

Fall 2020 School Re-Opening Plan: Regina Huda School

Last updated September 2, 2020



This plan will be updated as required by emerging health risk assessments.

Introduction

This document is Regina Huda School’s initial plan for the return to in-school learning on September 8, 2020. It is based on the Government of Saskatchewan and Response Planning Team (RPT) guidelines and templates and information provided by Regina Public Schools. Our focus is to create a safe, flexible and collaborative re-opening of our school.

Regina Huda School will remain responsive to the needs of our students, staff and community and to the requirements of public health authorities and the Ministry of Education. We will revise and update this plan as required by emerging health risk assessments and guidance from Regina Public Schools.

We will revisit our plan at the end of September and make adjustments as necessary.

Considerations from the Elementary Operations Planning Team

Regina Huda School Planning	
Issue/Consideration	Solution
1. School Registration, Fee Payment and Uniform Purchase	<ul style="list-style-type: none"> We will encourage and promote online registrations. Parents will send e-transfers or drop fees in the outside mailbox to limit the number of people in the school. Sabiha will help students with uniforms without parents coming into the school.
2. Entrance to schools	<ul style="list-style-type: none"> We will post signs indicating entrance into schools is limited to essential and emergent situations. We will encourage families to ensure their child has what they need for the day prior to entering—lunch, filled water bottle, keys, etc. The front doors will be open for student safety. Both main entrances will have signs to remind people not to enter without contacting the office. Students leaving the school (for scheduled appointments) during the day will wait in the Hikma or Cortoba foyer until the parent phones the office to let administrative assistants know that they have arrived. Student will leave the foyer to go straight to the car and administrative assistant will record details.
3. Logging in of visitors, substitute teachers	<ul style="list-style-type: none"> We will develop a log-in for visitors to maintain records of who has entered the school-Date, Name and Contact info (Privacy considerations must be upheld with information on individual sheets)
4. Before School Program	<ul style="list-style-type: none"> Pam and Starla will work with Farah and discuss access to isolation room and

	<p>restricting parent access to the building.</p> <ul style="list-style-type: none"> Transition day information will be posted on our school website and Facebook. Tuesday, September 8 and Thursday, September 10 will have students attend whose last name begins with letters A-K. Wednesday, September 9 and Friday, September 11 will have students attend whose last name begins with letters L-Z. Families who have students with different last names will use the name of their oldest child in the school. Pam and Taghrid will give each teacher a list of students expected each day. If a few students accidentally come on the wrong day, we will accept them.
<p>5. Stagger starting of students in Pre-Kindergarten through grade 12: Transition Days for September 8 - 11</p>	
<p>6. Seating Arrangements</p>	<ul style="list-style-type: none"> Teachers will create and maintain a seating plan in the classroom to support public health investigations and contact tracing. Ensure seating is front-facing. While in the classroom, students will sit in their desks facing forward. All teachers will follow the seating plan created by the classroom (elementary) or period 4 (high school) teacher. We will continue to use the Arabic classrooms for small groups. Students will wipe the desk and chair before leaving the classroom.
<p>7. Online Instructional Presence</p>	<ul style="list-style-type: none"> Teachers will set up online learning platforms with their classes to prepare for possible student illnesses, or interruptions in face-to-face learning. (ie: google classroom, SeeSaw, EdModo)

Hygiene

Regina Huda School Planning	
Issue/Consideration	Solution
<p>1. Develop procedures to support hand washing.</p>	<ul style="list-style-type: none"> Use classroom sinks as available. Teachers who do not have classroom sinks will develop a schedule. Administration has discussed renting portable sinks with the Board for the 4 classrooms without sinks. To keep spaces dry (which inhibits virus growth), particularly in carpeted rooms, we will not move forward.
<p>2. Teaching students the importance and techniques of proper hand hygiene and sanitizing</p>	<ul style="list-style-type: none"> Ensure that personal hygiene related components of Health Education and Science programs are taught first. Daily hygiene and sanitizing reminders will be included in daily announcements.

	<ul style="list-style-type: none"> Signs will be provided for teachers to post next to the washing and sanitizing stations.
3. Storage of hand sanitizer, masks, gloves, face shields, Lysol, Vital Oxide	<ul style="list-style-type: none"> Teachers and staff will ask Ralph for more supplies as needed.
4. 'Good hand washing' posters in washrooms or classroom sinks	<ul style="list-style-type: none"> Link to SHA Information and Posters CCOHS Handwashing Techniques Posters - Handwashing video sample
5. Required use of masks for all staff, and students. Masks required on transportation. Masks required for public within the school.	<ul style="list-style-type: none"> Proper Handling of Masks video and information Regina Huda School will require grade 4 through 12 students to wear non-medical masks while at school. Pre-School to grade 3 students will be required to wear masks OR shields. All staff and visitors in our school will be required to wear masks. Wellness is working on an Accommodation Process for masks. Although singing is a great way to teach, it increases the production of moist particles. Consider only singing with students while they are wearing masks.

