



SUN WEST
SCHOOL DIVISION

Success for all

Sun West School Division

2020-2021

School Re-Entry Plan

August 18, 2020

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Sun West School Division

2020-2021

School Re-Entry Plan

The first day for students to be back in school is Tuesday, September 8th.
Staff training will occur prior to September 8th to refine the preparations for the re-entry of students.

This document contains collaboratively developed guidelines and considerations related to possible re-entry plans. These plans are in compliance with the direction of the Chief Medical Health Office and RPT and align with our PeBL Philosophy and REORDER planning framework. School Staff and SCC feedback along with parent, student and staff surveys were conducted in the process of this document being created.

PeBL Goal	<i>To contribute to the embodiment and practice of 21st century skills, preparing learners to realize their full potential in all aspects of life.</i>
Vision	Success for All
Sun West Culture and Planning Framework	REORDER Framework <ol style="list-style-type: none"> 1. RELATIONSHIPS – We are all mentors 2. ENVIRONMENT – We have flexible learning environments 3. OPPORTUNITIES – We have voice and choice 4. RESOURCES – We access people, knowledge, technology and our skills 5. DISTRIBUTION OF LEADERSHIP- We are learners that lead 6. EVALUATION – We set goals and measure growth 7. RECOGNITION – We honour growth in who we are & what we learn
Resources	<ul style="list-style-type: none"> • https://www.saskatchewan.ca/government/news-and-media/2020/june/18/educational-institution-guidelines • http://www.sickkids.ca/AboutSickKids/Newsroom/Past-News/2020/covid19-recommendations-school-reopening.html • https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/office-of-the-provincial-health-officer/covid-19/covid-19-pho-guidance-k-12-schools.pdf • http://www.cde.state.co.us/planning20-21/schoolscenarios#distancedapproach • https://bit.ly/3drGneP • https://bit.ly/2yWQIQR • https://www.nactatr.com/news/guidere-entry.html • https://www.saskatchewan.ca/government/news-and-media/2020/may/01/phase-1-of-reopen-plan • https://www.aei.org/wp-content/uploads/2020/05/A-Blueprint-for-Back-to-School.pdf • https://www.wfp.org/publications/interim-guidance-covid-19-prevention-and-control-schools • https://bit.ly/2XUSOt6

Elements to Consider

Instruction may occur in a variety of ways depending upon the circumstances. At any time, with a localized outbreak, schools may be required to shift from in person instruction to one of these forms of instruction.



Operations

Health Accommodation

While students are in the care of school divisions, physical distancing and other health precautions will be followed, according to the direction of the CMHO and Re-Open Saskatchewan. For a visual summary please refer to Appendix A: Summary of School-Based Control Measures

In person Instruction/ Hybrid Model (Face-to-Face to Home)

Students at Home

Guidelines

Staff physically present in schools:

1. Hygiene measures Appendix C

- Promote proper hand hygiene practices for staff and children. Practices must include using soap and water when hands are soiled and hand sanitizer when visibly clean. Although general use containers need to be available, where possible, students and staff should have their own hand sanitizer. Supervise the use of hand sanitizer with young children.
- Education provided to staff (prior to school start) and students (first day back) specific to infection reduction, personal hygiene practices, cleaning and sanitizing processes such as;
- Proper technique for frequent handwashing and built into daily routine
- Protocols for touch surface cleaning – student desk/tables, tablet/device surfaces, learning materials
- Hand sanitizer must be approved by Health Canada (DIN or NPN number) and listed as effective for use against COVID-19 (per Health Canada website).
- Masks and/or face shields may be used by staff when working in close proximity with students.
- Personal Protective Equipment (PPE) such as masks, face shields, portable dividers and sanitizers, etc. to be delivered to school prior to school starting
- Staff training and protocols posted for the appropriate response to a student who is exhibiting COVID-19 symptoms.
- Additional cleaning protocols (see Facilities)

2. Dealing with illness

- An administrative procedure (AP) with precautions specific to COVID-19 and illness in care will be created prior to the start of the 2020-2021 school year. The AP will be developed in consultation with the local medical health office.
- Students and staff 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.). Staff would not be required to enter the school when sick to create plans for substitute teachers.
- All parents, guardians, students and staff who are confirmed to be COVID-19 positive and/or under mandatory self-isolation must not enter the school.
- Students and staff can return to school once they are cleared by public health.

Guidelines

Staff physically present in schools:

1. Hygiene measures

- When possible, practice physical distancing
- Hand-washing and hygiene protocols
- Education provided to staff (prior to school start) specific to infection reduction, personal hygiene practices, cleaning and sanitizing processes such as;
- Proper technique for frequent handwashing and built into daily routine
- Group gathering limitations
- Additional cleaning protocols

2. Dealing with illness

- Monitor absenteeism
- Determine entry for individuals who immunocompromised
- Educate about infection control strategies

Staff working from home:

- As per direction from Chief Medical Health Officer

- Schools should 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 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. Once the student leaves, staff must wash their hands and ensure all areas that the sick student touched are cleaned and disinfected. Items that cannot be cleaned and disinfected should be removed from the area and stored in a sealed container for a minimum of three days.
- All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool
- Monitor absenteeism
- Determine entry for individuals who are immune-compromised. Consideration will be made for staff and students who have compromised immune systems, or other medical accommodations (Appendix H).
- Students who are immune compromised will be supported through the Duty to Accommodate process.
- Educate school community about infection control strategies

3. Limiting Physical Contact

- **Physical distancing** -Staggering of students entering and leaving the building, alternating recess break and the use of multiple entrances will occur to minimize physical distancing concerns. When other interventions have been exhausted, all staff and students in Grades 4-12 will be required to wear masks in high traffic areas. Pre-K to Grade 3 students will have the option of wearing a mask if they wish to do so.
- **Close Contact** – Instructional strategies for grades 4-12 students will require students to be front facing to prevent close contact from occurring. When students and staff must work in close proximity masks are required to be worn.
- **Bussing** - Students riding in busses for an extended period are defined as being in close contact. Masks are required by students riding on SWSD busses.
- Staff and students are encouraged to bring their own non-medical cloth masks. Mask guidelines can be found in the Re-Open Saskatchewan plan at www.saskatchewan.ca/re-open.
- For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.
- Staff, parents and students must encourage and practice preventative measures, such as limiting physical contact, throughout the school day (i.e. during instruction, recess, nutrition programs, extra-curricular) and avoiding close greetings (i.e. hugs, handshakes).
- Groups of students and the staff members assigned to them should stay together throughout the day and not mix with other groups. Staff should remain with the same group whenever possible. Strive to minimize the number of different teachers and

educational assistants that interact with groups of students throughout the day.

- Teacher and class cohorting will be used, with a focus on cohorting teachers to a limited number of students and keeping students in one cohort as much as possible.
- In elementary school settings, students' cohorts will be the classroom.
- In high school settings where cohorting is more complex, school divisions will be encouraged to find creative solutions to move students in cohorts where possible.
- Modify procedures for entering the building to support physical distancing. Possible strategies include staggered entry into classes and schools, separate group entrances, limiting pickups and drop offs to one parent/guardian, etc.
- Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.
- Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing.
- Modifications may be needed for all shared spaces, including boot rooms, hallways, waiting areas, etc. Thought can be given to establishing visual cues and direction flow plans. Calculate total school capacity to accommodate physical distancing.
- Pedagogy that creates front-facing instruction for students will be used. If any exceptions are used, they will be identified for approval by public health.

4. Limiting Shared Materials and Equipment

- Establish clear protocols for bringing materials (i.e. bags, school supplies) into and out of schools.
- Where possible, remove or reduce play with toys that encourage group play in close proximity or increase the likelihood of physical contact. Keep toys that encourage individual play.
- Label personal items with the student's name to discourage accidental sharing.
- Avoid community meals (potlucks, etc.)
- Limit the number of touch points per day on electronic devices.
- Classroom activities and recess times should not include equipment that might be touched by multiple students. Due to the increased cleaning required, it is best to decrease the number of toys/equipment available to children. Remove toys and other items that cannot be easily cleaned and disinfected.

5. Nutrition and Food Programs

- Nutrition and food programs are an essential service for many of our students that experience food scarcity, which has impacts on their physical and emotional well-being as well as student achievement.
- Nutrition Programs would apply to programs such as breakfast programs, school hot lunches, snack programs, etc. Students should not prepare food for such programs, unless the students are participating in Commercial Cooking and/or Food Studies and are learning about safety and sanitation in the preparation, storage and service of food.
- Schools may choose to continue to offer the PAA Commercial Cooking and Food Studies programs. Within the context of Commercial Cooking and Food Studies, students learn about safety and sanitation in the preparation and storage of food, and

Commercial Cooking may involve students participating in the preparation and service of the school cafeteria. The precautions taken must follow the direction of the Chief Medical Health Officer and Re-Open Saskatchewan, including the Restaurant and Licensed Establishments Guidelines as applicable for their facility.

- Discontinue or limit the amount of special lunches to keep students safe; lunches must be individually packaged
- Not outside food – muffin programs or prepared food from outside organizations, not self-service or family style meals (potlucks)
- Consider pre-packaged snacks (granola bars, yogurt, etc.)
- All food preparation must abide all proper safety protocols

6. School-specific Planning

A school-specific COVID planning template is being developed with some division-wide guidelines. School specific information will be finalized and communicated to parents and students no later than August 26th. The template may include the following:

- Outdoor Spaces/Playgrounds
- Bus Arrival/Departure Protocols
- Parent Drop –off/Student Arrival
- Student Access to Building –Ingress
- Student Exit of Building
- Students with medical or exceptional needs
- Main Office/Visitors
- Recess/Breaks and Meal Time
- Staff Meetings
- Washroom Procedures
- Transportation – Include health guidelines, provincial guidelines, cleaning and sanitization
- Illness
- Student Supplies and Materials Safety Protocols
- Classroom Configurations
- Hallway and Traffic Flow
- Common Areas
- Library/Learning Commons
- <https://resourcebank.ca/courseware/lesson/570/overview>
- Band Safety
- Rentals
- **Connecting with Local Health Officials**
- Division personnel will connect with local health officials to discuss 2020 school division plans and collaboration for school-specific plans and division signage (Appendix J – Door, Floor and Signage Posters).

7. Considerations if in Hybrid scenario

- Consider total school capacity to adapt to changing health scenarios., from all students on site while physical distancing, to:
 - Alternating days by grade groupings (within a week; alternating weeks).
 - Alternating in-person and online.
 - Use of optional extended space (outdoor, other schools, rink, etc.).
 - Class Schedules – staggered Attendance; cohort based schedule – group of same staff and students in the same hallway; rotating teachers instead of students
- Schools may need to consider rotations/alternate schedules if returning after an outbreak Examples of staggered attendance

schedules: <http://www.cde.state.co.us/planning20-21/schoolscenarios#distancedapproach>

Facilities	
Guidelines	Students at Home
<ul style="list-style-type: none"> • Facility cleaning and disinfecting following use will be completed and monitored • Monitor traffic at entry ways • Monitor usage of washrooms • Monitor and limit traffic in hallways • Monitor usage of playground equipment • Ongoing site repair and maintenance will continue • Capital Plan will continue as planned • Ensure ventilation requirements are met • SWSD in compliance with SHA will develop appropriate signage for schools. Signage may include: classrooms - consider floor markings/protocol signage; hallways and common areas – consider spacing markers, directional markers and protocol signage; front door/office- signage for visitors; signage to support frequent and proper hand washing; entrance and exit signage • Centralizing the Community Joint Use/Facilities process during COVID vs site based. Use SHA guidelines for ongoing examination of access and safety protocols around community use of facilities <p>Considerations</p> <ul style="list-style-type: none"> • Appendix D Enhanced Cleaning Practices: Best Practices for Cleaning and Environmental 	<p>Guidelines</p> <ul style="list-style-type: none"> • Facility cleaning and disinfecting following use will be completed and monitored • Ongoing site repair and maintenance will continue • Capital Plan will continue as planned
Transportation	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> • Students riding in busses for an extended period are defined as being in close contact. Masks are required by students riding on SWSD busses. • Students who live in the same household should be seated together. • Students should be assigned seats and a record of this seating plan should be kept in order to assist with contact tracing in the case of a student being confirmed with COVID-19. • School bus cleaning and disinfecting following use will be completed and monitored • Bussing capacity/scheduling will be determined by school capacity (alternating grades schedule, class start times, students from the same residence attendance requirements, school locations) • Driver duties and expectations will follow agreements and guidelines • SASBO Transportation Committee involved in determining carry capacities per size of school bus and disinfecting protocols based on information gathered from other provinces and while adhering to provincial and local government requirements for both urban and rural transportation. <p>Considerations</p> <ul style="list-style-type: none"> • Current drivers may have responsibilities outside the normal bussing schedules (between 9 am and 3 pm), which includes other employment or childcare. 	<p>Guidelines</p> <ul style="list-style-type: none"> • Drivers distribute school supplies and / or assignments • Drivers to assist bus garages with specific duties • Drivers will be required to partake in division designated professional development

Athletics/Activities	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> Plans for extra-curricular activities and other gatherings will be developed based on the guidelines set out in Re-Open Saskatchewan and in consultation with the CMHO once the group/gathering capacity limits for fall 2020 are known. Field trips will not be supported by the Division until further direction of the CMHO Assemblies and gatherings will be limited to small cohort/class groups 	<p>Guidelines</p> <ul style="list-style-type: none"> 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.
Academics	
Instruction	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> Focus of the Prekindergarten program will be the four domains: social-emotional, physical, intellectual, and spiritual and Kindergarten the provincial “I Can” statements Achievement of outcomes is the priority for K-12 not the number of minutes spent in each subject area 10-12 – All outcomes will be covered in courses K-9 – All outcomes will be covered Focus on cross curricular learning (utilize project based learning wherever possible) Sun West Return to Learn process support – Appendix E <p>Considerations</p> <p>PreK-K Considerations</p> <ul style="list-style-type: none"> Students may begin with a staggered start so routines and procedures can be established with small groups Students will have a specific entrance and drop off time; teachers will greet parents and students at entrance so parents do not need to enter the classroom Students will wash their hands and/or use hand sanitizer upon entrance to the classroom Students will receive direct instruction on handwashing and covering of sneezes and coughs. The play and exploration curriculum will focus on individual exploration as much as possible and minimize group interaction. For group activities, physical distancing will be considered Classrooms will maximize space and promote physical distancing Reduce touch surfaces so only essential materials are available No shared buckets of pencils, crayons, scissors, glue, etc. Personal items will be stored in bags or containers and stored in cubbies or desks as much as possible Consideration will be given regarding the storage of backpacks and outerwear to allow for physical distancing The PreK and K classrooms will put away the toys that cannot be properly sanitized. The rotation of toys, to allow time between use, is encouraged. For snack time, there will not be any shared snacks. Visits with caregivers will be held in open air places, such as a playground or backyard, or held through video conferencing. Family Engagement activities will be held with smaller groups so physical distancing can be maintained and/or through video conferencing 	<p>Guidelines</p> <ul style="list-style-type: none"> Achievement of outcomes is the priority for Prek-12 not the number of minutes spent in each subject area 10-12 – All outcomes will be covered in courses K-9 – All outcomes will be covered Focus on cross curricular learning (utilize project based learning wherever possible) Sun West Return to Learn Process support – See Appendix E <p>Considerations</p> <ul style="list-style-type: none"> Consideration of workload which includes students fully online Software Platform Consistency – Teams or other Consistency in platform is important in consideration of multiple students per family <p>Prekindergarten Considerations</p> <ul style="list-style-type: none"> Consideration for a student driven curriculum. Through introductory activities, teachers will extend the learning by following the family/student lead. Students will still be able to participate in group activities (stories, singing, chats) through video conferencing. Visits with caregivers will be held in open air places, such as a playground or backyard, or held through video conferencing.

