedule half of students to take noon recess in first 25 minutes of lunch and second half of students to take noon recess in last 25 minutes of noon recess?</li> <li>● Encourage students/families who can go home for lunch to go home for lunch?</li> </ul>
2. Revising eating areas	<ul style="list-style-type: none"> <li>● Ask for staff cooperation in supervising students eating in classrooms.</li> </ul>
3. Reviewing and revising supervisor duties	
4. Attempting to limit the number of external noon supervisors.	

### Physical Education, PAA and Fine Arts Courses

- Schools will need to consider planning for courses where close interactions occur among students, and make plans to minimize contact, enhance cleaning procedures, etc.
  - This will include all spaces utilized for shop, band, labs and physical education.
- Physical Education, Health Education and outside activities will be permitted according to Re-Open Saskatchewan Guidelines.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Develop plans to support instruction for PAA and Fine Arts Courses	
2. Develop plans for Physical Education as well as Health Education	

### Food Service and Nutrition Programs

- Nutrition programs will not include curricular programming such as Foods or Commercial Cooking programs.
- Students participating in those programs must be taught and follow safe food handling protocols as indicated in the respective curricula.
- Regardless of the use of a nutrition program or school server, proper hand hygiene must be practiced before and after eating.

School nutrition programs and serveries:

- School-supplied food should be delivered directly to the classroom.
- Students should eat lunches in their classrooms.
  - No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.
  - Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.
  - Food from home must not be shared with other students and should be stored with the student’s belongings.
  - Students are not allowed to participate in food preparation.
- Consider payment systems other than cash.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Practicing hand hygiene prior to eating.	
2. Delivering food directly to the classroom.	
3. Eating lunches in their classrooms.	
4. Increased cost of food and food preparation if previously provided by Foods or Commercial Cooking programs.	
5. Foods and Commercial Cooking programs – safe food handling courses offered	

## Students and Student Care

### Student Attendance

- Attendance at school is not optional.

Schools will:

- Monitor daily student attendance using existing protocols.
- Review existing school-level follow up procedures and revise as necessary.
- Implement follow-up procedures to ensure student safety.
- If a student absence is the result of student compromised immunity or anxiety stemming from COVID-19, the school shall work with the student and family to determine necessary accommodations.

The School Division will:

- Support student attendance through:
  - Division-level follow-up procedures will continue to be implemented in support of the efforts of schools to resolve chronic non-attendance.
  - A communication strategy.

<b>School Level Planning</b>
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Issue/Consideration	Solution (*indicate supports required)
1. Reviewing school follow-up procedures.	
2. Implementing school follow up procedures.	
3. Supporting students with compromised immunity or anxiety in the event of non-attendance.	

### Illness and Care

- Students who are sick should be advised to stay home.
  - Checking temperatures, detailed screening or requiring COVID-19 testing of students and staff **are not required or recommended at this time**, based on current evidence.
  - Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.
- All parents, guardians, and students who are confirmed to be COVID-19 positive and/or under mandatory self- isolation must not enter the school. Instead, they must stay home and self-isolate.
- Students and staff can return to school once they are cleared by public health.

### The School Division will:

- Develop an Administrative Procedures to support precautions specific to COVID-19.
- Communicate the content and implications to all stakeholders and will provide for any training that may be required.

### Schools will:

- Identify an appropriate isolation area for anyone with COVID-19 symptoms who are not able to immediately leave the facility.
  - If a student develops symptoms at school or upon arrival at school, the student should be isolated from other students and the parent or guardian should be notified to pick up the student immediately.
  - If a separate room is not available, the student will wear a mask if safe to do so and needs to be kept at least two metres away from other students and staff.
  - 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.
- Have a sign-in book/*digital sign-in (August 13, 2020)* to ensure all visitors to the school are documented.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Identifying an appropriate isolation area while considering facilities and supplies needs	
2. Identifying staff who may need to care for student	

3. Communicating and messaging to parents when student is sick	
4. Student privacy concerns	
5. Review amended Administrative Procedures specific to COVID 19	
6. Sign-in book	

### Mental Health and Social-Emotional Supports

Schools will:

- Participate in Adverse Childhood Experiences and Trauma Informed Systems Professional Development throughout the 2020-2021 school year as developed by Integrated Services.
- Continue to work towards implementing trauma-informed practice to support staff and students including:
  - providing inclusive and compassionate learning environments.
  - understanding coping strategies.
  - supporting independence.
  - helping to minimize additional stress or trauma by addressing individual student needs.
- Provide staff with professional development opportunities.

