

# COVID-19 Public Health considerations when planning for In-Person School Attendance in First Nations Communities in Alberta: Checklist for Schools

As announced July 21, 2020, the Government of Alberta is planning on implementing Scenario 1 when schools re-open (in-class learning with enhanced health and safety measures).

Alberta's School Guidance documents can be found on the Alberta Biz connect website:

- [2020-2021 School Re-entry plan](#)
- [Guidance for School Re-entry – Scenario 1](#) [in school classes resume – near normal with health measures] and
- [Guidance for School Re-entry – Scenario 2](#) [In-school classes partially resume with additional health measures.]

You are encouraged to **consult the Government of Alberta K to 12 school re-entry website at <https://www.alberta.ca/k-to-12-school-re-entry-2020-21-school-year.aspx> on a regular basis for up-to-date information and guidance.**

All schools must prepare for the possibility that there will be cases occurring within the school setting and it is important that public health measures are in place to minimize the risks associated with COVID-19. Key preventative public health measures include:

- Daily screening of all staff and students for signs and symptoms of illness;
- A strict stay-at-home policy for any staff or students exhibiting symptoms of COVID-19;
- Promoting and facilitating personal hygiene practices;
- Physical distancing measures;
- Use of masks where physical distancing cannot be maintained, including on school buses;
- Enhanced environmental cleaning and disinfection;
- Considerations for food service and shared use equipment.

The Indigenous Services Canada – Alberta Region Outbreak Response team will work with communities impacted by COVID-19 and may recommend additional measures, if necessary, to contain the spread of disease.

Where students are attending schools off reserve, it is important to know what the schools are planning. Communities will need to be especially aware of any guidance relating to pre-screening, transportation, food services/guidelines, attendance guidelines, etc.

This document provides information on the public health measures to help mitigate the risk of COVID-19 within the school setting. It is presented in a checklist format and is based on the Alberta Schools Guidance documents. When using this checklist, the headings match those used in the Risk Mitigation Tables included in Alberta's School Guidance resources.

If you have questions relating to the public health considerations when re-opening your school facilities please contact your local Environmental Public Health Officer or send your questions to [sac.cdemergenciesab-urgencesmtab.isc@canada.ca](mailto:sac.cdemergenciesab-urgencesmtab.isc@canada.ca)

Additional Resources: Public Health Agency of Canada – [COVID-19 guidance for schools Kindergarten to Grade 12](#)



## COVID-19 Risk Mitigation in Schools Checklist

**Note: This checklist is intended to be used in conjunction with the Alberta School Re-Entry Guidance documents. Please refer to the following documents for further details:**

- [2020-2021 School Re-entry plan](#);
- [Guidance for School Re-entry – Scenario 1](#) [in school classes resume – near normal with health measures], and;
- [Guidance for School Re-entry – Scenario 2](#) [In-school classes partially resume with additional health measures].

	Yes/No/✓
<b>General Building Safety</b>	
1. Thorough cleaning of school facilities prior to re-entry. 2. Water system checked. 3. HVAC systems checked. 4. Remove all area rugs and soft furnishings 5. Hand hygiene procedures developed <ul style="list-style-type: none"> <li>• Appropriate products selected</li> <li>• Placement of hand hygiene products in key areas</li> </ul> 6. Develop cleaning and disinfection protocol <ul style="list-style-type: none"> <li>• Appropriate cleaning products selected</li> <li>• Cleaning schedules and sign-off sheets been developed for:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Bathrooms</li> <li><input type="checkbox"/> High touch surfaces (i.e. light switches, door handles, water fountains, vending machines if working)</li> <li><input type="checkbox"/> Shared equipment (computers, iPads, instruments, sports equipment, toys etc.)</li> <li><input type="checkbox"/> Floors, classrooms, administration, other areas</li> </ul> </li> </ul> 7. Establish policies relating to hand hygiene, respiratory etiquette. 8. Appropriate signage posted.	
<b>Screening Processes</b>	
Goal: To ensure no one with symptoms will be in the school.	
1. Develop policy for daily self-screening by all staff and students before leaving home, including: <ul style="list-style-type: none"> <li>• <a href="#">Self-screening tool</a> that is given to parents/students upon school registration;</li> <li>• Process to identify and record pre-existing health conditions;</li> <li>• Develop protocols/policies relating to staying home if sick.</li> </ul> 2. Appropriate signage posted. 3. A communication strategy for parents has been developed, including: <ul style="list-style-type: none"> <li>• A <a href="#">screening tool</a> ( <i>Appendix C in AB <a href="#">Scenario 1</a> and <a href="#">Scenario 2</a> documents</i>)</li> <li>• Information about COVID-19 measures that will be implemented in school</li> </ul> 4. A protocol been developed should anyone become symptomatic at school, that includes: <ul style="list-style-type: none"> <li>• A process to identify and document existing health conditions for all staff/students;</li> <li>• An isolation area where students can wait until their parents can pick them up;</li> <li>• HR policies for ill staff (including back fill plans).</li> </ul>	

