

Return to School: Direction for School Districts and Schools

September 2020



Department of Education and Early Childhood Development

This document will be adjusted as necessary to reflect the latest public health information. Please refer to the Department of Education and Early Childhood Development's website for the most recent document. These directives may also change depending on the status of the State of Emergency and Mandatory Order.

RETURN TO SCHOOL: DIRECTION FOR SCHOOL DISTRICTS AND SCHOOLS (September 2020)

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1. RETURN TO SCHOOL

The Return to School Plan presents the Department of Education and Early Childhood Development's provincial expectations and standards for the safe operation of public schools during the COVID-19 pandemic. This plan has been created in consultation with Public Health. It is based on scientific evidence and expert opinions and should be used in the development of school operational plans. The objectives of the plan are to limit the potential spread of COVID-19 while also providing for a safe learning and working environment.

The Department, school districts and schools will work collaboratively to support students and school personnel. Continued focus will be placed on ensuring consistent and transparent communication, providing opportunities for professional learning and encouraging innovation in the classroom.

These standards may change depending on the status of the State of Emergency and the Mandatory Order. Depending on how the pandemic progresses in New Brunswick, these temporary constraints could be relaxed or become more stringent. This document is subject to change as new information on transmission and epidemiology becomes available.

School Attendance

Students will resume learning full-time. Students in Kindergarten to Grade 8 will be required to attend school full-time and classes will be organized in class groupings.

Students in Grades 9 to 12 will learn full-time but may attend classes physically on a rotational basis (minimum of every other day). Some students may be in school full-time depending on existing space and teacher availability. When older students are not in school, they will be engaged in blended learning, through a variety of instructional methods including online learning, guided projects and experiential learning.

Smaller Group Sizes and Physical Distancing

To ensure a safer learning environment, Kindergarten to Grade 5 classes will operate with reduced groupings of students plus school personnel. Students in a grouping will not have to practice physical distancing within their group; however, they will not be able to interact with other groups and will have to keep a physical distance of two metres, where possible.

For students and school personnel in Grades 9 to 12, physical distancing of one metre is required while in class. Within common areas of the school, every effort should be made to respect physical distancing of two metres.

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Group sizes	
Grades	Group size per classroom
K–2	Reduced grouping size, as close to 15 students, wherever possible
3–5	Reduced grouping sizes, as close to 22 students, wherever possible
6–8	Regular class size
9–12	Attendance on a rotational basis (minimum every other day) except where schools can accommodate physical distancing of one metre

The following physical distancing strategies will be implemented where possible in the public-school setting:

- The use of community masks may be required in certain situations within the school environment. More information on the use of community masks is available in Appendix A: Use of Community Masks.
- Avoid close greetings (e.g., hugs and handshakes). Regularly remind students to “keep your hands to yourself.”
- Consider different classroom and learning environment configurations to allow distance between students and school personnel (e.g., different desk and table formations).
- For younger students, strive to minimize the number of different teacher(s) and educational assistant(s) that interact with groups of students throughout the day (i.e., minimize the amount of mixing between students and different staff in the setting).
- Manage the flow of people in common areas, including hallways. Be aware of areas that may act as bottlenecks (e.g., locker room entrance, exit to the schoolyard, stairways, etc.).
- 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 reduce shared items.
- For adolescent students, minimize group activities and avoid activities that require physical contact.
- Assemblies, music performances and other school-wide events will be held virtually.
- Organize outside learning activities including place-based learning and unstructured time.
- The school schedule will also look at ways to reduce congestion and ensure the student groupings are respected during recess, lunches and other movement within the school.

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2. EDUCATIONAL PLANNING FOR SEPTEMBER 2020

Prescribed learning objectives will be mandatory for the 2020–21 school year. A regular curriculum focusing on students achieving core outcomes will be delivered. Time spent physically in class may vary amongst grades and schools. The following appendices outlines the guiding principles for teaching in these exceptional circumstances, both in school and at a distance.

