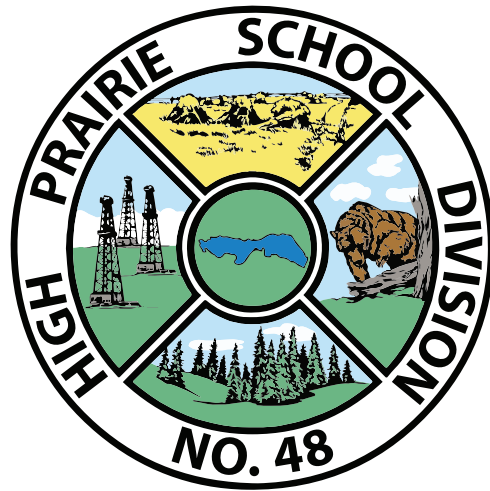


High Prairie School Division 2020-21 School Re-Entry Handbook



This plan is being developed to accommodate the re-entry of schools with Scenario 1: In-School Classes Resume (near normal with health measures).

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

Revised September 11, 2020

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Preamble

Whereas the safety and well-being of students and staff comes first.

- All schools will adhere to the standards, guidelines and direction from the Chief Medical Officer for Health (CMOH) and Alberta Health Services (AHS),
- Psychological safety measures and trauma-informed practice will be valued and implemented alongside physical health and safety measures,
 - Team members, including our Educational Psychologist and Wellness Counsellor, trained in trauma-informed practice will provide support.
- Staff and student workloads and mental health will be monitored and addressed.

Whereas three scenarios for the 2020-21 school year relaunch have been submitted by the Minister of Education:

- **Scenario 1:** Near-normal operations,
- **Scenario 2:** Schools are open for classes with some health restrictions that affect operations,
- **Scenario 3:** Students are not allowed in school to take classes – at-home learning continues.

Whereas this plan is developed for the Scenario 1: Return to School in September under near-normal operations, as per the direction of Alberta Health Services and the Minister of Education.

- High Prairie School Division (HPSD) will ensure continuity of learning through high-quality design, instruction, and assessment through rich, meaningful, and appropriate learning experiences that are responsive to the needs of our learners and our communities across the division,
- Schools need to be prepared for increased student and staff absenteeism and the isolation period accompanying some illnesses,
 - This may necessitate delivery of learning from a distance as the isolation period will prolong student and staff absenteeism.
- Schools and the school division must be prepared to flow from one scenario to the next if required,
- Schools and the school division will support student learning if parents choose not to have their children return to schools.

Whereas effective and ongoing communication with all community partners, parents, caregivers, students, unions, and employees is an essential aspect of successfully implementing these guidelines.

1. Communications

1.1 Letters to parents

- Letter to Parents regarding 3 scenarios (June 2020),
- Templates will be available for Principals to use when appropriate. If a template is not available please contact the HPSD Communications Officer at news@hpsd.ca for assistance PRIOR to sending letters home.

1.2 FAQ's

1.3 Survey/survey results (available once survey is closed)

1.4. Screening Questionnaire (from Guidance for School Re-Entry)

Parents, students, and school staff must review the self-screening questionnaire each day before going to a school building. Visitors must also use this questionnaire to determine if they may enter a school.

PLEASE NOTE, THE ABOVE SCREENING QUESTIONNAIRE DOES NOT SUPERSEDE ANY REQUIREMENTS FOR ISOLATION OR TESTING.

1.5 Awareness Campaign

The following will be prepared for use in/by schools:

- [Banners](#) and [posters](#) will include the [screening questionnaire](#) and the general messaging about physical distancing, hand hygiene, wearing masks, avoiding contact, and if you're sick, stay home,
- Digital display badges - these will identify the scenario that each school is in to ensure the school community is aware of the current level,
- Window stickers - these will be vinyl self-adhesive that can be added and removed based on the scenario. They will mirror the digital display badges,
- Social media - video banners in the header of each school Facebook page will be replaced with information on the school re-entry plan,
- Website - information on the HPSD website, hpsd.ca/COVID19, will reflect the school re-entry plan. The alerts posted on each school site will reflect the scenario they are in presently.

1.6 Media Inquiries

All media inquiries related to COVID-19 shall be directed to the Learning Support Centre.

2. Wellness and Wellbeing

Wellness and the wellbeing of students, staff and school communities are a priority in relaunch. Schools and staff are collectively responsible for fostering safe, caring and welcoming environments that provide a continuum of support and services for their students' physical, social and mental wellbeing. An impact assessment of the students and staff is crucial as part of a trauma-informed transition back into classrooms. Ongoing 'check-ins' can assist in gathering important data to inform what level of trauma response and recovery will be necessary for effective support and responses in the school community. In supporting resilience within this environment, the following focus for learning will be:

2.1 Positive Behaviour Supports

Positive Behaviour Supports is a well-rounded approach to supporting the mental health and wellness of **students and staff**. Positive behaviour supports will be infused with:

- A trauma-informed lens focusing on voice and choice, predictability and consistency, and positive relationships,

- Psychological First Aid principles in addressing both during and aftermath of a challenging event such as COVID-19.

Positive Behaviour Supports Provides:

- A focus for leadership in fostering the conditions that support mental health and wellness through:
 - *Collaboration*: student engagement, school-based collaboration, division based collaboration, parent engagement and outside partner collaboration will be a priority,
 - *Assessment*: identify where students and staff are at with their mental health and well-being. Continual formative check-ins for ongoing monitoring will be provided. Clarity of process to ensure early identification for those in need of further support,
 - *Continuum of Supports*: An inclusive learning environment that ensures a continuum of support from promotion to prevention, early identification, intervention and specialized services. Effective navigation and negotiation for supports that are provided in culturally meaningful ways will be a priority to ensure an integrated pathway of support and services.
- For all staff, evidence-based approaches in ensuring a holistic approach to mental health and wellness will include the above as well as a focus on:
 - positive and safe relationships (priority),
 - social-emotional competencies (priority),
 - Universal Design for Learning,
 - positive reinforcement,
 - clear consistent expectations,
 - clear consistent responses and consequences,
 - modification of the environment.
- More information on positive behaviour supports can be found at:
 - Alberta Education: [Positive Behaviour Supports](#),
 - Alberta Education: [Trauma-Informed Practices](#).

2.2 Available Supports

- HPSD Educational Psychologist and the Counselling Consultants will provide PD and support.
- HPSD [Employee Wellness](#) resources are available through the Alberta School Employee Benefit Plan.
- The Government of Alberta has put in place [expanded mental health supports for Albertans](#) in recognition of the unprecedented efforts already in place to slow the spread of COVID-19. There are additional resources on our website at hpsd.ca/helplines. You can also go to the [Alberta Health Services website](#) for additional support.

2.3 Mandatory Daily Health Checks

- Before leaving home, staff, students, visitors, and volunteers who 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 Questionnaire](#)).
- Parents and students shall be provided with a copy of the screening tool upon school registration with the expectation that it needs to be completed on a daily basis.
- Schools shall 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 shall 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.

