

# IMPLEMENTING SCHOOL RE-ENTRY GUIDANCE

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## Overview

This document is intended to be used in conjunction with the Guidance for School Re-Entry – Scenario 1 to support school and school authority leaders in the safe launch of in-person classes and to reduce opportunities for transmission of COVID-19 in September 2020 under Scenario 1 of the Re-Entry Plan.

There are measures that school settings in Alberta can take to reduce the risk of transmission of respiratory illnesses, including COVID-19. Such measures include, but are not limited to: hand hygiene, respiratory etiquette, physical distancing, cohorting, use of personal protective equipment, use of non-medical face masks, increased frequency of cleaning and disinfection, daily symptom screening, and having staff and children/students stay home when ill. These are all important steps that can support the health and wellbeing of our children/students, staff and community. School authorities in consultation with their local Medical Officer of Health (MOH) should implement the guidance for schools as applicable to their unique situation.

It is important that schools implement a multi-layered approach that includes each of these measures to the extent possible, recognizing that full implementation of specific measures may not be achievable. The balance of emphasis on varied measures may differ based on age. For example, a school may emphasize cohorting for the early grades, while physical distancing and use of non-medical face masks are emphasized for older grades.

The following information is not meant to be prescriptive, but may provide additional ideas or guidance when completing planning at both the school authority and school administration levels. This document and the content within it is subject to change and will be updated as needed. Current information related to COVID-19 can be found at [Alberta.ca/covid19](https://alberta.ca/covid19).

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## GENERAL BUILDING SAFETY

**Differences between  
cleaning and disinfecting**

**Types of disinfectant**

- Cleaning refers to the removal of visible dirt, grime and impurities.
- Disinfecting refers to using chemical to kill germs on surfaces.
- Please refer to the [Alberta Health Services environmental cleaning](#) document.

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<p><b>Minimum environmental cleaning frequency</b></p> <p><b>Frequency of cleaning of high touch areas (e.g. in hallways, etc. in large schools)</b></p>	<ul style="list-style-type: none"> <li>• The school should determine what is possible for general cleaning of the overall school; ideally the frequency would be greater than normal operations with minimum frequencies outlined below:</li> <li>• Focus should be on high-touch surfaces such as:             <ul style="list-style-type: none"> <li>○ Common area touch surfaces (e.g., door knobs, washroom taps): once per day at minimum but ideally more frequently</li> <li>○ Student contact surfaces (e.g., desks and equipment): between each student/user</li> </ul> </li> <li>• Eliminate or restrict sharing of supplies as much as possible.</li> </ul>
<p><b>Student involvement in cleaning and disinfecting their spaces</b></p>	<ul style="list-style-type: none"> <li>• Consider age of students and school policies to determine if this might be appropriate.</li> </ul>
<p><b>Recommended frequency for handwashing or hand sanitizing</b></p>	<ul style="list-style-type: none"> <li>• Base hand hygiene frequencies more on activity than time:             <ul style="list-style-type: none"> <li>○ Entering/leaving school/classroom</li> <li>○ Boarding/exiting the bus</li> <li>○ Changing activities</li> <li>○ Moving spaces</li> <li>○ Before and after using manipulatives (e.g., hands-on learning tools)</li> <li>○ Before and after donning and doffing a mask</li> <li>○ Before and after eating</li> </ul> </li> <li>• Use hand sanitizer and/or hand washing depending on age and ability of students, as well as availability of hand-washing sinks.</li> <li>• Implement routines to avoid crowding or substantial line-ups.</li> </ul>
<p><b>Safety concerns with alcohol-based hand sanitizers (e.g., ingestion and fire)</b></p>	<ul style="list-style-type: none"> <li>• Consider the age and ability of students when determining if hand sanitizers are appropriate.</li> <li>• Due to its high alcohol content and the high risk of toxicity with alcohol, hand sanitizer can cause serious harm if ingested. The risk of ingestion is greater for those who may not understand the warning labels and negative effects of ingestion.</li> <li>• Keep out of reach of younger students, supervise them while using hand sanitizer and place hand sanitizer in monitored areas.</li> <li>• There are non-alcohol based sanitizers that may be considered; see the <a href="#">list of hand sanitizers authorized by Health Canada</a>.</li> <li>• Parents who have questions about their child using alcohol-based hand sanitizer should contact their school administration to discuss potential alternatives.</li> <li>• Handwashing with soap and water is very effective and should be a focus when possible.</li> </ul>