<b>Physical Distancing</b> Goal: To maintain 2 metre (6 feet) physical distancing throughout the day in all settings. <ul style="list-style-type: none"> <li>• If appropriate physical distancing is not possible, ensure increased emphasis on hand hygiene, respiratory etiquette, and cleaning and disinfecting of commonly touched surfaces.</li> <li>• Non-medical masks to be used as directed by Alberta Chief Medical Officer of Health</li> </ul>	
1. Have cohort groups been identified? Definition: A cohort group is a group of students and/or teachers who will remain together throughout the school day, every day. The size of the cohort will depend on the physical space available. In Scenario 2, the maximum number for the cohort is defined. <ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a process to keep a cohort together throughout the day</li> <li><input type="checkbox"/> Establish specific movement times to minimize mixing of cohorts, i.e.:               <ul style="list-style-type: none"> <li>○ Recess</li> <li>○ Meals</li> <li>○ Bathroom</li> <li>○ Library</li> <li>○ Physical activities</li> <li>○ Any use of hallways</li> </ul> </li> </ul>	
2. Classroom: <ul style="list-style-type: none"> <li><input type="checkbox"/> If spacing desks/tables 2 metres apart is not possible, arrange them so that students are not in circles or clusters facing each other</li> <li><input type="checkbox"/> Attendance: If class sizes are too large, consider options to reduce class sizes:               <ul style="list-style-type: none"> <li>○ Staggered attendance</li> <li>○ Combination of in person and on-line/home based work</li> <li>○ Utilizing auxiliary space in school</li> </ul> </li> <li><input type="checkbox"/> Learning centres:               <ul style="list-style-type: none"> <li>○ Establish a limit for the number of students that can participate at any one time.</li> <li>○ Establish appropriate cleaning processes</li> </ul> </li> <li><input type="checkbox"/> Measures established to reduce sharing of personal items or classroom items: i.e. pencils, crayons, personal items like phones               <ul style="list-style-type: none"> <li>○ Make individual supplies available for students</li> <li>○ Provide space for students to store personal items</li> <li>○ Provide information as to what students can bring from home</li> </ul> </li> </ul>	
3. Entering school/exiting school: <ul style="list-style-type: none"> <li><input type="checkbox"/> Traffic flow:               <ul style="list-style-type: none"> <li>○ Can different doors be designated for entry and exit? or</li> <li>○ Can arrival/departure times for various cohorts be staggered to avoid congestion?</li> </ul> </li> <li><input type="checkbox"/> Has appropriate signage been posted?</li> </ul>	
4. Hallways: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use traffic flow, floor markings, or other measures to reduce number of students in the halls or potential line up areas, i.e. bathroom, entry/exit, etc.</li> </ul>	