2.4 Guidelines For Pre-Existing Conditions, COVID-19 Symptoms, Becoming Ill, Isolation Rooms, and Mandatory Isolation

ALL HPSD STAFF/STUDENTS/PARENTS/VISITORS: PLEASE STAY AWAY If you are feeling ill, or have the following symptoms: chills, painful swallowing, stuffy nose, headache, muscle or joint ache, feeling fatigue or severe exhaustion, gastrointestinal distress, loss of sense of smell, or pink eye

Student/Staff with Pre-Existing Conditions	COVID-19 Symptoms	Student/Staff Becoming Ill During the Day	Isolation Rooms	Mandatory Isolation Periods
Definition	Symptoms	Preamble	Preamble	Preamble
<ul style="list-style-type: none"> A pre-existing medical condition typically is one for which you have received treatment for or diagnosis of by a medical professional. 	<ul style="list-style-type: none"> Fever Cough (new or worsening chronic cough) Shortness of Breath Runny Nose Sore Throat 	<ul style="list-style-type: none"> HPSD will make every attempt to prevent individuals with COVID-19 symptoms from entering our schools and facilities; however, an individual may develop symptoms during the day. 	<ul style="list-style-type: none"> Students displaying symptoms of COVID-19 will be sent home. If it is not possible or it is unsafe to send the student home, the use of an isolation room is required. 	<ul style="list-style-type: none"> Alberta Health has legally mandated isolation periods. Staff and students are required to abide by these protocols. Isolation Requirements
Action by Staff/Student/Parent	Action by Staff/Student/Parent	Action by Staff/Student/Parent	Action by Staff/Student/Parent	Mandatory 10-DAY Isolation
<ul style="list-style-type: none"> Staff/students displaying COVID-19 symptoms will not be permitted to enter the school unless symptoms are consistent with a documented pre-existing condition. Persons with pre-existing conditions may be asked for documented proof. Details of the pre-existing condition do not need to be disclosed. COVID-19 test results must be disclosed. Persons with pre-existing conditions that are worsening may be asked to get tested. Employees may refuse to provide test results from testing; however, doing so may mean they are sent home. Employees are recommended to create their MyHealth.Alberta.ca account. 	<ul style="list-style-type: none"> Persons displaying COVID-19 symptoms are legally mandated to stay home. Persons displaying COVID-19 symptoms are prohibited from entering the school and must arrange for testing by accessing AHS online services or calling 811. Parents and staff must screen themselves and/or their children daily. Screening Questionnaire COVID-19 Self-Assessment Tool 	<ul style="list-style-type: none"> Staff displaying symptoms during the day must notify their supervisor and go home. Students feeling unwell should inform their teacher. The parent will be contacted. A decision will be made on the safest means of sending the student home. Students unable to be sent home shall be sent to the isolation room. Their parent should be notified immediately. Visitors displaying symptoms after they arrive must leave the building immediately. 	<ul style="list-style-type: none"> Staff supervising students in the isolation room must don a mask, gown, and gloves. Pre and post handwashing while using any PPE is required. At no time shall a student in an isolation room be left unsupervised. Where appropriate and safe to do so, students shall don a non-medical face mask. 	<ul style="list-style-type: none"> If you have a cough, fever, shortness of breath, runny nose or sore throat and no known contacts, You are required by HPSD to be tested for COVID-19, If you tested negative, you only have to isolate until symptoms are gone. You may be required to provide proof of a negative test to HPSD. You have tested positive for COVID-19. You must isolate for 10 days and follow directions from AHS.
Action by Schools	Action by Schools	Action by Schools	Action by Schools	Mandatory 14-DAY Isolation if:
<ul style="list-style-type: none"> Schools must keep records of staff/students with known pre-existing conditions. Schools may ask for documentation of pre-existing conditions. Schools working with parents/staff should document the pre-existing condition inclusive of: common symptoms, triggers, and seasonal impacts (if applicable). 	<ul style="list-style-type: none"> Individuals wishing to enter schools shall be screened for COVID-19 symptoms as per screening guidelines. Staff displaying symptoms must be sent home. Visitors displaying symptoms shall not be permitted entry. If a student displays symptoms, the parent will be contacted. A decision will be made on the safest means of sending the student home. Students unable to be sent home shall be sent to the isolation room. Schools are required to keep daily records of sign-in and contact information. 	<ul style="list-style-type: none"> Schools must develop procedures for sending staff home and having appropriate coverage of staff duties. Schools must develop protocols for handling students who become ill during the day. Such protocols will include: documentation, communication with parents, dismissal of students, use of isolation rooms, use of non-contact thermometers. AHS protocols for wearing masks must be followed. 	<ul style="list-style-type: none"> Schools must develop protocols for the use of isolation rooms. Such protocols shall include: <ul style="list-style-type: none"> PPE, ongoing supervision, communication with parents, support for the student and supervision of the student until released to the care of the parent, sign-in sheet with the time student entered and exited the room stored in DocuShare. When possible, isolation rooms shall be near water and washroom facilities. No unauthorized entry into an isolation room is permitted. Ongoing communication will be maintained between office staff, supervisors of the isolation rooms, and the cleaning technician. 	<ul style="list-style-type: none"> If you have tested negative & have had exposure to someone with a known COVID-19 test result. If you have tested negative & have close contact* with a person who has COVID-19. <p><i>*Close contact means provides personal care for or has close physical contact without appropriate PPE or come into direct contact with infectious body fluids.</i></p>
				Not Required to Isolate When:
				<ul style="list-style-type: none"> If you have been tested, have no symptoms or have not come into close contact with a confirmed case.

IF TWO OR MORE STAFF/STUDENTS WITHIN THE SAME COHORT DISPLAY SYMPTOMS, THE SCHOOLS SHALL FOLLOW ALBERTA HEALTH PROTOCOLS. WHEN IN DOUBT, ASK YOUR SUPERVISOR OR ADMINISTRATOR.

3. Curriculum and Instruction

All schools will exercise staggered entry when school begins this fall. While we feel the best option for student learning is with in-person classes, we know that there are students and parents who would like to know what alternatives are available. Students who do not attend in-person classes can do any of the following:

HPSD At-Home Learning (AHL) - High Prairie School Division is able to provide learning opportunities to students who choose to remain at home and learn. This model would be similar to what was offered when in-person classes were cancelled in March due to COVID-19. **Students would have the ability to rejoin in-person classes at the beginning of each quarter semester.**

Distance Learning - Students would need to register with a distance learning provider in the province like the Alberta Distance Learning Centre (ADLC). **Students who enroll in distance learning outside of HPSD would not be eligible to return to in-person classes with HPSD after September 30th.**

Homeschooling - Parents choosing home education have the primary responsibility for planning, managing, providing, evaluating and supervising their children's courses of study. They must develop a home education program that enables the student to achieve appropriate learning outcomes, and submit this program plan to the supervising school authority. **Students who enroll in homeschooling would not be eligible to return to in-person classes with HPSD after September 30th.**

Different School Authority - Parents could choose to enroll in a different school authority. **Students who enroll in a different school authority would not be eligible to return to in-person classes with HPSD after September 30th.**

3.1 Plans for Students Requiring 1:1 Intervention

Students are screened case by case to determine levels of support required to safely bring students into the school environment. Any specialized supports will be noted in the ISP. Staff working with students that have Behaviour Support Plans in place must review these plans prior to working with the child.

Learners requiring physical intervention (e.g. eating, toileting)

- Use good hygiene practices when handling food. Avoid bare hand contact. For example, use utensils, napkins, or dispensing equipment to handle food.
- Frequently wash hands with soap and water.
- Parents will be asked to provide food in clean containers and include their own utensils.
- Place all parent/guardian provided food items in a designated area upon arrival.

3.2 Learning Plans

- While students will be returning to schools this fall in Scenario 1 (Near-normal) everyone needs to be nimble to changes determined by AHS and Alberta Education. HPSD will work with all staff, especially teaching staff members to ensure a smooth transition to Scenario 2 or Scenario 3 should that be necessary. Programming will be implemented to enable the switch to a different method of instruction.
- To accommodate the different learning environments in which students will be engaged, curricular outcomes, and hours of instruction, teachers are expected to follow the Guidelines from Alberta Education.
- While teachers will maintain high expectations for learning and achievement, which are paramount in the development of all learning plans, consideration shall be given based on individual student

circumstances.

