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2020-2021 SCHOOL RE-ENTRY PLAN

Parent Guide

The purpose of this Parent Guide is to keep parents informed regarding the ongoing planning that is occurring and the protocols that will be followed for school re-entry the 2020-21 school year. This is a working document and subject to change depending on any new guidelines or protocols announced by Alberta Education and Alberta Health Services.

On July 21 Premier Kenney and Education Minister Adriana LaGrange announced that Alberta schools will open in September under Scenario One – Near Normal Operations

Guiding Principles

Safety – Wellness – Learning - Achievement

Updated **September 8, 2020**

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Background and Overview

- On March 15, 2020, Alberta's K-12 schools were closed for in-school classes due to the COVID-19 Pandemic.
- Schools commenced with at-home learning instruction. The primary mode of delivery has been on-line learning, although some students who do not have access to technology have been accessing learning with hard copy resources.
- On April 30, 2020, the Alberta government announced the Alberta relaunch strategy ([Relaunch Strategy](#)).
- On April 30, 2020, Premier Kenney stated that in-school classes will not resume for the 2019-2020 school year.
- Stage 1 allowed some businesses to resume operations starting May 14 with enhanced infection prevention and controls in place.

Lifted restrictions – Stage 1

- retail businesses like clothing, furniture and book stores; all farmers' market vendors; hairstyling and barber shops; cafés, restaurants, pubs and bars can reopen for table service at 50% capacity; some scheduled, non-urgent surgeries to resume gradually; museums and art galleries; daycares and out-of-school care, with occupancy limits; day camps, including summer school, with occupancy limits; post-secondary institutions will continue course delivery, with flexibility for in-person delivery once the existing public health order prohibiting in-person classes is lifted; places of worship and funeral services, if they follow [sector-specific guidance](#); [dog parks](#) and [playgrounds](#), unless restricted by municipal authorities

• STAGE 2 (Started June 12) WE REMAIN IN STAGE 2 AS A PROVINCE

Stage 2 allows additional businesses and services to reopen and resume operations starting June 12 with physical distancing requirements and other public health guidelines in place.

What can open with restrictions

- K-12 schools, for requested diploma exams and summer school, following guidance
- Libraries; more surgeries; wellness services such as massage, acupuncture and reflexology; personal services (esthetics, cosmetics skin and body treatments, manicures, pedicures, waxing, facial treatments, artificial tanning); movie theatres and theatres; community halls; team sports; indoor recreation, fitness and sports, including gyms and arenas pools for leisure swimming; VLTs in restaurants and bars; bingo halls and casinos (but not table games); instrumental concerts; provincial campgrounds at full capacity

Events and gatherings can be larger in stage 2

- 50 people maximum: indoor social gatherings, including wedding and funeral receptions, and birthday parties
- 100 people maximum: outdoor events and indoor seated/audience events, including wedding and funeral ceremonies
- No cap on the number of people (with public health measures in place): worship gatherings; restaurant, cafes, lounges, and bars; casinos; bingo halls
- More flexibility for 'cohort' groups – small groups of people whose members do not always keep 2 metres apart:
 - households can increase their close interactions with other households to a maximum of 15 people; performers can have a cohort of up to 50 people (cast members or performers); sports teams can play in region-only cohorts of up to

50 players (mini leagues); people can be part of a sports/performing cohort and a household cohort at the same time

Still not approved in stage 2

- Regular in-school classes for kindergarten to Grade 12 – classes will resume September 2020
- Vocal concerts (as singing carries a higher risk of transmission); major festivals and social gatherings that exceed above listed maximums; concerts, large conferences, trade shows and events (as these are non-seated social events and/or vocal concerts); nightclubs; amusement parks; indoor children’s play places; hookah lounges (permitted for food and drink only; major sporting events and tournaments; non-essential travel outside the province is not recommended – this won't be lifted until stage 3 of the relaunch strategy

The success of Stage 2 will determine when Alberta progresses to Stage 3. Factors are active cases, health-care system capacity, hospitalization, and intensive care unit (ICU) cases, and infection rates.

Education School Re-entry Plan released June 12. Jurisdictions informed they were to prepare for three possible scenarios. Minister LaGrange committed to a decision regarding the provincial choice of scenario August 1, 2020.

Premier Kenney and Education Minister Adriana LaGrange announced July 21 that Alberta schools will be open in September with “near normal operations” with some health measures in place to reduce risk of the spread of COVID-19 in schools.

The Alberta Government Guidelines for School Re-entry – Scenario 1 –

[Guidance for School Re-Entry - Scenario One](#)

Scenario One Guidelines as well as the other scenarios are outlined in this Division Document starting on page 8.

STAGE 3 (Timing TBD)

Stage 3 timing will be determined based on health indicators. Some restrictions and enhanced protection controls will remain in place.

