

Return to School Plan

Fall 2020

August 21, 2020



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

Believe...Belong...Become

As students return to school to once again take part in mandatory learning in September 2020, school and Division Office 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.

The safety of students and staff will be a primary consideration. The school division will follow all recommendations of the Chief Medical Health Officer intended to reduce risk and to contain the spread of COVID-19. Schools will work with their families to identify and reduce risks and roadblocks that may impact individual students' ability to participate in school. The school division has committed to consult with local health officials to review the Fall 2020 school division plan and to collaborate on school-specific plans.

Christ the Teacher Catholic Schools will develop Administrative Procedures with precautions specific to COVID-19 and Illness in Care. The Division will communicate the content and implications to all stakeholders and will assume responsibility for staff training that may be required.

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 Division is prepared to provide supports.

Throughout this planning document, schools will be responsible for completing the tables below, specifically the salmon coloured sections. School-specific information will be finalized, posted online, and communicated to parents and students no later than August 26, 2020. In-class learning for the 2020-21 school year will commence on Tuesday, September 8, 2020. Prior to September 8th, staff training will occur to prepare for the re-entry of students.

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 situations

1) School Day and School Operations

a) 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 have been determined by school-based administration; wall-mounted hand sanitizers will be located at entrance of each classroom, office, and learning space within each school).
- The Division will provide schools with the following supplies:
 - Sanitizer
 - Wipes
 - Caretaker supplies – disinfectant cleaning products, and disposable & cleanable supplies will be considered. Guidelines for storage of hand sanitizer will be determined.
- Personal Protective Equipment:
 - Christ the Teacher Catholic 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 when using CTTCS transportation.
 - Students in Prekindergarten to Grade 3 will be encouraged, but not required, to wear masks while in school or when using CTTCS transportation.
 - It is strongly recommended that students in Grade 4 and up wear a mask in high traffic areas and all other areas where physical distancing is not possible.
 - Masks will be required for all students and staff in Grades 9 to 12 at Dreambuilders High School and Sacred Heart High School in high traffic areas and wherever physical distancing is not possible.
 - It is recommended that all staff wear a mask and/or face shield.
 - Students are welcome to bring their own masks. Additional disposable masks will be made available to students when needed and required.
 - In some situations, wearing a mask may not be possible for a student. In these instances, staff members will work with the parents/caregivers to consider accommodations.
 - Wear disposable gloves when cleaning blood or body fluids. Gloves must be changed after every interaction and when changing tasks. Hand hygiene must be performed between every glove change (hand sanitizer or handwashing with soap and water).
 - Other than the situations above, gloves are not required nor recommended.
- Schools can list the following supplies as optional on student supply lists (for personal use).
 - Personal hand sanitizer
 - Tissues

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Teaching students the proper techniques of donning and doffing masks.	<ul style="list-style-type: none"> • Model and provide explicit instruction on proper mask use when applicable.
2. Developing procedures to support handwashing *frequency and procedure	<ul style="list-style-type: none"> • Use of classroom sinks where available •

3. Teaching students the importance and techniques of proper hand hygiene and sanitation	<ul style="list-style-type: none"> • Ensure that personal hygiene related components of Health Education and Science programs are delivered first • Daily hygiene and sanitizing announcements
4. Storage of hand sanitizers	<ul style="list-style-type: none"> •
5. 'Good handwashing' posters in washrooms /by sinks	<ul style="list-style-type: none"> • Link to Sask Health Authority Information & Posters

