



# LIGHT OF CHRIST

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*Catholic Schools*

## **Return to School Plan** **November 26, 2020**

**\*Division plans will evolve as required by emergency health risk assessments.**

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## 1. Message from Director of Education

We understand that the last six months have been challenging for our staff, our students and our parents. This unique situation has created uncertainty and anxiety as to what the return to school will look like this September. The goal of this plan is to provide direction and resources to our staff in an effort to be as well prepared as possible to start the 2020/21 school year. At the same time, try and remove some of the uncertainty and anxiety from the situation. This plan does not have all the answers and will most certainly evolve and change over the next few months.

We began the transition of staff back to schools and offices on May 4, 2020 with the Accessing School Framework document. We will continue to address the re-engagement/transition of staff back to our office in a full-time capacity as of August 1, 2020 and August 27, 2020 for all school-based staff.

Students will return to school for mandatory learning on September 8, 2020. School and 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, sanitizing, mask usage 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 (CMHO) 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 will develop an Administrative Procedure with precautions specific to COVID-19. The School 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 School Division is prepared to provide supports. Please ensure this plan is shared with all staff, including itinerant staff.

I ask for your patience, your cooperation, your candor and your willingness to learn together and work through this plan. If we all do our part and help one another, I am confident we will manage the situation successfully and will continue to provide an excellent Catholic education to our students and families.

## 2. Staff and Student Wellness

Staff and student health and well-being are very important. We will continue to provide support for student and staff wellness moving forward.

A purposeful approach, beginning in August, will acknowledge the experiences of staff and students since March 2020. This plan incorporates the Five Stage Process for Re-Entry as per Guidelines for Re-entry into the School Setting During the Pandemic, North American Center for Threat Assessment and Traumatic Response.

- While students are in the care of school divisions, all other health precautions will be followed in accordance with the direction of the CMHO and our Regional Medical Health Officer.
  - Dr. Mandiangu Nsungu Regional Medical Health Officer  
Area Lead Medical Health Officer - North  
Primary Health Centre  
Suite 101 – 11427 Railway Avenue North Battleford, SK, S9A 3G8  
Saskatchewan Health Authority | 306-446-6426 | 306-446-8617
- Consideration will be made for students and staff who have compromised immune systems, or who require other medical accommodations.
- Since the start of the COVID-19 crisis the following activities have been completed to address staff wellness to date:
  - Individual school-based activities.
  - Reintroducing staff back into schools starting May 4, 2020 on a part-time/regular basis.
  - Regular communication to staff regarding updates and changes to school division procedures.
  - Student Services Online (SSOL), Faith, PD and EDSBY introduction along with other PD modules designed to provide help with mental wellness.

Audience	Topics
Teacher Modules	Mental awareness, Self Injury Behaviour, Matthew Kelly’s Seeking Joy While Carrying Burdens, The Habits of 5 Prayerful People: Fresh Strategies for an Overscheduled Life, Trauma, Restored Faith, Teaching and Working Through Pandemic.
Support Staff Modules	Worksafe Saskatchewan, Mental Health: Health and Wellness Strategies, Managing Your Mental Health through COVID-19: Tools to help you cope, Mental Health and Resilience during COVID-19, Shifting Mindsets, Go-To Educator Mental Health Training, Matthew Kelly, Habits of Prayerful People, Reduce Stress with Micro-Resilience Techniques, Self-Care: Strategies to take care of yourself, Relationships during COVID-19, Faith Development Modules, Dr. Jody Carrington’s work, Introduction to Mindfulness, Family Dynamics, Psychological Safety, Mindfulness and well-being, Supporting Educator

Please See Appendix B for complete list of Professional Development completed for all staff.

### 3. The Value of Learning Together

Education has changed and will likely never be the same again. We must put the last four months of the school year behind us and move forward with a different mindset as to how we can, as a school division, provide a unique and valuable Catholic education to our students. The following statements must be universally understood by all staff;

- Saskatchewan curriculum will be taught by teachers.
- Relationship between the school and home is vital for student success.
- Education will continue in the fall. It will not be voluntary learning.
- Saskatchewan curriculum will be taught by teachers. Families are not responsible for providing curriculum learning opportunities but may support the learning opportunities provided by teachers. This partnership between the school and home is important for student success.
- The sector has transitioned from emergency remote learning to delivery of the provincial curriculum. Special considerations (such as increased special project credits available, all students progressing to the next grade and receiving a minimum 50% mark) implemented during the period from March 2020 to June 2020 are no longer in effect.
- A shift in pedagogy is required. School divisions have a responsibility to leverage the professional and operational learning achieved during the past six months. The sector has a shared responsibility to provide support as teaching professionals continue to make significant shifts in their pedagogical practices.
- While students are in the care of school divisions all health precautions will be followed, according to the direction of the CMHO and Re-Open Saskatchewan.
- Student and staff health and well-being continue to be paramount. Consideration will be made for staff and students who have compromised immune systems, or other medical accommodations.
- We will work with our entire staff to address our local contexts, to ensure equitable learning opportunities at the school and community levels are provided to all students.