## SCREENING

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<p><b>Isolation requirements if the spouse (or other immediate family) of a staff member has travelled outside of Canada within the last 14 days</b></p>	<ul style="list-style-type: none"> <li>• According to the <a href="#">Alberta Health Daily Checklist</a>, the staff member is not required to isolate.</li> </ul>
<p><b>School board requirements for recording and keeping daily health screening forms from students and staff members</b></p> <p><b>Record retention</b></p> <p><b>Responsibility for completion of assessment</b></p>	<ul style="list-style-type: none"> <li>• Students and staff are required to self-screen for symptoms each day that they enter the school using the <a href="#">Alberta Health Daily Checklist</a>.</li> <li>• Although health screening of staff and students is required, there is no requirement for verification or the collection and retention of formal records.</li> <li>• Parents/guardians and children/students must be provided a copy of the screening tool upon school registration with the expectation that it will be completed with the parent/guardian on a daily basis, prior to entering the school.</li> <li>• The main purpose of daily screening is to ensure parents/guardians are aware and vigilant in monitoring for potential symptoms. Communication with parents, rather than direct oversight, is key.</li> <li>• Health screening may look different for students and staff (e.g., School Occupational Health &amp; Safety may determine it's appropriate to require recorded screening online or paper from staff).</li> <li>• Records retention would be determined by the school board.</li> <li>• Schools should have paper copies of the daily checklist available for visitors to the school.</li> </ul>
<p><b>Thermometer use</b></p> <p><b>Verifying student/staff temperatures</b></p>	<ul style="list-style-type: none"> <li>• There is no expectation for schools to monitor temperature every day.</li> <li>• Schools should focus on ensuring parents are aware of health screening policies and their responsibilities for daily screening.</li> <li>• Thermometers should be available for taking temperature of students who present with symptoms during the school day.</li> <li>• Schools are not required to verify temperatures for any student or staff.</li> </ul>
<p><b>Protection/accommodation of student or staff member who is immune-compromised or has an underlying health condition that places them</b></p>	<ul style="list-style-type: none"> <li>• Students/family members should consult with their primary care provider to consider their personal risk and make a decision on what supports may be needed or what is the best option for learning.</li> <li>• In addition to consulting with a physician, Albertans can assess the risk of experiencing severe health outcomes from COVID-19 using</li> </ul>

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<p><b>at higher risk in relation to COVID-19</b></p>	<p>the <a href="#">COVID-19 personal risk severity assessment</a>.</p> <ul style="list-style-type: none"> <li>• Parents/guardians can discuss available options for support with their local school/school board.</li> <li>• Teachers/staff should consult with their primary care provider to consider their personal risk.</li> <li>• Teachers/staff can discuss the available options for support with their local school board.</li> </ul>
<p><b>COHORTING</b></p>	
<p><b>Cohorting in schools where students move from class to class and there are different students in each class</b></p>	<ul style="list-style-type: none"> <li>• While complete cohorting may not be achievable in older grades, measures should be implemented that:             <ul style="list-style-type: none"> <li>○ Keep the same groups of students together when possible</li> <li>○ Avoid large gatherings of students (e.g. assembly)</li> <li>○ Minimize activities that encourage face-to-face interaction and common touch surfaces (e.g., adjust some non-academic classes such as foods, physical education, etc.)</li> </ul> </li> <li>• Where cohorting is not achievable, increase focus on other measures, such as physical distancing, hand hygiene, respiratory etiquette and the use of non-medical masks.</li> <li>• Schools may want to consider class scheduling options that would reduce the number of classes in a day/week for each student and assist with traffic flow in busy areas (e.g., one-way hallways).</li> </ul>
<p><b>Teacher involvement in a class cohort</b></p>	<ul style="list-style-type: none"> <li>• If teachers cannot physically distance from students, they would be considered part of the class cohort.</li> <li>• If teachers interact with more than one group of students without distancing, they may be part of multiple cohorts.</li> </ul>
<p><b>Cohorting in extracurricular activities</b></p>	<ul style="list-style-type: none"> <li>• While schools cannot control what happens outside of school hours, cohorting or other control measures within a school will still help lessen the risk of COVID-19 transmission.</li> <li>• Schools can help by educating students on the risk of COVID-19 to themselves and others and by modelling good practices.</li> <li>• Schools should consider limiting the total potential number of cohort groups (e.g., limit school-based extracurricular activities and clubs).</li> </ul>
<p><b>Cohorts in very small schools</b></p>	<ul style="list-style-type: none"> <li>• In very small schools (e.g., equivalent to a single class size), the school may be considered one cohort.</li> <li>• Other public health measures, including physical distancing, hand hygiene, respiratory etiquette and use of non-medical face masks for all teachers/staff as well as students in grades 4 – 12 should still be implemented.</li> </ul>