b) Limiting Physical Contact

- Schools will:
 - Limit physical contact during instruction, recess, and noon periods and avoid activities that may cause students to cluster.
 - Minimize the number of teachers and support staff working with a specific group of students. Groups of students and the staff members assigned to them should stay together throughout the day and not mix with the other groups as much as possible.
 - Cohort teachers and classes. Focus on cohorting teachers to a limited number of students and keeping students in on cohort as much as possible. In elementary school settings, students' classrooms will be the classroom. In high school settings, schools will create solutions to move students in cohorts where possible.
 - Consider options for physical distancing within classrooms and other instructional spaces.
 - Arrange classroom seating to permit front-facing instruction for students. Any exceptions will be identified for approval by Public Health.
 - Modify the use of shared spaces including shared instructional spaces, bathrooms, change rooms, boot rooms, hallways, etc.
 - Modify procedures for entering and leaving the building, parent drop-offs, etc.
 - Stagger start times, recess breaks, 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	<ul style="list-style-type: none"> • Revamping teaching assignments in elementary and middle level to adopt a generalist teacher model • Reduce the number of teachers who would access groups of students • High school block-scheduling vs. semester • PAA / Band programs delivered in block schedule
2. Promoting physical distancing within classrooms and other instructional spaces	<ul style="list-style-type: none"> • No large school gatherings; develop or continue virtual assemblies or faith gatherings
3. Modifying the use of shared spaces including shared instructional spaces, boot rooms, hallways, etc.	<ul style="list-style-type: none"> • Create a plan for usage of all rooms (include computer labs, libraries, flex spaces, etc.)
4. Modifying procedures for entering and leaving the building, parent drop offs	<ul style="list-style-type: none"> • Determine means to ensure all visitors to the school are documented
5. Staggering recess, noon period, and other school day transitions (including accessing lockers)	<ul style="list-style-type: none"> •
6. Providing alternatives to play that require physical contact or shared use of equipment	<ul style="list-style-type: none"> •

c) Limiting Shared Materials and Equipment

- Schools will establish procedures for:
 - Bringing materials into and out of the school.
 - 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 use individual technology devices including Chromebooks, computers, 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).
 - Label personal items with the student’s name to discourage accidental sharing.

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	• Block-usage of Chromebooks, etc.
4. Engaging staff and students to support increased cleaning of shared materials and equipment	•
5. Limiting shared materials (textbooks, library resources, toys, manipulatives, etc.)	<ul style="list-style-type: none"> • Consider utilizing virtual resources • Access virtual catalogue of resources • Create procedures for safe use of classroom libraries (i.e. individualized student bins) • When possible, clean and disinfect all surfaces of the returns • If items cannot be cleaned and disinfected, isolate items in a separate bin (labelled with return date) for at least 24 hours before being returned to circulation shelves (as per Library Guidelines. Employees must wash their hands after handling returns

d) Managing Guests, Volunteers, and Visitors and Shared Use Clients

- All parents and visitors attending the school will be required to fill out a health questionnaire and a Visitor Log. Parents and visitors will be required to wear a mask and use hand sanitizer upon entering the school.
- Access to schools will be restricted during this time. Please contact your school regarding protocols for accessing the school.
- Ensure hand sanitizer is available for guests.
- When possible, reduce access to guests and visitors in general, and to a limited number of entrance points.
- Restrict access to school facilities for rental clients.
- Review [Administrative Procedure 490](#) (Volunteers)
- Consider virtual meetings.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Develop protocol for guests and shared use	•

2.	•
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e) **Extra-Curricular Activities**

- Extra-curricular activities/travel are currently on hold.
- Plans for extra-curricular activities and other gatherings will be developed in consultation with the Chief Medical Health Officer once the group / gathering capacity limits for fall 2020 are known.
- Guidelines for the resumption of extra-curricular programs will align with those set out in the [Re-Open Saskatchewan Sports and Activities Guidelines](#).
- This section will be completed during the 2020-21 school year.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1.	•
2.	•

f) **Facilities and Cleaning / Sanitation**

- The Division will:
 - Continue to follow provincial and Sask Health Authority products and protocol regarding cleaning and disinfection frequency and high touch points.
 - Ensure adequate soap and paper towels and hand sanitizer in each building, especially near entrances. Make disinfectant wipes and appropriate cleaning & sanitizing products 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, responsibilities, assignments, and schedules:
 - Revise to enhance critical cleaning and sanitation.
 - Communicate any changes to caretakers and school administration.
 - Community use, shared use, joint use agreements will be reviewed in consultation with partners to determine if access to be provided and, if so, under what conditions / guidelines.
 - 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 to not 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 and physical barriers (i.e. engineered controls) may be required, the Maintenance Worker will work with school administration 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.