### 4. EDSBY: the most comprehensive learning platform available for K-12

EDSBY will be the sole learning and communication platform across LOCCS. All teachers, support staff, parents and students will utilize EDSBY as the single access point for all programming and information - one app, one login. EDSBY provides a safe and secure environment for all users and will eliminate the requirements of multiple programs for parent and student ease of use.

- Instruction & Assessment
  - All instruction & learning opportunities will be developed/housed in EDSBY in order to create equal access for all students, regardless of location.
  - Ongoing formative/summative assessment will be maintained in EDSBY.

Teachers can share all assessment information with parents/caregivers in real-time for up-to-date information and communication between school and home. It is imperative that EDSBY is the only means of assessment to create consistency for parents across the division.

- Teachers, as much as possible, should plan ahead using EDSBY. This will enable a more seamless transition process should we be required to revert to a hybrid or virtual model.
- Communication
  - EDSBY will be the single source of communication between school and home. Communication will take place at the division, school, class and student level. Staff members are urged to maintain all communication through the EDSBY platform, avoiding the use of personal text messaging or group email. This must be especially focused in the first month of school to force families to sign on to EDSBY.
  - It is expected that teachers maintain ongoing communication with families and students, regardless of whether they are attending in-person or virtually. This communication includes weekly updates for all families, as well as individual communication as required.
  - School level and classroom level calendars will allow families to be made aware of upcoming dates regarding assignments, virtual meetings, important reminders and other items as necessary.
  - Every effort should be made to plan within EDSBY so the parents/guardians have access to planning for their child as the school year develops.
- Structure & Support
  - All teaching staff have been introduced to the program with a ½ day in-school PD. Moving forward, educators will also be provided with a ½ day PD prior to the start of the school year in order to spend time in a live environment to prepare materials for the new school year. This will ensure we are able to be successful both while in-person or within a virtual or hybrid environment.
  - Parent engagement evenings will be held throughout September to onboard families.
  - Student-led conferences will be held virtually using Google Meet. All times will be scheduled via EDSBY using the scheduling platform.
  - Professional development and collaboration groups will be developed and supported in EDSBY in order to maintain the continuation of grade-alike planning and sharing of resources.
  - The learning consultants will be providing ongoing resource development and management within EDSBY to support assessment and instruction.

## 5. Introduction to Our Learning Plan

### Key Principles:

- Our faith, relationships, and our journey to becoming a strength-based organization will be central tenets to everything we do and will not be compromised.
- Education will continue in the fall; it will not be voluntary learning. All students will participate, and all Saskatchewan curricula will be delivered.
- Equitable learning opportunities for ALL students will be a priority.
- To ensure that learning continues seamlessly, even if contingency plans need to be enacted, there will likely be a required shift in current pedagogy. In an effort to assist our staff in preparation for these pedagogical shifts, LOCCS has provided enhanced professional development in the areas of blended and distance learning, along with advanced training in learning platforms and tools since March of 2020. These PD offerings will continue to be provided to staff as required.
- The use of reading, writing, and math data to inform plans will be critical.
- Staff will be physically present in the school, even if learning is delivered remotely.
- Student-teacher contact time will be prioritized regardless of the delivery format.
- Differentiation of instruction will be very important.
- The focus will be on teaching outcomes, rather than amount of time per subject (a cross-curricular approach must be adopted).
- Protocols to move from the current scenario to any other scenario will be created, considering local context and CHMO requirements.
- Standardization of learning platforms is important for families. Therefore, LOCCS will be using EDBSY to provide this consistency for our staff, students, and caregivers.
- Communication to families should provide clarity on the full implementation of curriculum, instruction and assessment.
- Staff will be deployed appropriately in order to ensure curricular needs and IIP needs are met.

## 6. Timeline

Purpose	Audience	What/How	When	Lead (Logistics)
<b>Inform our casual/substitute staff of school division plans for 2020/21</b>	Casual & substitute staff	Send out school division plans to all casual & substitute staff as part of a specific on-boarding procedure for fall of 2020.	By August 20, 2020	Human Resources
<b>Prepare classrooms &amp; learning environment for September.</b>	All Teachers	Identify and label furniture that needs to be removed from classrooms. Prep for storage.	By June 30, 2020	School-based admin & Teachers

<b>Consider the movement of personnel throughout each school to minimize physical contact and identify high touch points.</b>	Facilities staff, caretakers, school based admin	Develop preliminary plans regarding staff and student traffic flow in each school (Placement of floor arrows, boot racks, sanitizing stations, waiting room, etc.).	By June 30, 2020	School-based admin
<b>Provide individual school supply kits for students.</b>	All teachers	School supplies will be delivered to each school.  Separate school supplies into individual student kits and distribute to each classroom.	end-June to early July  end of August	School-based admin
<b>Support teachers in preparing for transition to a blended learning format.</b>	All teachers	Ongoing teacher grade alike work.  Monitoring and support of these groups.	Ongoing	All teachers  School-based admin & grade alike group leads
<b>Prepare for staff and student re-entry in the fall after COVID-19</b>	Administrators	Kevin Cameron: <i>Steps for Re-entry</i> . Simon Breakspear: <i>Building Back Better</i> .	June to September	Division admin team & MHCBS Staff
<b>Support students and staff to build resilience following trauma</b>	All Staff	Trauma Informed Resilient Schools.  Staff can “sign up” before the end of June (access for a year).	Ongoing	Administrators
<b>Successful, gradual transition of staff back to the schools</b>	School-based Admin	Weekly check in meetings. Meetings will be optional in nature and will be offered in a virtual setting.	Starting August 1, 2020	School-based admin
<b>Additional PD for staff</b>	All staff	Additional EDSBY sessions.  List of SSOLs will be provided for staff to complete. (Privacy and Cybersecurity).  Training for school secretaries - One day for School Cash Online Payments / MSS Training/EDSBY.	August 17-21, 2020	Senior Admin
		Staff training to prepare for the re-entry of students.	September 1 – 8, 2020	
		Training specific to mask usage, hand washing and face shield usage etc.	September 1 – 8, 2020	