Employee Services will:

- Provide access to EFAP and additional resources for staff.
- Consider flexibility in staffing and scheduling.
- Develop plans to manage employee sickness and absenteeism.
- Provide direction around physical distancing guidelines where possible, maximum gathering numbers and requirements for PPE.
- Clearly define expectations for PPE usage when and where it is appropriate.
- Coordinate training to ensure safe and proper use of PPE.
- Develop and communicate processes for employees requiring accommodation.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Ensuring that all staff members will be part of Trauma Informed practice professional development	
2. Implementing and supporting trauma-informed practices	

### Students with Intensive Needs

The School Division will:

- Support schools in the provision of services to students with intensive needs.
- Support school in the provision of necessary training for staff working with students with intensive needs.

- Provide PPE as defined by the provincial guidelines.
- Take into consideration directions given by the professional governing body of the staff providing the supports.

Schools will:

- Develop individual student transition plans to facilitate the re-entry of students with intensive needs back to the school environment. Transition plans are developed to meet students' individual needs.
- Review the Individual Program Plans of all students with intensive needs and revise goals as required to ensure student health and safety.
- Ensure that the provision of supports for all students can be accomplished within a safe, secure and supervised environment (may include the school setting or other appropriate spaces)
- Deploy staff to limit the number of different student/staff contacts while meeting health/safety and academic needs to students.
- Ensure health and safety measures are in place and communicated with the relevant staff and family prior to the provision of the service.
- Ensure that staff do not enter private residences or provide personal transportation.
- Providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Reviewing the Individual Program Plans of all students with intensive needs	
2. Ensuring that the provision of supports for all students can be accomplished within a safe, secure and supervised environment	
3. Ensuring health and safety measures are in place and communicated with the relevant staff and family	
4. Identifying students with compromised immune systems and working with medical professionals	
5. Reviewing and revising staff schedules as necessary to limit staff/student contacts	
6. Developing individual transition plans for students with intensive needs	

### Learning Services

- The following general parameters for school-based delivery of the academic program have been provided:
  - Participation in the academic program is not optional
  - Full Saskatchewan curriculum will be delivered at all grade levels
  - Student-teacher contact time must be prioritized regardless of the delivery format
  - Differentiation of instruction will be important due to the supplemental learning that occurred

- The focus will be on teaching of outcomes, rather than amount of time per subject (a cross-curricular approach is recommended)
- Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers
- Teachers are encouraged to continue to explore options for blended learning. Due to the uncertain nature of COVID, teachers should be prepared to deliver curriculum remotely (see contingency planning). Support from school divisions should be considered to enable this exploration.
- Subjects impacted by the physical environment will be delivered if the curriculum is able to be delivered using an approach that allows for flexible learning spaces and considers safety.

The School Division will:

- Support staff so that a smooth transition to the NESD's Contingency plan will occur.
- Ensure Google and Moodle platforms and support are in place.
- Provide a detailed Early Years-specific plan (attached).
- Provide additional technology if required.
- Determine a common system of reporting.

Schools will:

- Emphasize the use of pre-assessment prior to instruction at all grade levels and in all subject areas, especially where prerequisite learning is required.
- Ensure staff are prepared to deliver programming as per the NESD's Contingency Plan.
- Ensure teachers introduce students to Google and/or Moodle platforms as needed to facilitate a smooth transition if assigned to home.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Emphasizing the use of pre-assessment	
2. Ensure staff are prepared to deliver programming as per Contingency Plan if needed	
3. Students are prepared to engage in online delivery if assigned to home	

## Prekindergarten and Kindergarten Environments

These environments present unique challenges based on the demographic and the fact that they are play based and very much hands on in terms of curricular pedagogy.

*Please refer to Appendix D*

## Human Resources

### Staff Health

- All staff must self-monitor for symptoms and use the online [Saskatchewan COVID-19 Self-Assessment Tool](#).