Limit Physical Contact

School Level Planning	
Issue/Consideration	Solution
1. Arrival/departure of students –adjusted recesses to decrease transitions within the day.	<ul style="list-style-type: none"> Regina Huda School will follow the adjusted recess day—morning recess from 8:30-8:45 AM (no 10:30 recess) and afternoon recess from 3:15-3:30 PM (no 2:15 recess) Our high school students will be placed in a cohort in the same classroom for the entire school day. High school students will have staggered breaks. High school students and teachers will not have advisory and will dismiss at 3:15.
2. Adjusted morning and afternoon recess consideration for breaks	<ul style="list-style-type: none"> Teachers can provide a short body break as required during morning and afternoon instruction. This should be a shorter break since recess minutes have been incorporated into the instructional day.
3. Consider ways to limit physical contact by modifying entry and exit procedures, staggering lunch and class transition times and move furniture to provide maximum physical distance.	<ul style="list-style-type: none"> See the following school plan for entry and exit procedures. The Hikma north entrance is an entrance for staff that students do not use. Staggered lunch recess: Grade 4 & 5 12:15 – 12:30, Grades 6-8 12:30 – 12:40 & Grades 1 – 3 12:40 – 12:55. High school lunches out are suspended until further notice.

<p>4. Limit or restrict public entry into the school and encourage electronic communication with parents and staff.</p>	<ul style="list-style-type: none"> • Signs posted on all doors to STOP and call office if entry is required. • Parent meetings, if required, should be done virtually if possible. Face to face meetings are discouraged. • No guest speakers or outside presenters are allowed in schools until further notice (only RBE employees ie: Outdoor Ed.). • Plexi-screens in Taghrid and Sabiha’s offices.
<p>5. Develop procedures to reduce movement within the building during the school day.</p>	<ul style="list-style-type: none"> • Students’ cohorts will be their classroom. They will remain within their own space during the day. • Itinerant and specialist teachers will provide their instruction in the students’ classrooms. They must sanitize hands upon entry and exit. • Support staff will provide assistance in multiple classrooms as scheduled. They must sanitize hands upon entry and exit. • Limit student transitions within the school to reduce surfaces touched and physical contact. • We will continue our Guided Reading, LLI, and LRT programs. • Each high school and specialist teacher will receive a bundle of supplies (markers, erasers, pens, etc.) to prevent sharing. • Grade 4 through 8 Arabic classes will be split within each classroom cohort and students from different cohorts will not blend together. • Cortoba lockers will not be used until further notice.
<p>6. Gymnasiums</p>	<ul style="list-style-type: none"> • September: Gymnasiums closed during opening stage. Physical education activities can occur outside or within the students’ classroom. • Beginning of October: Revisit opening gymnasiums. • High school classes are permitted to use the gymnasium. • If teachers borrow limited equipment from the gymnasium for outside use they are responsible for disinfecting it prior to returning it to the equipment storage room.
<p>7. Resource Centers</p>	<ul style="list-style-type: none"> • September: Resource Centers closed for students borrowing materials • Susan will develop a process for having buckets/carts of books for individual classroom use. • Susan will develop a process for teachers to access required resources for their instruction.

	<ul style="list-style-type: none"> • Beginning of October: Revisit opening resource centers. • No community/parent volunteers at this time.
<p>8. Collaborative Teaching Spaces</p>	<ul style="list-style-type: none"> • September: The Multipurpose Room is closed except for Creative Writing 9. • Each classroom will have a designated desk or table and chair for specialist teachers to use while teaching in the classroom. The specialist teacher will disinfect the space before leaving.
<p>9. Washrooms</p>	<ul style="list-style-type: none"> • Each elementary washroom cluster will develop a schedule. • Pre-school, Kindergarten and Grades 2A, 3A, 5A, and 5B will use the north Hikma washrooms. • Grades 1A, 2B, 3B, 4A, and 4B will use the south Hikma washrooms. • Washrooms will be disinfected to begin the day and Ralph will be disinfecting between 10:00-10:30 <u>and</u> 1:15-1:45. (The disinfectant requires 10 minutes to be effective and the area is safe for continued use). • There will always be an alternate washroom available for student use, as all washrooms will not be disinfected simultaneously.
<p>10. Designate an isolation area for anyone with COVID-19 symptoms.</p>	<ul style="list-style-type: none"> • If a teacher notices a student exhibiting symptoms, she will text or phone Pam or Starla. The teacher will take the students into the hallway to <i>calmly</i> explain the procedure. Pam or Starla will arrive and accompany the student to the isolation room (Room 221). Sabiha will phone the parent to take the student home. Sabiha will monitor the student through the window in Room 221 and will ensure the student leaves directly through the Cortoba southwest doors. • We will have a COVID kit assembled in the isolation room (Room 221) containing a shield, masks, gloves, no contact thermometer, and hand sanitizer. • We will communicate with Ralph when disinfecting of space is required. • Refer to Safe Schools Plan: Safe Attendance Procedures for Illness and Care • Safe Attendance Procedures for Illness and Care • SHA Self Assessment Tool
<p>11. Avoid assemblies or other gatherings in excess of the provincially set maximums.</p>	<ul style="list-style-type: none"> • NO assemblies, Backpack events, Open Houses, Orientations, BBQ's, etc. will occur at this time. • This may be revisited as provincial guidelines