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<p><b>Management of substitute teachers or education assistants that visit multiple cohorts and schools</b></p> <p><b>Designated substitute lists for schools</b></p>	<ul style="list-style-type: none"> <li>• The use of substitute teachers is not restricted at this time.</li> <li>• The school should maintain clear records of substitute teachers for contact tracing.</li> <li>• Substitute teachers must perform the <a href="#">Alberta Health Daily Checklist</a> before entering the school.</li> <li>• Any temporary staff or visiting specialists should practice physical distancing, hand hygiene, respiratory etiquette, wearing a non-medical face mask and staying home when ill.</li> </ul>
<p><b>PHYSICAL DISTANCING</b></p>	
<p><b>Physical distancing within cohorts</b></p>	<ul style="list-style-type: none"> <li>• Physical distancing is a very effective control measure for COVID-19 and should still be the goal even within a cohort.</li> <li>• If two metres of physical distancing is not possible within a cohort, additional strategies can be used (e.g., arranging desks/tables so students do not face each other).</li> <li>• Cohorting will decrease the number of close contacts of a case of COVID-19 and assist public health officials in their efforts in contact tracing and containing an outbreak.</li> </ul>
<p><b>Distancing expectations for students</b></p>	<ul style="list-style-type: none"> <li>• Students are not expected to sit in their desks for the duration of the day. It is recognized that learning can occur during various activities.</li> <li>• Additional measures can be implemented when students are not seated in the classroom:             <ul style="list-style-type: none"> <li>○ Considering activities that take place outdoors or in areas that allow for increased physical distancing and/or increased ventilation</li> <li>○ Consider limiting the number of students moving within the classroom or throughout the school at one time to promote physical distancing</li> <li>○ Consider additional scenarios where non-medical face masks may be appropriate</li> </ul> </li> </ul>
<p><b>When physical distancing is not possible</b></p>	<ul style="list-style-type: none"> <li>• Even if physical distancing is not always possible, it should be employed whenever circumstances or space allow for it.</li> <li>• Consider a multi-layered approach that acknowledges emphasis on different control measures in different situations:             <ul style="list-style-type: none"> <li>○ Increased cleaning and disinfection</li> <li>○ Hand and respiratory hygiene</li> <li>○ Cohorting</li> <li>○ Non-medical face masks for all teachers/staff as well as for students in grades 4 – 12</li> <li>○ Maintain attendance information (e.g., class lists, seating plans, etc.) for potential contact tracing</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Adjust approach based on age of students and school design.</li> </ul>
<p><b>How to handle a curriculum that is play-based for younger grades</b></p>	<ul style="list-style-type: none"> <li>• Consider a multi-layered approach that acknowledges emphasis on different control measures in different situations:             <ul style="list-style-type: none"> <li>○ Teachers should encourage frequent hand hygiene and respiratory etiquette</li> <li>○ High touch surfaces should be frequently cleaned and disinfected.</li> <li>○ School staff can ensure effective cohorting of students so they do not come into contact with other cohorts within the school.</li> </ul> </li> </ul>
<p><b>How to align with recommendations to have students face forward and not face each other if a school has circular communal tables</b></p> <p><b>Mask use</b></p> <p><b>Barrier installation</b></p>	<ul style="list-style-type: none"> <li>• This design may be more manageable in schools that can more effectively cohort students.</li> <li>• Assign seating so that exposure is limited to small groups of students.</li> <li>• Barriers are acceptable at the school’s discretion but are not required; there are many design, safety and maintenance features to be considered.</li> <li>• Encourage frequent hand hygiene and respiratory etiquette.</li> <li>• Restructure where possible.</li> </ul>
<p><b>NON-MEDICAL FACE MASKS</b></p>	
<p><b>Face shield use in place of masks</b></p>	<ul style="list-style-type: none"> <li>• A face shield is not a substitute for a face mask from a safety perspective.</li> <li>• To be acceptable, a mask should fit securely over the nose and mouth and not have large gaps between the mask and your chin, cheeks or nose where droplets can escape. Transparent masks should have these same features.</li> <li>• 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 non-medical face masks in the classroom.</li> <li>• 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.</li> </ul>
<p><b>Mask requirements in the classroom</b></p>	<ul style="list-style-type: none"> <li>• Non-medical face masks are not routinely required while students are seated in the classroom.</li> <li>• School boards may choose to have more stringent requirements.</li> </ul>