Lifted restrictions

- Fully reopening all businesses and services, with some restrictions; larger gatherings permitted (number of people to be determined); arts and culture festivals, vocal concerts and major sporting events will be permitted with restrictions; nightclubs will reopen, with restrictions; industry conferences can resume, with restrictions; no restrictions on non-essential travel

Continuing restrictions

- Physical distancing restrictions will be maintained

Current Health Guidelines

Key public health measures

Public health measure	Current	Stage 1 (to start as early as May 14)	Stage 2	Stage 3
Physical distancing	Maintain distance of 2m	Maintain distance of 2m	Maintain distance of 2m	Maintain distance of 2m
Gatherings	Gatherings > 15 prohibited	Gatherings > 15 prohibited	Size of permitted gatherings will increase	Size of permitted gatherings will increase
Public masks	Encourage wearing a mask where unable to physically distance	Encourage wearing a mask where unable to physically distance	Encourage wearing a mask where unable to physically distance	Unnecessary
Vulnerable Albertans (outside facility)	Remain home unless medically necessary	Stay at home as much as possible	Resume normal activities and interactions	Resume normal activities and interactions
Vulnerable Albertans (facility-based)	Visitor, staff, and operational restrictions	Visitor, staff, and operational restrictions	Visitor, staff, and operational restrictions	Lifted
Non-essential domestic travel	Non-essential travel not recommended	Non-essential travel not recommended	Non-essential travel not recommended	Lifted
Isolation and quarantine	14 days for cases, close contacts, and returning travelers 10 days if symptomatic but don't fit above categories	14 days for cases, close contacts, and returning travelers 10 days if symptomatic but don't fit above categories	14 days for cases, close contacts, and returning travelers 10 days if symptomatic but don't fit above categories	Lifted

South Zone AHS Environmental Public Health Contacts

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Alberta Education School Re-Entry Plan

- On June 12, 2020 the Alberta government released the 2020-21 School Re -Entry Plan
- The provincial Re-Entry Plan for K-12 schools considers three scenarios that could exist when the 2020-21 school year begins.
 - A. Normal operations. Lethbridge School Division calling this **Regular Operations**.
 - B. In-school classes partially resume with some health restrictions that affect operations. Lethbridge School Division is calling this **Blended Operations**.
 - C. Schools remain closed for classes – at home learning continues. Lethbridge School Division is calling this **At-Home Learning**.
- This Lethbridge School Division re-entry plan is built in alignment with the provincial re-entry plan for **Scenario One (Near Normal Operations)**.

- Movement to a different scenario will be based on criteria/triggers established by Alberta Education and Alberta Health.
- The provincial plan states that, “it is imperative that school authorities plan and prepare for all of these three non-mutually-exclusive scenarios as the COVID-19 pandemic may change at any time and school authorities may be required to transition from one scenario to another with short notice.”
- For the upcoming 2020-21 school year, government expects that every child and student will continue to learn.
- We have a commitment to preventing the transmission of COVID-19 at our schools by providing rapid response in the event of a confirmed case, maintaining exceptional levels of hygiene, and conducting hazard assessments for all tasks carried out as part of business operations.

Lethbridge School Division Re-entry Planning

Guiding Principles for Re-Entry Planning – Safety, Wellness, Learning and Achievement

The guiding principles put the safety and wellness of students and staff as top priorities followed by a commitment to quality learning opportunities that support student growth and achievement.

- The safety and well-being of students and staff.
- The School Division will attend to the protocols established by Alberta Health Services in all aspects of schooling including structuring face-to-face instructional delivery and extra-curricular activities.
- Parents are the primary decision-makers with respect to what they believe is in the best interest of their children.
- Children and staff who are vulnerable require attention to accommodations.
- Students will have quality learning opportunities that are guided by Alberta Education mandates and the provincial Programs of Study in all potential methods of delivery.
- Staff will have access to the professional learning, collaboration, and support they need to grow instructional practice in all potential methods of delivery.
- Consistency of program delivery over time is important for sound allocation of staffing and resources.

Scenario One – Near Normal Operations

The following scenarios are based on *Alberta School Re-Entry Plan*.

Announced July 21 by Premier Kenney and Minister of Education Adriana LaGrange that this is the scenario we are returning to

- Regular operations means that all students will have access to school every “student day” on the calendar.
- All public health measures will be followed as outlined in the preceding chart, “Alberta Re-Entry Plan Measures to Reduce Risk” and detailed in the “Re-Entry Plan Measures to Reduce Risk” chart.

Learning In Scenario One

Scenario one, “near normal operations” assumes that all students are in school attending classes. There is a breadth of protocols in place developed by the province that will be adhered to in all of our schools. Please review the protocols outlined in the [Health Protocols and Guidelines](#) section of this guide so that

you are well-informed of the practices that will be in place. We will all need to work together to keep students, staff and families safe.

It is recognized that some parents/guardians may not wish to send their child(ren) to school. Lethbridge School Division has developed an alternative “at-home learning” option for those who choose to opt out of regular school attendance. Details regarding “at-school” and “at-home” learning are outlined below.

Pivot Points

Pivot Points are times in the year when a student can change programs (move from “at-home learning” to “in-school learning” or from “in-school learning” to “at-home learning”). It is not feasible logistically to provide optimal flexibility with movement back and forth whenever a parent/guardian would like to move from one delivery to the other. Staff are assigned to students in school and different staff are assigned to students at home. It takes time and planning to re-assign staff. As well, consistency is necessary for quality delivery of learning. The dates of pivot points are below dividing the year into quarters. Parents/guardians will be notified in advance of the pivot point date to submit a request for change should one be desired. It is understood that parents may choose to remove their child(ren) from in-school learning due to a variety of circumstances. Should this be the case, we cannot guarantee that we will be able to provide “at-home learning” until the date of the next pivot point. If the “at-home learning” classes are full we do not have the resources to hire additional “at-home learning teachers,” and pulling an “in-school learning” teacher from their assignment before a quarter and without proper notification for preparation does not provide for consistent instruction for either students in school or at home.

Pivot Point One: November 10 is the last day of the first quarter. Notification to parents before the end of October.

Pivot Point Two: January 29 is the last day of the second quarter. Notification to parents the first week of January.