- Utilizing electrostatic sprayers.
- Maintaining cleaning logs (school vans and division facilities).

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Posting signs at entrances	•
2. Developing plans for controlling the use of washrooms	•
3. Consider 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 more permanent damage to equipment)	•

g) Transportation of Students

- School division transportation services are used for delivering students to and from school or school programs. CTTCS has a shared-transportation agreement with Good Spirit School Division to transport rural students. Southland Transportation is contracted by the Division to provide bus services in the communities of Melville and Yorkton. The Division will collaborate with our transportation providers to review transportation plans and guidelines. Additionally, the Division provides passenger van transport for Prekindergarten programs in Melville and Yorkton. Dreambuilders High School also provides van transport for students attending their school. No field trips or extra-curricular trips will be supported until permission is granted by the Division. Staff will not provide student transportation in personal vehicles.
- The Division will:
 - Require all Grade 4-12 students to wear a mask when using CTTCS transportation.
 - Encourage but not require students in Prekindergarten to Grade 3 to wear masks when using CTTCS transportation.
 - Work with schools and bus drivers to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures (below).
 - Students should access multiple entrances and bus parking in various locations.
- Schools will:
 - Support bus drivers with enforcing of seating plans and student behaviour expectations on buses.
 - Work with 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 communicate parent and guardian pick-up and drop-off protocols:
 - Encourage parents and guardians to transport their own child where possible.
 - Encourage students to access other means of transporting to schools (walk, bike, etc.)
 - Encourage pick-up and drop-off of students outside the building.
 - If parents or guardians must enter the building, 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 school administration to develop drop-off and pick-up protocols that coordinate with school entry and dismissal procedures.

- Clean and sanitize buses following each run.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Develop, instruct, and communicate drop-off and pick-up protocols	•
2. Encourage alternate means to bussing for transporting students to schools	•
3. Communicate and support guidelines on masks, seating plans, and expectations on buses	•
4. Develop seating plans and sanitation guidelines for PreK and other transportation services	•

h) 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.
 - The number of students who use each entry.
 - Increasing hours of supervision or number of supervisors for students.
 - Staggering start times, breaks, and exit times where possible.
- 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 playgrounds, etc.
 - The number of different instructional spaces required to deliver each class' educational program. This will differ by program (elementary vs. 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"> • Classroom specific entry points • Encourage non-bus students to arrive at school just prior to entry bell
2. Accessing student lockers / storage areas	•

i) Noon Periods and Recesses

- The 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.
 - 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.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)

1. Examine recess and noon schedules as well as entrance and exit procedures	<ul style="list-style-type: none"> • Consider scheduling staggered recesses and noon breaks • Allow teachers latitude to take students for recess on an ad hoc basis • Encourage families / students who can go home for lunch to go home for lunch
2. Reviewing and revising supervisor duties	<ul style="list-style-type: none"> •

j) 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 includes:
 - Classes conducted in shops /labs
 - Choir and Band
 - Physical Education

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Develop plans to support instruction for PAA and Fine Arts Courses	<ul style="list-style-type: none"> • Consider delivery of alternate PAA courses (e.g. Financial Literacy or other) • Block PAA scheduling • Restrict Full Band programming until later date • Schedule individual / small group instruction • Initial focus on theory vs. performance • Encourage Physical Education programs to be outdoors as much as weather permits • Physical Education program focus on individual skill development vs. team play

k) Food Service and Nutrition Programs

- Nutrition programs do not include curricular programming such as Home Economics or Commercial Cooking programs.
- 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.
- Food preparation areas may only be accessed by designated staff.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Practicing hand hygiene prior to and after eating	•
2. Delivering food directly to the classroom	•
3. Eating lunches in their classrooms	•

2) School Day and School Operations

a) Student Attendance

- Attendance at school is compulsory.
- Schools will:
 - Monitor daily attendance using existing protocols in [Administrative Procedure 340](#) (Attendance)
 - Teachers will take am/pm or period attendance depending on elementary or high school programming.
 - Review existing school-level follow-up procedures and revise as necessary.
 - Implement follow-up procedures to ensure student safety.
- Families will be contacted to verify the whereabouts of students in the event of unexcused absences.
- 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 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.

