



**GOLDEN HILLS
SCHOOL
DIVISION**

**SCHOOL
RELAUNCH
GUIDE
2020/2021**

Powering Hope and Possibilities



The past few months have been an unprecedented time in education – not only here in our schools but across the country and elsewhere on the planet. We have never had an experience here with such a widespread cancellation of classes, on this scale or for this length of time. Learning at home has been a learning experience for all of us both from a perspective of challenges and successes. The feedback we have received from parents, students and staff has been very helpful as we plan for a return to school in the fall. In the sections to follow, we have outlined our learning plans for all three scenarios, but with more detail for Scenario 2 as that will be most unfamiliar for everyone. We've also included a large section describing our Health and Safety planning. While we are all hoping for a near normal return to classes, there are many adjustments we will need to follow the Alberta Health guidelines. While many of these new routines may seem unusual at first, we expect to quickly adjust and our near normal school experience will feel comfortable fairly quickly.

In addition to the specific planning to keep our students and staff safe at school and the planning to manage the different learning scenarios, we are also very concerned with the general well-being of our students and staff. While we are following Alberta Health regulations to keep people safe at school, it is very important to us that our staff and students *feel safe and are comfortable coming to school*. With that in mind we will be closely monitoring all of our schools, connecting with our staff and our students and making adjustments as necessary so that our near normal experiences are as welcoming, friendly and comfortable as possible.

Our schools have always been close knit communities where, in addition to student success, nurturing environments for each child to feel safe and cared for have been our primary concern. As we move forward in September, while there will be some changes in some of our school routines, the important things we do to support and care for one another, our staff and our students - those things will not change.

I look forward to seeing all of you back to school in the fall.

Be well, be safe and have a great summer!

Bevan Daverne
Superintendent
Golden Hills School Division



**GOLDEN HILLS
SCHOOL
DIVISION**

**SCHOOL
LEARNING
PLAN
2020/2021**

Powering Hope and Possibilities

Golden Hills Relaunch Plan

We will follow the **Provincial Mandates**. For our schools the Province has described three options:

SCENARIO 1:

In School Classes Resume- **Near Normal** with Health Measures

SCENARIO 2:

In School Classes Partially Resume (with additional Health Measures)-**Hybrid Learning**

SCENARIO 3:

At Home Learning

NEAR NORMAL

- Regular operations means that **all students will have access** to school every student day on the calendar
- Assumes deliver of **all curriculum**
- Public health measures for student learning and extracurricular activities will be followed (including physical distancing when possible)
- Additional hygiene and cleaning protocols will be implemented in schools (see Safety Document)

HYBRID LEARNING

- Students will attend school every second day and alternating Friday's to adhere to health protocols and distancing mandates.
- Face to face instruction will occur half the time and one of the goals will be to minimize parents obligation for learning
- Public health measures for student learning and extracurricular activities will be followed.
- Additional hygiene and cleaning protocols will be implemented in schools.

AT HOME LEARNING

- While we have had experience with learning at home the feedback we received from parents, students and teachers will ensure adjustments are made to best support learning and communication.

Guiding Principles for Hybrid Learning

- Emotional well being and the safety of students is priority.
- Schools and families will work together and be flexible to support student success. Teachers will continue to use professional discretion in planning for families.
- When students aren't in the building, some form of learning will continue at home.
- At Home learning will be as independent for students as possible and require little parent support.
- Students are partners in the learning, and are responsible for their At Home learning.
- Both formative and summative assessments are expected to be completed by students.
- Utilize high impact, high engagement instructional strategies and learning experiences.
- Eliminate printing at home, if possible.
- Schedule: Group A on Mondays/Wednesdays. Group B on Tuesdays/Thursdays. Rotating Fridays.

Grades K to 3 Hybrid Learning

CURRICULUM

- Day 1 at home, day 2 at school
- Focus on **literacy** and **numeracy**
- No further prioritization required
- Assessing and reporting on literacy and numeracy
- Interweave other subjects into instruction
- Such as PE, Art, Science, Social, Music etc
- E.g. use a book about bees to discuss science content and reading strategies

AT HOME

- Practice or review of skills learned At School
- Teachers will provide activities/experiences that are a continuation of student learning, and families are encouraged to complete
 - Regular expectations around daily reading will continue, in addition to other independent work
 - These activities will be roughly 15-30 minutes a day (flexible by grade level)
 - These activities will be structured so students can complete work primarily independently by students (or with minimal parent support). Routines are suggested.
 - Parents won't be responsible for teaching new concepts.
- Suggested daily reading/ writing will continue
- Could be a mix of tech. and paper activities
 - E.g. use of reading apps, math games apps, FreshGrade or Seesaw portfolio
 - E.g. Non-tech math games, reading a book, writing prompts
- Assessment of work At Home will be up to each teacher's discretion

AT SCHOOL

- Concepts/ideas/topics introduced
- Repeat instruction with each group
- Instructional Strategies might include:
 - Guided learning
 - Focus lessons
 - Small group and individual conferences
 - Direct instruction
 - Ongoing feedback and triangulation of data
- Formative and Summative Assessment will continue at the professional discretion of the teacher in keeping with GHSD's framework for assessment
- Summative assessment will be completed at school

TECHNOLOGY

- For communication: FreshGrade, Seesaw, or Google Classroom
- Communication technology decision made by schools
- FreshGrade is recommended

TEACHER COLLABORATION

- Work towards similar home experiences across Golden Hills; sharing resources and provide consistency
- Consider similar order of unit/concept studies to better support one another
- Collab Groups discuss which outcomes in other subjects to interweave into literacy and numeracy

Grades 4 to 6 Hybrid Learning

CURRICULUM

- Focus on **literacy** and **numeracy**
- Interweave other subjects into instruction
- Such as Science, Social, PE, Music, Art etc
- Grade 6 Provincial Achievement Tests (LA and Math)

AT HOME

- Practice or review of skills learned at school
- Teachers will provide activities/experiences that are a continuation of student learning, and families are encouraged to complete
 - Suggested daily reading/writing
- Complete work primarily independently by students (or with minimal parent support)
 - Parents won't be responsible for teaching new concepts.
- Suggested 30-60 minutes a day (depending on grade level)
- Could be a mix of tech. and paper activities

AT SCHOOL

- Concepts/ideas/topics introduced
 - Repeat instruction with each group
- Instructional strategies might include:
 - Teacher conferences
 - Centers, mini lessons & small groups, conferences
 - Collaborative discussions
 - Direct instruction
- Ongoing feedback and triangulation of data
- Formative and Summative Assessment will continue at the professional discretion of the teacher in keeping with GHSD's framework for assessment
 - Commonly developed assessments should remain secure

TECHNOLOGY

- Instructional technology: FreshGrade, Seesaw, or Google Classroom
- Communication technology decision made by schools
 - FreshGrade or Seesaw K-4 (FreshGrade recommended)
 - Google Classroom 4-6

TEACHER COLLABORATION

- Work towards similar experiences across Golden Hills; sharing resources and provide consistency
- Consider similar order of unit/concept studies to better support one another
- Support one another through Collab Groups

Junior High Hybrid Learning

CURRICULUM

- Core subjects (full curriculum)
- Physical Education and Health
- Options (school by school basis)
- Grade 9 Provincial Achievement Tests (LA and Math)

AT HOME

- Synchronous and asynchronous learning
- Complete work independently by students
- Approximately 30 minutes per core subject
- Could be a mix of tech. and paper activities
- Language Arts
 - Students read/study text
 - Reading/writing
- Social Studies
 - Reading/writing
 - Projects
- Science
 - Textbook learning or assigned reading with follow-up questions to prepare for at school learning
- Mathematics
 - Live streaming
 - Daily new ideas/ concepts/topics introduced
- Options
 - Optional enrichment activities
 - Cross curricular opportunities with cores

AT SCHOOL

- Instructional Strategies might include:
 - Teacher conferences
 - Direct instruction
 - Group work and discussions
 - Labs
- Ongoing feedback and triangulation of data
- Formative and Summative Assessment will continue at the professional discretion of the teacher in keeping with GHSD's framework for assessment
 - Commonly developed assessments should remain secure
 - E.g. some written work and projects may happen at both school and home
 - E.g. exams happen at school to remain valid and secure
- Language Arts
 - Focus on student conferencing, feedback, discussions, and group work
- Social Studies
 - Focus on student conferencing, feedback, discussions, and group work
- Science
 - Review of learning done at home
 - Exploratory or extension activities guided by teacher
 - Assessments
- Mathematics
 - Live streaming
 - Daily new ideas/ concepts/topics introduced
- Options
 - Options will take place at school
 - Cross curricular opportunities with core

TECHNOLOGY

- Google Classroom
- Google Meet/Bluetooth microphone/Active Board streaming

TEACHER COLLABORATION

- Work towards similar experiences across Golden Hills; sharing resources and provide consistency
- Consider similar order of unit/concept studies to better support one another
- Support one another through Collab Groups
- Use of common Drives or Google Classroom to share resources

High School Hybrid Learning

CURRICULUM

- Core subjects (full curriculum)
- PE & CALM
- Options (scheduling will vary by school)
- Grade 12 Diplomas
- Athletics to be determined at a later date

AT SCHOOL

- Instructional Strategies might include:
 - Teacher conferences
 - Direct instruction
 - Group work and discussions
 - Labs
- Concepts will be covered each class in order to address the entire curriculum
- Regular classes
- Streaming and/or recording of lesson delivery will happen depending on subject
 - Some subject/option areas use the same lessons on Day 1/Day 2
 - Other subjects will stream new content everyday and students will tune in synchronously to learn
 - Activeboard/audio live stream
 - Some additional video live stream (e.g. hands on activities & labs)
- Formative and Summative Assessment will continue at the professional discretion of the teacher in keeping with GHSD's framework for assessment
 - Commonly developed assessments should remain secure
 - E.g. some written work and projects may happen at both school and home
- E.g. exams happen at school to remain valid and secure
- English
 - Focus on student conferencing, feedback, discussions, and group work
 - Some live streaming may occur
- Social Studies
 - Focus on student conferencing, feedback, discussions, and group work
 - Streaming of new course material each class
 - Recorded live streams possible
- Science
 - Live streaming (including labs)
 - Recorded live streams
 - New concepts/topics/ ideas introduced daily
- Mathematics
 - Live streaming
 - Recorded live streams
 - New topics/ concepts/ideas introduced daily
- Options
 - Option classes at school will proceed normally

High School Hybrid Learning

AT HOME

- Teachers will provide lessons that are subject specific; new material/concepts may be covered each day or extension activities
- Synchronous with live streamed lessons or asynchronous learning with recorded lessons or independent activities
- Complete work independently
- The time required for students at home will vary; but it is expected that a student's time should reflect their regular school timetable
- Primarily technology based but could be a mix of tech. and paper activities
- English
 - Students read/study text
 - Reading/Writing
- Social Studies
 - Reading/Writing
 - Projects
- Science
 - Live Streaming (including labs)
 - Recorded live streams
 - New concepts/ideas/ topics introduced daily
- Mathematics
 - Live streaming
 - Recorded live streams
 - New concepts/ideas/ topics introduced daily
- Options
 - Delivery of notes, examples, or other assignments that are possible to work on in an at-home environment

TECHNOLOGY

- Google Classroom
- Google Meet/Bluetooth microphone/Active Board streaming

TEACHER COLLABORATION

- Work towards similar experiences across Golden Hills; sharing resources and provide consistency
- Consider similar order of unit/concept studies to better support one another
- Support one another through Collab Groups
- Use of common Drives or Google Classroom to share resources