<b>School Plan Communication</b>	Parents and Students	School – specific information will be finalized, posted online and communicated to parents and students.	August 26, 2020	Senior Admin and Admin
<b>Maintain and strengthen communication with parents</b>	Parents	Onboarding sessions for parents with EDBSY.	September 2020	Senior Admin

## 7. 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.
  - Staff training will take place prior to school start up.
  - Schools and teachers will teach students the importance and techniques of proper hand hygiene, sanitizing and mask usage. Hand sanitizer will be located throughout the school.
- The School Division will supply schools with the following supplies:
  - Sanitizer
  - Wipes
  - Caretaker supplies – disinfectant cleaning products, rags, etc.
  - Non-medical masks
  - Gloves (for staff or students displaying potential symptoms and when personal care is being performed or medication is being administered).
- Schools should list the following supplies as on students' supply lists (for personal use):
  - Personal hand sanitizer
  - Water Bottle
  - Pencil Cases
  - Kleenex
  - Reusable Non-medical masks

### b. Limiting Physical Contact

- Schools will:
  - Limit physical contact during instruction, recess and noon periods and avoid activities that require clustering of students.
  - Seating arrangements in classrooms will be developed for front facing instruction. Any exceptions will be identified for approval by public health.
  - Minimize the number of teachers and support staff working with a specific group of students. When possible, in elementary schools the cohort will be the classroom. In high school, solutions will be made by the administrator to move students in cohorts, as possible. As much as possible, there will be a focus on cohorting teachers to a limited number of students.
  - Modify the use of shared spaces including shared instructional spaces, bathrooms, change rooms, boot rooms, hallways etc. Staggered start times, breaks, and end times will be used, where possible.
  - Existing computer labs will remain as is. Class cleaning procedures will be

required. There may be a need for altered cleaning procedures for laptop carts.

- Pre K to 2: use carts on assigned days and teachers will clean all devices at the end of the day.
- 3 to 7: Students will clean devices after each use.
- 8 to 12: Students will clean devices after each use.
- Modify procedures for entering and leaving the building, parent drop offs. Doorbells will be provided at the main entrance of each school.
- Consider the need to stagger recess, noon period and other school day transition.
- 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.

### c. Limiting Shared Materials and Equipment

- Schools will establish procedures for:
  - Bringing materials into and out of the schools. Students will only be permitted to bring backpacks, lunch kits, water bottles, reusable non-medical masks and outerwear between home and school.
  - Use of lockers is permitted. Where possible, ensure backpacks are kept apart. Consider having groups of students gather their belongings at different times.
  - 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 laptops and other individual devices.
    - SMART Boards and other instructional presentation devices will be used by the teacher only.
  - Students will have equal access to technology if required at home and at school (where possible).
  - Responsible use of cellphones or personal devices:
    - Students who bring cellphones to school will be required to place them face-down on their desks. Phones may not be gathered in group bins/baskets and shall not be shared with other students.
    - Personal devices remain the sole responsibility of the student and therefore that student is in charge of maintaining possession of and cleaning their device.
    - Assistive technology is not to be transported from school to home unless it is a personal device. Those students who remain at home for learning will be required to return their device to school for cleaning prior to returning to the classroom.
  - LOCCS will not provide assistive technology to students receiving home-based schooling.
  - 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).

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

- Ensure hand sanitizer is available for guests.
- When possible, reduce access to guests and visitors' number of entrance points. Doorbells will be installed at all main entrances to our schools.
- Reduce access to school-based areas such as libraries and gymnasiums for shared use clients.
- Review Administrative Procedures associated with [Volunteers AP 670](#).
- Review Appendix D – Mask Usage Protocol.
- Consider virtual meetings.

#### e. Extra-Curricular Activities

- Extra-curricular activities are currently on hold.
  - Plans for extra-curricular activities and other gatherings will be developed in consultation with the CMHO once the group/gathering capacity limits for fall 2020 are known.