- While this plan focuses on Scenario 1 near-normal classroom teaching, a higher than usual absenteeism is expected due to the strict regulations around staying home if any COVID-19 related symptoms are present.
- Some students may elect not to come back to the classroom, opting rather to do At-Home Learning either on-line or through paper packages. If the number of students warrants HPSD will support students in an online environment by:
 - assigning some teachers from in-person to online teaching with our HPSD At-Home Learning (AHL),
 - staff and students working closely with schools to mitigate the impacts on student learning,
- students currently enrolled in distance studies can elect to return to the classroom at the beginning of each quarter.
- Classroom and distance teachers will develop common long-range plans so that students are learning the same units at the same time whether at a distance or in school. This will ensure that if they transition into the classroom or to distant learning during the year, a common curriculum has been covered.
- A consistent learning plan format and communication expectation will be used by schools:
 - to support students and families in accessing learning progression, and
 - to facilitate teacher collaboration and support.
- Teachers are encouraged to participate in the collaborative grade level/subject area teams that will:
 - meet regularly for scheduled collaboration times,
 - learn together and build efficacy by sharing practices that best enhance the learning process both in classrooms and remotely for the developmental age of their learner,
 - align learning plans to provide consistency of remote learning expectations in terms of time required and number of tasks,
 - design learning tasks in cycles of learning that span time.
- Classroom teachers are responsible to provide instructional material to students who are at home sick or in isolation. Teachers must also be prepared to continue programming and content delivery in the event they are at home isolating.
 - Caution will be used when live streaming classroom activities of teaching.
 - Published classroom videos should never show students nor reference student names.
 - Students at a distance will not record any live class.
- Teachers supporting students at home sick or isolating and teachers providing HPSD At-Home Learning will use online conversations, digital assessments, submitted work, and student online activity to offer prompt, relevant feedback, coach students on next steps, answer questions, and track student learning.

3.3 Learning Supports

- All teachers or teacher teams will ensure regular, ongoing opportunities to students for:
 - Individualized support,
 - Collaborative learning and student connection,
 - Direct instruction,
 - Feedback for learning.
- Administrators, teachers, and parents can access the Alberta Education [Student Learning Hub](#) for centralized curriculum support.
 - Support materials include FAQs and links to specific resources and materials that will support re-entry.
 - Digital and printable resources to support administrators, teachers, parents and students in a

variety of learning settings (e.g. digital, non-digital).

- Resources that support diverse student learning needs (e.g. English language learners, Francisation). [New Learn Alberta](#).

3.4 Assessment Strategies

- A continuation of sound assessment strategies will be in place, regardless of the learning environment the student is in.
- Involving students in the assessment process is important to develop student engagement and independence. Students should understand where they are in their learning, where they need to be, and what next steps they should take for growth. Students should have the opportunity for timely feedback within instructional chunks.
- Clear expectations about high standards foster a culture of continuous improvement. Clear learning targets, success criteria, or standards that will be used for assessment as well as the means of evaluation are modelled with students during instruction on-site or through HPSD At-Home Learning (AHL).
- Self-assessment and peer feedback are important tools for student growth.
- Parents or guardians also have access to assessment criteria and exemplars.
- Frequent formative assessment will be used to:
 - provide students effective, timely, ongoing feedback, specific to outcomes and criteria, actionable so students understand next steps, to improve learning and achievement; and
 - determine where each student is at in their learning in order to inform next steps in instruction.
- Summative assessment opportunities that measure student skills and understanding will include a variety of observations, conversations, and products for the purpose of evaluating and reporting achievement.
- Diagnostic Assessments support planning for student learning.
 - HPSD supports a variety of literacy and numeracy assessments that offer data to teachers to assist in instructional planning including Fountas & Pinnell (F&P), Ontario Comprehension Assessment (OCA), Evaluating English Writing (HLAT), and Math Intervention Programming Instrument (MIPI).
 - Pre-assessments will be important tools in developing student relationships to the learning as well as with peers and staff. The data gathered will support differentiation in student readiness, mastery, gaps in understandings, prerequisite knowledge and skills, designing appropriate challenges, and student engagement.
- Learner Profiles will be very important for staff to provide learning to students in class, or at home if sick or isolating, or students who move from in-class to HPSD At-Home Learning (AHL). Establishing meaningful relationships to encourage and support students by learning about their interests, strengths, and preferences occur through both school designed transition processes and teacher interactions through conversations and specific tools designed to gather the specific details.
 - Tools such as those shared in the [Learn Alberta Inclusive Education Library](#) can be modified to gather pertinent information from students and parents.
 - School processes to gather, record, and share learner profiles, such as Collaborative Response Model structures and teacher team meetings, will be important.

Learner Conferences

- In accordance with [AP 360 Curriculum Planning, Assessment, and Reporting](#), teachers shall facilitate ongoing teacher-parent communications regarding student progress. This may include student portfolios in Seesaw or Google; the use of SchoolMessenger tool for text and email, HPSD email, telephone, or Google Meet/Zoom technologies.
- Schools will connect with parents or guardians each semester using appropriate technologies

(telephone, Google Meet, Zoom).

3.5 Evaluation Procedures

- A continuation of sound evaluation procedures will be in place regardless of the student's learning environment.
- Procedures used to evaluate student achievement must be designed so they:
 - are fair, accurate, flexible, and equitable,
 - motivate students,
 - instill confidence in students' abilities to learn and to succeed, and
 - assess a variety of knowledge, skills and understandings from the Alberta Program of Studies.
- Grades are informed by summative assessments and are a consistent, accurate, and meaningful summary of each student's achievement of the learning outcomes at a given time during the school year, based on the most recent, relevant, repeated evidence of understanding.
- Assessment is based on a body of evidence that includes observations, conversations, and products to inform a student's grade. Professional judgment requires analyzing a variety of triangulated assessment evidence including portfolios, demonstrations of learning, applied projects, and performance tasks, with related observations and conversations.
- Teachers exercise professional judgment when determining overall grades based on most recent, relevant, and repeated evidence, and most consistent achievement, observations, and conversations rather than averages.

3.6 Communication of Student Learning

- Communication of student learning includes both formal and informal methods that are timely, ongoing, clear, concise, and accurate. The intent is to help teachers, students, and parents collaborate for student success. The main purposes of assessment are to improve learning as well as communicate student achievement. Students and parents will understand the learning targets and success criteria that will be used for assessment as well as the means of evaluation.
- Regular communication with parents is required to support all students, whether on site, at home, or At-Home Learning as well as provide regular information on student progress.
- When communicating learning tasks with parents, areas of strength and next steps should be clear. Accommodations and/or adaptations used in the learning process are also made clear to parents.
- For more information, refer to [AP 360 Assessment, Evaluation and Reporting of Student Learning](#).