K-9 – Considerations

- Note: the “Return to Learn” suggested Outcomes and Strands are the suggested systemic focus areas for school start up. Not a full year plan. In the event we need to move into contingency plans, this division wide strand and outcome focus will enable us to better support online learning. Within each classroom, the delivery of these suggested strands/outcomes will follow our PeBL Philosophy whereby personalized (student-led) or differentiated (teacher- led) approaches will be used to achieve mastery of outcomes. It is noted that all outcomes are to be covered throughout the course of the school year within the Re-Entry plan Academic section guidelines.

Grades 10-12 – Considerations for Semester 1

- Grades 10-12 curriculum pathways for ELA, Math, Science and Social Sciences:
<https://resourcebank.ca/courseware/lesson/564/overview>
- Could centralized delivery (synchronous) be used? Support Locally?
- Could all teachers join Phase 2 PLCs to support the delivery

Additional Considerations

- Staff Accountability & supports
- Programming considerations
 - Front load PAA courses
 - PAA Pathways – using online modules
 - CWEX Work Placements in Sem 2
 - Band – Using SmartMusic, Breezing through Theory software
 - Phys Ed – Fitstats and online content
 - Trades – Online courses (Theory to start)

- Family Engagement activities will be held with smaller groups so physical distancing can be maintained and/or through video conferencing

K-9 – Considerations

- **Consideration of the benefit/need of an adult mentor for K-6 students**
- **Standardize the outcomes of focus.**

Note: the “Return to Learn” suggested Outcomes and Strands are the suggested systemic focus areas for school start up. Not a full year plan. In the event we need to move into contingency plans, this division wide strand and outcome focus will enable us to better support online learning. Within each classroom, the delivery of these suggested strands/outcomes will follow our PeBL Philosophy whereby personalized (student-led) or differentiated (teacher- led) approaches will be used to achieve mastery of outcomes. It is noted that all outcomes are to be covered throughout the course of the school year within the Re-Entry plan Academic section guidelines.

- **Physical Activity guidelines?**
- **What are the teacher/student contact guidelines?**

Grade 10-12 – Considerations for Semester 1

- **Grades 10-12 curriculum pathways for ELA, Math, Science and social Sciences:**
<https://resourcebank.ca/courseware/lesson/564/overview>
- **Could centralized delivery (synchronous) be used? Support Locally**

	<ul style="list-style-type: none"> • Could all teachers join Phase 2 PLCs to support the delivery <p>Additional Considerations</p> <ul style="list-style-type: none"> • Staff Accountability & supports • Programming considerations • Front load PAA • PAA Pathways – using online modules • CWEX • Work Placements in Sem 2 • Band – Using SmartMusic, Breezing through Theory software • Phys.Ed – Fitstats and online content • Trades – Online courses (Theory to start)
Assessment	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> • Outcome Maps used with all students • Use of virtual portfolios to show authentic student growth and to involve students in the process. (Seesaw, one note, etc.) • Selections of work will be submitted, not all • Provincial Assessments will continue as directed by Ministry <p>Considerations</p> <ul style="list-style-type: none"> • Cross Curricular projects – Student to show their best work 	<p>Guidelines</p> <ul style="list-style-type: none"> • Outcome Maps used with all students • Use of virtual portfolios to show authentic student growth and to involve students in the process. (Seesaw, one note, etc.) • Selections of work will be submitted, not all • Provincial Assessments will continue as directed by Ministry <p>Considerations</p> <ul style="list-style-type: none"> • Cross Curricular projects – Student to show their best work
Reporting	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • Quarters and semester continue as per calendar year, but MSS marks and assignments updated regularly by teachers • Use of virtual portfolios to show authentic student growth and to involve students in the process. (Seesaw, one note, etc.) • Family and student portal where info regarding grades is stored • Calendars/schedules to reflect alternate attendance if needed MSS 	<ul style="list-style-type: none"> • Quarters and semester continue as per calendar year, but MSS marks and assignments updated regularly by teachers • Use of virtual portfolios to show authentic student growth and to involve students in the process. (Seesaw, one note, etc.) • Family and student portal where info regarding grades is stored • Calendars/schedules to reflect alternate attendance if needed MSS

Content and Materials	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • Resource Bank Use • DLC – Open Access Use • Paid Subscriptions <ul style="list-style-type: none"> ○ Mathletics ○ Sora ○ Learn360 ○ CommonLit ○ Pearson Portal (e-text) ○ ACFilms ○ Clever - single sign on platform 	<ul style="list-style-type: none"> • Resource Bank Use • DLC – Open Access Use • Paid Subscriptions <ul style="list-style-type: none"> ○ Mathletics ○ Sora ○ Learn360 ○ CommonLit ○ Pearson Portal (e-text) ○ ACFilms ○ Clever - single sign on platform
Professional Learning	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Online Core and Electives available</p> <ul style="list-style-type: none"> • Teams use 	<ul style="list-style-type: none"> • Online Core and Electives available • Teams use
Student Support	
Social-Emotional Needs	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines:</p> <ul style="list-style-type: none"> • The Sun West SD VTRA team will meet with our community partners (Health, Social Services, RCMP) to discuss which families may be at risk. • Identify students/families who may need support. • The Student Services/Counselor team will provide staff PD on social-emotional learning and safe supporting classrooms. • Consult with classroom teachers about student needs and teach or co-teach social-emotional learning strategies and executive skills to help students adjust to the changes in their environment. • Monitor staff and identify those who may need support. <p>Considerations:</p> <ul style="list-style-type: none"> • Kevin Cameron’s Re-Entry Guidelines https://nactatr.com/news/guidere-entry.html • Maintain a social-emotional collection in the Resource Bank. • Teachers/EAs will need support with re-engagement of students and establishing of classroom management structure and routines. Some students may require additional behavioural support. • Consideration for keynote at iLearn to address social-emotional learning • Consideration to adjust counselor assigned days to include days in August. 	<p>Guidelines:</p> <ul style="list-style-type: none"> • The Sun West SD VTRA team will meet with our community partners to discuss which families may be at risk. • Continue contact to build relationships, identify families who may need support. • The Student Services/Counselor team will provide PD on social-emotional learning for staff and families. • Consult with classroom teachers and families on social-emotional learning strategies and executive skills that can be implemented at home. • Monitor staff and identify those who may need support. <p>Considerations:</p> <ul style="list-style-type: none"> • Kevin Cameron’s Re-Entry Guidelines https://nactatr.com/news/guidere-entry.html • Maintain a social-emotional collection in the Resource Bank. • Consideration for keynote at iLearn to address social-emotional learning • Consideration to adjust counselor assigned days to include days in August.

Trauma Support	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines:</p> <ul style="list-style-type: none"> • We will follow a trauma informed model for re-entry; continue to build relationships and observe staff and students who may require emotional support. • For students who have experienced trauma, an individualized plan will be developed with the parents • Classes should be proactive and address all students' needs through trauma-informed practice including providing inclusive and compassionate learning environments, understanding coping strategies, supporting independence, and helping to minimize additional stress or trauma. <p>Considerations:</p> <ul style="list-style-type: none"> • Students who have experienced trauma may need more specialized supports (and more time) during re-entry to feel safe, engage in school, and receive the emotional support required. 	<p>Guidelines:</p> <ul style="list-style-type: none"> • We will follow a trauma informed model by continuing to build relationships, ask how families are doing, and observe who may require emotional support. • For students who have experienced trauma, an individualized plan will be developed with the parents. <p>Considerations:</p> <ul style="list-style-type: none"> • Students who have experienced trauma may require IIP goals for an individualized plan to receive specialized support at the school.
Counsellors	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines:</p> <ul style="list-style-type: none"> • Counselors will work with the school Administrator to determine how best to support the students and their families. Counselors will support the identification of families/students at risk. • For students expressing suicide ideation or being actively suicidal while at the school and a counselor is in the building, the counselor will complete a suicide risk assessment. If the counselor is not in the building, then the Administrator will phone the parent with the information to phone the Health line 811 or present at the emergency department of their nearest hospital. • In the event of a traumatic event, counseling will refer to the Sun West Crisis Response Handbook • In the event of a student threat, while at the school, a VTRA will be completed. • Counselors will be available to provide classroom presentations during September. 	<p>Guidelines:</p> <ul style="list-style-type: none"> • Counselors will work with the School-based Administrator to determine when and/or how their services are provided to students and their families. Counselors will support the identification of families/students at risk. • When the student is at home and the school is alerted that a child is suicidal or experiencing suicide ideation, the school needs to advise the parent to phone the Health line 811 or present at the emergency department of their nearest hospital. • In the event of a traumatic event, counseling will refer to the Sun West Crisis Response Handbook. • In the event of a student threat, while away from the school, a school led VTRA will not be completed.
Student Services/Diverse Learning Needs	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines:</p> <ul style="list-style-type: none"> • Meet with parents to determine curricular/IIP goals as appropriate with home and school plan. • Assign EAs to support the curricular/IIP program. Ensure that safety protocols are followed. As per RPT guidelines, plan to keep EAs with a cohort or with fewer students whenever possible. • Specialized therapies, professional assessments and unique transitions that can't be provided virtually may be provided face 	<p>Guidelines:</p> <ul style="list-style-type: none"> • Meet with parents to determine curricular/IIP goals for home and remote delivery. • Assign EAs to support the curricular/IIP program through a remote delivery. • Specialized therapies, professional assessments and unique transitions that can't be

<p>to face. A safety plan for the meeting must be submitted to Superintendent.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Masks and/or face shields may be used by staff when working in close proximity with students. • Students/staff need to be monitored for signs or symptoms of illness. Proper handwashing and coughing/sneezing needs to be explicitly taught. Resources to support good hygiene practice will be in the Resource Bank. • How to alleviate student fears when faced with an adult wearing PPE. • Itinerants are to be scheduling one school per day. 	<p>provided virtually may be provided face to face. A safety plan for the meeting must be submitted to Superintendent.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Training for safety: as per RPT guidelines PPE is not required except in close contact with a sick students. Masks and eye protection are not required beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. • How to alleviate student fears when faced with an adult wearing PPE. • Itinerants work in one community and allow for self-monitoring before moving to another community.
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Technology

Devices

In person Instruction/ Hybrid Model (Face-to-Face to Home) Students at Home

<ul style="list-style-type: none"> • Have student devices ready for August or early September pickup. New devices purchased and deployed over the summer. • Equip broadcasts rooms with modern camera equipment for multiple broadcasts. Standard delivery schedule for all participating schools/students. • All current devices need to be returned to the school prior to the end of June. New devices will be deployed over the summer for rollout for Semester 1. Identify location for drop off and communication with IT department for pickup. • Sanitizing devices and hands between users

<ul style="list-style-type: none"> • Have student devices ready for August or early September pickup. New devices purchased and deployed over the summer. • Equip broadcasts rooms with modern camera equipment for multiple broadcasts. Standard delivery schedule for all participating schools/students. • All current devices need to be returned to the school prior to the end of June. New devices will be deployed over the summer for rollout for Semester 1. Identify location for drop off and communication with IT department for pickup.

Software

In person Instruction/ Hybrid Model (Face-to-Face to Home) Students at Home

<p>Guidelines Clever single sign on roll out implementation/PD</p> <p>Considerations</p> <ul style="list-style-type: none"> • Additional Requirements?

<p>Guidelines Clever single sign on roll out implementation/PD</p> <p>Considerations</p> <ul style="list-style-type: none"> • Additional Requirements?

