



Northern Gateway Public Schools 2020-21 School Relaunch Handbook

Note: This document will be reviewed and updated by Thursday August 6, 2020, with current information from the Tuesday August 4, 2020 *Update on Return to School* Media Release from Alberta's Minister of Education, Minister LaGrange, and Chief Medical Officer of Health, Dr. Hinshaw. (10:15 AM - Tuesday August 4, 2020).

Alberta Education Target Scenario 1

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

This document will continue to be updated based on orders from the Chief Medical Officer for Health, recommendations from Alberta Education, and the discovery of new evidence. It is based upon the collective wiser practice and advice of Public Health Authorities, Education Authorities, and world-wide School Jurisdictions and subject matter experts.

Updated July 6, 2020

Introduction

Northern Gateway Public Schools developed this handbook as a reference guide for schools, students, staff, and parents. This guide is designed to support our collective responsibility to ensure a safe, caring, and welcoming relaunch that contributes to the overall Alberta relaunch plan and ensures that student learning will continue.

As we envision school year 2020-21, let us embrace the *possible return to normalcy and COVID-sensitive times*, rather than COVID-19 times.

While we look at the functionality of the task to prepare for School Relaunch 2020-2021, let us look at

- the joy of possibilities,
- the new take-aways we have acquired during our March 15 - current journey,
- the interconnectedness we can build upon and apply in different ways,
- the responsibility of the Superintendent's team, our School Administrators, our staff, our students, our parents and the larger communities,
- the deadlines that we must meet, and
- the possibility of having to transition from one scenario to another, in short notice, and to transform our learning environment efficiently and competently.

It is imperative that Northern Gateway Public Schools plans and is prepared for all three of the Alberta Education's school relaunch scenarios as the COVID-19 pandemic may change at any time.

- [2020-21 School Re-Entry Plan](#)
- [COVID-19 information: Guidance for School Re-Entry – Scenario 1 – In-school classes resume \(near normal with health measures\)](#)
- [COVID-19 information: Guidance for School Re-Entry – Scenario 2 – In-school classes partially resume \(with additional health measures\)](#)

This Handbook contains the following four core sections:

- [Public Health Measures](#)
- [Wellness and Wellbeing](#)
- [Learning and Instruction](#)
- [NGPS Health Measures](#)

Day to day routines in schools will be changing to adhere to Alberta Health Services (AHS) risk mitigation strategies and to ensure multiple layers of protection for all students, staff, and community. These changes, detailed within the Handbook, contain measures such as:

- routine health screening for all students, staff, and visitors,
- enhanced cleaning and disinfecting recommendations,
- strict stay-at-home and pick up policy for anyone exhibiting symptoms,
- physical distancing recommendations,
- reorganization of rooms and traffic flow to allow for more physical space,

- cohorting of students where possible,
- hand hygiene and respiratory etiquette expectations, and
- shared material and equipment handling expectations.

Alberta Health Services continues to put in place multiple layers of protection and new measures to control the spread of COVID-19. We understand that these changes may require some adjustments for the 2020-21 school year. As Dr. Deena Hinshaw advises, this is a collective responsibility, we all:

- must take measures to protect,
- must maintain high levels of hygiene, and
- must follow provincial health guidance to the best of our ability.

We thank you for your ongoing commitment to safety, learning and cooperation.

Kevin Andrea,
Superintendent of Schools

Acknowledgement

Northern Gateway Public Schools would like to thank Superintendent Dr. Chris Fusezzy, Foothills School Division, and his team for allowing us, NGPS, to use its School Relaunch 2020-21 Handbook Template and some of the applicable content, as we embarked on our relaunch preparation journey.

NGPS extends its thanks to the Superintendent Advisory's Team (SAT), School Administrators and Provincial colleagues for the assistance in developing this Handbook. We thank our Board of Trustees for their approval and governance direction in the development of our relaunch vision.

Special thanks to Alberta's Chief Medical Officer of Health and her team for their outstanding support.

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Principles

Northern Gateway Public Schools is committed to the following principles:

- All schools will adhere to the standards, guidelines and direction from the Chief Medical Officer for Health (CMOH) and Alberta Health Services (AHS).
- In collaboration with education partners, Northern Gateway Public Schools may develop additional health and safety requirements for all schools to ensure consistency across the division. These additions will enhance, not duplicate, CMOH and AHS requirements.
- Psychological safety measures and trauma-informed practice will be valued and implemented alongside physical health and safety measures.
- Effective and ongoing communication with all community partners, parents, caregivers, students, unions, and employees is an essential aspect of successfully implementing these guidelines.
- Provide welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and develop resiliency within an environment that focuses on respect and integrity.
- 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. These will allow our learners to develop the core competencies of academic achievement, lifelong learning, communicating, collaborating, problem solving, innovating, critical thinking and global citizenship. Learners will be able to explore and develop their skills and passions and achieve their highest potential. Students will demonstrate citizenship, engage intellectually and grow continuously as learners.

Objectives

As a part of ensuring continuity of learning and educational outcomes during the COVID-19 pandemic, these guidelines are intended to support Northern Gateway Public Schools' employees, students, parents, caregivers, administrators, and school community members to:

- Be informed about public health measures and implement these to mitigate risk and ensure that all feel safe in schools.
- Understand their roles and responsibilities in maintaining and promoting public health and school safety.
- Maintain learning environments and experiences where a sense of belonging is emphasized and all students, staff, and parents are welcomed, cared for, respected, and safe.
- Ensure continuity of learning through high quality design, instruction, and assessment.

Trusted sources of information

We are committed to using information from official public health agencies as trusted sources of information, including [Alberta Health Services](#), the [Public Health Agency of Canada](#), and [Alberta Education](#).

AHS Zone Environment Public Health Contacts

- [Online Form](#)
- North Zone: northzone.environmentalhealth@ahs.ca or 780-342-2000

Communication

We are committed to providing staff and families with updates as we receive new information and direction.

June 22, 2020	June 22 is the last day of school!
June 11, 2020	K-12 Re-Entry Plan: Scenarios for September
June 1, 2020	Division surveys students, staff and families on re-entry scenarios
May 27, 2020	School Playgrounds will re-open in conjunction with local municipalities
May 6, 2020	Update on Student Learning
April 27, 2020	Letter to Parents from NGPS Superintendent Kevin Andrea
March 28, 2020	Funding to School Divisions Temporarily Adjusted
March 24, 2020	Continuing Student Learning
March 20, 2020	Questions and Answers about Alberta's Education Continuity Plan
March 20, 2020	Letter to Parents from the Minister of Education
March 20, 2020	Content Delivery Guidelines from Alberta Education
March 20, 2020	Important Information from Alberta Education
March 18, 2020	Information for Families
March 16, 2020	Information for Families and Staff
March 15, 2020	All K-12 Classes Cancelled

Provincial Health Measures

Public Health Measures

Mass Gatherings

The Chief Medical Officer for Health's Order for Mass Gatherings continues to prohibit gatherings and events in excess of 50 people, however, this Order does not apply to regular school activities. As such, there can be more than 50 students and staff in a school at any given time if they are not all in one area and if they are actively engaged in physical distancing to the greatest extent possible. However, large gatherings of staff and students must not be held (ie: assemblies, celebrations, sports, before & after school, etc).

Case Finding, Contact Tracing and Outbreak Management

Active testing of people with mild COVID-19 like symptoms (case finding) helps AHS identify cases early in the course of their disease, determine whether others in close contact with them are at risk for infection (contact tracing), and ensure they get appropriate care and follow-up. NGPS has implemented enhanced policies regarding reporting employee and student absenteeism to public health to assist with early identification of clusters and outbreaks. Attendance logs will be maintained at all buildings to assist with contact tracing.

Self-isolation and Quarantine

Should children, youth, and staff have common-cold, influenza, or COVID-19 like symptoms they must stay home, be assessed by their health care provider and tested for COVID-19. When someone is symptomatic, they should self-isolate and follow directions provided by their health care provider. Self-isolation is also advised for those who are considered a close contact of a confirmed case and are waiting to see if they develop COVID-19 illness. If a person is found to be a confirmed case of COVID-19, public health staff will ensure there is robust contact tracing and management of any clusters or outbreaks. Staff exhibiting symptoms should contact 811 and get tested for COVID-19 as soon as testing is available.

Physical Distancing and Minimizing Physical Contact

Physical distancing, maintaining a distance of 2 metres between two or more people, is challenging in a K-12 school setting, particularly with younger students. As such, it is reasonable to establish different expectations for varying age levels and activities. For example, younger students should be supported to have minimized physical contact with one another, while older students and adults should seek to maintain a safe physical distance whenever possible.

Wellness & Wellbeing

Wellness and Wellbeing of students, staff and school communities remains a priority. This includes a Division wide and local responsibility to foster resiliency, build relationships, and stay connected. Schools, staff, and the school community are collectively responsible for fostering welcoming, caring, respectful and safe environments that provide a continuum of supports and services for their students' and staff physical, social and mental wellbeing. In supporting resilience within this environment the existing wellness structures, we will continue to focus on:

Social Emotional Supports

Positive Behaviour Supports is a well-rounded approach in supporting the mental health and wellness of **students and staff and families**. 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, and the Traumatic Event Systems (TES) principles considered in addressing both during and the aftermath of a challenging event such as COVID-19,
- North American Center for Threat Assessment and Trauma Response [Guidelines for Re-Entry](#), and
- A focus on fostering the conditions that support mental health and wellness. The following resources may be of support for leaders in this regard.
[Working Together to Support Mental Health in Alberta Schools](#)
[The Heart of Recovery: Creating Supportive School Environments Following a Natural Disaster](#)

Shared leadership across schools and sites will focus on creating the conditions for the following:

- **Collaboration:** student and staff 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. Development and clarity of process to ensure early identification for those in need of further support will be shared at a later date.
- **Continuum of Supports:** An inclusive learning environment that ensures a continuum of supports from promotion to prevention, early identification, intervention and specialized services. Development of effective navigation for supports that are provided in culturally meaningful ways will be a priority to ensure an integrated pathway of supports and services.

