

## SECPD Covid Early Learning Guidelines (Appendix to the SECPD COVID Health and Safety Response Plan)

As Early Learning Educators we believe strongly in play- and inquiry-based learning to foster the development of the whole child. We believe that it is through their interaction with our carefully curated environments and through their interaction with other students that this development occurs. Our routines and regular activities in the SECPD Early Learning classroom have, up until this point, been built upon these core beliefs.

Early Learning Educators are now, in the short term, responsible for slowing the spread of Covid-19. In some cases, we may need to let go of, or adjust, routines that we have successfully used to support early development, and instead consider the healthiest decision for our community.

The following guidelines have been created by SECPD Early Learning Educators and vetted by senior administration with careful consideration of the Saskatchewan guidelines for reopening schools and Saskatchewan guidelines for reopening childcare centres during this time of pandemic. We hope that they will support all SECPD Early Learning Educators to conceptualize the Significant 72 and actualize a strong start for our youngest students.

	Province of Saskatchewan-- <a href="#">Primary and Secondary Educational Institution Guidelines</a>	Province of Saskatchewan— <a href="#">Childcare Facilities Guidelines</a>	Early Learning Classrooms in SECPD
<b>1</b>	See SECPD COVID Health and Safety Response Plan		
<b>2</b>	See SECPD COVID Health and Safety Response Plan		
<b>3</b>	<b>Hygiene</b>		
	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.	Handwashing must occur before and after using shared sensory items, children must be supervised and discouraged from touching their faces, and items must be disinfected or discarded between uses by different groups.	Children wash their hands when they enter the classroom, before and after eating, after they blow their nose, cough or sneeze), after using the washroom, before and after using learning centres/instructional materials.  Suggestion for large group washing: Hand soap pump--teacher pumps soap into the hands of children. Children can scrub together, almost simultaneously, and then rinse off in the sink. Faster process with more teacher control.
	Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.	Except when in close contact with a sick child, masks and eye protection are not required in the childcare setting, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored. Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Gloves must be changed after every interaction and when changing tasks. Hand hygiene must be performed between every glove change (hand sanitizer or handwashing with soap and water). Other than the above situations, glove use is not required nor recommended.	Please see SECPD Pandemic Manual Section 9 (Guidelines for Illness and Care).
<b>4</b>	<b>Limiting Physical Contact</b>		
	For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.	For younger children, maintaining physical distance is less practical and the focus should be on minimizing physical contact instead.	Learning Pods: Early Learning classrooms may be divided into quadrants to reduce contact while facilitating cooperative play. Children in a learning pod (5-8 children) would sit at the same table together for learning and snack and

			<p>lunch. They would play together at centres in their designated quadrant of the classroom and sit together at story time, etc. Learning materials would look similar in each quadrant (ie. Writing centre, building materials, crafting materials, and make-believe materials available in each quadrant.) Tables would be moved into the separate quadrants to create greater distance between learning pods and to provide work space within the quadrant. Consider conducting whole class discussions while divided into quadrants. Consider moving individual storage (learning materials, outer wear) into quadrants.</p> <p>The same 5-8 children would stay together in the learning pod for at least a month to reduce contact with other children in the classroom. This would allow for interactive/social play and learning experiences with less contact overall. Teachers consider student wishes, individual temperaments, and social goals when creating cohorts for the month. In instances where children are struggling to form positive peer relationships and a change is warranted, learning pods may be adjusted before the month's end.</p> <p>Remove furniture: Consider removing some furniture to allow greater physical distance between children. Couches/lofts/teepees/tents) might encourage cuddling and closeness. Consider how children have used the spaces of your classroom in the past. Will new routines and expectations for behaviour be enough to keep children from close physical contact? Or does the item of furniture need to simply be removed. Removing those items from the classroom that have the potential to make distancing difficult, just by their very nature and function (ie. Dress up, play food), will open up more space and create natural distance.</p> <p>Consider the age of the children in these decisions (three-year-olds can be more impulsive than five-year-olds). Also, consider keeping a bin for those items that have gone in a child's mouth. Children will soon learn that if they put it in their mouths, the toy is lost for some time (natural consequences!)</p>
	<p>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).</p>	<p>Staff and parents must encourage and practice physical distancing. Staff should minimize the frequency of direct physical contact with children and encourage children to minimize physical contact with each other.</p>	<p>Hugs—sometimes children need hugs to get them through the day. In situations of mild emotional or physical distress, consider hugging from a standing position. 3-, 4-, and 5-year-old children are very short. If an adult were to hug a standing child from a standing position, there would be little chance of cross contamination.</p> <p>In situations of greater emotional or physical distress, consider a Hug Blanket (imagine a very large receiving blanket) wrap the child, hold them on your lap etc., wash the blanket after individual use.</p> <p>Consider keeping a fanny pack with hand sanitizer, wipes, and mask for easy access (especially at recess). And, as always, Early Years teachers and students</p>