**GOLDEN HILLS
SCHOOL
DIVISION**

**HEALTH AND
SAFETY GUIDE
2020/2021**

Powering Hope and Possibilities

Updated March 25, 2020

TABLE OF CONTENTS

I. OVERVIEW	1
COVID-19 CHILDREN/YOUTH	2
COVID-19 ADULTS	3
II. GENERAL INFECTION PREVENTION & EXPOSURE CONTROL MEASURES	4
HIERARCHY FOR INFECTION PREVENTION & EXPOSURE CONTROL MEASURES FOR COMMUNICABLE DISEASE	4
PUBLIC HEALTH MEASURES	6
MASS GATHERINGS	6
CASE FINDING, CONTACT TRACING & OUTBREAK MANAGEMENT	6
SELF-ISOLATION & QUARANTINE	6
ENVIRONMENTAL MEASURES	8
CLEANING & DISINFECTING	8
ADMINISTRATIVE MEASURES	8
PHYSICAL DISTANCING & MINIMIZING PHYSICAL CONTACT	8
STUDENT TRANSPORTATION ON BUSES	10
EXTRA-CURRICULAR ACTIVITIES	10
PERSONAL MEASURES	11
STAY HOME WHEN SICK	11
HAND HYGIENE	12
HOW TO WASH YOUR HANDS	13
RESPIRATORY ETIQUETTE	14
PERSONAL PROTECTIVE EQUIPMENT	14
III. SPECIFIC COVID-19 RISK MITIGATION	14
GENERAL BUILDING SAFETY	14
SCREENING	15
COHORTS	16
PHYSICAL DISTANCING	16
EXPECTATIONS FOR DROP OFF/ENTRY AREAS AT SCHOOLS	19
IN-PERSON LEARNING	19
EXPECTATIONS FOR VISITORS AND OTHER SERVICE PROVIDERS ENTERING THE SCHOOL	21
MITIGATIONS FOR HIGH TRAFFIC AREAS IN SCHOOL FACILITIES	21
EXPECTATIONS FOR SHARED USE EQUIPMENT	21
AUXILIARY SPACES	21
FOOD SERVICES	22
RESPONDING TO ILLNESS	22
STUDENT TRANSPORTATION	23
WORK EXPERIENCE & OTHER LEARNING EXPERIENCES	25
INTERNATIONAL STUDENTS/PROGRAMS	25

APPENDICES

APPENDIX A	AHS ZONE ENVIRONMENTAL PUBLIC HEALTH CONTACTS	26
APPENDIX B	INDIGENOUS SERVICES CANADA – FIRST NATIONS & INUIT HEALTH BRANCH	27
APPENDIX C	AHS COORDINATED EARLY IDENTIFICATION AND RESPONSE TEAM	28
APPENDIX D	MANAGEMENT OF PERSONS WHO ARE TESTED FOR COVID-19	29
APPENDIX E	SUMMARY OF SCHOOL BASED CONTROL MEASURES	31
APPENDIX F	WHAT TO DO IF A STUDENT OR STAFF MEMBER DEVELOP SYMPTOMS	22
APPENDIX G	WHEN TO PERFORM HAND HYGIENE AT SCHOOL	33
APPENDIX H	SCREENING QUESTIONNAIRE	34
APPENDIX I	VISITOR LOG	35
APPENDIX J	PRINCIPAL CHECKLIST	36
APPENDIX K	TEACHER CHECKLIST	39
APPENDIX L	PPE GUIDELINES	
APPENDIX M	COVID GUIDANCE FOR PARENTS: YOUR CHILD HAS ONE OR MORE OF THESE 5 COVID-19 SYMPTOMS	
APPENDIX N	COVID GUIDANCE FOR PARENTS: YOUR CHILD IS ASYMPTOMATIC AND IS A CLOSE CONTACT	
APPENDIX O	COVID GUIDANCE FOR PARENTS: YOUR CHILD HAS ONE OR MORE OF THESE OTHER COVID-19 SYMPTOMS	

I. OVERVIEW

Procedures outlined within this document are intended to provide guidance to Golden Hills School Division Administrators and staff while preparing for and planning an effective recovery and successful re-entry into regular school programs. It presents several strategies and considerations as we move forward to embrace the new normal of managing our schools.

Adapting to this new normal gives us a chance to get our students back to their classrooms, and connections that are so important to them while keeping them safe. These guiding principles can be used by administrators to make plans to reopen schools that provide educational environments that are beneficial to learning, while maintaining the safety and security for students, teachers and staff.

Principles to guide decisions, preparations and actions:

- Ensure the health, safety and well-being of students, teachers, staff and all workers by providing safe and healthy teaching and learning environments and counselling services, to ensure their wellbeing including mental health.
- Keep informed of all protocols and requirements established by Alberta Health Services and the Medical Officer of Health and ensure they are adhered to.
- Take into consideration that some teachers, administrators, school staff and students may fall into the at-risk category because of their age or other health risks and provide reasonable accommodations for them when possible.
- Differentiate instruction strategies to ensure students have access to high quality learning opportunities that are guided by Alberta Education mandates and the Programs of Study for all potential methods of delivery.
- Support professional development by ensuring staff have access to professional learning, collaboration, and the support they need to grow their instructional practice in all potential methods of delivery.

These guiding principles will give direction and support for a safe school re-entry and recovery for the 2020-2021 school year and reduce opportunities for transmission of COVID-19.

The Alberta Education re-entry plan for ECS-12 schools considers three scenarios that could exist when the 2020-2021 school year begins in September.

Scenario 1 In-school classes resume (near normal with health measures).

Scenario 2 In-school classes partially resume (with additional health measures).

Scenario 3 At-home learning continues (in-school classes are suspended/cancelled).

It is the goal of Golden Hills School Division to safely resume classes as outlined in Scenario 1 or 2.

Medical Officers of Health (MOH) and their designates are available to provide guidance and support. Their role is to undertake communicable disease risk assessments and provide guidance on risk management. If you need specific guidance or have questions about how to apply the measures in this document, please contact Human Resources.

Schools should adapt as much as possible to implement public health and infection prevention and control measures including:

- Staying home when ill
- Physical distancing
- Minimized physical contact
- Hand hygiene
- Frequent cleaning and disinfection
- Ongoing screening
- Student/staff cohorts
- Use of Masks

Covid-19 and Children/Youth

To date COVID-19 has been found to have a very low infection rate in children and youth. Children under 1 year of age and those who are immunocompromised or have pre-existing pulmonary conditions are at a higher risk of severe illness.

Children and youth typically have much milder symptoms of COVID-19 and most often show low-grade fever and a dry cough. GI symptoms are more common over the course of the disease, while skin changes and lesions are less common.

Transmission

Children are not the primary drivers of COVID-19 spread in schools or in community settings. Evidence indicates transmission involving children is mainly limited to household settings where COVID-19 positive adults have transmitted to children in that household. Clusters and outbreaks involving children and youth are unusual and tend only to occur in areas where there are high levels of community spread.

Adolescent children should practice physical distancing where possible when outside of their home. Because it's more difficult for younger children to maintain physical distancing, it's more realistic to concentrate on having them minimize their physical contact with others instead.

COVID-19 and Adults

Based on currently available information and clinical expertise, adults at a higher risk for severe illness are:

- Aged 65 and over especially if they are living in a nursing home or long-term care facility,
- People of any age with compromised immune systems, or
- People of any age who have serious underlying medical conditions.

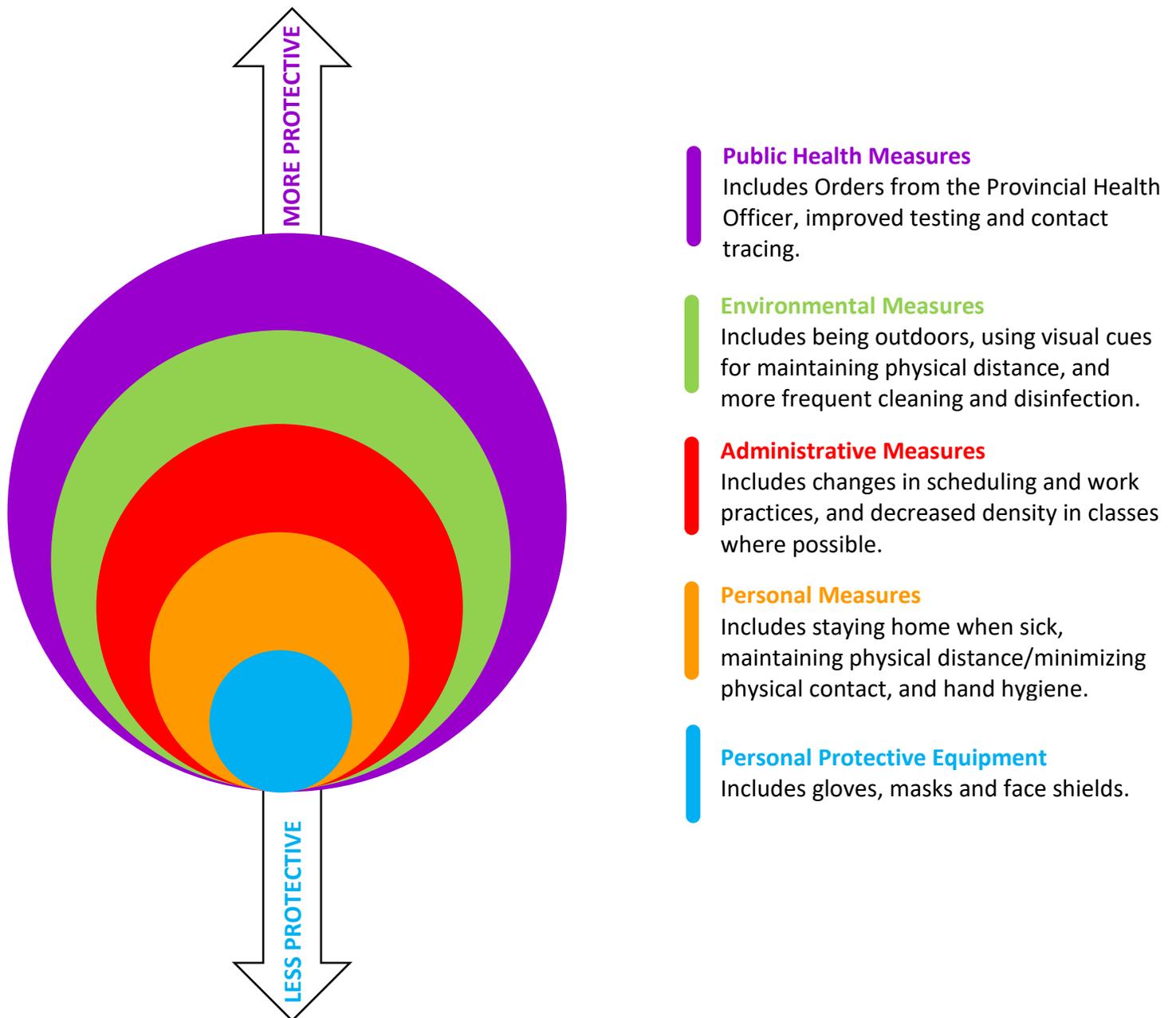
Most adults infected with COVID-19 will have mild symptoms that do not require care outside of the home.

COVID-19 is most commonly transmitted through large droplets produced when a person infected with COVID-19 coughs or sneezes. The virus in these droplets can enter through the eyes, nose or mouth of another person if they are in close contact with the person who coughed or sneezed. The virus can also enter a person's body from touching something with the virus on it and then touching one's eyes, mouth or nose with unwashed hands.

II. GENERAL INFECTION PREVENTION AND EXPOSURE CONTROL MEASURES

Implementing infection prevention and exposure control measures helps create a safe environment for everyone. A hierarchy of infection prevention and exposure control measures for communicable disease describes the measures that can be taken to reduce the transmission of COVID-19. Control measures at the top are more effective and protective than those at the bottom. By implementing a combination of measures at each level, the risk of COVID-19 is substantially reduced.

Hierarchy for Infection Prevention and Exposure Control Measures for Communicable Disease





Public Health Measures

Public Health Measures are actions taken across society at the provincial level to limit the spread of the SARS-CoV-2 virus and reduce the impact of COVID-19. The Provincial Health Officer has implemented public health measures including limits on mass gatherings, requiring travellers to self-isolate or quarantine upon arrival in Alberta, effective case finding and contact tracing, and emphasizing the need for people to stay home when they are sick.



Environmental Measures

Environmental Measures are changes to your physical environment that reduce the risk of exposure. Examples include being in outdoor spaces, ensuring good ventilation and air exchange, using visual cues to maintain physical distance, erecting physical barriers where appropriate and frequent cleaning and disinfection.



Administrative Measures

Administrative Measures are measures enabled through the implementation of policies, procedures, training and education. Examples of these include health and wellness policies, limits to numbers in classrooms (where possible), staggered schedules and using virtual



Personal Measures

Personal Measures are actions individuals can take to protect themselves and others. Examples include maintaining physical distance/minimizing physical contact, washing your hands frequently, coughing into your elbow and staying home from work if you are sick.



Personal Protective Equipment

Personal Protective PPE is not effective as a stand-alone preventive measure, should be suited to the task, and must be worn and disposed of properly. Outside of the health care settings, the effectiveness of PPE is generally limited to protecting others should you be infected.

Schools can implement a combination of measures at different levels, as described in this document. This document includes Environmental, Administrative, Personal Measures and the use of PPE.

A summary of control measures is included as Appendix C.

Gatherings

The Provincial Health Officer states that gatherings and events can have in excess of 50 students and staff in one area within the school provided the area allows for physical distancing.