<p>5. Transportation:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bus Transportation: <ul style="list-style-type: none"> <li>o Driver protection <ul style="list-style-type: none"> <li>▪ A 2 metre physical distance is maintained (i.e. block off front seats) or</li> <li>▪ There is a physical barrier around the driver (i.e. plexiglass) or</li> <li>▪ If a physical barrier is not present, driver wears a non-medical mask</li> </ul> </li> <li>o Students: <ul style="list-style-type: none"> <li>▪ Hand hygiene is carried out upon entering the bus</li> <li>▪ Seating is assigned – household members can sit together, others should be separated (may need to block off some seats)</li> <li>▪ Loading from back seats to front seats, unloading from front to back</li> </ul> </li> <li>o Cleaning <ul style="list-style-type: none"> <li>▪ Regular cleaning schedules and cleaning logs have been established</li> <li>▪ High touch surfaces are cleaned and disinfected prior to each run</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Family transportation: <ul style="list-style-type: none"> <li>o Vehicle cohorts are used as much as possible <ul style="list-style-type: none"> <li>▪ Households travel together</li> <li>▪ If anyone else is in the vehicle, they are in the same cohort every day</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Establish procedures for school drop-off/pick-up to maintain physical distance. <ul style="list-style-type: none"> <li>o Staggering times and locations</li> <li>o Traffic flow protocols</li> </ul> </li> <li><input type="checkbox"/> Establish procedures should a student develop symptoms while on the bus</li> </ul>	
<b>Communication</b>	
<ol style="list-style-type: none"> <li>1. Have all staff been notified of protocols implemented to mitigate COVID-19 risk and of their role? Resource: <a href="#">OHS COVID-19 Guidelines</a>; <a href="#">GOC Prevent COVID-19 In Workplace</a></li> <li>2. Has a process been established to keep all contact lists current? <ul style="list-style-type: none"> <li>• Protocols are in place to ensure timely communication with all parents/guardians/staff.</li> </ul> </li> <li>3. Are clear protocols in place that outlines the use of any social media or other electronic sites?</li> </ol>	
<b>Personal Protective Equipment (PPE) - <i>watch for updates from Alberta Health/Education</i></b>	
<ul style="list-style-type: none"> <li>• Communication of masking requirements to parents/guardians and staff <ul style="list-style-type: none"> <li>o Grade 4 to 12 students and staff must wear masks where physical distancing cannot be maintained, including on school buses.</li> <li>o Exemptions will be made for students and staff who are unable to wear a mask due to medical or other needs.</li> <li>o Mask use for kindergarten to grade 3 students is optional.</li> </ul> </li> </ul>	
<b>Hand Hygiene</b>	
<ol style="list-style-type: none"> <li>1. Hand hygiene protocols: <ol style="list-style-type: none"> <li>a. Hand sanitizers – type has been selected (i.e. stations, wall mounts, free standing) <ol style="list-style-type: none"> <li>i. Have the locations of hand sanitizers been determined? <ul style="list-style-type: none"> <li>• Entry/exit to school, classrooms, identified high touch areas</li> </ul> </li> <li>ii. Have times/processes been established for when hand hygiene must occur at a minimum: <ul style="list-style-type: none"> <li>• Entry to school, entry to classrooms, before and after any breaks, before and after any food, etc.</li> </ul> </li> </ol> </li> <li>b. Soap and Water <ol style="list-style-type: none"> <li>i. Supplied in all washrooms and by any other sinks</li> <li>ii. Disposable towels are provided in all washrooms and by any other sinks</li> </ol> </li> </ol> </li> </ol>	

<p>2. Has appropriate signage been posted?</p> <p>3. Do staff and students understand effective hand hygiene?</p>	
<p><b>Cleaning and Disinfection</b> (see resources on <a href="#">Onehealth</a>, and Appendix A &amp; B)</p>	
<p>Has an environmental cleaning protocol been developed?</p> <p>1. Are janitorial and other staff appropriately trained?</p> <p>2. Have appropriate products been selected and are the required products/equipment available?</p> <p>3. Have cleaning schedules and sign-off sheets been developed for:</p> <ul style="list-style-type: none"> <li>o Bathrooms</li> <li>o High touch surfaces (i.e. light switches, door handles, water fountains, vending machines if working)</li> <li>o Shared equipment</li> <li>o Floors, classrooms, administration, other areas.</li> </ul>	
<p><b>Illness/Outbreak Protocols</b> (Alberta/AHS/ISC Outbreak Response Team will provide guidance as required)</p>	
<p>No symptomatic individuals should be in school – <b>see screening process above</b></p> <p>1. Have procedures been developed for staff that include the following:</p> <ul style="list-style-type: none"> <li>o If they become sick at school, isolate in school until they can go home</li> <li>o Strategies for coverage while staff are in isolation/quarantine (minimum of 10/14 days)</li> <li>o Any required HR policies are updated as required</li> </ul> <p>2. Have procedures been developed for students that include the following:</p> <ul style="list-style-type: none"> <li>o If they become sick at school, isolate in school until a parent/guardian can pick them up</li> <li>o Strategies to provide ongoing learning if a student must be in isolation/quarantine</li> </ul> <p>3. Are processes in place to connect with the Health Centre team on a regular basis?</p> <ul style="list-style-type: none"> <li>o Surveillance processes and reporting are established</li> </ul> <p>4. Are plans in place to switch to Scenario 2 or Scenario 3 based on COVID-19 Status?</p> <ul style="list-style-type: none"> <li>o Scenario 2: In-school classes partially resume</li> <li>o Scenario 3: At home learning continues</li> </ul> <p>Note: Should there be COVID-19 cases in the school and/or community, ISC MOH will provide direction relating to continued attendance at school by cohort or student body.</p>	
<p><b>Food Services</b></p>	
<p>Sharing of food in any way should not occur.</p> <p><input type="checkbox"/> Are protocols in place regarding food preparation classes?</p> <p><input type="checkbox"/> Are protocols in place regarding classroom meals and snacks?</p> <p><input type="checkbox"/> Are protocols in place regarding cafeterias or lunchrooms?</p> <ul style="list-style-type: none"> <li>o No self-serve items</li> <li>o Minimize number of people in the room at any one time – staggered times for cohorts and physical distancing measures (i.e. consider traffic flow, table placement, etc.)</li> </ul>	