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<p><b>Mandatory masking for older students</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• While masks may be considered for students in grades K–3, they are not routinely recommended due to difficulties with proper fit, compliance, and less virus transmission among younger children.</li> </ul>
<p><b>Guidelines to support special needs students who are unable to wear a mask</b></p>	<ul style="list-style-type: none"> <li>• As with younger grades, it may be acceptable to emphasize a strong cohorting arrangement that places less emphasis on masking and more emphasis on hand hygiene, respiratory etiquette, and enhanced cleaning.</li> <li>• The exemptions to the mask requirement for all teachers and staff in all school settings and students in grades 4-12 are included in the <a href="#">School Re-Entry Guidance</a>.</li> <li>• For all staff, as well as students in grade 4–12 who are unable to wear a mask due to one of the exemptions, the school administration should be informed of the exemption and should ensure adherence to the other public health measures.</li> <li>• No official approval of an individual’s exemption is required.</li> </ul>
<p><b>Mask use and storage</b></p>	<ul style="list-style-type: none"> <li>• Educate students on how to properly put on and remove a reusable mask, emphasizing:             <ul style="list-style-type: none"> <li>○ Washing hands or applying hand sanitizer before handling</li> <li>○ Handling masks by the ties/ear loops/elastics</li> <li>○ Avoid touching the mask once it is on</li> <li>○ Changing masks when they become wet or soiled</li> </ul> </li> <li>• Reusable masks that are not damp or dirty that will be re-worn prior to washing should be stored in a clean, breathable bag or container.</li> <li>• See <a href="#">mask guidance</a> for more information.</li> </ul>
<p><b>Mask use for teachers when at the front of the room</b></p>	<ul style="list-style-type: none"> <li>• If students are all seated and the teacher is in a designated area at the front of the class with at least two metres of physical distance from the closest student, they may remove their mask to teach.</li> <li>• The teacher should be open with students about why they are able to remove the mask to reinforce/model behaviors.</li> <li>• Teachers should continue to physically distance as much as possible even when wearing a mask.</li> </ul>
<p><b>Mask exemptions for students and staff</b></p>	<ul style="list-style-type: none"> <li>• For all staff, as well as students in grade 4–12 who are unable to wear a mask due to one of the exemptions, the school administration should be informed of the exemption and should ensure adherence to the other public health measures.</li> </ul>

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

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<p><b>Protocols for drop-off and pick-up</b></p>	<ul style="list-style-type: none"> <li>• Designated entrances for classes/groups of students.</li> <li>• Signage at doorways regarding physical distance and hand hygiene at entry.</li> <li>• Teachers supervising entryways.</li> <li>• Physical distancing markers in areas that generally become crowded (e.g. line-up areas, boot rooms).</li> <li>• One-way flow in entries and hallways (with floor markings).</li> <li>• Limited time for entry to reduce congregation.</li> <li>• Restrict parents to outside areas whenever possible.</li> <li>• Stagger drop off/bus arrival times.</li> <li>• Coordinate bus times with entry/exit.</li> </ul>
<p><b>IN PERSON LEARNING</b></p>	
<p><b>Band classes</b></p>	<ul style="list-style-type: none"> <li>• In a space where band students could be physically distanced on all sides (e.g. gymnasium, outside), band classes may be considered.</li> <li>• Wind instruments may require special consideration and/or extra distancing.</li> <li>• Shared instruments should not be used unless they can be fully cleaned and disinfected between students.</li> <li>• Chairs and music stands should be cleaned and disinfected between uses.</li> </ul>
<p><b>Singing</b></p>	<ul style="list-style-type: none"> <li>• Singing is not an encouraged activity at this time.</li> </ul>
<p><b>EXPECTATIONS FOR VISITORS &amp; OTHER SERVICE PROVIDERS ENTERING THE SCHOOL</b></p>	
<p><b>Outside volunteers within the classroom</b></p>	<ul style="list-style-type: none"> <li>• Visitors should be screened using the <a href="#">Alberta Health Daily Checklist</a> prior to entering the school.</li> <li>• Outdoor environments that allow for physical distancing are lower risk for transmission.</li> <li>• Visitors are required to follow the school policies and practice strict physical distancing and hand hygiene.</li> <li>• Visitor movement within the school should be closely tracked for contact tracing purposes.</li> <li>• Visitor movement within the school should be limited when possible.</li> </ul>
<p><b>Mask use for visitors</b></p>	<ul style="list-style-type: none"> <li>• Visitors to the school, including adults as well as children in grades 4-12, are required to wear masks in the school.</li> </ul>
<p><b>Washroom fixtures</b></p>	<ul style="list-style-type: none"> <li>• Consider designated washrooms for particular groups of classrooms/cohorts.</li> <li>• Post rules for washroom use, including distancing, at washroom entrances.</li> </ul>