3.7 Instructional Technologies

- Technology will be leveraged to enhance learning.
- Student competency with the technologies used for learning will be developed through instruction and the development of relevant procedures.
- A Chromebook or iPad will be made available to each student who does not have their own device.
- Opportunities for families to develop familiarity with technologies being used for learning will be provided by schools and the division.
- The Google Suite will be our primary method for providing the flexibility needed for continuity of learning. Seesaw will be used at K-3 with a transition to Google Suite during grade 3.
- Teachers are directed to use the HPSD teacher websites exclusively (Google Sites will no longer be used). For assistance with migrating any content from Google Sites to the division-approved HPSD website, please contact support@hpsd.ca.
- Technologies for audio and video possibilities will be available to every teacher. Options that offer robust, easy-to-use technologies will be prioritized. Please see the TSA-developed [Blended Learning Google Classroom](#) for support (class code: hvdpmvm).
 - Chromebooks or laptops with video and audio capabilities can be used with recommended tools

- to capture video, audio, and screen actions.
- Other alternatives include:
 - Desktop computer with a webcam,
 - iPad, tablet, or phone recording.
- Procedures to support student learning and competence use of technology are essential to quality learning. Procedures may include:
 - common problems and troubleshooting solutions,
 - digital citizenship and etiquette,
 - respectful online interactions,
 - learning behaviours during segments recorded for remote learners,
 - discussion protocols to support student voice and collaborative learning.
- Synchronous, live instruction may be used by HPSD AHL teachers. This is not feasible as a daily practice for in-class teachers however it may be scheduled for specific lessons.
- Live instruction schedules will be communicated in advance to students and parents along with the learning expectations and technology protocols.
- Asynchronous instruction will include:
 - instruction and modelling, supported with video or audio which is pre-recorded or recorded during class, then shared to students participating in learning from a distance.
 - pre-recorded materials, previewed by the classroom teacher, may include video recorded by other instructors.
 - shared (guided) practice and feedback which may use:
 - in-class recording of student questions and resulting focused instruction shared through the appropriate distance platform,
 - audio clips added as comments to collaborative student work,
 - other technology tools.
 - individual practice and feedback,
 - individual evidence of understanding, used in conjunction with formative assessments, to determine summative grades.
- Blended instruction will allow teachers to choose the best modalities to support student learning.
- Any posted instructional videos shall not exceed 10 minutes. Full class sessions may not be shared.
- FOIP protocols must be followed.
- Teachers will use the Maplewood code (TBD) for ‘attended remotely’ for any students who participate in live classes.
- A lesson may be recorded for the instruction segment with a teacher from the grade or subject collaboration cohort or other guest speaker, as well as the classroom teacher.
- Flexible groupings are encouraged as an efficient way to have time with small groups of students for direct instruction, shared or guided practice, observation and conversation, individual practice, as well as coaching and feedback.

4. Program Restrictions

4.1 Activity Planning

For activity planning, staff shall determine the risk of the activities and whether they are allowed to proceed based on the following questions as guidance:

- 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)?

4.2 Music Programs ([Guidance for Live Music, Dance and Theatre](#))

- Learning experiences involving in-person singing, cheering or shouting, or playing wind instruments must be postponed at this time. Consider alternatives such as:
 - Recording or live-streaming individual performances in separate locations in accordance with FOIP procedures,
 - Incorporating technologies and robotics to compose, play, and record music,
 - Including more lessons focused on music appreciation or music theory,
 - Choose to play instruments that are lower risk (e.g. percussion or string instruments over wind instruments).
- Singing can occur outside. We still recommend 2-metre physical distancing. There is to be no indoor projected singing by students or staff. If all students are facing away from each other and the teacher is more than 2 metres away, signing at levels below normal conversation (whisper singing) can occur.
- Sharing equipment/instruments is to be avoided where possible. If string and percussion instruments are shared, they must be cleaned between users.
- We will continue to research options to allow for greater depth of offerings, as is possible under the current safety restrictions.

4.3 Field Trips

- All field trips beyond a reasonable walking distance are cancelled and shall not be planned (e.g. international, out-of-province, out-of-community, across town trips). This includes PE trips requiring transportation to the destination.
- To align with AHS and comply with physical distancing, field trips and activities requiring group transportation must be postponed at this time.
- Instructional technologies will be used to help facilitate virtual field trips.

4.4 P.E. Programming

- 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 Recreation](#) as relaunch progresses.
- Administrators and teachers shall choose activities or sports that support physical distancing (e.g. badminton over wrestling).
- Sports practices and outdoor activities may proceed in accordance with sector-specific guidance. In addition, reference the [Guidance for Organized Outdoor Sport, Physical Activity and Recreation](#).
- For more guidance on outdoor sports and recreation, refer to the [Guidance for Outdoor Recreation](#).

4.5 Extra-Curricular Activities

- As per the *Guide to Education*, extra-curricular activities complement and are not part of instructional time where there are student-teacher interaction and supervision.
- Schools shall have the flexibility to offer extra-curricular activities to students.
- Alberta Education is working with Alberta Health Services and education partners, including the Alberta School Athletics Association, to explore go forward possibilities for athletic activities and events within the context of health measures being in place.
- [ASAA - The Safe Return to High School Athletics](#) survey summary. We are still waiting for a final decision.
- School authorities, parents/guardians, students, and community members must continue to follow public health measures in place.
- All extra-curricular activities will comply with this plan.

4.6 Work Experience and Other Learning Experiences

- Work experience may resume as long as the risk of infection is mitigated for all participants.
- If the work experience placement is in a workplace, the student is expected to follow health rules set out by the workplace which should comply with the [Workplace Guidance for Business Owners](#).
- The time that individuals are in close contact should be kept to a minimum.
- All health regulations will be followed in the workplace.

4.7 CTS Programming

- **CTS: Foods**
 - Students may be asked to wear non-surgical masks if working together at a food preparation station.
 - No family-style meals can be shared.
 - No food from the Foods Class can be shared with the school population unless it has been prepared for this purpose under the supervision of the food-handling staff and meticulous hygiene has been practiced.
 - Please refer to Guidance for Food Catering
- **CTS: TMT - Industrial Arts**
 - Construction is a non-restricted industry and thus must follow all public health orders and general and sector-specific guidance. [Guidance for Workplaces](#) links to current expectations.
 - Students will be taught good hand hygiene and reminded not to touch their face while sharing equipment.
- **CTS: Cosmetology & Esthetics**
 - Please refer to [Guidance for Hair Salons and Barber Shops](#) and [Guidance for Personal Services](#).

4.8 International Students

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.

5. School/Site Environment

While staff can access their offices and classrooms, no one shall be in auxiliary spaces between 6:00 p.m. and 8:00 a.m. Auxiliary spaces are defined as any space in a school that is considered common areas. These can include hallways, washrooms, meeting rooms, cafeterias, staff workrooms, libraries, gymnasiums, weight rooms, etc.

5.1 Social Expectations

For all staff, evidence-based approaches in ensuring a holistic approach to mental health and wellness will include Positive Behaviour Supports as identified in 2.1 well as a focus on:

- positive and safe relationships (priority),
- social-emotional competencies (priority),
- positive reinforcement,
- clear consistent expectations,
- clear consistent responses and consequences,
- modification of the environment.

5.2 Mandatory Wearing of Masks

The Government of Alberta has made the wearing of non-medical masks mandatory for students in grades 4-12 and all staff. The following is from their [media release](#) dated August 4th, 2020:

- Grade 4-12 students will be required to wear masks in all shared and common areas such as hallways and on buses.
- While masks are not required in the classroom, it is recommended that staff and grade 4-12 students wear masks in all settings where physical distancing cannot be maintained and there is face to face instruction/exchange occurring.
 - Exemptions will be made for students and staff who are unable to wear a mask due to medical or other needs. Face shields, clear face masks may be substituted.
- Mask use for kindergarten to Grade 3 students will continue to be optional.
 - Mask use for younger children is a challenge due to difficulties with proper fit and compliance.
 - Evidence shows that children under 10 may be less likely than older children or adults to transmit COVID-19.
- All students and staff will receive two reusable masks from Alberta's government.
 - Additional single-use masks will be available at schools, if required.
 - HPSD will also provide reusable masks to staff.
 - HPSD will make face shields available to staff as needed.