Parent and Student Engagement	
Roles of Schools and Families – Working Together	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> • Parents contact the school principal their intention to send their child to school - work with families who refuse to send their children back to school during COVID • 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. Partnership between the school and home is important for student success. • Student-teacher contact time must be prioritized regardless of the delivery format. • School/Division Safety plans communicated to parents no later than August 26. • Student and parent training/education regarding safety protocols and operational procedures • Frequent and accessible communication – newsletter, website, social media, phone call, email. Where possible, school division administrators and staff should use telephone or video conferencing to meet parents <p>Considerations</p> <ul style="list-style-type: none"> • Communication to families should include clarity on the full implementation of curriculum, instruction, and assessment in this learning environment • Continue to provide stakeholders with up to date communication about COVID-19 protocols • Feedback from surveys will be used to refine school and Division processes. 	<p>Guidelines</p> <ul style="list-style-type: none"> • 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. Partnership between the school and home is important for student success. • Student-teacher contact time must be prioritized regardless of the delivery format. • Frequent and accessible communication – newsletter, website, social media, phone call, email, webinars or live chats to answer questions <p>Considerations</p> <ul style="list-style-type: none"> • Communication to families should include clarity on the full implementation of curriculum, instruction, and assessment in this learning environment. • Built in time for increased two-way communication with students/families to support learning at home • Feedback from surveys will be used to refine your processes. • Support for parents struggling with home learning.
Equity and Inclusion	
School divisions will work with school staff to address their local contexts, ensuring equitable learning opportunities at the school and community levels are provided to all students.	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> • Increased face-to-face opportunities for at-risk/vulnerable students • Accessible at-home learning for disadvantaged students - online learning (devices and connectivity), paper-based work emailing, telephone calls <p>Considerations</p> <ul style="list-style-type: none"> • Consider effective strategies to support disadvantaged/vulnerable families: access to technology, a reliable connection, delivery of learning materials and caregiver support. • Communication – Consider how to maintain connection; EAL; disengaged families 	<p>Guidelines</p> <ul style="list-style-type: none"> • Accessible at-home learning for disadvantaged students - online learning (devices and connectivity), paper-based work emailing, telephone calls • Frequent communication and check-ins <p>Considerations</p> <ul style="list-style-type: none"> • Consider effective strategies to support disadvantaged/vulnerable families: access to technology, a reliable connection, delivery of learning materials and caregiver support.

	<ul style="list-style-type: none"> • Communication – Consider how to maintain connection; EAL; disengaged families
SCC	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>Guidelines</p> <ul style="list-style-type: none"> • Where possible, school division administrators and staff should use telephone or video conferencing • Continued involvement in the school learning and well-being goal • Frequent and accessible communication – newsletter, website, social media, phone call, email between school admin and SCC chair • Plans for professional development gatherings will be developed in consultation with the CMHO once the group/gathering capacity limits for fall 2020 are known <p>Considerations</p> <ul style="list-style-type: none"> • Ongoing communication and authentic engagement - support for SCC Chair in running well-attended, productive virtual meetings. • Consider strategies for ongoing engagement with your greater community in school life. • Centralizing the Community Joint Use/Facilities process during COVID vs site based. Use SHA guidelines for ongoing examination of access and safety protocols around community use of facilities. 	<p>Guidelines</p> <ul style="list-style-type: none"> • Virtual meetings • Frequent and accessible communication – newsletter, website, social media, phone call, email between school admin and SCC chair • Continued inclusion in school learning and well-being goals • Postponed AGM <p>Considerations</p> <ul style="list-style-type: none"> • Ongoing communication and authentic engagement to help SCC have a presence when schools are vacant. • Consider strategies for ongoing engagement with your greater community in school life. • Centralizing the Community Joint Use/Facilities process during COVID vs site based.
Staff	
Wellness	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • Communication regarding EFAP programs available to STF, CUPE and OOS personnel 	<ul style="list-style-type: none"> • Communication regarding EFAP programs available to STF, CUPE and OOS personnel
Workforce Management	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • Work plans for employees • Schedules, expectations during assigned work time • Absences entered in Aesop • Supportive of employees requesting leaves, flexible work arrangements, etc. • Consider immunocompromised employees and impact on duties/schedule • Staff who are immune compromised will be supported through the Duty to Accommodate process. • Communication with staff, collaboration with SWTA/CUPE regarding re-opening plans, assigned duties, hours, etc. • Return to work plans will be in accordance with all collective agreements. <p>Considerations</p> <ul style="list-style-type: none"> • Substitute staff will be briefed on procedures when requested to work (Appendix I) • Depending on choices families make regarding returning face-to-face, there may be an impact on staffing re-deployment within the division (online). 	<ul style="list-style-type: none"> • Workplans for employees • Schedules, expectations during assigned work time • Absences entered in Aesop • Supportive of employees requesting leaves, flexible work arrangements, etc. • Consider immunocompromised employees and impact on duties/schedule • Communication with staff, collaboration with SWTA/CUPE regarding re-opening plans, assigned duties, hours, etc.

Communication	
Websites	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<p>All COVID-19 posts have been made under the express instructions of the Director and would continue and include anything related to return-to-school.</p> <ul style="list-style-type: none"> • Good news stories are always encouraged • Schools could be provided with standard information to post on their websites and/or they could be directed to provide links to the information on the Sun West site. 	<ul style="list-style-type: none"> • All COVID-19 posts have been made under the express instructions of the Director and would continue and include anything related to return-to-school. • Good news stories are always encouraged • Schools could be provided with standard information to post on their websites and/or they could be directed to provide links to the information on the Sun West site.
Social Media	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • Social media follows the same pattern as the website with the posting of all COVID-19/Back-to-School information coming from the Director and being posted on his instructions. We would expect that would continue. <p>Considerations:</p> <ul style="list-style-type: none"> • Schools could be provided with standard information to post on their social media. 	<ul style="list-style-type: none"> • Social media follows the same pattern as the website with the posting of all COVID-19/Back-to-School information coming from the Director and being posted on his instructions. We would expect that would continue. <p>Considerations:</p> <ul style="list-style-type: none"> • Schools could be provided with standard information to post on their social media.
Internal	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • COVID-19 related communications will continue to be drafted by the Director/SWELT and distributed via e-mail and/or discussed with the school-based administrators group with the school-based administrators responsible for bringing their staff up-to-speed. <p>Considerations</p> <ul style="list-style-type: none"> • Do we need to increase internal communications? 	<ul style="list-style-type: none"> • COVID-19 related communications will continue to be drafted by the Director/SWELT and distributed via e-mail and/or discussed with the school-based administrators group with the school-based administrators responsible for bringing their staff up-to-speed.
External	
In person Instruction/ Hybrid Model (Face-to-Face to Home)	Students at Home
<ul style="list-style-type: none"> • COVID-19, formal communications to parents, community and media such as emails, letters etc. via the Director often with input from SWELT. • COVID-19, informal communications with parents and community via principals, teachers and other staff. SCC members were often a key part of this communications. <p>Considerations:</p> <ul style="list-style-type: none"> • Public and parent reaction to a hybrid approach • External messaging that emphasizes RPT and health guidelines 	<ul style="list-style-type: none"> • COVID-19, formal communications to parents, community and media such as emails, letters etc. via the Director often with input from SWELT. • With COVID-19, informal communications with parents and community came through principals, teachers and other staff. SCC members were often a key part of this communications. This will likely continue to be important. <p>Considerations:</p>

	<ul style="list-style-type: none">• Public and parent reaction to a fully online approach• External messaging that emphasizes RPT and health guidelines
Updates	

Appendix A: Summary of School-Based Control Measures



1. STAY HOME WHEN SICK

All children and staff with common cold, influenza, COVID-19, or other respiratory diseases must stay home and self-isolate.



2. HAND HYGIENE

Everyone should wash their hands more often!

Thorough hand washing with plain soap and water for at least 20 seconds is the most effective way to reduce the spread of illness.



3. RESPIRATORY AND PERSONAL HYGIENE

Cover your coughs.

Do not touch your face.

No sharing of food, drinks, or personal items.



4. PHYSICAL DISTANCING AND MINIMIZING PHYSICAL CONTACT

Spread children out to different areas.

Take them outside more often.

Stagger lunch times. Incorporate individual activities.

Remind children, "Hands to Yourself!"



5. CLEANING AND DISINFECTION

Clean and disinfect frequently touched surfaces at least twice a day.

General cleaning of the centre should occur at least once a day.

Use common cleaning and disinfectant products.

Appendix B: What to Do if a Student or Staff Member Develops Symptoms at School

<i>If a Student Develops Symptoms of COVID-19</i>	<i>If a Staff Member Develops Symptoms of COVID-19</i>
<p data-bbox="142 363 850 394">IF STUDENT DEVELOPS SYMPTOMS AT HOME:</p> <p data-bbox="142 422 837 558">Parents or caregivers must keep their child at home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p data-bbox="142 596 850 627">IF STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</p> <p data-bbox="142 655 578 686">Staff must take the following steps:</p> <ol data-bbox="142 693 846 1434" style="list-style-type: none">1. Immediately separate the symptomatic student from others in a supervised area.2. Contact the student’s parent or caregiver to pick them up as soon as possible.3. Where possible, maintain a distance of 2 metres from the ill student. If not possible, staff may wear a mask if available and tolerated, or use a tissue to cover their nose and mouth.4. Provide the student with tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene.5. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene.6. Once the student is picked up, practice diligent hand hygiene.7. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them (e.g., classroom, bathroom, common areas).8. Contact the local public health unit to notify them of a potential case and seek further input. <p data-bbox="142 1472 826 1541">Parents or caregivers must pick up their child as soon as possible if they are notified their child is ill.</p>	<p data-bbox="873 363 1500 394">IF STAFF DEVELOPS SYMPTOMS AT HOME:</p> <p data-bbox="873 422 1479 558">Staff must be excluded from work and stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases, AND their symptoms have resolved.</p> <p data-bbox="873 588 1500 619">IF STAFF DEVELOPS SYMPTOMS AT WORK:</p> <p data-bbox="873 642 1382 674">Staff should go home as soon as possible.</p> <p data-bbox="873 714 1248 745">If unable to leave immediately:</p> <ol data-bbox="873 751 1484 1171" style="list-style-type: none">1. Symptomatic staff should separate themselves into an area away from others.2. Maintain a distance of 2 metres from others.3. Use a tissue or mask to cover their nose and mouth while they wait to be picked up.4. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas).5. If concerned, contact the local public health unit to seek further input.
<p data-bbox="175 1661 1459 1734">If a student or staff member is assessed by their family physician or nurse practitioner and it is determined that they do NOT have COVID-19, they may return to school once symptoms resolve.</p>	

Appendix C: When to Perform Hand Hygiene at School

When Students Should Perform Hand Hygiene:	When Staff Should Perform Hand Hygiene:
<ul style="list-style-type: none">• When they arrive at school and before they go home.• Before and after any breaks (e.g., recess, lunch).• Between different learning environments (e.g., outdoor-indoor transitions, from the gym to the classroom).• Before and after eating and drinking.• After using the toilet.• After handling common resources/equipment/supplies or pets.• After sneezing or coughing into hands.• Whenever hands are visibly dirty.	<ul style="list-style-type: none">• When they arrive at school and before they go home.• Before and after any breaks (e.g. recess, lunch).• Between different learning environments (e.g. outdoor-indoor transitions, from the gym to the classroom).• Before and after eating and drinking.• Before and after handling food or assisting students with eating.• Before and after giving medication to a student or self.• After using the toilet.• After contact with body fluids (i.e., runny noses, spit, vomit, blood).• After cleaning tasks.• After removing gloves.• After handling garbage.• Whenever hands are visibly dirty.

ENHANCED CLEANING PRACTICES

Best Practices for Environmental
Cleaning for Prevention and
Control of Infections





01

KNOW THE DIFFERENCE



Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning physically remove loose soils from surfaces by the means of a detergent and water. The key to cleaning is friction (e.g., scrubbing and rubbing).

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as per Health Canada's standards and requirements. Sanitizing reduces the amount of germs by 99.9%.

Disinfecting kills germs on surfaces or objects, preventing them from spreading. This process does not necessarily clean dirty surfaces or remove germs. Disinfectants need to be used after a cleaning agent and must be left on the surface for the appropriate contact time to be effective. Disinfecting destroys most of the germs by 99.999%.

REMEMBER: "C" (cleaning) comes before "D" (disinfection). Start by cleaning the surface with detergent to remove any visible soils. Follow by rinsing the surface with water, dry and then apply disinfectant.

02

ESTABLISH A PLAN



Determine areas of focus and where additional cleaning may be required.

Educate your staff about proper hand hygiene, appropriate use of cleaning chemicals, and PPE.

Train your staff on proper protocols to clean and disinfect surfaces, ensuring label directions and safety information are followed.

Use appropriate cleaning and disinfectant products.

Maintain cleaning and disinfecting protocols daily.

Ensure consistency throughout your facility.



Handwashing

Hand washing is the single most important procedure for preventing the transmission of infectious diseases in the school setting. The importance of performing hand washing correctly and frequently must be taught and reinforced. It should be routine practice that everyone (staff and students) wash their hands using soap and water and after any of the following:

- When any visible contamination or soiling occurs
- After handling any body fluids – blood, secretions, or contaminated items
- Tending children with cuts or abrasions or suspected infections
- After wiping a child’s nose or your own
- After using the toilet
- After removing gloves

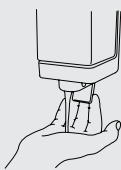
03 EMPHASIS ON HANDWASHING

Your staff and cleaning staff must wash their hands often, including after removing gloves and after being in contact with someone. Washing your hands for 20 seconds with soap and water can greatly reduce the spread of infections.

If soap and water is not available, use an alcohol-based sanitizer that contains at least 65% alcohol.

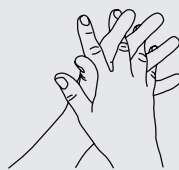
PROPER HANDWASHING TECHNIQUES

1



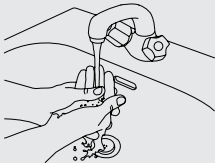
Wet hands with water. Apply enough soap to cover all hand surfaces.

2



Lather. Rub hands, wrist and under fingernails vigorously for **20 seconds**.

3



Rinse hands under water.

4



Dry thoroughly with a single use towel. Use the same towel to turn off faucet.

- In conversation with the Public Health Inspector we find that the best way to prevent illness is through frequent hand washing and that alcohol based germicidal hand cleaners, although useful if hand washing is impractical, are not a replacement for washing your hands and can actually be harmful if done too frequently.*



04 KNOW THE RISK LEVEL OF YOUR SURFACES

Common touch surfaces can be divided into two categories – those with minimal contact (low-touch) and those with frequent hand contact (high-touch).



High-Touch Surfaces: Cleaning and disinfecting frequencies should be increased for high-touch surfaces and must be cleaned frequently, as often as necessary to protect customers and employees.

Low-Touch: Cleaning frequencies for all other low-touch surface areas such as floors, high windows, and hard-to-reach areas may stay the same, or increase under the discretion of supervisors and managers.