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<p><b>Staff monitoring of washrooms</b></p>	<ul style="list-style-type: none"> <li>• There are many considerations in determining whether closure of fixtures is appropriate:             <ul style="list-style-type: none"> <li>○ Will it result in increased congregation or line ups?</li> <li>○ How many sinks are available in a particular washroom? Will closing some result in poorer hand hygiene if students are not willing to wait?</li> <li>○ Are the sinks extremely close together, or are they reasonably close to two metres apart?</li> <li>○ Are students wearing masks in common areas?</li> </ul> </li> <li>• There is no expectation for school staff to actively monitor washrooms, but teachers could limit the number of students leaving the classroom at a given time and periodic checks could be considered.</li> </ul>
<p><b>EXPECTATIONS FOR SHARED USE EQUIPMENT</b></p>	
<p><b>Personal item storage</b></p>	<ul style="list-style-type: none"> <li>• In some classrooms, particularly in lower grades where cohorting is more successfully employed, students should bring what they need for the day and store belongings in the classroom:             <ul style="list-style-type: none"> <li>○ In their backpack under the desk or in a designated space</li> <li>○ In an assigned bin</li> <li>○ Jackets/boots can be stored in boot rooms with entry procedures in place to minimize crowding</li> </ul> </li> </ul>
<p><b>Locker use</b></p>	<ul style="list-style-type: none"> <li>• Lockers can be used but measures should be in place to minimize crowding:             <ul style="list-style-type: none"> <li>○ Space lockers out when possible</li> <li>○ Assign lockers based on cohort/grade/class</li> <li>○ Consider having students bring what they need for the day and keep school supplies and textbooks in their backpack to minimize locker visits</li> </ul> </li> </ul>
<p><b>Common equipment in classrooms or common areas</b></p>	<ul style="list-style-type: none"> <li>• Use of shared equipment/items should be avoided when possible:             <ul style="list-style-type: none"> <li>○ Provide individual bags/containers for pencils/coloring tools for younger students</li> <li>○ Avoid shared books when possible</li> </ul> </li> <li>• Encourage hand hygiene before and after use of shared equipment/books.</li> <li>• Disinfect touch points of equipment between users (e.g. keyboards, printer touchpads)</li> <li>• For electronic devices, refer to the manufacturer’s instructions for specific recommendations</li> </ul>