School Level Planning	
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.	•

b) 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.
- 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 Division will:
 - Develop Administrative Procedures specific to COVID-19 and Illness in Care in consultation with the local medical health officer.
 - Communicate the content and implications to all stakeholders and provide 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 parents or guardians should be notified to pick up the student immediately.
 - If a separate room is not available, the student 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 or other means to ensure all visitors to the school are documented, along with staff entering the building over the summer and weekends during the school year.**

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Identifying an appropriate isolation area while considering facilities and supplies needed	•
2. Identifying staff who may need to care for student	•
3. Communicating and messaging to parents when a student is sick	•
4. Review privacy concerns	•
5. Review Administrative Procedures specific to COVID-19 and Administrative Procedures for Illness In Care	•
6. Sign-in book or record	•

c) Mental Health and Social-Emotional Supports

- All staff members are encouraged to complete *Respect in Schools* training.
- Schools will:
 - Continue to work towards implementing trauma-informed practice to support 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.
 - Providing staff with professional development opportunities.
 - Reviewing the [Guidelines for Re-Entry into the School Setting During the Pandemic: Managing the Social-Emotional and Traumatic Impact \(School Version\)](#) resource.
 - Promoting resources and supports for mental wellness, including but not limited to [Kids Help Phone](#) and [Be Kind Online](#).

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Ensuring that all staff members complete <i>Respect in Schools</i> training	•
2. Implementing and supporting trauma-informed practices	•
3. Promote supports for mental wellness	•

d) Students with Intensive Needs

- The Division will:
 - Support schools in the provision of services to students with intensive needs.
 - Support schools in the provision of necessary training for staff working with students with intensive needs.
 - Provide PPE where student or staff safety measures have been identified within the student’s IIP.
- 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 Inclusion and Intervention Plans (IIP) for 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). Upon identification of a student, a formal plan must be developed that:
 - Ensures staff and student safety
 - Details the specialized therapies, professional assessments and/or unique transitions proposed
 - Identifies the lead staff member
 - Clearly identifies the staff required and their roles
 - Identifies location, time, and appropriate lengths of time for engagement
 - Outlines family and student requirements
 - Summarizes a follow-up strategy
- 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 into private residences or provide personal transportation.
- Provide service or additional precautions that may be suggested for those with compromised immune systems, in consultation with a medical professional.
- Arrange specialized therapies (such as speech-language pathologists, psychologists, counsellors, and occupational / physical therapists), professional assessments and unique transitions that can't be provided virtually to be provided face-to-face. This applies to all students requiring these support services.
- Consideration will be given to the directions given by the professional governing body of the staff providing the supports.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Reviewing the IIPs 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	• Consideration for engineered barriers and/or PPE where direct close contact educational support is required
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	• Division services will be delivered in a block manner when face-to-face services are provided
6. Developing individual transition plans for students with intensive needs prior to school attendance	•

e) Student Transitions

- The Division will:
 - Continue to follow typical transition guidelines (grade-to-grade, school-to-school, community to community, home to school) as required
 - Continue to offer Division-based training in professional development areas such as Mental Health First Aid for students (e.g. trauma-informed education, psychological First Aid, transitioning students).
- Schools will:
 - Complete typical transition plans for the grade students left to their new class/grade which may include closure with the previous classroom teachers.
 - Consider providing students with a virtual tour of their classrooms including shared spaces, locker areas,

- washrooms, etc.
- Communicate a physical safety plan to students and families – include students and families in the discussion (this would cover student health precautions and procedures).
- Communicate with family alterations to typical routines and transitions.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Continue typical teacher-to-teacher and school level transitions which would include students with adaptations and students with intensive needs	•
2. Consider additional PD required by staff to successfully support students	•
3. Review routines and procedures that may be altered to adapt to the transitions back to school and for changes to lunch routines, nutrition routines, playground entry and exit, etc.	•