			can get messy in the classroom and should consider keeping a change of clothes at school.
	Help younger children learn about physical distancing and less physical contact by creating games that include basic principles such as 'two-arm lengths apart' and avoid close greetings like hugs or handshakes. Encourage physically distant greetings such as 'air fives' and waves.	Help younger children learn about physical distancing and less physical contact by creating games that include basic principles such as 'two arms lengths apart.' Avoid close greetings like hugs or handshakes, and encourage physically distant greetings such as 'air fives' and waves.	<a href="#">Games for social distancing</a> Look for learning/teaching opportunities within the extra cleaning and hygiene routines (e.g., practice counting to 30 or singing the alphabet etc. when washing hands and/or practice following a sequence of steps/directions to hand washing or other health related routine. Make hand washing a caring act and discuss other ways that we help to take care of people in our families and our community.)
	Plan for reduced physical contact activities and, where possible, avoid activities that require clustering around a particular item or small area.	Plan for reduced contact activities such as shadow tag and, where possible, avoid activities that require clustering around a particular item or small area.	<p>Inquiry and exploration: plan for ample time and materials. During inquiry activities or learning invitations, consider supplying each learning pod with identical or equivalent sets of materials. Consider offering greater amounts of time to explore materials within the learning pod and scheduling individual time to view and interact with materials before interactive play. This may cut down on over-excited or frantic exploration that can occur with limited time/materials.</p> <p>Inquiry and exploration bins—may include books, puzzles, natural objects, found objects, figurines, puppets, building blocks, crafting supplies all organized around a central theme. After a cohort explores and creates with the contents of the bin, take pictures and document learning, and then rotate the bin out of circulation for 72 hours. Be sure to allow some flexibility, one cohort may want to explore and create with a bin for an extended period of time. Documenting their work will help them pick up where they left off and may inspire the work/learning of other cohorts.</p> <p>Story time, classroom meetings, —(normally we see clustering around a story) Consider keeping children in their quadrants (learning pods distanced from each other). Placemats from the dollarstore or linoleum samples that can be washed might be used to designated seating at a distance.</p> <p>Create bins for each individual student that contain frequently used supplies: crafting, writing, and math manipulatives and tools. Label materials that children have brought from home and keep these separate. Pencils and marker lids are often found in children's mouths. Devising classroom procedures that keep these personal items separate creates a sense of ownership and control for students, reduces cross contact, and reduces need for disinfecting.</p>
	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.	Modify procedures for drop-off and pickup that support physical distancing and separate groups to the greatest extent possible. Possible strategies include separate group entrances, limit pickups and drop-offs to one parent/guardian, staggering entry or limiting	

		<p>the number of people in entry areas. Ensure parents are informed of all procedures.</p> <p>Where possible, the pickup and drop-off of children may occur outside the child care setting, unless there is a need for the parent or caregiver to enter the facility (e.g. very young children). If a parent must enter the facility, they should maintain physical distance from staff and other children and be reminded to practice diligent hand hygiene.</p>	
	Stagger recess/snack, lunch and class transition times to provide a greater amount of space for everyone.		
	Children from the same household (e.g. siblings) do not need to maintain physical distance from each other.	Children from the same household (e.g. siblings) do not need to maintain physical distance from each other.	
	Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing.	Wherever possible, physical distancing should be maintained, even within the same group. Consider modifying room configurations (e.g. separating tables) to promote physical distancing. Incorporate more individual activities or activities that encourage more space between children and staff.	Plexiglass dividers may make it easier to work closely with small groups of children. 5-15 dividers have been purchased for each school (depending on school population).
	Incorporate more individual activities or activities that encourage more space between students and staff. Activities that require physical contact should be avoided.	<p>Neighbourhood walks are permitted as long as they are limited to a single group, with physical distancing maintained from members of the public.</p> <p><a href="#">From Childcare Policies BC</a></p> <p>It is not always possible for workers to maintain physical distance from children, and between children, when in care. Adhere to the principle of physical distancing where possible, by:</p> <ul style="list-style-type: none"> <li>» Minimizing the frequency of direct physical contact with children.</li> <li>» Forming a number of separate play areas in order to space children apart.</li> <li>» Creating smaller groups or cohorts of children and keeping these groups separate from each other.</li> <li>» Minimizing the number of different workers that interact with the same child or group of children.</li> <li>» Organizing snack/meal areas to space children apart.</li> <li>» Staggering snack/meal and nap times.</li> <li>» Including the use of outdoor space for various activities, including snack/meal time, while adhering to physical distancing and hygiene principles.</li> </ul>	<p>Outdoor Learning:</p> <p>Neighborhood Walks--Allow children to notice things out in the fresh air, follow their interests, bring their notices and interests into the classroom. Build stamina through routine, and use this time to build self-regulation strategies. A neighbourhood walk has the potential to be a very calming, regulating, and low-stress activity that could be a part of every day with a strong potential for development of the whole child. (We often struggle to plan for the spiritual dimension, see page 27 of <a href="#">Children First: A Resource for Kindergarten.</a>) Please note: Field Trips will not be approved at this time.</p> <p>Consider outdoor learning more often.</p> <p><a href="https://www.nurturekindergarten.com/education/kindergarten">https://www.nurturekindergarten.com/education/kindergarten</a></p> <p>Special considerations for outdoor activity</p> <ol style="list-style-type: none"> <li>1. Know your students--Who will have difficulty remembering instructions? Who easily will follow directions? Who will have difficulty regulating their bodies outside? Who will need more guidance to learn effectively in the outdoor space? Some children, who have been limited to their homes and their small family group for the past months, may have had limited access to the outdoors. They may not only find the environment naturally over stimulating, but may experience anxiety related to the lack boundaries/protection.</li> <li>2. Pre-teach routines for outdoor activity (entering and exiting the building, differences between outdoor learning and recess, staying with the group, staying in a pre-determined area "feet stay on the grass," staying on topic, and general expectations for the activity)</li> </ol>