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<p><b>Paper, library books and other items that cannot be disinfected</b></p>	<ul style="list-style-type: none"> <li>• For libraries, refer to <a href="#">Guidance for Libraries</a></li> <li>• Store items for 72 hours between use.</li> </ul>
<p><b>AUXILLARY SPACES</b></p>	
<p><b>Locker room use for physical education programming</b></p>	<ul style="list-style-type: none"> <li>• Locker rooms may be used but should be disinfected between classes/cohorts.</li> </ul>
<p><b>Recommendations or restrictions for use of playground equipment during recess or physical education classes</b></p> <p><b>Public access to playgrounds</b></p>	<ul style="list-style-type: none"> <li>• Playgrounds are not restricted for student or public use.</li> <li>• Hand hygiene should be practiced before and after use of equipment.</li> <li>• Educational signage could be considered, particularly if the playground is accessible to the public.</li> <li>• See <a href="#">Guidance for Playgrounds</a></li> </ul>
<p><b>FOOD SERVICES</b></p>	
<p><b>Eating food in a food preparation class (if students wore masks while preparing)</b></p>	<ul style="list-style-type: none"> <li>• Sharing food between students would be allowed if there was a designated server serving the food, appropriate hand hygiene, and physical distancing.</li> </ul>
<p><b>Self-serve food in nutritional programs (breakfast and/or lunch)</b></p>	<ul style="list-style-type: none"> <li>• Self-serve is not an option in the current guidelines except with individually packaged items.</li> <li>• Donated foods that arrive in bulk that are to be distributed through a self-serve option should be separated and packaged by staff/volunteers in an area that allows for all control measures and sanitary food preparation</li> <li>• Any other food options should be distributed by staff to seated children in order to limit congregation of students and line ups</li> </ul>
<p><b>Providing shared treats for the classroom</b></p>	<ul style="list-style-type: none"> <li>• This would be allowed if there was a designated server serving the food, appropriate hand hygiene, and physical distancing.</li> </ul>
<p><b>School cafeterias</b></p>	<ul style="list-style-type: none"> <li>• For schools with full cafeterias or programs that handle and prepare foods, they must follow the <a href="#">Guidance For Restaurants, Cafes, Pubs, and Bars</a>:             <ul style="list-style-type: none"> <li>○ Measures should be in place to encourage physical distancing</li> <li>○ Stagger lunch times</li> <li>○ Space out tables and chairs</li> <li>○ Use floor markings for flow and line ups</li> <li>○ Designate additional eating areas as needed (e.g. gyms,</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>band rooms)</li> <li>○ Have students eat in their home rooms</li> </ul>
<b>Restrictions for students working or volunteering in food establishments within schools</b>	<ul style="list-style-type: none"> <li>• There is no restriction on students working in food establishments within schools.</li> <li>• Workplace control measures must be in place.</li> </ul>
<b>RESPONDING TO ILLNESS</b>	
<b>Communication, symptomatic students/staff, contact-tracing, etc.</b>	<ul style="list-style-type: none"> <li>• Please refer to the <a href="#">COVID-19 School Outbreak Resource Guide</a>.</li> </ul>
<b>If a student gets sick at school</b>	<ul style="list-style-type: none"> <li>• If a child/student develops symptoms while at the school, please refer to the “symptomatic” section of the <a href="#">COVID-19 School Outbreak Resource Guide</a> for further information.</li> </ul>
<b>Contact tracing in the event of a confirmed case</b>	<ul style="list-style-type: none"> <li>• If a student, staff member or visitor is confirmed to be a case of COVID-19 and was at the school while they were infectious, Alberta Health Services (AHS) Public Health will notify the school of the exposure and will work with the school for contact tracing. See the Alert and Outbreak sections of the COVID-19 School Outbreak Resource Guide.</li> <li>• Consider assigning a single responsible person to maintain records for contact tracing, including communication with public health representatives.</li> <li>• Contact tracing records may include:             <ul style="list-style-type: none"> <li>○ Full class lists, including teachers and other staff present in the classroom</li> <li>○ Daily attendance records for students and staff, (including substitutes and other temporary staff)</li> <li>○ Records of students and staff that become symptomatic during the school day</li> <li>○ Class seating arrangements</li> <li>○ Outlines of other school control measures in place</li> <li>○ Visitor records</li> <li>○ Any additional information requested by AHS Public Health</li> </ul> </li> <li>• The school is not responsible for contacting close contacts of the COVID-19 case. AHS Public Health notifies all identified close contacts during their investigation.</li> </ul>