	for gatherings increases.
12. Staff access to building and common areas	<ul style="list-style-type: none"> • We encourage staff to complete planning while they are at the school during the day. We will limit staff in the building during evenings and on weekends because caretaking staff will disinfectant the school each evening in preparation for the following day. • Hand sanitizer and wipes are available for commonly used areas such as prep rooms and staff rooms. • Limit staff congregating in staff rooms over breaks. Room 224 and the library will not be used with students so they are available for staff use. • Classroom teachers are encouraged to stay in the classroom for preparation time. • Develop a protocol for signs to indicate when rooms have been disinfected.
13. Excess furniture and soft furniture	<ul style="list-style-type: none"> • Excess furniture will need to be stored in the walking path. We have limited storage space, so please do not plan to move too much. • Soft furnishings may be flipped upside down and wrapped in plastic secured with green painters' tape to avoid student use. Add signs saying not for use. • Remove furniture that encourages physical contact, inhibits physical distancing and does not facilitate traffic flow. • Remove furniture that cannot be cleaned and sanitized easily and daily.
14. Develop procedures to reduce the number of different users accessing technology devices and to sanitize shared technology and other equipment.	<ul style="list-style-type: none"> • September: laptop and iPad carts will not be used. • Teachers or students will disinfect classroom iPads with Lysol wipes between uses.

Entry and Exit Procedure

We will use entrances and exits to keep students moving in the same direction and maintain social distancing. Classroom teachers will develop a strategy for students to line up outside while they are waiting to enter.

Elementary teachers will meet their students outside to lead them into the school 1 class cohort at a time.

Grade 1A and 4B students will use the boot racks at the south end of the Hikma building.

Grade 3B will use their classroom doors.

Preschool, kindergarten and grades 1B, 2A, 2B, and 3A students will enter and exit through the southeast Hikma doors and use the main boot room.

Grade 4A, 5A, and 5B students will enter and exit through the link door and use the main boot room.

Grade 6A, 6B, and 7A students will use the southwest Cortoba entrance.

Grade 7B, 8A, and 8B will use the southeast Cortoba entrance.

We will stagger end-of-day dismissal times as follows:

Preschool, Kindergarten and grades 3B, 4A, 6A, 7B, and 9 students will be dismissed at 3:10.

Grades 1A, 2A, 3A, 5A, 6B, 8A, and 10 students will be dismissed at 3:12.

Grades 1B, 2B, 4B, 5B, 7A, 8B, 11 and 12 students will be dismissed at 3:15.

Limit Shared Materials and Equipment

Regina Huda School Planning	
Issue/Consideration	Solution
1. Vital Oxide Disinfectant	<ul style="list-style-type: none"> • Salt-based cleaning solution for classroom spray bottles and misting machines. • Disinfecting of entire school will happen each evening, safe for technology, papers, toys, etc. and disinfects after 10 minutes of drying time on surfaces. • Please turn off technology so that misting will not damage electronics. • Classroom spray bottles will contain vital oxide solution as well and can be misted on desks and left for 10 minutes while you are out of the classroom if further disinfecting is wanted during the day.
2. Student belongings	<ul style="list-style-type: none"> • Hallway lockers will not be used. This guideline will be reevaluated at the end of each month. • Hikma lockers inside classrooms can be used. • Student belongings are not to be shared between students and should be stored separate from other materials / supplies if possible.
3. Encourage students to bring their own water bottles and develop a plan for refilling during the day.	<ul style="list-style-type: none"> • Water fountains will be shut off with the exception of the water bottle fill stations (1 in each building). • We will request students bring a filled water bottle to school each day.

Wudu and Prayer

Regina Huda School Planning	
Issue/Consideration	Solution
1. Wudu and Prayer	<ul style="list-style-type: none">• We will continue to follow previous years' wudu procedures with adjustments outlined below.• When motioned to do so, the classroom teacher will send 5 students at a time to make wudu (exceptions: 3A, 3B, 4B, 5B will move together as a group).• Teachers whose classes do not make wudu close to their classrooms will set a schedule so that the hallway has only 1 class at a time.

Wudu and Prayer Procedure

Grade 1 – 3 students will have a staggered start for wudu and prayer. Grade 3 will begin September 21, grade 1 and 2 will begin November 2.