#### f. 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.
  - Provide mobile hand washing in all of our schools.
  - Ensure adequate soap, paper towels, and hand sanitizer are in each building, especially near entrances.
  - 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. Communication will be required.
  - Collaborate with schools with respect to caretaker availability and scheduling
- Schools will:
  - Post signs reminding parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.
  - Empty garbage bins frequently.
  - Establish a plan to prevent mingling of groups in washrooms and to minimize the number of shared surfaces. Limit of one person permitted to go to the washroom. per class at a time and restrict bathroom access during recess for cleaning purposes.
  - Consider modifying room configurations to minimize physical contact.
  - Establish procedures for:
    - Cleaning shared use spaces between user groups during the school day.

- Cleaning food contact areas and eating locations immediately following use.

### g. Transportation of Students

School Division transportation services are to be used for delivering students to and from school or school programs. **Masks are mandatory for ALL students riding the bus.** No field trips or extra-curricular trips will be supported until permission is granted by the School Division. **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).
    - Student should access multiple entrances and bus parking in various locations
- Schools will:
  - Support bus drivers with enforcing 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 as access will be restricted to 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. Review Appendix D – Mask Usage Protocol.
- Bus Drivers will:
  - Create and enforce seating plans that group together students who live in the same household.
  - 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).
  - Clean and sanitize buses following each run.
  - Re-communicate student behaviour expectations to families and students.

### 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.
- 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.

## i. 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 minimizing physical contact 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.
  - Attempt to limit the number of external noon supervisors used to provide supervision services.

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:

- Choir and Band
- Physical Education
- Classes conducted in shops

## j. Food Service and Nutrition Programs

- Nutrition programs do not include curricular programming such Home Economics.
  - Students participating in those programs must be taught and follow safe food handling protocols as indicated in the respective curricula.
  - Food produced in the Home Economic programs may not be served to the general population through serveries.
- Regardless of the use of a nutrition program or school serveries, 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 at the elementary level.
  - 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 additional time required of staff (nutritional workers).
- Consider payment systems other than cash.

## 8. Students and Student Care

### a. Student Attendance

- Attendance at school is not optional.
- Schools will:
  - Monitor daily student attendance using existing protocols.
    - 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.
- 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.

### b. Illness and Care

- All staff must read, sign and date [Ongoing Self-Monitoring Declaration Form](#) on or before their first work day of the 2020 – 21 school year.
- Students who are sick should be advised to stay home. Not all symptoms of illness need to be subject to this requirement (i.e. headaches, cramps, etc.).
  - 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.
  - When in close contact with sick students, personal protective equipment is required as recommended by CMHO. Staff will follow regular precautions for hazards as normally encountered in the workplace.
- 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 (see [COVID-19 Medical Clearance Declaration Form](#) for declaration form for public health clearance monitoring).
- The School Division will:
  - Develop Administrative Procedure specifically for Covid-19 (see [AP 161A](#)).
  - 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 must 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 sheet to ensure all visitors to the school are documented, along with staff entering the building on weekends during the school year.

### c. Mental Health and Social-Emotional Supports

- All staff members will complete Trauma SSOL training.
- Schools will:
  - Consider reviewing OurSCHOOL questions, Q12 and other school data specific to COVID related topics.
  - 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.
  - Provide staff with professional development opportunities.

### d. Students with Intensive Needs (See Appendix A)

- 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.
- Schools will:
  - Student Support Services Teachers will update and revise Inclusion and Intervention Plans as needed with input from the parents, classroom teachers, administration, and others on the school teams. LOCCS division office staff will assist as requested.
  - Shared Services personnel will complete assessments following LOCCS procedures and referral priorities.
  - Student Support Services Teachers will plan on a case by case basis in an individualized way for each student with very intensive needs.
  - Student Support Services Teachers will communicate additional safety measures, as required, to family and staff on a case by case basis.
  - LOCCS staff will not enter private residences or provide personal transportation.
  - Student Support Services teachers, Shared Services personnel and educational assistants who work with individual students or small groups of students will follow school division and school guidelines.
  - 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.
  - Where possible we will provide the same or a similar level of student inclusion.
  - Students will receive specialized services as is possible.
  - Students will be integrated into classrooms on a case by case basis.
  - Ensure health and safety measures are in place and communicated with relevant staff and family prior to the provision of the service. LOCCS will make every effort

to support students with intensive needs following health and safety guidelines. LOCCS recognizes that it may not be possible to support all students in-person.

- Providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.
- Consideration may be given to the directions given by the professional governing body of the staff providing the supports.

#### e. Student Transitions

- The School 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 (e.g. trauma-informed education, psychological First Aid).
- Schools will:
  - Complete typical transition plans for the students including 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.
  - Communicate with family alterations to typical routines and transitions.