Principal

Case Finding, Contact Tracing and Outbreak Management

Active testing of people with mild COVID-19 like symptoms (case finding) helps identify cases early in the course of a person's illness, determine whether others in close contact with them are at risk for infection (contact tracing), and ensure they get appropriate care and follow-up. ***If two or more staff/students within a cohort are identified as having symptoms consistent with COVID-19, the school should follow outbreak notification procedures as per routine zone protocols.***

If a COVID-19 positive person is identified by public health staff, significant efforts are taken to determine if they are part of a cluster of cases or part of a local outbreak. Specific public health measures are implemented in facilities where an outbreak occurs to prevent further transmission of COVID-19 and keep others safe in a school or workplace.

Any school connected to a confirmed or probable case of COVID-19 will be contacted by Alberta Health Services and may be required to close in-person classes to allow the public health investigation to take place. Notify Associate Superintendent (HR) if there is a confirmed COVID-19 case in the school/site so that it can be reported to Occupational Health and Safety and to arrange deep cleaning (Clorox 360) of the space.

Principal

Self-Isolation and Testing

If children, youth or staff have COVID-19 like symptoms they should self-isolate, take the COVID-19 Self Assessment to arrange for testing and follow the directions they get from their doctor and AHS. Self-isolation is also advised for anybody who is in close contact of a confirmed case and are waiting to see if they develop COVID-19 illness. See Appendices K, L and M.

[Take the COVID-19 Self-Assessment to arrange testing](#)

[Call Health Link 811](#) if you are concerned about your health.

Environmental Measures

Cleaning and disinfecting

Regular cleaning and disinfecting are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. Schools should be cleaned and disinfected following these general guidelines:

- General cleaning and disinfecting of the premises should occur at least **once a day.** **Facilities Mgr.**
- Frequently touched surfaces should be cleaned and disinfected at least **twice a day.** **Facilities Mgr.**
 - These include doorknobs, light switches, toilet handles, tables, desks, chairs, keyboards, microwaves, appliances and toys. **Principal Teacher Facilities Mgr.**
- Clean and disinfect any surface that is visibly dirty. **Facilities Mgr.**
- Use common, commercially available detergents and disinfectant products and closely follow the instructions on the label. **Facilities Mgr.**
- Area rugs and soft furnishings that cannot be easily cleaned and disinfected should be removed. **Principal Facilities Mgr.**
- Empty garbage containers daily. **Facilities Mgr.**
- Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, urine). Wash hands before wearing and after removing gloves. **All Staff**

We should, out of an abundance of caution, limit as much as possible the distribution or sharing of books or paper-based educational resources to students because of COVID-19. **Principal Teacher**

Administrative Measures

Physical distancing and minimizing physical contact

Physical distancing (maintaining 2 meters between two or more people) is challenging in a K-12 school setting, especially with younger students. It is reasonable to establish different expectations for different age groups and activities. For example, younger students should be helped to understand and maintain minimal physical contact with one another, while older students and adults should make sure they maintain a safe physical distance whenever possible.

The following physical distancing strategies should be implemented where possible:

- Avoid close greetings like hugs and handshakes. Regularly remind students to “keep your hands to yourself”. **Teacher Principal**
- Spread people out into different areas: **Teacher Principal**
 - Consider different classroom and learning environment configurations to allow distance between students and adults (e.g., different desk and table formations).

- Where possible, organize students into smaller groups/cohorts that stay together throughout the day. Teacher Principal
- Where possible, minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (i.e. minimize the amount of mixing between students and different staff in the setting). Principal
- Stagger student pick-up and drop-off times. Principal Transportation Mgr.
- Stagger recess/snack, lunch and class transition times so there is a larger amount of space for everyone to maneuver in. Principal
- Take students outside more often. Teacher Principal
 - Organize learning activities outside including snack time, play-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside. Group sports activities should be organized in a way that will consider personal measures that should be followed.
 - Reassure students and parents that playgrounds are a safe environment, and encourage appropriate hand hygiene practices before, during, and after outdoor play.
- Incorporate more individual activities or activities that keep more space between students and staff. Teacher
 - For younger students, adapt group activities to minimize physical contact and reduce shared items.
 - For adolescent students, minimize group activities and avoid activities that require physical contact.
- Parents, caregivers and other non-staff adults entering the school need to do screening and complete the Screening Questionnaire (**Appendix H**) and sign in. Remind them to practice diligent hand hygiene, wear a non-medical mask, and maintain physical distancing when they are in the school. Principal
- Assemblies and other school-wide events should be held virtually to avoid large gatherings in one place. Principal

Student Transportation on Buses

Children and students travel to and from school through a combination of walking, being driven by their parents/guardians, and school bus services. Travel/transportation of children and students must follow public health measures in place.

- Parents and children/students should not be in the pick-up area or enter the bus if they have symptoms of COVID-19. **Bus Driver** **Transportation Mgr.**
- The driver should be provided with a protective zone, and should include: **Transportation Mgr.**
 - 2-meter physical distance;
 - Physical barrier and/or face shields;
 - Non-medical masks
- Mask use for grade four to 12 students is mandatory where physical distancing cannot be maintained including school buses. **Bus Driver** **Transportation Mgr.**
- Mask use for kindergarten to grade three is optional. **Bus Driver** **Transportation Mgr.**
- 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 a case of COVID-19. Students who live in the same household should be seated together. **Bus Driver** **Transportation Mgr.**
- Schools should develop procedures for student loading, unloading and transfers that support physical distancing of 2 meters between all persons (except household members), when possible and may include: **Bus Driver** **Transportation Mgr.**
 - Children/students start loading from the back seats to the front of bus.
 - Where feasible, limit the number of students per bench unless from the same household.
 - Students from the same household may share seats.
 - Students start unloading from the front seats to the back of the bus.
- If a child becomes symptomatic during the bus trip, a mask may be made available. The driver will contact the school to make the appropriate arrangements to pick up the child/student. **Bus Driver** **Transportation Mgr.**
- Bus cleaning and records.
 - Increase frequency of cleaning and disinfection of high-touch surfaces, such as door handles, window areas, rails, steering wheel, mobile devices and GPS prior to each run.
 - It is recommended that vehicle cleaning logs be kept. **Bus Driver** **Transportation Mgr.**

Extra-Curricular Activities

School authorities continue to have the flexibility to offer extra-curricular activities to students. Alberta Education is working with Alberta Health and education partners, including the Alberta School Athletics Association, to explore go forward possibilities for athletic activities and events within the context of health measures being in place.

School authorities, parents/guardians, students and community members must continue to follow public health measures in place. See [Sport, Physical Activity and Recreation Guide](#)

Personal Measures

Stay home when sick

- All students and staff who have symptoms of COVID-19 **OR** travelled outside Canada in the last 14 days **OR** were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate, including children of essential service workers who are ill.
- Parents and guardians play an integral role in the screening process and complete the Screening Questionnaire (**Appendix H**) for the student's daily involvement in schools. They must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
- School staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 or other infectious respiratory disease prior to entering the school and complete the Screening Questionnaire (**Appendix H**).

All Staff

- It is the responsibility of school administrators to ensure school staff are aware of their responsibility to assess themselves daily for symptoms of common cold, influenza, COVID-19 or other infectious respiratory disease prior to entering the school. **Principal**
 - Clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school. **Principal**
 - Implement procedures for students and staff who become sick while at school so they can be sent home within an hour (**Appendix F**). **Principal**
 - Ensure staff and students who are ill, including children of essential service workers, not be permitted to attend school. **Principal**

If anybody is unsure if they or a student should self-isolate, they should be directed to use the [Alberta Health Services COVID-19 Self-Assessment Tool](#).

- If concerned, they can be advised to contact 8-1-1 or the local public health unit to seek further input.
- They can also be advised to contact a family doctor to be assessed for COVID-19 and other infectious respiratory diseases.

An information sheet on what to do if a student or staff member becomes ill at work or school is included as Appendix F.

Hand Hygiene

Teachers

Rigorous hand washing with plain soap and water is the most effective way to reduce the spread of illness. Students and staff can pick up and spread germs easily from objects, surfaces, food and people. Everyone should practice diligent hand hygiene and parents and staff should teach and reinforce these practices among students.



How to practice diligent hand hygiene:

- Wash hands with plain soap and water for at least 20 seconds. It isn't necessary to use antibacterial soap for COVID-19.
- If sinks aren't available (e.g. students and staff are outdoors), use alcohol-based hand sanitizer containing at least 60% alcohol.
- If you can see dirt on hands, sanitizer may not be effective enough to ward off viruses so soap and water should be used.

Strategies to ensure diligent hand hygiene:

- Students and staff are required to perform hand hygiene (with hand sanitizer that is at least 60% alcohol or washing hands with soap and water) when they enter or exit the school or classroom (See **Appendix G**). Place hand washing stations in various locations including school entrances, hallways, and classrooms to encourage staff and students to practice hand hygiene throughout the day.
Principal **Facilities Mgr.**
- Regularly remind staff and students about the importance of diligent hand washing.
Principal **Teacher**
- Incorporate additional hand washing opportunities into the daily school schedule. **Principal**
- Ensure hand washing supplies are always well stocked:
 - soap,
 - paper towels
 - and where appropriate, alcohol-based hand rub with a minimum of 60% alcohol.**Facilities Mgr.**
- Staff should help young students with hand washing as needed. **Teacher**

An information sheet on when students and staff should practice hand hygiene is included as Appendix G.

HOW TO WASH Your Hands

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs.

Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.



1

Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.



2

Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.



3

Rinse your hands well under clean, running water.



4

Dry your hands using a clean towel or air dry them.



5

Respiratory Etiquette

Students, staff and outside visitors should:

- Cough or sneeze into their elbow sleeve or a tissue. Throw away used tissues and immediately wash their hands or use hand sanitizer.
- Avoid touching eyes, nose or mouth with unwashed hands.
- Avoid sharing any food, drinks, unwashed utensils, cigarettes or vaping devices.



Mask use for grade four to 12 students is mandatory where physical distancing cannot be maintained including school buses. It is important to treat people wearing masks with respect.

Mask use for kindergarten to grade three is optional.

Parents and staff can teach and reinforce these practices to students.

Principal

Teacher

Personal Protective Equipment

- Mask use for kindergarten to grade three students is optional.
- Mask use for grade four to 12 students, and all school staff is mandatory where physical distancing cannot be maintained, including on school buses.
- Exemptions will be made for students and staff who are unable to wear a mask due to medical or other needs.
- All students and staff will receive two reusable masks.
- School staff will receive one reusable face shield for their use in the schools to use at their discretion. A mask must still be worn while wearing a face shield.
- Schools will receive an adequate supply of gloves to use at their discretion.
- All school-based staff will be provided with an acrylic barrier for their desk or work station.
- Please see **Appendix M** – Pandemic Personal Protective Equipment (PPE) Guideline for specific procedures on the use of PPE.

III. Specific COVID-19 Risk Mitigation

General building safety

- A thorough cleaning of school facilities must be completed prior to re-entry.
Facilities Mgr.
- Many school buildings have had reduced or no water flow through the plumbing water system during the pandemic, leading to the stagnation of water in the pipes. Prior to the launch of summer school, the physical setting should be checked to ensure fresh water replaces the stagnant water in the water lines. Guidance on flushing water systems can be accessed [here](#).
Facilities Mgr.
- HVAC systems should be checked to ensure good ventilation.
Facilities Mgr.
- Open windows when possible and if weather permits
Teacher Principal
- Area rugs and soft furnishings that cannot be easily cleaned and disinfected should be removed. **Principal** **Facilities Mgr.**
- Schools must develop procedures that outline hand hygiene and cleaning requirements for schools and should address:
 - Placement of hand sanitizer containing at least 60% alcohol content (or a non-alcohol-based hand sanitizer approved by Health Canada) in entrances, exits, classroom entrances, high-touch equipment such as microwave ovens and vending machines and other high traffic areas. A list of Health Canada approved hand sanitizers is posted [here](#). If parents have questions about their child using alcohol-based hand sanitizer they should contact their school administration to discuss potential alternatives. **Principal** **Facilities Mgr.**
 - High contact surfaces (including water fountains), washrooms.
Facilities Mgr.
 - Shared equipment **Principal**
 - Auxiliary spaces and common rooms; and **Facilities Mgr.**
 - Other areas that may apply
- Increased frequency of cleaning and disinfection of high-touch areas and equipment (e.g. desks, doorknobs, handrails, microwave ovens and vending machines) inside and outside classrooms. **Principal** **Facilities Mgr.**
 - Disinfectants used must have a Drug Information Number (DIN) with a virucidal claim. Alternatively, 1000 ppm bleach solution can be used. More information on cleaning and disinfection can be accessed [here](#).
Facilities Mgr.
 - Make sure to follow the instructions on the product label to disinfect effectively.
Facilities Mgr.
- Students and staff are required to perform hand hygiene when entering and exiting the school as well as before entering the classroom.
Principal
- Proper hand hygiene and respiratory etiquette should be promoted.
Teacher
- Water fountains can remain open. Mouthpieces of drinking fountains are not a major source of virus transmission and require regular cleaning according to manufacturer recommendations. **Facilities Mgr.**
- Water fountain knobs and push buttons are considered high-touch surfaces and should be regularly cleaned and disinfected. Consideration can be given to having students fill water bottles rather than having them drink directly from the mouthpiece of a fountain.
Facilities Mgr.