5.3 Physical Distancing

- Physical distancing (2-metre spacing) is a useful public health measure to help limit the spread of disease. Increasing the space between persons decreases the risk of transmission. Where 2-metre spacing is not possible between desks, the greatest possible spacing is recommended.
- If 2 metres cannot be arranged between desks/tables, 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., buses, classrooms, and some sporting activities), masks shall be worn, extra emphasis on hand hygiene, respiratory etiquette, not participating when sick, along with cleaning and disinfecting on a regular basis before and after activities will occur.
- In circumstances where 2 metres of physical distance is not possible, teachers, staff, and students shall wear a face mask to protect one another. The Alberta Government has provided guidance on mask use that can be found at [COVID-19 information: Guidance for wearing non-medical masks](#).
- 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).
- Procedures will be put in place at each school/site for the photocopier room, staff room, and workroom use to ensure physical distancing and cleaning of equipment and surfaces.

5.4 Cohorting

- The risk of transmission of COVID-19 is reduced by limiting exposure to others.
- A cohort is defined as a group of students and staff who remain together. The size of the cohort will depend on the physical space of the classroom or learning setting. ([Guidance for Cohorts](#))
- Contact tracing is also more feasible when groups (cohorts) are maintained. It is recommended, where possible, that students be cohorted by class.
- Schools will develop procedures and plans for:
 - in-person learning that supports physical distancing, where feasible, and separate cohorts to the greatest extent possible,
 - Stagger lunch/snack breaks to maintain physical distancing among students,
 - Stagger class start and end times to minimize congestion in hallways,
 - High schools may be able to organize schedules into quads (instead of semesters), offering the possibility of focused learning for students, as well as team teaching in-class and online cohorts.

- Where cohorts are not possible, the school may consider being a closed campus whereby students do not leave the property between classes, during a spare class, or for lunch break.

5.5 Classrooms

- Classrooms, desktops, and countertops must be decluttered of all non-essential items to allow for custodial cleaning. This will also provide a 'minimalist' type environment to accommodate space required for physical distancing, limit frequently touched items and prevent sharing of spaces and items.
- Area rugs and soft furnishings that cannot be easily cleaned and disinfected must be removed.
- Employees and students shall not be sharing personal items (e.g. electronic devices, writing instruments, school supplies, food, food serving utensils, etc.).
- Teachers shall prevent students from sharing school supplies; if students borrow an item, it must be disinfected prior to it being returned.
- Where possible, natural ventilation should be maximized by opening the doors and windows to periodically change the air.
- Fans in the classroom should be accompanied by open windows.
- Fans should not be used in the room of an infected individual (isolation room).
- The waste receptacle is in an area where it will not inhibit physical distancing.
- Each classroom should determine the nearest handwashing station that will have access to soap and paper towels. Hand Sanitizers will be made available in classrooms and other supervised areas. Cleaning Technicians will ensure hand sanitizer containers are filled.
- If assistance is needed with moving heavy items, please notify administration.
- Physical distancing (2-metre spacing) is a useful public health measure to help prevent the spread of disease.
- Weight/fitness rooms, sensory rooms, and OT therapy rooms will be open with an emphasis on maintaining physical distancing and must be supervised by a staff member at all times. Equipment will be sanitized before and after use. The school will establish timetables and cleaning protocols for these rooms.

5.6 Student Lockers and Personal Storage Space

- School planning must consider physical distancing, hall congestion, loitering, and the elimination of sharing of personal items. Schools may choose from a range of activities from banning locker use, staggered access to lockers and providing for students with disabilities.
 - Students will not be allowed to share lockers.
 - Grade 4-12 students must wear masks in the hallways.
- Teachers are strongly encouraged to minimize the physical material they request students to bring home.

5.7 Office and Staff Room

- Signs must be posted reminding persons not to enter if they have COVID-19 symptoms, even if symptoms resemble a mild cold.
- Staff meetings may be via an online environment or face-to-face with the whole or parts of the staff.
- Face-to-face meetings must follow school and AHS guidelines and protocols around hand sanitizer use, size of the meeting, maintaining physical distancing, and wiping surfaces.
- Access to the school office will be limited to accommodate physical distancing. Office personnel will book meetings to limit the number of people in the office.
- Staff will not have pot-luck lunches, share food, or have buffet/family-style meals.
- Staff may use the microwave and fridge, however, they must wash hands or use hand sanitizer before and after each use.

- Photocopier room access will be limited to staff. Schools will post protocols for photocopier and workroom use. Staff are asked to limit printing. Staff must use good hand hygiene before and after using the photocopier.
- Access to staff mailboxes will be limited.
- Paper handling guidelines must be followed and electronic communications are encouraged.

5.8 Libraries

Common Areas

- Ensure attendees are aware of practices in place by posting signage in highly visible locations and/or displaying messages on digital screens that outline:
 - Wearing masks,
 - Physical distancing requirements (2 metres) where possible for individuals or cohort students/ staff,
 - Prohibitions on attendance by attendees who are sick or isolating,
 - Hand hygiene (see section 8.1: Hand Cleaning Requirements),
 - Coughing and sneezing etiquette,
 - Cleaning and disinfection practices (see section 5.3: Cleaning Schedules).
- Hand sanitizer containing at least 60% alcohol should be available at library entrances and exits and throughout the library.
- Desktop computers should be cleaned and disinfected between each use (see section 8.5: Keyboards - Electronic Devices - Interactive Displays).

Layout and Flow

- To help ensure that attendees are able to maintain physical distancing requirements, the following strategies should be considered:
 - Restricting and directing the flow of attendees into, throughout and leaving the library (e.g., designate doors for entry or exit where possible to avoid two-way traffic, designate pathways for one-way flow of attendees with signs and floor decals) (see section 5),
 - Adjusting seating options to encourage physical distancing,
 - Removal of seating which cannot be sanitized,
 - Limiting the number of attendees allowed in the library at any given time keeping in mind accommodations for cohort students.

Check-out and Returns

- Consider installing acrylic shields (or equivalent) at desks, counters or points of contact between the clients and library staff.
- Equip Learning Commons personnel with face shields as an option when physical distancing is not available.
- Consider offering pickup for on-hold items, or if available, consider delivery or drop off services for items to classrooms.
- Libraries should store all returned materials in a dedicated space for 72 hours and prevent handling the materials during that period.
- Staff handling returned materials should always follow hand hygiene practices.

Cleaning and Disinfecting

- Clean high-traffic areas, checkouts, and high-touch surfaces more frequently
- Provide ample waste disposal options
- Ensure waste containers are lined with plastic bags for safer garbage disposal
- Make sure staff are properly trained on the safe use and disposal of masks, including how to put them on and take them off safely

Libraries will refer to the [Government of Alberta. \(2020, June 9\). Covid-19 Information Guidance for Libraries](#) for procedures and processes.

5.9 Arrival Protocol

HPSD will provide banners and posters to stop visitors (including parents) from entering the school without appointments. Posters will include the screening questionnaire and the school's phone number.

Expectations for Student drop-off/pick-up and entry areas at school

- Schools will develop procedures for drop-off/pick-up that support physical distancing where possible between all persons (except household members). Consider strategies to support physical distancing such as:
 - protocols to limit contact between staff/parents/guardians/students as much as possible.
 - designated areas/dates/times for dropping off materials.
 - staggering drop-off and pick-up times and locations
 - determine student entry points and if the drop-off and pick-up schedule needs to be staggered based on student attendance.
- Parents/guardians shall remain outside of the school when dropping off/picking up their children.
- Approval, from the Principal, to enter the school can be obtained by phoning the school. Parents may be required to wear a mask in the school after completing the [screening questionnaire](#).
- Physical distancing, wherever possible, must be maintained regardless of the number of parents/guardians arriving.
- Parents/guardians of learners requiring specialized support and/or 1:1 intervention, will consult with the LST to arrange any drop-off and pick-up arrangements.