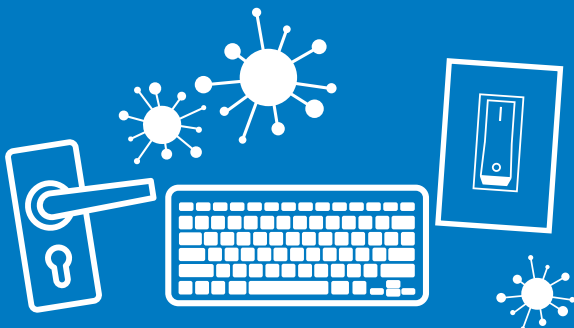
05 CLEAN ACCORDING TO THE RISK LEVEL OF SURFACE



Low Risk: Clean according to a fixed schedule and additionally as required (e.g. gross soiling).

Moderate Risk: Clean and disinfect or sanitize at least once daily and additionally as required (e.g. gross soiling).

High Risk: Clean and disinfect or sanitize after each use, at least twice per day and additionally as required.



High-Touch Surfaces

- tables
- doorknob handles
- light switches
- counter tops
- handles
- desks
- phones
- keyboards
- toilets
- faucets/sinks
- gas pump
- touch screens
- ATM machines
- POS system
- self-checkouts
- shopping cart

High Risk

Low-Touch Surfaces

- walls
- ceilings
- floors
- window sills
- carpets
- curtains

Low to Moderate Risk



06 CHOOSE THE RIGHT PRODUCTS

It is important to take proactive measures to keep yourself, your staff, and the public healthy.

Choosing the right disinfectant is key. The best practice is to use a registered disinfectant. All registered disinfectants **will have a Drug Identification Number (DIN)** provided by Health Canada.

Foreign approvals such as **EPA and FDA are non-transferable to Canada** and are not approved for use.



Vanguard

General Purpose Disinfectant Cleaner

Cleans, disinfects and deodorizes in one labour-saving step. This neutral quat-based cleaner is highly efficient in destroying a broad range of bacteria, viruses, fungi and other microorganisms from hard surfaces.

DIN: 02213109 Code: 53023 (5 L)



Triple Action

Cleaner, Degreaser & Disinfectant

Triple Action cleans, degreases and disinfects in one easy step. Reduce your inventory while simplifying your purchasing decision and maintenance program with this 3-in-1 cleaning solution.

DIN: 02322110 Code: 51347 (5 L)



Oxy-Q

Hydrogen Peroxide Based Disinfectant

Utilizes the power of hydrogen peroxide to create a non-toxic, complete cleaning solution. Oxy-Q has limitless cleaning options. Dilute it according to your application – one product does it all.

DIN: 02457148 Code: 52880 (4 L)



Quat Plus

Liquid Disinfectant

A disinfectant and germicidal detergent with the cleaning performance of a neutral quat that eliminates malodour by destroying a wide range of bacteria, fungi and viruses. Effective against Influenza A (H1N1).

DIN: 02298694 Code: 50232 (4 L)

GUIDELINES DURING CLEANING AND DISINFECTION



- Always wear disposable gloves when cleaning and disinfecting. Discard gloves after each use.



- Wear safety glasses when manipulating the chemical concentrate.



- Always label diluted products properly using a workplace label.



- **Most Diluted** disinfectants have a shelf life of 30 days. Prepare a fresh solution every 30 days.



- Always clean the room **clockwise**, and from the outside to the middle.



- Always clean/disinfect the **least soiled areas (low-touch) to most soiled areas (high-touch)** and from **high surfaces to low surfaces**.

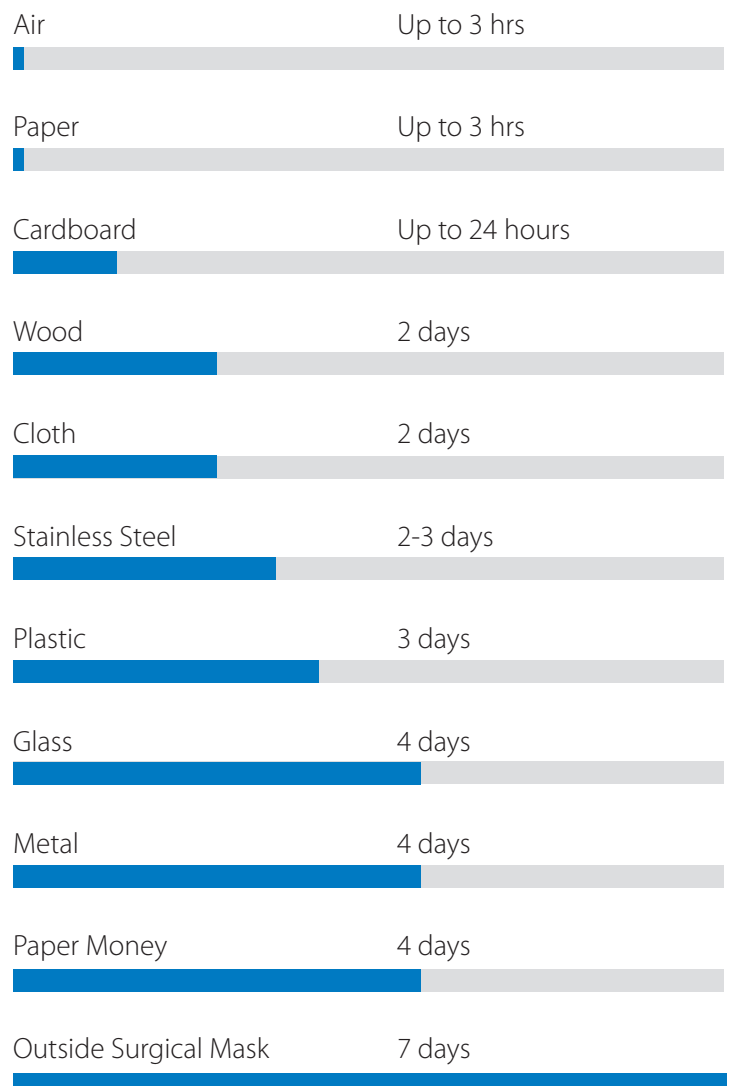
• *Ready to Use Wipes*

Ready to use sanitizing wipes are a good choice for personal use items such as keyboards, phones and headphones.

Sanitizing wipes should never be used to wipe hands or faces



HOW LONG DOES COVID-19 LIVE ON COMMON SURFACES



Source: *New England Journal of Medicine, The Lancet Microbe*



Floors can spread viruses across your establishment and even carry it out to other establishments as guests and employees walk around.

07 Floor care for infection control

Floors should be washed daily or when they become visibly soiled

Typically, floors have a low risk of transmission however, it is important to change the usual floor care practices when dealing with infectious diseases



Step 1: Sweep up visible dirt and debris

Step 2: Using a neutral cleanser like Vanguard, mop corners and tough to reach areas

Step 3: Using a neutral cleanser, and a mop or autoscrubber, wash the entire surface of the floor

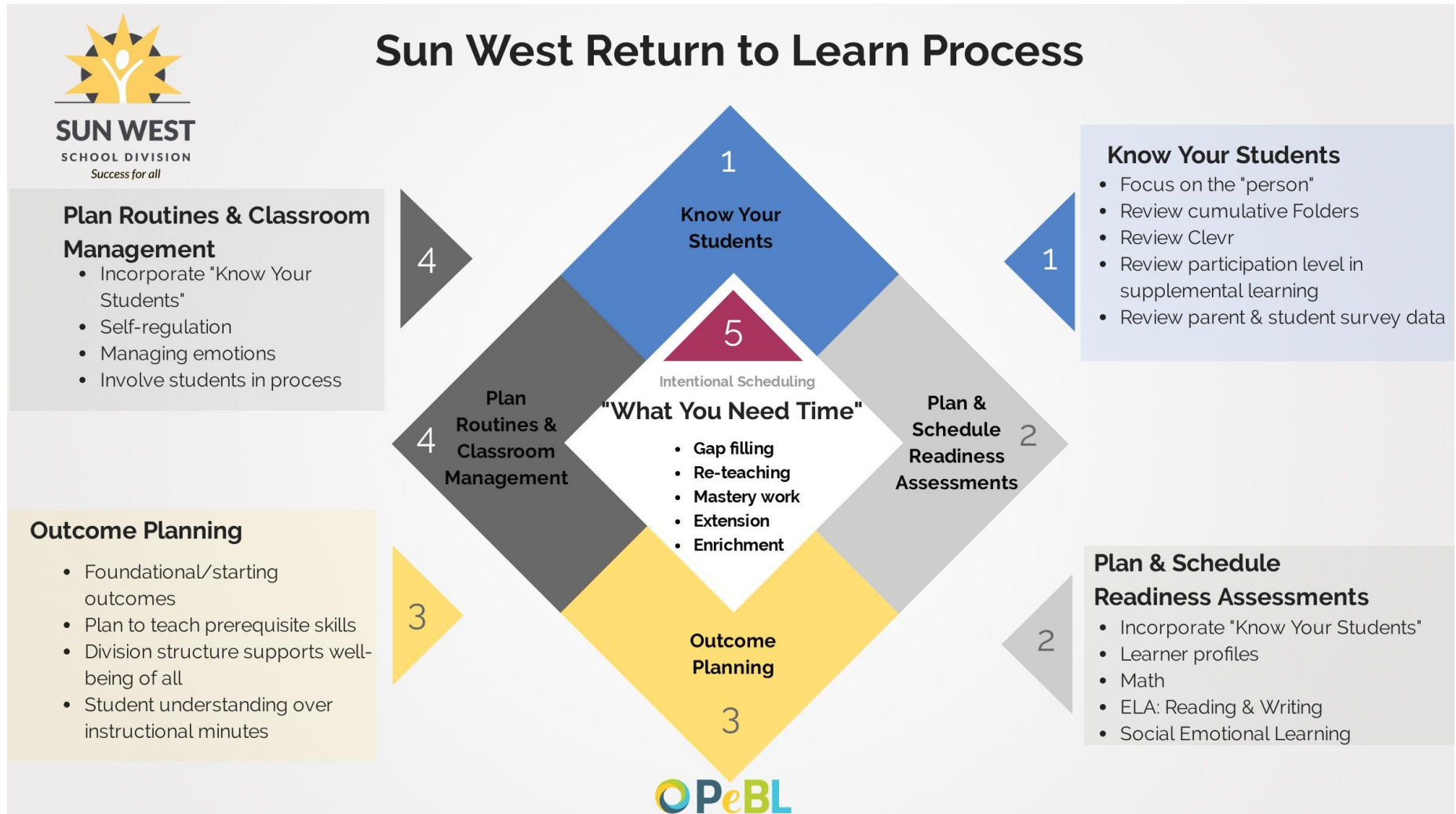
Step 4: Floors should remain slightly damp to ensure the disinfectant has had appropriate dwell time

How clean is my mop?

Dirty mops can contain germs and viruses, and can spread them instead of removing them. **Mop heads should be changed regularly**

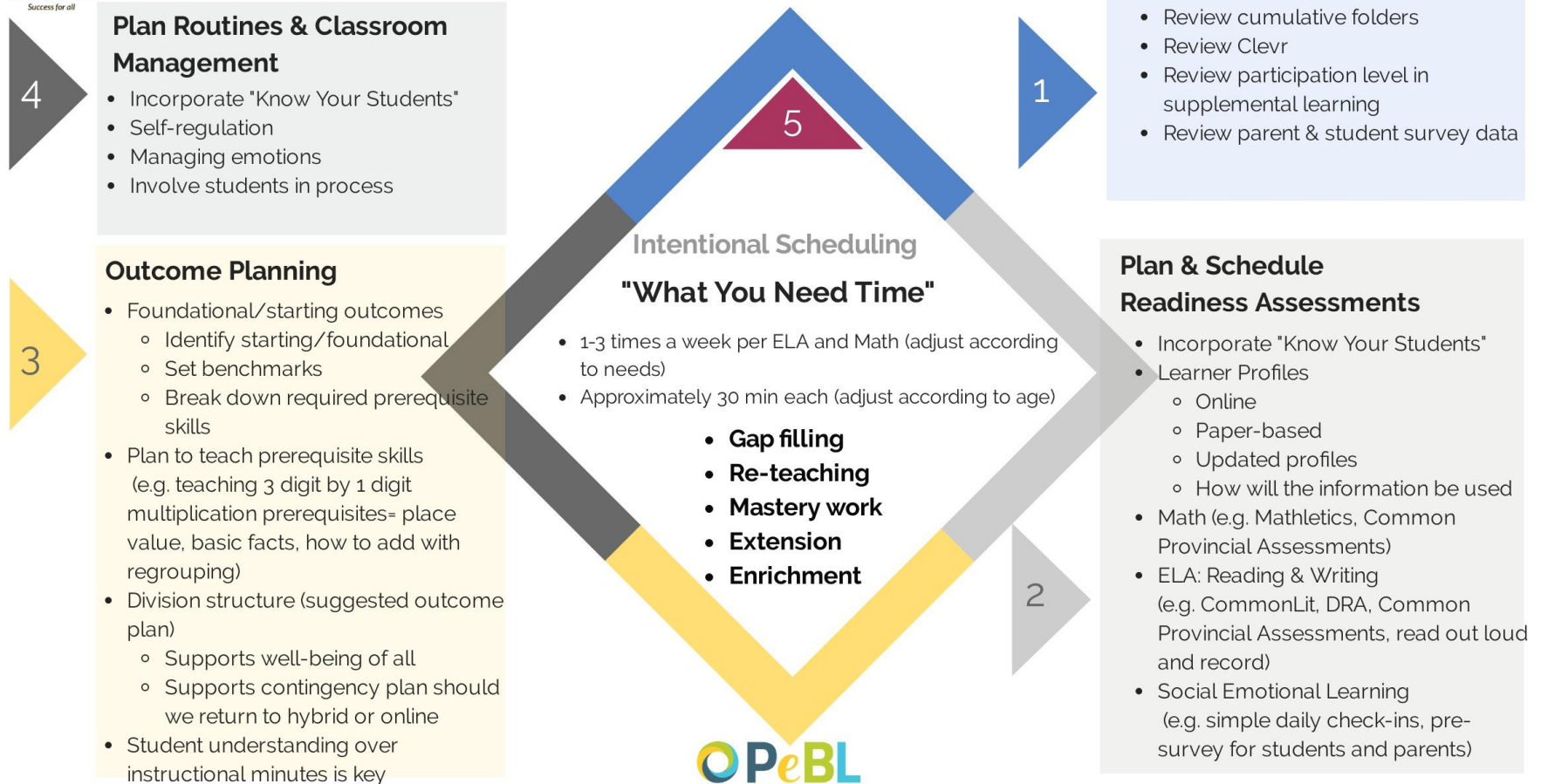
Mops can also absorb the active ingredients in disinfectants if the mop is left to soak in the solution. One study has found the quat level of a disinfectant remaining was decreased by 50 percent after soaking for just 10 minutes – rendering the solution with an insufficient ppm.