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<p><b>School closure in the event of a COVID-19 case at a school</b></p>	<ul style="list-style-type: none"> <li>Public Health measures for outbreak management are at the discretion of the Zone Medical Officer of Health (MOH).</li> <li>Decisions on the need for alternate instructional delivery plans or school closures will be made by Government in conjunction with local officials.</li> <li>Please refer to the <a href="#">COVID-19 School Outbreak Resource Guide</a>.</li> </ul>
<p><b>Outbreak at a school</b></p>	<ul style="list-style-type: none"> <li>A COVID-19 outbreak within a school setting is defined as “two or more confirmed cases (staff and/or student) within a 14 day period (one incubation period)”</li> <li>Schools are to work collaboratively with AHS Public Health under the authority of the Zone Medical Officer of Health/designate in order to manage their outbreak status and adhere to any recommendations or orders provided by the Medical Officer of Health/designate.</li> <li>This includes working with AHS Public Health to provide information required for contact tracing, as outlined in the Alberta Public Health Act.</li> <li>For more information on outbreaks in schools, please see the <a href="#">COVID-19 School Outbreak Resource Guide</a>.</li> </ul>
<p><b>School requirements for contacting the close contacts and parents of close contacts of a COVID-19 case</b></p>	<ul style="list-style-type: none"> <li>School administrators are not responsible for contacting close contacts of a COVID-19 case.</li> <li>AHS Public Health will work with school administrators to identify close contacts, and then AHS Public Health investigators will contact close contacts and the parents/guardians of close contacts.</li> <li>If there is a confirmed case of COVID-19 identified in the school, the school administrator will be directed by AHS Public Health to send a notification to parents/guardians of students. Please see the COVID-19 School Outbreak Resource Guide for more information on this process.</li> </ul>
<p><b>Procedure for a child returning to school if the child has been kept home or sent home because of symptoms</b></p>	<ul style="list-style-type: none"> <li>Proof of a negative test result will not be necessary. COVID-19 cases are legally required to isolate for 10 days from the start of their symptoms, or until symptoms resolve, whichever takes longer.</li> <li>Close contacts are legally required to isolate for 14 days from their last exposure to a person who tested positive for COVID-19.</li> </ul>
<p><b>Written confirmation of negative test results</b></p>	<ul style="list-style-type: none"> <li>Email or written confirmation of test results is not part of the current notification process with AHS.</li> <li>Adults can access their test results using <a href="#">MyHealthRecords</a> and print these results.</li> <li>Individuals may also choose to contact their primary care providers to access their results.</li> </ul>

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<p><b>AHS expedition of student/teacher COVID-19 testing</b></p>	<ul style="list-style-type: none"> <li>• Alberta Health is working with Alberta Health Services to develop a strategy for COVID-19 testing for teachers.</li> <li>• All teachers and school staff are recommended to have a COVID-19 test before school starts to help better understand baseline risk in this group.</li> <li>• Work is being done to speed turn-around time to results for all tests, rather than expediting some groups over others.</li> </ul>
<p><b>STUDENT TRANSPORTATION</b></p>	
<p><b>Hand hygiene when entering and exiting the bus</b></p> <p><b>Rural bussing systems</b></p>	<ul style="list-style-type: none"> <li>• Hand hygiene before and after using a shared space is an important measure in COVID-19 prevention.</li> <li>• Masking on buses is required for all students grade 4 and 12 and bus drivers when a two metre distance cannot be maintained.</li> <li>• Non-medical face masks may be considered for students in grades K–3 however they are not routinely recommended.</li> <li>• City buses and other city public transportation are under the jurisdiction of the municipality. Individuals taking city public transportation should comply with their masking guidance and/or bylaws.</li> </ul>
<p><b>Carpooling to and from school, and at lunchtime</b></p>	<ul style="list-style-type: none"> <li>• Students and staff should be discouraged from carpooling unless they are from the same household, as it has been shown to be a high risk factor.</li> <li>• If carpooling is necessary, take steps to keep all occupants safe:             <ul style="list-style-type: none"> <li>○ limit the number of people in the vehicle where possible, to maintain physical distance of 2 metres (6 feet)</li> <li>○ ensure all occupants wear masks and wash their hands before entering the vehicle</li> <li>○ clean and disinfect commonly touched surfaces such as door handles, seatbelt buckles and arm rests after each trip</li> </ul> </li> <li>• Please see <a href="#">guidance for safe transportation</a>.</li> </ul>
<p><b>WORK EXPERIENCE &amp; OTHER LEARNING</b></p>	
<p><b>Recommended activities for physical education</b></p>	<ul style="list-style-type: none"> <li>• Refer to the <a href="#">Guidance for Sport, Physical Activity and Recreation</a></li> <li>• Choose activities that allow for physical distancing between students.</li> <li>• Promote outdoor activities where possible.</li> </ul>
<p><b>School sports teams</b></p> <p><b>Precautions for team sports that use shared equipment such as</b></p>	<ul style="list-style-type: none"> <li>• Refer to the <a href="#">Guidance for Sport, Physical Activity and Recreation</a></li> <li>• While schools cannot control what happens outside school hours, physical distancing and other control measures within a school will still help prevent the spread of COVID-19.</li> <li>• Consider a staged approach to sports teams:             <ul style="list-style-type: none"> <li>○ Focus on fitness, drills, and other team building activities</li> </ul> </li> </ul>