The following resources contain evidence-based approaches that support mental health and wellness.

- Alberta Education: [Positive Behaviour Supports](#)
- Alberta Education: [Trauma Informed Practices](#)

- [Métis Nation of Alberta COVID-19 Mental Health Information](#)
- [Alberta Community and Social Services](#)
- [Supporting Learning at Home \(Mental Health\):](#) website
- [Resilience - Tipping the Balance Towards Good Health](#) (article): Alberta Family Wellness
- [Brains Journey to Resilience](#) (video): Alberta Family Wellness
- [Everyday Mental Health Classroom Resource](#) website
- [ATA Creating a Compassionate Classroom](#)
- [ASEBP: The Sandbox, a regular publication promotes a healthy school workplace.](#)

Learning & Instruction in NGPS

Learners are Successful. Learners are Supported.

Preamble

Northern Gateway Public Schools is committed to providing welcoming, caring, respectful, safe, flexible, and inclusive learning environments that embrace diversity for our learners and communities across the division within a culture of belonging. These safe and caring environments will allow our learners to be well physically, socially and emotionally, take academic risks, think creatively and develop resiliency within an environment that focuses on respect and integrity.

In supporting instruction and learning within the context of School relaunch, the *NGPS Three Year Education Plan* will continue to focus on student growth and success.

NGPS Three Year Education Plan

Provincial Domain	Gateway Statement Division Outcome	Division Strategies
<p>Student Growth and Achievement</p>	<p>Learners are Successful</p> <p>1a - Learners are literate and numerate.</p>	<ul style="list-style-type: none"> • Educators use data collected through annual <ul style="list-style-type: none"> ○ Early Years Evaluation -TA (readiness), ○ Fountas & Pinnell (literacy), ○ Higher Level of Achievement Test (literacy), and ○ Math Intervention/Programming Instrument (numeracy) assessments which inform responsive instruction to meet student needs. • Extending a system wide approach of professional learning and coaching in literacy and numeracy creates consistency throughout the division. • Collaborative Team Meetings provide information for programming for responsive instruction in the areas of literacy and numeracy.

		<ul style="list-style-type: none"> ● Heightening the awareness and using the language of the Alberta Education literacy and numeracy progressions foster a deeper understanding throughout the division
	<p>Learners are Successful</p> <p>1b - Learners achieve acceptable and excellence in curricular outcomes through Responsive Instruction and Purposeful Assessment.</p>	<ul style="list-style-type: none"> ● The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet student needs. ● Collaborative Team Meetings provide the framework for improving student achievement. ● A greater focus on Formative Assessment practices to improve student achievement. ● Continue to provide and model initiatives that promote student Wellness ● Student competencies are developed while encountering unfamiliar or challenging situations and/or confronting the real world, hands on experiences. <ul style="list-style-type: none"> - concept-based instruction
Learning Supports	<p>Learners are Supported</p> <p>2 - Learners are educated in a system that respects diversity and is inclusive.</p>	<p>Each NGPS site creates a welcoming culture through a variety of caring, respectful, and safe strategies.</p> <ul style="list-style-type: none"> ● Student welfare is a priority in each NGPS school where a variety of programs and resources are provided and applied. ● NGPS prioritizes student growth and achievement by applying a variety of programs, resources, and supports. <ul style="list-style-type: none"> ○ Collaborative Team Meetings provide the framework for improving student achievement by considering supports for each student.
Learning Supports	<p>Learners are Successful</p> <p>3 - Northern Gateway Public Schools First Nations, Metis and Inuit students are successful.</p>	<ul style="list-style-type: none"> ● The administration and application of curriculum, responsive instruction and purposeful assessment are applied to meet First Nations, Métis, and Inuit student needs. ● Student competencies are developed through confronting real world, contextual, hands-on experiences. ● Through the work of NGPS First Nations, Métis and Inuit school advocates, students, teachers, and leaders, will foster a deeper understanding of the application of Foundational Knowledge of First Nation, Métis and Inuit peoples. ● Teachers collaborate to develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

<p>Teaching and Leading</p>	<p>Learners are Supported</p> <p>4 - Learners have excellent teachers, school and school authority leaders.</p>	<ul style="list-style-type: none"> ● Division administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard /Superintendent Leadership Quality Standard. ● School administration is supervised and/or evaluated using the Alberta Education Leadership Quality Standard. ● Teachers are supervised and/or evaluated using the Alberta Education Teaching Quality Standard. ● Schools prioritize and NGPS classroom teachers apply the Five Quality Pedagogy domains of the QLE in their classroom practice and through Collaborative Team Meetings. <ul style="list-style-type: none"> ○ Intentional Planning ○ Responsive Instruction ○ Purposeful Assessment ○ Engage Professional ○ Positive Classroom Culture ● NGPS offers a mentoring and coaching program to its cohort of teachers new to the profession. ● Through the collaborative process of the Quality Learning Environment work, leadership teams build capacity as instructional leaders to lead learning at each site. ● NGPS offers a variety of professional learning, side by side coaching and external education consultants to build the capacity of school staff. ● NGPS offers a variety of professional learning to build and enhance leadership capacity of its school administration. <ul style="list-style-type: none"> ○ Principal's participate within their cohort to develop their instructional leadership capacity. ● Continue to support and promote a Culture of Wellness within the Quality Learning Environment.
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Guiding Principles for Continuity, Consistency and Coherence for Learning

Excellence through deep learning:

- is authentic and engages students in meaningful learning tasks,
- is achieved through competencies to allow students to engage in tasks of value,
- is not about one model of teaching, but is fostered by a wide range of learning practices, and

- engages students through increased specificity of learning outcomes, a focus on competencies, and rich learning tasks.

Deep learning is achieved through:

- a collaborative culture,
- a focus on the learning-teaching process - including pedagogical practices, learning partnerships, learning environments, leveraging digital technology,
- intentional learning from the process of teaching, reflecting, and learning forward, and
- an emphasis on big ideas and concepts as an organizing structure for learning.

Opportunities for learning need to consider the diversity of learning environments as a factor that can enhance learning.

- To ensure that students have a consistent and valuable learning experience regardless of physical or virtual space, valuable learning experiences are enhanced through:
 - flexibility,
 - collaboration,
 - reflection and cognition,
 - investigation,
 - inquiry,
 - communication,
 - documentation,
 - rich resources,
 - timely formative assessment evidence,
 - a variety of assessment types that measure students skills and conceptual understanding,
 - rich learning tasks that require thinking, and
 - assessment of learning that is embedded, transparent, and authentic. Students define personal goals, monitor personal progress toward success criteria, engage in feedback with peers and teachers.

Examples:

- leveraging technologies,
- leveraging community spaces, resources, and people,
- leveraging actual or virtual field trips, and
- leveraging connection either online or in person with experts.

- To develop positive classroom culture, teachers foster learning opportunities through:
 - students asking questions as they develop skills and language to pursue inquiry,
 - valuing questions above answers such that the process of learning is emphasized over the end result,
 - varied models for learning that support student needs and interests,
 - safe and welcoming structures that build healthy relationships with and between all students such as collaborative norms, purposeful online discussions, collaborative tasks, reflection and peer feedback,
 - connection to real world applications that are explicit, and
 - collaboration when students are taught and practice the skills to collaborate.

Instruction for Learning

Instructional Strategies include:

- Cooperative learning
- Think Pair Share
- Reciprocal teaching
- Peer Instruction
- Collaborative teams regularly work together to learn through the work and build their efficacy by sharing practices that best enhance the learning process both in classrooms and remotely for the developmental age of their learner.
- Learning tasks are scaffolded to develop skills, knowledge, and competencies in order to allow students to understand concepts from the curriculum.
- Instruction will be provided in-person and, when necessary, through both live and pre-recorded video, print and audio. Teachers will use strategies such as; online conversations, a variety of assessments, submitted work, student online and in person activity to track student learning and respond when students have questions, need help, and require assistance or support.

Online Learning Time

* Note: As part of the professional learning plan for 2020-21, NGPS teachers will develop these common understandings.

- Schools have a common understanding of the purposes of **face to face learning time** dependent on developmental age. Consider the following:
 - Development of learning relationships and learning community
 - Documentation of learning
 - Feedback loops
 - Competency development
 - Student wellness
- Schools have a common understanding of the purposes of **remote learning time** dependent on developmental age. Considerations include:
 - Teachers must be in the role of teacher and parents in the role of facilitator
 - Age of learner and independence of learner when at home
 - Age of learner and child care possibilities

- Access to technology from home

Learning Supports

All teachers or teacher teams will ensure regular, ongoing opportunities for:

- Individualized support
- Collaborative learning and student connection
- Direct instruction
- Feedback for learning
- Collaborative Team Meetings (CTM)

Assessment for Learning

Assessment Strategies

- Provide students with effective, timely feedback. Feedback is used to improve learning. It is specific to outcomes and criteria, actionable so students understand next steps, and is timely and on-going.
- Apply assessment as learning to develop student independence. Students understand where they are in their learning, where they need to be, and next steps to improve.
- Provide clarity with clear expectations about high standards and foster a culture of continuous improvement. Students understand the learning targets, success criteria, or standards that will be used for assessment as well as the means of evaluation. Parents or guardians have access to the same information.
- Leverage frequent formative assessment to ensure they know where each student is at in their learning in order to inform next steps.
- Provide summative assessment opportunities that measure student skills and understanding and not their learning environment. A variety of observations, conversations and products will be used for the purpose of evaluating and reporting achievement.
- Engage students in peer and self assessments.
- Utilize diagnostic assessment data to inform programming
- Utilize the learner conferences for feedback and responsive instruction.