## 9. The Academic Program

### a. General Parameters

In this document the key principles (see Section 5) that our school division will follow have been identified. Given the parameters of these principles:

- EDSBY will be used as our common system of reporting.
- The School Division will:
  - Provide each school staff with start-up professional development and support focused on developing teacher and administrator strength in outcome-based planning, instruction and assessment.
  - Provide an Early Years-specific plan, which is included.
  - Provide additional technology if required.
- Schools will follow these general guidelines:

Guidelines	LOCCS Plan
<p><b>Curriculum:</b> <b>Full Saskatchewan Curriculum</b></p> <p><b>The focus will be on teaching of outcomes rather than amount of time per subject (a cross- curricular approach is recommended).</b></p>	<p>LOCCS will not expect segmented timetables with ELA, Health, Science, etc. for elementary schools. Focus is on Literacy and Numeracy and incorporating other subject areas outcomes into that.</p> <p>High School grade 8 &amp; 9 will have homerooms to support the cross curricular approach as well as fewer contact with many teachers.</p> <p>Grade 10-12 focus on subject area outcomes.</p>
<p><b>Curriculum:</b> <b>Teachers are encouraged to continue to explore options for blended learning. Support from</b></p>	<p>Nelson Literacy can be used to support this as well as inquiry projects, simulations, blended learning rotation, etc. Teachers should contact Curriculum Consultants for support.</p>
<p><b>school divisions should be considered to enable this exploration.</b></p>	<p>Edsby will be the primary outlet for groups, and online courses/blended learning opportunities.</p>
<p><b>Student-teacher contact time must be prioritized regardless of the delivery format</b></p>	<p>Communication about learning topics and deadlines for unit completions should be given in advance to students and parents.</p>
<p><b>Differentiation of instruction will be important due to the supplemental learning that occurred</b></p>	<p>LOCCS staff will use pre assessment information and the information gathered from benchmark assessments to inform instruction based on needs and abilities.</p>
<p><b>Focus on efficient learning opportunities and approaches that are conducive to flexible learning spaces and interaction time with teachers.</b></p>	<p>LOCCS staff will provide engaging activities for the students.</p>
<p><b>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</b></p> <p><b>Minimizing physical contacts and other health precautions will be followed according to the Chief Medical Health Officer's direction.</b></p>	<p>Physical education supports normal growth and development. It can make students feel better, function better and sleep better. Focus should be on movement education and fitness.</p>
<p><b>Assessment:</b> <b>Teachers will use their professional discretion to determine the appropriate assessment practices within the current context.</b></p>	<p>LOCCS Learning Consultants will be each assigned to certain schools to administer the Benchmark (Gr2,3) and support the grade level reading assessment (Gr4-9) Distancing practices, etc. will be followed.</p> <p>A first write (ie. procedural cold write) will give a snapshot of the students' ability in writing.</p> <p>LOCCS will administer the division math assessment (BCM) for two grade levels below (1-9).</p> <p>Math Up Common Task (3 representations of learning) will be also given. Pre Assessments should be used before beginning any unit of instruction for learning outcomes.</p>

<b>Teachers are encouraged to implement assessment strategies that do not require simultaneous full group participation.</b>	Collaborative opportunities will be provided to support teachers in focusing assessment on what is best practice.
<b>Appropriateness of large-scale school division assessments will need to be determined.</b>	Guidelines for ministry reporting will be followed as per ministry.

## 10. Human Resources

### a. Staff Health

- All staff must self-monitor for symptoms and use the online [Saskatchewan COVID-19 Self-Assessment Tool](#).
- All staff must read, sign and date [Ongoing Self Monitoring Declaration Form](#) on or before their first work day of the 2020 – 21 school year.
- 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 (see [COVID-19 Medical Clearance Declaration Form](#) for declaration form for public health clearance monitoring).
- Staff will not be permitted to enter the school when sick to create plans for substitute teachers.
  - Staff are advised to have materials prepared in advance and accessible on EDSBY in the event that they cannot attend school.
- Ensure staff are aware of EFAP programs and how to access.
- Staff are encouraged to review contract provisions for applicable leaves and applicable absence codes to use.

### 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.
  - Maintaining protocols.

### c. Communication

- The School Division will:
  - Ensure consistent messaging from Director and/or Board Chair to families.
  - Maintain up-to-date plan on website.
- Schools will:
  - Consistently communicate to families.
  - Ensure website is up-to-date with school level plans.

- Ensure all staff, including itinerant staff, and staff on board approved leaves have access to these plans.

## 11. Contingency Planning

If there is a direction from the CMHO 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

In this document the key principles (See Section 5) that our school division will follow have been identified. Given the parameters of these principles:

- The School Division will:
  - Be prepared to respond to individual student need through a targeted technology rollout response.
  - Support teachers with professional development.
- Schools will:
  - Ensure that teachers are prepared to support multiple modes of remote learning delivery.
  - Establish EDSBY will be the sole online delivery platform.
  - Ensure that specialized therapies, professional assessment and unique transitions that can't be provided virtually may be provided face-to-face.

### b. Mental Health and Social-Emotional Supports

- Schools will:
  - Maintain relationships and connection to the school.
  - Increase knowledge of staff on the impact of trauma on children.

## Appendix A: Students with Intensive Needs Procedures

Some student plans will require personal care and staff to be in closer proximity. As a result, this document has been created to aid in creating support plans for students due to COVID-19.

- To mitigate risk, we use the [Saskatchewan COVID-19 Self-Assessment Tool](#) before admittance into the school building. Schools will also use isolation rooms should a student or staff member become ill while on site.
- Review Appendix D – Mask Usage Protocol.