<b>Other Areas for Consideration/Planning</b>	
<p><b>Visitors and Other Service Providers entering School</b></p> <p>Goal: To screen everyone entering the school so that no one in the school has symptoms.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are protocols and/or policies in place relating to others using school? <ul style="list-style-type: none"> <li>o Process to keep a record of all visitors</li> <li>o General public</li> <li>o Parents/guardians</li> <li>o Service providers</li> </ul> </li> </ul>	
<p><b>Gymnasium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing must be considered for all activities <ul style="list-style-type: none"> <li>o Physical education (also consider outdoor activities)</li> </ul> </li> <li><input type="checkbox"/> Added space for education if extra “classroom” space is required <ul style="list-style-type: none"> <li>o Avoid all assemblies during COVID-19</li> </ul> </li> <li><input type="checkbox"/> Are protocols in place regarding shared items and sports equipment? <ul style="list-style-type: none"> <li>o Preferably avoid sharing</li> <li>o Cleaning and disinfecting protocols if anything is shared</li> <li>o Hand hygiene practices</li> </ul> </li> </ul>	
<p><b>Public Areas, hallways</b> (summarized from all sections)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seating areas are rearranged to enable physical distancing</li> <li><input type="checkbox"/> Area rugs and soft furniture are removed</li> <li><input type="checkbox"/> Clear directions for traffic flow are in place</li> <li><input type="checkbox"/> Staggered usage of these areas in order to minimize the number of people in the space at any one time</li> <li><input type="checkbox"/> Personal storage areas are designated for staff and students (i.e. lockers, cubbies)</li> </ul>	
<p><b>Documentation</b> (summarized from all sections)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cohort groups members – classroom, bus seating are established</li> <li><input type="checkbox"/> Daily logs of attendance (staff and students) by cohort groups are maintained</li> <li><input type="checkbox"/> Records of known pre-existing conditions for students are maintained</li> <li><input type="checkbox"/> Environmental cleaning logs are developed</li> </ul>	
<p><b>Planning learning experiences</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Avoid field trips requiring busing or group transport</li> <li><input type="checkbox"/> Activities are selected to minimize risk <ul style="list-style-type: none"> <li>o Refer to activity planning questions</li> <li>o Activities that generate potential aerosols (singing, wind instruments, cheering, heavy exertion) are minimized</li> </ul> </li> </ul>	

## Appendix A: Recommended Disinfectant Use in Public Facilities during COVID-19 Pandemic

Use	Disinfectant and Concentration Required	Contact Time
To Disinfect High Touch Surfaces and Common Areas (i.e. doorknobs, light switches, sink taps, washrooms, staff rooms, etc.)	Use a disinfectant that has a Drug Identification Number (DIN) and a virucidal claim (efficacy against viruses). <b>or</b> <b>Chlorine</b> a solution of sodium hypochlorite which acts as a strong oxidizer. e.g. *Bleach (5.25% Chlorine) 1:50 solution of Javex® or Clorox®  <b>1000ppm – 20mL (4 tsp) household bleach to 1 litre water</b>	Follow manufacturer’s instructions  One minute
To Disinfect Food Contact Surfaces,*Toys, and other environmental surfaces	<b>Chlorine</b> a solution of sodium hypochlorite which acts as a strong oxidizer. e.g. 1:500 solution of Javex® or Clorox® bleach  <b>100ppm – 2mL (1/2 tsp) household bleach to 1 litre water</b>  <b>*Use a 100ppm chlorine solution to disinfect washable toys</b>	Two minutes
	<b>QUATS (Quaternary Ammonia Solution)</b>  <b>200ppm</b>	Follow manufacturer’s instructions  Note: QUATS cannot be used with cotton cloths (microfiber recommended)
	<b>0.5 % Hydrogen Peroxide Enhanced Action (with a disinfectant claim)</b> Accelerated Hydrogen Peroxide e.g. Virox®	Follow manufacturer’s instructions Product must have a DIN issued by Health Canada
	<b>Iodine</b>  <b>12.5 – 25ppm</b>	Follow manufacturer’s instructions