Pivot Point Three: March 31 is the last day of the third quarter. Notification to parents the first week of March.

What will “in-school” learning look like?

- Full curriculum delivery with some exceptions in option courses where schools may find it difficult to adhere to the protocol guidelines. For example, learning experiences involving unprotected (without mask or physical barrier) in-person singing, cheering or shouting or playing wind instruments will be postponed at this time.
- There are more details regarding off-campus programs such as Work Experience, sports, and recreation in the [“Health Protocols and Guidelines”](#) section of this guide.
- Cohorting/ Grouping of students and limited movement.
 - A cohort is defined as a group of students and staff who remain together. The purpose of cohorting/grouping is to limit the mixing of students and staff so that if a child/youth or employee develops infection, the number of exposures would be reduced.
 - The size of the cohort in Scenario One is not limited to an established number. It is expected that classes will be “near normal” size. Classes will not be smaller because students who enroll in “at-home” learning will be assigned teachers. The existing

number of staff will be re-assigned/re-configured with some teachers delivering “at-home” learning and other teachers delivering “in-school” classes. We do not have additional funds to hire extra teachers to deliver curriculum to the students in the “at-home” context. The process of assigning staff will be somewhat complex, but an example is provided below to illustrate why re-assigning and re-configuring will need to occur.

Example: If a school has 60 grade 3 students, and 20 of the grade 3 students choose learning at home, one of the grade 3 teachers would be assigned to deliver “at-home” learning. It is not necessarily this simple, but the example illustrates how re-assignment works and classes in school remain ‘near normal’ in size.

- Cohorting/Grouping at elementary level:
As is typical, students at the elementary level are assigned a home-room teacher. The same group (cohort) of students will remain together throughout the day, including breaks.
- Cohorting/Grouping at middle school level:
Students will have a homeroom assignment and remain with the same cohort of students for all core subjects. Students may belong to another cohort of students for an option class, but options will be structured in a manner that minimizes movement and time with another cohort (e.g. large blocks of time on scheduled days rather than a number of movements throughout the day/week for options).
- Cohorting/Grouping at the high school level:
Although difficult in a high school setting, high schools will address this through scheduling and break times. A student would have contact with approximately 60 people per day. All Lethbridge Division high schools will move to a four-class schedule. Students will have a maximum of 4 classes per week. This will minimize contacts for students/staff, provide time for sanitization of classrooms, reduce transitions between classes, and to prepare for other possible scenarios if need be. Each high school will release their bell schedule suited to their school. A basic example is given below. Friday mornings may include one of the periods rotated in or it may be non-instructional (students will be at home) if the required instructional hours are met in the Monday to Thursday schedule given the concerted effort to minimize transition times. Breaks will be scheduled within cohorts.

	Mon	Tues	Wed	Thur	Friday
AM	Period 1	Period 3	Period 1	Period 3	Rotating 1 Class
PM	Period 2	Period 4	Period 2	Period 4	

What will “at-home” learning look like for any students selecting this option?

- At-home learning will be provided to those students who have chosen to have their learning delivered at home due to COVID-19 concerns while in-school classes have resumed. This support will allow students to remain registered at their home school while receiving course instruction

through a format of online instruction and independent work. This learning approach will require parent/guardian involvement and assistance. Students will be assigned to “at-home learning” teachers responsible for groups of students organized by grades and subjects (secondary level). The groups of students may be from a variety of schools. The designated teacher will be drawn from a group of teachers who are assigned “at-home learning” instruction. The number of teachers assigned to “at-home learning” will depend on the number of students who select to opt out of “in-school” learning. As such, the teacher may or may not be from the student’s registered school. The common on-line delivery platform for “at-home learning” will be “Teams” – a Microsoft 365 platform that many students and families became familiar with this past spring.

- All students will have a daily and weekly schedule. The level of engagement and rigor will mirror what is expected of a student in school. This does not mean that the entire day will be synchronised on-line (real-time instruction from the teacher), but part of each day will be scheduled as synchronised, and part of each day will be scheduled for independent learning.
- Assessment for “at-home learning” will include formative (ongoing feedback) and summative (graded work) assessment similar to that which a student receives in school.
- Grades 1-5 will be taught by generalists and the outcomes in the Programs of Study for English Language Arts, Math, Science, and Social Studies will be covered. Physical Education, Health, Music and Art will be integrated in these four courses.
- Grades 6-8 (middle school) will be taught by subject specific teachers. Science, Math, English Language Arts and Social Studies will be offered as well as Physical Education and Health. Fine Arts (Art, Music and Drama) as well as CTF courses (Career and Technology Foundations Courses such as Foods and Technology) may be integrated in these subjects or offered as independent courses depending on available staff and resources.
- Grade 9 will be taught by subject specific teachers with integration of other subjects as described in grades 6-8 above. The grade 9 “at-home learning” students will follow the same schedule as the high school groups of students to ensure there is maximum flexibility with assigning teachers.
- High School Students (grades 10-12) will be taught by subject specific teachers. High school will offer courses in the Sciences, Math, English Language Arts and Social Studies as well as Physical Education and CALM. All other courses will be based on student demand and available staff and resources.
- Specialized Programs: will students have access to specialized programs such as French Immersion, Spanish Bilingual, Montessori and International Baccalaureate?
The ability to deliver specialized programs depend on three linked factors: the number of students who are requesting at-home learning in specialized programs, availability of staff and required resources. Given the fairly large number of students in French Immersion at the elementary level, it is anticipated there will be sufficient numbers of students requesting at-home learning in French Immersion to designate staff to teach the at-home learning program. At this time it is not anticipated that there will be sufficient numbers to allocate staff in small enrollment programs such as International Baccalaureate, Spanish Bilingual, and Montessori. It is difficult, at this time, to determine whether there will be sufficient numbers of students at the middle school and high school French Immersion programs to deliver at-home learning.