			<ol style="list-style-type: none"> <li>3. Before leaving the school grounds, submit a travel request.</li> <li>4. Parents may not join the children as they play/learn outside. (Not on the playground; not on neighbourhood walks.) Distance must be maintained for the sake of all students in the cohort.</li> </ol>
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.	The use of play areas should be limited to one group at a time, unless physical distancing can be maintained at all times between groups and play areas are not being shared. This may include having a barrier in place. Ensure hand hygiene occurs for staff and children before, during and after outdoor play.	<p>Wash hands before and after play/discover/center/inquiry/exploration time. Consider learning pods within the classroom. Assign and explicitly label the spaces (quadrants) where each small group will play. (This has been done in the past to mitigate behaviour problems in some of our PreK classrooms). Children are able to move freely within their designated quadrant of the classroom and play at their choice of centres within their quadrant of the classroom.</p> <p>Student names are labelled on chairs so that children look for their chairs as they enter the classroom (as opposed to names on tables). Chairs are easily moved to form new learning pods and labeled chairs will prevent cross contact.</p> <p>Teachers will want to create a map of cohorts in order to provide contact tracing.</p> <p>Small cohorts, frequent cleaning, good hand hygiene, and rotation of learning materials will help to prevent the spread of Covid-19. In all Early Learning Classrooms, high touch areas will require frequent cleaning. Small cohorts of children will access a designated area for play and will stay together for all activities during the month. Children will wash hands before and after each activity. Toys and other learning materials will be rotated out of circulation for 72 hours (books rotated out for 24 hours) or will be disinfected each day (or between cohorts ie. Haig and Westview PreK)</p> <p>In classrooms where there are morning and afternoon PreK cohorts—sanitation of high touch areas (door handles, tables, railings) will need to occur between classes, but cleaning all toys during this short interval is not feasible. Instead, consider designating bins of toys as ‘open’ or ‘closed’ so that students know where and with what they may play. Or, instead of children having unlimited access to bins on shelves, adults may place those toys that are available for play on the floor in their designated play area (and adults put them back on shelves after they have been sanitized). It may be easiest to cover play areas with sheets when they are ‘closed,’ in order to remove temptation for small children or colour code bins for each classroom cohort.</p>	
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.			
Specific responses for Prekindergarten and Kindergarten environments will be developed by school divisions, taking into	Non-essential visitors to facilities are not permitted at this time. Parents or guardians, essential services, and persons supporting a		When a child is not capable of coming into the classroom without parent support, arrangements will be made to provide more family transition time. This may include a parent/child visit to the classroom outside of school hours when