<p><b>Always clean surfaces with soap and water before disinfecting.</b></p> <p><b>*Household Bleach Dilution ratio:</b> These solutions should be mixed daily for best results.</p> <p>Refer to AHS COVID-19 Public Health Recommendations for Environmental Cleaning of Public Facilities:  <a href="https://www.albertahealthservices.ca/assets/info/ppih/if-ppih-covid-19-environmental-cleaning-public-facilities.pdf">https://www.albertahealthservices.ca/assets/info/ppih/if-ppih-covid-19-environmental-cleaning-public-facilities.pdf</a></p>	<p><b>* Test disinfectants</b> using appropriate test strips to ensure proper concentration</p>
---	---

## APPENDIX B: SAMPLE CLEANING SCHEDULE

Enhanced Environmental Cleaning Measures:

- Thorough cleaning and disinfection of common areas and frequently touched/“high touch” surfaces and equipment can assist in disrupting disease transmission.
- High touch surfaces must be cleaned and disinfected frequently during an outbreak i.e. if surfaces are being cleaned once this should be increased to **more than once a day and as needed**.
- Cleaning and disinfecting refers to a two-step process i.e. must clean before you disinfect.
- At the end of the outbreak a thorough cleaning and disinfection of all affected areas should be completed.

Community: \_\_\_\_\_

Facility: \_\_\_\_\_

Cleaned by: \_\_\_\_\_

Date: \_\_\_\_\_

	Entrance / Reception Area	After each use	Daily plus when necessary (increase frequency during outbreak)	Weekly	Monthly	Other
1	Floors are clean, including edges and corners. There is no dust or dirt present.		X			
2	Walls, doors, door frames, knobs and light switches have been wiped clean and disinfected.		X			
3	All furniture has been wiped clean.			X		When necessary
4	All washable toys have been wiped clean and disinfected. There are no soft toys present.	X				
5	Telephones have been wiped clean and disinfected.		X			
6	Counters have been wiped clean and disinfected.		X			
7	Waterless hand washing dispenser has been wiped clean and disinfected and the single cartridge replaced, if required.		X			
8	The area immediately inside the entrance door has been washed and disinfected.		X			
9	Garbage and recycling containers have been cleaned and disinfected and lined with new plastic bags.		X			



	<b>Classroom/Office Areas</b>	<b>After each use</b>	<b>Daily plus when necessary (increase frequency during outbreak)</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Other</b>
1	Overall appearance of the environment is tidy and uncluttered.		X			
2	Floors are clean and disinfected, including edges and corners. There is no dust or dirt present.		X			
3	Walls, door, door frames, knobs and light switches have been cleaned and disinfected.		X			
4	Storage areas and shelves have been cleaned.				X	When necessary
5	Desks and chairs have been wiped clean.		X			
6	Telephones have been wiped clean.		X			
7	Window ledges have been wiped clean.			X		
8	Curtains or blinds are clean.				X	
10	Garbage container has been cleaned and disinfected and lined with a new plastic bag.			X		
	<b>Bathroom</b>	<b>After each Use</b>	<b>Daily plus when necessary (increase frequency during outbreak)</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Other</b>
1	Floors are clean and disinfected, including edges and corners. There is no dust or dirt present.		X			
2	The walls, doorframes, knobs and light switches have been cleaned and disinfected.		X			
3	The sink and taps are clean and disinfected.		X			
4	The soap dispenser; paper towel dispenser and toilet paper holder are filled, wiped clean and disinfected.		X			
5	The mirror has been wiped clean.		X			When necessary

6	The garbage container has been emptied, wiped clean, disinfected and lined with a new plastic bag.		X			
7	The toilet tank, bowl, top, and underside of the seat have been cleaned and disinfected.		X			
	<b>Kitchen and Food Preparation Area</b>	<b>After Each Use</b>	<b>Daily plus when necessary (increase frequency during outbreak)</b>	<b>Weekly</b>	<b>Monthly</b>	<b>Other</b>
1	Floors are clean and disinfected, including edges and corners. There is no dust or dirt present.		X			
2	Door frames; knobs, and light switches have been cleaned and disinfected		X			
3	Counters and tables have been wiped clean and disinfected.		X			Before and after food prep
4	Microwave has been wiped clean, inside and outside.			X		When necessary
5	Refrigerator has been wiped clean, inside and outside; the freezer compartment is defrosted and clean.					When necessary
6	Stove top has been cleaned.		X			
7	Dishwasher has been wiped clean, inside and outside.		X			
8	Coffee maker has been wiped clean and the pot washed clean.		X			
9	All small appliances, e.g. toaster and kettle, have been wiped clean.		X			
10	Soap dispenser and paper towel dispenser are clean.		X			
11	Sink and taps have been thoroughly cleaned and disinfected.		X			
12	Garbage and recycle containers have been cleaned and disinfected and lined with new plastic bags.		X			