	<p>Principal</p> <ul style="list-style-type: none"> • Additional Alberta Health Services resources: <ul style="list-style-type: none"> ○ AHS Infections Prevention & Control posters ○ Hand Washing Posters (AHS) <ul style="list-style-type: none"> ▪ Poster 1 ▪ Poster 2 <p>How to Hand Wash (AHS) poster</p> <p>How to use alcohol-based hand rub/sanitizer (AHS) poster</p>
<p style="text-align: center;">Screening</p>	<p>Principal</p> <ul style="list-style-type: none"> • Before leaving home, staff, students, visitors, and volunteers who will access the school for work or education should self-screen for symptoms each day using the Alberta Health Daily Checklist (Appendix H). • Parents and students should be provided a copy of the screening tool at school registration with the expectation that they will complete it daily. • Schools must keep records of children’s known pre-existing conditions. If a child develops symptoms that could be caused by either COVID-19 or by a known pre-existing condition (e.g. allergies), the child should be tested for COVID-19 to confirm that it is not the source of their symptoms before entering or returning to school. • Anyone that reports symptoms should be directed to stay home, seek health care advice as appropriate (e.g. call Health Link 811, or their primary health care practitioner, or 911 for emergency response), and fill out the AHS Online Self-Assessment tool to determine if they should be tested. • Signs must be posted reminding persons not to enter if they have COVID-19 symptoms, even if symptoms resemble a mild cold.
<p style="text-align: center;">Responding to COVID In The School Setting</p>	<p>COVID-19 in School (K-12) Setting – A resource guide for school before, during and after a COVID-19 outbreak:</p> <p>https://open.alberta.ca/dataset/f3b954c8-7ec4-42ea-a6f5-0a10d08cbbac/resource/49512d1b-a192-46ac-ba05-12fffadebef4/download/covid-19-resource-guide-for-covid-19-in-school.pdf</p>

<p style="text-align: center;">Cohorts</p>	<ul style="list-style-type: none"> • The risk of transmitting COVID-19 is reduced by limiting exposure to others. • Contact tracing is more feasible when groups (cohorts) are maintained. It is recommended, <i>where possible</i>, that students be cohorted by class. <ul style="list-style-type: none"> <li style="text-align: right;">Principal • Alphabetical seating plans should be implemented to aid in contact tracing. <ul style="list-style-type: none"> <li style="text-align: right;">Teacher • A cohort is defined as a group of students and staff who remain together. The size of the cohort will depend on the physical space of the classroom or learning setting. • Cohorting will decrease the number of close contacts a case of COVID-19 would have in a school and assist public health officials in their efforts to trace contacts and contain an outbreak. For the purposes of contact tracing, consider limiting capacity of rooms to a number that allows for physical distancing (i.e. less students in a smaller room and more students in a larger room). <ul style="list-style-type: none"> <li style="text-align: right;">Teacher <li style="text-align: right;">Principal • Typically a cohort in a school will be a class. Students in high school may be in multiple classes and therefore may belong to multiple cohorts. <ul style="list-style-type: none"> <li style="text-align: right;">Teacher <li style="text-align: right;">Principal • Cohorting should be maintained during activities outside the classroom, such as recess and lunch breaks. The cohort concept encourages individuals who cannot maintain 2 metre physical distance when in group settings to interact with the same people within their own cohort group. If students from two different cohorts wish to socialize, they should remain 2 meters apart. <ul style="list-style-type: none"> <li style="text-align: right;">Teacher • Teachers/staff should not be in a cohort with each other, unless it is required for operational purposes (i.e., a teacher and a teacher’s assistant who work with the same classroom cohort). <ul style="list-style-type: none"> <li style="text-align: right;">Teacher <li style="text-align: right;">Principal
<p style="text-align: center;">Physical Distancing</p>	<ul style="list-style-type: none"> • Physical distancing (2 meter spacing) is a useful public health measure to help prevent the spread of disease. Increasing the space between persons decreases the risk of transmission. Where 2 meters is not possible between desks, the greatest possible spacing is recommended. <ul style="list-style-type: none"> ○ If 2 meters cannot be arranged between desk/table students should be arranged so they are not facing each other (e.g. arranged in rows rather than in small groups of 4 or a semi circle). This way, if a student coughs or sneezes, they are not likely to cough or sneeze directly on the face of another student. <ul style="list-style-type: none"> <li style="text-align: right;">Teacher • In situations where physical distancing is not possible (e.g. buses, classrooms and some sporting activities), extra emphasis on hand hygiene, respiratory etiquette, not participating when sick and cleaning and disinfecting on a regular basis before and after activities is strongly recommended. • It is still recommended to maintain physical distancing within a cohort whenever possible to minimize the risk for disease transmission (i.e. spacing between desks).

Non-medical face masks

- [Non-medical face masks](#) can play a role in reducing the transmission of COVID-19 in the community when worn properly and hygiene practices are followed, particularly when consistent physical distancing is not possible.
- It is required that all students attending grades 4 through 12, staff members and visitors wear non-medical masks while in indoor shared areas of school, outside the classroom, and on a school bus where they may not be able to maintain the recommended physical distancing requirements. Please see [CMOH Order 33-2020](#) for additional information. **Everyone**
- Non-medical masks are not required while students are seated in the classroom during instruction if following the physical distancing guidance above. If close contact between students, or students and teachers/staff is occurring as a result of classroom activities, non-medical masks should be used for the duration of this activity. **Everyone**
 - Two reusable masks per student/staff will be provided by the Government of Alberta. Additional single-use masks will be available at schools if required.
 - Masking for this group is required in addition to other strategies that mitigate the risk of transmission of COVID-19, such as physical distancing, cohorting where possible, daily screening, hygiene, and enhanced cleaning.
 - There is increasing evidence that older students may be more likely to transmit COVID-19 than younger students, and are at a higher risk of significant disease than younger students.
 - When non-medical face masks are used, hands should be cleaned before and after putting it on and taking it off. Avoid touching the mask once it is on. Masks should be changed after they become wet or soiled.
 - After removing a reusable non-medical face mask that will be reworn prior to washing, it should be placed into a clean, breathable bag or container (allows for evaporation) for storage. Consider using a bag that can be washed. All masks should have two distinct sides, one side that touches the face and one that faces outwards.
 - Do not reuse masks that are wet or soiled prior to laundering. A wet or soiled mask that requires laundering should be placed into a sealed bag or container where it is stored until it can be taken home and washed.
 - Disposable masks that are damaged or dirty should be discarded into a garbage bin that is lined with a plastic bag.
 - A very small number of individuals may not be able to wear masks due to sensory or health issues. Face shields are not considered to be equivalent to non-medical face masks. It is important to comply with other personal preventative practices such as frequent hand hygiene and physical distancing as much as possible.
 - Additional guidance on non-medical face masks is available in **Appendix M: PPE Guidelines**.
- Exceptions to the mask requirement for students in grades 4 through 12, staff and all visitors include:
 - **Teacher** **Principal**
Persons who are unable to place, use or remove a non-medical face mask without assistance;
 - Persons unable to wear a non-medical face mask due to a mental or physical concern or limitation;
 - Persons consuming food or drink in designated areas;
 - Persons engaged in physical exercise;
 - Persons seated at a desk or table within a classroom or place where instruction is taking place and where the desks, tables and chairs are arranged in a manner to prevent persons who are seated from facing each other, and to allow the greatest possible distance between seated persons;

Non-medical face masks

- Persons providing or receiving care or assistance where a nonmedical face mask would hinder that caregiving or assistance, and
- Persons seeking a mask exception at a school should discuss their request with the school administration. For further information on seeking a mask exception, see Implementing [School Re-Entry Guidance](#).
Principal
- Non-medical face masks may be considered but are not routinely required for younger students in grades K through 3. It is recommended that these students instead adhere to the other public health strategies that mitigate the risk of transmission of COVID-19, such as cohorting, hand hygiene and respiratory etiquette to reduce the risk of transmission.
Teacher Principal
 - Masks are not routinely required for younger students in grades K through 3 due to difficulties with proper fit, compliance, and less virus transmission among younger children.
 - Younger children may not be able to avoid touching their mask, and this could end up increasing the risk of virus transmission more than not wearing a mask at all.
 - Non-medical face masks are encouraged for younger children in the community for brief, casual interactions where physical distancing is not possible or is unpredictable. While these children are usually supervised by parents/guardians who can ensure proper mask use, young children in school settings may not always be under direct supervision and teachers may not be able to consistently monitor mask use in this group.
 - Parents/guardians who are considering non-medical face masks for their child in grades K through 3 should make their choice based on a risk assessment, including the child’s ability to consistently use the non-medical face mask correctly and safely during the day, which may be dependent on various factors such as age, maturity, physical ability and comprehension.
- Individuals wearing non-medical masks may still be considered close contacts if they are exposed to a case of COVID-19.
Everyone
- School administrators should develop a plan to ensure that students who are hearing impaired or may rely on facial cues are able to communicate with others in areas where non-medical face masks are being worn, or have their educational needs met when teachers are wearing nonmedical face masks in the classroom. This may include the use of transparent masks. As with other non-medical face masks, it is important that transparent masks cover the nose and mouth, as well as fit securely against the face.
Principal
- School staff should monitor for and address any discrimination or bullying associated with a student either wearing or not wearing a nonmedical face mask.
Teacher Principal
- Parents/guardians should be encouraged to help their children become comfortable with wearing a mask. Masks should not be worn by anyone who is unable to remove the mask without assistance (e.g., due to age, ability or developmental status).
- Schools should consult their designated Occupational Health and Safety department for mask-wearing policies and other personal protective equipment policies for their staff.
Principal

<p>Expectations for drop off/entry areas at schools</p>	<ul style="list-style-type: none"> Schools must develop procedures for drop-off that support physical distancing of two metres between all persons (except household members). Principal Transportation Mgr. Consider strategies to support physical distancing such as staggering arrival and drop-off times and locations or put in place other protocols to limit contact between staff/parents/guardians/students as much as possible. Principal
<p>In-person learning</p>	<ul style="list-style-type: none"> Schools should develop procedures and plans for in-person learning that supports physical distancing (two metres) to separate cohorts to the greatest extent possible. Principal Consider how to best address traffic flow throughout the schools. This may include one-way hallways and designated entrance and exit doors. Note that it is important not to reduce the number of exits and ensure the fire code is adhered to. Principal If two or more people from different cohorts are required to come within 2 metres of one another for the purposes of instruction, practice or undertaking examinations, additional protections must be instituted such as engineering controls (such as plexiglass barriers or partitions), or administrative controls (adapting the activity to minimize or eliminate close contacts). Principal For activity planning, staff should ask themselves the following questions to determine the risk of the activities and whether they can proceed: Teacher Principal <ul style="list-style-type: none"> Does the activity involve shared surfaces or objects frequently touched by hands? Can an activity be modified to increase opportunities for physical distancing? What is the frequency/possibility to clean high touch surfaces (e.g. electronic devices, instruments, equipment, toys)? Off-site activities (e.g., field trips) must follow the school guidance, as well as any sector-specific guidance relevant to the location of the field trip, including physical distancing, use of non-medical face masks, cohorting, hand hygiene, respiratory etiquette and enhanced cleaning and disinfection. Teacher <ul style="list-style-type: none"> Individual classroom cohorts should be maintained during transportation to and from any external field trip site, as well as at the location of the field trip site. Organizations providing off-site activities should comply with the general relaunch guidance and sector-specific guidance, and should implement the same measures in the school guidance. An organization or facility should only host one classroom cohort at a time, or should take clear steps to separate multiple groups to ensure they do not use shared areas (e.g., washrooms, lunch rooms, etc.).