- Staff who are sick should be advised to stay home.
- Not all symptoms of illness need to be subject to this requirement
- Staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school. Instead, they must stay home and self-isolate. Staff can return to school once they are cleared by public health.
- Staff are not be required to enter the school when sick to create plans for substitute teachers.
  - Staff are advised to have materials prepared in advance if they cannot attend school.
  - If staff are using a combination of in-person and virtual delivery methods, providing some instruction on the use of the virtual delivery
- Staff are encouraged to review contract provisions for applicable leaves and applicable absence codes to use
- Ensure staff are aware of EFAP program and how to access.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Lack of subs - teachers, support staff, etc.	<ul style="list-style-type: none"> <li>• Must get creative, video conference into classrooms</li> <li>• Inform subs of all the measures being taken</li> <li>• Reassign duties</li> </ul>

### Coordination of Student Services Staff

The School Division will:

- Promote block scheduling for Consultants.
- Monitor Visitation Logs to minimize the volume of external visitors.

Schools will:

- Communicate with SS staff class schedules and available workspaces.
- Where possible, limit the number of staff and the number of facilities to which individuals travel.
- Consider that shared-use spaces for outside agencies may not be possible.
- Maintain appropriate protocols.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Schools consider opportunities to limit itinerant moving from class to class.	

## Communication

The School Division will:

- Provide consistent messaging from the Director of Education.
- Maintain up-to-date plan on website.
- Support communication platforms for common use.
- Regular use of surveys to gather information and Thought Exchange to engage with stakeholders.

Schools will:

- Consistently communicate to families.
- Ensure website is up to date with school level plans.
- Ensure all staff have access to these plans.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Virtual meetings whenever possible with outside groups	• • •
2. Regular monthly meetings with School Community Council	

## Facilities and Cleaning/Sanitation

The School Division will:

- Continue to follow provincial and SHA products and protocol regarding cleaning and disinfection frequency and high touch points.
- **Hire additional temporary caretaking staff so there are caretakers at each school all day.**
- Ensure adequate soap and paper towels and hand sanitizer in each building, especially near entrances.
- Make spray bottles filled with disinfectant & rags available for wiping down frequently used surfaces.
- Signs and markings in hallways should be considered to limit cross-exposure. Provincial resources are available for school use.
- Provide schools with information regarding proper cleaning protocols for shared spaces and food contact areas, with consideration for water fountains.
- Review the caretaker roles and responsibilities:
  - Revise, if necessary, to enhance critical cleaning and sanitation.
  - Communicate any changes to caretakers and school administration.
- Community use, shared use, joint use considerations – review and make decisions about 20-21 usage. Communication will be required.
- Collaborate with schools with respect to caretaker availability and scheduling.
- Options will be provided regarding cleaning technological devices and equipment.

Schools will:

- Post signs reminding parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.

- Establish a plan to prevent mingling of groups in washrooms and to minimize the number of shared surfaces.
- Consider modifying room configurations to promote physical distancing.
- If physical distancing cannot be improved, physical barriers (i.e. engineered controls) may be required, the Facilities Department will work with schools to develop solutions.

Establish procedures for:

- Cleaning shared use spaces between user groups during the school day.
- Cleaning food contact areas and eating locations immediately following use.
- Emptying garbage bins frequently.
- Cleaning technology devices between users.

School Level Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Posting signs at entrances	
2. Developing plans for controlling the use of washrooms	
3. Considering configuration of physical spaces to enhance and maximize physical distancing.	
4. Cleaning shared use spaces	
5. Cleaning food contact areas and eating locations	
6. Emptying garbage bins frequently	
7. Cleaning technology devices between users (brainstorm options to limit number of users per device to reduce the number of times items are cleaned as it can cause damage to equipment).	

## Transportation of Students

- School Division transportation services are to be used for delivering students to and from school or school programs. No field trips or extra-curricular trips will be supported until permission is granted by the School Division. **Only registered students will be permitted on the bus; no guest ridership will be permitted.**

The School Division will:

- Work with schools and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).