3) The Academic Program

- The following general parameters for school-based delivery of the academic program have been provided:
 - Participation in the academic program is compulsory.
 - 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).
 - Division-wide assessments identified in the Strategic Plan will be reviewed to determine implementation plans that respect COVID-19 restrictions and implications (i.e. Fountas & Pinnell / GB+).
 - Reporting will occur as per school division processes.
 - Classroom teachers will not be expected to assume double-teaching responsibilities for children who choose not to attend school in the Fall (RPT update June 26, 2020).
- Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers.
- 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 Division will:
 - Provide Early Years-specific guidelines
 - Determine support mechanisms for non-attending students
- Schools will:
 - Utilize outcome-based year plans.
 - Maintain homeroom teachers and reduce the amount of contact teachers. Keep staff restricted to a minimal number of classrooms.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Schedule homeroom teachers where possible	•
2. Review outcomes-based year plans	•

4) Human Resources

As identified in the Ministry of Education’s *Return to School Fall 2020* document, it is intended that staff will be physically present in schools and division facilities, even for remote provision of learning and services.

a) 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.
- 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 required to enter the school when sick to create plans for substitute teachers.
 - Staff are advised to have materials prepared in advance in the event that they cannot attend school.
- Staff are encouraged to review contract provisions for applicable leaves and applicable absence codes to use.
- Ensure staff are aware of services and supports available to them and how to access.
- The division will support staff who have compromised immune systems or other medical accommodations.
- Christ the Teacher Catholic Schools values the importance of our collective agreements. It is intended that all provincial and local contracts and agreements will be honoured and maintained when creating and implementing return to school plans.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Lack of substitutes – teachers, support staff, etc.	<ul style="list-style-type: none"> • Inform subs of all measures being taken • Reassignment of duties

b) Itinerant Staff

- Schools will:
 - Communicate with itinerant staff the schedules for staff 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; if determined necessary, a record of visitation to a designated area must be approved and documented.
 - Maintain protocols.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Schools consider opportunities to limit itinerant moving from class to class.	<ul style="list-style-type: none"> •

c) Communication

- The Division will:
 - Provide consistent messaging from Director and Board Chair to families.
- Schools will:
 - Consistently communicate with families.
 - Ensure all staff, including itinerant staff and substitutes have access to these plans.
 - Communicate with families to share the status of re-open plans and invite conversation regarding their intention to send their child back to school – work with families who are uncertain about the return process.
 - Remain engaged with the SCC regarding COVID-19 planning and SCC priorities.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Communicate with families regarding re-open plans and intentions during week of August 17, 2020	<ul style="list-style-type: none"> •
2. SCC engagement	<ul style="list-style-type: none"> •

5) Contingency Planning

- If there is a direction from the Chief Medical Health Officer to move from school-based program delivery to remote program delivery, learning will remain mandatory for all students and students’ academic programs will be delivered by their regular teachers. Teachers will transition from leading and facilitating learning programs for students in-person to leading and facilitating learning programs remotely.

a) Contingency – Instruction

- The following general parameters for remote delivery of the academic program have been provided:
 - Full Saskatchewan curriculum will be delivered.
 - 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.
 - Multiple modes of delivery should be considered to accommodate all students (i.e., pencil/paper, technology, asynchronous, synchronous, etc.).
- The Division will:
 - Be prepared to respond to individual student need through multiple modes of delivery.
 - Support teachers with professional development.
 - Update draft *CTTCS Contingency Learning Plan* to align with mandatory curriculum implementation.
 - Update *CTTCS Guidelines for Material Distribution in Response to COVID-19* to align with mandatory curriculum implementation.
- Schools will:
 - Ensure that teachers are prepared to support multiple modes of remote learning delivery.
 - Establish consistent online delivery platform(s).
 - Arrange specialized therapies (such as speech-language pathologists, psychologists, counsellors, and occupational / physical therapists), professional assessments and unique transitions that can’t be provided virtually to be provided face-to-face. This applies to all students requiring these support services.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)
1. Planning to support teachers use of online learning platforms	•

b) Mental Health and Social-Emotional Supports

- The Division will:
 - Support students and families emotionally with the disappointment of discontinuation of school-based learning.
- Schools will:
 - Maintain relationships and connection with students and their families.
 - Increase knowledge of staff on the impact of trauma on children.