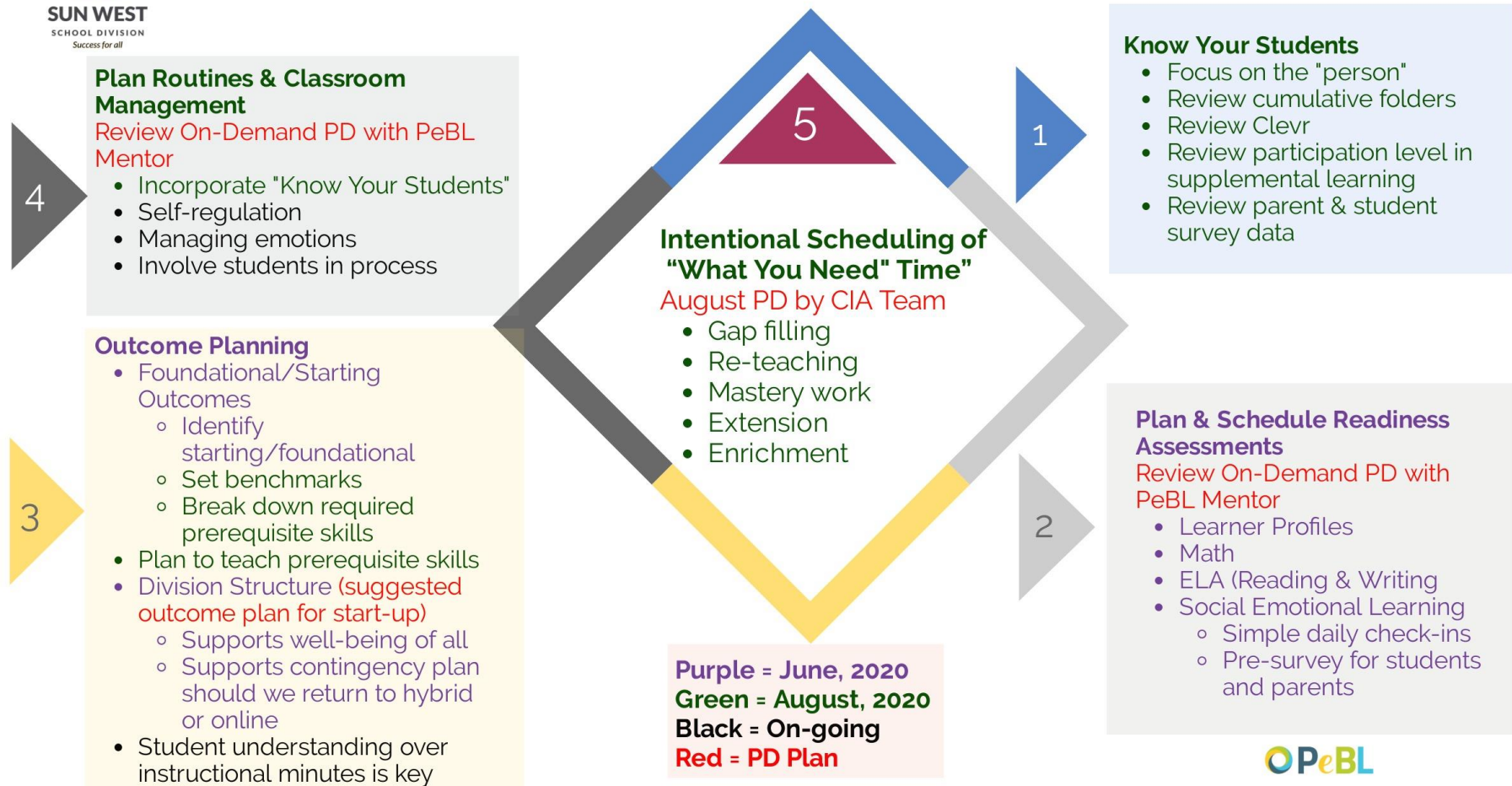


Sun West Return to Learn Details & Examples





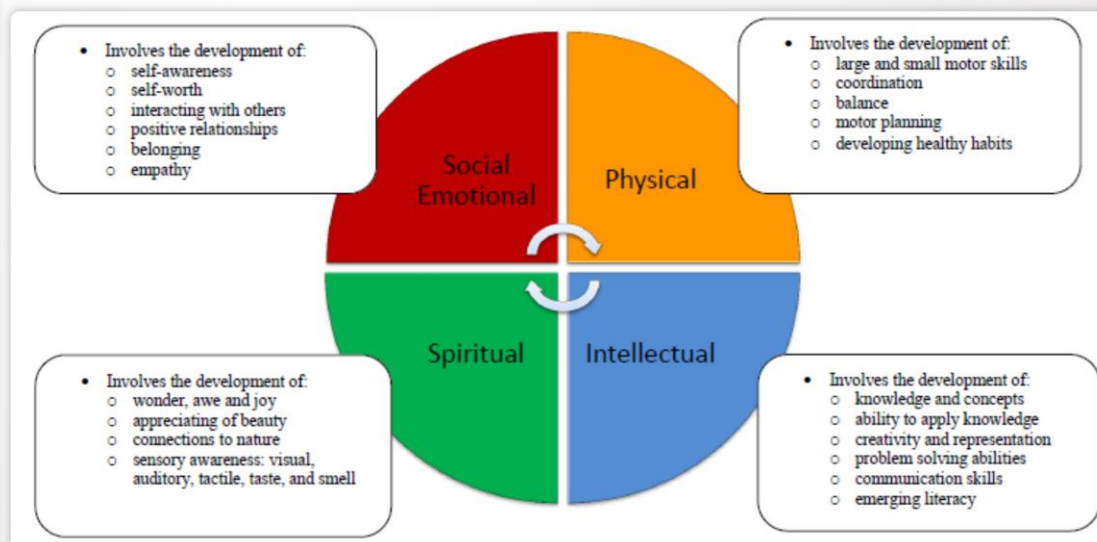
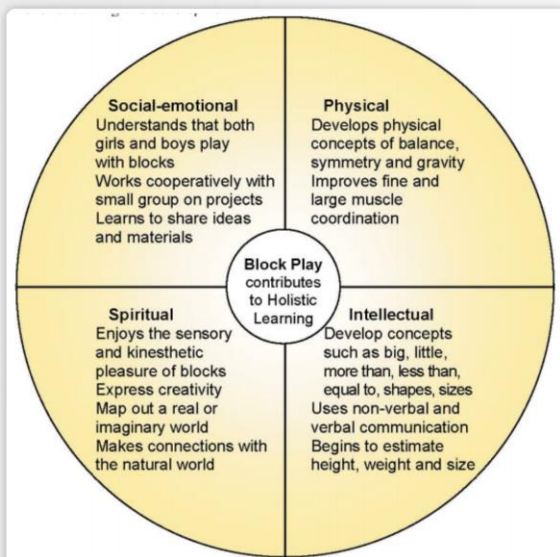
Sun West Return to Learn Process Timeline and PD Plan





Sun West Return to Learn **Pre-K & K** Focus Areas

SWSD's Pre-kindergarten and Kindergarten programs will focus on the play and exploration curriculum. Students will learn through experiences and activities supporting learning and development in the four developmental domains: social-emotional, physical, intellectual and spiritual.





Sun West Return to Learn **Grade 1** Suggested Strands & Outcomes



Math

Focus:

Number Sense



Starting/Foundational Outcomes:

- N1.2** - I can look at and tell numbers from 1 to 10 in different ways.
- N1.3** - I can count objects in different ways and see that it is the same amount.
- N1.4** - I can show numbers to 20 with objects, pictures and numbers.
- N1.9** - I can write a number sentence to go with a story problem up to 20 using objects, pictures and numbers.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Science Strands

**Life Sciences (1st)
Earth and Space Sciences (2nd)**



Social Studies Strands

**Power & Authority (1st)
Dynamic Relationships (2nd)**



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:

- CR1.3** - I can listen and understand my teacher when giving instructions. I can share about the book I listened to.
- CR1.4** - I can read and understand different kinds of writing.
- CC1.1** - I can write about an idea. I can tell about an idea. I can make a tool you can see about an idea.
- AR1.1** - With my teacher, I can share what a good student does.

[HOME](#) [OUTCOME MAPS](#)





Sun West Return to Learn **Grade 2** Suggested Strands & Outcomes



Math

Focus:

Number Sense & Patterns and Relations



Starting/Foundational Outcomes:



N2.1 - I can show that I understand numbers to 100.



P2.1 - I can show that I understand repeating patterns.



N2.2 - I can show that I understand how to add 1 and 2 digit numbers with totals up to 100 and that I understand how to subtract 1 and 2 digit numbers with differences up to 100.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:



CR2.4 - I can read and understand good-fit books when I read silently by linking and retelling important events and ideas in order with details and can talk about how, why, and what if questions.



AR2.1 - I can think and talk about my own work and how I could bump it up in my:

- Watching
- Listening
- Reading
- Writing
- Making/Creating
- Talking/Speaking



CC2.4 - I can write in different ways that are clear and I can use 6 full sentences.



Sun West Return to Learn **Grade 3** Suggested Strands & Outcomes



Math

Focus:

Number Sense



Starting/Foundational Outcomes:

- N3.1** - I understand the numbers up to 1000 and can show in different ways.
- N3.2** - I can add and subtract to 1000 in different ways.
- N3.3** - I can multiply and divide numbers up to 5 by 5.
- N3.4** - I can show equal parts of a whole.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:

- CR3.1** - I can understand, make comparisons and talk about different kinds of texts (including pictures, listening, written and video).
- CR3.4** - I can read and understand "good fit" fiction, plays, poetry, and non-fiction from different cultures and countries. I can explain reactions and connections to the texts I read.
- CC3.1** - I can write and make different visual, multimedia, oral, and written texts that explore: identity, community, social responsibility and make connections to different subjects we are learning about.
- AR3.2** - I can set my own goals to help improve my watching, listening, reading, speaking, writing, and making/creating. I am starting to talk about a plan to achieve them.

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Sun West Return to Learn **Grade 4** Suggested Strands & Outcomes



Math

Focus:

Number Sense



Starting/Foundational Outcomes:



N4.2 - I can estimate, add and subtract to 10,000.



N4.4 - I can multiply 2 and 3 digit numbers by a 1 digit number.



N4.3 - I can multiply up to 10 by 10.



N4.6 - I can show fractions that are less than or equal to one.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:



CR4.1 - I can comprehend and respond to different grade-level texts (including visual, oral, written and multimedia).



CC4.4 - I can write to make a: descriptive, narrative, and expository piece as I use the writing process.



CR4.3 - I can summarize and reword what I listen to so I can make my own conclusions.



AR4.2 - I can set and work on my goals to improve my viewing, listening, reading, speaking, writing and representing.

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Sun West Return to Learn **Grade 5** Suggested Strands & Outcomes



Math

Focus:

Number Sense



Starting/Foundational Outcomes:



N5.2 - I can develop strategies for, and do multiplication of whole numbers.



N5.3 - I can demonstrate an understanding of division (3D—1D) and interpret remainders to solve problems.



N5.5 - I can demonstrate an understanding of fractions by using concrete objects and pictures to: create sets of equivalent fractions and compare fractions with like and unlike denominators.



N5.6 - I can understand decimals to thousandths by: describing, relating to fractions and comparing and ordering.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:



CR5.1 - I can look closely, think about and respond to different grade-level texts (including visual, oral, written and multimedia).



CC5.1 - I can use my inquiry & research skills to create different visual, oral, written, and multimedia texts that explore and present thoughts on identity, community, and social responsibility.



CC5.2 - I can communicate and share my understanding through different ways (illustrated reports, dramas, posters, timelines, multimedia presentations, summary charts).



AR5.2 - I can set goals and take steps to improve my skills and strategies in my viewing, listening, reading, speaking, writing and representing.

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Sun West Return to Learn **Grade 6** Suggested Strands & Outcomes



Math

Focus:

Number Sense



Starting/Foundational Outcomes:

N6.1 - I understand place value over 1 million and less than one thousandth.

N6.5 - I can understand percent.

N6.7 - I can understand fractions, improper fractions and mixed numbers.

N6.8 - I can show that I understand ratios concretely, pictorially and symbolically.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Career Education

Change & Growth



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:

CR6.1 - I can view, listen to, read, comprehend, and respond to a variety of texts.

CR6.8 - I can read grade appropriate texts to increase fluency, both orally and silently. I can read with expression.

CC6.4 - I can create and present different types of representations (persuade, inform and entertain).

AR6.2 - I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.

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Sun West Return to Learn **Grade 7** Suggested Strands & Outcomes



Math

Focus:

Number Sense



Starting/Foundational Outcomes:



N7.1 - I know and can use the divisibility rules for 2, 3, 4, 5, 8, 9 and 10.



N7.4 - I can show fractions for percents between 1-100.



N7.3 - I can relate fractions to decimals and Whole Numbers to each other (including mixed numbers, proper fractions and improper fractions).



N7.6 - I can add and subtract Integers.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Career Education

Change & Growth



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:



CR7.8 - I can read grade appropriate texts to increase fluency, both orally and silently. I can read with expression.



CC7.8 - I can write to: describe a person; to narrate an imaginary story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and interpretation of a text.