	account the unique nature of the learning programs and student development.	<p>child in care (e.g. referring professionals, inspectors, etc.) are permitted.</p> <p>Hand hygiene stations should be set up at the entrance, so that children can clean their hands when they enter. If a sink with soap and water is not available, provide alcohol-based hand sanitizer approved by Health Canada (DIN or NPN number). Keep hand sanitizer out of the reach of children and supervise its use.</p> <p>Incorporate additional hand hygiene opportunities into the daily schedule.</p> <p>Ensure the childcare facility is well stocked with handwashing supplies at all times, including soap, paper towels, waste bins and, where appropriate, alcohol-based hand sanitizer approved by Health Canada (DIN or NPN number).</p> <p>Children regularly forget about proper handwashing. Staff and children should practice often, with staff modelling washing hands properly in a fun and relaxed way.</p>	<p>extra cleaning and reduced contact can be ensured. Such visits would be offered on an individual basis when deemed necessary to the successful transition to school.</p> <p>Visitors at the door—staff, students, and parents who find themselves at the Prekindergarten/kindergarten door (emergency or sudden change of plans, etc.) should be assisted by posters and lines on the floor as to expected protocol. Consider a line on the floor with a message, ‘please wait here’ with corresponding poster on the door. Consider designating another area for visitors to stand inside the classroom, for instances where visitation is necessary and provide appropriate markings to designate the space.</p> <p>It is not practical for very small children to keep their belongings on their chairs. Outdoor clothing and backpacks may be stored in individual cubbies, bins, or on hooks. More hooks may be needed in the classroom so that outer wear does not touch.</p> <p>Contact will be minimized at lockers by carefully managing the number of children accessing their outdoor gear at one time.</p>
	Where possible, school division administrators and staff should use telephone or video conferencing to meet with staff and parents.	Where possible, childcare operators and staff should use telephone or video conferencing when possible to meet with staff and parents.	<p>Classroom Guests—parents, grandparents, etc. might be encouraged to join the class via Microsoft Teams in order to read a story give a tour of their workplace (firetruck, ambulance, restaurant, grocery store, etc.)</p> <p>No Family engagement activities will be planned at this time.</p> <p>Home visits may be held in the backyard/driveway of a student’s home, not inside the home, and the backyard cannot be accessed through the house.</p> <p>Rather, any outside space must be easily accessed from outside and must allow for physical distance.</p>
<b>5</b>	<b>Limiting Shared Materials and Equipment</b>		
	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.	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. Consider using books and individual games as a part of learning, so children can sit independently and distanced from each other.	
	Students and staff should not share food and drinks and other personal items. Label personal items with the student’s name to discourage accidental sharing.	Children and staff should not share food, drinks, soothers, bottles, sippy cups, toothbrushes, facecloths and other personal items. Label personal items with the child's name to discourage accidental sharing.	
	Strategically 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.	Where possible, sensory play should be discontinued. If necessary, sensory play should be conducted as an individual activity (e.g. each child gets a ball of playdough and tools, one at a time at the sand table). Handwashing must occur before and after using shared sensory items, children must be supervised and discouraged from touching their faces, and items must be disinfected or discarded between uses by different groups. Each group should have designated equipment (e.g. balls, loose equipment) or clean and disinfect equipment between group uses.	Allow children to play with toys that are easily washed. Consider dividing large buckets of toys (which would have been intended to serve a small group of children and encourage interactive play) into small buckets of toys to serve individual students or learning pods. Consider keeping gym equipment in the classroom so that cohorts touch only their equipment.
	Wash all learning materials before offering the materials to children and placing in learning centres.		Play and Exploration 'Invitation' Bins—may include books, puzzles, natural objects, found objects, figurines, puppets, building blocks, crafting supplies all organized around a central theme. After a learning pod explores and creates with the contents of the bin, take pictures and document learning, and then rotate the bin out of circulation for 72 hours (books rotated out for 24 hours). Be sure to allow some flexibility, one learning pod may want to explore and create with a bin for an extended period of time. Documenting their work will help them pick up where they left off and may inspire the work/learning of other learning pods.  Consider keeping a bucket or bag with an individual amount of craft supplies labeled for each child. Their 'works in progress' could be stored in the bucket along with supplies they have already touched and those they intend to use. In this way, they can continue to work on a longer-term project without cross contaminating supplies.
	Signage may be used to remind parents and guardians not to enter the facility if they are sick. Signs should be posted at school entrances.		
	Signs and markings in hallways should be considered to limit cross-exposure.		Signs on the floor to guide children: flow of traffic, distance between students in the hall, distance between students as they sit on the floor, how to line up at the door.
	Establish a plan to prevent mingling of groups in washrooms, and to minimize the number of shared surfaces.	Establish a plan to prevent mingling of groups in washrooms, and to minimize the number of shared surfaces in washrooms.	
<b>6</b>	<b>Extra-Curricular</b>		
	Plans for extra-curricular activities and other gatherings will be developed in consultation with the Chief Medical Health Officer once the group/gathering capacity limits for fall 2020 are known.		
<b>7</b>	<b>Facilities</b>		
	Consider modifying room configurations to promote physical distancing. Where practical, the use of physical barriers (i.e. engineered controls) may be established where distancing cannot be achieved.	Place alcohol-based hand sanitizer approved by Health Canada (DIN or NPN number) in dispensers or soap and water handwashing stations near doors for use by staff, parents and other essential	