In-person learning

- Staff at the off-site activity must maintain physical distancing of at least 2 metres from the students and staff in the classroom cohort.
- Hold activities outdoors as much as possible.
- Organizations providing off-site activities must develop procedures to address staff that become symptomatic during the field trip.
- Schools must develop procedures to address students or staff developing symptoms during the field trip; plans should include a designated area to isolate the ill individual, what extra supplies may be needed (e.g., mask for the child, mask/face shield for the individual attending to the child, etc.), how to notify a parent/guardian and how the ill child will be transported home from the off-site activity.
- In-school field trips may also occur. All visitors to the school are expected to follow the public health measures that are in place for the school.

Everyone
- Stagger lunch/snack breaks to maintain physical distancing among children/students.

Teacher Principal
- Singing and playing wind instruments in close proximity to others are considered to be higher-risk activities and should be carefully managed:

Teacher Principal

 - Organizers of these activities should adhere to the [Guidance for singing and vocal performance](#) and the [Guidance for instrumental music](#).
 - Singers and wind instrument musicians must keep 2 metres away from other performers and individuals at all times.
 - In indoor settings, groups should not sing or play wind instruments for more than 30 minutes at a time, with a 10-minute break afterwards to allow for air exchange in the room.
 - All singers, including students in kindergarten through grade 3, should wear masks when singing indoors.
 - A solo singer or vocalist can perform without a mask if alone in a dedicated space or room (e.g., a constructed acrylic plastic room).
 - Wind instrument musicians should cover the bell of their instrument with thin, tightly woven fabric covers while playing.
 - Karaoke should not occur at this time.
 - Audiences at performances should be strongly discouraged from singing along.
 - Informal singing activities should be avoided.
 - Although local authorities may have exceptions for certain children from masking during regular school activities, everyone participating in singing should wear a mask.
 - Singing activities should have a leader (such as a teacher or conductor) to ensure guidance and precautions like distancing and masking are consistently followed.
 - Performances (e.g., concerts) should adhere to the respective guidance on indoor and outdoor performances.

<p>Expectations for visitors and other service providers entering the school</p>	<p style="text-align: right;">Principal</p> <ul style="list-style-type: none"> • The public is allowed into the school following established protocols. • The public and service providers must wear a mask while at the school. • The public should not enter the school if they are ill. • Parents/guardians can attend the school if they are required. <ul style="list-style-type: none"> ○ When a visitor enters the school, they should be asked to use the self screening tool (Appendix H) before they enter the school. ○ If a visitor answers YES to any of the questions, the individual must not be admitted into the school. • A record of all visitors should be kept. • The school should screen service providers, including delivery drivers and independent contractors using the attached tool (Appendix H) before they enter the school. <ul style="list-style-type: none"> ○ If a service provider answers YES to any of the questions, the individual must not be admitted into the school. ○ In the case of a delivery driver answering YES, the driver/school will make alternative delivery arrangements.
<p>Risk mitigations for high traffic areas in school facilities</p>	<p style="text-align: right;">Principal</p> <p>Schools should institute controls to promote physical distancing between all attendees in areas in and outside of the classroom including hallways, washrooms and common areas. This may include:</p> <ul style="list-style-type: none"> ○ Staggering start and end times for classes to avoid crowded hallways. ○ Posting signs, using stanchions and marking floors. ○ Removing and restaging seating in public areas to prevent gatherings. ○ Considering limiting bathroom occupancy at any one time. ○ Use of non-medical face masks for all staff and students in grade 4- 12 in high traffic areas.
<p>Expectations for shared use equipment</p>	<p style="text-align: right;">Teacher</p> <ul style="list-style-type: none"> • Use of shared items or equipment is to be avoided where possible. • Equipment that must be shared must be cleaned and disinfected after each use. • Arrangements for storage of personal items should be made. • Students and staff are required to perform hand hygiene before and after using shared equipment. • Children/students should be provided with an area for storing personal items.

Auxiliary spaces

- Gymnasiums can be used to deliver physical education programming.
 - When possible physical education should be done outside instead of inside as the risk of transmission is more likely to occur indoors rather than outdoors. Follow the [Guidance for sport, physical activity and recreation](#).
Teacher
 - Administrators and teachers should choose activities or sports that support physical distancing (e.g. badminton over wrestling).
Teacher Principal
 - For physical education classes, administrators and teachers should, where possible, choose activities or sports that support physical distancing (e.g., badminton over wrestling).
 - For extra-curricular school sports that involve or require multiple participants/players and where it is not possible to maintain a physical distance of 2 metres from other participants/players, the individuals in the group should form a cohort. It is recommended that individuals limit the number of cohorts/mini-leagues they belong to.
 - Individual schools/school boards or organizations may have policies that set limits on the number of extra-curricular activity cohorts that participants belong to.
 - Sport cohorts should be maintained during transportation to and from any external site. Combining cohorts for the purpose of transportation is not recommended (e.g., two teams sharing the same bus).
 - For additional information on sports, please refer to the [Guidance for sport, physical activity and recreation](#).
- Consider using auxiliary space such as gyms and libraries to deliver education programs to aid in physical distancing. **Principal**
- Equipment is shared should be cleaned and disinfected before and after each use, or users should perform hand hygiene before and after each use. **Teacher Principal**
- School assemblies or other large gatherings (e.g. concerts or dances) should be avoided and virtual options should be offered instead of in person gatherings. **Teacher Principal**

Food Services

- No activities that involve the sharing of food between students or staff should occur.
- Classes that teach food preparation may occur as long as students follow general precautions, such as ensuring hand hygiene, respiratory etiquette, wearing non-medical face masks, maintaining 2 metres physical distancing and avoiding handling common or shared serving utensils or cookware.
- Any food prepared during a class that teaches food preparation should be served by a designated person. Students should follow physical distancing measures while eating and during food preparation.
- For classroom meals and snacks:
 - No self-serve or family style meal service. Instead switch to pre-packaged meals or meals served by designated staff.
 - Food provided by the family should be stored with the student's belongings.
 - Close the food preparation areas off that could be accessed by students/children, non-designated staff, or essential visitors.
 - Ensure that food-handling staff practice meticulous hand hygiene and are excluded from work if they are symptomatic.
 - Students/children should practice physical distancing while eating.
 - There should be no common food items (e.g. salt and pepper shakers, ketchup).
Principal

	<ul style="list-style-type: none"> • For classroom meals and snacks (continued): <ul style="list-style-type: none"> ○ Utensils should be used to serve food items (not fingers). ○ If a school is using a common lunchroom and staggering lunch times, ensure that cleaned and disinfected after each use all surfaces of the tables and chairs (including the underneath edge of the chair seat) are cleaned and disinfected after each use. Principal • Food Service Programs (Cafeteria) <ul style="list-style-type: none"> ○ Food service establishments should follow the Alberta Health restaurant guidance posted here. ○ School cafeterias should use alternate processes to reduce the numbers of people dining together at one time. ○ Remove/rearrange dining tables to maintain physical distancing. ○ Place tape or other markings on floors to maintain a physical distancing of 2 meters. ○ Stagger meal service times to reduce the numbers of people present at any one time. ○ Adapt other areas to serve as additional dining space to increase spacing among persons in the same room. ○ Do not use buffets. Instead switch to pre-packaged meals or meals served by staff. ○ Dispense cutlery, napkins and other items to students/children, rather than allowing them to pick up their own items. Principal
<p style="text-align: center;">Implementing School Re-Entry Guidance</p>	<ul style="list-style-type: none"> • Please refer to the Implementing School Re-Entry Guidance document for additional information.
<p style="text-align: center;">Responding to illness</p>	<ul style="list-style-type: none"> • Staff, parents, and students must not enter the school if they have symptoms of COVID-19. Principal • Schools must develop procedures to address staff becoming symptomatic during the school day to allow that person to isolate/leave the school. They then must isolate for the time period recommended by the Chief Medical Officer of Health and Alberta Health Services. The staff member should be encouraged to access COVID-19 testing by accessing the AHS Online Testing tool. Principal • If a child/student develops symptoms while at the school, the child/student should be asked to wear a non-medical mask if they are able to and be isolated in a separate room. The parent/guardian should be notified to come and pick up the student immediately. If a separate room is not available, the child/student should be kept at least 2 meters away from other children/students. The student should be encouraged to access COVID-19 testing by accessing the AHS Online Testing tool. Principal <ul style="list-style-type: none"> ○ If the child/student requires close contact and care, staff can continue to care for the child/student until the parent is able to pick up the child/student. The student and staff should wear a mask and close interactions with the student that may result in contact with the student’s respiratory secretions should be avoided. If very close contact is required and the child is young, the staff member should also use a face shield or eye protection. Teacher Principal

- School staff will receive one reusable face shield for their use in the school, to be used at the discretion of the individual staff member. Plastic shields can help reduce exposure by protecting eyes, nose and mouth of the wearer from splashes and sprays of bodily fluids from other people. As face shields are not equivalent to masks, a mask must still be worn while wearing a face shield. Plastic shields should be cleaned with each use. Follow the manufacturer's instructions for cleaning and disinfecting. **Everyone**
- Staff/students must wash their hands before putting on a mask and before and after removing the mask (**Appendix M**), and before and after touching any items used by the child/student. **Everyone**
- All items the student touched/used while isolated must be cleaned and disinfected as soon as the child/student has been picked up. Items that cannot be cleaned and disinfected (e.g. paper, books, cardboard puzzles) should be removed from the classroom and stored in a sealed container for a minimum of 72 hours.

Principal

- Schools must keep records of a student's known pre-existing conditions. If a student develops symptoms in or outside of the program that could be caused by COVID-19 or by a known pre-existing condition (e.g. allergies), the student should be tested for COVID-19 at least once to confirm that it is not the source of their symptoms before entering or returning to the school.

Principal

- If two or more staff/students within a cohort are identified as having symptoms consistent with COVID-19, the school should follow outbreak notification procedures as per routine zone protocols.

Principal

- Notify Superintendent if there is a confirmed COVID-19 case in the school.

Principal

- Please see **Appendix N, Appendix O, and Appendix P** for management of individuals who are symptomatic and/or tested for COVID-19, as well as management of their close contacts.
- Individuals with any of the following symptoms; cough, fever, shortness of breath, runny nose or sore throat (not related to a pre-existing illness or health condition) are legally required to isolate as follows:

- If the individual does not get tested, they are legally required to isolate for a minimum of 10 days from the start of symptoms, or until symptoms resolve, whichever takes longer;
- If the individual tests positive for COVID-19, they are legally required to isolate for a minimum of 10 days from the start of symptoms, or until symptoms resolve, whichever takes longer;
- If the individual tests negative for COVID-19 but has a known exposure to COVID-19, they are still legally required to be in quarantine for 14 days from the exposure date, or
- If the individual tests negative for COVID-19 and has no known exposure to COVID-19, they are not legally required to isolate. However, it is important they stay home until symptoms resolve.

- Individuals with any other symptoms of illness not listed above should stay home and minimize contact with others until symptoms resolve. These individuals should get tested for COVID-19. If the test is positive for COVID-19, they are legally required to isolate for a minimum of 10 days from the start of symptoms, or until symptoms resolve, whichever takes longer.

- If a positive COVID-19 case is identified in the school population, Alberta Health Services Public Health will notify the superintendent who will assist in contacting the school administration. For additional information on COVID-19 in school settings, please refer to the [COVID-19 School Outbreak Resource Guide](#).

Principal

- Proof of a negative COVID-19 test result is not necessary for a student, teacher or staff member to return to school.

- If school authorities and/or school administrations have questions regarding COVID-19 planning, prevention and response, or have concerns about high rates of absenteeism due to illness, please refer to **Appendix L** for information on the AHS Coordinated Early Identification and Response Team for Schools.