Classroom teachers must assist with wudu; it is not preparation time. Classroom teachers will keep students organized and monitor behaviour. Islamic teachers will support students inside the washrooms to ensure they are making wudu properly. Teachers who taught high school lunch classes will begin wudu supervision at 1:00.

Students will wear face shields when they leave the classroom to make wudu. They will remove the face shield in the washroom, hang it on a hook, make wudu, then put the shield on to return to the classroom. Once in the classroom and completely dry, students will put their masks on again. Since we do not have student helpers to help with wudu, Islamic teachers will need to spend extra time teaching wudu during their Islamic Studies classes.

High school students will make wudu using the high school rotating schedule. Grade 6A and 8B students will begin making wudu when they come inside from lunch recess at 12:40. All other classes will begin wudu at 12:55, following the order listed below.

Classroom teachers will send 5 male and 5 female students at a time to make wudu, waiting with other students in the classroom to prepare for prayer. Exceptions are classes who make wudu away from their classroom: 3A, 3B, 4B, 5B will go to the washrooms as a group.

Cortoba wudu stations are motion-sensor activated. Hikma taps will be left on so that few students touch the taps.

Locations and teacher supervisors for wudu:

<i>Hikma Building</i>	<i>Cortoba Building</i>
North (Rami and Zahraa) – 2A, 1A, 1B South (Ahmad and Nosiba) – 2B, 4A, 5A	4 th Floor (Zakariya and Douha) – 4B, 3A 3 rd Floor – 8B, 8A, 5B 2 nd Floor (Rami and Zahraa for September and October) – 6A, 6B, 7A, 7B 1 st Floor (Asmaa) – 3B

Prayer in the Classroom

- Elementary classroom teachers are unassigned during prayer (1:18 – 1:30). If teachers would like to do paid prayer supervision, it is available. Period 4 high school teachers will supervise their students during prayer.
- Students will pray in the aisles between desks. The practice will help with social distancing and we do not need to move desks before and after prayer. Desks may need to be moved a little if there is not space to pray in the aisles.
- Please ensure you do not post pictures of people or animals on the northeast side of your classroom (the direction students face to pray).
- Islamic teachers will post a mark in the classroom so that students know which direction to face during prayer.
- Islamic teachers will let classroom teachers know which student will lead prayer. Teachers will also identify a substitute in case a leader is absent.
- Islamic teachers will lead prayer and help with supervision in the classrooms on a rotation.
- Rami, Ahmad, and Zakariya will lead prayer when they are in the classroom.
- Students must remove their shoes to pray.
- Students will bring their own travel prayer mat. Teachers will have some squares of brown paper in the classroom for students who forget. After one use, the paper will be disposed.
- In all classes, boys will pray in front of girls.
- The athan will be played at 1:15 each day. Grade 6A and 6B students will say the dua'a following the athan. Students may pray as soon as they are ready after the dua'a.
- We will have a short Khutbah played over the intercom on Fridays. Students are able to listen to the Khutbah if they do not have wudu.

Grades 1 – 12 Instructional Programming

Regina Huda School Planning	
Issue/Consideration	Solution
	<ul style="list-style-type: none"> • Safety is a priority above all else, a shift in teaching and learning pedagogy is required, be mindful of what can be used, adapted, and enhanced • Ensure teaching and learning is front-facing • Collaborate with colleagues to identify outcomes not completed prior to mid-March, end of June, and engagement in supplemental learning

<p>1. Initial Considerations for Instructional Programming:</p>	<ul style="list-style-type: none"> • As always, review previous assessment records, grades, and other information including cumulative records, Dossier, PowerSchool, and CLEVR • Anticipate and develop a plan for meeting outcomes and filling learning gaps if required before moving on to current outcomes • Focus on literacy, numeracy and health: refer to Regina Public Schools outcomes posters and document in ProSchool and Sun West Return to Learn Outcomes as a starting point • Consider how to monitor and attend to staff and student safety, across re-opening phases, and what is reasonable, while: <ul style="list-style-type: none"> ○ Providing whole group, small group, and independent instruction (interdisciplinary, inquiry, project based, etc.) ○ Adapting and/or replacing teaching and learning strategies that are high risk for transmission ○ Setting up assessment, grading and reporting processes, refer to ProSchool for additional guidelines • Consider developing daily, short, and long term flexible plans in advance including teaching and learning resources that would be appropriate for: <ul style="list-style-type: none"> ○ All phases of provincial plan should a move to other phases be required at your school ○ Teacher substitutes ○ Students/parents/caregivers in the event that staff or students are absent for varying lengths of time due to self-monitoring, self-isolation, and illness • Entering evidence of learning into Gradebook regularly, recording anecdotal evidence of learning such that it can be shared regularly, etc.), refer to Extended Student Absences brochure
<p>2. Instruction</p>	<ul style="list-style-type: none"> • Focus on safety, re-engagement and mental health and well-being including getting to know your students, forming relationships, establishing routines, creating a safe and welcoming space, and connecting with parents/caregivers regarding their child's learning • Begin instruction by activating prior knowledge, observing, having conversations, and collecting student work samples, focusing on teaching of all outcomes rather than time scheduled per subject (fill gaps, reteach, look for mastery, extend learning, enrich learning, etc.)
	<ul style="list-style-type: none"> • Resume participation in division assessment and

