

HORIZON RE-ENTRY PLAN COVID-19 GUIDANCE FOR 2020-21

Updated June 12, 2020

(NOTE: Red text is from Alberta Education's "Guidance for Re-entry" documents)

Updated August 5, 2020

NOTE: Purple text is from Minister LagGrange's re-entry update which mandates mask use.

Implementation of the division re-entry plan is subject to change based upon new information and direction from the Chief Medical Officer of Health and Alberta Education. It is developed using the most recent available information related to the COVID-19 pandemic.

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BACKGROUND

- On March 15, 2020 Alberta's K-12 schools were closed for in-school classes indefinitely due to the COVID-19 pandemic.
- On April 30, 2020, the Alberta government announced the Alberta relaunch strategy.
 - On April 30, Premier Kenny stated that in-school classes will not resume during the 2019-2020 school year.
 - Planning for the 2020-21 school year commenced.
- On May 20, 2020 the Alberta government shared the draft 2020-21 School Re-Entry Plan with stakeholders and requested feedback.
 - The provincial re-entry plan for K-12 schools considers three scenarios:
 - A. Normal operations.
 - B. Schools are open for classes with some health restrictions.
 - C. Schools remain closed for classes – at home learning continues.
 - It was communicated that Movement between scenarios would be determined by zone Medical Officer of Health as per Alberta Health criteria/triggers
- On June 10, Minister LaGrange released the [2020-21 School Re-Entry Plan](#) and health guidelines for [scenario one \(near normal\)](#) and [scenario two \(in school classes partially resume\)](#).
- The return to in-class learning is not without risk of infection transmission. By bringing many people together in a closed setting, such as a school, we expect that cases and even outbreaks of COVID-19 will occur in some locations within Alberta. Public health officials will be monitoring the situation closely and be ready with a plan that enables a rapid response to cases of COVID-19 in a school.
 - If any of Horizon's schools are connected to a confirmed or probable case of COVID-19 we will be contacted by Alberta Health Services (AHS) and may be required to close in person classes to allow the public health investigation to take place. The decision to send a cohort/class home or to close a school will be made in consultation with the local Medical Officer of Health.
- Both scenario 1 and 2 will include the following health guidelines:
 - routine screening for all staff and students
 - enhanced cleaning and disinfecting including
 - daily cleaning for all areas of the school and high-touch surface cleaned several times a day

- strict stay-at-home policy for any students or staff exhibiting symptoms of COVID-19
- physical distancing recommendations
- reorganization of rooms to allow for more physical space
- Cohorting of students by class where possible
 - **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 plexiglas barriers or partitions) administrative controls (adapting the activity to minimize or eliminate close contacts) or use of masks. (scenario 2)**
 - 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. **At least 2 metres of physical space, where possible, should be maintained between desks (scenario 2).**
- hand hygiene expectations when entering and exiting the school and classrooms, before and after eating
- continual reminders of the importance of respiratory etiquette (e.g. cover coughs and sneezes, avoid touching the face and disposal of used tissues promptly, followed by hand hygiene)
- **Mask use for students in grades 4 to 12, as well as all school staff, will be mandatory when school returns for the 2020-21 school year**
 - Staff will be required to wear masks in all settings where physical distancing cannot be maintained, and students will be required to wear them in all shared and common areas, such as hallways and on buses. Mask use for kindergarten to grade 3 students will continue to be optional.
 - To assist with these new guidelines, Alberta's government will provide every single Kindergarten to Grade 12 student with two reusable masks. This will ensure that students who are required to wear masks will have them, and will allow for our Kindergarten to Grade 3 students to have masks should they wish to wear them. The Alberta Government will also provide all teachers, school staff, and bus drivers with two masks.
 - Additional single-use masks will be available at schools, if required.

- The Alberta Government will also be providing every single school two contactless thermometers to assist with managing student and staff health. Thermometer use will be at the discretion of each school.
- Guidelines and standards on the use of non-medical face masks is accessible at the following webpage:
 - <https://www.alberta.ca/masks.aspx>
- a no sharing policy, all students should have their own supplies
 - where sharing of equipment is required, the equipment should be cleaned between uses
- guiding foot traffic flow through entrances and hallways by using markers on the floor or pylons/barriers
- School assemblies or other large gatherings (e.g., concerts or dances) (**should - scenario 1 / must - scenario 2**) be avoided.