	<p>Ensure adequate soap and hand sanitizer in each building, especially near entrances. Make disinfectant wipes available for wiping down frequently used surfaces.</p>	<p>visitors. Make disinfectant wipes available for wiping down diaper bags and strollers, as well as trash bins for disposing of the wipes.</p> <p>Alcohol-based hand sanitizer dispensers should not be in locations that can be accessed by young children, as alcohol-based hand sanitizers are not generally recommended for use by young children.</p>	
<b>8</b>	<b>Cleaning and Sanitation Guide</b>		
	<p>Frequent cleaning and disinfection is important to prevent the spread of the disease.</p> <p>All disinfectants used must be approved by Health Canada (DIN). All label instructions for disinfectants, including contact time, should be followed.</p> <p>A school-wide plan for enhanced cleaning and disinfection should be established using the current provincial guidance. Roles and responsibilities, staff training where needed, and a maintenance schedule are recommended. Items/objects that cannot be effectively cleaned/disinfected daily or between classes should be removed for the time being.</p> <p>Increase cleaning and disinfection of commonly contacted areas. Any food contact surfaces, including water fountains/dispensing equipment, must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.</p> <p>Garbage bins should be emptied frequently.</p> <p>Sanitation/cleaning procedures will need to be implemented to support multiple users accessing technology.</p> <p>Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used.</p> <p>Wear disposable gloves when cleaning blood or body fluids. Wash hands before wearing and after removing gloves. They must be changed after every interaction and when changing tasks. Beyond this situation, glove use is not required nor recommended.</p> <p>Ensure the school is well stocked with hand washing supplies at all times, including soap, paper towels, waste bins and, where appropriate, hand sanitizer with a minimum of 70 per cent alcohol approved by Health Canada (DIN or NPN number).</p> <p>Store hand sanitizer out of the reach of young children and supervise its use.</p>	<p>The COVID-19 virus can survive for several days on different surfaces and objects. Frequent cleaning and disinfection is important to prevent spread of the disease.</p> <p>Maintain a cleaning schedule and ensure staff are adequately assigned and trained for additional cleaning, sanitizing and disinfection required for COVID-19 transmission mitigation.</p> <p>Increase cleaning and disinfection of commonly contacted areas. Common touch areas include those accessed by children, parents and/or employees. Examples of common touch surfaces include table tops, light switches, telephones (including personal cell phones), door knobs, sink taps, toilet handles, kitchen counter tops, gates, hand rails, hand sanitizer bottles/dispensers, toys, sleep cots/mats and cribs.</p> <p>Due to the increased amount of cleaning required during an outbreak situation, it is best practice to decrease the number of toys available to children.</p> <p>All items (bedding, toys, etc.) used by children that day must be removed from the play area and disinfected, or disinfected in place.</p> <p>Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used. If play structures are to be used by more than one group, the structures can only be used by one group at a time and must be cleaned and disinfected before and after use by each group.</p> <p>Ensure the disinfectant used in the facility is adequate for the elimination of viruses and is approved by Health Canada (DIN).</p> <p>Any food contact surfaces must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.</p> <p>Ensure washrooms are cleaned and disinfected with increased frequency, always well stocked with liquid soap and paper towels, and that warm running water is available.</p> <p>Clean and disinfect diapering stations after each use.</p> <p>Garbage bins should be emptied frequently.</p> <p>Remove toys and other items that cannot be easily cleaned and disinfected. Launder plush/stuffed toys following use.</p>	<p>Please see SECPD Pandemic Manual Section 8 (Cleaning and Sanitation Guide)</p> <p>Consider limiting the amount of available toys to reduce the task of cleaning.</p> <p>And, refer to the SECPD Cleaning and Disinfecting Learning Materials in the Early Learning Classroom (appended to this document).</p>