- *Appendix B: Learning at a Distance*
- *Appendix B1: Bring Your Own Device*
- *Appendix B2: Laptop Assistance Program*

Schools, grades and classes will be organized to deliver the curriculum with the following expectations:

- Physical distancing of two metres between class groupings in Grades K–8. Physical distancing is not required within these groups.
- Physical distancing of one metre in classrooms and two metres in common areas is required between students in Grades 9–12. If physical distancing is not possible, then a mask is required.
- School personnel must respect physical distancing of two metres in common areas (i.e., staff meetings or staff rooms). If physical distancing is not possible, then a mask is required.
- School personnel who interact with multiple groups of students in any grade level must practice a one metre physical distance within the classroom.
- Schools and school districts may look at modifying the schedule or redefining catchment areas.
- All available spaces conducive to learning will be used to support learning. School districts are not precluded from exploring outdoor or community spaces to accommodate learning.
- School personnel will teach the importance of personal hygiene etiquette, including physical distancing, frequent hand washing and appropriate use of community masks.
- Schools may look at combining classes and using mixed-grade groupings.

Grades 9 to 12

- While attendance at school is the preferred standard for learning, a model of blended learning and school attendance in person on a rotational basis at a minimum of every second day may be adopted. When not in school, students will continue to learn remotely. (See *Appendix B: Learning at a Distance*)
- Teachers will be assigned students reflecting a regular class size.

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- Teachers will be responsible for their entire class, whether they are physically present or engaged in blended learning activities (at home, co-op, volunteering, etc.).
- Teachers will need to ensure that students have materials and resources at home to support their learning or that they receive direct online instruction.
- Depending on availability, students may be encouraged to take online courses, or participate in experiential learning opportunities and other methods of learning (co-op and other types) to satisfy learning outcomes. Flexible course options must be available to students.
- Technology will be used to support learning.
- Schools are encouraged to look at their daily and weekly schedules to see if these could be modified to limit the interaction between students and to respect health and safety directives.

Safeguards for Vulnerable School Personnel and Students

Students and school personnel with a significant medical condition are encouraged to consult their health care provider to make an informed decision on if they should attend school. Directives to help support vulnerable students are outlined in *Appendix C: Safeguards for Vulnerable Students*. Students who cannot attend school due to a medical condition will have a plan for learning.

Outdoor Play Areas

Kindergarten to Grade 8 students are to remain in their class groupings. High school students are to respect physical distancing during breaks and transition times.

Transportation

In order to protect the health and safety of students on buses during the pandemic period, the Department of Education and Early Childhood Development will adopt certain measures that will be in effect as of September 2020.

The school transportation directives for the health and safety of students and bus drivers are outlined in the following:

- *Appendix D: Transportation Directives*
- *Appendix D1: Transportation Directives—Operation of a School Bus During a Pandemic*
- *Appendix D2: Transportation Directives—How to Sanitize a School Bus During a Pandemic*
- *Appendix D3 : Transportation Directives—Private Conveyance*

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Transition Times

Schools and school districts are encouraged to look at modifying school scheduling and hours of operation to reduce congestion inside and outside the building, especially during drop off and pick up. This is to ensure physical distancing and that class groupings are respected. The school schedule will also look at ways to reduce congestion inside the school and ensure class groupings are respected during recess, lunches and any other time students move within the school. School operational plans will include an overview of how transition times are implemented.

Music Education

Music education should continue when possible. In the coming weeks, more information will be provided in *Appendix E: Music Education Directives*.

Co-curricular, Field Trips and Related Activities

Co-curricular activities and field trips are permitted so long as K–8 classes stay within their individual class groupings and Grades 9–12 follow departmental policies and all other relevant health and safety guidance.

Physical Education, Intramural and Interscholastic Athletic Association

In the coming weeks, more information will be provided in *Appendix F: Physical Education and Sports Activities Directives*.

Shared Materials

Shared materials such as computers, physical activity equipment, musical instruments and other materials or items that are shared between students or members of school personnel must be disinfected after each use. If this is not possible, the material in question should not be made available for common use. For cleaning and disinfecting standards please see *Appendix G: Cleaning and Disinfection Standards*.