Horizon's re-entry plan is built in alignment with the province's relaunch strategy, re-entry plan, and Healthy Guidance for School Re-Entry. Health guidelines focus primarily on hazard assessment and controls and should be considered in conjunction with [Horizon's Fall 2020 Continuity of Learning Plan](#).

- The Minister will state which health guideline scenario to use by August 1
- If scenario 1 or 2 are in place in September, we recognize that scenario 3 may also be at play as there may be families opting to not send their children to school during the pandemic.
 - Depending on the number of parents opting to send their children to school in the fall
 - students may not be returning to class with the same group of students or the same teacher.
 - Teachers instructional assignments may change including multi-school student groupings.
- Staff are requested to remain up to date with developments related to [COVID-19](#) as well as [workplace guidelines for businesses](#)
- Staff are also reminded that social and mental health supports are available
 - Horizon's FSLCs (counsellors) remain available to provide support.

- Homewood Health (click here) is provided as part of our ASEBP benefits. Covered members can access resources and online/virtual counselling.
- Any Albertan may call the Mental Health Help Line at 1-877-303-2642 or the Addiction Help Line at 1-866-332-2322 between 7 a.m. and 11 p.m., seven days a week.

HAZARD ASSESSMENT AND CONTROLS

- We have an obligation to prevent the transmission of COVID-19 at our workplace by providing rapid response in the event of a confirmed case, maintaining levels of hygiene, and conducting hazard assessments for all tasks carried out as part of business operations.
 - When hazards cannot be completely eliminated, they should be controlled using the following hierarchy of controls:
 - First choice: Engineering controls
 - These control the hazard at the source. E.g. placing barriers between staff, isolation room for sick students.
 - Second choice: Administrative controls
 - These controls change the way staff and students interact. E.g. physical distancing, respiratory etiquette, cleaning protocols.
 - Third choice: PPE
 - PPE is necessary when physical distancing of 2 metres or physical barriers cannot be maintained by administrative and engineering controls. PPE controls the hazard at the individual level. E.g. gloves, mask
 - All staff should undertake a risk assessment (Appendix A) to see if any additional risk mitigation strategies need to be undertaken
 - When planning activities staff should ask themselves
 - Does the activity violate a health order?
 - Does the activity involve shared surfaces or objects frequently touched by hands?
 - Can the activity be modified to enhance health guidelines (e.g. physical distancing)?
 - What is the frequency/possibility to clean high touch surfaces
 - Is the task essential? Can it be deferred?
 - Staff have a right to:
 - know
 - about safety hazards they may be exposed to

- what controls are in place to eliminate or control hazards
- participate
 - e.g. site OHS health and safety committees
- refuse unsafe work
 - Individuals who do not wish to resign are required to report to work except in very limited circumstances (e.g. right to refuse work if the worker has reasonable grounds to believe that the work is unusually dangerous to the worker's health and safety)
 - Note that there is a difference between dangerous condition, and a vulnerable employee with a medical disability as it relates to work refusal
 - Work refusals typically occur when employers are not in compliance with provincial orders, guidelines, or when there are imminent dangers (e.g. confirmed cases of COVID are present)
 - Work refusal test is an objective test, based on what a reasonable average right-minded employee with reasonable training would conclude.
 - Supervisors receiving work refusals should contact the Associate Superintendent of Human Resources
- Staff should report hazardous conditions to their supervisor and/or their site OHS committee as per normal practice
 - Dangerous condition should be remedied immediately or investigated with division office follow up as per normal practice

GENERAL BUILDING SAFETY

- A thorough cleaning of school facilities must be completed prior to re-entry.
- 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](#).
- HVAC systems should **(must – scenario 2)** be checked to ensure good ventilation.

- Area rugs and soft furnishings that cannot be easily cleaned and disinfected should **(must be – scenario 2)** be removed.
- **Increased frequency of cleaning of permanent carpets is recommended. (Scenario 2)**
- 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](#).
 - High contact surfaces (including water fountains);
 - Washrooms;
 - Shared equipment;
 - Auxiliary spaces and common rooms; and
 - Others areas that may apply.