		<p>Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves.</p> <p>Clean and disinfect cots and cribs after each use, and launder crib linens between children. If parents are providing their own crib linen, the linens should be laundered and placed in a sealed plastic or washable bag before bringing to the child care facility. Do not shake the linens.</p> <p>Programs that utilize a space with other user groups (e.g. programs in museums, community centres, etc.) must ensure the space is cleaned and disinfected before and after using the space.</p>	
	<p>Frequent cleaning and disinfection is important to prevent the spread of the disease.</p> <p>All disinfectants used must be approved by Health Canada (DIN). All label instructions for disinfectants, including contact time, should be followed.</p> <p>A school-wide plan for enhanced cleaning and disinfection should be established using the current provincial guidance. Roles and responsibilities, staff training where needed, and a maintenance schedule are recommended. Items/objects that cannot be effectively cleaned/disinfected daily or between classes should be removed for the time being.</p> <p>Increase cleaning and disinfection of commonly contacted areas. Any food contact surfaces, including water fountains/dispensing equipment, must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.</p> <p>Garbage bins should be emptied frequently.</p> <p>Sanitation/cleaning procedures will need to be implemented to support multiple users accessing technology.</p> <p>Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used.</p> <p>Wear disposable gloves when cleaning blood or body fluids. Wash hands before wearing and after removing gloves. They must be changed after every interaction and when changing tasks. Beyond this situation, glove use is not required nor recommended.</p> <p>Ensure the school is well stocked with hand washing supplies at all times, including soap, paper towels, waste bins and, where appropriate, hand sanitizer with a minimum of 70 per cent alcohol approved by Health Canada (DIN or NPN number).</p> <p>Store hand sanitizer out of the reach of young children and supervise its use.</p>	<p>The COVID-19 virus can survive for several days on different surfaces and objects. Frequent cleaning and disinfection is important to prevent spread of the disease.</p> <p>Maintain a cleaning schedule and ensure staff are adequately assigned and trained for additional cleaning, sanitizing and disinfection required for COVID-19 transmission mitigation.</p> <p>Increase cleaning and disinfection of commonly contacted areas. Common touch areas include those accessed by children, parents and/or employees. Examples of common touch surfaces include table tops, light switches, telephones (including personal cell phones), door knobs, sink taps, toilet handles, kitchen counter tops, gates, hand rails, hand sanitizer bottles/dispensers, toys, sleep cots/mats and cribs.</p> <p>Due to the increased amount of cleaning required during an outbreak situation, it is best practice to decrease the number of toys available to children.</p> <p>All items (bedding, toys, etc.) used by children that day must be removed from the play area and disinfected, or disinfected in place.</p> <p>Indoor shared spaces and structures that cannot be cleaned and disinfected between groups should not be used. If play structures are to be used by more than one group, the structures can only be used by one group at a time and must be cleaned and disinfected before and after use by each group.</p> <p>Ensure the disinfectant used in the facility is adequate for the elimination of viruses and is approved by Health Canada (DIN).</p> <p>Any food contact surfaces must be disinfected with a product safe for food surfaces or immediately rinsed following disinfection.</p> <p>Ensure washrooms are cleaned and disinfected with increased frequency, always well stocked with liquid soap and paper towels, and that warm running water is available.</p>	<p>Please see SECPSD Pandemic Manual Section 8 (Cleaning and Sanitation Guide) And Appendix A—Cleaning and Disinfecting Learning Materials in the Early Learning Classroom</p> <p>Consider limiting the amount of available toys to reduce the task of cleaning.</p>