<p>3. Assessment</p>	<p>provincial data collection for:</p> <ul style="list-style-type: none"> ○ Reading (ORR, F&P, GB+) ○ Writing (holistic rubric score grades 4, 7) ○ Math (holistic rubric score grades 2,5,8) ○ Readiness (Kindergarten EYE-TA) ○ OurSchool ○ Refer to timelines found in the 2020-2021 Summary of Assessments ○ Refer to ProSchool for procedures, training, materials and supplies, additional information is forthcoming <ul style="list-style-type: none"> ● Use outcome based and formative assessments and tasks, avoid beginning with division and formal assessments of all students, refer to key resources and ProSchool for assessments and tasks ● Where outcomes-based reporting is occurring, strongly consider avoid weighting and using too many categories in your grading practice, keep it simple for yourself, other staff members, students, and parents ● Teachers’ practices should support transition to other re-opening phases should transition be needed ● Strongly recommend teachers update Gradebooks with new entries of evidence of learning every two weeks, especially in key areas (Literacy, Numeracy, etc.), entries may include formative and summative evidence of learning, anecdotal notes or comments ● High school teachers, consider using a total points approach using few categories and no weighting. If you insist, consider only two categories with weights (course work with 80% and final assessment worth 20%). ● Teachers of PreK and K as well as some specialized programs who don’t use PowerSchool Parent Portal for regular updating and communication of grades should record evidence of learning in another space, one that is easily accessible to an in-school administrator
<p>4. Timeline Considerations/Suggestions</p>	<ul style="list-style-type: none"> ● Start-Up: Refer to 2020-2021 Elementary School Staff Development Days (August 27-31) ● Week 1 (Sept 1-4): Collaborate with colleagues, connect with prior teachers, organize classroom environment, set up tools and modes of communication, plan for front-facing instruction ● Week 2 (Sept 8-11): Focus on safety, re-engagement, and mental health and well-being through staggered start ● Week 3 and 4 (Sept 14-24): Begin outcome based instruction and assessment ● Week 5 (Sept 28-Oct 2): Consider beginning

	<p>division and provincial data collection window opens</p>
<p>5. English as an Additional Language</p>	<ul style="list-style-type: none"> • Support provided using pull-out only to small groups of students • May need to include students from varying CFR levels, so consider how to differentiate language learning when supporting various CFR levels at one time • Provide designated space and provide cleaning and sanitizing materials/supplies • Number of students supported at one time determined by size of space and ability to distance students • Supervise students moving from classroom to designated space and schedule time for hand hygiene before and after instruction • Emphasize oral language • Consider purchasing masks with viewer window or use provided face shield to see mouth when speaking • Consider reorganizing class lists to group students of similar CFR levels together • Consider how to support student-to-student interaction and, more specifically, speaking and listening, to support language proficiency
<p>6. Early Learning – Prekindergarten and Kindergarten</p>	<ul style="list-style-type: none"> • Work with teachers and facilities staff regarding cleaning and sanitizing of early learning classrooms and both high contact surfaces, materials and equipment daily, through the day, and when there is a change of students • Work with teachers and facilities staff to ensure classroom sinks have running water, hand soap, hand sanitizer, and paper towel that children can use independently • Designate, space out, record, and maintain front-facing and individual seating for students, re-purpose chairs and tables or desks within classroom • Designate and record individual cubby or locker and consider how to store personal items, materials and supplies, when cubbies and lockers are limited in number • Establish drop-off and pick-up processes and waiting areas including early and late bus run, escort students in and out of building • Consider opening the day and ending the day learning outdoors and as part of instructional minutes to facilitate staggered start and end of day, dedicating additional minutes and body breaks to learning outdoors

	<ul style="list-style-type: none"> • Consider purchasing and using masks with a viewer window or provided face shield to see mouth when speaking • Continue to schedule and provide large blocks of time for play, restructure open play to limited play, redirect group play to play that is individualized, physically distanced, and does not involve physical contact or sharing of materials <p>Note: A document outlining guidelines for Prek and K teachers, developed by the Early Learning Planning Team, will be shared with Prek and K teachers via email on August 27th. This document will provide additional details and guidance targeted at teachers, building upon information already shared in this document.</p>
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Student Supports

Students with Compromised Immune Systems

- If you have a student with a compromised immune system, please let Pam and Starla know.

Mental Health and Emotional Supports

- The school division will continue to deploy psychologists, social workers and other specialized supports for students.
- Schools will deploy guidance counsellors to support students and seek Division-level supports using established processes.