Evaluation Procedures

- Procedures used to evaluate student achievement must be designed so that they are fair, accurate, flexible and equitable; motivate students; instil 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.
 - Triangulation: 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 assessment evidence including portfolios, demonstrations of learning, applied projects and performance tasks.

- Outcomes-based Reporting: Reporting and communicating academic achievement is based directly on the Alberta Program of Studies which considers front matter, general outcomes and specific outcomes.
- Most Recent Evidence: Teachers exercise professional judgment when determining overall grades based on most recent and most consistent achievement, observations and conversations rather than averages. Instead of using averages, consider using median or mode for categorical grades and number values.

Ongoing 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. Students and parents will understand the learning targets and success criteria that will be used for assessment as well as the means of evaluation. The main purposes of assessment is to improve learning as well as communicate student achievement. Communication can assist parents to support learning at home. 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 made clear to parents.

Reporting Student Achievement

- The purpose of reporting is to provide an ongoing summary in relation to academic achievement of the learning outcomes and competencies of the Alberta Programs of Study.

For more information go to [AP 360 Student Assessment, Evaluation and Reporting](#).
[AP 361 Reporting Student Performance to Students and Parents](#)

Quality Learning Environment

Clearly articulating the dimensions of a quality learning environment is essential to ensuring strong universal instructional practices across Northern Gateway. This iterative process is built upon the guiding principle that we have outstanding educators who can collectively define the common tenets of highly impactful and effective instruction. Educators across the division have been empowered to collectively develop the draft NGPS Quality Learning Environments to serve as a foundation for reflecting on effective research-based universal instructional practices. These universal instructional practices established precede further work on practices for higher tiers of support.

Domains of Quality Pedagogy

Intentional Planning
 Responsive Instruction
 Purposeful Assessment
 Positive Classroom Culture
 Engaged Professional

Domains of Wellness

Physical Wellness
 Mental Wellness
 Social Wellness

Design for Learning

Design Strategies include:

- Scaffolding
- Gradual release of responsibility Inquiry
- Problem based
- Experiential
- Simulations
- Integrative thinking
- Concept-Based Curriculum and Instruction
- Universal Design for Learning (UDL)

Technology

- Technology will be leveraged to enhance learning.
- Student competency with the technologies used for learning will be developed.
- The Google Platform will be our primary method for delivering online learning.
- Divisional Property Home Use Agreement is in place. Inquiries must be made with each site Administrator. Please access [Appendix L](#) for the September 2020 form.

Home Education

A parent may choose to facilitate a Home Education program for their child as outlined in Section 20 of the Education Act. Parents wishing to pursue Home Education with Northern Gateway Public Schools will reference Administrative Procedure 270. Please contact the principal of your local school for assistance.

[AP 270 Home Education](#) and the [Home Education Handbook 2010](#).

NGPS Health Measures

All NGPS Staff must follow the applicable COVID-19 Safe Work Procedures (SWP) listed below and in the appendices.

1. Staff Involvement & Training

All NGPS Staff will:

- Review this document and complete any and all orientation/training related to this document.
- Review all applicable COVID-19 SWPs.
- Complete a staff orientation checklist on the first day of return to work. [See Appendix H](#).
- Review all updates / notices provided to staff.
- Participate in any additional training and or education sessions, as required.

2. Site-Based Joint Worksite Health and Safety

Joint Worksite Health and Safety (JWHS) requirements state that all Individuals are jointly responsible for their own safety and employees are required to:

- follow applicable legislation,
- support and assist site-based administration regarding COVID-19 concerns brought forward by workers,
- participate in the COVID-19 training, and
- complete the Site-Based Checklist COVID-19. [See Appendix I.](#)

3. First Aid Attendants

Administrators will identify a designated First Aid Attendant. The standard first aid treatment protocols have changed for COVID-19. [See Appendix D.](#)

4. School / Site Environment

School leaders and staff will utilize the following considerations to prepare classrooms and other NGPS learning and work environments.

4.1 Physical Distancing

The following physical distancing strategies should be implemented where possible:

- Schools must develop procedures and plans for in-person learning that support physical distancing where possible, and to separate cohorts to the greatest extent possible.
- Organize students into smaller groups ([cohorts](#)) that stay together throughout the day.
- Strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (e.g. minimize the amount of mixing between student and different staff in the setting).
- Schools must develop procedures for staff and student routines that support physical distancing, where possible, between all persons (except household members). Consider strategies such as staggering pick up/drop off times and locations to limit contact.
- Stagger lunch/snack breaks to maintain physical distancing among children/students.
- Take students outdoors more often:
 - Organize learning activities outside including snack time, play-based learning and unstructured time.
 - Take activities that involve movement, including those for physical health and education, outside.
 - Reassure students, parents and caregivers that playgrounds are a safe environment, and encourage appropriate personal hygiene practices before, during, and after outdoor play.
- Avoid close greetings (e.g. hugs, handshakes, high-fives, fist bumps). Regularly remind students - “hands to yourself”.

- Incorporate more individual activities or activities that encourage more space between students and staff.
 - For younger students, adapt group activities to minimize physical contact and avoid shared items.
 - For adolescent students, adapt group activities to minimize activities that require physical contact.
- 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.
 - Manage flow of people in common areas, including hallways and bathrooms.
 - Floor decals and arrows for traffic flow and direction will be provided to schools from the Division ([see Appendix J](#)).
 - Schools can also use pylons / stanchions if available.
 - Remove and re stage seating in public areas to prevent gathering.
 - Consider limiting bathroom occupancy.
- Parents and caregivers and other non-staff adults entering school should be minimized. They should also be reminded to practice diligent hand hygiene and maintain physical distancing when they enter the school.
- 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.
- Assemblies and other school-wide events must be held virtually to avoid large gatherings of people in one space.
- Schools must not be used for community related events: ie, user groups.
- Before & After School Care can proceed on the condition that additional custodial requirements are paid for or performed by the care provider.
- Outdoor activities and field rentals can occur.

4.2 Cohorting

As the risk of transmission of COVID-19 is reduced by limiting exposure to others, cohorts are recommended where possible. A cohort is defined as a group of students and staff who remain together. The size of the cohort will depend on the physical space of the classroom or learning setting.

Cohorting will decrease the number of close contacts a case of COVID-19 would have in a school and assist public health officials in their efforts to trace contacts and contain an outbreak. For the purposes of contact tracing, consider limiting capacity of rooms to a number that allows for physical distancing (i.e. less students in a smaller room and more students in a larger room).

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).

4.3 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 must not be sharing personal items (e.g. electronic devices, writing instruments, school supplies, food, food serving utensils, etc.).
- The building management system controls filtered outside air.
- Schools should contact maintenance staff for any ventilation concerns.
- Place the waste receptacle in an area where it will promote physical distancing.
- Place a tissue box in an area where it will promote physical distancing.
- Each classroom must determine the nearest handwashing station that will have access to soap and paper towels.
- If assistance is needed with moving heavy items, please notify administration.
- Workspaces and desks should be separated from each other by a minimum of 2 meters.
 - 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.
- Ideally, desks to be set up in the classroom leaving a designated area open for adequate distancing during entry/exit of the classroom.
 - The number of occupied desks allowed in each classroom will be determined by current public health restrictions.
 - Unoccupied desks can be safely stored within the school or left within the classroom.
- Access to science classrooms is permitted, following established physical distancing requirements, for instruction. If physical distancing is not possible (ie: science experiments or dissection), a virtual option must be provided.
- Access to gyms, music rooms, and learning commons will be permitted for classroom space if needed.
 - Use of shared items such as instruments will not be allowed.
 - Gym equipment use will be limited to items that are easily cleaned. NGPS will follow and implement Alberta School Athletics Association (ASAA) recommendations (in alignment with AHS guidelines).
- Staff will assign classroom seating to assist in contact tracing.

4.4 Office, Staffroom and Shared Space Access

- Signs must be posted reminding persons not to enter if they have COVID-19 symptoms, even if symptoms resemble a mild cold ([see Appendix K](#)).
- Access to the school office will be limited to maintain physical distancing.

- The staffroom furnishing will be arranged to accommodate physical distancing where possible.
- Staff will bring their own lunch, dishes, and eating utensils.
- Staff may use the microwave and fridge, and be mindful of sanitizing.
- Photocopier room access will be limited. Staff are asked to limit printing. Staff must disinfect items touched (copier buttons, hole punch, stapler, etc.) when finished.
- Handouts for educational purposes are allowed but should be limited.
- Access to staff mailboxes will be limited. Paper handling guidelines remain in place and electronic communications are encouraged.
- Safe arrangements for storage of personal items must be made.
- Students must be provided with an area for storing personal items.

4.5 Access Control

- Parents/guardians, if required can attend the school.
- When visitors enter the school they should be asked to use the self screening tool ([see Appendix C](#)) before they enter the school. If a visitor answers YES to any of the questions, the individual must not be admitted into the school.
- A record (sign-in) must be kept of all visitors who remain within the school for more than 15 minutes.
- Authorized Maintenance and/or staff must wash hands as per the COVID-19 SWP when entering a school, and prior to entering the student area and only enter when the area is unoccupied or for emergency maintenance.