CC7.7 - I can successfully use oral language to express information and ideas that are a little complicated in both formal and informal situations.



AR7.1 - I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.

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Sun West Return to Learn **Grade 8** Suggested Strands & Outcomes



Math

Focus:

Number Sense & Patterns and Relations



Starting/Foundational Outcomes:

N8.2 - I understand percent including fractional and decimal percents greater than or equal to 0%.

N8.3 - I can show that I understand rates, ratios and proportional reasoning concretely, pictorially, and symbolically.

N8.5 - I can multiply and divide integers concretely, pictorially and symbolically.

P8.1/P8.2 - I can model and solve problems using linear equations of the form: $ax = b$, $x/a = b$, $a \neq 0$, $ax + b = c$ (a, b, c are integers), $x/a + b = c$, $a \neq 0$ and $a(x + b) = c$ concretely, pictorially and symbolically.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Career Education

Change & Growth



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:

CR8.2 - I can select and use appropriate strategies to construct meaning before during and after viewing, listening and reading.

CR8.8 - I can read grade appropriate texts to increase fluency, both orally and silently. I can read with expression.

CC8.8 - I can write: to describe a landscape scene; to narrate a personal story or anecdote and an historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a **AR8.1** - I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.

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Sun West Return to Learn **Grade 9** Suggested Strands & Outcomes



Math

Focus:

Number Sense & Patterns and Relations



Starting/Foundational Outcomes:

- N9.1** - I can understand powers with integral bases and whole number exponents concretely, pictorially and symbolically, evaluate powers, understand powers with an exponent of zero and solve situational questions with powers.
- N9.2** - I can compare and order rational numbers and relate numbers to other types of numbers.
- N9.3** - I can find the square root of positive rational numbers and solve situational questions using rational numbers.
- P9.1/P9.2** - I can model and solve situational questions using linear equations of the form: $ax = b$, $x/a = b$ where $a \neq 0$, $ax + b = c$, $x/a + b = c$ where $a \neq 0$, $ax = b + cx$, $a(x+b) = c$, $ax + b = cx + d$, $a(bx + c) = d(ex + f)$, $a/x = b$ where $x \neq 0$, where a, b, c, d, e and f are rational numbers.



Arts Education Strand

Creative/Productive



Health Strand

Understanding, Skills & Confidences



Physical Education Strand

Active Living



Career Education

Change & Growth



Science Strands

Life Sciences (1st)

Earth and Space Sciences (2nd)



Social Studies Strands

Power & Authority (1st)

Dynamic Relationships (2nd)



ELA

Focus:

Reading & Writing



Starting/Foundational Outcomes:

- CR9.6** - I can read appropriate texts, demonstrate comprehension and interpretation, level texts, and read at an appropriate rate for my grade level.
- CC9.7** - I can intentionally use oral language to express information and ideas in both formal and informal situations.
- CC9.8** - I can write to: describe, narrate, explain, inform and persuade.
- AR9.1** - I can assess my personal strengths and weakness as a viewer, listener, reader, presenter, speaker and writer and my classroom contributions. I can develop goals based on my own self-assessment and work towards them.

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Sun West Return to Learn Checklist

- Find out who your students are
- Review cumulative folders
- Gather information on level of participation of students in supplementary learning
- Review parent & student survey data - re-entry feeling, wellness, trauma, impact of Covid19
- Plan what readiness assessments you would like to use (and approximate date) for:
 - o Math
 - o English Language Arts (Reading & Writing)
 - o Social Emotional Learning
- Plan what you would like to include in learner profiles
- Consider your routines and classroom management for next year and how it may look different. (Include plans for self-regulation, 21CC, and involve student when possible)
- Include 1-3 "What You Need Time" slots per week in your schedule for Math and for English Language Arts (Consider that this may include enrichment for any students that have continued on with learning, as well as gap filling)
- Examine selected outcomes and break them into the prerequisite skills (be prepared to teach these if needed)
- Follow the suggested starting/foundational outcomes and strands to be prepared in the event of the implementation of our contingency plan and being able to access supports and collaborate with colleagues



Re-Entry Plan Guidelines: Supporting the Social-Emotional Needs of Staff and Students

This plan is based upon the guidelines by NACTATR/Kevin Cameron

Overview for Re-starting Schools: start June 2020

1. Determining the rate of “in seat” student participation.
2. Assessing the impact of and exposure to the pandemic on students and their families via surveys or questionnaires.
3. Assessing the readiness of faculty and staff to resume in person classes.
4. Crafting and communicating outreach efforts to students, parents, faculty, and staff.
5. Sharing your mission, vision, and goals for the beginning of the year.

Five Stage Process for Re-Entry

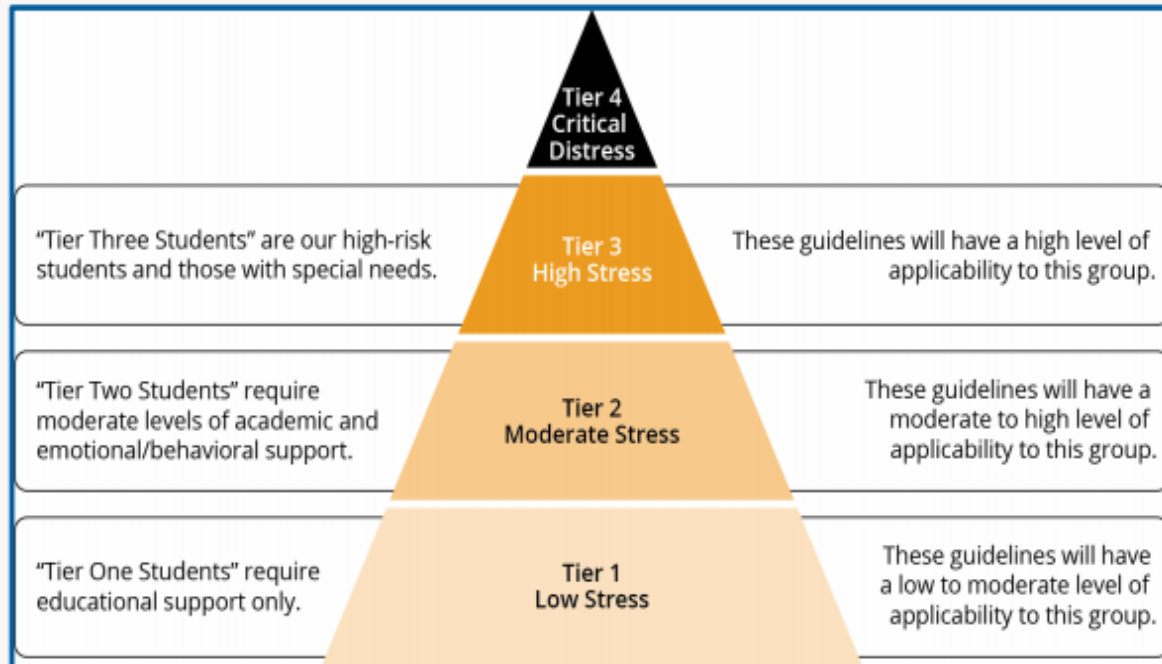
1. Safety and building preparedness before students and teachers return.
2. Scheduling Teacher, Faculty and Staff Only Days
3. Parent/Caregiver Consultation
4. Students Return
5. Restore all school activities, policies, procedures, programs, and community partnerships.

Assessing the Social-Emotional and Traumatic Impact of the Pandemic on the Community

1. Conduct a macro assessment with all multi-disciplinary and department leads. (Carole has attended and SWSD plans to initiate another meeting in the summer)
2. Conduct a micro assessment with all multi-disciplinary and department leads. (Counselors have been asked to begin looking at family dynamics as well as loss, grief, and trauma – consult with School Admin)
3. Multi-disciplinary teams triage the high risk cases.
4. **School-based teams** consult with each other on any new cases that may have emerged between school closure and re-entry. (Also use data from parent and student surveys). At the school level:
 - a. Assess impact of Covid-19.
 - b. Review Resource Allocation Pyramid, Primary and Secondary Support Systems (see graphic below outlining the 4 tiers)
 - c. Collate gathered data.
 - d. Collate gathered data with prior data derived from the pyramid at the start of the quarantine (observations, survey)
 - e. Review data and collaborate with Division VTRA lead (Allison)

- f. Assess Pre-Covid-19 functioning of students, families, and schools (worksheet page 27; Sun West form developed to support assessment)
- g. Where necessary, consult with the Division VTRA lead (Allison)
- h. School-based teams begin to match Resources to risk.
- i. Consult where necessary and plan interventions.
- j. In a more general manner, apply steps 1 – 9 with staff.

The four-tiered approach to determining resource allocation.



Recommended Entry Plan

Reconnecting with Colleagues, safety protocols, classes and delivery

- Safety training may be required including helping students understand the importance of preventative measures.
- Assessment of Covid-19 impact. (as above)
- Classes and Delivery – as per RPT and CMHO guidelines.
- Establishing communication plans to parents

Humanizing the pandemic experience through the self-assessment, the Coronavirus Impact Scale, role-modeling calmness

- Focus on staff wellness
 - Trina Markusson keynote speaker for iLearn and SWTA (Kelli/SWTA)
 - Self-assessments

- Carole and Allison will provide SBA with some options for self-care (videos, handouts, activities)
- Understanding the differences between loss, grief, and trauma
- Staff buddies – look out for each other – we are all in this together
- Distribute leadership where appropriate
- Modeling calmness

Student Assessment: Data Driven Design, looking at the family dynamics, what has happened since March 20, and assigning the adult mentor. Counselors started some work here in June.

- Continue working through the 10 step process
 - Triaging students
 - Looking at the family dynamics
 - Who are the students' primary and secondary supports? Each student needs an adult mentor.

Transition to matching resources to students, discussion of "at risk" students to what may be needed.

- Staff wellness – bring any concerns to Carole and/or Allison
- Social-Emotional Learning/Trauma Informed Schools
 - Carole and Allison will provide a staff activity for June 29 and August
 - The counselors will present in classrooms for the month of September (Go Zen! Programming) along with a predetermined program to aid in preventative support.
 - Student Support Consultants can support executive skills, social thinking, behaviour, etc.

Focus: continue transition to matching resources to students, think of lowering the anxiety, looking for changes in student baselines, coming together as a school, reconnecting relationships, focus on social-emotional classrooms – consistent structure and routine.

- Make a plan for watching students (and for watching colleagues)
 - Supervision and opportunities for connection – it is all about the relationships.
 - Whole School/Classroom Activities
 - Watch for triggers (bells, etc)
 - Don't plan for any emergency fire drills or lock downs for the first month.



Assessing Family Dynamics

Family Name(s)	Family Dynamics and Circumstances Pre-Covid-19	Family Dynamics and Circumstances Quarantine Phase	Family Dynamics and Circumstances Current Functioning
Family Composition/Structure			
Family Functioning			
Substance Misuse			
Mental Health Challenges			
Financial Challenges			
Other:			



Based on the North American Center for Threat Assessment and Trauma Response *Guidelines for Re-Entry into the School Setting During the Pandemic, 2020.*



Parent Survey

Thank you for your participation in this survey.

Sun West is seeking input from parents as it prepares for students to return to school this fall and your assistance will be of great value to us.

The results of this survey will be used to help Sun West make plans for the 2020-21 school year.

This survey will close Friday, June 26th, 2020 at midnight.

***Required**

1. What is your first name?*

Enter your answer

2. What is your last name?*

Enter your answer

3. Which school(s) do(es) your child(ren) attend?

- Beechy School
- Biggar Central School 2000
- D'Arcy
- Davidson Composite School
- Dinsmore Composite School
- Eaton School
- Elizabeth Middle School
- Elrose Composite School
- Eston Composite School
- Harris-Tessier Central School
- Kenaston School
- Kindersley Composite School
- Kyle Composite School
- Loreburn Central School
- Lucky Lake School
- North West Central School
- Outlook Elementary School
- Outlook High School
- Rosetown Central School
- Rossville School
- Walter Aseltine School
- Westberry Elementary School
- Westcliffe Composite School

4. In September, what grades will your child (ren) be in?

- Pre-Kindergarten
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4

- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

5. With the pending return of students to school this fall, will you choose to keep your child at-home or have them attend school?

- My child (ren) will continue to be educated at home.
- My child (ren) will attend school.
- Other

6. Do any of your children enrolled in schools have special needs?

- Yes
- No
- Prefer not to say

7. Do any of your children enrolled in school have underlying health issues that may put them at higher risk should they be exposed to COVID-19?

- Yes
- No
- Prefer not to say

8. Does anyone in your household, other than your children enrolled in school, have underlying health issues that may put them at higher risk should they be exposed to COVID-19?

- Yes
- No
- Prefer not to say

9. If your child(ren) ride a bus to school are you comfortable having your children transported on a school bus this fall with social distancing protocol in place?

- Yes
- No

10. Overall, how would you rate your experience with student online learning at home? One indicates a very positive experience while five indicates a not positive experience.



11. How comfortable are you with the possibility of going back to in-person classes in the September?

- Very comfortable
- Somewhat uncomfortable
- Not at all comfortable

12. If you are not comfortable..., please explain why?

13. The health and safety of our students and staff is our priority and we will continue to follow the direction of the Chief Medical Health Officer. In the meantime, we would like your input on how important the following measures are in making you feel comfortable with your child(ren) returning to in-person classes.

	Not important at all	Somewhat important	Very important
Masks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular hand washing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical distancing protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protocols for responding to students and staff who are sick.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How comfortable are you supporting your children if a return to remote learning becomes necessary?

- Very comfortable
- Somewhat comfortable
- Somewhat uncomfortable
- Very uncomfortable
- Not sure

15. Please indicate your thoughts regarding communication during the time of school closure, from the division and from the school:

	I received too much communication	I received the right amount of communication	I did not receive enough communication
From school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Is there anything else you would like to share?

Enter your answer



Student Survey

Thank you for your participation in this survey.

Sun West is seeking input from students as it prepares for students to return to school this fall and your assistance will be of great value to us.

The results of this survey will be used to help Sun West make plans for the 2020-21 school year.