HAND HYGIENE AND RESPIRATORY ETIQUETTE

- Schools should implement health education with all students upon the return to school that includes:
 - What we can do to keep everyone safe
 - How to [wash hands](#)
 - Good respiratory hygiene
 - Avoid touch face, mouth, nose, and eyes
 - Stay home if sick
 - physical distancing
- Schools should post signs encouraging [good hand hygiene](#) and respiratory hygiene and how to wash hands
- Schools should have supervision practices in place to ensure everyone disinfects their hands at all class and school points of entry/exit.
- Everyone should wash their hands for at least 20 sec or use hand sanitizer
 - When they arrive at school and before they go home
 - Before and after any transitions within the school setting (e.g. to another classroom, indoor-outdoor transitions,
 - Before eating and drinking
 - After using the toilet
 - After playing outside
 - After sneezing or coughing into hands
 - Whenever hands are visibly dirty

- Staff should wash hands for at least 20 sec or use hand sanitizer
 - Before handling food or assisting children with eating
 - Before and after giving or applying medication or ointment to a child or self
 - After contact with body fluids (i.e., runny noses, spit, vomit, blood)
 - After cleaning tasks
 - After removing gloves
 - After handling garbage
- Individuals should cough and sneeze into the crease of the elbow or tissue and immediately throw tissues out in garbage can lined with plastic bag
- Other items to consider to enhance hygiene
 - Developing strategies to minimize contact of shared items
 - e.g. handling numerous books prior to taking one
 - e.g. disinfecting hands after handling books or student work
 - Limit contact with cash, encourage usage of online payments
 - Assign staff to dedicated work areas as much as possible
 - Consider whether students should have designated computers/devices and implement disinfecting practices before and after use
 - Implement practices that reduce sharing of communal items during recess (e.g. balls)
 - Implement practices that minimize sharing or ensure disinfection between uses in classes with shared common items
 - E.g. CTS classes
 - Minimize the transportation of unnecessary items between home and school
 - Unnecessary items brought back and forth should be disinfected, if possible, and not used by anyone else
 - Leave classroom doors ajar so as to minimize contact
 - Efforts should be made to bring a lunch/snack that does not require a lot of preparation or microwave usage.
- Staff should supervise the use of alcohol sanitizer when used by young children
- Disinfect hands and photocopier before and after use
- Use gloves or disinfect hands before loading paper in photocopier
- Ensure mouthed toys are immediately put into a designated bucket to be cleaned and disinfected
- Soft toys (plush toys and blankets) should not be shared at this time. Launder in hot water and dryer between children or discontinue use.

- Students should not bring toys from home without first notifying school staff.
 - Personal toys should not be shared.
 - Stuffed toys should not be brought to school.

CLEANING

- The maintenance department will work with custodians and contractors to develop and implement procedures for frequent cleaning and disinfecting of high touch surfaces (e.g. vending machines, microwave ovens, door handles, stair rails, light switches, water fountain knobs, push buttons), washrooms, shared equipment, and common areas
 - Custodial staff/contractors will implement daytime cleaning
 - Custodial staff/contractors must clean all areas of the school daily and do a deep cleaning when students are not present.
 - High touch surfaces shall be cleaned several times a day
 - Custodial staff/contractors will follow standardized “enhanced cleaning procedures” as directed by the Facilities Manager. (See Appendix B).
- While custodians will address cleaning, all staff play a role in preventing the spread of COVID and keeping school facilities safe for everyone. As such, all staff are requested to , disinfect commonly used surfaces and shared items in their work environment
- Increased frequency of cleaning and disinfection of high-touch areas and equipment (e.g. microwave ovens and vending machines) inside and outside classrooms.
 - 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](#).
- Students and staff are required to perform hand hygiene when entering and exiting the school as well as before entering the classroom.
- Proper hand hygiene and respiratory etiquette should be promoted.
- 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.
 - Water fountain knobs and push buttons are considered high-touch surfaces, and should (**must – scenario 2**) 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.