4.6 Arrival Protocol

- Parents/guardians must remain outside of the school to drop off their children. They must not enter the school during high traffic times unless approved by the Principal.
- School leaders will determine student entry points, and if the drop-off and pick-up schedule needs to be staggered based on local factors.
- Physical distancing of 2 meters must be maintained regardless of the number of parents/guardians arriving.
- Parents/guardians of Learners with Exceptional/Diverse Needs will, as required, communicate with staff via email prior to arrival to communicate any additional information that may be needed regarding supporting their child (how the morning went, etc.). Please consult with the administration if support is required.

4.7 Food & Nutrition Services

- No food sharing for staff or students. Staff and students will be required to pack-in and pack-out all food each day.
- Parents/guardians will be asked to have student food provided in clean containers with their own utensils.
- Students must not share utensils, dishes, and water bottles or drink containers.
- 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.
- Food preparation areas remained closed to non-designated students, staff, or visitors.
- Ensure that food-handling staff practice hand hygiene and are excluded from work if they are symptomatic.
- Students should practice physical distancing while eating.
- There must be no common food items (e.g., salt and pepper shakers, ketchup).
- Utensils, not fingers, must be used to serve food items.
- If a school is using a common lunchroom and staggering lunch times, ensure that all surfaces are cleaned and disinfected after each use.
- Classes that teach food preparation may occur as long as students do not share the food they prepare with other students or staff.
- If vending machines remain operational, hand sanitizer must be available.
- Food Service Programs (Cafeteria & Hot Lunch)
 - Food service establishments must follow the Alberta Health [restaurant guidance posted here](#).
 - School Cafeterias must implement 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 a physical distancing of 2 metres.
 - Stagger meal service times to reduce the numbers of people present at any one time.
 - Adapt other areas to serve as additional dining space to increase spacing among persons in the same room.
 - Do not use buffets. Instead, switch to pre-packaged meals or meals served by staff.
 - Dispense cutlery, napkins and other items to students rather than allowing them to pick up their own items.

4.8 Paper Handling

Although currently under review by Alberta Health Services, all staff must continue to follow the established NGPS 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 5 days.
- 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 (i.e. marking homework) after completion of task.

Drop off and pick up of paper:

- School Administration will communicate the protocol.
- Students/parents are expected to follow the drop-off and pick-up of paper as per the protocol that is established by each school.

The safety of our school communities remains a priority. Be aware that drop-off and pick-up protocol is developed with 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.

4.9 Hand Washing and Hand Sanitizing

- Proper hand washing reminders must be placed at all hand washing and sanitizing stations ([see Appendix K](#)).
- Hand sanitizer must be available in entrances, exits, classroom entrances, high-touch equipment such as microwave ovens and vending machines and other high traffic areas.

4.10 Temporary Storage Area

As classrooms are decluttered to provide a ‘minimalist’ type environment, Administrators may select a room, or area, if available for temporary storage of school owned materials during COVID-19. Boiler, electrical and mechanical rooms **MUST NOT** be used for storage.

4.11 Infirmary Room

- The selected area will, ideally, have a sink for hand washing and a waste receptacle. If no sink is possible the room shall contain hand sanitizer.
- If possible, the room should have a window so staff can monitor from outside the room.
- The room must have an “Infirmary - Do Not Enter” sign that can be posted while the room is in use. [See Appendix K](#).
- The room must have the capability to house more than one student.
- The room will need to be de-cluttered and all non-essential items removed to allow for ease of cleaning.
- The first aid room must not be used as an infirmary room.
- After the infirmary room is used, custodial staff will be notified so an enhanced cleaning as per the Enhanced Cleaning SWP COVID-19 can be conducted. [See Appendix E](#).

4.12 Water Fountains

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. Consideration can be given to having students fill water bottles rather than having them drink directly from the mouthpiece of a fountain.

4.13 Playgrounds

Playgrounds can remain open as long as the [Alberta Guidance for Playgrounds](#) document is followed.

4.14 Practice Fire Drills, Lockdown, and Hold & Secure

Each site must review current security processes to determine if changes need to occur due to COVID-19 Safety Guidelines/Safe Work Procedures. Each site will review their information through the [Hour-Zero website](#) and make changes if needed to occur. On-site staff must be made aware of any changes to security procedures as per the Staff Orientation Checklist. [See Appendix H.](#)

5. Program & Activity Guidelines

5.1 Scenario Selection

Any changes in the school re-entry scenario will be determined by AHS with information on local school-based and community information. We will remain in communication with public health authorities and will continue to follow their advice.

Alberta Education has indicated NGPS, like all its educational provincial counterparts, has the autonomy to react to COVID-19 issues regarding learning and instruction. NGPS will communicate clear expectations if/when a change to scenario occurs.

5.2 Activity Planning

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)?

5.3 Music, Dance, and Theatre Programs

Practice, rehearsals, and instruction of dance, music, and theatre may proceed so long as the [guidance for music, dance, and theatre](#) is followed. Music, dance and theatrical performances are cancelled at this time.

Learning experiences involving unprotected (without a mask or physical barrier) in-person singing, cheering, shouting, or playing wind instruments must be postponed at this time.

Consider alternatives such as:

- recording or live-streaming individual performers in separate locations,
- including more lessons focused on music appreciation or music theory,
- choosing to play instruments that are lower risk (e.g., percussion or string instruments over wind instruments)

5.3 CTF and CTS Programs

For CTF and CTS programs, staff should ask themselves how they will accomplish cleaning of shared surfaces and equipment. If that is not possible, all participants should ensure they are practicing hand hygiene before and after each use. Learning opportunities should be modified, where possible, to ensure appropriate physical distancing can be maintained.

5.4 Field Trips

Field trips and activities requiring group transportation should not be scheduled, they remain cancelled at this time. International and out of province trips are approved for advance planning purposes with an emphasis on clear communication related to the risks and terms of possible cancellation.

5.5 Gymnasiums

Gymnasiums can be used to deliver physical education programming.

- When possible physical education should be done outside instead of inside as the risk of transmission is more likely to occur indoors rather than outdoors. [Follow the Guidance for Outdoor Activity](#) as relaunch progresses.
- Administrators and teachers should choose activities or sports that support physical distancing (e.g. badminton over wrestling).
- Consider using auxiliary space such as gyms and learning commons to deliver education programs to aid in physical distancing.
- Use of shared items or sports equipment is discouraged. Equipment that is shared must be [cleaned and disinfected](#) before and after each use, and users must perform hand hygiene before and after each use.
- School assemblies or other large gatherings (e.g., concerts or dances) must be avoided and virtual options should continue to be offered instead of in person gatherings.
- Schools must follow the advice of the [Alberta guidance for sport, physical activity, and recreation](#).
- Locker Rooms and Change Rooms
 - Facilities should discourage the use of locker rooms and change rooms whenever possible.
 - Encourage participants to come dressed for their activity.
 - Set capacity limits on how many people can use locker rooms at the same time.
 - Adjust lockers to enable physical distancing.
 - Ensure that surfaces, sinks and toilets are cleaned and disinfected regularly.

5.6 Extracurricular Activities

NGPS has cancelled all indoor extra-curricular activities until Guidelines for resuming indoor sport are being developed. Alberta Education is working with Alberta Health and education partners, including the ASAA to explore possibilities for athletic activities and events within the context of current health measures.

For more guidance on outdoor sports and recreation, refer to the [Guidance for Outdoor Recreation](#).

5.7 Work Experience

Work experience may resume as long as the risk of infection is mitigated for all participants. The student is expected to follow health rules set out by the workplace which should comply with the [Workplace Guidance for Business Owners](#).

5.8 International Students

Once Canada lifts travel restrictions and non-essential international travel resumes, international education programs in Alberta can resume if quarantine requirements and [public health orders](#) are followed.

6. Student & Staff Health

If students or staff are ill with any common cold, influenza or COVID-19 like symptoms they must stay home and either isolate for 10 calendar days, following onset of symptoms, or until symptoms resolve. Contact 811 for guidance or complete the [AHS Self-Assessment](#). If returning before 10 days, provide a medical note. Staff must advise their administrator if they are unable to attend work due to illness and log the absence in Atrieve.

6.1 Stay Home When Sick

- All students and staff who have symptoms of COVID-19, **OR** travelled outside Canada in the last 14 days, **OR** were identified as a close contact of a confirmed case or outbreak must stay home and self-isolate.
- Students and employees must stay home until they have been assessed by a health care provider to exclude COVID-19 or other infectious diseases **AND** their symptoms have resolved.
- Children and students must be supported by their school to learn at home if they are required to isolate due to illness or because they are a close contact of a case of COVID-19.
- If staff members are unsure if they should self-isolate, direct them to use the Alberta [COVID-19 Self-Assessment Tool](#).
 - If still concerned, they can be advised to contact 811, or the local public health unit to seek further input.
 - There is no role for screening students or staff for symptoms, checking temperatures, or COVID-19 testing. Such activities are reserved for health care professionals.
- If a student or staff develops symptoms in or outside of the school that could be caused by COVID-19 or by a known preexisting condition (e.g. allergies), the individual 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.