Parents and caregivers are asked to help younger students complete complete this survey.

This survey will close Friday, June 26th, 2020 at midnight.

1. Which Sun West School do you attend?

- Beechy School
- Biggar Central School 2000
- D'Arcy
- Davidson Composite School
- Dinsmore Composite School
- Eaton School
- Elizabeth Middle School
- Elrose Composite School
- Eston Composite School
- Harris-Tessier Central School
- Kenaston School
- Kindersley Composite School
- Kyle Composite School
- Loreburn Central School
- Lucky Lake School
- North West Central School
- Outlook Elementary School
- Outlook High School
- Rosetown Central School
- Rossville School
- Walter Aseltine School
- Westberry Elementary School
- Westcliffe Composite School

2. In September, what grade will you be in?

- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9

- Grade 10
- Grade 11
- Grade 12
- I will have graduated.

3. How comfortable are you with the possibility of going back to in-person classes in the September?

- Very comfortable
- Somewhat uncomfortable
- Not at all comfortable

4. My experience learning at home was...

- Very good
- Good
- Good at Times
- Not Good

5. What were the things that worked well for you with with online learning/learning at home?

6. What could we do to make online/learning at home even better for you?

7. Use the stars to tell us how prepared you feel to return to school in September.



8. I am concerned about being behind in my learning when I get back to school.

- Not At All
- A Little
- A Lot
- Other _____

9. I am concerned about COVID-19 and my health when back at school.

- Not At All
- A Little
- A Lot
- Other _____

10. Are there specific areas you feel you will need some extra help with in September?

11. What is one thing you wish your teacher knew you were feeling right now?



Staff Survey

Thank you for your participation in this survey.

Sun West is seeking input from staff as it prepares for students to return to school this fall and your assistance will be of great value to us.

The results of this survey will be used to help Sun West make plans for the 2020-21 school year.

This survey will close Friday, June 26th, 2020 at midnight.

***Required**

1. What is your first name? *
Enter your answer
2. What is your last name? *
Enter your answer
3. Choose your school. *
Select your answer
4. Position:
Select your answer
5. How do you feel about returning to the workplace in the fall?
 Very Comfortable
 Somewhat comfortable
 Not at all comfortable
6. Do you have any additional comments for #5?
Enter your answer
7. The health and safety of our students and staff is our priority and we will continue to follow the direction of the Chief Medical Health Officer. In the meantime, we would like your input on how important the following measures are in making you feel comfortable in the workplace.

	Not at All Important	Somewhat Important	Very Important
Masks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hand Sanitizer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular Hand Washing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Distancing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Dividers (plexi-glass window, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protocols for responding to students and staff who are sick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What were the challenges you experienced during school closure? (choose all that apply)

- Balancing work with helping children at home
- Getting into a routine at home
- Family challenges (distractions in the home)
- Technology needs for me as an employee (tech devices, poor internet)
- Technology needs for students/families (tech devices, poor internet)
- Not having a suitable place to work from home
- Volume of work
- Student Engagement with Supplemental Learning
- Not having access to files or necessary documents
- Concerns regarding personal safety/illness
- I didn't have any challenges
- Other _____

9. What opportunities (silver linings) did you experience during school closure? (choose all that apply)

- Learning new software
- Professional Development opportunities
- PLC supporting targeting outcomes
- Finding efficiencies in daily tasks
- Improvement in personal health
- Improved work/life balance
- Better relationships with family
- Better relationships with colleagues
- Completing tasks that time didn't allow during regular school operations
- Other _____

10. Given what we know about the COVID-19 pandemic, where do you feel the school division should focus its efforts? (select all that apply)

- Making it safe for students and staff to return to the school/workplaces
- Supporting mental wellness of students and staff
- Focusing on learning experiences for both at home and school
- Ensuring that staff and students have access to technology
- Other _____

11. Please identify any concerns or challenges regarding your duties/workload this fall:

- Additional expectations when students return
- Setting up your environment (classroom, office, bus, library, etc.)
- Addressing gaps in student learning
- Safety/sanitization of surfaces, and other safety protocols
- Accessing multiple worksites (itinerant personnel)
- Close interaction with students, including personal care requirements
- Attendance at work by colleagues or students who may be symptomatic
- Prioritization of necessary tasks
- Uncertainty of workload
- Other _____

12. Please indicate your thoughts regarding communication during the time of school closure, from the division and from the school:

	I received too much communication	I received the right amount of communication	I did not receive enough communication
From the Division	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From the School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please include any additional information regarding communication below.

Enter your answer

14. Will you require any supports in order to assist your return to the workplace this fall? NOTE: Please do not provide personal medical information in this survey. If you require a medical accommodation please contact Michelle Leith, Human Resources Manager.

- Yes
- No
- Maybe


15. Do you intend to request a leave of absence, or a reduction in hours/days of work this fall, related to COVID-19?

- Yes
- No
- Maybe

16. Is there anything else you would like to share (comment, question, concern)?

Enter your answer

Submit

Administrative Procedures 162	
Pandemic Preparedness	
	Adopted: June 28, 2011 Amended: July 30, 2020
	External References <ul style="list-style-type: none"> • Education Act: Sections 85, 87, 141, 175, 178, 190, 231 • Public Health Act • Re-Open Saskatchewan Plan • Primary and Secondary Educational Institution Guidelines • The Saskatchewan Employment Act
	Internal References <ul style="list-style-type: none"> • AP 160 Health and Safety of Students and Staff • AP 162 Pandemic Preparedness – Appendix A – COVID-19 Pandemic • Communicable Disease Control Handbook • Critical Incident and Crisis Response Handbook

Background

Pandemic Influenza spreads rapidly and widely, and causes more severe disease and more deaths than a seasonal influenza.

Goals of the Pandemic Plan

- To ensure a safe environment for students and staff (before, during and following a pandemic).
- To make a clear and complete assessment of situation that may arise within the Division and recommend courses of action, considering guidance from the Saskatchewan Health Authority.
- To make decisions and direct the overall operation of the Division.
- To communicate accurately and in a timely manner with management, staff, students and families.
- To liaise and cooperate with other organizations in response to the pandemic.
- To remain operational and maintain instruction and services as long as it is safe to do so.
- To determine the closure of any school(s) and/or changes in school operations.
- To report to the Board.

Procedures

1. The Division Critical Response Team will be comprised of:

- 1.1 Director.
- 1.2 Superintendents of Education.
- 1.3 Human Resource Manager.
- 1.4 Identified resource people.
- 1.5 Executive Assistant.

2. Division Critical Response Team Role

- 2.1 General

- 2.1.1 Coordination of Division and school influenza prevention efforts.
 - 2.1.2 Educating employees and student on preventative measures.
 - 2.1.3 Monitoring and tracking the health status of students and employees.
 - 2.1.4 Identifying and reporting an influenza/epidemic/infectious disease outbreak in the Division or schools.
 - 2.1.5 Coordinating liaison and communications with the Saskatchewan Health Authority.
 - 2.1.6 Coordinating Division and school cleaning and sanitizing prevention efforts.
 - 2.1.7 Monitor and report the status of pandemic affected essential activities and capabilities.
- 2.2 Pandemic Alert Period
- 2.2.1 Implement procedures to communicate with staff to promote confidence in the workplace.
 - 2.2.2 Implement procedures to minimize illness among staff and visitors, including restricting workplace entry of people with symptoms of illness, increase social distancing (i.e. avoid face-to-face contact and management of staff who become ill at work).
 - 2.2.3 Implement additional workplace cleaning measures to minimize the transmission of the virus through environmental sources, particularly hard surfaces such as sinks, handles, railing, objects and counters.
 - 2.2.4 Implement procedures for ensuring that adequate supplies of hand hygiene products are available.
 - 2.2.5 Implement procedure for recovered staff members to return to work.
 - 2.2.6 Activate liaison and communications links with the Saskatchewan Health Authority.
 - 2.2.7 Assess the impact and develop recommendations for:
 - 2.2.7.1 Closing of buildings,
 - 2.2.7.2 Implementing and communicating program cancellations,
 - 2.2.7.3 Implementation of amendments to human resource benefit programs such as the definition of absenteeism, sick leave criteria, time off and vacation,
 - 2.2.7.4 Changes to travel procedures,
 - 2.2.7.5 Changes to flexible work hour and alternate workplace procedures.
 - 2.2.8 Identify core people and skills required to keep the essential activities running and ensure there are sufficient back-ups for people and skills if there is a high level of absence.
 - 2.2.9 Implement procedures to communicate with staff, students and the community.
 - 2.2.10 Implement procedures to minimize risk of spread of illness among staff and

visitors, including;

2.2.10.1 Restricting workplace entry of people with symptoms;

2.2.10.2 Social distancing; and

2.2.10.3 Care of staff and students who become ill at work.

2.3 Division Response When Pandemic Situation Increases

2.3.1 Confirm the core people and skills required to keep the essential activities running and adjust staffing if there is a high level of absence.

2.3.2 Re-assign personnel as needed to ensure the continuation of essential activities.

2.3.3 Assess the impact and submit recommendations for:

2.3.3.1 Closing of buildings,

2.3.3.2 Implementing and communicating program cancellations,

2.3.3.3 Implementing amendments to human resource benefit programs such as the definition of absenteeism, sick leave criteria, time off and vacation,

2.3.3.4 Change to travel procedures,

2.3.3.5 Changes to flexible work hour and alternate workplace procedures.

2.3.4 Initiate alternative education delivery solutions such as:

2.3.4.1 Combining similar grades, as student absenteeism will likely reduce class sizes,

2.3.4.2 Providing alternate activities that can be accommodated by fewer teaching staff,

2.3.4.3 Temporarily combining schools, if feasible,

2.3.4.4 Continuing instruction for students who are at home including homework and/or online with phone contact,

2.3.5 Implement the practice of students and staff staying at home, even with minor symptoms.

2.3.6 Implement measures to minimize or slow the transmission of influenza. Examples of measures that may be introduced are:

2.3.6.1 Reducing visitors to the school,

2.3.6.2 Reducing the number and duration of face-to-face meetings or number of persons in attendance,

2.3.6.3 Postponing events that are open to the public and/or parents, including travel for interschool activities, and

2.3.6.4 Increasing online education.

2.3.7 Report influenza-like illness and absenteeism rates to the Saskatchewan Health Authority as requested.

2.3.8 Communicate the notification of service reduction/cancellation to education

stakeholders, employees, students, the community and the media.

- 2.3.9 Consult, if necessary, with the Saskatchewan Health Authority the responsibility, authority and process for infected site inspections.
- 2.3.10 Consult with the Saskatchewan Health Authority regarding the process for re-occupying infected sites.

3. School Level Critical Incident Team

- 3.1 The school level critical incident team will provide support at the school level during a pandemic situation. This will include:
 - 3.1.1 Implementing school influenza prevention efforts;
 - 3.1.2 Educating employees and students on preventative measure;
 - 3.1.3 Monitoring and tracking the health status of students and employees;
 - 3.1.4 Identifying and reporting an influenza/epidemic/infectious disease outbreak in the school;
 - 3.1.5 Monitoring school cleaning and sanitizing prevention efforts; and
 - 3.1.6 Communicating and emphasizing the need for good personal hygiene practices, such as covering the nose and mouth when sneezing and coughing, good hand washing/hand hygiene practices, and workplace cleaning habits to minimize influenza transmission.
- 3.2 The team will coordinate communication with students and parents regarding information about the pandemic. This will include:
 - 3.2.1 Reporting of staff and student absenteeism.
 - 3.2.2 Reporting of staff and students becoming ill at work.
 - 3.2.3 Implementing procedures to communicate with staff to promote confidence in the workplace.
 - 3.2.4 Implementing procedures to minimize illness among staff and visitors, including restricting workplace entry of people with symptoms, increase social distancing (i.e. avoid face-to-face contact and management of staff who become ill at work).
 - 3.2.5 Implementing additional workplace cleaning measures to minimize the transmission of the virus through environmental sources, particularly hard surfaces such as sinks, handles, railings, objects and counters.
- 3.3 All media statements will be approved by the Director.

4. Operations of the Division

- 4.1 The Division Critical Incident Team will meet as necessary to review information and determine necessary courses of action.
- 4.2 Actions may include, but are not limited to, school closure and/or cancellation of extra-curricular activity or other events or services. Other potential courses of action will be listed under information items.
- 4.3 The Division will send out an information update to principals and the media.
- 4.4 Requests by the media will be referred to and received by the Director. The

Team shall decide how to handle specific media requests brought by the Communications and Marketing Coordinator. Requests by the media for school access will be dealt with on a case-by-case basis.

- 4.5 In the event of an emergency situation requiring an immediate response, the Director or designate shall make the necessary decision.
- 4.6 Decisions of the Team will be recorded by the Executive Assistant and communicated to Division personnel and Board.


5. Potential Impact on Division Operations

The Division's primary concern will be the health and safety of students and staff. Once a pandemic is declared and in consultation with authorities from the Saskatchewan Health Authority the following may apply:

- 5.1 Where possible, the regular in-school instructional program and those activities related to instruction, evaluation and reporting will continue.
- 5.2 After-hours activities/access to schools will be cancelled.
- 5.3 Board meetings will be held as scheduled and more frequently if necessary.
- 5.4 Extra-curricular activities will be cancelled.
- 5.5 School facility rentals will be cancelled.
- 5.6 There will be a moratorium on field trips/excursions.
- 5.7 Meetings that take school-based administrators or staff out of school will be either cancelled or held online.
- 5.8 Student/Parent/Teacher Conferences will be cancelled.
- 5.9 Professional development activities will be cancelled.
- 5.10 Principals will have ongoing communication with the School Community Council Chair. School Community Council meetings will be cancelled.
- 5.11 Where possible and subject to daily review, school buses will maintain regular schedules while schools remain open.
- 5.12 Normal procedures for substitute teachers/support staff will continue where possible.
- 5.13 Continued use of volunteers will be considered on a case-by-case basis.