5.10 Expectations for visitors and other service providers entering the school

- Access to the school will be restricted and will follow established arrival protocol.
- No person shall enter the school if they are ill.
- Parents/guardians can attend the school if they are required for meetings, to pick up children, or pick up and drop off learning material. Parents will have appointments or will have called the school to gain entrance.
- When any service provider, delivery driver, or independent contractor asks to gain entrance to the school they will be asked to use the [screening questionnaire](#) before they enter the school.
- If a visitor answers YES to any of the questions, the individual must not be admitted into the school.
- In the case of a delivery driver answering "yes," the driver/school will make alternate delivery arrangements.
- The principal should limit the times for deliveries so they are not during times when students are in the halls (such as class changes, student arrival/dismissal, etc)
- A record of all visitors must be maintained in DocuShare and will include contact information for security and contact tracking purposes.
- Authorized Central Support, Maintenance and/or Operations Staff must complete a [screening questionnaire](#), follow hand hygiene as per the hand hygiene guidelines, and wear a mask when entering a school and prior to entering the student area.
- The principal will be made aware of everyone who has entered the school.

5.11 Food Handling

Food From Home

- Staff and students shall be required to pack-in and pack-out all food and are NOT permitted to share food.
- Microwave shall be wiped down frequently.

- Parents/guardians shall be asked to provide food in clean containers with their own utensils.
- Students shall store food containers in a designated place in the classroom or in their locker, and wash hands or use hand sanitizer before eating.
- Students should not be sharing utensils, dishes, and water bottles or drink containers.
- Staff may continue to use the fridges in the staff room.

Food Services

- No activities that involve the sharing of food between students or staff should occur.
- For classroom meals and snacks:
 - No self-serve or family-style meal service, instead, switch to pre-packaged meals or meals served by designated staff.
 - Food provided by the family should be stored with the student's belongings.
 - Close off any food preparation areas that can be accessed by students/children, non-designated staff, or essential visitors. This does not include microwaves in student lounge areas.
 - 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.
 - Individually packaged items distributed by a designated staff member shall be allowed.
 - There shall be no common food items (e.g. shared salt and pepper shakers, shared ketchup bottles).
 - Utensils and gloves shall be used to serve food items (not fingers).
 - If a school is using a common lunchroom and staggers lunchtimes, ensure that all surfaces, tables, and chairs (including the underneath edge of the chair seat) are cleaned and disinfected after each use.
- Food Service Programs (Cafeteria and Hot Lunch)
 - School cafeterias shall use alternate processes to reduce the number of people dining together at one time.
 - Remove/rearrange dining tables to maintain physical distancing.
 - Place tape or other markings on floors to maintain physical distancing of 2 metres.
 - Stagger meal service times to reduce the number of people present at any one time.
 - Adapt other areas to serve as additional dining space to increase spacing among persons in the same room.
 - Do not use buffets. Instead, switch to pre-packaged meals or meals served by staff.
 - Dispense cutlery, napkins and other items to students rather than allowing them to pick up their own items.

5.12 Water Stations

- Water fountains shall not be used for drinking directly from the mouthpiece.
- If schools do not have water bottle fill stations, the water fountains can be kept open to fill water bottles.
- Schools will make plans to monitor, teach safe use procedures, and ensure regular cleaning.
- It is preferable that students fill water bottles at the fill station, or the water cooler.
- Clean and disinfect water fountains, fill stations, and coolers at least twice per day.
- Place signage at water fountains, fill stations and coolers advising staff and students to:
 - Avoid allowing their water bottle to come into contact with the nozzle.
 - Wash hands with soap and water or use hand sanitizer if the water station requires them to touch a button or lever.
 - Teach students how to safely use water stations.

5.13 Isolation Rooms

- The selected area will, ideally, have a sink for handwashing, a waste receptacle, be located near washroom facilities, and be near an exit. If no sink is possible, the room shall contain hand sanitizer.
- Students shall be monitored at all times, preferably from a safe distance.
- The room must have an "Isolation - Do Not Enter" sign that can be posted while the room is in use.
- Staff shall maintain a sign-in, sign-out sheet which shall be stored in DocuShare.
- The room must have capabilities to house more than one student, or there must be another space in the school that can be used as a second isolation room.
- The room will need to be decluttered and all non-essential items to be removed to allow for ease of cleaning.
- After the isolation room is used, custodial staff will be notified and conduct enhanced cleaning (See section 8: Cleaning Protocols)

5.14 Paper Handling

Be aware that the steps below are put in place out of an abundance of caution. There is a lack of definitive information on the survivability of the COVID-19 virus on surfaces. There is also a lack of evidence on the likelihood of the virus being transmitted through the handling of paper.

- Although currently under review, all staff must continue to follow the established HPSD paper handling process:
 - Use digital photos/scans or other electronic resources in place of paper copies wherever possible,
 - Wash / sanitize hands both prior to and after handling papers that will be shared with others. Do not share paper resources if you are symptomatic,
 - Use gloves when receiving paper from external sources or leave the package untouched for 72 hours,
 - Avoid touching your face; in particular, your eyes, nose and mouth. If you touch your face in these areas while working with paper, wash/sanitize your hands and/or change your gloves,
 - Clean and disinfect surfaces where materials are being handled (e.g. marking homework) after completion of the task.
- Drop off and pick up of materials:
 - Quarantine locations can be in or outside of the school as long as the items are secure and not being touched during the recommended 72-hour quarantine,
 - Schedules shall be set up with parents to avoid/minimize contact with other families.

5.15 Practice Fire Drills, Lockdown, and Hold & Secure

THIS IS NOT AN AREA TO SPEND TIME ON. IN THE EVENT OF A REAL EMERGENCY, GETTING OUT OF THE BUILDING OR INTO A HOLD AND SECURE AREA TAKES PRECEDENCE.

- Fire Drills will be conducted as per the usual schedule.
- Each site must review current security processes to determine if changes need to occur due to COVID-19 safety guidelines / Safe Work Procedures.
- On-site staff must be made aware of any changes to security procedures.

5.16 Temporary Storage Area

- Classrooms shall be decluttered to provide a 'minimalist' type environment.
- Administrators may select a room or area, if available, for temporary storage during COVID-19.
- If extra storage is necessary, contact Jody Frowley at jfrowley@hpsd.ca or call (780) 523-3337 if you have any questions about storage.
- Boiler, electrical, and mechanical rooms **MUST NOT** be used for storage.

5.17 Risk mitigation for high traffic areas in school facilities

- Schools shall 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:
 - Stagger start and end-times for classes to avoid crowded hallways.
 - Post signs, using stanchions, and marking floors.
 - Remove and restage seating in public areas to meet health guidelines.
 - Attempt limiting bathroom occupancy at any one time.
- Schools shall set up procedures for lunch breaks to minimize line-ups at canteens, access to washrooms, and exits and entrances.
- Schools will set up designated areas, and where necessary, activities for students during the lunch break to support social distancing.

5.18 Auxiliary Spaces

- School assemblies or other large gatherings (e.g. concerts or dances) shall not happen until notified otherwise. Virtual options may be an alternative.
- Schools must not be used for community-related events. This includes all Joint Use Agreement Activities.
- Outdoor activities and field rentals can occur, but no access to the interior of our schools shall be permitted.
- Playschool users can proceed on the condition that they follow school protocol outlined in this document and that the additional custodial requirements are paid for or performed by the provider.
- Schools shall not be used for personal staff activities.

5.19 General Building Safety

In all schools/sites HPSD has:

- Completed cleaning of school facilities prior to re-entry,
- Ensured fresh water replaces the stagnant water in the water lines as 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,
- Checked HVAC systems to ensure optimal ventilation,
- Removed area rugs and soft furnishings that cannot be easily cleaned and disinfected.