6.2 Mandatory Daily Health Checks

- Parents and caregivers must assess their child daily for symptoms of common cold, influenza, COVID-19, or other infectious respiratory disease before sending them to school.
 - School Administrators will clearly communicate with parents and caregivers their responsibility to assess their children daily before sending them to school. [See Appendix B.](#)
 - Parents/guardians are required to keep students home who are showing symptoms listed on the health check form.
- Staff must assess themselves daily for symptoms of common cold, influenza, or COVID-19 prior to entering the school.
 - School Division, along with School Administrators/Site Supervisors, will ensure staff are aware of their responsibility to assess themselves daily prior to entering the school. [See Appendix C.](#)

6.3 Illness While On-Site

- Staff who become ill must notify their supervisor and immediately self-isolate.
- Students exhibiting signs of illness must be moved to the infirmary room.
- Parents/caregivers must be notified and advised to pick-up their child immediately.
- Parents must designate an emergency contact and alternate for student pickup. Within the Alberta Government's pandemic response, this is something to which all families must adhere.
- NGPS will communicate to families that they are expected to designate an emergency contact and alternate who will be able to immediately pick up the student if parents/guardians are unable to do so.
- An immediate pickup assumes that the student will be picked up within an hour.
- Staff supervising symptomatic students must
 - keep all other staff out of the infirmary room,
 - provide the student with a face mask,
 - use strict handwashing techniques, and
 - maintain physical distancing
- After the student is picked-up, post a sign indicating the room must be cleaned and contact the appropriate custodial staff.
- All items the student touched/used that day must be cleaned and disinfected as soon as the student has been picked up. Items that cannot be cleaned and disinfected (e.g. paper, books, cardboard puzzles) must be removed from the classroom and stored in a sealed container for a minimum of 10 days.
- If two or more staff/students within a cohort are identified as having symptoms consistent with COVID-19, the school must follow outbreak notification procedures as per routine zone protocols (*under review for September 2020*).

6.4 Students & Staff with Pre-Existing Conditions

Individuals who have allergies or ongoing health issues must be tested at least once according to the [Guidance for School Re-Entry Plan](#). This will establish a baseline for the individual. If symptoms change (worsen, additional symptom, change in baseline), the individual must follow [Stay Home When Sick Protocol](#).

6.5 Confirmed case of COVID-19

If there are cases of COVID-19 identified within school settings, the Zone Medical Officer of Health will work directly with the school division and school administration to provide follow-up recommendations and messaging for staff, parents/guardians, and students. It is important for the school to ensure that they collaborate with the Division Office and the Zone Medical Officer of Health during potential and confirmed cases.

Alberta Health Services may request the school close in-person classes to allow a public health investigation to take place. The decision to send a cohort/class home or to close a school will be made by the local Medical Officer of Health. If this were to occur the school will support students and staff to learn or work at home if they are required to self-isolate.

6.6 Student Handwashing Requirements

Soap and water for 20 seconds are the preferred method for cleaning hands.

- 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- outdoor transitions, etc.)
- 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)
- Whenever hands are visibly dirty
- Regularly throughout the day

6.7 Staff Handwashing Requirements

Soap and water for 20 seconds is the preferred method for cleaning hands.

- Before leaving home, on arrival at work and before leaving work
- After using the toilet
- Before and after any transitions within the school setting (e.g. to another classroom, indoor- outdoor transitions, etc.)
- After sneezing or coughing
- Before and after breaks and sporting activities
- Before and after eating any food, including snacks
- Before and after touching the face (nose, eyes or mouth)
- Before and after administering medications
- Before and after food preparation, handling, or serving

- Before and after assisting student with eating
- After contact with body fluids (i.e., runny noses, spit, vomit, blood)
- Before and after cleaning tasks
- When donning and doffing gloves
- After handling garbage
- Whenever hands are visibly dirty and regularly throughout the day

6.8 Students Requiring Specialized Supports

Children are screened case by case to determine levels of support required to safely bring students into the school environment and any specialized supports will be noted in the Instructional Support Plan and/or Social Emotional Support Plan. Staff working with students who have a Medical Plan or Social Emotional Support Plan in place must review these plans prior to working with the child. Please [see Appendix F](#).

6.9 Learners with Exceptional/Diverse Needs

If the student needs support for eating:

- Use recommended hygiene practices when handling food. Avoid bare hand contact. For example, use utensils, deli napkins, or dispensing equipment to handle food.
- Frequently wash hands with soap and water for 20 seconds ([Hand Washing protocol](#))
- Place all Learners with Exceptional/Diverse Needs and parent/guardian provided food items in a sanitized designated area upon arrival.
- Parents will be asked to have food provided in clean containers with their own utensils.

7. Personal Protective Equipment (PPE)

Staff and students will be encouraged to wear masks during certain activities.

Physical distancing is nearly impossible on a school bus. All students accessing service, and the bus driver will be expected to wear a self-provided non-medical mask while riding on a school bus.

In circumstances where 2 metres of physical distance is not possible especially if the circumstances require prolonged close contact for longer than 15 minutes, teachers, staff and students may choose to wear a self-provided non-medical face mask to protect one another. Guidance on mask use is [available here](#). The Alberta non-medical masks website can be [accessed here](#).

Masking is generally not recommended for children under two years of age. When families choose to have their children wear masks, care should be taken that the children not be stigmatized.

PPE will be made available, as an additional layer of protection, to:

- School designated isolation room, infirmary room and first aid room.
- Staff who are working with complex medical needs students.
- Students who may fall ill during divisional transportation.

Staff and families who choose to enhance their level of protection are to supply their own PPE.

8. Cleaning Protocols

Regular cleaning and disinfection are essential to preventing the transmission of COVID-19 from contaminated objects and surfaces. NGPS locations will be cleaned and disinfected in accordance with the [Cleaning and Disinfectants for Public Settings document](#).

8.1 WHMIS (Workplace Hazardous Materials Information System) Requirements

- All disinfectants, detergents, hand sanitizers must be safely stored out of reach of students.
- Safety Data Sheets (SDS) for all cleaning products are available through PublicSchoolWorks SDS Sheets.
- NGPS staff and custodians who are using custodial products must review the SDS for the product before they use it. The following questions will be considered to gather further information.
 - What to do in case of exposure?
 - What PPE is required for use?
- All chemicals must be properly labelled in accordance with WHMIS requirements.

8.2 Cleaning Schedules

- The school will be cleaned thoroughly every evening after the school is closed.
- High touch points will be cleaned multiple times during the day.
- Supplies (paper towels, soap and spray bottles) will be checked daily when the area is unoccupied
- If supplies are low, contact the custodian or school administration.
- Custodial Staff must be made aware if the infirmary area has been occupied. Cleaning is required prior to next use. [See Appendix J](#).
- The following surfaces are disinfected daily by custodial staff
 - Classrooms: Desks, chairs, pencil sharpeners, telephones, doorknobs, light switches, sink faucets, soap dispensers, loft board
 - Hallways and Corridors: Light switches, elevator buttons, stair railings, water fountain push buttons and mouth pieces, entrance door handles, alarm panels, inside handicap door buttons
 - Washrooms: All surfaces
 - Offices: Desks, chairs, telephones, light switches, doorknobs, copier

Staff who wish to enhance this level of cleaning are encouraged to use AHS' recommended cleaning and sanitizing solutions.

8.3 Facilities and Maintenance Operations

- Maintenance and operations staff must keep their vehicles and equipment clean as per the Facilities and Transportation SWP. [See Appendix G](#).

8.4 Cleaning by Staff Supporting Learners with Exceptional/Diverse Needs

- Staff working with Learners with Exceptional/Diverse Needs must be prepared to clean high touch areas throughout the day as needed.
- Staff working with Learners with Exceptional/Diverse Needs will have access to disinfectant sprays and paper towels.
- These spaces need to be left neat and uncluttered at the end of the day.
- Sensory room guidelines:
 - Staff and students must follow the [hand washing protocol](#) or [How to handwash? With soap and water](#) before entering and after exiting the sensory room
 - Records of the time, date and who is in the room must be kept
 - All porous items must be removed (ie. fibre optic mats)
 - Items must be cleaned after each use and a record must be kept
 - Area must be left neat and uncluttered at the end of the day

8.5 Keyboards - Electronic devices - Interactive Displays

Phones, chromebooks, computers, and other frequently touched electronics like tablets, remotes, keyboards, mice, earbuds, and other devices must be cleaned and disinfected regularly. Students under the age of 13 cannot be cleaning devices, this is the responsibility of a staff member. When cleaning electronic devices please consider the following:

- first, remove visible dirt, grease, etc.
- check the manufacturer's instructions for cleaning and disinfecting requirements, ([see Appendix L](#)).
- dry surfaces thoroughly to avoid pooling of liquids,
- consider using plastic covers or screen protectors to make cleaning and disinfection easier,
- turn off any electronics and unplug all connections before cleaning (remove batteries from anything with a removable battery,
- for screens, use a soft cloth and do not press hard,
- do not use alcohol-based sanitizers or disinfectants on keyboards, phones, monitors or touch screens,
- use a damp paper towel with a small amount of soap to clean a touch screen, and
- do not clean inside any ports or openings.

8.6 Shared Printers, Touch Screens, Digital Door Access Panels

- When possible send all print jobs or copying jobs from your computer to minimize copier contact.
- Every user must perform hand washing prior to using the machine or apply ample hand sanitizer.
- To clean the machine
 - apply disinfectant directly to a soft, lint free cotton cloth,
 - DO NOT saturate the cloth or damage to the equipment may occur,

- gently wipe down the surface of the machine,
- take care to prevent moisture from entering inside the product, and
- allow time to air dry.
- Device is now ready for use

8.7 Toys, Manipulatives and Sports Equipment

- NGPS Staff will select non-porous toys and sports related equipment required.
- Selected items must be easily cleaned. No stuffed toys or porous items.
- Parents/guardians will be encouraged to ensure their children do not bring stuffed toys or other non-porous items from home (ie. blankets) as per [Government of Alberta Guidelines \(Guidance for School Re-entry - Scenario 1\)](#).