Administrative Procedures 162 – Appendix A

COVID-19 Pandemic

	Adopted: June 28, 2011
	Amended: July 30, 2020
	External References <ul style="list-style-type: none">• Education Act: Sections 85, 87, 141, 175, 178, 190, 231• Public Health Act• Re-Open Saskatchewan Plan• Primary and Secondary Educational Institution Guidelines• The Saskatchewan Employment Act
	Internal References <ul style="list-style-type: none">• AP 160 Health and Safety of Students and Staff• AP 161 Dangerous and Communicable Diseases• AP 430 Occupational Health and Safety Committee• AP 431 Duty to Accommodate• Communicable Disease Control Handbook• Critical Incident and Crisis Response Handbook

Background

On June 9, 2020, the Government of Saskatchewan announced that in-classroom learning will resume for the 2020-21 school year. To help school divisions prepare for the return of students and staff, provincial guidelines were developed to inform local planning. This appendix has been created to ensure a safe return to the workplace for all staff. These guidelines will continue to be adjusted as necessary following the direction of the Chief Medical Health Officer of Saskatchewan.

Procedures

1. General Guidelines

- 1.1 When practical, physical distancing between individuals should be maintained. If this is not possible, other measures should be used.
- 1.2 Proper hand washing hygiene is expected from all employees and students. Practices include using soap and water, for a minimum of 20 seconds, and using hand sanitizer when handwashing is not possible. Cough and sneeze into your elbow and avoid touching your face, mouth, nose and eyes.
- 1.3 Employees and students are encouraged to bring their own hand sanitizer for personal use to supplement what the Division will be providing.
- 1.4 Except when in close contact with a student who is ill, masks and eye protection are not required. However, if an employee feels more comfortable wearing a mask while at work, they may bring their own.
- 1.5 Employees and students shall limit physical contact throughout the school day and avoid close greetings such as handshakes.
- 1.6 Employees are expected to keep desks/workspaces clean, sanitized and free from clutter.
- 1.7 Students are expected to keep desks/workspaces clean and free from clutter.
- 1.8 Sharing food, drinks or other personal items is to be avoided.

- 1.9 Employees shall not enter private residences or provide personal transportation to students with the exception of transportation of students on a school bus.
- 1.10 Employees shall avoid unnecessary travel.
2. Employee Illness Due to COVID-19
- 2.1 All employees are expected to self-monitor for COVID-19 symptoms. It is recommended employees use the online Saskatchewan COVID-19 Self-Assessment Tool at <https://public.ehealthsask.ca/sites/COVID-19/>.
- Common symptoms include:
- Fever
 - Cough
 - Headache
 - Muscle and/or joint aches and pains
 - Sore throat
 - Chills
 - Runny nose
 - Nasal congestion
 - Conjunctivitis
 - Dizziness
 - Fatigue
 - Nausea/vomiting
 - Diarrhea
 - Loss of appetite
 - Loss of sense of taste or smell
 - Shortness of breath
 - Difficulty breathing
- 2.2 If an employee has symptoms of COVID-19 they are to stay home. The employee must request their absence using the normal process established at the school level and enter the absence into Absence Management (Aesop). If the employee does not have sufficient sick leave they are to contact the Human Resources Manager for direction.
- 2.3 If an employee has symptoms unrelated to COVID-19 they are to report to work.
- 2.4 If an employee develops symptoms at work they should leave immediately. If unable to leave immediately:
- 2.4.1 Employees should separate themselves in an area and maintain a two (2) metre distance from others.
- 2.4.2 Employees should use a tissue or mask to cover their nose and mouth.
- 2.4.3 Staff responsible for facility cleaning must clean and disinfect the space where the employee was separated as well as any areas used by them (classroom, washroom, etc.)
- 2.4.4 Contact the local public health authority to notify them of a potential case and seek further input.
- 2.5 If an employee feels well but is at a high risk of severe illness from COVID-19 the employee is to contact their principal/supervisor and the Human Resources Manager.
3. Student Illness Due to COVID-19
- 3.1 Parents are to ensure their child(ren) are assessed/monitored for symptoms of COVID-19. It is recommended that students/parents use the online Saskatchewan COVID-19 Self-Assessment Tool at <https://public.ehealthsask.ca/sites/COVID-19/>.
- 3.2 If a student has symptoms of COVID-19 they are to stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious

diseases, and their symptoms have resolved. The parents will report the absence to the school, using the normal process established at the school level.

- 3.3 Students arriving at school with symptoms of COVID-19 will be sent home. Parents will be contacted and expected to arrange to pick up children immediately.
 - 3.4 If a student develops symptoms at school they should be sent home as soon as possible. The student will be immediately separated from others in a supervised location and the parent/guardian will be contacted to pick them up as soon as possible.
 - 3.4.1 Where possible, maintaining a distance of two (2) metres. If not possible, staff and student may wear a mask.
 - 3.4.2 Once the student is picked up, hand washing should be performed.
 - 3.4.3 Staff responsible for facility cleaning must clean and disinfect the space where the student was separated as well as any areas used by them (classroom, bathroom, etc.)
 - 3.4.4 Contact the local public health authority to notify them of a potential case and seek further input.
 - 3.5 If a student feels well but is at a high risk of severe illness from COVID-19 the parent is to contact the principal and the Superintendent of Education with responsibilities for school operations to discuss possible accommodations.
4. Public Health Order
 - 4.1 All employees and students will follow the directives outlined in the most recent Public Health Order available at www.saskatchewan.ca/coronavirus.
 - 4.1.1 Employees or students that have been identified by a Medical Health Officer as **having COVID-19** shall immediately go into mandatory self-isolation until such time as the Medical Health Officer determines that they no longer pose a public health threat;
 - 4.1.2 Employees or students that have been identified by a Medical Health Officer as a **close contact of a person or persons with COVID-19** shall go into mandatory self-isolation for 14 days from the date of last having been exposed to COVID-19;
 - 4.1.3 Employees or students that have **traveled internationally** shall go into mandatory self-isolation for 14 days from date of arrival back into Canada;
 - 4.1.4 Employees or students **who are household members or contacts of a person with COVID-19** shall immediately go into self-isolation for 14 days and call HealthLine 811 if they become symptomatic.
 5. Additional Health Supports
 - 5.1 HealthLine 811 (all staff and students)
 - 5.2 Member and Family Assistance Program (STF members) 1-833-485-4245
 - 5.3 Employee Family Assistance Program (CUPE Members and Out of Scope Staff) 1-866-644-0326
 6. Guidelines for Work Refusal Due to COVID-19
 - 6.1 Section 3-31 of The Saskatchewan Employment Act states that an employee may

refuse to perform any particular act or series of acts at a place of employment if the employee has reasonable grounds to believe that the act or series of acts is unusually dangerous to the employee's health or safety or the health or safety of any other person at the placement of employment until:

- 6.1.1 Sufficient steps have been taken to satisfy the employee otherwise; or
 - 6.1.2 The Occupational Health and Safety Committee (OH&S) has investigated the matter and advised the employee otherwise.
- 6.2 An employee's right to refuse to perform work as a result of COVID-19 will be contingent upon factors including (but not limited to) the following:
- 6.2.1 the state of the COVID-19 situation in the employee's particular community and workplace at the time the refusal to work is being exercised;
 - 6.2.2 the age and health of the specific employee;
 - 6.2.3 the type of workplace where the employee usually performs their functions;
 - 6.2.4 the specific field of work and their normal duties or tasks;
 - 6.2.5 the measures adopted by the Division to prevent the transmission of COVID-19, including workplace hygiene and personal protective equipment (PPE), where applicable;
 - 6.2.6 whether or not an employee has been diagnosed with COVID-19;
 - 6.2.7 whether the employee or the circumstances fall in one of the legislative exceptions to the right to refuse unsafe work; and
 - 6.2.8 any other factually relevant considerations in assessing whether there is a hazard, a risk or a danger.
- 6.3 If an employee has reasonable grounds to believe they have been asked to perform an unusually dangerous act, the employee shall notify their principal/supervisor, the applicable Superintendent of Education with responsibilities for school operations and the Human Resources Manager.
- 6.4 Following notification, the school OHS committee will investigate the concern and communicate the decision to the above noted Division office staff.



Return to School Plans Substitute Teachers and Casual Employees

Guidelines and procedures have been established to ensure a safe return to the workplace for all staff and students. These guidelines will continue to be adjusted as necessary following the direction of the Chief Medical Health Officer of Saskatchewan. Practices must be followed by all stakeholders to minimize the risk of transmission.

Please refer to Appendix A of Administrative Procedure 162 of Pandemic Preparedness for additional details ([Administrative Procedures 162 Pandemic Preparedness](#)).

In addition, there will be school-specific plans and protocols provided by the school.

Please report to the school office for school-level plans and protocols at the beginning of each sub day, or as directed.

Practices must be followed by all stakeholders to minimize the risk of transmission, including:

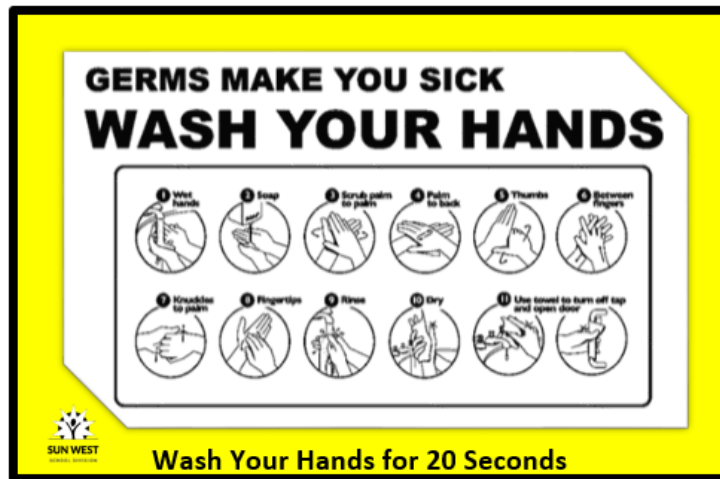
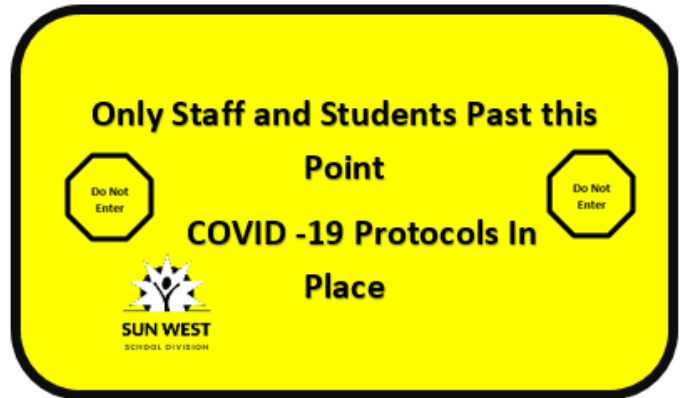
- Physical distancing between individuals when possible.
- Limit physical contact.
- Proper hand washing, including soap and water, lathering for a minimum of 20 seconds.
- Use of hand sanitizer to supplement, or when hand washing is not possible.
- Employees are encouraged to bring their own hand sanitizer to supplement the supply provided by the division.
- Except when in close contact with a student who is ill, masks and eye protection are not required, however, employees may choose to bring/wear their own.

Substitute Teachers and Casual Employees should NOT accept any assigned sub days if:

- You are experiencing symptoms of COVID-19. It is recommended to use the online Saskatchewan COVID-19 Self-Assessment Tool at <https://public.ehealthsask.ca/sites/COVID-19/>.
- You live with someone experiencing symptoms of COVID-19 who is waiting for laboratory results.
- You are required to be tested, either due to symptoms, close contact with another individual or a doctor's order and/or are awaiting the results of the testing.
- You have come in close contact for a prolonged period of time with someone diagnosed with COVID-19.
- You have travelled outside of Canada within the last 14 days.

If you have accepted assigned sub day(s), and meet **any of the conditions above**, you are expected to **CANCEL** the sub day(s) by logging in to Absence Management, selecting the day(s) individually from the calendar on the home screen, and selecting "Cancel". ([How to guide link](#))

Appendix J - Door, Floor and Signage Posters



Cover Your Cough and Sneeze!

Use a tissue to cover your mouth and nose.

Cough! Sneeze! Kachoo! Kachoo!

If you don't have a tissue, sneeze or cough into your arm.

SUN WEST
SCHOOL DIVISION

Success for all

Cover Your Cough and Sneeze The Right Way

Stop the spread of germs that make you and others sick

- ✓ Cover your mouth and nose with a tissue when you cough or sneeze.
- ✓ Or cough or sneeze into your upper sleeve.
- ✓ Put used tissue into the bin.
- ✓ Wash your hands or use a hand sanitiser.

Don't cover your cough and sneeze with your hands. You will end up spreading more germs via everything you touch.

SUN WEST
SCHOOL DIVISION

Success for all

WASH YOUR HANDS

Hand washing is a quick and simple way to protect you from germs. It's easy and only takes 20 seconds.

Use these words to the melody of "Twinkle Twinkle" while washing your hands!

- 1. Rub palms**
Twinkle Twinkle Twinkle 2
- 2. See how cleaning two hands are 2**
See how cleaning two hands are 2
- 3. Soap and water scrub and scrub**
Soap and water scrub and scrub
- 4. Get those germs off rub a dab 2**
Get those germs off rub a dab 2
- 5. Twinkle Twinkle Twinkle 2**
Twinkle Twinkle Twinkle 2
- 6. Scrub**
See how cleaning two hands are 2

SUN WEST
SCHOOL DIVISION

Success for all

Physical distancing

To reduce the spread of COVID-19, it is recommended that everyone keep at least two metres apart.

SUN WEST
SCHOOL DIVISION

Success for all

Please do not enter if . . .

STOP

You have a fever, cough, sore throat, runny nose or shortness of breath.

If you have travelled outside of Canada within the last 14 days.

If you are in close contact with someone who has tested positive for COVID-19.

You have tested positive for COVID-19

SUN WEST
SCHOOL DIVISION

Success for all

Wash your hands

Use soap. Scrub palm to palm, back of the hand, between fingers and thumbs. Don't forget knuckles and fingertips. Take at least 20 seconds.

SUN WEST
SCHOOL DIVISION

Success for all