<b>Medical Plans</b>	Students with complex health needs may have medical plans developed. The same PPE needed prior to COVID-19, for implementing a student’s medical plan, continues to be required.
<b>Food/Eating</b>	Use good hygiene practices when handling food. Avoid bare hand contact. For example, use utensils, napkins, or dispensing equipment to handle food. Frequently wash hands with soap and water to reduce risk of transmission if you are handling foods. Fresh foods will be washed with soap and water and rinsed thoroughly. <ul style="list-style-type: none"> <li>• Wash hands.</li> <li>• Staff prepare student’s food wearing gloves; use paper towel to place fresh food items on and keep food in the container it was brought in.</li> <li>• Staff support student in washing hands, if required.</li> <li>• Wash hands after eating/feeding.</li> <li>• Staff monitor to ensure student remains seated while eating.</li> <li>• Staff to return all waste containers to student’s backpack.</li> </ul>
<b>Self care/Toileting</b>	<ul style="list-style-type: none"> <li>• Staff to ensure the appropriate items are accessible in the washroom to assist in toileting.</li> <li>• Wash hands.</li> <li>• Staff wear gloves.</li> <li>• Staff to support student in areas required: <ul style="list-style-type: none"> <li>○ Staff to remain at the student’s side ask the student not to speak and to turn their head away from the worker, if able.</li> </ul> </li> <li>• If second person is required to assist, second Staff member will wear gloves while supporting. <ul style="list-style-type: none"> <li>○ Two staff members to distance as much as possible</li> </ul> </li> <li>• Bathroom door ajar (if appropriate).</li> <li>• Staff support student in washing hands, if required.</li> <li>• Remove gloves. <ul style="list-style-type: none"> <li>○ Remember the outside of gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under the other glove at wrist and peel off. Discard in regular waste.</li> </ul> </li> <li>• Wash hands.</li> </ul>
<b>Self-injury Behaviour</b>	<ul style="list-style-type: none"> <li>• Wash hands, if able.</li> <li>• Staff to employ a prompt (verbal, visual, physical action) to student.</li> <li>• Staff request assistance.</li> <li>• Staff approach employing Non Violent Crisis Intervention (NVCi)-supportive stance and procedures.</li> <li>• Wash hands.</li> </ul>
<b>Handwashing</b>	<ul style="list-style-type: none"> <li>• Staff support student to wash hands as required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff to provide verbal cues for hand washing.</li> <li>• If a student requires hands on support, Staff to remain at student’s side using diagonal supportive stance, ask student not to speak and to turn head away from worker, if able. <ul style="list-style-type: none"> <li>○ Staff support to wash hands with soap and water, dry hands with paper towel.</li> </ul> </li> <li>• Wash hands.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Wash hands.</li> <li>• If student requires hand over hand support for signing or other activities, wash hands with soap and water or a disinfectant wipe. <ul style="list-style-type: none"> <li>○ Support student to wash hands, as above.</li> </ul> </li> <li>• Wash hands after helping student.</li> <li>• Ensure assistive communication devices are wiped down with disinfectant when necessary.</li> </ul>
<b>Programming</b>	<ul style="list-style-type: none"> <li>• Self-regulation: students may use items (fidgets) identified specifically for them and kept in a clearly marked bin.</li> <li>• Items to be wiped down after each use as required.</li> <li>• Activities: include tasks in the student’s clearly marked bin. If using edible reinforcers, follow the eating protocol above.</li> </ul>
<b>Specialized Equipment</b>	<p>Supporting students with specialized equipment (e.g., helmet, stander, stroller/wheelchair, lift):</p> <ul style="list-style-type: none"> <li>• Wash hands.</li> <li>• Staff to remain at student’s side, ask student not to speak and turn head away from worker, if able. Staff to support student, as needed.</li> <li>• Wash hands.</li> </ul>
<p><b>When students exhibit any of the following behaviour, although these behaviours are challenging if the student is asymptomatic and healthy, the risk of transmission is low, especially if the behavior is paired with hand washing and cleaning. Review the student’s Inclusion and Intervention Plans.</b></p>	
<b>Spitting</b>	<ul style="list-style-type: none"> <li>• Wipe down any area that has possible saliva with disinfectant.</li> <li>• If in contact with saliva, wash hands and/or affected areas.</li> </ul>
<b>Biting</b>	<ul style="list-style-type: none"> <li>• If in contact with saliva, wash hands and/or affected areas.</li> <li>• If skin is broken, seek first aid and follow universal precautions (see <a href="#">AP 160 Appendix</a>).</li> </ul>
<b>Lunging</b>	<ul style="list-style-type: none"> <li>• Move self out of way.</li> </ul>
<b>Grabbing</b>	<ul style="list-style-type: none"> <li>• If in contact with saliva, wash hands and/or affected areas.</li> </ul>
<b>Assisted Movement</b>	<ul style="list-style-type: none"> <li>• If in contact with saliva, wash hands and/or affected areas.</li> </ul>
<b>Throwing</b>	<ul style="list-style-type: none"> <li>• Follow school procedures on a case by case basis.</li> </ul>