9. Transportation

Buses used for transporting students must be cleaned and disinfected according to the guidance provided in the [Cleaning and Disinfectants for Public Settings document](#). Additional measures should be taken, including encouraging private (e.g. parents or caregivers) vehicle use where possible to decrease transportation density.

Families should expect transportation delays and cancellations as modified service is implemented.

Students accessing transportation (riding on a school bus) are strongly encouraged to wear a self-provided non-medical mask for the duration of the ride. Students should be encouraged to physically distance from other students, except siblings, while waiting for the bus to arrive, (combined stops).

9.1 Before Travelling on a School Bus

Monitoring for Symptoms

- All students and drivers who experience symptoms, must self-isolate and stay home.
- Parents and students must not be in the pick-up area or enter the bus if they have symptoms of COVID-19.
- A student who develops symptoms while at school must not be permitted to return home on a school bus and should be picked up by a parent or guardian.
- If a student develops symptoms while on the school bus, the driver should attempt to isolate the student and inform the school upon arrival. Due to privacy concerns, information regarding student health cannot be communicated through the radio system.

Hand Hygiene

- Thorough [hand washing](#) with soap and water is still the single most effective way to reduce the spread of COVID-19.
- Bus drivers must wash their hands often, including before and after completing trips.

- Students should be reminded by parents or teachers to wash their hands with soap and water for 20 seconds before they leave home to take the bus, when they arrive at school, when they are leaving school prior to taking the bus, and when they get home.

Cleaning High-Touch Surfaces in the School Bus

- A vehicle cleaning log must be kept.
- The following equipment will be available for cleaning:
 - personal protective equipment (as required by the operator's health and safety protocol),
 - disposable cloths,
 - paper towels and absorbent materials,
 - waste disposal bags and tape, and
 - cleaning agents/disinfectants.
- Cleaning is a critical first step for disinfecting affected surfaces. When cleaning school bus interiors:
 - put on disposable, water-proof gloves and avoid hand contact with the face, especially the nose and eyes.
 - use a hard-surface disinfectant authorized by Health Canada recommended for routine cleaning and disinfection, and for areas potentially contaminated with COVID-19. For a list of hard-surface disinfectants for use against coronavirus (COVID-19), please see [Health Canada's website](#).
 - follow the manufacturer's instructions for the recommended dilution rates, contact times and conditions specific to the surface.
 - avoid bleach except on simple plastics and don't use solvents.
- High touch surfaces in school buses that must be regularly cleaned include but are not limited to:
 - seats,
 - inside hand railing,
 - floors,
 - interior windows and wall section below passenger windows,
 - inside and outside door handles (including manual control for service door),
 - inside door grab handles, pads and armrests,
 - keys,
 - steering wheel,
 - shift lever and console,
 - dashboard,
 - turn signal and wiper stalks,
 - seat and seat adjuster, and
 - any other parts that are commonly used and that may have been touched.
- Dispose of soiled disinfection cloths, disposable gloves and any other items in contact with contaminated surfaces in a waste disposal bag. Seal the waste disposal bag and discard in a lined trash bin. Clothing worn during cleaning as well as any reusable cloths used must be stored in a sealed disposable bag until they can be laundered.
- Wash hands when finished using proper hand washing techniques.

- In addition to regular cleaning of school bus interiors, the number of drivers per vehicle will be limited to ensure that the same drivers use the same vehicle and keep the same work schedules in order to limit contacts as much as possible.

9.2 While Travelling on a School Bus

Students accessing transportation (riding on a school bus) are strongly encouraged to wear a self-provided non-medical mask for the duration of the ride.

- Students must be assigned seats and a record of this seating plan must be kept in order to assist with contact tracing in the case of a student being a case of COVID-19.
- Student loading, unloading, and transfer procedures must be established that support physical distancing of 2 metres between all persons (except household members), when possible and should include:
 - Students start loading from the back seats to the front of the bus.
 - Where feasible, limit the number of students per bench unless from the same household.
 - Students from the same household may share seats.
 - Students start unloading from the front seats to the back of the bus.
- Students will be strongly encouraged not to eat while on the school bus in an effort to limit food sharing and sustain appropriate levels of hygiene.
- Bus drivers are encouraged to carry alcohol-based hand sanitizer (ABHS) with at least 60% alcohol and use it after assisting a student to their seat, touching wheelchairs or other assistive devices, or having other direct contact with students, as needed throughout a trip. ABHS must be properly labeled and stored in accordance with its material safety data sheet. ABHS must be stored outside the reach of children.

Physical Distancing

- Physical distancing will be very challenging on a school bus. Maintaining a two meter distance will be nearly impossible. All students accessing school bus service are strongly encouraged to wear a non-medical mask for the duration of their bus ride.

Personal Protective Equipment

- School bus drivers will wear a self-provided non-medical mask and a face covering while loading and unloading passengers, and other personal protective equipment including gloves or safety glasses as recommended in [Transport Canada's guidance](#) Personal Protective Equipment and their uses by Commercial Vehicle Drivers. School bus drivers will wear a self-provided non-medical mask for the duration of the bus ride.
- The choice of PPE must not interfere with the driver's ability to access vehicle controls, or hinder or distort the driver's view - directly or through mirrors - of the road, students around the bus or of passengers.

9.3 After Travelling on a School Bus

- Repeat a thorough cleaning of high-touch surfaces with appropriate disinfectants as described above.

- Bus drivers who start to experience symptoms after completing a trip must stay home, self-isolate, and advise their supervisor so that additional steps can be taken to protect other drivers using the school bus.

Have a question that has not been answered? Ask us by emailing learn@ngps.ca

Appendix

[Appendix A - Safe Work Procedures COVID-19](#)

[Appendix B - Daily Health Checks for Students SWP COVID-19](#)

[Appendix C - Daily Health Checks for Adults SWP COVID-19](#)

[Appendix D - Administering First Aid SWP - COVID-19](#)

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Appendix A - Safe Work Procedures COVID-19

COVID-19 Facts

Coronaviruses (CoV) are a large family of viruses that cause illness ranging from the common cold to more severe diseases. [Coronavirus disease \(COVID-19\)](#) is a new strain that was discovered in 2019 and has not been previously identified in humans.

Transmission

- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 2 meters).
- Through respiratory droplets produced when an infected person coughs or sneezes.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- People are thought to be most contagious when they are most symptomatic.
- Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

Signs and Symptoms

- Respiratory symptoms (shortness of breath and breathing difficulties)
- Fever, cough, and/or nasal drip
- Nausea, vomiting, and/or diarrhea

Symptoms may appear **2-14 days after exposure**.

How to Avoid Spread of the Virus

- Staff who are ill with respiratory illness symptoms (shortness of breath, breathing difficulties, fever and cough) to stay home from school/work. If you have symptoms contact 811 for guidance.
- Consistent practice of good respiratory etiquette, physical distancing (2 meters/6 feet) and hand hygiene.
- Masks are recommended for people who are not experiencing symptoms.
- Follow the guidelines from the health minister and self-isolate, when required.
- Contact 8-1-1 for health advice and guidance.
- Do not share office equipment like pens, scissors, staplers, etc.
- Do not share food (fruit trays, deli trays, etc.).
- Avoid skin to skin contact with others (handshaking, hugging, etc.)
- Avoid touching your face with your hands..
- Avoid congregating in common rooms or areas (lunchroom, lobby, office washroom, etc.).
- Endeavour to make use of phone calls instead of in-person conversation.s
- Whenever possible, relocate to another workspace or location to maximize physical distancing.
- Always follow the guidelines and recommendations of the public health officer.

Respiratory Etiquette

- Cover mouth and nose during coughing or sneezing with a tissue or a flexed elbow and dispose of used tissues in a plastic-lined waste container and maintain hand washing hygiene.

Handwashing Requirements

Soap and water for 20 seconds is the preferred method for cleaning hands.

- Before leaving home, on arrival at work and before leaving work
- After using the toilet
- Before and after breaks and sporting activities
- Before and after eating any food, including snacks
- Before and after touching face (nose, eyes or mouth)
- Before and after administering medications
- Before and after food preparation, handling, or serving
- Before and after assisting student with eating

How to Wash Hands

Follow the video from the World Health Organization.

<https://www.youtube.com/watch?v=3PmVJQUCm4E>

- Remove jewelry
- Wet hands with running water
- Distribute liquid cleanser thoroughly over hands
- Clean hands for 20 seconds following steps 1-9
 1. Rub palm to palm
 2. Rub right palm over the back of left hand with interlaced fingers and vice-versa
 3. Rub palm to palm with fingers interlaced
 4. Back of fingers on opposing palms
 5. Rub thumb rotationally, clasped in opposing hand
 6. Rub tips of fingers rotationally on opposing palm
 7. Rinse hands thoroughly
 8. Dry hands with paper towel
 9. Use paper towel to shut off water

If a sink for handwashing is not available, use waterless antiseptic agents. For COVID-19 a 60% alcohol agent is required. Please note, this is not as effective as washing hands with soap and water. Antiseptic agents are to be used as a last line of defense only.

Appendix B - Daily Health Checks for Students (SWP COVID-19)

Parents/Guardians/Students must use this questionnaire daily to decide if the student should attend school.