<p style="text-align: center;">Student Transportation</p>	<ul style="list-style-type: none"> • Parents and children/students should not be in the pick-up area or enter the bus if they have symptoms of COVID-19. Principal <ul style="list-style-type: none"> ○ The driver should be provided with a protective zone, which may include: Transportation Mgr. ○ 2 metre physical distance; ○ Physical barrier; ○ Non-medical mask. • Mask use for grade four to 12 students is mandatory where physical distancing cannot be maintained including school buses. • Mask use for kindergarten to grade three is optional. • 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 a case of COVID-19. Students who live in the same household should be seated together. Bus Driver Transportation Mgr. • Schools should develop procedures for student loading, unloading and transfers that support physical distancing of 2 metres between all persons (except household members), when possible and may include: <ul style="list-style-type: none"> ○ Children/students start loading from the back seats to the front of bus. Bus Driver Transportation Mgr. ○ Where feasible, limit the number of students per bench unless from the same household. Bus Driver Transportation Mgr. ○ Students from the same household may share seats. Bus Driver Transportation Mgr. ○ Students start unloading from the front seats to the back of bus. Bus Driver Transportation Mgr. • If a child becomes symptomatic during the bus trip, the driver will contact the school to make the appropriate arrangements for the student to be picked up (see Responding to Illness above). • Bus cleaning and records. Bus Driver Transportation Mgr. <ul style="list-style-type: none"> ○ Increase frequency of cleaning and disinfection of high-touch surfaces, such as door handles, window areas, rails, steering wheel, mobile devices and GPS prior to each run. ○ It is recommended that vehicle cleaning logs be kept.
<p style="text-align: center;">Work Experience and other Learning Experiences</p>	<ul style="list-style-type: none"> • Work experience may resume as long as the risk of infection is mitigated for all participants. Teacher • If the work experience placement is in a workplace, the child/student is expected to follow health rules set out by the workplace which should comply with the Workplace Guidance for Business Owners. Teacher • The time that individuals are in close contact should be kept to a minimum. Teacher • Use of shared items or equipment should be avoided. Equipment that must be shared should be cleaned and disinfected before and after each use, AND users should perform hand hygiene before and after each use. Teacher • Learning experiences involving in-person singing, cheering or shouting or playing wind instruments need to follow the guidance in the following two documents: <ul style="list-style-type: none"> a) Guidance for Live Instrumental Music b) Guidance for Singing and Vocal Performance • Sports practices and outdoor activities may proceed in accordance with sector specific guidance. Teacher • Sport, physical activity and recreation may proceed as per Guidance for Sport, Physical Activity and Recreation – Stage 2.
<p style="text-align: center;">International Students/Programs</p>	<p>Once Canada lifts travel restrictions and non-essential international travel resumes, international travel programs and international education programs in Alberta can resume if quarantine requirements and public health orders are followed.</p> <p style="text-align: right;">Director of International</p>

Appendix A: AHS Zone Environmental Public Health Contacts

Portal link: <https://ephisahs.albertahealthservices.ca/create-case/>

ZONE	CONTACT EMAIL ADDRESS	PHONE NUMBERS FOR MAIN OFFICE
Calgary Zone	Calgaryzone.environmentalhealth@ahs.ca	Calgary 403-943-2288
Central Zone	Centralzone.environmentalhealth@ahs.ca	Red Deer 403-356-6366
Edmonton Zone	Edmontonzone.environmentalhealth@ahs.ca	Edmonton 780-735-1800
North Zone	Northzone.environmentalhealth@ahs.ca	Grande Prairie 780-513-7517
South Zone	She.southzoneeph@ahs.ca	Lethbridge 403-388-6689

Appendix B: Indigenous Services Canada – First Nations and Inuit Health Branch

Environmental Public Health Services Contacts

ISC-First Nations and Inuit Health Branch Environmental Public Health Services	REGULAR BUSINESS HOURS 8:00 a.m. – 4:00 p.m.	
Edmonton Office	Environmental Public Health	780-495-4409
Tsuut’ina Office	Environmental Public Health	403-299-3939

Appendix C: AHS Coordinated Early Identification and Response Team for Schools Contact Information

The AHS Coordinated Early Identification and Response (CEIR) team is available to school administrators and school authorities who want to reach AHS for guidance or decision making support. If schools do not have an AHS contact who they are currently working with, or are unsure of who to call, the team can be reached at:

ZONE	CONTACT PHONE NUMBER
All Zones	1-844-343-0971

Please note: this phone number is only to be used by school administrators and school authorities for guidance or decision making support. This number is not to be distributed to be used by parents/guardians, students or staff. For individual health advice, parents/guardians, students and staff can be directed to call Health Link at 811.

Appendix D: Management of children who are tested for COVID-19

Symptoms	COVID-19 Test Result:	Management of Individual:	Management of Individual's Close Contacts*:
Symptomatic	Positive	Isolate for a minimum 10 days or until symptoms have improved AND afebrile for 24 hours, without the use of fever-reducing medications, whichever is longer.	Quarantine for 14 days from last exposure.
	Negative	Stay home until symptoms resolve. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure (even with negative result).	No quarantine required.
	Not tested	If symptoms include fever, cough, shortness of breath or loss of sense of taste/smell: Isolate for a minimum for 10 days or until symptoms have improved AND afebrile for 24 hours, without the use of fever-reducing medications, whichever is longer. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure.	No quarantine required. Except if symptomatic individual identified as a close contact of a confirmed case: Close contacts of this individual should quarantine for 14 days from last exposure to this individual.
		If other symptoms (chills, sore throat/painful swallowing, runny nose/congestion, feeling unwell/fatigued, nausea/vomiting/diarrhea, unexplained loss of appetite, muscle/joint aches, headache or conjunctivitis): <ul style="list-style-type: none">• ONE symptom: stay home, monitor for 24h. If improves, return when well enough to go (testing not necessary).• TWO symptoms OR ONE symptom that persists or worsens: Stay home until symptom(s) resolve (testing recommended but not required). Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure.	No quarantine required.
Asymptomatic	Positive	Isolate for a minimum of 10 days from the collection date of the swab.	Quarantine for 14 days from last exposure.
	Negative	No isolation required. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure (even with negative result).	No quarantine required.

Management of adults who are tested for COVID-19

Symptoms	COVID-19 Test Result:	Management of Individual:	Management of Individual's Close Contacts*:
Symptomatic	Positive	Isolate for a minimum 10 days or until symptoms have improved AND afebrile for 24 hours, without the use of fever-reducing medications, whichever is longer.	Quarantine for 14 days from last exposure.
	Negative	Stay home until symptoms resolve. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure (even with a negative result).	No quarantine required.
	Not tested	If symptoms include fever, cough, shortness of breath, sore throat or runny nose: Isolate for a minimum for 10 days or until symptoms have improved AND afebrile for 24 hours, without the use of fever-reducing medications, whichever is longer. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure.	No quarantine required. Except if symptomatic individual identified as a close contact of a confirmed case: Close contacts of this individual should quarantine for 14 days from last exposure to this individual.
		If other symptoms, stay home until symptoms resolve. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure.	No quarantine required.
Asymptomatic	Positive	Isolate for a minimum of 10 days from the collection date of the swab.	Quarantine for 14 days from last exposure.
	Negative	No isolation required. Except if identified as a close contact of a confirmed case: Quarantine for 14 days since the last exposure (even with a negative result).	No quarantine required.

*Close Contacts:

- Provide direct care for an individual with COVID-19 or who had similar close physical contact OR
- Had close prolonged contact OR
- Had direct contact with infectious body fluids of an individual with COVID-19 (i.e., was coughed or sneezed on).

Appendix E: Summary of School-Based Control Measures



Stay Home When Sick

All students, staff and visitors must self-screen for symptoms each day prior to entering the school/worksite using the Alberta Health Screening Questionnaire.



Physical Distancing and Minimizing Physical Contact

Spread students out to different areas.

Take them outside more often.

Stagger lunch times. Incorporate individual activities.

Remind students, “minimize” physical contact.



Hand Hygiene

Everyone should wash their hands more often and use hand sanitizer as required.

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



Cleaning and Disinfecting Contact

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

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



Respiratory and Personal Hygiene

Cover your coughs (elbow).

Do not touch your face.

No sharing of food, drinks or personal items.

Wear a mask (as required).

Appendix F: What to do if a student or staff member develops symptoms

STUDENT	STAFF
<p>IF A STUDENT DEVELOPS SYMPTOMS AT HOME:</p> <p>Parents or caregivers must keep their child at home seek health care advice as appropriate (e.g. call Health Link 811, or their primary health care practitioner, or 911 for emergency response), and fill out the AHS Online Self Assessment tool.</p> <p>IF A STUDENT DEVELOPS SYMPTOMS AT SCHOOL:</p> <p>Staff must take the following steps:</p> <ol style="list-style-type: none"> 1. Immediately separate the symptomatic student from others in a supervised area. Discreetly provide the student a mask. 2. Take temperature of student and inform parent. It is not necessary to record the temperature. 3. Contact the student’s parent or caregiver to pick them up within one hour if possible. 4. Where possible, maintain 2 metres from the ill student. If not possible, staff must wear a mask if tolerated, or use a tissue to cover their nose and mouth. 5. Provide the student with a mask and/or tissues to cover their coughs or sneezes. Throw away used tissues as soon as possible and perform hand hygiene. 6. Avoid touching the student’s body fluids (e.g., mucous, saliva). If you do, practice diligent hand hygiene. 7. Once the student is picked up, practice diligent hand hygiene. 8. Staff responsible for facility cleaning must clean and disinfect the space where the student was separated and any areas used by them (e.g., classroom, bathroom, common areas). 9. Contact 811 or the local public health unit to notify them when two or more individuals in a cohort have symptoms. <p>Parents or caregivers must pick up their child as soon</p>	<p>IF STAFF DEVELOP SYMPTOMS AT HOME:</p> <p>Staff must be excluded from work and stay home seek health care advice as appropriate (e.g. call Health Link 811, or their primary health care practitioner, or 911 for emergency response), and fill out the AHS Online Self Assessment tool.</p> <p>IF STAFF DEVELOP SYMPTOMS AT WORK:</p> <p>Staff should go home as soon as possible.</p> <p>If unable to leave immediately:</p> <ol style="list-style-type: none"> 1. Symptomatic staff should separate themselves into an area away from others. 2. Maintain 2 metres from others. 3. Discreetly provide a mask to the staff member. 4. Use a tissue or mask to cover their nose and mouth while they wait to be picked up. 5. Staff responsible for facility cleaning must clean and disinfect the space where the staff member was separated and any areas used by them (e.g., classroom, bathroom, common areas). 6. Contact 811 or the local public health unit to notify them when two or more individuals in a cohort have symptoms.
<p>If a student or staff member is assessed by their family physician or nurse practitioner and it is determined that they do NOT have COVID-19, they may return to school once symptoms resolve.</p>	

Appendix G: When to perform hand hygiene at school

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



Appendix H: Screening Questionnaire

This tool has been developed to support schools, activity organizers, employers, businesses and facility operators in reducing the risk of transmission of COVID-19 among attendees/staff. The tool is meant to be used to assist with assessing attendees who may be symptomatic, or who may have been exposed to someone who is ill or has confirmed COVID-19. A

ttendees should complete this checklist prior to participating in the activity or program. Children and youth may need a parent to assist them to complete this screening tool.

If an individual answers **YES** to any of the questions, they **must not** be allowed to attend or participate in the activity or program. * Individuals with **fever, cough, shortness of breath, runny nose, or sore throat**, are required to isolate for 10 days per [CMOH Order 05-2020](#) unless they receive a negative COVID-19 test and are feeling better. Use the [AHS Online Assessment Tool](#) to determine if testing is recommended and follow information on [isolation requirements](#).

As the COVID-19 pandemic continues to evolve, this screening tool will be updated as required.

Screening Questions

1.	Do you or your child that is attending the school have any of the following symptoms?	Circle One	
	Fever *	YES	NO
	Cough *	YES	NO
	Shortness of breath/difficulty breathing *	YES	NO
	Runny nose *	YES	NO
	Sore throat	YES	NO
	Chills	YES	NO
	Painful swallowing	YES	NO
	Nasal congestion	YES	NO
	Feeling unwell/fatigued	YES	NO
	Nausea/vomiting/diarrhea	YES	NO
	Unexplained loss of appetite	YES	NO
	Loss of sense of taste or smell	YES	NO
	Muscle/joint aches	YES	NO
	Headache	YES	NO
	Conjunctivitis (Pink Eye)	YES	NO
2.	Has the attendee travelled outside Canada in the last 14 days ¹ ?	YES	NO
3.	Has the attendee had close contact ² with a confirmed case of COVID-19 in the last 14 days?	YES	NO
4.	Has the attendee had close contact with an individual who has any one of the first 5 symptoms on this list (shaded) AND who is a close contact of a confirmed case of COVID-19 in the last 14 days?	YES	NO

¹ Individuals legally required to quarantine for 14 days when entering or returning to Alberta from outside Canada

² Face-to-face contact within 2 metres. A health care worker in an occupational setting wearing recommended personal protective equipment is not considered to be a close contact.