- Additional Alberta Health Services resources:
 - AHS Infections Prevention & Control [posters](#)
 - Hand Washing Posters (AHS)
 - [Poster 1](#)
 - [Poster 2](#)
 - How to Hand Wash (AHS) [poster](#)
 - How to use alcohol-based hand rub/sanitizer (AHS) [poster](#)

SCREENING

- Before leaving home, staff, children/students, visitors, and volunteers who will access the school for work or education, must self-screen for symptoms each day that they enter the school using the attached tool (See Appendix C).
- Parents and children/students must be provided a copy of the screening tool upon school registration with the expectation that it needs to be completed on a daily basis.
- Schools should (**must – scenario 2**) 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.

COHORTING

- The risk of transmission of COVID-19 is reduced by limiting exposure to others.

- Contact tracing is also more feasible when groups (cohorts) are maintained. It is recommended, where possible, that students be cohorted by class.
- 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. **(At least 2 metres of physical space, where possible, should be maintained between desks. Scenario 2)**
- 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 maximum 25 people, where possible, or – scenario 2)** to a number that allows for physical distancing (i.e. less students in a smaller room and more students in a larger room).
- All teachers must ensure students have assigned seating

PHYSICAL DISTANCING

- Physical distancing (2 metre 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 metres is not possible between desks, the greatest possible spacing is recommended.
 - If 2 metres cannot be arranged between desks/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.
- In situations where physical distancing is not possible (e.g., busses, 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.
 - In circumstances where 2 metres of physical distance is not possible (especially if the circumstance requires prolonged close contact for longer than 15 minutes), teachers, staff and students may choose to wear a non-medical face mask to protect one another. Guidance on mask use is available [here](#).

- 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).

EXPECTATIONS FOR DROP OFF/PICK UP AND ENTRY AREAS AT SCHOOLS

- Schools should (**must – scenario 2**) develop procedures for drop-off that support physical distancing (**of 2 meters – scenario 2**) where possible between all persons (except household members).
 - Schools should consider staggering the start and end of the school day to reduce the number of students in hallways and common areas
 - Schools should consider designating separate entrances and exits and consider having students enter through multiple entrances so that there is not a high volume of students at one door.
 - Entrances and bottleneck areas should be supervised
 - Upon arrival of school students should remain on buses until they are signaled to disembark by school staff
 - Students should head straight to their classroom upon entering the school
 - Reduce unnecessary time student spend at school before and after classes
 - Reduce usage of communal gathering areas
- Consider strategies to support physical distancing such as staggering drop-off and pick-up times and locations, or put in place other protocols to limit contact between staff/parents/guardians/children/students as much as possible.

IN-PERSON LEARNING

- Schools should develop procedures and plans for in-person learning that supports physical distancing (**2 m – scenario 2**) where possible, and to separate cohorts to the greatest extent possible.
 - Staff should organize more individual activities or activities that encourage space between students and staff (minimize group activities)

- At least 2 metres of physical space, where possible, should be maintained between desks.
 - Typical classrooms (64m²) will hold about 9 students.
 - Staff and students should be cognizant of how individuals move within the classroom in order to maintain 2m distancing
 - Is there space for teachers to approach student desks?
 - Are students able to freely leave their desk?
 - E.g. of desks arrangement
 - Students should not move desks or chairs
- Students should be kept in the same group, in the same room, in the same desk, with the same staff to the largest extent possible
- There should be no physical contact
 - No greetings that involve physical contact such as handshakes or hugs
- Further examples of how to support distancing include:
 - Signage indicating the maximum number of individuals in each space.
 - Implement contact-free modes of interaction
 - Assigned seating in classrooms
 - Limit classroom volunteers and guest speakers
- Expect changes to the extra-curricular sport schedules
 - Sports practices and outdoor activities may proceed in accordance with [sector-specific guidance](#).
 - For more guidance on outdoor sports and recreation, refer to the [Guidance for Outdoor Recreation](#).
- 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.
- **(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 plexiglas barriers or partitions) administrative controls (adapting the activity to minimize or eliminate close contacts) or use of masks. – scenario 2)**
- For activity planning, staff should ask themselves the following questions to determine the risk of the activities and whether they are allowed to proceed:

- 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)?
- To align with physical distancing, field trips and activities requiring group transportation should **(be postponed at this time – scenario 1) (not occur at this time) scenario 2)**.
- Stagger lunch/snack breaks to maintain physical distancing among children/students.
- Learning experiences involving unprotected (without a mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments should be postponed at this time. Consider alternatives such as:
 - Recording or live-streaming individual performers in separate locations;
 - Including more lessons focused on music appreciation or music theory;
 - Choose to play instruments that are lower risk (e.g., percussion or string instruments over wind instruments).