Risk Assessment: Initial Screening Questions

1.	Do you, or your child attending the program, have any of the below symptoms:	CIRCLE ONE	
	• Fever	YES	NO
	• Cough	YES	NO
	• Shortness of Breath / Difficulty Breathing	YES	NO
	• Sore throat	YES	NO
	• Chills	YES	NO
	• Painful swallowing	YES	NO
	• Runny Nose / Nasal Congestion	YES	NO
	• Feeling unwell / Fatigued	YES	NO
	• Nausea / Vomiting / Diarrhea	YES	NO
	• Unexplained loss of appetite	YES	NO
	• Loss of sense of taste or smell	YES	NO
	• Muscle/ Joint aches	YES	NO
	• Headache	YES	NO
	• Conjunctivitis (Pink Eye)	YES	NO
2.	Have you, or anyone in your household, returned from travel outside of Canada in the last 14 days?	YES	NO
3.	Have you or your children attending the program had close <u>unprotected*</u> contact (face-to-face contact within 2 metres) with someone who is ill with cough and/or fever?	YES	NO
4.	Have you or anyone in your household been in close <u>unprotected</u> contact in the last 14 days with someone who is being investigated or confirmed to be a case of COVID-19?	YES	NO

* “unprotected” means close contact without appropriate personal protective equipment (PPE).

If you have answered “**Yes**” to any of the above questions, please **DO NOT** enter the school at this time. You must stay home and use the [COVID-19 Self-Assessment Tool](#) to determine whether you need to be tested for COVID-19.

If you have answered “**No**” to all the above questions, you may attend school.

Appendix C - Daily Health Checks for Adults (SWP COVID-19)

Staff, volunteers, and parents/guardians entering the schools must use this questionnaire daily to decide if they should attend school.

Risk Assessment: Initial Screening Questions

1.	Do you, or your child attending the program, have any of the below symptoms:	CIRCLE ONE	
	• Fever	YES	NO
	• Cough	YES	NO
	• Shortness of Breath / Difficulty Breathing	YES	NO
	• Sore throat	YES	NO
	• Chills	YES	NO
	• Painful swallowing	YES	NO
	• Runny Nose / Nasal Congestion	YES	NO
	• Feeling unwell / Fatigued	YES	NO
	• Nausea / Vomiting / Diarrhea	YES	NO
	• Unexplained loss of appetite	YES	NO
	• Loss of sense of taste or smell	YES	NO
	• Muscle/ Joint aches	YES	NO
	• Headache	YES	NO
	• Conjunctivitis (Pink Eye)	YES	NO
2.	Have you, or anyone in your household, returned from travel outside of Canada in the last 14 days?	YES	NO
3.	Have you or your children attending the program had close <u>unprotected*</u> contact (face-to-face contact within 2 metres) with someone who is ill with cough and/or fever?	YES	NO
4.	Have you or anyone in your household been in close <u>unprotected</u> contact in the last 14 days with someone who is being investigated or confirmed to be a case of COVID-19?	YES	NO

If you have answered “**No**” to all the above questions, you may attend school.

If staff have answered “**Yes**” to any of the above questions, please **DO NOT** enter the school at this time. You must stay home and use the [COVID-19 Self-Assessment Tool](#) to determine whether you need to be tested for COVID-19. Staff must immediately isolate and advise their supervisor if they are unable to work due to illness and log the absence in ADS.

If staff are presenting baseline symptoms such as seasonal allergies please contact your supervisor for further guidance.

Appendix D - Administering First Aid (SWP COVID-19)

The purpose of this document is to provide a procedure for First Aid designates to follow while performing first aid to either students or Staff at schools/sites during COVID 19 to ensure worker safety.

Personal Protective Equipment

- Nitrile/latex-free gloves. Safety eyewear or other PPE is task dependent.
- Before performing / administering first aid, the First Aid designate must read and understand this procedure and watch the associated handwashing video (<https://www.youtube.com/watch?v=3PmVJQUCm4E>).

Procedure - Flu-like Symptoms

First Aid designates are **not** to assess or approach patients with suspected flu-like symptoms.

Should a Staff or a student begin to show flu like symptoms:

1. Reassure the patient and ensure a safe distance of 6 feet/2 meters is maintained.
2. Alert the principal or manager.
3. Direct staff to move everyone to another room.
4. If the patient is a student, have them wait in the infirmary room for a pick up from a parent/guardian.
5. Advise custodial staff of areas the patient occupied to ensure Enhanced Cleaning Safe Work Procedure (SWP) is followed.

Procedure - Non Flu-like Symptoms - Standard First Aid

1. First Aid rooms are to be kept as a clean staging area, **patients are NOT to enter.**
2. Have a patient sit in a chair outside the room or other designated area.
3. Perform hand washing as per COVID 19 SWP regarding hand washing.
4. **Don nitril/latex-free gloves.**
5. Gather appropriate first aid supplies and leave the first aid kit in the staging area (First aid room).
6. Perform injury assessment verbally and visually prior to administering first aid.
7. Advise the patient not to speak when possible and to look to the side while you administer first aid.
8. Administer appropriate first aid.
9. Advise custodial of areas used/touched for disinfecting purposes.
10. **Remove Gloves:**
 - a. Remember the outside of the gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under the other glove at wrist and peel off. Discard in regular waste.
 - b. Wash hands as per Hand Washing SWP.

Appendix E - Enhanced Cleaning SWP COVID-19

The purpose of this document is to provide a procedure for custodial staff to follow while performing enhanced cleaning of schools/sites due to COVID-19 to ensure student and worker safety and effective disinfecting.

Enhanced Cleaning

Regular cleaning as well as enhanced cleaning of washrooms, horizontal surfaces and high touch points such as: door handles, light switches, handrails, and water fountains. Please follow the process below to ensure cleaning is appropriate for COVID-19.

Personal Protective Equipment

- Rubber gloves, splash goggles, masks.

Procedure

1. Perform hand washing as per Hand Washing Safe Work Procedure (SWP).
2. Put on required PPE.
3. Ensure access is restricted to the room to be cleaned.
 - a. The custodial cart can be placed outside the room against a wall, **DO NOT** bring into the room.
 - b. Use a bucket to bring in essential supplies only to the room.
 - c. Bucket along with all its contents will be thoroughly disinfected before being placed back on the cart to prevent cross contamination.
 - d. A waste bag will be placed on the floor by the doorway.
 - e. A wet mop can be pre-dipped and stood in the corner of the room. Its handle should be disinfected thoroughly before being placed back in the cart.
4. Using NGPS approved disinfectant, begin cleaning at the doorway and work around the room in a clockwise direction to ensure no areas are missed.
5. Using a disinfectant and separate clean microfiber cloth, rub and scrub all horizontal and contact surfaces, including;
 - a. Chairs, low ledges, window crank, counter, sinks, wall mounted equipment, light switches, doorknobs, desktops and any horizontal surfaces used during classroom activities that day.
6. For washrooms using separate clean microfiber cloth, disinfect working from top to bottom.
 - a. Clean the light switches, door handle, grab bars, dispensers, sink fixtures, basin, underside and pipes, shower fixtures/bathtub and any specific areas identified by the staff.
 - b. Use a separate clean microfiber cloth and a separate bucket of solution, clean toilet fixtures, seat, tank and base. Wipe splash marks from the wall and around the toilet. Use the bowl mop to clean the bowl.
7. Remove trash from the garbage bins, damp wipe the can inside and out and replace the liner.

- a. **Do not** leave additional liners in the bottom of the garbage container or hanging over the side.
8. Take garbage/soiled items to exterior dumpsters.
9. Wash hands as per Hand Washing Safe Work Procedure.
10. Cleaning high touch surfaces during the day should occur twice daily for areas in use.

Appendix F - Students Requiring Individualized Support Considerations COVID-19

Learners with exceptional/diverse, or complex needs are considered vulnerable students. These students may have Instructional Support Plans, Social Emotional Support or Medical Plans requiring personal care and staff to be in close proximity. As a result, this document has been created to aid in creating plans for students due to COVID-19.

Note: The following considerations apply for NGPS staff supporting students in schools.

Personal Protective Equipment (PPE)

- To mitigate risk, we have daily health checks before admittance and school designated isolation room, infirmary room and first aid room should a child or staff member become ill while on site.
- No additional personal protective equipment (PPE) is required for personal care unless identified on a case by case basis.

Medical Plans

Students with complex medical needs may have Medical Plans developed. The same personal protective equipment (PPE) needed, prior to COVID-19, for implementing a student's Medical Plan continues to be required during this time of concern.

Food/Eating

Use proper hygiene practices when handling food. Avoid bare hand contact. For example, use utensils, deli napkins, or dispensing equipment to handle food. Frequently wash hands with soap and water to reduce risk of transmission if you are handling foods.