Schools will:

- Support bus drivers with enforcing of seating plans and student behaviour expectations on buses.
- Work with the Transportation Department and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).
- Teach students drop-off and pick-up procedures and school entry and dismissal procedures (below).
- Develop and teach parent and guardian pick-up and drop-off protocols:
  - Encourage pickup and drop-off of students outside of the building.

- If parents or guardians must enter the school, they should maintain physical distancing from staff and other children. They should be reminded to practice diligent hand hygiene.
- Bus Drivers will:
  - Create and enforce seating plans that group together students who live in the same household.
  - Work with the Transportation Department and schools to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).
  - Clean and sanitize buses following each run.
  - Re-communicate student behaviour expectations to families and students.

Transportation Services Level Planning Issue/Consideration	Solution
Cleaning and sanitation of buses between each run is mandatory	<ul style="list-style-type: none"> <li>● Provide instruction for Drivers.</li> <li>● Additional time (that may need to be compensated).</li> <li>● Potential challenges with storing cleaning materials on buses. Public health officials and other agencies (SGI) would need to provide guidance on specifics.</li> </ul>
<b>Cleaning and sanitization of buses between each use will add time to the run.</b>	<ul style="list-style-type: none"> <li>● Adjust routes and fleet distribution to minimize transfers, multi-tier busing, and hot-seating (unloading some passengers and loading new passengers using the same seats).</li> </ul>
<b>Provide Drivers with appropriate PPE and supplies.</b>	<ul style="list-style-type: none"> <li>● Provide instruction for drivers on proper use.</li> </ul>
<b>Establish seating plans for all runs.</b>	<ul style="list-style-type: none"> <li>● Encourage Drivers to seat by stop order (first on to the back seats) and unload from front to back.</li> <li>● Seat siblings together.</li> </ul>
<b>Potential of increased vehicle traffic at schools.</b>	<ul style="list-style-type: none"> <li>● Encourage parents to “drop and go” to minimize parent entry to the school.</li> <li>● Consider alternate drop off area away from the school and bus zones.</li> </ul>
<b>Communication with parents/caregivers regarding expectations related to hygiene and behaviours.</b>	<ul style="list-style-type: none"> <li>● Co-ordinate with schools to provide consistent messaging.</li> </ul>

### Extra-Curricular - High School and Elementary School Sport

School sport, as we knew it, may not be possible until such time as there is a vaccine or treatment for COVID-19. In the meantime, efforts must be made to continue to achieve the objectives of school sport by supporting our members, schools, student athletes, coaches and officials.

The safety of all is the primary focus of any return to school sport plan that continues to contribute to the development of citizenship skills in our student athletes. *We will be taking direction from Re-Open Saskatchewan, the Saskatchewan Health Authority, the RPT and the Saskatchewan High School Athletics Association.*

### Band and Choral Activities

In-school learning of band, choral and other related performing arts activities will continue with some necessary adaptations and precautionary measures to ensure the health and safety of students and staff.

#### ***Is playing an instrument safe?***

(Excerpt from: Amro Music (Considerations for a Safe Return to the Instrumental Music Classroom))

“As many educators and musicians can attest, although the musician is blowing air into the instrument, the design of the instrument is such that the air is slowed down to produce a tone, and in doing so, the instrument retains the moisture and aerosols associated with the spread of COVID-19. Accordingly, frequently disinfecting the musical instruments in our program, ensuring students properly maintain their own equipment, and closely following the CDC’s guidelines recommended for social distancing will allow us to continue offering a quality music education to students while proactively preventing the spread of COVID-19....

Encouraging students not to share classroom supplies, implementing a structured cleaning regimen, following the CDC’s guidelines for social distancing, and utilizing appropriate cleaning solutions that are both effective and safe for the instrument’s finish, will play an active role in preventing the spread of COVID-19 in the orchestra classroom.”

Many of the personal protective measures will be taken from Saskatchewan Health Authority (SHA) guidelines and will be based on school and community infection prevalence. Activities involving unprotected (without a mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments will be offered if reasonable protective measures have been implemented and the SHA permits the operation of such programming.