EXPECTATIONS FOR VISITORS AND OTHER SERVICE PROVIDERS ENTERING THE SCHOOL

- **The public is allowed into the school following established protocols. (scenario 1)**
- **The public should not enter the school if they are ill. (Scenario 1)**
- **There should be no non-essential persons allowed into the school. (Scenario 2)**
- **Parents/guardians can attend the school if they are required. (as part of the educational programming needs of the school (i.e. medical injections, learning supports, etc.) scenario 2)**
 - **When a visitor enters the school they should be asked to use the self screening tool (see Appendix C) before they enter the school. (scenario 1)**
 - **When a school visit is essential, the school must screen visitors using the attached tool (see Appendix C) before they enter the school. (scenario 2)**

- 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 (**must – scenario 2**) be kept.
 - All visitors should sign in at the office
- The school should (**must – scenario 2**) screen service providers, including delivery drivers and independent contractors using the attached tool (see Appendix C) before they enter the school.
 - 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 alternate delivery arrangements.

RISK MITIGATION FOR HIGH TRAFFIC AREAS IN SCHOOL FACILITIES

- Schools should (**must – scenario 2**) 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:
 - 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 gathering.
 - Considering limiting bathroom occupancy at any one time.
 - Minimize student movement around the school
 - Hallways practices will need structure (manage flow in all common areas including bathrooms)
 - Limit student travel throughout the day, especially unsupervised
 - Limit access to lockers between classes and schools should consider how social distancing will be maintained during locker access.
 - There is to be no sharing of lockers
 - Individuals walking down hallways should employ rules of the road
 - single file
 - 2m following distance
 - preferably one way hallways

- walk on the right side
- halt to oncoming individuals when turning left
- zipper merge
- Further examples of how to support distancing include:
 - Use hallway floor markings (indicating direction, 2m distance)
 - Decommission alternating urinals
 - Remove excess chairs from communal spaces
 - Monitor and supervise bathrooms to minimize student numbers and ensure physical distancing
 - Delay fundraising activities (e.g. door to door chocolate sales)
 - Lock non-front doors during the school day to control public access
 - Parents are encouraged to call or email schools rather than visit in-person.
 - Reduce carpooling
 - Think about emergencies that may have practices that take priority over physical distancing
 - Lockdowns, evacuation, first aid
 - Implement reasonable practices and consider what can be done afterwards (e.g. wash hands/disinfect self-monitor)
 - A single occupant per vehicle is the preference for all situations. However, in cases when this may be impossible (i.e. an emergency), then passengers should be seated in the seat furthest from the driver, and both occupants must don face masks (surgical or reusable cloth masks) for the duration of the trip.

EXPECTATIONS FOR SHARED USE EQUIPMENT

- Use of shared items or equipment is to be avoided where possible.
- Equipment that must be shared should be cleaned and disinfected after each use.
- Arrangements for storage of personal items should be made.
- 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 Outdoor Activity](#) as relaunch progresses.
 - Administrators and teachers should choose activities or sports that support physical distancing (e.g. badminton over wrestling).
- Consider using auxiliary space such as gyms and libraries to deliver education program to aid in physical distancing.
- Use of shared items or sports equipment should be discouraged. Equipment that must be shared should be cleaned and disinfected before and after each use, or users should perform hand hygiene before and after each use.
- School assemblies or other large gatherings (e.g., concerts or dances) should **(must – scenario 2)** be avoided virtual options should be offered instead of in person gatherings.

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 do not share the food they prepare with other students or staff.
- 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).
 - 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.

- Food Service Programs (Cafeteria)
 - Food service establishments should follow the Alberta Health restaurant guidance posted [here](#).
 - School Cafeterias should (**must – scenario 2**) use alternate processes to reduce the numbers of people dining together at one time.
 - Remove/rearrange dining tables (or place signs on tables/chairs that are not to be used to maintain physical distancing.
 - Place tape or other markings on floors to maintain a physical distancing of 2 metres.
 - 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 pickup their own items.