Health Protocols and Guidelines

General Building Safety

- A thorough cleaning of school facilities will 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 school, the physical setting will be checked to ensure fresh water replaces the stagnant water in the water lines.
- HVAC systems will be checked to ensure good ventilation.
- Removal of area rugs and soft furnishings that cannot be easily cleaned.
- 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.
- Disinfectants used must have a Drug Information Number (DIN) with a virucidal claim. Alternatively, 1000 ppm bleach solution can be used.
- General cleaning and disinfecting of the premises will occur at least once a day.
- High contact surfaces and any shared surfaces will be cleaned and disinfected at least two to three times a day. (e.g. doorknobs, light switches, toilet handles, tables, desks, chairs, electronic devices, keyboards and toys, water fountains, vending machines, microwave ovens, shared equipment)
- 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; we encourage students to bring water bottles
- Items that are not easily cleaned will be limited (e.g. fabric or soft items).
- Empty garbage containers daily.
- Wear disposable gloves when cleaning blood or body fluids (e.g. runny nose, vomit, stool, urine).
- Students and staff are required to perform hand hygiene when entering and exiting the school as well as before entering the classroom, when changing activities, before and after eating, before and after donning and doffing a mask, and when moving spaces.
- To assist with these new guidelines, the Alberta government provided every Kindergarten to Grade 12 student with two reusable masks.
- Proper hand hygiene and respiratory etiquette will be promoted.
- Avoid spending additional time before and after school; if health protocols are in place, staff will be expected to leave the building by 5:00 p.m. to ensure proper cleaning of the school without compromise.
- A collaborative decision was made with the City of Lethbridge to suspend the Joint-Use Agreement until January 2021.

<p>Screening</p> <p>School administration inform all staff of screening protocol All parents/ students provided with a copy of the screening tool; communicate reminders on a regular basis</p> <p>Note that the screening tool has been changed by AHS more than once; the most recent screening tools will be on the Division website.</p>	<ul style="list-style-type: none"> • 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 Screening Tool • Parents and children/students will be provided a copy of the screening tool upon school registration with the expectation that it needs to be reviewed on a daily basis. The screening tool does NOT need to be submitted to the school; the expectation is that it is completed by EACH DAY by going through it as a parent, staff member, and student (age appropriate). As well, the screening questions need to be visible at entry ways to the school. • 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. [Signs on division website]
<p>Cohorting: Grouping of Students</p>	<ul style="list-style-type: none"> • 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 grouped by class. • A cohort is defined as a group of students and staff who remain together. • While complete cohorting may not be achievable in older grades, measures should be implemented that keep the same groups of students together whenever possible; avoid large gatherings of students; minimize activities that encourage face-to-face interaction and common touch surfaces. 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. • Schools may want to consider class scheduling that would reduce the number of classes in a day/week for each student. • A cohort approach 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 purpose of contact tracing, schools will optimize space where possible (e.g. less students in a smaller room and more students in a larger room).

Physical Distancing

Scenario one: 2 metre physical distancing not required but schools are to strategize classroom set-up to distance students as best as possible

Note that physical distancing is not *required* but... it is encouraged in Scenario 1

- 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.
- 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

- Can play a role in reducing transmission of COVID-19
- The province is requiring that all staff in all school setting and students in grades 4-12 wear non-medical masks while in shared areas of the school, outside the classroom, and on school buses where they may not be able to maintain physical distancing requirements. Lethbridge School Division has extended use of masks in shared areas of the school and on buses to all students including students in grades K-3.
- Non-medical masks should be used when students in a classroom are in close contact because of classroom activities or close proximity seating such as side by side or face-to-face. Close proximity seating should be avoided if possible - seating arrangements should be explored with the plan that allows for the maximum distancing possible implemented.
- 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.
- According to Alberta Health Services, 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.
- Guidance on mask use is available here. [Wearing Non-medical Masks](#)
- After removing a reusable non-medical face mask that will be re-worn 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 OR a paper bag. All masks should have two distinct sides, one side that touches the face, and one side that faces outward.
- 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 lined with a plastic bag.
- A very small number of individuals are not 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.
- Exemptions to mask requirements for all staff and students include:
 - 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 providing care or assistance to a person with a disability where a non-medical face mask would hinder that caregiving or assistance;
 - Persons engaging in services that required the temporary removal of the non-medical face mask; and,
 - Spaces where physical barriers have been installed between persons.
 - A form must be filled out for any student who may fall into one of the above exemptions. [Request for Exemption to Mask Requirement Form](#)

	<ul style="list-style-type: none"> • While Lethbridge School Division is requesting that non-medical face masks be worn by all students in common areas, teachers of students in grades K-3 will need to exercise judgement in the classroom. <ul style="list-style-type: none"> ○ Masks are not routinely recommended for younger students in grades K-3 due to difficulties with proper fit, compliance, and less virus transmission among younger children. ○ Younger children are not 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. ○ Parents/guardians who are considering non-medical face masks at all times for their child in grades K-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. • School administrators should collaborate with the Inclusive Learning staff in Instructional Services to develop strategies for students who are hearing impaired or may rely on facial cues to communicate with others. This may include the use of transparent masks, • School staff should monitor for and address any discrimination or bullying associated with a student either wearing or not wearing a mask (exempted students) • Parents/guardians should be encouraged to help their children become comfortable with wearing a mask.
<p>Drop-off/ pick-up & entry areas</p> <p>Busing is complex and it may be difficult to change time to stagger arrival given the number of connected schools</p>	<ul style="list-style-type: none"> • Schools will develop procedures for drop-off/pick-up that support physical distancing where possible between all persons (except household members). • Schools will 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. • Leave doors propped open during 15 min entry and exit period (includes entrance doors and classrooms).