At this time there is no evidence that the COVID -19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper-based educational resources to students because of COVID-19.

School equipment or materials regularly used by an individual should be cleaned and disinfected by its user. These items can include desks, chairs, phones, and computer equipment. This cleaning and disinfecting is customized to personal preference and is done using district supplied cleaning products. Students in Grades 6–12 are to clean and disinfect their desk and chair after each class.

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Parent Information

Schools are to inform parents of the additional COVID-19 related measures that are required for school attendance as well as the operational plan for the upcoming school year, as described in this document. Public Health information can be found on the [New Brunswick Coronavirus webpage](#) (click on **Resource Awareness** and then [More Resources](#)).

Adults in contact with students attending public school need to be hypervigilant about monitoring for symptoms as defined by [Public Health](#).

See self-assessment- <https://www2.gnb.ca/content/gnb/en/corporate/promo/covid-19.html>

3. OPERATIONAL PLAN

Each public school, in consultation with the School District Occupational Health and Safety coordinators, will develop a COVID-19 operational plan, prior to opening, outlining how the school will manage daily operations while respecting the additional standards. The operational plan, submitted to the school district, will detail procedures on how the groupings of students will function and travel (especially in areas of congestion and common areas, such as lockers, washrooms, change rooms, etc.) and plan for the drop off/pick up of students. It will also contain information on the school hours of operation and school transition times as well as the implementation of the health and safety protocols, such as personal hygiene, cleaning and disinfection, and the management of illness. The standards to include in the school's operational plan are listed in *Appendix H: COVID-19 School Operational Plan*.

Health and safety measures for school personnel will comply with Public Health and WorkSafe NB COVID-19 General Guidance. These measures will be included in the COVID-19 operational plan.

These plans will also include communication protocols with parents and the school community. Schools will need to make available for review their COVID-19 operational plan. This may occur during an unannounced visit or a pre-scheduled visit by a Public Health inspector or a WorkSafe NB inspector. The operational plan will be made available to the Department of Education and Early Childhood Development upon request. Finally, the plan will be available to parents prior to school opening.

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Access to Public School Buildings

Access to public schools will be limited to the following:

- Students;
- School personnel, as defined in the *Education Act* (this includes visiting teachers, school district personnel, volunteers and extra resource people);
- Visiting teachers and other school personnel who travel between schools and have contact with students will maintain a physical distance of two metres in the classroom and in common areas. Community masks will be used if the two-metre physical distancing is not possible. If a school personnel chooses to wear a face shield, a community mask must also be worn. They must also maintain a log of their movements. Districts will try to limit the number of schools that these employees visit;
- Authorized access is approved by the principal or school district (e.g., repair work, emergencies, Public Health nurses, social workers.). All schools should keep a daily log of all essential visitors that enter the building.

However, certain regulatory officers, such as WorkSafe NB and Public Health representatives may do spot checks. Access is to be provided and appropriate health and safety measures followed.

Drop-in or unplanned visits by parents and guardians will be limited and not encouraged. Virtual or phone contact will be the primary method of communication. Face-to-face meetings would follow Health and Safety Directives. The operational plan of a school may require community masks.

During the pandemic, community use of schools will be limited. Users may expect an increase in fees from past years due to increased cleaning and sanitization requirements. The provincial strategy to manage community use of schools during the pandemic is outlined in *Appendix I: Community Use of Schools*.

Students from Outside of the Province

Directives regarding additional requirements for students from outside of the province and registering in the New Brunswick public school system can be found in *Appendix J: Students from Outside of the Province*.

Screening

Passive screening is required for school personnel, students and others permitted in the school building prior to entry. Signage is required to be clearly visible at the entrances. Adults and students will not be required to have their temperature taken prior to entry but should instead check their temperature prior to leaving for school and practice self-monitoring.

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Parents are responsible for reviewing the screening questions with their children prior to leaving for school and only sending their child to school when they are well and have met the criteria outlined in the survey. See WorkSafe NB Website for [Screening for COVID-19 Poster](#) .