Other alternatives will need to be offered if our prevalence rates increase or at such time the SHA no longer permits these activities. Alternatives may be considered when face to face performing and instruction can no longer be performed, such as:

- Recording or live-streaming individual performers in separate locations.
- including more lessons focused on music appreciation or music theory.
- Choose to play instruments that are lower risk (e.g., percussion or string instruments over wind instruments).

For additional information, please refer to ***Appendix C: Band/Choral Guidelines and Recommendations.***

## APPENDIX A - Sample Return to School Staff Meeting Agenda

1. *Welcome back!*
2. *Where are people at? What do you need? What are you feeling?*
3. *Teamwork – What will be required as we prepare to reopen?*
4. *Fall school reopening and contingency planning*
5. *Review Reopening NESD*
  - a. *Beliefs*
  - b. *Best practices*
  - c. *Workplace readiness*
  - d. *Returning to the workplace considerations*
  - e. *Learning considerations; supplemental learning gaps*
  - f. *Reopening NESD School Based Discussion Template*
6. *Student Transitions*
  - a. *What things remain the same*
  - b. *What things may be different*
  - c. *Easing transitions*
7. *What things are on and what things are off in your school?*
8. *What additional things do you need to be comfortable and safe?*
9. *Supplemental Learning Reflections: What worked and did not work? How might we prepare for contingency if it were to happen?*
10. *Questions, concerns, other.*

## APPENDIX B - School Based Discussion Template

1. *How do we deliver academics in the fall and what does contingency planning look like for our school?*
  - *What supports are needed? What are the implications?*
2. *What does staff returning to the worksite look like?*
  - *Supports needed? Implications?*
3. *What sort of personal protective equipment will staff require or request?*
4. *How do we handle student refusal to return to school?*
  - *Supports needed? Implications?*
5. *What facility changes are required? (cleaning, etc.)*
  - *Supports? Implications? Markings? Limiting gathering spaces? Monitoring?*
6. *What potential IT changes are required?*
  - *Supports? Implications?*
7. *Are counselling services required for students? For staff?* ○ *Supports? Implications?*
8. *How will our school handle differentiation for students?* ○ *Supports? Implications?*
9. *What, if any, type of additional student services may we require? (SLP, OT, etc.)* ○ *Supports? Implications?*
10. *How will we handle/prepare for student transitions (e.g., program needs, learning gaps) - grade to grade, school to school?*
  - *Supports? Implications?*
11. *How will our staff manage supervision - lunch, recess, hall/lockers, etc.*
  - *Supports? Implications*
12. *How will we manage division-provided student transportation?*
  - *Supports? Implications?*

### APPENDIX C - *Band/Choral Guidelines and Recommendations*

#### Classroom Set-up and General Safety

- The priority is the health and safety of students and staff.
- Music Room Supplies Needed for before and after playing
  - Access to a sink with running water (soap, and paper towels)
  - Hand sanitizer
  - Wipes that contain one of the following: bleach, isopropyl alcohol, medical virox
    - Sterisol for instruments MSDS Sheet can be found here and steri-spray MSDS Sheet can be found here. Investigation into other appropriate items for disinfection is ongoing.
- According to the CDC, COVID-19 can live on the following materials:
  - Brass: up to 5 days
  - Plastic: up to 3 days
  - Cork: up to 2 days
  - Wood: up to 4 days
  - Strings: up to 3 days
- The generic classroom items in the music classroom (e.g. wiping down chairs, stands, equipment and surfaces etc.) will need to be sanitized on a regular basis.
- Choral
  - Markers on floor to indicate where people should stand/sit to ensure proper distancing (aerosols are a concern with singing), circle formation facing outward, singers in three sided cubicles with open side facing the conductor, additional rooms/space needed to separate singers into smaller groups/sections.

#### Teaching Recommendations

- Music could be selected to accommodate the need for small ensembles based on the number of students allowed in the room (flex music).
- If practice rooms are available, use them for small student sectionals to space out students around the band room.
- Choral - Begin with sectionals only, then combine sections (e.g., Sop & Bass together), then octets. Create combos in more advanced ensembles. Additional rooms/space needed to accommodate small groups.