In-person learning

Considerations for instruction and activities

- Schools will develop procedures and plans for in-person learning that supports physical distancing where possible, and to separate cohorts to the greatest extent possible.
- 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.
- 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)?
- Play-based curriculum for younger grades: consider a multi-layered approach that acknowledges emphasis on different control measures in different situations. Teachers should encourage frequent hand hygiene and respiratory etiquette; high touch surfaces should be frequently cleaned and disinfected; effective cohorting of students so they do not come into contact with other cohorts within the school
- Ensure items used for self-regulation that require sanitation are immediately put into a designated bucket to be cleaned and disinfected. Non-caretaking school staff are responsible for cleaning instructional items and student personal use items.
- Soft toys (plush toys and blankets) should not be used at this time.
- To align with physical distancing, field trips and activities requiring group transportation are postponed at this time. Keep in mind that taking students outside for a walk or exercise is encouraged and not considered a field trip that is restricted.
- No performances or celebrations requiring gathering of individuals beyond the restrictions.
- 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.
- Students attending another school for courses should be avoided if possible.

<p>Work Experience & Other Learning Activities</p> <p>Note that if indoor sports are permitted all guidelines must be adhered to including AHS guidelines and any governing sport body such as ASAA If gym use is permitted for practices as noted above, there must be strict adherence to limiting student movement (e.g. no going to lockers after practice; no change rooms; and one set of washrooms - boys/girls)</p>	<ul style="list-style-type: none"> • 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 comply with the Workplace Guidance for Business Owners (Workplace Guidelines) • 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. • The provincial guidelines allow for sports practices and outdoor activities in accordance with sector specific guidance (Sector Specific Guidelines) • The Pandemic Plan for Lethbridge School Division currently prohibits any after school activities such as clubs and sport activities such as practices. This restriction will be reviewed by the Board on a regular basis. • The provincial Re-Entry Guide states that, “while schools cannot control what happens outside school hours, cohorting or other control measures within a school will still help lessen the risk of spread of COVID-19.” It further states that “schools should consider limiting the total potential number of cohort groups that a student may be permitted to be part of in the school setting (e.g. limit school-based extra-curricular activities and clubs).” • For physical education classes and outdoor activities during school, more guidance refer to Guidance for Sport, Physical Activity and Recreation
<p>International Students</p>	<ul style="list-style-type: none"> • 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>Visitors & service providers</p>	<ul style="list-style-type: none"> • Lethbridge School Division is restricting all non-essential visitations. • Parents/guardians can attend the school if they are required (e.g. scheduled meeting) • Service providers must schedule meetings or check into the office if scheduling in advance was not feasible • When a visitor enters the school (including delivery drivers) they are to use the screening tool before they enter the school. • A record of all visitors should be kept.
<p>Risk mitigation for high traffic areas</p>	<ul style="list-style-type: none"> • Schools will 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: <ul style="list-style-type: none"> ○ Staggering start and end-times for classes to avoid crowded hallways. ○ Posting signs and marking floors. ○ Removing and restaging seating in public areas to prevent gathering. ○ Considering limiting bathroom occupancy at any one time.
<p>Expectations for shared use of equipment</p>	<ul style="list-style-type: none"> • 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.

<p>Auxiliary Spaces</p>	<ul style="list-style-type: none"> • 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 Restrictions on Gatherings Protocol • 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 be avoided virtual options should be offered instead of in person gatherings.
<p>Food Services</p>	<ul style="list-style-type: none"> • No activities that involve the sharing of food between students or staff. • 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: <ul style="list-style-type: none"> ○ 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. <p>Food Service Programs (Cafeteria)</p> <ul style="list-style-type: none"> • Food service establishments should follow the Alberta Health restaurant guidance posted here: Food Service Guidelines

<p>Responding to Illness</p>	<ul style="list-style-type: none"> • Staff members, visitors, and children/students should not enter the school if they have symptoms of COVID-19 • Schools will 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 (AHS). The staff member should be encouraged to access COVID-19 testing by accessing the AHS Online Testing tool. If an individual tests positive for COVID-19, AHS will notify the schools. The schools will respond as per AHS direction. • Have emergency kit available at school. Containing: gloves, masks, protective eyewear, re-closable bag, cleaning solution wipes, touchless thermometer • 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 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. • See “What to do if a suspected case of COVID-19 at School”
<p>Return to School after Isolation or Quarantine</p>	<ul style="list-style-type: none"> • A student or staff member is not required to have proof of a negative test result or medical note in order to return to school. As per CMOH Oder 05-2020, COVID-19 cases are legally required to isolate for 10 days from the start of their symptoms, or until symptoms resolve, whichever takes longer. Close contacts are legally required to isolate for 14 days from their last exposure to a person who tested positive.