		<p>Clean and disinfect diapering stations after each use. Garbage bins should be emptied frequently. Remove toys and other items that cannot be easily cleaned and disinfected. Launder plush/stuffed toys following use. Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves. Clean and disinfect cots and cribs after each use, and launder crib linens between children. If parents are providing their own crib linen, the linens should be laundered and placed in a sealed plastic or washable bag before bringing to the child care facility. Do not shake the linens.</p> <p>Programs that utilize a space with other user groups (e.g. programs in museums, community centres, etc.) must ensure the space is cleaned and disinfected before and after using the space.</p>	
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<b>9</b>	<b>Guidelines for Illness in Care</b>		
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<p>Promote proper hand hygiene practices for staff and students. 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. Checking temperatures, detailed screening or requiring COVID-19 testing of students and staff are not required or recommended at this time, based on current evidence. An illness administrative procedure with precautions specific to COVID-19 will be created by school divisions. Symptoms of illness that are not consistent with COVID-19 should continue to be managed per existing policies. 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. Instead, they must stay home and self-isolate. Students and staff can return to school once they are cleared by public health. 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</p>	<p>Children who are ill are not permitted to attend child care. Staff can remind parents and guardians of this at drop-off to confirm that the child does not have symptoms of COVID-19. All parents, guardians, children and staff who are under mandatory self-isolation must not attend the child care facility. Instead, they must stay home and self-isolate. Children can return to care once they are cleared by public health. Parents and caregivers must assess their children daily for symptoms of the common cold, influenza, COVID-19 or other infectious respiratory diseases before sending them to child care. Signage may be used to remind parents and guardians not to enter the facility if they are sick. Signs should be posted at the entrances to child care facilities. If a parent or guardian is unsure if they or a child should self-isolate, they should be directed to use the <a href="#">online Saskatchewan COVID-19 self-assessment tool</a> or contact HealthLine 811 prior to attending the child care facility. If a child develops symptoms at the facility, the child should be isolated from other children and the parent or guardian should be notified to pick up the child immediately. If a separate room is not available, the child needs to be kept at least two metres away from other children. If the sick child is young and requires close contact and care, staff can continue to care for the child until the parent is able to pick up the child. Staff must wear a procedure/surgical mask and eye</p>	<p>Please see SECPD Pandemic Manual Section 9 (Guidelines for Illness and Care). Depending upon the temperament of the child, being sick and then being removed from the classroom may cause distress. If appropriate, please consider arranging for the classroom teacher to tend the sick child (following Guidelines for Illness and Care in the SECPD Pandemic Manual) until parents arrive.</p>
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	<p>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. Provision for supervision of the student must be in place.</p> <p>If a separate room is not available, the student needs to be kept at least two metres away from other students and staff.</p> <p>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.</p> <p>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.</p> <p>All staff must self-monitor for symptoms and use the online Saskatchewan COVID-19 Self-Assessment Tool.</p> <p>Except when in close contact with a sick student, masks and eye protection are not required, beyond those used by staff as part of their regular precautions for hazards normally encountered in the workplace. They should only be used when all other controls have been fully explored.</p>	<p>protection during all interactions with the sick child, and should try to avoid contact with the child's respiratory secretions. Once the child leaves, staff must wash their hands and ensure all areas that the sick child touched are cleaned and disinfected. All items used by the child while isolated should be cleaned and disinfected as soon as the child is picked up. Items that cannot be cleaned and disinfected (e.g. paper, books, cardboard puzzles) should be removed from the program and stored in a sealed container for a minimum of three days.</p>	
<b>10</b>	<b>Nutrition Programs</b>		
	<p>School-supplied food should be delivered directly to the classroom. Students should eat lunches in their classrooms.</p>	<p>Where possible, children should practice physical distancing while eating. Consider staggering snack or meal times to allow spacing between children during meals.</p>	<p>Children may take their meals and snacks with their learning pods, and snack times may be staggered (during play and exploration). This may serve to reduce congestion around the sink and to allow for the extra cleaning and hand hygiene required during this time.</p>
	<p>No self-serve or family-style meal service. There should be no common food items. Food should be served in individual portions to each child by a designated staff member.</p> <p>Utensils should be used to serve food items. Reusable utensils must be cleaned and sanitized after each use.</p> <p>Food from home must not be shared with other students and should be stored with the student's belongings.</p> <p>Students are not allowed to participate in food preparation.</p>	<p>No self-serve or family-style meal service. There should be no common food items (e.g. salt and pepper shakers). Meals should be served in individual portions to each child by a designated staff member.</p> <p>Utensils should be used to serve food items (not fingers).</p> <p>If meals or snacks are provided, ensure all children have their own individual meals or snacks. Reusable utensils must be cleaned and sanitized after each use.</p> <p>Food provided by the family should be stored with the child's belongings or, if refrigeration is required, should be kept in an area designated for the child's group and should not be handled by staff from other groups. Food from home must not be shared with other children.</p> <p>Children are not allowed to participate in food preparation.</p>	

11	<b>Mental Health and Social-Emotional Supports</b>		
	<p>Supports for the health and wellness of students and staff will be provided, including helping students understand the importance of preventative measures that are in place and practicing proper hand hygiene and coughing/sneezing etiquette.</p> <p>School division and school leaders are encouraged to implement trauma-informed practice to support students, staff and families. Trauma-informed practice includes: providing inclusive and compassionate learning environments; understanding coping strategies; supporting independence; and helping to minimize additional stress or trauma by addressing individual student needs.</p> <p>The Ministry of Education will continue to offer supports for mental wellness, including but not limited to:</p> <ul style="list-style-type: none"> <li>a resource posted on saskatchewan.ca to assist parents and caregivers;</li> <li>working with Kids Help Phone to promote their professional counselling services, which are available 24 hours a day via phone, online chat or text, as well as their database of local community resources;</li> <li>working with SaskTel to prevent and respond to bullying, cyberbullying and promote healthy relationships through the Be Kind Online website, which includes a number of resources and tools;</li> <li>providing a provincial license for Respect in Schools training for all staff; and,</li> <li>offering grants to school divisions to support mental health and student safety training initiatives.</li> </ul> <p>Saskatchewan's provincial curricula provide opportunities for students to learn about health, well-being and student safety.</p>		<p><b>Create a safe and secure space</b></p> <p><b>Create a calming routine</b> Children need structure. We need to think about what we value, and we need to build a structure that reflects that. Covid 19 and the important health guidelines with which we re-open our schools now force us to reimagine our early learning spaces and routines. How do we build social and emotional development into our day? How do we build safety and security into our day? How do we build calm into our day? Think carefully about how your new routines honour and protect the whole child. And, remember that being able to predict and to view the daily schedule, though a small measure, will be a great relief to our students in times of stress and uncertainty.</p> <p><b>Let children feel their emotions</b> Support, expect and normalize that children may feel a range of emotions as they come to school and leave their families and respond to the Covid 19 crisis. The MindUp curriculum is a resource (and provides a set of vocabulary) that is common across our school division and across grades K-8. A manual can be found for K-2 in your school. Kids Have Stress Too is a program for 3-5 year old children to help them manage stress. It was created by the Canadian Psychology Foundation and resources are available online (at a cost) or free from your Early Learning Consultant.</p>
12	<b>Students with Intensive Needs</b>		
	It may not be possible to support all students with intensive needs in-person due to health and safety guidelines.		Children with Intensive Needs, who are not able to attend due to health and safety guidelines will be supported by Early Learning Consultants through 'home' visiting/ family support.
	Other methods of providing service or additional precautions may be suggested for those with compromised immune systems, in consultation with a medical professional.		Children in Kindergarten who do not have Intensive Needs but who are not able to attend the regular classroom due to health constraints will have access to online learning through Cyberstone.
			Students who have been designated as having Intensive Needs may have barriers to compliance with some of the health and safety procedures in the classroom. To gain a better understanding of the student's needs and strengths as they