School Level Planning	
Issue / Consideration	Solution (*indicate supports required)

6) Prekindergarten and Kindergarten Plan

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, Christ the Teacher Catholic School Division's *Reopening Schools Plan 2020-21* while continuing to implement quality practices and responsive learning opportunities for children in Prekindergarten and Kindergarten programs.

To ensure that plans are meeting the needs of children, educators and communities in safe and responsive ways, an Early Learning Meeting will be facilitated for Early Learning educators and School-based Administrators at the end of September to collect information on the guidelines and practices in place to make informed decisions about future adaptations and/or additional plans in the upcoming months.

a) Guidelines for General Operation

- Staff and parents must encourage and practice physical distancing.
- Staff should minimize the frequency of direct physical contact with children and encourage children to minimize physical contact with each other.
- For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead. This recognizes developmental principles of young children.
- Stagger the start of the year with small groups of students to support adjustment to the environment and practice of classroom routines for hygiene and learning.
- The use of play areas should be limited to one group at a time. Consider modifying room configurations (e.g. separate 'play buckets' or 'Safe Play Stations') and incorporating more individual activities.
- Set up the space for learning in a way that respects space between children while still makes it feel like a community – for example, designate sitting or standing spots (using different materials like tape, circle spots, etc.)
- Setting up individual cubbies for each child with markers, scissors, crayons that each child can use is a good way to encourage continued creativity and art making without the need to share these between children.
- Toys and materials that are hard to sanitize or clean need to be removed – this includes soft toys for example. Many materials and games can remain in use if children are instructed to wash hands before and after their use. Instruct children to avoid putting toys/materials in their mouths.
- 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 neighbour”). Focus on imaginative play, physical games that can respect distancing, individual art projects, etc. Games and projects where each child can contribute individually (one by one) will work great – i.e. let's all make a story as a class, taking turns; children taking turns to add to a mural painting; etc.
- Move lessons and activities outdoors as much as possible, weather permitting. Young children love being outdoors, and it is safer for them to learn outside than inside at the moment. Consider adapting the curriculum and instruction so it can be delivered outdoors - for example, using outdoor equipment and nature as teaching/learning materials (conducting circle time outdoors, learning about nature, etc.), enhancing learning experiences with outdoor physical activity (gross motor play, dance, sports, etc.). Ensure hand hygiene occurs for staff and children before, during and after outdoor play.
- Children are not allowed to participate in food preparation and should, where possible, bring a snack from their home. Consider staggering snack or meal times to allow spacing between children during meals.
- Where possible, sensory play should be discontinued. If necessary, sensory play should be conducted as an individual activity (e.g. each child gets a ball of playdough and tools, one at a time at the sand table). Handwashing

must occur before and after using shared sensory items, children must be supervised and discouraged from touching their faces, and items must be disinfected or discarded between uses by different groups.

- Each group should have designated equipment (e.g. balls, loose equipment) or clean and disinfect equipment between group uses.
- Non-essential visitors to facilities are not permitted at this time. Parents or guardians will be advised of student drop-off and pick-up procedures at each school.
- Family Day face-to-face group events will not be scheduled until further notice. Virtual gatherings may be scheduled.

b) Guidelines for Hygiene and Sanitation

- Educate young children about COVID-19 prevention - this includes appropriate and frequent hand hygiene, respiratory hygiene, as well as symptoms of COVID-19 children can be aware of.
 - Promote proper hand hygiene practices for staff and children using soap and water when hands are soiled and hand sanitizer when visibly clean.
 - Incorporate additional hand hygiene opportunities into the daily schedule.
 - Demonstrate symptoms (sneezing, coughing, fever) what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or tired).
- Schedule regular cleaning of classrooms and environment daily.
- Clean and disinfect frequently touched surfaces such as door handles, tables, toys, supplies, light switches, doorframes, play equipment, teaching aids used by children.
- Consider visual posters in classrooms for children and staff to see and be reminded.
- 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).

CTTCS Early Learning Programs will continue to focus on the healthy development of the whole child: social-emotional, physical, intellectual, and spiritual development. Family engagement and community partnerships will continue to be foundational components.