<p>Written Confirmation of Negative Test Results</p>	<ul style="list-style-type: none"> • Email or written confirmation of test results is not part of the current notification process with AHS • Adults and children 14 years of age or older can access their test results using MyHealth Records https://myhealth.alberta.ca/myhealthrecords • As of October 1, 2020, parents/guardians can use their MyHealth Records' account to access their children's COVID-19 test results online. • Individuals/parents/guardians may be offered the option to consent for text message notification of results when arranging for a test. • Individuals may also choose to contact their primary care providers to access their results
<p>Testing for students and staff</p>	<ul style="list-style-type: none"> • Alberta teachers, school staff and students who require testing should use the AHS Online Testing tool https://albertahealthservices.ca/news/Page15433.aspx • Work is being done to speed turnaround time to results for all tests.

Implementing School Re-Entry Guidance

New document distributed by Alberta Education and Alberta Health Services August 21, 2020. Link to the school re-entry guidance document. [Implementing School Re-entry Guidance](#)

The document is intended to be used in conjunction with the School Re-entry Plan; it provides further details relative to the following topics: General Building Safety (cleaning and safety); Screening Protocols including protection and accommodation; Cohorting; Physical Distancing expectations including how to handle curriculum that is play-based for younger grades; Non-Medical Face Masks; Band Classes; Expectations for School Visitors; Expectations for Shared Use of Equipment including lockers and personal item storage; Auxiliary Spaces; Food Services; Responding to Illness; International Student Programs; and Compliance.

COVID-19 Resource Guide for Before, During and After a COVID-19 Outbreak

New document distributed by Alberta Education and Alberta Health Services on August 20, 2020. Link to [Outbreak Guidance](#)

The purpose of the resource guide is to provide Alberta schools with an understanding of what tools are available when responding to COVID-19 in the school setting, including what to do when there are symptomatic students and/or staff at the school, what to expect when a case or outbreak is identified, how to report information, and what information to provide staff/students/parents/visitors/volunteers on and off-site.

Some highlights:

Role of the school is described as collaborative (follow guidelines, assist with contact tracing by providing information about student attendance, seating plans, and cohort plans, work with AHS to implement any follow-up recommendations and messaging (page 4 of the guide).

Alert Status – One confirmed case (defined on page 5 of the guide and school role explained on page 13 which is primarily record keeping disclosure for tracing and communication)

Outbreak Status – two or more confirmed cases within 14 days (defined page 5 of the guide; roles and responsibilities described on page 14 of the guide); overall schools collaborate, comply with the recommendations/ orders given by the Medical Officer, and communicate). It is noted that Public Health Measure for outbreak management are at the discretion of the Zone Medical Officer of Health; decisions may be made regarding a school closure or alternative measures; communication will be provided by AHS.

Standard Protocols and Symptomatic Individuals – (pages 7 and 9 of the guide – **note** that the standard protocols are already outlined in the preceding section of this re-entry guide)

Supporting continued learning – The guide notes that school staff should be prepared to support continued learning for all students who are at home due to isolation or quarantine (p. 14 of the guide)

Flowchart – Summary of the COVID-19 outbreak notification process (page 23 of the guide)

Provincial Resources

The province has produced a variety of resources that schools may access (posters, information). Link is as follows: [School Resources](#)

Wellness

Wellness in Schools

Our Division Wellness Work Plan 2020-2023 is focused on building an inclusive, positive school culture that embraces diversity and facilitates access to learning for all. Lethbridge School Division recognizes returning to school post-COVID-19 will likely present with heightened levels of stress for staff, students and families. In recent conversations with parents we have heard common themes of concern. These themes involve the desire to receive communication around “what is certain” in the fall, what social emotional supports will be in place in the fall for their children, and how will our Division address curricular/learning gaps moving forward.

As per **Policy 504.2- Wellness In Schools**, we aim to support social (connection), physical (activity), emotional, spiritual and intellectual needs in our schools. We acknowledge that we will need to reframe learning and instruction through a trauma informed lens when we return to learning in September.

Alberta Health Services has worked diligently to provide our community with several resources supporting Wellness that can be found at <https://www.lethsd.ab.ca/download/240280>. We will continue to follow Alberta Health Services Guidelines and Recommendations to best serve and support our schools in keeping students and staff safe. Here you will find helpful tips around increasing physical activity, limiting electronic use, sleep, making healthy nutritional choices and getting outside. These are all strategies to promote “Wellness for All”.

Administrators and Health Champs recently experienced professional learning specific to Trauma Informed Practices. Instructional Services is continuing to plan social emotional professional learning opportunities into the 2020 school year. Trauma Informed Practices recognize that all students benefit from learning environments that are calm, predictable, collaborative and supportive. If you wish to learn more about Trauma Informed Practice please refer to Alberta Education’s link at <https://www.alberta.ca/trauma-informed-practice.aspx>

In order to best serve and support Wellness in our Division, we know that a coordinated **multi-agency and multi-tiered approach** supporting all individuals in our system is paramount. While ensuring community is a part of our return, we also recognize the classroom is the first line of universal support provided to students. Relationships are the foundation of robust instruction. The School Division works closely with various agencies within the Lethbridge Community, recognizing that we cannot “do it all” for staff and students. Returning to school in September will bring many Wellness challenges to the surface that students, staff and families experience. It is also understood that a focus on Wellness is at the foundation of a healthy learner and staff member. Endorsing a system that “takes care of each other” ensures that we all are responsible and are accountable for the positive and healthy culture that we co-create.

Common language is key in building understanding, communicating positively and supporting one another. Supporting our return in September requires a common understanding of the difference between stress and trauma. See chart on the next page.