RESPONDING TO ILLNESS

- Staff members, parents, and children/students should (**must – scenario 2**) not enter the school if they have symptoms of COVID-19.
- Schools should (**must – scenario 2**) develop procedures to address staff that become symptomatic during the school day to allow that staff member to isolate/leave the school for the time 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](#).
 - Staff displaying symptoms at work should go home right away.
 - Assist such employees to find appropriate transportation home, if required.
 - Staff should follow regular collective agreement practices related to paid absences
 - Dealing with individuals who show symptoms at school
 - Have emergency kit available at school. Containing
 - Gloves
 - Masks
 - Protective eyewear

- Re-closeable bag
- cleaning solution wipes
- Once a sick individual has left the school, clean and disinfect all surfaces, items, and areas with which they may have come into contact.
 - Dispose of one-time PPE equipment such as gloves and disinfect reusable PPE such as protective eyewear and restock emergency kit
 - Ensure that everyone who may have had contact with the sick individual washes their hands thoroughly.
 - Immediately record the names of all close contacts the sick individual has been in contact with that day and in the 48 hours prior to when the symptoms started. This information may be necessary if the sick individual later tests positive for COVID-19.
- Staff are required to inform their supervisor if they test positive as employers are required to report to OHS any incident where staff at a work site are exposed to a suspected or confirmed case of COVID-19 and must conduct an internal investigation.
 - Incidents that require reporting to OHS include where:
 - a worker is confirmed to have COVID-19 and the employer has reason to believe that the exposure occurred at work;
 - a worker is exposed to a confirmed or suspected case of COVID-19 and
 - the work site did not follow the rules, procedures, and guidance related to COVID-19 protection, or
 - the COVID-19 controls in place have failed; or
 - any work site with a confirmed COVID-19 outbreak that is reportable to Alberta Health Services.
 - An internal investigation into the incident must be conducted with the participation of the health and safety committee (HSC) or health and safety (HS) representatives.
 - Once the investigation is complete, the employer must write a report and provide that report to OHS and the HSC, HS representative or workers.
- Parents are asked to inform the school if their child tests positive
- **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 metres away from other children/students. The student should be encouraged to access COVID-19 testing by accessing the [AHS Online Testing tool](#).

- If parents can't come to pick up the child then they must have an alternate plan for someone to come and pick them up within the hour.
- Schools should contact bus drivers if kids get sick
- 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.
- Staff/students must wash their hands before donning a mask and before and after removing the mask (as per [Alberta Health mask guidance](#)), and before and after touching any items used by the child/student.
- 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 10 days.
- 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.
- 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 (under review for September 2020).

STUDENT TRANSPORTATION

- Parents and children/students should (**must – scenario 2**) not be in the pick-up area or enter the bus if they have symptoms of COVID-19.

- Schools should ensure adequate bus pick up and drop off supervisions
- **Encourage private (e.g. parents or caregivers) vehicle use where possible to decrease transportation density. (scenario 2)**
- **Schools must develop procedures for student pick-up and drop off that support physical distancing of 2 metres between all persons (except household members or cohorted children/students and staff), support respiratory etiquette and access to hand hygiene. (scenario 2)**
 - First bench behind the bus driver remains empty (if no physical barrier)
 - Board removes non-eligible students from buses
 - **under 2.4km (scenario 1 and 2)**
 - The driver should be provided with a protective zone, which may include:
 - 2 metre physical distance;
 - Physical barrier (not at this time);
 - Non-medical mask (voluntary); or
 - Other (as per First Student protocols)
- Students should (**must - scenario 2**) be assigned seats and a record of this seating plan should (**must - scenario 2**) 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.
 - If one child per bench, student sits by window
 - Transfer buses may be eliminated to reduce the need for cleaning between student cohorts
- Schools should (**must - scenario 2**) develop procedures for student loading, unloading and transfers that support physical distancing of 2 metres between all persons (except household members), (**when possible - scenario 1**) and may include:
 - Student misconduct form will include “non-compliance with COVID guidelines”
 - Buses will have hand sanitizer and students will be required to use hand sanitizer when they get on the bus in the morning
 - Not all buses will unload the same time (school will signal to the driver to proceed)
 - Staggered arrival times
 - Parent maintain responsibility to be present at bus stop before pick up and after drop off to ensure their children social distance

- 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.
- When more than one student from different families share a bench, parents will be informed and student will be from same class
- Students from the same household may share seats.
- Students start unloading from the front seats to the back of bus.
- Student pick up and drop off times may be adjusted as needed to implement COVID guidelines
- 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 (see Responding to Illness above).
 - Bus drivers may phone parents and request that they pick up or not have sick children get on the bus
- 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.