## Appendix B: Staff Professional Development Completed

Support Staff	Teachers
Mental Health Concerns in Children and Youth	Sharps
Essential Workplace Skills	Duty to Report
Language Matters- Rethinking how we talk about people and problems	Adapting and Modifying Assignments
Mental Health: Health and Wellness Strategies	OCD
Managing your Mental Health through COVID-19: Tools to help you cope	Mental Health Awareness
Student Services Online Learning- choice of sessions Major Topics available (with multiple modules/ sessions under each heading): Autism Spectrum Disorder Strengths Behaviour Challenges Communication Difficulties Diabetes Digital Literacy Down Syndrome Early Reading Intervention Educational Assistants Executive Functions Faith Fetal Alcohol Syndrome Disorder High Leverage Education Practices Inclusion and Intervention Plans Leadership Learning Disabilities Mental Health Modifying Students Assignments Reading Writing Second Language Learning Self-Regulation Speech and Language Student and Staff Safety Working Together	Curriculum Implementation Planning: French Immersion 10,20 30 (implementation 20/21) Phys. Ed 20, 30 (implementation 19/20) Dance, Drama, Music, Art 10,20,30 (implementation 20/21) Law 30 (Draft) (implementation 21/22) Psychology (20, 30) Draft (implementation 21/22) Catholic Studies 9-12 (implementation 19-20) French Immersion 3-9 Math UP School & Math UP Classroom Secondary Sciences - online resources/new adds Blackboard Resource Groups
ASCD- Choice of sessions	Self-Injury Behaviour
Working from Home during COVID-19: 3 keys to being effective	Trauma
Mental Health and Resilience during COVID-19	EA Responsibilities
Reading Strategies: Decoding and Comprehension	Maximizing EAs in the classroom
A Multi-Sensory Approach for Improved Language Skills	Reading Strategies: Decoding and Comprehension
Assertive Communication workshop	Reading: Instruction and Support
Shifting Mindsets	The 5 Habits of Prayerful People: Fresh Strategies for an Overscheduled Life

Early Signs of ASD	Matthew Kelly's Seeking Joy While Carrying Burdens
Dysgraphia	Family Dynamics- Kevin Cameron
Go-To Educator Mental Health Training	Restored Faith
Matthew Kelly's Seeking Joy While Carrying Burdens	Teaching Through the Pandemic
The 5 Habits of Prayerful People: Fresh Strategies for an Overscheduled Life	4 Seasons- Truth and Reconciliation
Reduce Stress with Micro-Resilience Techniques	Math Up
Kids and Concussions: What do we know?	Marian Small - Math Numeracy Big Understandings
Students Self-Care: Strategies to take care of yourself	Optional: Virtual Summit
Reading Instruction: Meeting Students at their Developmental Levels	EDSBY Training
A Conversation with Dr. Gary Chapman on Relationships During COVID-19	Grade-Alike Planning Sessions
Faith Development Modules	Consultants: At A Glance Year Documents
1- You are God's Beloved	
2- Catholic Education and Schools	
3- We Believe!	
4- Life in Christ	
5- Why We Worship	
6- Prayer	
7- The Liturgical Year- Order of Mass	
8- Effective Catholic Education in Schools	
Five Keys to Reconnecting- Dr. Jody Carrington	EAL Teachers: Modules
Supporting Students with Fetal Alcohol Syndrome	
Dr. Jody Carrington- Kids These Days	
Introduction to Mindfulness	
Family Dynamics During the Pandemic- Shared by Kevin Cameron	
CAFE- Reading Comprehension	
Prompting and Fading	
Four Seasons of Reconciliation	
Spark Your Way to Leadership	
Google Meet for Working with Students	
Effective Internet Research	
Writing Connections	
Psychological Safety and Conflict on High Performance Teams	
The 50-50 Split	
Mindfulness and Wellbeing	
WHMIS Training	
Cybersecurity Mindset	
Supporting Educator Resilience	
Managing Your Stress During COVID-19	
Supporting Children During COVID-19	
Anxiety- Practical Intervention Strategies	

Difficult Conversations- Strategies for Challenging Discussions	
Saskatchewan Catholic Education Week activities	
Trauma Informed Resilient Schools	
The 7 Habits of Highly Effective People	
How to Deal with Chronically Inflexible and Easily Frustrated Students	
Learning About Your Clifton Strengths- focus on each of the top five strengths in separate sessions	
Faith Formation- choice of sessions	
Digital Literacy 101	
Kevin Cameron- Closeness Distance Cycle	
Book Study- 5 People You Meet in Heaven	
The Happiness Advantage	
Fear and Confidence in Times of Uncertainty	
Diversity and Culture	
Wellness Strategies for Helping Professionals	
Supporting English Language Learners	
Essential Classroom Management Skills	
Children of Trauma and Resilience	
Introduction to Autism Spectrum Disorder	
Reinforcement: Introduction and Practice (ASD)	

## Appendix C: COVID-19 Considerations for Pre-Kindergarten and Kindergarten

The Light of Christ Return to School Plans provides the initial framework for all students and staff. The following additional guidelines specific to Pre-Kindergarten (Pre-K) – Kindergarten are intended to support Early Learning educators implementing quality practices and responsive learning opportunities.