#### Equipment

- Shared (e.g., large instruments, percussion instruments, mallets, music):
  - Wind instruments, guitars, or music will not be shared between students.
  - Percussionists should have a personal set of drumsticks, yarn mallets and timpani mallets (not to be shared with other students).
  - Mallets for large percussion instruments (e.g., bass drum, gong mallet, etc.) must remain at the front of the class by the teacher. They will be sanitized in between uses.

- Large instruments such as tubas, etc. will not be shared.
- Brass Instrument Condensation Dumping:
  - Each brass player will have an individual container with an absorbent cloth to dump their condensation into. These will be kept with the student and kept in their case and taken home to be cleaned.
- Choral - Individual microphones and music will be provided to each Choral participant. Music stands will need to be sanitized and/or labelled for individual students who are in multiple ensembles. Pianos must be sanitized after each use.

### Concerts and Performances

- Virtual concerts will be the norm until COVID restrictions have passed (live-streamed concerts or recorded concerts).
- Need to consider copyright when sharing performances and make sure that students have media permission.
- Performance is an important part of band, but it could occur in small ensembles.

Source: Ontario Music Educators' Association (A Framework for the Return to Music Classes in 2020/2021)

### Appendix D - Prekindergarten and Kindergarten Guidelines

The following guidelines are intended to support Early Learning educators in establishing provincial health and safety recommendations with reference to the *Provincial Response Team Plan* and *North East School Division Reopening Plan 2020-21* while continuing to implement quality practices and responsive learning opportunities for children in Prekindergarten and Kindergarten programs.

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

#### Mindset and Perspective

- Use a strengths-based, growth mindset and believe in the capabilities and competencies of children and what they bring to the classroom:
  - Dr. Jean Clinton: [Capable, Competent Children](#)
  - Margaret Henningsen: [Young Children are Competent](#)
  - Rita Pearson: [Every Child Needs a Champion](#)
- Be aware of your own personal energy and what you are bringing into the classroom; children are intuitive and energy and thoughts that we bring determines how we respond.
- Try to remain calm and try to find joy and learning through everyday interactions.
- Slow down and savor patience - routines take time to be established; scaffold the year to increase in complexity and expectations as children experience success and gain confidence.
- Be flexible and accept that you will not get as much accomplished in a day; value the relationships and connections you are making with children.

#### Developing Successful Transitions and Connecting with Families

##### *Orientation to School*

- During the first week of school, host virtual or small orientation/parent information sessions with families to allow them to tour the classroom briefly (20 minutes).
- After the first week, ask families to drop children off outside at the school entrance to be picked up by the teacher or Educational Assistant.
- For further ideas and suggestions on ways to successfully transition children to school that focus on building relationships and developing positive school experiences, please refer to the [Planning for Transitions in Early Learning](#) document.
- Throughout the month of September to December, begin regularly contacting families through telephone, emails, or on-line video meetings/teleconference calls.
- Host tutorials virtually with families to help them with using the technology that is integrated in classroom practices (e.g. [Google Meets](#) for Family Days).

##### *Home Visits and Family Days*

- For Prekindergarten home visits, conduct outdoor visits with families in the local school playground, a nearby park or on the front lawns in September to begin building a relationship with parents/caregivers.
- Family Days can be hosted virtually or in-person in a community space on one day a month for October, November and December in small 30-minute sessions (four families at a time if in-person).
- Duration and occurrence of Family Days for the rest of the school year, will be determined at the school level by the administrator and educator.

### Daily Hygiene and Safety Practices

- Educate and establish consistent routines for proper hygiene practices and follow handwashing guidelines as outlined in the provincial health regulations and as explained in the ECERS-3 rating scale:
  - Children wash their hands when they enter the classroom.
  - Before and after eating.
  - After encountering bodily fluids: after they blow their nose, cough or sneeze.
  - After using the washroom; and,
  - Before and after using sand/water/sensory bins and painting centers.
  - Additional option: have children wash their hands before and after learning center times
- Use hand sanitizer in extremely limited quantities, as it is toxic for young children.
- Look for learning/teaching opportunities within the extra cleaning and hygiene routines (e.g., practice counting, singing rhymes and songs, following a sequence of steps/directions)
- Schedule in time within each instructional day for the cleaning of frequently shared items
- Schedule weekly cleaning of materials in learning centers on Fridays or as required throughout the week
- Wear gloves when disinfecting tables and materials.
- Designate cleaning materials (e.g., bucket/pail, gloves, disinfectant, dish soap, vinegar) to a space in the classroom (e.g., on a shelf by the sink, in a cupboard) out of the way of children.
- Wash tables before and after snack and lunch times.
- Sweep or vacuum floors after snack and lunch times.
- Prioritize using soap and water, vinegar solutions, over disinfecting wipes as the chemicals are toxic to young children.
- Stay within classrooms as much as possible and avoid having to go into other areas of the school.
- Stagger outdoor times.
- Ensure all staff are aware of the hygiene and cleaning procedures and understand the adaptations to routines and instructional practices.