Lunch Program

Regina Huda School Planning	
Issue/Consideration	Solution
1. Deliver school-supplied food directly to the classroom in individual portions to each student.	<ul style="list-style-type: none"> • No student preparation of food • Individually packaged lunches • No outside food deliveries to schools (I.e: Skip the Dishes- to eliminate unnecessary external personnel at schools)
2. Lunch Rooms	<ul style="list-style-type: none"> • Students will eat in their own classrooms to maintain the cohort contact established.

Curricular and Extra-Curricular Activities

Regina Huda School Planning	
Issue/Consideration	Solution (*indicate supports required)
1. Extra-curricular activities	<ul style="list-style-type: none"> • There will be no extracurricular activities at this time. • Our current focus is on safety of students and staff and instructional planning.

Pre-K and Kindergarten Programming

- ****Planning team meeting to develop recommendations and guidelines in this area.**
 - The school division will form working groups of instructional staff to develop program modifications to Pre-K and Kindergarten programs and communicate the recommendations for the classroom environment and instruction for students.
 - Schools will:
 - Use the division’s planning team’s recommendations and templates to develop their own school-based plans for their classrooms and the provision of instruction.
 - Plan for their own site-specific needs.

Facility Operations

- The school division will:
 - Supply schools with hand soap and paper towels, hand sanitizer, disposable gloves, non-medical masks and visors.
 - Provide specific cleaning and sanitizing expectations to facility staff and, where necessary, training.
 - Hold off on community use of schools until October and coordinate with the City of Regina for a gradual, Staged approach to community use for the remainder of the school year.
 - School facility staff will continue to follow provincial health standards and expectations regarding cleaning and disinfection including the [Environmental Cleaning and Disinfection Guidelines](#) and will:
 - Implement additional sanitization protocols at the end of each school day, including hallways, lockers, classrooms, offices, meeting spaces, bathrooms, gyms and other regularly used spaces in the school via a misting application (which is safe for paper, technology, toys, etc.).
 - We will regularly disinfect commonly touched spaces throughout the school day, including:

Ralph and Caretaking Staff	Teachers and Staff
Entrance doors	Classroom door handles
Toilet handles	Laptops, iPads, other technology
Offices and meeting spaces	Laminators
Water bottle fill stations	Photocopiers
Staff washrooms or other assigned washrooms	Telephones
	Office counters
	Teacher desks

- Shut off all water fountains.
 - Communicate that outdoor play structures are not sanitized, therefore hand hygiene after using these structures is essential.

- At least twice per day, the principal or vice principal and Ralph will discuss and address any areas of concern.
- j. Water bottle fill stations have been installed in the Hikma and Cortoba buildings.

Transportation Operations

- First Group will:
 - Continue to provide regular morning and afternoon transportation service.
 - Will not allow field trips or charters.
 - Communicate to parents/guardians prior to the start of the year, including:
 - Assurance that transportation services will be available in the fall and note that parents might choose to transport their children themselves.
 - Explain the cleaning and sanitation process for school buses.
 - Explain that they should not send their child on the bus if they are showing any signs or symptoms of illness. If a student shows signs of illness, dispatch will notify the school immediately.
 - Ask parents to review behaviour expectations and note that students are expected to comply with these expectations.
 - Physically distance riders to the extent possible.
 - Seat students from the same household together where possible
 - Ensure drivers implement and maintain a seating plan within the first two weeks of school for as long as required.
 - Work with school principals to develop drop off and pick up protocols that coordinate with school operational protocols.

Regina Huda School Planning	
Issue/Consideration	Solution
1. Work with school principals to develop drop off and pick up protocols that coordinate with school operational protocols.	<ul style="list-style-type: none"> • Develop protocols to maximize physical distancing and movement of students to and from transportation before and after school.
2. Student behaviour on bus	<ul style="list-style-type: none"> • Admin will work with transportation to encourage positive bus behaviour. Drivers may use infraction notices as required and work with admin around warnings and solutions.

- i. Supply each driver with reusable masks and hand sanitizer.
- ii. Supply each driver with visors that can be put on when students are loading and unloading the bus (not to be worn while driving).
- iii. Make gloves available to drivers if requested
- iv. Require students to bring and wear masks.

Human Resource Management

Respect and Personal Responsibility

- Staff will:
- k. Take all reasonable actions to ensure their own safety and that of their colleagues.
- l. Self-monitor for symptoms and use the online Saskatchewan [COVID-19 Self-Assessment Tool](#).
- m. Not attend work when they are symptomatic or required to self-isolate.
- n. Follow guidelines for building traffic flow, social distancing, personal hygiene and deploy alternative ways of doing business that reduce risks such as using electronic communication.
- o. Regularly wipe down their personal work spaces (desktops, keyboards, laptops, etc.) using Division-supplied disinfecting wipes or spray.
- p. Stay home if they are displaying COVID-19 like symptoms. Staff with symptoms will not be required to enter the school when sick to create plans for substitute teachers. It is the teacher's responsibility to email plans to **Taghrid** if daybook was not completed prior to leaving the day before or if additional plans are required. It is recommended for teachers to have 2-3 days of full lesson plans created in advance and available in their classroom.
- q. Share suggestions or concerns directly with their supervisor.