5.20 Recess/Playgrounds

- Schools will develop a coordinated exit/entry schedule utilizing as many exit/entry doors as possible for grades/cohorts to leave their class/learning space to go outside for recess and to return to class.
- Recess breaks may be staggered by the schools to reduce the number of students exiting/playing/entering the school.
- Supervisors will encourage students to practice physical distancing during recess break. Schools may need to put schedules or protocols in place to accommodate the physical distancing of students.
- Playgrounds will remain open for student use.
- Playground equipment will not be cleaned by the school custodial staff and there is no expectation that the equipment is disinfected.
- Parents may request their child(ren) to not play on the equipment. The school will attempt to honour parents' requests to the best of their ability.
- Students shall practice hand hygiene after a break and before entering the classroom.

5.21.School Supplies

- Personal school supplies shall not be shared amongst students.
- The teacher is responsible for the distribution and sanitation of any shared school supplies.

- Schools are asked to keep supply lists to the absolute minimum in order to reduce risk.
- Students are encouraged to keep extra supplies at home and bring in as needed.

6. Transportation

6.1 Parent Responsibility

- Parents/guardians are required to complete the daily health checklist prior to sending their student on the bus using the [screening questionnaire](#).
- Parents and students shall not be in the pick-up area or enter the bus if they have symptoms of COVID-19.
- Should the student display any concerning symptoms they must remain home until tested and cleared.

6.2 Students on the bus

- Students who are in grades 4 and above shall wear masks on the bus. Alberta's government is supplying each student with 2 reusable masks. The student/parent will be responsible for cleaning the masks regularly.
- Students will be assigned seats and a record of this seating plan will be kept, on the bus, in the Transportation Department, and in the school in order to assist with contact tracing should a student test positive for COVID-19. Transportation shall provide the Records Manager with the seating plans. Students who live in the same household shall be seated together. Drivers are encouraged to involve parents during seating plan situations that may cause behavioural issues or cohorting challenges.
- Individuals must sit in the assigned seat and cannot move seats to sit with friends. Any student not sitting in their assigned seat will be reported to the school administration.
- If a child becomes symptomatic (see section 2) during the bus trip, the student will be assigned to the designated isolation seating. The driver will contact the school to make the appropriate arrangements to pick up the student at the school.
- **Student names shall not be shared by means of radio. Always use the seating number to identify the student.**
- Students on our buses will be expected to adhere to seating plans, wearing masks, and cohorting arrangements. Failure to comply may result in a student being prohibited from riding on the bus.

6.3 Procedures for loading and unloading the bus

- Schools shall develop procedures for student loading, unloading, and transfers that support physical distancing between all persons (except household members) as per section 5.9.
- When possible, and where feasible, students start loading from the back seats to the front of the bus.
- Students grades 4-12 and all adults must wear masks on the school bus.

6.4 Driver Responsibility

- The driver will be provided with reusable masks that they are required to wear unless they have a medical condition that prohibits the use of a mask. A driver shall contact the Human Resources Department if they their condition prohibits them from wearing a mask.
- Drivers shall develop seating plans for the students.
 - Where feasible, limit the number of students per bench unless from the same household.
 - Students from the same household may share seats.
- **Bus cleaning and records.**
 - Increase frequency of cleaning and disinfecting of high-touch surfaces, such as door handles, window areas, rails, steering wheel, mobile devices and GPS prior to each run, seat tops, access rail. This will occur twice daily, at a minimum.

- Vehicle cleaning logs shall be provided to the Records Manager to be stored in DocuShare.
- **Should a child display or bring to the driver’s attention concerning symptoms when getting on the bus or while riding, when safe and appropriate to do so, the driver must:**
 - stop,
 - move the student to the reserved seat at the front,
 - have the student keep their mask on unless it is causing them breathing difficulties,
 - wipe down the immediate area that the student was in, and
 - report the student’s seating number to the HPSD Transportation Department.
- If this occurs on the way to school, the HPSD Transportation department will notify the school for a staff member from the school to meet the bus to take the affected student into the isolation room in the school.
- **Student names shall not be shared by means of radio. Always use the seating number to identify the student.**
- The school will contact the parent to arrange to pick up the student.
- **HPSD will provide bus drivers with:**
 - cleaning supplies,
 - face shields,
 - gloves, and
 - reusable masks
- Bus drivers shall be responsible for requesting additional supplies when needed from the HPSD Transportation Department.
- Bus drivers shall be trained in the proper use and disposal of PPE

7. Personal Protective Equipment (PPE)

- Alberta Health Services (AHS) and Alberta Education require the regular use of masks for all staff and students grades 4 to 12:
 - outside the classroom,
 - on buses, and
 - in shared spaces where staff and students cannot maintain distancing.
- Masks shall be worn in the classrooms where there is prolonged close contact (greater than 15 minutes) and a distance of 2 metres cannot be maintained and there is face to face instruction/exchange occurring. Guidelines for the use of non-medical masks can be accessed on the AHS website.
- Masking is generally not recommended for younger children; however, if families choose to have their children wear masks, care should be taken that the children not be stigmatized.
- Alberta Education is providing schools with reusable masks, hand sanitizer, face shields, and non-contact thermometers. HPSD will also provide to each school, site, and bus for use by staff where needed as a part of their job description:
 - disposable and reusable masks,
 - face shields,
 - hand sanitizer,
 - bleach and cleaning supplies,
 - gowns, and
 - gloves.
- Staff and students are responsible for laundering their own masks.
- Each school will be provided with a supply of face shields for those requiring such protection (SLPs, OT, some Educational Assistants, some Learning Support Teachers). Staff provided with face shields shall be responsible for daily cleaning of the face shield.

- HPSD will provide disposable gloves, masks, and gowns for the staff supervising in the isolation room. School plans shall include appropriate use and disposal of PPE.

8. Cleaning Protocols

Schools shall make an inventory of communal furniture and equipment that do not meet the cleaning requirements and make plans to have these items removed or covered in a material that can be cleaned appropriately. Regular cleaning and disinfection are essential to limiting the transmission of COVID-19. HPSD locations will be cleaned and disinfected in accordance with the [AHS COVID-19 Public Health Recommendations for Environmental Cleaning of Public Facilities](#) document.

8.1 Hand Hygiene Requirements

- [Handwashing](#) with soap and water for 20 seconds is the preferred method for cleaning hands. This should be performed:
 - Before leaving home, on arrival at school, and before leaving school,
 - After using the toilet,
 - Before and after any transitions within the school setting (e.g. to another classroom, indoor- and outdoor-transitions, etc.),
 - After contact with body fluids (i.e., runny noses, spit, vomit, blood),
 - After sneezing or coughing,
 - Before and after breaks and sporting activities,
 - Before and after eating any food, including snacks,
 - Before touching face (nose, eyes or mouth),
 - Before and after administering medications,
 - Before and after food preparation, handling, or serving,
 - Before and after assisting a student with eating,
 - Before and after cleaning tasks,
 - When donning and doffing a mask,
 - When donning and doffing gloves,
 - After handling garbage,
 - Whenever hands are visibly dirty regularly throughout the day.
- Hand sanitizer will be made available through the school for students when hand washing is not possible.
- Placement of hand sanitizer in entrances, exits, classroom entrances, high-touch equipment such as microwave ovens and vending machines and other high traffic areas.
- Place posters on handwashing by sinks and on using hand sanitizer at all hand sanitizer dispensers.