Those who have two or more symptoms of COVID-19 must stay home and contact 811 to determine whether COVID-19 testing is required. If COVID-19 testing is required, individuals must follow Public Health advice for returning to school. If testing is not required, they can return once fever (with no medications) and other symptoms have been resolved for 24 hours or if they have been directed to do so by a health care professional. If tested, Public Health will inform the individual or parent (when a student is involved) when isolation may be lifted. See the following website for information: <https://www2.gnb.ca/content/dam/gnb/Departments/h-s/pdf/en/CDC/PosterCL.pdf>

Note: Students or school personnel who have been identified by their primary care provider as having asthma, seasonal allergies or who suffer from chronic runny nose/nasal congestion are not required to be excluded based on these symptoms.

Cleaning and Disinfection Procedures

Increasing the frequency of cleaning and disinfecting high-touch surfaces is significant in controlling the spread of viruses, and other microorganisms. It is important that staff use the right product for the right purpose according to written procedures, and that they are trained on how to use the products safely.

All surfaces, especially those general surfaces that are frequently touched, such as door knobs, handrails, learning materials, etc., should be cleaned at least twice daily and when visibly soiled. Items that students may put in their mouth must be rinsed with potable water after they have been cleaned and disinfected.

The use of bubbler (spout) component on water fountains is not permitted. For bottle fillers on fountains, students and school personnel will ensure that their water bottle does not come into contact with the nozzle when refilling their water bottles. Signage will be posted reminding students and staff to properly use the stations when refilling bottles.

A cleaning and disinfection schedule must be in place with clear accountabilities assigned to specific staff.

When choosing a cleaning product, it is important to follow product instructions for dilution, contact time and safe use, and to ensure that the product is:

- Registered in Canada with a Drug Identification Number (DIN).
- Labelled as a broad-spectrum virucide.

All soiled surfaces should be cleaned before disinfecting, unless otherwise stated on the product.

The following hard-surface disinfectant products meet Health Canada's requirements for emerging viral pathogens. These authorized disinfectants may be used against SARS-CoV-2, the coronavirus that causes COVID-19.

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<https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html>

If using household bleach, the following is recommended	
Disinfectant	Concentration and Instructions
Chlorine: household bleach – sodium hypochlorite (5.25%)	1000 ppm <ul style="list-style-type: none">• 1 teaspoon (5 ml) bleach to 1 cup (250 ml) water or• 4 teaspoons (20 ml) bleach to 1 litre (1000 ml) water• Allow surface to air dry naturally

Precautions when using bleach:

- Always follow safety precautions and the manufacturer's directions when working with concentrated solutions of bleach. To avoid injury, use appropriate personal protective equipment during handling (read the label and refer to the Material Safety Data Sheet, now referred to as Safety Data Sheets).
- A bottle of bleach has a shelf life, so check the bottle for an expiry date.
- Never mix ammonia products with bleach or bleach-containing products. This practice produces chlorine gas—a very toxic gas that can cause severe breathing problems, choking and potentially death.
- When mixing a chlorine bleach solution, it is important to pour the chlorine into the water and not the reverse.
- Do not pre-mix the water and bleach solution, as it loses potency over time. Make a fresh solution every day.
- Clean the surface before using the chlorine bleach solution.
- Chlorine bleach solution might damage some surfaces (e.g., metals and some plastics).
- Try not to breathe in product fumes. If using products indoors, open windows and doors to allow fresh air to enter.

Hand Washing

Handwashing stations must be equipped with hot and cold running water under pressure, liquid soap, and paper towel, or appropriate hand sanitizer. Handwashing signs must be posted. Younger students should be monitored to ensure they are washing their hands correctly.

Hand Washing with Soap and Water

To wash your hands properly with soap and water, follow these steps:

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- Wet your hands and apply liquid soap or clean bar soap.
- Rub your hands vigorously together, scrubbing all skin surfaces.
- Pay special attention to the areas around your nails and between your fingers.
- Continue scrubbing for at least twenty seconds. Hum the Happy Birthday song twice!
- Rinse your hands and dry them well.
- Turn off taps with paper towel.
- Open the bathroom door with paper towel in hand and then dispose in waste basket.