	Stress (Canadian Mental Health Association definition)	Trauma (Canadian Addictions and Mental Health definition)
<i>Definition</i>	Stress is the body’s response to a real or perceived threat. That response is meant to get people ready for some kind of action to get them out of danger. Most of the threats people face today aren’t something that they can fight or run away from. These threats are usually problems that people have to work through. Some stress can be a good thing. It can motivate us to focus on a task or take action and solve a problem. Stress is a reaction to a situation-it isn’t about the actual situation. We usually feel stressed when we think that the demands of the situation are greater than our resources to deal with that situation.	Trauma is the lasting emotional response that often results from living through a distressing event. Experiencing a traumatic event can harm a person’s sense of safety, sense of self, and ability to regulate emotions and navigate relationships. Long after the traumatic event occurs, people with trauma can often feel shame, helplessness, powerlessness and intense fear.
<i>Example</i>	i.e. work demands, difficult challenges while parenting, challenging issues with a spouse or friend	i.e. a car crash, violent assault, sudden death of a loved one, natural disaster, war, childhood neglect, sexual or physical abuse

Our Wellness Teams work closely with Administrators, Learning Support Teachers, family members and Classroom Teachers to best support students who are struggling to function within the educational context. Teachers understand the importance of universal teaching strategies such as self-regulation opportunities in the classroom, assessment to guide instruction, accommodations/adaptations and visuals (i.e. schedules, if then statements), behavior plans, ISP/IPPs, classroom expectations, peer mentoring/support) that help all learners to be successful. If students continue to present with social emotional concerns that impact learning, referrals are made to the school Wellness Team.

Communication

It is important to have open lines of communication between division, parents, and staff

- Return to school package will be developed for parents with the following information:
- Student Attendance and Registration
- Transportation
- Drop-off Procedures
- Health and Safety Protocols including hygiene practices, physical distancing and any information pertaining to PPE
- Entry and Exit Procedures
- Caretaking
- Lunches
- FAQ's
- Protocols for Symptoms of COVID-19, including screening: Students and Staff

Transportation

- Students have access to transportation under Scenario 1.
- Masks are required for all students from grades K-12 on school buses as per City of Lethbridge bylaw requiring masks on all public transportation, including school buses.
- Parents and children/students should not be in the pick-up area of enter the bus if they have symptoms of COVID-19.
- Parents and caregivers are encouraged to transport students to school if possible to decrease transportation density.
- Students will have assigned seating and a record of this seating plan will 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 on the same bus.
- Schools, in collaboration with Transportation (Business Affairs Transportation Coordinator), will develop procedures for student loading, unloading and transfers that support physical distancing when possible between all persons (except household members).
- If a child becomes symptomatic during the bus trip, the driver will contact the school for the school to contact parents/guardians to make the appropriate arrangements to pick up the child/student.
- Bus cleaning records will be maintained.
 - 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.
 - Buses will be cleaned and disinfected nightly. Drivers will carry sanitizing wipes to routinely wipe down high-touch areas between routes.

Screening Questionnaire

Visit Alberta Health Services website to view the Screening Questionnaire:

<https://open.alberta.ca/publications/covid-19-information-alberta-health-daily-checklist>



Request for Exemption to Mask Requirement in Grades 4 – 12

Alberta Education requires that all students in grades 4 to 12, as well as school staff, wear non-medical face masks while in shared areas of the school outside of the classroom where physical distancing may not be possible, and on school buses. However, it is recognized that a small number of students may not be able to wear masks due to sensory or health issues.

When students are exempt from the mask requirement in grades 4 to 12, staff will work to keep them and their peers safe by reinforcing the need for appropriate physical distancing in shared areas outside of the classroom, or when classroom activities require other students to wear masks.

Exemption Request

Please indicate which one of the following exemption criteria applies to your child.

- My child is unable to place, use or remove a non-medical face mask without assistance (due to ability or developmental status)
- My child is unable to wear a non-medical face mask due to a mental or physical concern or limitation

If schools have insufficient medical information on file to approve an exemption, you will be required to submit, along with this exemption request, supporting evidence from your child's doctor.

- I am submitting a doctor's letter to support this exemption request.
- I have confirmed with school administration that sufficient medical evidence is already on file.

Parent Signature: _____ Date: _____
dd/mmm/yyyy

Parent Name: _____
Please Print

Office Use Only

Request reviewed by		Date:	
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Medical evidence has been submitted or is already on file.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Request has been approved.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

What to do if a suspected case of COVID-19 at School

Staff and students will be expected to perform the **Screening Questionnaire** as provided before coming to school, particularly if they are feeling ill. This question will determine if they should attend to work or school based on the initial screening questions.

One staff member in the school will be designated to be the contact person to provide information to AHS should there be a case of COVID-19 in the school community. Alberta Health Services is likely to ask for a contact number for the employee's workplace. If your employees and parents know who to identify to the public health authorities, you are more likely to be contacted quickly and will gain valuable time in your response.

In some cases, staff or students may feel unwell during the school day. They may be sick for a variety of reasons or may be presenting symptoms of COVID 19. The following protocols should be followed should a staff member or student become ill:

If become sick at school

- **If a Student:**
 - Student is taken and isolated in infirmary as soon as possible.
 - Staff attending to ill person shall wear gloves, mask, and gown.
 - School Administrator is notified of the ill person.
 - The parent or guardian will be called and will be required to immediately come to the school to pick up their child.
 - Parents will ask to self isolate the student and it may be recommended that the student be tested for COVID-19.
 - If student tests negative for COVID-19 they may return to school when feeling better.