WORK EXPERIENCE AND OTHER LEARNING EXPERIENCES

- Work experience may resume as long as the risk of infection is mitigated for all participants.
- 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 **(must - scenario 2)** comply with the [Workplace Guidance for Business Owners](#) .
- **If two or more individuals outside of the same cohort are required to come within 2 metres of one another for the purpose of instruction, practice, or undertaking examinations, additional protections must be instituted such as engineering controls (barriers or partitions) or use of masks by all individuals in close contact. (scenario 2)**

- The time that individuals are in close contact should be kept to a minimum.
- 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.
- Learning experiences involving unprotected in-person singing or playing wind instruments may pose an increased risk of transmission and should be postponed at this time. Alternatives such as recording or live-streaming individual performers in separate locations should be pursued.
- Sports practices and outdoor activities may proceed in accordance with [sector specific guidance](#).
- [Guidelines for resuming indoor sport are under development and will be posted shortly](#).
- For more guidance on outdoor sports

INTERNATIONAL STUDENTS/PROGRAMS

- 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.

PERSONAL PROTECTIVE EQUIPMENT

- Employees have a responsibility under OHS legislation to follow safe work procedures, including the use of PPE where required. An employee's refusal to wear PPE may be cause for discipline, particularly if the refusal creates a risk of infection for other employees at the workplace.
 - Students and staff will be provided 2 reusable masks, and are welcome to bring more from home and wear them.
 - Staff will be provided a faceshield
 - Staff should think about staff who work with high needs/medically fragile children (as they often require close contact)?
 - If the task absolutely necessitates being less than 2 metres from another person individuals PPE should be considered as per this plan

COMMUNICATION

- It's critical to have open lines of communication between
 - School and parents
 - School and staff
- Schools should communicate with parent/students/staff (including substitutes) prior to the start of the school year and ensure parents are aware of safety protocols and changes in practice (steps taken to prevent the risk of transmission of infection and remind them of their role)
 - Schools should consider creating a video that shows some of the changes in practice (e.g. floor markings, hand sanitizer, etc) and how kids will enter the school
- Ensure staff are up to date and trained with regard to new practices
 - <https://www.alberta.ca/coronavirus-info-for-albertans.aspx>
- Regularly remind students, parents, and staff of the measures to prevent the spread of COVID-19.
- Post signs (not to enter if they have COVID-19 symptoms, hand hygiene, respiratory etiquette etc) at entrances, in staff room, classroom, bathrooms, and common areas)
- Encourage social responsibility (e.g. AB trace together app)
 - Share how to mitigate risk outside of school
 - At home,
 - While commuting to work
 - Outside of home
 - Generally avoid entering public establishments
 - Consider wearing masks when entering public establishments
 - Utilize "tap" as opposed to money or entering your pin when paying
 - When purchasing fuel, use fuel station in your own community and utilize gloves or clean hand before and after utilizing the nozzle and punch code
- Remind staff, students, and parents about social and mental health resources available to them.

APPENDIX A HAZARD ASSESSMENT AND CONTROL

Alberta’s Occupational Health and Safety legislation requires employers to conduct hazard assessments and to eliminate the hazards identified. If the hazards cannot be eliminated, the employer must introduce controls to protect against them.

The hazard assessment and control process provides a consistent approach for employers and workers to identify and control hazards in the workplace.

Horizon’s 2020-21 re-entry plan contains a number of controls based on health guidelines related to (1) physical distancing (2) cleaning, (3) screening for symptoms, (4) Personal Protective Equipment (PPE)

As you reflect upon the tasks/activities for your job/position, are there COVID hazards that have not been identified, eliminated, or mitigated.

A **hazard** is a situation, condition or thing that may be dangerous to health and safety. A hazard refers to the potential for something to cause harm.

Risk refers to the probability that harm will occur if exposed to a hazard.