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<p><b>volleyball, basketball and football</b></p>	<p>that can be practiced while physically distancing</p> <ul style="list-style-type: none"> <li>○ Consider shifting to another model as the school year progresses</li> </ul>
<p><b>INTERNATIONAL STUDENTS/PROGRAMS</b></p>	
<p><b>International student quarantine</b></p>	<ul style="list-style-type: none"> <li>• Students can be isolated in a host home, a hotel, or in a dormitory.</li> <li>• Supervisors need to be onsite at a hotel or dormitory.</li> <li>• Minimizing shared washrooms and meals would be a consideration in dormitories.</li> <li>• Cohorts of students may be able to quarantine together when arriving at the same time, although this increases the risk of spread within this group, and is not a preferred option.</li> </ul>
<p><b>Isolation requirements for a host family if a student isolates for 14 days in their house once they arrive from outside Canada</b></p>	<ul style="list-style-type: none"> <li>• The host family does not have to isolate unless the student exhibits COVID-like symptoms during this 14 day period and tests positive for COVID-19.</li> </ul>
<p><b>Dormitory safety measures</b></p>	<ul style="list-style-type: none"> <li>• Limit the number of students sharing a washroom.</li> <li>• Shared washrooms should be cleaned and disinfected regularly.</li> <li>• Consider designating washroom stalls and showers when possible for specific groups to use.</li> <li>• Employ a schedule for laundry access.</li> <li>• Common areas (e.g. shared kitchens, lounges, dining spaces) should be organized to promote physical distancing.</li> <li>• Cleaning and disinfecting frequencies should be increased</li> <li>• Limit storage of personal items (including food) in common areas.</li> <li>• Match classroom/school cohorts to dormitory cohorts when possible.</li> </ul>
<p><b>COMPLIANCE</b></p>	
<p><b>Course of action if an individual does not comply with protocols at a school</b></p>	<ul style="list-style-type: none"> <li>• Concerns should be directed to the school principal, school authority central office, or Alberta Education.</li> </ul>
<p><b>Course of action if a school does not comply with the guidance, or if they are unable to comply with the guidance</b></p>	<ul style="list-style-type: none"> <li>• Schools are required to provide a safe environment and to follow the health guidelines, education guidelines, and their local school board guidelines.</li> <li>• Parents can contact their schools if they have concerns.</li> <li>• School administrators and school authorities who have concerns, need specific guidance, or have questions about how to apply the measures outlined in the guidance document may contact AHS Environmental Public Health in their zone for assistance (see</li> </ul>

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	<p>Appendix B) or contact AHS Environmental Public Health using the web portal.</p> <ul style="list-style-type: none"><li>• Concerns should be directed to Alberta Education.</li></ul>
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## Appendix A: Indigenous Services Canada – First Nations and Inuit Health Branch ENVIRONMENTAL PUBLIC HEALTH SERVICES Contacts

<b>ISC-First Nations and Inuit Health Branch Environmental Public Health Services</b>	<b>REGULAR BUSINESS HOURS</b> 8:00 am – 4:00 pm	
Edmonton Office	Environmental Public Health	780-495-4409
Tsuut'ina Office	Environmental Public Health	403-299-3939

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## Appendix B: 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	<a href="mailto:calgaryzone.environmentalhealth@ahs.ca">calgaryzone.environmentalhealth@ahs.ca</a>	Calgary 403-943-2288
Central Zone	<a href="mailto:centralzone.environmentalhealth@ahs.ca">centralzone.environmentalhealth@ahs.ca</a>	Red Deer 403-356-6366
Edmonton Zone	<a href="mailto:edmontonzone.environmentalhealth@ahs.ca">edmontonzone.environmentalhealth@ahs.ca</a>	Edmonton 780-735-1800
North Zone	<a href="mailto:northzone.environmentalhealth@ahs.ca">northzone.environmentalhealth@ahs.ca</a>	Grande Prairie 780-513-7517
South Zone	<a href="mailto:she.southzoneeph@ahs.ca">she.southzoneeph@ahs.ca</a>	Lethbridge 403-388-6689