8.2 GHS (Globally Harmonized System) Requirements

- High Prairie School Division is using cleaning chemicals approved by Alberta Health [recommended cleaning and sanitizing solutions](#). The use of these chemicals shall be restricted to staff trained in their use.
- Detergent and disinfectant products:
 - Must adhere to health requirements and the instructions on the labels will be closely followed,
 - According to Health Canada, a disinfecting solution can be made by mixing one part of bleach into 50 parts of water. For example, 4 teaspoons (20ml) bleach into 4 cups (1000 ml) water. These directions are based on bleach that is 5 % hypochlorite,
 - Caution will be used to ensure that the chosen disinfectant does not corrode or otherwise damage surfaces. For example, bleach may discolour fabric surfaces and ammonia-based disinfectant damages vinyl surfaces,

- Disinfectants will have an eight-digit Drug Identification Number (DIN) and be approved for use by Health Canada.
- All disinfectants and detergents must be safely stored out of reach of students.
- Hand sanitizers will be available throughout the school. They will be located in areas that are supervised to ensure safe usage and adherence to best practices.
- Safety Data Sheets (SDS) for all cleaning products are available through PublicSchoolWorks [HPSD MSDS](#). (Note: MSDS sheets are also in the janitor room.)
- HPSD staff who are using custodial products must review the SDS for the product before they use it, for the following information, but not limited to:
 - What to do in case of exposure, and
 - What PPE is required for use?
- All chemicals must be properly labelled in accordance with WHMIS requirements.

8.3 Cleaning Schedules

- The school will be cleaned thoroughly every evening after the school is closed by the regular custodian. Common areas shall not be used between the hours of 6:00 p.m. and 8:00 a.m.
- Custodians will use a “wipe-twice” method to clean and disinfect. Wipe surfaces with a cleaning agent to clean and wipe again with a disinfectant that destroys germs.
- Cleaning Technicians will be hired for each school during the COVID-19 pandemic to support schools reopening in Scenario 1 or Scenario 2.
- In cooperation with the Custodian Supervisor and the Safety Officer, schools will develop procedures and checklists for the Cleaning Technician, Custodian, staff and students that should address:
 - Placement of hand sanitizer in entrances, exits, classroom entrances, high-touch equipment such as microwave ovens and vending machines and other high traffic areas. HPSD will provide hand sanitizer to the schools/sites.
 - Use of disinfectants provided by the division to sanitize:
 - High contact surfaces (including water fountains);
 - Washrooms;
 - Shared equipment;
 - Auxiliary spaces and common rooms; and
 - Other areas that may apply.
 - Increased frequency of cleaning and disinfection of high-touch areas and equipment (e.g. microwaves and vending machines) inside and outside classrooms.
- Supplies (paper towels, soap, and spray bottles) shall be checked daily when the classroom or area is unoccupied.
 - If supplies are low, contact the cleaning technician or school administration.
 - Custodial staff or the cleaning technician must be aware of areas that have been occupied by someone who became sick as extra cleaning shall be required.
- **The following surfaces are disinfected daily:**
 - **Classrooms:** Desks, chairs, pencil sharpeners, telephones, doorknobs, light switches, sink faucets, soap dispensers, whiteboards
 - **Hallways and Corridors:** Light switches, elevator buttons, stair railings, water stations, entrance door handles, alarm panels, inside handicap door buttons
 - **Washrooms:** All surfaces
 - **Offices:** Desks, chairs, telephones, light switches, doorknobs, copier

8.4 Cleaning by Staff Supporting Learners Requiring 1:1 Intervention

- Staff working with learners requiring physical intervention (such as eating, toileting, etc.) must be prepared to work with the cleaning technicians to clean high touch areas throughout the day as

needed.

- These spaces need to be left neat and uncluttered at the end of the day.
- Staff working with learners requiring physical intervention will have access to disinfectant sprays and paper towels and PPE as required.

8.5 Keyboards - Electronic Devices - Interactive Displays

Cleaning Guidance: (for Chromebooks, laptops, desktops, monitors)

A CDC-recommended disinfectant that is also within the device manufacturer's cleaning guidelines is an alcohol solution consisting of 70% isopropyl alcohol and 30% water. Please follow the steps below to use the CDC-recommended alcohol solution to clean high-touch, external surfaces on devices:

- Cleaning of shared items before and after use is the responsibility of the staff supervisor (grades K-6), who may also engage K-6 students in the safe cleaning process as shown in the [cleaning video](#), and the user (grades 7-12 and adult),
- Follow hand hygiene requirements as stated in the Hand Hygiene Requirements in this document,
- Students/staff who are sensitive to the isopropyl alcohol (found in the same dilutions as many isopropyl alcohol hand sanitizers) may want to provide their own gloves,
- Turn off the device and disconnect AC power (for printers, devices should be unplugged from the outlet). Remove batteries from items like wireless keyboards. Never clean a product while it is powered on or plugged in,
- Use the HPSD-provided isopropyl wipe,
- Do not spray any liquids directly onto the device,
- Gently use the wipe on the surfaces to be cleaned. Do not allow any moisture to drip into areas like keyboards, display panels or USB ports located on the printer control panels, as moisture entering the inside of an electronic product can cause extensive damage to the product,
- Start with the display or printer control panel (if applicable) and end with any flexible cables, like power, keyboard and USB cables,
- When cleaning a display screen or printer control panel, carefully wipe in one direction, moving from the top of the display to the bottom,
- Ensure surfaces have completely air-dried before turning the device on after cleaning. No moisture should be visible on the surfaces of the product before it is powered on,
- Clean hands immediately after gloves are removed as per the Hand Hygiene Requirements.

Guidance for Copiers

Please follow appropriate hand hygiene requirements prior to use.

Instructions for Safe Handling

It is important to handle isopropyl alcohol in a safe manner at all times. The Cleaning Technicians will prepare the wipes for classrooms.

- Avoid contact with skin, eyes, and clothing,
- Keep away from heat and sources of ignition,
- Use with adequate ventilation,
- Store in a cool, well-ventilated place. Keep container tightly closed,
- In the event of contact with isopropyl alcohol, wash skin thoroughly with soap and water.

Many common household cleaners and disinfectants can damage electronic products. Do not use any of the following chemicals or any solutions that contain them, including spray-based surface cleaners: bleach, peroxides (including hydrogen peroxide), acetone, ammonia, ethyl alcohol, methylene chloride or any petroleum-based materials, such as gasoline, paint thinner, benzene or toluene.

8.6 Toys and Sports Equipment

- HPSD staff will select the minimum number of toys and sports-related equipment required.
- Selected items must be able to be easily cleaned. No stuffed toys or porous items are permitted unless they are used only by one student and are placed in a personal storage bin when not in use.
- Parents/guardians must not allow students to bring toys from home unless approved by administration.
- All toys, both morning and afternoon sets, must be cleaned daily if there are different cohorts using those toys.
- If sufficient quantities of toys, books, etc. exist whereby one set can be set aside for 72 hours between use, no cleaning needs to take place between their use. Or if a set per day exists and will only be used on every Monday, for example, the item does not need to be cleaned in between the 7 days of non-use.

8.7 Class Sets of Resources

- Resources used in the classroom such as whiteboards and math manipulatives should be, wherever possible, designated to a student for their exclusive use. If it is not possible to provide 1:1, materials must be cleaned and disinfected after and before use. While the cleaning technician can provide assistance, the cleaning will be the responsibility of the user.
- Class sets of paper copies such as novels, learning packages, or paper reference materials must not be shared. Paper material must be quarantined for 72 hours between users.

9. Employee Leave Requests Regarding COVID-19

- [Employee leaves](#)

10. Trusted Sources of Information

10.1 AHS Environmental Public Health

- Portal link: <https://ephisahs.albertahealthservices.ca/create-case/>
- Contact: northzone.environmentalhealth@ahs.ca Grande Prairie 780-513-7517

10.2 AB Education [K-12 School Re-Entry Guidance and Plans](#)

10.3 [COVID-19 information: guidance for school re-entry-scenario1](#)