Personal Protective Equipment (PPE)

- Under provincial guidelines, school staff are not required to wear personal protective equipment due to COVID-19 except when in close contact with a sick student. PPE will be available at the schools for these situations.
- PPE used prior to COVID-19 should continue to be used in the same manner, for example, protective gloves when handling body fluids.
- Each school will receive a supply of:
 - Sanitizing wipes and/or spray in each classroom for disinfecting surfaces, toys, technology during the school day.
 - Hand sanitizer (non-scented) in each classroom for use by staff and students.
 - Disposable gloves and disposable face masks.
 - Face visors, plexi-screens and gowns as well as a no contact thermometer.
- Staff may bring their own hand sanitizer provided it is scent-free.

Safety Training

- The school division will:
 - Provide training as required including hand hygiene, safe use of disinfectants, COVID-19 health screening and self monitoring, use and proper handling of medical and non-medical masks, safe use and removal of protective gloves. Training will be conducted in a safe manner taking into account social distancing and other requirements.
- All staff will implement the training and ask their direct supervisor for support or assistance if they have questions.

Staff with compromised immune systems

- Some employees have additional risk factors due to medical treatments or conditions and that some employees live with others who may have compromised immune systems.

- For these staff members, we will go through the accommodation process to understand the nature of their medical needs and develop a plan, which could include working in a segregated area, organizing the workplace such that strict physical distancing can be maintained, providing additional PPE provided, limiting the movement of other people in their workspace or working from home. See the section below under Leaves and Accommodations. Consistent with the accommodation, the specific solutions will vary depending on what the individual needs and wants.

Mental Health and Emotional Supports

- The school division will:
 - r. Rely on the leadership of our Mental Health and Wellness Consultant and Steering Committee and develop a Mental Health and Wellness action plan.
 - s. Form a working group consisting of membership from all employee groups and other non-unionized and out-of-scope staff.
 - t. Begin the school year with a professional development session for all staff with the North American Centre for Threat Assessment and Trauma Response.
 - u. Provide information to all staff about Employee and Family Assistance programs.

What to do if Employees Have Safety Concerns

- The school division will:
 - Prepare posters for staff rooms to direct employees on what to do if they have concerns or questions that will include the information below and space for the names of OHS Committee members.
 - Provide a Q&A reference sheet to all supervisors to help them navigate various situations.
 - Launch an email address that will be monitored and responded to over the summer at schoolreturn@rbe.sk.ca.
 - Provide OHS level 1 and 2 training for committee co-chairs by the end of September.
 - Continue to honour and abide by the terms in collective agreements.
- Staff will:
 - Share concerns or suggestions with their direct supervisor and/or an OHS Committee representative.
 - Document safety concerns and workplaces injuries and their respective investigations in an Employee Incident Report form.
 - Call the 811 Healthline immediately if they are experiencing COVID-19 like symptoms or are concerned they have been exposed to COVID-19, to share the specifics of the situation and follow instructions provided.

Leaves and Accommodations (RPSTA Teachers)

- Employees may require leaves or consideration of accommodations due to personal health or family situations. Employees are encouraged to contact their supervisor directly to initiate consideration of their request. Documentation may be required to inform the discussion around potential leaves or accommodations.

- Accommodation arrangements may be worked out at the school or work unit level in some situations. Workplace Health and Wellness and/or Human Resources and a representative from an employee's union or association may become involved if the accommodation goes beyond what can be facilitated at the work unit or school level.

Communications

- The school will contact parents, students and other using the following tactics:
 - Letter and/or video from the Principal and Vice Principal and other information posts on school website.
 - Letter and/or video from the Principal and Vice Principal and other information posts on school website.
 - Information posts on school Facebook page.

Contingency Planning

- The school division will:
 - Create or adapt an administrative procedure for fall 2020 with precautions specific to COVID-19 including specific procedures for students who become ill while at school and are exhibiting potential COVID-19 symptoms.
 - Follow all provincial health guidelines in the event of an outbreak in or connected to a school.
- Schools will follow the provincial protocol for student or staff who become ill at school, which is as follows:
 - Designate an isolation area for anyone with COVID-19 symptoms. 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.
- As per Ministry of Education guidance, if there is a direction from the Chief Medical Health Officer to move to full remote learning, the school division will:
 - Require all students to participate.
 - Deliver the full curriculum.
 - Require staff to be physically present in the school, even for provision of remote learning.
 - Use a consistent, standardized technology platform to simplify communication with parents and students and access the Sun West School Division's distance learning program for consistency.