Tasks	Hazards	Controls
List all tasks/activities for the job/position	List all existing and potential COVID hazards related to the identified task	List suggested controls for each hazard:

<p>e.g. photocopying material for lessons</p>	<p>e.g. paper may be contaminated and there may be multiple people at the photocopier</p>	<ul style="list-style-type: none"> ● elimination: NA ● engineering: <ul style="list-style-type: none"> ○ Put up 2m lines around photocopier so others know physical distance ● administrative: <ul style="list-style-type: none"> ○ No more than 1 person in the photocopier room ○ Print from your computer when possible ○ Sanitize hands before handling other people's printed copies ○ Sanitize photocopier controls before and after usage ● PPE: <ul style="list-style-type: none"> ○ Wear gloves when loading new paper
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<p>Tasks List all tasks/activities for the job/position</p>	<p>Hazards List all existing and potential COVID hazards related to the identified task</p>	<p>Controls List suggested controls for each hazard:</p>
		<p>elimination: engineering: administrative: PPE:</p>
		<p>elimination: engineering: administrative: PPE:</p>

		elimination: engineering: administrative: PPE:
		elimination: engineering: administrative: PPE:
		elimination: engineering: administrative: PPE:

Worker's Name: (print)	Signature:
Position: (e.g. teacher, assistant etc)	Date:

APPENDIX B – ENHANCED CLEANING PROCEDURES

- School water and plumbing lines should be flushed so any stagnant water is replaced with fresh water
- The detergents and disinfectant products will adhere to health requirements and the instructions on the labels will be followed.
- Custodians will use a “wipe-twice” method to clean and disinfect. Wipe surfaces with a cleaning agent to clean off soil, oils and wipe again with a disinfectant that destroys germs
- Custodians must clean and disinfect high-touch/shared surfaces daily; such as:
 - Doorknobs, light switches, toilet handles, faucets and taps, elevator buttons, railings, microwaves
 - Phones, computers, iPads, remote controls, keyboards, desktops, conference room equipment, cash registers, surface counters, customer service counters, menus
 - Equipment handles, hand tools, machinery control panels, seat belt buckles, joysticks, steering wheels and controls on powered mobile equipment
 - Staff rooms, kitchens, washrooms
- Custodians shall use [infection prevention and controls](#) as it relates to COVID-19
- According to Health Canada, a disinfecting solution can be made by mixing one part of bleach into 50 parts of water. For example, 1 teaspoon (5 mL) bleach into 1 cup (250 mL) water. These directions are based on bleach that is 5 per cent sodium hypochlorite.
 - <https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19.html>
 - Dilute bleach MSDS can be found at <https://www.thecloroxcompany.com/wp-content/uploads/cloroxready-usebleachpre-dilutedcleaner-regularscentjw.pdf>
 - Use caution to ensure that the chosen disinfectant does not corrode or otherwise damage surfaces. For example,
 - bleach may discolor fabric surfaces,
 - ammonium-based disinfectant damages vinyl surfaces,
 - Familiarize yourself with the hazards of the disinfectant by reviewing the appropriate SDS prior to handling and ensure you use appropriate PPE for the disinfectant of choice.

- Disinfectants will have an eight-digit Drug Identification Number (DIN). These products are approved for use by Health Canada.

APPENDIX C – DAILY SCREENING TOOL

This tool must be provided to every parent/student at time of registration. The expectation is that it is completed daily

- Do you, or your child have any of the following symptoms
 - fever,
 - cough,
 - shortness of breath,
 - sore throat,
 - chills
 - painful swallowing
 - runny nose/nasal congestion
 - feeling unwell/fatigued
 - nausea/vomiting/diarrhea
 - unexplained loss of appetite
 - loss of sense of smell or taste
 - muscle/joint aches
 - headache
 - conjunctivitis (pink eye)
- Have you, or anyone in your household travelled outside of Canada in the last 14 days?
- Have you, or anyone in your household had close unprotected (without personal protective equipment) contact (face-to-face contact within 2m) with someone who is ill with cough and/or fever?
- Have you or anyone in your household been in close unprotected contact in the last 14 days with someone who is being investigated or confirmed to be a case of COVID-19?

If you have answered “Yes” to any of the above questions, please DO NOT enter the school at this time.