Appendix I: Visitor Log

VISITOR LOG								
Visitors Name	Representing	Contact Phone No.	Visiting	Completed Screening Questionnaire	* I have read and understand the general safety rules and evacuation procedures	Date	Time In	Time Out

- Communicate to parents regarding their responsibility for daily screening of children (Appendix F). Include when to isolate and/or test for COVID-19 and to NOT attend school.
 - Provide parents and students with a copy of the Screening Questionnaire (Appendix F) at registration with communication that they need to complete it daily.
 - Communicate to parents regarding new procedures for students entering and exiting the school.
 - Develop and communicate procedures for parents, caregivers and non-staff adults including service providers and delivery drivers, entering the school to perform hand hygiene and complete Screening Questionnaire (Appendix F) including AHS and/or GHSD signage.
 - Communicate to staff, including subs, the need to assess themselves daily for symptoms as per the Screening Questionnaire (Appendix F) prior to entering school.
 - Use the visitor log to keep a record of all visitors and retain the log for a minimum of 3 years per OHS regulations (Appendix G).
-
- Develop procedures for students who become sick during school (refer to Appendix D) including where they can isolate and appoint staff to hold the position of care giver until parents arrive.
 - Develop a process to keep track of students/staff who go home sick and include name, date, time and cohort.
 - Notify Associate Superintendent (HR) if there is a confirmed COVID-19 case in the school.
 - Contact local M.O.H. if there is a confirmed COVID-19 case in the school and follow their recommendations.
 - Follow outbreak reporting procedures, if two or more students/staff within a cohort are identified as having COVID-19 symptoms.
 - Develop procedures for disinfecting the sick room.
 - Develop procedures for staff who become sick during school (refer to Appendix D).
 - Ensure student records are up to date for pre-existing conditions.
-
- Monitor and support cleaning and disinfecting of frequently touched surfaces inside and outside classrooms including doorknobs, tables, desks, chairs, keyboard, hard toys and staff room including microwaves and appliances.
 - Remove area rugs, soft furnishings and toys that can't be easily cleaned and disinfected.
 - Develop procedures that outline increased frequency of hand hygiene and cleaning requirements ensuring the following (if possible):
 - placement of hand sanitizer in all entrances, exits, and classrooms;
 - increased cleaning of high touch equipment such as microwave ovens and vending machines and any shared equipment;
 - incorporate extra hand washing opportunities into the schedule including posting signage;
 - develop procedures to reinforce respiratory etiquette including posting signage;
 - provide each teacher with a copy(ies) of all signage to post in their classroom.

- Collaborate with Transportation to develop procedures for staggering pick-up and drop-off times or other protocols to limit contact as much as possible. Include procedures for parent pick-up and drop-off.
 - Determine how and where best to use resources provided by Alberta Health Services (posters) and GHSD.
 - Post signs reminding persons not to enter if they have COVID-19 symptoms even if they seem like a mild cold.
 - Develop procedures to address traffic flow and physical distancing throughout the school e.g. one-way hallways, designated entrance and exit doors while ensuring the fire code is adhered to. Post signs, using stanchions and marking floors.
 - Establish protocols for the public to follow so they can enter the school.
-
- Develop procedures to ensure mass gatherings in the school or on school grounds do not exceed AHS Guidelines.
 - Develop and communicate procedures for students and staff to take regarding physical distancing where possible:
 - Avoid close greetings (hugs/handshakes).
 - Different classroom and learning environment configurations (i.e. table/desk formations).
 - Organize students into smaller groups/cohorts that stay together throughout the day.
 - Limit capacity of rooms to accommodate physical distancing.
 - Minimizing the number of different teachers and educational assistants that interact with students.
 - Stagger recess/snack, lunch and class transition times.
 - Consider designating entrances/exits for specific cohorts of students.
 - Consider staggering entrance/exit times for students.
 - Remove and restage seating in public areas to prevent gatherings.
 - Consider limiting bathroom occupancy at any one time.
 - Alphabetical seating plans to aid in contact tracing.
 - Mask use for grade four to 12 students is mandatory where physical distancing cannot be maintained including school buses.
 - Mask use for kindergarten to grade three is optional.
 - If physical distancing is not possible, communicate and promote extra emphasis on hand hygiene, respiratory etiquette, and disinfecting regularly.
 - Encourage teachers to have more outside activities e.g. snack time, play-based learning, movement activities and P.E. (weather permitting).
 - Determine which assemblies and other school-wide events could be held virtually to avoid large gatherings in one place.
 - Postpone field trips and activities requiring group transportation.
 - Distribute two reusable masks to each student and staff, and one face shield to each staff member.
 - Offer/utilize physical barriers (plexi-glass) when requested by staff.
-
- Modify physical education programs to allow for physical distancing.
 - Establish protocols for disinfecting and cleaning sports equipment.
 - Move forward with the work experience program if the risk of infection is mitigated for all participants.
 - If placement is in a workplace, remind students that they are expected to follow health rules set out by that place of business.
 - Postpone learning experiences involving unprotected (without mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments. Refer to in-person Learning in Section III of relaunch guideline document.
 - Develop procedures on how to manage classroom meals and snacks including not sharing food.
 - Develop guidelines for managing food service programs (cafeteria) for supervisor, staff and students.

NOTES:

- Avoid close greetings from students like hugs and handshakes. Regularly remind students to “minimize physical contact”.
 - Consider different classroom and learning environment configurations to allow physical distancing (e.g. different desk and table formations).
 - Organize students into smaller groups/cohorts and have them stay together throughout the day (if possible).
 - Alphabetical seating plans should be implemented to aid in contact tracing.
 - Adapt classes so they can be taken outside more often.
 - Incorporate more individual activities or activities that keep more space between students and staff:
 - For younger students adapt group activities to minimize physical contact and reduce shared items.
 - For adolescent students minimize group activities and avoid activities that require physical contact.
 - Ensure guidelines for room capacity are followed.
 - If 2 meters can't be arranged between desk/table arrange students so they are not facing each other i.e. in rows rather in small groups of 4 or semi circle (this way if student coughs or sneezes it is unlikely to do it directly on the face of another student).
 - If physical distancing isn't possible (e.g. classrooms and some sporting activities) put extra emphasis on hand hygiene, respiratory etiquette, not participating when sick and clean and disinfect before and after activities.
 - Follow established procedures to stagger lunch/snack breaks to maintain physical distancing.
 - Follow the [Guidance for Sport, Physical Activity and Recreation](#).
 - Choose activities or sports that support physical distancing.
-
- Monitor and support that high touched surfaces such as doorknobs, tables, desks, chairs, keyboards, classroom microwaves and/or appliances and toys are cleaned regularly throughout the day (minimum of 2 times).
 - Monitor and support the cleaning of shared equipment after each use or users should perform hand hygiene before and after each use.
 - Provide students with an area for storing personal items including their lunch.
 - Remove area rugs, soft furnishings and toys that can't be cleaned and disinfected.
-
- Postpone learning experiences that involve unprotected in-person singing or playing wind instruments. Consider alternatives like recording or live-streaming individual performers in separate locations.
 - Post signs, using stanchions and marking floors to facilitate physical distancing.
 - Teach and reinforce diligent hand hygiene. Remind students regularly about the importance of good hand hygiene including AHS and/or GHSD signage.

- Help young students with hand washing as needed.
- Teach and reinforce respiratory etiquette including AHS and GHSD signage.

- Limit as much as possible the distribution or sharing of books or paper-based resources.
- When planning activities ask yourself the following questions to determine the risk of the activity:
 - Does the activity involve shared surfaces or objects frequently touched by hands?
 - Can an activity be modified to increase opportunities for physical distancing?
 - What is the frequency/possibility to clean high touch surfaces (e.g. electronic devices, instruments, equipment, toys)?
- Avoid shared items or equipment where possible.

- Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine).
- Wash hands before wearing gloves and after removing them.
- Mask use for grade four to 12 students is mandatory where physical distancing cannot be maintained including school buses.
- Mask use for kindergarten to grade three is optional.
- Wash hands before putting on a mask and after removing a mask and ensure students follow this procedure as well.
- Follow procedures/protocols if a student begins to show symptoms while at school.
- Communicate key protocols/procedures in your classroom to parents (Appendix D)

- Complete the Screening Questionnaire (Appendix F) daily prior to coming to work.
- If placement is in a workplace, remind students that they are expected to follow health rules set out by that place of business.



**GOLDEN HILLS
SCHOOL
DIVISION**

**PANDEMIC PERSONAL
PROTECTIVE
EQUIPMENT (PPE)
GUIDELINE**

APPENDIX L

SAFETY PROCEDURES

PANDEMIC PERSONAL PROTECTIVE EQUIPMENT (PPE) GUIDELINE

Table of Contents

1.0 Introduction	2
2.0 Masks	2
3.0 Disposable Gloves	4
4.0 Face Shields	7
5.0 Donning and Doffing Procedure for Isolation Spaces PPE	8

1.0 Introduction

In its efforts to protect staff and students from the hazard of Covid-19, the Division requires that, at times, staff and students wear personal protective equipment (PPE) to protect themselves.

Respiratory infections such as Covid-19 are spread through droplets in the air or indirectly when we cough and sneeze or otherwise contaminate horizontal surfaces such as desks, tables and counter tops.

When you touch a contaminated surface, then touch your face or your food, viruses and other pathogens can be transmitted into your body through your nose, eyes and mouth.

The following is an outline of required PPE related to the Covid-19 pandemic and guidelines for safe use of that PPE.

2.0 Masks

As one way to help reduce the risk of spreading the virus, all staff and students in Golden Hills schools in Grades 4–12 who are physically, psychologically and developmentally able to wear a mask will be required to do so, when physical distancing at school and in the classroom is not possible. If parents of grades K-3 children determine that they want their child(ren) to wear masks we will honour their decision.

Division staff stationed at central sites will not be required to wear masks when in their cohort. Should a visitor enter the building, that visitor and any person liaising or meeting with that visitor should wear a mask. Anytime division staff visit any Golden Hills site other than their home site they should wear a mask at that site when in common spaces like hallways and washrooms. If they are alone in a room while visiting a site, ie. A mechanical room, and not in contact with members of another cohort, staff do not need to wear their mask.

Some important things to know about the use of masks:

- both disposable and reusable masks may be used.
- to be considered acceptable, a reusable mask must contain two layers of fabric, and cover both a person's nose and mouth.
- individuals who are physically, psychologically or developmentally unable to wear a mask, or any protected ground under the Alberta Human Rights Act, may be excused from this health protocol (families will work with the school principal to discuss this relative to their child).
- every student and staff member in the Division will be provided with two reusable masks.
- if someone forgets their mask, schools will ensure there are supplies available for students and staff.

For video instructions on how to properly use a mask please visit:

<https://www.youtube.com/watch?v=6MojzHFStNs>

Using a Mask (disposable or cloth)

Putting on (donning) the Mask

1. Wash or sanitize hands.
2. Take a mask out of the package/storage location. Pull open the pleats slightly by pulling on the outside edges of the mask. Keep the blue side of the mask outward, away from you and the moisture absorbing side against your face.
3. Hold by the loops or ties and place over your mouth and nose.
4. Fit the mouldable band to the nose bridge by pinching it. Adjust your mask to ensure the mask fits snugly to your face and below your chin.
5. While wearing the mask, avoid touching your face under the mask or the outside of the mask.
6. Change the mask if it becomes dirty or wet.

Taking off (doffing) the Mask

1. Wash or sanitize hands prior to removing your mask.
2. Grasp mask at the ear loops or ties and pull the mask away from your face. Avoid touching the front of the mask.
3. Dispose of disposable masks in the regular garbage/waste bin.
4. If reusing a cloth mask, fold the outside corners in so that the inside and outside surfaces do not touch and store in a way to prevent the mask from being contaminated. I.e. In a sealed bag.
5. Wash or sanitize your hands.

Disinfecting Reusable Masks

1. Launder the mask using regular laundry detergent and the warmest appropriate water setting for the cloth used to make the mask. If the mask is equipped with filters, dispose of used filters prior to laundering.
2. To dry, use the highest heat setting appropriate to the material used to make the mask. To air dry, lay flat and allow to completely dry, if possible place the mask in direct sunlight.

Donning a Mask



1



Wash/sanitize your hands.

2



Inspect the mask, holding it by the ties or loops. Discard if damaged or dirty.

3



Open fully to cover from the bridge of your nose to your chin.

SAFELY PUTTING A MASK ON

4



Adjust the mask to your face so there are no gaps on the side.

5



If mask has stiff edge, pinch to close gaps between nose and mask.

6



Keep your nose, mouth and chin covered at all times. **Avoid touching the mask.**

DoFFing a Mask



1



Wash/sanitize your hands.

2



Remove it from the back by releasing ties or loops. Do not touch the front of the mask.

SAFELY TAKING OFF A MASK

2



Remove it from the back by releasing ties or loops. Do not touch the front of the mask.

3



Discard the mask immediately if disposable. Wash thoroughly if reusable.

4



Wash/sanitize your hands.