### School Supplies and Personal Belongings

- ***It is advised that children not bring school supplies from home. However, it may occur if appropriate measures are in place so that sharing of individual supplies does not occur.***
- Have one class set of pencils, one box (basic 8 colors) of both markers and crayons that can be shared by four children at a time. This would be the same with scissors and glue - 1 per 4 children. Store school supplies in containers to keep them contained and help with cleaning
- Ask families to send lunches in small brown paper bags (lunch bags) ***if possible*** and have food packaged using baggies or food wrap so it can be disposed of easily. ***Do not allow children to share food.***
- Only allow water bottles, no juice boxes or thermoses.
- 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
  - If needed library books can be borrowed but would have to be limited to school use only and allow exchanging books once a month.

- Sets of library books can be assigned to classrooms and exchanged on a monthly basis.

### Considerations for Play-based Learning Practices and Learning Materials

- Create spaces that surround the children with hope and possibility; inspire innovation and curiosity
- While considering the elements of space – materials, physical and aesthetic as interdependent and interconnected to go beyond “an environment” to assist with teaching curricular outcomes, strive to maintain a home-like, cozy, safe and culturally responsive environment
- Wash all learning materials before offering the materials to children and placing in learning centers
- Put away materials that may be hard to clean or cannot be washed in a washing machine
- Ensure everything is well organized, labelled and in containers (e.g., take photos of the items to and include the names of materials) Articulated in the ECERS-3 rating scale
- Provide individual buckets or materials/mini invitations for learning for children to use through the week (e.g., I Spy bins)
  - Include closed and open-ended materials to keep their interests
  - Assign to a child for the week then clean at the end of the week and rotate invitations to another child the following week
- Limit the amount of materials in learning centers – less is more
  - How can one material or group of materials offer numerous opportunities as opposed to having numerous materials?
  - *Quality over quantity*
  - See the complexity of simplicity
  - Give reason for children to communicate with adults, ask and wait (Hanan LLLI strategy)
- Use open-ended materials in learning centers that can be used in many ways and repurposed throughout the day
  - Boxes, cardboard tubing, gems, rocks, sticks, recycled materials can be used for several things throughout the day, in play and through inquiry-based learning
- Extend materials to include things that can’t necessarily be touched – exploring light and shadows, exploring sound, color (e.g. use the smart board, overhead, projector, flashlights, prisms, crystals, water and food coloring, paint)
- Offer materials that keep the children’s interests, allow them to work with their favorite materials
  - Look for opportunities to use the materials in a variety of ways (e.g., Lego can be used for building, for counting, shape, size, patterning/Math, for print making/Art, for exploring properties, designing structures/Science)
  - Allow the potential of materials to be explored in-depth
- Pay attention to how the materials are set up to invite the children to play and explore so that it keeps their interest and offers possibilities for them to discover rather than telling them how to play with the materials
  - We can accidentally restrict how we use materials based upon how it is set up
- Interchange materials and rotate items to keep interest; add complex materials as the year progresses
- Change the context of space that the materials are being offered in – take the materials outside, closer to a window, move to a different shelf or in another part of the room