### Developing Successful Transitions and Connecting with Families

#### *Pre-K Orientations to School*

During the first week of school, teachers will provide brief information meetings (virtual meetings/home visits) with families. It would be beneficial to provide a virtual tour of the classroom and the entrance the students will be using to enter the school. Families will need to drop children off outside at their schools' designated entrance to be met by the teacher or Educational Assistant. Parents are not to come into the school in order to minimize physical contact. Pre-K students have three hours of instruction. Entry and departure times are set by schools.

- Throughout the school year, teachers will regularly communicate with families through EDSBY.
- The division/school will be hosting tutorials with families to help them with using the technology that is integrated in classroom practices (e.g., EDSBY, Teams Meetings for Family Days).

#### *Pre-K Home Visits and Family Days*

- For Pre-Kindergarten home visits, conduct outdoor visits with families in the local school playground, a nearby park, etc. in September to begin building a relationship with parents/caregivers.
- Family Days may be hosted virtually or in-person in a community space on one day in October and December in small 30-minute sessions (three to 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 division level based on provincial recommendations.
- November Student Led Conferences will be held virtually. Parents will sign up for a specific time on EDSBY.

### Daily Hygiene and Safety Practices

- Teachers and Educational Assistants will educate and establish consistent routines for proper hygiene practices and follow handwashing guidelines as outlined in the provincial health regulations and the division plan.
- Children wash their hands when they enter the classroom; before and after eating; after coming in contact with 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 centres.
- When soap and water is not available, use hand sanitizer in extremely limited quantities.
- 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).
- Follow the school's plan for cleaning and disinfecting eating surfaces.
- Stay within the classroom as much as possible and avoid having to go into other areas of the school.
- Follow the staggered recess times set out by the school plan.
- Ensure that Educational Assistants and substitutes are aware of the hygiene and cleaning procedures and understand the adaptations to routines and instructional practices.

## School Supplies and Personal Belongings

- Children are not to bring supplies to and from home.
- Each child will have their own kit/package of supplies at school. These supplies should be in containers to keep them contained and help with cleaning.
- Students should only bring water bottles. Each school will have water bottle filling stations. Children are not to have juice boxes or thermos.
- Children are to use books from classroom libraries. Books are not to be sent to home from school. Sets of library books can be assigned to classrooms and exchanged on a weekly/monthly basis.

## Considerations for Play-based Learning, Environments 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 centres.
- 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 and include the names of materials).
- 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 centres – less is more. Think about how one material or group of materials can offer numerous opportunities as opposed to having numerous materials (Quality over quantity).
- Use open-ended materials in learning centres 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 cannot necessarily be touched – exploring light and shadows, exploring sound, colour (e.g. use the smart board, overhead, projector, flashlights, prisms, crystals, water, and food colouring, paint).
- Offer materials that keep the children’s interests, allow them to work with their favourite 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).
- Pay attention to how the materials are set up to invite the children to play and explore to keep children’s interests and offers possibilities for discovery or inquiry 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. pylons to map out a space for big body play).
- Engage and interact with the children to model inquiry/exploring materials; “Have similar materials to 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.
- Use open-ended questions or the Expanding Expression Tool (EET) to further the children’s learning with the materials.

### **Minimizing Physical Contact and Interactions that Build in Conversations**

- While minimizing physical contact, aim to be at the child's level so that they can read non-verbal cues and engage in interactions/conversations.
- Follow the child's lead when involved in an activity; incorporate activities that build on language and interactions without materials (e.g., I spy, Simon Says, 20 Questions).
- Look for opportunities to have incidental conversations using Hanen strategies: talk about what you are doing, make interesting comments, ask questions to invite conversations, change routines into games.
- Minimizing Physical Contact ideas: use painter's tape, round rubber spot disc from Physical Education room.
- 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**

- 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](#)).

## Appendix D: Mask Usage Protocol

As mandated by the Government of Saskatchewan, Light of Christ Catholic Schools will implement the following Mask Usage Protocol.

- **All students** will be **required** to wear a mask on buses.
- **Pre-K – Grade 12** students **are** required to wear masks. This means masks must be worn upon entry to and exit from the school, while in classrooms, hallways, or common areas. Expectations regarding the wearing of masks by students when outside will remain a school-based decision. Please contact your school principal if you have questions.
- **All Staff** **are** required to wear masks regardless of physical distancing. Face shields are also **highly recommended**.
- **All itinerant and substitute/casual staff** **are** required to wear both a mask **and** a face shield while in any LOCCS school.
- **Any Parents or Visitors** will be **required** to wear a mask while in the school. Access to schools will continue to be restricted until further notice. Please contact your school regarding protocols for accessing the school.

LOCCS provided two reusable masks for each student at the start of the school year. Disposable masks are also available at the school for staff and students. We recommend that you purchase three additional masks per child, so they will have one clean mask per day.

There will be opportunities in school for students to learn about the proper way to wear, remove, and store masks.

## Document Change Notes

<b>Date</b>	<b>Change</b>
July 29/2020	-Changes as per ministry request in email from Deputy Minister of Education; July 28/2020
August 17/2020	-Changes as per ministry request in email from Deputy Minister of Education; August 13 and August 16, 2020 (highlighted in yellow)