5



3.0 Disposable Gloves

One way to help reduce the risk of spreading the virus when dealing with surfaces potentially contaminated with blood or bodily fluids includes the use of disposable gloves. The division supplies gloves at all of its sites. Disposable gloves should be worn anytime your hands may encounter blood or bodily fluids, ie. hygiene assistance for high needs students, first aid provision, etc. as well as any time you are using a disinfectant or cleaning solution where the manufacturer recommends the use of gloves. During the pandemic Golden Hills also requires gloves to be used for any food preparation.

Putting Glove On

1. Wash or sanitize your hands prior to donning gloves.
2. Inspect the gloves and ensure they are not damaged.
3. Put gloves on with care. If they become damaged while donning, obtain a new pair of gloves. It may be necessary to remove sharp jewelry that may damage gloves.

Removing Gloves

1. Take the first glove off by grasping the cuff of one glove while avoiding touching the wrist.
2. Pull glove off, allowing the glove to turn inside out.
3. Ball up the removed glove into the palm of the other gloved hand.
4. Slide an ungloved thumb or finger under the cuff of the other glove, and pull it off, allowing it to turn inside out avoiding touching the outside of the gloves.
5. Dispose of gloves in the regular garbage/waste bin, if contaminated this waste should be immediately bagged and taken to the dumpster. ie. Waste accumulated from disinfecting a used isolation room.
6. Wash or sanitizer your hands.

For video instruction on how to properly use gloves please visit:

https://www.youtube.com/watch?v=3l_kKVNrEMo

Donning Disposable Gloves



Perform hand hygiene.



Take a glove out of its original box.



Touch only the top edge of the cuff.



Don the first glove.



Take the 2nd glove with the bare hand and touch only the top edge of the cuff.



Gloves go over the cuff of the gown.



Avoid touching the skin of the forearm with the gloved hand. Once gloved, hands should not touch anything other than the direct task for glove use.

Doffing Disposable Gloves

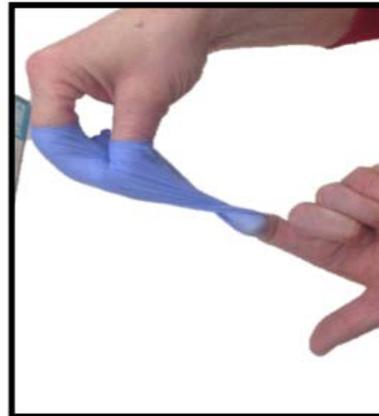


Grasp the outside edge of one cuff with gloved hands; avoid touching wrist. Pull the glove off, turning it inside out and place it in your hand.

Hold the removed glove in your gloved hand.



Slide an ungloved finger or thumb under the cuff of the remaining glove.



Peel the glove off inside out over the previously removed glove, bagging both gloves.



Discard the gloves.



Perform hand hygiene after glove removal.

4.0 Face Shields

Face shields are utilized to prevent spray of bodily fluids and respirable droplets when in close contact with an individual. The Division requires face shields to be worn when administering close contact student support such as provision of first aid or hygiene support, and G-Tube feeding, if the student could present a splash hazard to a staff member's face.

Some important things to know about the use of face shields:

- face shields are not a replacement for a mask, but used in conjunction with one.
- face shields are reusable and should be disinfected between uses.

To Put the Face Shield On:

1. Wash or sanitize your hands.
2. Grasp the edges of the face shield.
3. Loosen the band of the face shield.
4. Place over your head.
5. Position the face shield so it covers your face.
6. Tighten the head band.
7. Wash or sanitize your hands.

To Remove the Face Shield:

1. Wash or sanitize your hands.
2. Handle only by the head band near the temples.
3. Pull the face shield over your head and away from your face.
4. Place face shield in a safe location for disinfecting.
5. Wash or clean your hands.

Disinfecting Reusable Face Shields:

1. Wash or sanitizer your hands.
2. Don disposable gloves.
3. Use an approved disinfectant on all surfaces.
4. Ensure manufacturers contact time for Covid-19 is met
5. Remove and dispose of disposable gloves.
6. Wash or sanitizer your hands.

5.0 Donning and Doffing Procedure for Isolation Space PPE

The task of entering or disinfecting a used or occupied isolation the division has developed a specific procedure. This procedure should be labeled on each isolation space found in the division.

Precaution: If someone displaying Covid-19 like symptoms has used, or is using this room a non-medical mask, face shield and disposable gloves must be worn to enter the room, until it has been disinfected.

SICK ROOM/ISOLATION ROOM CLEANING DURING SICKNESS OUTBREAK

In the event that a sick room or other area is used for someone suspected of having a contagious illness, the following procedures should be used for cleaning and disinfecting the room. (These procedures are subject to change).

1. Gather all equipment, cleaning solutions, and materials required to clean the room.
2. Wash/sanitize hands with soap and water. Put on mask, face shield, then gloves prior to entering room. Gloves should be changed if torn or soiled.
3. Clean all commonly touched surfaces with a regular cleaner. This includes knobs, switches, etc.
4. Disinfect all high touch areas, knobs, switches, etc.
5. After applying the disinfectant solution, leave on for the appropriate contact time and allow surfaces to air dry when possible. If using disinfectant wipes, be sure to follow 'wet' times outlined on the product label to ensure adequate disinfectant.
6. Spot wipe all walls, high to low with the disinfectant solution or wipe.
7. Bag all used disposable cloths, disposable sheets, pillow cases and other waste.
8. Remove gloves, mask, and face shield, disinfecting your hands after each piece of PPE is removed.
9. Bag used disposable PPE and take all bagged waste to the outdoor garbage bin. Disinfect face shield.
10. Wash your hands with soap and water for 20 seconds.

Steps for putting on PPE			Steps for taking off PPE		
1		Clean hands	1		Gloves
2		Mask and Face Shield	2		Clean hands
3		Gloves	3		Mask and Face Shield
			4		Clean hands

COVID-19 Guidance for Parents of Children Attending School and/or Childcare

Your child has one or more of these COVID-19 symptoms: Fever • Cough (new cough or worsening chronic cough) • Shortness of breath or difficulty breathing (new or worsening) • Runny nose • Sore throat



Note: Chronic symptoms that can be explained by a pre-existing medical condition (e.g. allergies) would be considered part of the child's baseline health status. As long as these symptoms do not change, the child can continue to attend school/childcare. A child should have one negative COVID-19 test to establish this baseline.

Guidance

Your child is legally required to **isolate**

A COVID-19 test is recommended

Testing

Decide if your child will be tested for COVID-19

Yes

No

OR

Do:

Book a COVID-19 test for your child

- Online: ahs.ca/covid
- By phone: Call Health Link at 811

Try to book a test that is within 24 hours of your child's symptoms starting

Do:

Go to the COVID-19 test with your child

Before you have your child's test result

Test Result

Do:

Get your child's COVID-19 test result

It may take 1 to 3 days to get your child's test result

- All individuals who test positive for COVID-19 will be contacted by a member of the AHS Public Health team for follow-up and case management
- For more information about getting your child's COVID-19 test result, go to ahs.ca/results



Positive Test Result



Negative Test Result

Next Steps

Have you been told by AHS that your child is a close contact of a person who tested positive for COVID-19?

Yes

No

Have you been told by AHS that your child is a close contact of a person who tested positive for COVID-19?

Yes

No

What to do

Your child is legally required to stay home and **isolate** for **10 days from the start of symptoms**, or until they are gone, whichever is longer.

Household members must stay home for 14 days.

What to do

Your child is legally required to stay home and **isolate** for **14 days from their last exposure to a confirmed case of COVID-19**.

Household members are **not** required to isolate as long as they are asymptomatic.

What to do

Your child is no longer legally required to isolate, but should stay home from school, childcare and other public spaces until they feel better.

What to do

Your child is legally required to stay home and **isolate** for **14 days from their last exposure to a confirmed case of COVID-19**.

If your child has symptoms after these 14 days have passed, they should stay home from school, childcare and other public places until they feel better.

Household members should stay home for 14 days.

What to do

Your child is legally required to stay home and **isolate** for **10 days from the start of symptoms**, or until they are gone, whichever is longer.

Household members are **not** required to isolate as long as they are asymptomatic.

COVID-19 Guidance for Parents of Children Attending School and/or Childcare

Your child is asymptomatic and has been identified as a close contact of a person who tested positive for COVID-19.

Note: Asymptomatic means that your child has **none** of the following symptoms: fever, cough (new cough or worsening chronic cough), shortness of breath or difficulty breathing (new or worsening), runny nose, sore throat, chills, painful swallowing, stuffy nose, headache, muscle or joint ache, feeling unwell, fatigue or severe exhaustion, nausea, vomiting, diarrhea or unexplained loss of appetite, loss of sense of smell or taste, conjunctivitis (pink eye)



Guidance

Your child is legally required to isolate for 14 days

A COVID-19 test is recommended

Testing

Decide if your child will be tested for COVID-19

Yes

Book a COVID-19 test for your child

Do:

- Online: ahs.ca/covid
 - By phone: Call Health Link at 811
- Try to book a test that is within 24 hours of when you were told about the close contact

Do:

Go to the COVID-19 test with your child

No

OR

Before you have your child's test result

Test Result

Do:

Get your child's COVID-19 test result

It may take 1 to 3 days to get your child's test result

- All individuals who test positive for COVID-19 will be contacted by a member of the AHS Public Health team for follow-up and case management
- For more information about getting your child's COVID-19 test result, go to ahs.ca/results



Positive Test Result



Negative Test Result

Next Steps

What to do

Your child is legally required to [isolate](#) for **10 days from the date of their COVID-19 test**.

Household members must stay home for 14 days.

What to do

Your child is legally required to stay home and [isolate](#) for **14 days from their last exposure to a confirmed case of COVID-19**.

If your child develops symptoms at any point during their 14 day isolation, or after, they should be retested for COVID-19.

Household members are **not** required to isolate as long as they are asymptomatic.

What to do

Your child is legally required to stay home and [isolate](#) for **14 days from their last exposure to a confirmed case of COVID-19**.

If your child develops symptoms at any point during their 14 day isolation, or after, they should be tested for COVID-19.

Household members are **not** required to isolate as long as they are asymptomatic.

COVID-19 Guidance for Parents of Children Attending School and/or Childcare

Your child has one of more of these COVID-19 symptoms: Chills • Painful swallowing • Stuffy nose • Headache • Muscle or joint aches • Feeling unwell, fatigue or severe exhaustion • Gastrointestinal symptoms (nausea, vomiting, diarrhea or unexplained loss of appetite) • Loss of sense of smell or taste • Conjunctivitis, commonly known as pink eye



Note: Chronic symptoms that can be explained by a pre-existing medical condition (e.g. allergies) would be considered part of the child's baseline health status. As long as these symptoms do not change, the child can continue to attend school/childcare. A child should have one negative COVID-19 test to establish this baseline.

Guidance

Your child should not attend school/childcare if they are feeling unwell

A COVID-19 test is recommended

Testing

Note: If your child feels better while waiting to receive their test result, they can return to school, as long as they are not a close contact of a person who tested positive for COVID-19.

Decide if your child will be tested for COVID-19

Yes

No

OR

Do: Book a COVID-19 test for your child

- Online: ahs.ca/covid
- By phone: Call Health Link at 811

Try to book a test that is within 24 hours of your child's symptoms starting

Before you have your child's test result

Do: Go to the COVID-19 test with your child

Test Result

Do:

Get your child's COVID-19 test result

It may take 1 to 3 days to get your child's test result

- All individuals who test positive for COVID-19 will be contacted by a member of the AHS Public Health team for follow-up and case management
- For more information about getting your child's COVID-19 test result, go to ahs.ca/results



Positive Test Result



Negative Test Result

Next Steps

Have you been told by AHS that your child is a close contact of a person who tested positive for COVID-19?

Yes

No

Have you been told by AHS that your child is a close contact of a person who tested positive for COVID-19?

Yes

No

What to do

Your child is legally required to stay home and **isolate** for **10 days from the start of symptoms**, or until they are gone, whichever is longer.

Household members must stay home for 14 days.

What to do

Your child is legally required to stay home and **isolate** for **14 days from their last exposure to a confirmed case of COVID-19.**

Household members are **not** required to isolate as long as they are asymptomatic.

What to do

Your child should stay home from school, childcare and other public spaces until they feel better.

What to do

Your child is legally required to stay home and **isolate** for **14 days from their last exposure to a confirmed case of COVID-19.**

If your child has symptoms after these 14 days have passed, they should stay home from school, childcare and other public places until they feel better.

Household members are **not** required to isolate as long as they are asymptomatic

What to do

Your child should stay home from school, childcare and other public spaces until they feel better.