- Look for ways to open or close off areas in the classroom space or outdoor environment (e.g., shower curtain to block an area that is off limits, pylons to map out a space for big body play)
- Engage and interact with the children to model inquiry/exploring materials; “Have similar materials what the children have so you can:
  - Imitate what they are doing
  - Expand on what they are doing by doing something different using the same materials
  - Extend the topic when appropriate by making a comment or asking questions that encourages children to think more deeply” (Hanan Center, *Balancing Precautions While Building Interactions*, 2020)
- Use open-ended questions to further the children’s learning with the materials
- At the end of the week, materials can be washed and left to dry for the weekend. When the students return, they can help put the items back into the containers and in the learning centers

### Physical Distancing and Interactions that Build in Conversations

- While maintaining physical distancing aim to be at the child’s level so that they can read non-verbal cues and engage in interactions/conversations
- Use OWL – observe, wait and listen (Hanan LLLI strategy) to see what children are interested in and to begin conversations
- Follow the child’s lead when involved in an activity; incorporate activities that allow builds on language and interactions without materials (e.g., I spy, Simon Says, 20 Questions)
- Look for opportunities to have incidental conversations using Hanan strategies: talk about what you are doing, make interesting comments, ask questions to invite conversations, change routines into games
- Label children’s emotions
- Give children roles to take on and lead” (Hanan Centre, *Balancing Precautions While Building Interactions*, 2020)
- Physical distancing ideas for hosting whole group discussions/Morning Meetings:
  - Use shapes made of cloth to define personal space and where children can sit during discussions
  - Use carpet samples to define personal space and assigning seating
  - Use stickers or painters' tape on floors to mark off spots (be mindful that it doesn’t become a distraction)
- Physical distancing ideas for hosting small group discussions/group work/focused stations:
  - Keep children in the same groups for a month at a time and develop a tracking system
  - Always wash before having groups come together
  - Provide materials for each child to avoid too much sharing of materials
  - Keep materials contained and sorted
  - Rotate materials on a weekly basis and clean at the end of the week

### Considerations for Whole Group Discussions/Small Group Activities

- “Balance individual learning activities with small group interactions; using creativity to mix individual and group interactions (for example, individual reflection/work, followed by “turn and show your neighbor”)
- Use [SSCAN](#) to build language-rich interaction within the group “(Hanan Centre, *Balancing Precautions While Building Interactions*, 2020)

- Develop a comprehensive understanding of the developmental levels of the children and their ability to participate in small groups to plan activities and keep them engaged for extended periods of time (refer to the [Prekindergarten Essentials – Developmental Milestones](#) chart)
- Focus on including imaginative play, physical games that can respect some social distancing, singing, individual art projects
- Include times that offer activities, games and projects where each child can contribute individually (e.g., shared writing experiences: whole group writes a story)
- Provide shared reading experiences to encourage whole group engagement through puppetry, storytelling, singing new songs, interactive read aloud/big book, turn and talks, think, pair, share ([SK Ministry of Education Early Literacy: A Resource for Teachers, 2000](#); UNICEF Guidance for Re-opening of Preschools and Kindergartens Post Covid-19, 2020)
- For further information on ways to maintain quality interactions and supporting children with emerging literacy and language development refer to The Hanen Centre: [Balancing Precautions While Building Interactions](#) document.

### Appendix E- Mask Use

*The North East School Division in consultation with public health, has decided to begin the school year at level 2 of the Safe Schools Plan which includes the use of masks.*

*All grade 4-12 students are required to wear a mask on school buses unless not able to do so safely.*

*Students in pre-k to Grade 3 will be encouraged, but not required, to wear masks while in school or on buses.*

*It is strongly recommended that students in Grades 4-8 wear a mask in high traffic areas and all other areas where 2-meter distancing is not possible.*

*Masks will be required for all students in Grades 9 to 12 in high traffic areas and wherever 2-meter physical distancing is not possible.*

*All staff members are also required to wear masks on buses and when working within a school facility when physical distancing of 2-meter cannot be maintained.*

*Parents and guardians are encouraged to purchase or construct reusable masks for their child(ren), but the school division will supply disposable non-medical masks as needed.*

*Parents and guardians are asked to wash reusable student masks according to appropriate guidelines. [Here is more information](#) on mask etiquette and maintenance provided by the Government of Canada.*

*What if my child cannot or does not want to wear a mask?*

*These situations will be assessed on individual basis and a medical note may be required. Please work closely with your school based administrator to determine options for your unique situation.*

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