- Wash hands as per [Hand Washing Protocol](#)
- Staff prepare student's food wearing gloves; use paper towel to place fresh food items on and keep food in the container it was brought in
- Staff support student in washing hands, if required
- Wash hands as per [Hand Washing Protocol](#)
- Staff monitor to ensure student remains seated while eating
- Staff to return all waste and containers to student's backpack (pack in, pack out)
- Wash hands as per [Hand Washing Protocol](#)

Toileting

- Staff ensure the appropriate toileting items are accessible in the washroom
- Wash hands as per [Hand Washing Protocol](#)
- Staff wear gloves
- Staff support student in areas required
 - Staff to remain at the student's side
 - Students refrain from speaking and turn their head away from the staff, if able.
- If a second person is required to assist, they will wear gloves, physical distancing when possible

- Bathroom door remains ajar (if appropriate) to support physical distancing
- Staff support student in washing hands, if required
- Remove gloves
 - Remember the outside of the gloves is contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under the other glove at wrist and peel off. Discard in regular waste.
- Wash hands as per Hand Washing Protocol

Self-Injurious Behaviours

- Wash hands as per [Hand Washing Protocol](#)
- Staff employ a prompt (verbal, visual, physical action) to student
- Staff request assistance
- Staff approach employing Non Violent Crisis Intervention (NVCi)-supportive stance or Supporting Individuals Through Valued Attachments (SIVA) emergency safety interventions
- Staff assist if safe:
 - Pushing into the bite
 - For head banging – place a soft object between head and floor/wall/etc.
- Wash hands as per Hand Washing Protocol

Handwashing

- Staff support student to wash hands as required
 - In addition, if student touches face, mouth or nose, whenever possible staff support the student to wash their hands
- Staff utilize verbal cues for hand washing and/or a visual guide for hand washing
- Staff remains at the student's side when a student requires hands on support and asks the student not to speak and to turn their head away from staff, if able.
 - Staff support to wash hands with soap and water, dry hands with paper towel
- Wash hands as per [Hand Washing Protocol](#)

Communication:

- Wash hands as per [Hand Washing Protocol](#)
- If student requires “hand over hand” support for signing, wash hands with soap and water
 - Support student to wash hands, as above
- Wash hands as per Hand Washing Protocol
- Ensure assistive communication devices are wiped down with disinfectant twice daily

Programming

- Students may use self-regulation items (ie. fidgets) identified specifically for the student
- Items to be wiped down twice daily or after each use as required
- Include tasks/activities in the student's clearly marked bin
- If using edible reinforcers, follow the eating protocol above

Medication Administration

- Wash hands as per [Hand Washing Protocol](#)
- Staff wear gloves, if required, as per health care provider's recommendations
- Administer medication
- Remove gloves ([AHS Proper Glove Use](#))
 - Remember the outside of the gloves are contaminated. Grasp palm area of gloved hand and peel off first glove. Slide fingers of hand under the other glove at wrist and peel off. Discard in regular waste.
- Wash hands as per Hand Washing Protocol

Specialized Equipment

Staff need to support students with specialized equipment (e.g.: Helmet, stander, stroller/wheelchair, lift):

- Wash hands as per [Hand Washing Protocol](#)
- Staff to remain at student's side upon the advice of the occupational therapist or physical therapist, ask student not to speak and turn head away from worker, if able
 - Staff to support student, as needed
- Wash hands as per [Hand Washing Protocol](#)

Recommendations for Worker Safety

Staff review student's updated **Social Emotional Support Plan** and/or **Instructional Support Plan** and follow-up accordingly when students exhibit any of the following behaviour:

1. Spitting
 - Wipe down any area that has possible saliva with disinfectant
 - If in contact with saliva, wash hands and/or affected areas
2. Biting
 - If in contact with saliva, wash hands and/or affected areas
 - If skin is broken seek first aid and follow universal precautions
 - Wear forearm protectors, as necessary
3. Lunging
 - Move self out of way
 - If in contact with saliva, wash hands and/or affected areas
4. Grabbing
 - If in contact with saliva, wash hands and/or affected areas
5. Assisted movement
 - If in contact with saliva, wash hands and/or affected areas
 - If staff are supporting a student 2:1 within 6 feet, they may choose to wear a non-medical grade mask

Appendix G - Facilities/ Transportation SWP COVID-19

The purpose of this document is to provide a guidance for Facilities/Transportation Staff while working during the COVID- 19 pandemic to ensure worker safety.

Personal Protective Equipment

Job/task dependent. See job/task specific procedures or SD for product being used.

- **DO NOT share vehicles and do not enter or touch any other vehicle. If you are using a vehicle after another worker, it must be re-sanitized before use.**
- **DO NOT ride in a vehicle with a coworker.**
- Perform hand washing as per Hand Washing COVID-19 Safe Work Procedure (SWP).
- Staff will need to check in to Facilities/Transportation as per the Working Alone or From Home Safe Work Procedure COVID-19 to ensure they are safe and to get any information they may have missed.
- Do not share tools without disinfecting first.
- When arriving to work, do not congregate in common areas. Move directly to the vehicle when possible.
- Contact your Manager or clerical Staff by email or phone rather than in person.
- Check emails daily for new information and additional guidance.
- If two people are required for a task, maintain 2 metre (6 feet) distance.
- Always maintain a 2m distance except when there is an essential safety reason not to (IE holding onto a ladder).
- Stagger breaks to reduce congregation.
- Sign in/out at all sites visited each day.

Personal Protective Equipment

Additional PPE may be required depending on chemical and supply.

1. Perform hand washing as per Hand Washing COVID-19 Safe Work Procedure (SWP).
2. Using NGPS approved disinfectant begin cleaning at the door and work your way into the vehicle.
 - a. Using a disinfectant and green microfiber cloths or paper towel, rub and scrub all contact surfaces, including,
 - i. Door handle, interior door, ignition, heating controls, steering wheel, dash, seat belt and clip, gear shifter, keys, windows (follow up with window cleaner on front and side windows), etc.
 - ii. To clean the microfiber cloth, please hand wash and hang to dry before next use.
3. Take garbage/soiled items to exterior dumpsters.
4. Wash hands as per Hand Washing SWP.
5. This procedure must be performed at the end of every shift.

Appendix H - Staff Orientation Checklist

Worker Name:

Date:

Items to be Reviewed	Site Specific Information	Reviewed (X)
Site Based Admin/Contact		
Staff Check-in/out process		
Muster Station Location		
Lockdown Process/Location		
Isolation Room Location		
First Aid Designate		
First Aid Location DO NOT enter first aid room		
How to Summon First Aid Designate	#:	
Staff Health Check Requirement	Send to:	
Staff Washroom Location		
Student Washroom Location		
Confirm Staff have reviewed the following Safe Work Procedures: * if not applicable please put NA	<ol style="list-style-type: none"> 1. Safe Work Procedures COVID-19 2. Administering First Aid SWP 3. Enhanced Cleaning SWP 4. Diverse Learners Sub Considerations SWP 5. Facilities/ Transportation Guidelines SWP 6. Building Access Protocol SWP 7. Return to School Handbook 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7.

To be completed with Staff upon return to the school/site.

Additional comments/information:

Appendix I - School Leader Checklist COVID-19

Date:

School/Site:

Admin	
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Consideration	Action Needed	No Action Needed
Staff Room		
Maximum Occupancy		
Signs and Markings		
Dishes and Cutlery		
Photocopier Room		
Maximum Occupancy		
Signs and Markings		
Office		
Access Controlled		
Signs and Markings		
Sign-in/out process		
Classrooms		
Sink for Handwashing		
Layout		
If no sink, alternative location		
Staff Mailbox Access		
Email versus Paper		
Schedule for Access		
Infirmery Room		
Location		
Capacity		

Signs (occupied/cleaning)		
First Aid Room		
Alternative, First Aid Station		
Washroom Considerations		
Maximum Occupancy		
Signs and Markings		
Student and Staff		
Sink Spacing		
Handwashing Locations		
Classrooms		
Washrooms		
Emergency Considerations		
Current Fire Drill process sufficient		
Current Lockdown process sufficient		
Current Hold & Secure process sufficient		
Electronic Plan Access		
Student Medical Plan		
Student Social Emotional Support Plan		
Student Attendance		
Staggered Drop-Off/Pick-Up		
Access Points/Entrance		
Access to Disinfectant for Staff		
Access & Sign Out		
Site Specific Considerations		
Learning Commons		

Music Room		
Gym		
Weight Room		
Sensory Room		
Food Service Areas		
Vending Machines		
Building Access/Entrance		
Rotunda or Common Gathering Area for Students		
Staff Access to Custodial Space		
Other Considerations		

Additional comments or concerns:

Appendix J - Supplies Order Form

To complete the preparation of your school, please use this form to order the following supplies and email the form to deanna.harapchuk@ngps.ca The supplies will be delivered.

School:	Date:
SUPPLY	REQUEST
Physical Distancing markers/tape rolls Please use painter's tape, not duct tape	Tape rolls:
Infirmary room PPE for when students/staff become ill	Masks: Gloves: Hand Sanitizer:
First Aid Attendant PPE for treating students/ staff	Masks: Gloves: Hand Sanitizer:
Hand Sanitizer	
Spray Bottles	
Other:	

Appendix K - Posters and Floor Stickers

Schools can duplicate these Posters and order Floor Stickers from lisa.bakos@ngps.ca

Infirmery - Do Not Enter

Closed for Cleaning:

[Help relaunch Safely](#)

[Please Do Not Enter](#)

[Physical Distancing](#)

[Physical Distancing - Elevator Etiquette](#)

[Temporary Closure](#)

[Hand Washing Poster 1](#)

[Hand Washing Poster 2](#)

[How to Hand Wash](#)

[How to use sanitizer](#)

[How to wear a non-medical mask](#)

Mental Health Support Info: [English](#), [French](#), [Spanish](#), [Arabic](#), [Chinese \(simple\)](#), [Chinese \(traditional\)](#), [Punjabi](#).



Floor Sticker - do not enter



Floor Sticker - distance



Floor Sticker - wait here



Floor Sticker - one way

Appendix L - Technology

- [NGPS Home Use Agreement](#)
- [NGPS Ongoing Learning Tech Tips](#)
- [NGPS Parent Technology helpdesk \(if still needed\)](#)
- [Acer Cleaning Guidelines](#)
- [Lenovo Chromebook Cleaning Guidelines](#)
- [Dell Cleaning Guidelines](#)