- Allow and plan for face to face services for intensive needs students whose needs cannot be met through remote delivery, including specialized therapies, assessments and transitions.
- Prioritize student-teacher contact time regardless of the delivery format.
- Teachers will use their professional discretion to determine the appropriate assessment practices within the current context.



Safety Data Sheet

February 2, 2015

Vital Oxide Disinfectant

Section 1: Product and Company Identification

Product Name	Vital Oxide	Aqueous Oxidant
SDS No.	VO020215	
Manufacturer/Distributor	Vital Solutions, LLC PO Box 8932 West Palm Beach, FL 33419	Vital Oxide Canada 130 Industrial Ave. Carleton Place, ON K7C 3T2
Phone Numbers		
Medical Emergency	(800) 222-1222	

H	0	
F	0	
R	0	
PE	--	

Section 2: Hazards Identification

Emergency Overview: Colorless liquid with mild fresh odor. Avoid contact with eyes. Keep out of reach of children.

GHS Classification: This material is not considered hazardous by the OSHA Hazard Communication Standard 2012 (29 CFR 1910.1200)

Potential Health Effects

Eye Contact: Eye contact may cause mild eye irritation with discomfort.

Skin Contact: Does NOT cause skin irritation and the product is NOT skin sensitizer.

Inhalation: Does NOT cause any respiratory irritation. If consumer product accidentally contacts strong acids in restricted ventilation area, avoid breathing the vapors and allow adequate time for the vapors to disperse before re-entering the restricted area.

Ingestion: Non-Toxic **Carcinogenicity Information:** IARC, NTP, OSHA, and ACGIH list none of the components present in this material at concentrations equal to or greater than 0.1% as carcinogens.

Section 3: Composition / Information on Ingredients


Ingredients	CAS Number	Wt %
Oxychlorine Compounds	Mixture	0.200
n-Alkyl Dimethyl Benzyl Ammonium Chloride	68391-01-5	0.125
n-Alkyl Dimethyl Ethylbenzyl Ammonium Chloride	85409-23-0	0.125
Inert Ingredients	Mixture	99.55


At these concentrations none of the ingredients are known to pose any hazards to human health.

SDS No: VO020215

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CITRUS DISINFECTANT

WARNING		ATTENTION
HAZARD STATEMENTS: CAUSES SERIOUS EYE IRRITATION CAUSES SKIN IRRITATION HARMFUL IF SWALLOWED.	MENTION DE DANGER: PROVOQUE UNE SÉVÈRE IRRITATION DES YEUX. PROVOQUE UNE IRRITATION CUTANÉE. NOCIF EN CAS D'INGESTION.	
PRECAUTIONARY STATEMENTS: WASH HANDS THOROUGHLY AFTER HANDLING.	CONSEIL DE PRUDENCE: SE LAVER LES MAINS SOIGNEUSEMENT APRES MANIPULATION.	
IF INHALED: REMOVE PERSON TO FRESH AIR AND KEEP COMFORTABLE FOR BREATHING. IF ON SKIN (OR HAIR): TAKE OFF IMMEDIATELY ALL CONTAMINATED CLOTHING. RINSE SKIN WITH WATER/SHOWER. IF IN EYES: RINSE CAUTIOUSLY WITH WATER FOR SEVERAL MINUTES. REMOVE CONTACT LENSES IF PRESENT AND EASY TO DO - CONTINUE RINSING. IF SWALLOWED: RINSE MOUTH. DO NOT INDUCE VOMITING. IMMEDIATELY CALL A POISON CENTER OR DOCTOR/PHYSICIAN.	EN CAS D'INHALATION: TRANSPORTER LA VICTIME À L'EXTÉRIEUR ET LA MAINTENIR AU REPOS DANS UNE POSITION OÙ ELLE PEUT CONFORTABLEMENT RESPIRER. EN CAS DE CONTACT AVEC LA PEAU (OU LES CHEVEUX): ENLEVER IMMÉDIATEMENT LES VÊTEMENTS CONTAMINÉS. RINCER LA PEAU À L'EAU/SE DOUCHER. EN CAS DE CONTACT AVEC LES YEUX: RINCER AVEC PRÉCAUTION À L'EAU PENDANT PLUSIEURS MINUTES. ENLEVER LES LENTILLES DE CONTACT SI LA VICTIME EN PORTE ET SI ELLES PEUVENT ÊTRE FACILEMENT ENLEVÉES. CONTINUER À RINCER. EN CAS D'INGESTION: RINCER LA BOUCHE. NE PAS FAIRE VOMIR. APPELER IMMÉDIATEMENT UN CENTRE ANTIPOISON OÙ UN MÉDECIN.	
STORE IN A CLOSED CONTAINER. STORE LOCKED UP. KEEP OUT OF REACH OF CHILDREN.	STOCKER DANS UN RÉCIPENT FERMÉ. GARDER SOUS CLEF. TENIR HORS DE PORTÉE DES ENFANTS.	

 **CROWN CHEMICAL PRODUCTS INC.**
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