			relate to these guidelines, please consult with the parents and with the Learning Support Teacher.
<b>13</b>	<b>Communication Plan and Process</b> – See SECPD COVID Health and Safety Response Plan		
<b>14</b>	<b>Transportation</b>		
	<p>The following transportation protocols could be considered for implementation:</p> <p>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 a case of COVID-19. Students who live in the same household should be seated together.</p> <p>Partitions around drivers can be considered.</p> <p>Cleaning and sanitation of buses or other vehicles used to transport students is required between each run. Recreational travel requiring vehicles, such as field trips, is not permitted at this time.</p> <p>Parents will be asked to transport their own children where possible.</p> <p>Encourage pickup and drop off of students outside of the building, unless there is a need for the parent or guardian to enter the school.</p> <p>If parents or guardians must enter the school, they should maintain physical distancing from staff and other children, and be reminded to practice diligent hand hygiene.</p>	<p>Vehicles used by child care facilities for transporting children should be cleaned and disinfected as per transportation guidance in the <a href="#">COVID-19 workplace guidelines</a>. Transportation should be limited to the transport of children to and from care. Recreational travel requiring vehicles, such as field trips, is not permitted at this time.</p>	

## Appendix A—Cleaning and Disinfecting Learning Materials in the Early Learning Classroom

**This document is ‘evergreen’ and will be updated as new resources and information become available.**

### Toys and other Learning Materials in the SECPD Early Learning Classroom:

- All toys and learning materials offered to children in the Prekindergarten and Kindergarten classrooms are to be clean and disinfected before use.
- Hand hygiene is to be completed before and after handling toys and other learning materials.
- Toys and learning materials are to be kept within one learning pod/quadrant or must be disinfected before use by another learning pod.
- If any toys are ‘mouthed’ by a student, these toys are to be cleaned immediately or placed in a ‘dirty toy bin,’ out of the reach of children, for later cleaning and disinfection.
- Remove: Foam, musical wind instruments, toys that retain water, sensory tables (water, sand, grain, etc.), damaged or cracked toys that might harbor virus, any toys or materials that might encourage ‘mouthing’ (ie. play food).

### Disinfecting Procedures

**Option 1—EP50** (wear gloves and see EP50 SDS linked below for further safety information)

1. Inspect and discard any damaged, cracked, or broken toys or learning materials.
2. As per EP50 TDS (linked below), wash heavily soiled toys/learning materials with warm water and liquid detergent before disinfecting.
3. Submerge the clean toys/learning materials in disinfectant (EP50) *for 5 minutes*. Solution must be replaced daily when used for the purpose of disinfection (Dilution ratio for disinfection-- 1 part EP50 to 12 parts water). Custodians in every school will provide prepared solution upon request.  
**Or** spray the cleaned toys/learning materials in disinfectant (EP50), turn materials over to spray other side, *surfaces must remain wet (dwell time) for 5 minutes*.
4. Rinse the disinfected toys/learning materials with water.
5. Set the rinsed toys/learning materials to dry.

### Option 2—Automatic Dishwasher

Wash and disinfect toys/learning materials by running them through a dishwasher.

### Option 3—Automatic Washer and Dryer

Wash and disinfect toys/learning materials by running them through a washing machine (hot setting) and then machine dry (hot).

### Note:

For books that cannot be easily disinfected, remove from circulation for 24 hours.

For other toys/materials that cannot be easily disinfected, remove from circulation for 72 hours.

### More Information:

[EP50 Safety Data Sheet](#), Avmor.com

[EP50 Technical Data Sheet](#), Avmor.com

[Childcare Facilities Guidelines](#), Saskatchewan Ministry of Education 2020