- **If a staff member:**
 - Immediately isolate yourself from others, wash or disinfect hands, avoid touching common surfaces, put on a face mask and notify your administrator.
 - If able to go home on own they are required to go home and are required to self isolate and should be tested for COVID-19.
 - Administrator working with the staff member should create a list of people that employee could have been in direct contact with that day and if possible previous days. Create a list of locations where the employee was recently working, create a list of equipment the employee was recently using.

- **In all Cases:**
 - Both staff and students will be instructed that they should be tested for COVID-19 from Alberta Health Services.
 - Administration will notify caretaking so that all possible areas of contamination are cleaned and disinfected immediately.
 - All items that cannot be cleaned (paper, books, etc.) should be removed and stored in a sealed container for a minimum of 7 days.

- School staff should note contacts that the staff or student may have had in the school for purposes of contact tracing should a case of COVID-19 is confirmed.
- Staff and Students will be able to return to school once well and have a negative COVID-19 test by AHS.

If determined confirmed case of COVID 19

- When notified that there is a confirmed case of COVID-19 in the school, the school will be contacted by Alberta Health Services, and/or the parent of the student, or the staff member.
- The school will work with the local officer of Health to provide all required information.
- The school will need to be prepared to act quickly to provide contact information to AHS for class cohorts, staff contacts, and school bus cohorts.

- If a Staff Member:
 - Advise the employee to self-isolate immediately. The employee should not return to the workplace until they have recovered from the COVID-19 virus. Individuals who have tested positive for COVID-19 may be required to self-isolate until they have a follow up test(s) and test negative. However, not everyone will be tested. For example, some confirmed positives may not receive follow-up testing. In some cases, individuals are not tested but may be presumed positive. Other examples will exist.
 - Current guidance from Alberta Health Services is for an individual to continue to self-isolate until they have tested negative or, if testing does not occur, until 10 days after their symptoms end.
 - The employee remains off work for at least 14 days total, at least 10 days after symptoms resolve, or any other period specifically recommended by Alberta Health Services or the employee's health provider. Staying home for 14 days may not be enough for an employee who contracts COVID-19. Employees are encouraged to work with Alberta Health Services and their health care provider to determine when it is safe to return to work.
 - If a Staff member has a confirmed case of COVID-19 and believes that the transmission was through the school environment:
 - An investigation must be conducted by an assigned OHS Management Committee investigative team which includes a site-based worker representative.
 - Once the investigation is complete, the OHS Management Committee must prepare a report and provide it to Alberta OHS and the Division Workplace Health and Safety Committee.
 - Alberta OHS will be notified where:
 - an employee is confirmed to have COVID-19 and the Division has reason to believe that the exposure occurred at work;
 - a worker is exposed to a confirmed or suspected case of COVID-19;
 - 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.

Following an Instance of Confirmed COVID-19

- The school or building site administrator shall complete a hazard assessment to determine the risk to your workplace and employees. The administrator should try to obtain the following information, if possible, directly from the employee.
 - Identify the date on which the employee tested positive and/or the date their symptoms first developed. Doing so allows administrators to build a timeline and determine what mitigation efforts need to be taken to ensure the health and safety of the rest of the workforce.

- Identify when the employee was in the workplace in the 14 days prior to the positive test and the areas of the office where they were physically present so that these areas can be sanitized immediately by the custodial staff.
 - Identify the co-workers the employee had ‘close contact’ with prior to being quarantined. Close contact in the employment context means working in close quarters (within 2 metres) with someone while they were infectious or being in direct contact with that persons’ bodily fluids due to their coughing and/or sneezing.
- Administrators will need to consider whether a temporary closure of all or part of the workplace may be required in order to protect employees and students, ensure self-isolation of the necessary employees, and or complete a thorough cleaning. Assess what additional sterilization or cleaning of the workplace is required.

Communication

Parents:

- The zone medical officer of health will work with school authorities to quickly identify cases through testing, identify close contacts and create isolation measures when needed. The medical officer of health will work with school authorities to provide follow-up recommendations and messaging for parents and students. AHS may request the school close in-person classes to allow a public health investigation to take place.

Staff:

- Once close contacts have been identified, the administrators should contact those employees and advise that it is believed they worked in close contact with someone who tested positive for the virus. Administrator should contact human resources and it is recommended the administrator request that close contacts self-isolate for 14 days from the date of exposure and contact Alberta Health Link at 811 if they develop symptoms. Expect that Alberta Health Services may also be reaching out to close contacts to advise them of a potential exposure to COVID-19.
- Where appropriate, advise employees in the same workplace or work area who did not have close contact with the positive employee to self-monitor for symptoms (cough, fever, shortness of breath) and, if they develop symptoms, to self-isolate and call 811.

When responding to a positive case of COVID-19, administrators and staff should take steps to ensure that they do not disclose the identity of an individual who tests positive for the virus. Should this disclosure be necessary to protect other employees or the workplace generally it is possible that in the pandemic disclosure would be permitted pursuant to section 17(i) of the Personal Information Protection Act. Identifying the individual who tested positive should be considered only when necessary and Human Resources or the Superintendent should be contacted before this disclosure in case there is the need to obtaining legal advice.

The key is for administrators dealing with a positive test result to take all reasonable steps to protect their employees and students including ensuring that employees who may have been exposed to an individual who has contracted COVID-19 have sufficient information to allow them to protect themselves. Remain calm and emphasize to employees that their health & well-being is their top priority.