Hand Washing with Hand Sanitizer

There will be a minimum of one hand sanitizing station per classroom and one station per common area.

Alcohol-based hand sanitizers with a minimum 60% alcohol that have been approved by Health Canada may be used if there is no access to soap and water, and if their hands are not visibly soiled. Non-alcohol-based hand sanitizer is being provided for use in schools and complies with Public Health standards. Younger students are to be supervised when using all sanitizers.

As with all health products, Health Canada recommends that people always follow the directions on the product label. Check whether a product and its claims have been authorized for sale by Health Canada by searching the [List of Hand Sanitizers Authorized by Health Canada](#). Authorized hand sanitizers have an eight-digit Drug Identification Number (DIN), or Natural Product Number (NPN).

To wash your hands properly with hand sanitizers, follow these steps:

- Apply hand sanitizer.
- Rub into the front and back of hands, between fingers, around nails (especially cuticles), thumbs and wrists.
- Rub until dry.

School personnel and students must practice good hand hygiene. They must wash their hands frequently with soap and water, especially:

- on arrival (if not feasible, hand sanitizing is acceptable);
- before and after meals;
- after using the toilet;
- after blowing nose, coughing or sneezing;

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- after playing with shared toys, communal items or learning materials;
- after handling animals or their waste;
- before and after taking medications; and
- after playing or learning outside.

In addition, school personnel are required to wash their hands:

- before and after handling food;
- after helping a student use the toilet;
- after breaks; and
- before and after giving medications.

Other Personal Hygiene Etiquette

- Avoid touching the face, eyes, nose and mouth.
- Cover the mouth and nose with a disposable tissue or the crease of the elbow when coughing or sneezing. Dispose of used tissues immediately and then wash hands.
- Ensure signage on personal hygiene etiquette such as handwashing, sneezing and coughing etiquette is posted throughout the building. This includes common areas, food preparation area and washrooms. Information on the above can be found on the [New Brunswick Coronavirus webpage](#) (click on **Resource Awareness** and then [More Resources](#)).

Supplies

Schools must ensure they have all the necessary supplies such as hot/cold potable running water, liquid soap, paper towel, toilet paper, hand sanitizer refills, cleaning and disinfecting supplies, community masks, face shields and personal protection equipment.

It is important that a member of the school personnel be delegated responsibility to monitor all supplies to ensure stock is maintained during school hours.

Note: Students with complex behaviors, medical plans or individuals experiencing a health or safety emergency will require staff to be in close physical proximity. The need for personnel protective equipment will be determined within pre-existing individual plans and/or existing school procedures. Plans should address the health and physical safety of both staff and student. There is no additional equipment required due to the pandemic alone.

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Washrooms

Washrooms must be equipped with hot and cold running water under pressure, liquid soap, paper towel, toilet paper, and garbage containers. Washrooms should be cleaned frequently. It is recommended that schools limit the number of students accessing the washrooms at one time. Handwash signage must be posted.

Ventilation

Ventilation and airflow are important factors to consider. The Department of Education and Early Childhood Development, in consultation with Department of Transportation and Infrastructure, WorkSafe NB, and Department of Health, has developed a guidance document on ventilation in schools. Schools can consult with their school district for guidance.

Emergency Drills

All emergency drills will take place as normally planned. Emergency evacuation drills and lockdown drills will take place without physical distancing. Once the evacuation or lockdown drills are complete, physical distancing will recommence and will be maintained during the re-entry of the school. Masks should be worn for all emergency drills but not to the detriment of the response to the drill.

Food Services

- For schools that are licensed under the *Food Premises Regulation*, ensure the food premises are operated in accordance with the Regulation. Facilities that do not require a license can refer to the [ABCs of Food Safety](#) pamphlet for information on food safety. Additional resources on food safety are available on the [Office of the Chief Medical Officer of Health \(Public Health\)](#) webpage.
- Health and safety measures for Food Service Providers will comply with WorkSafe NB workplace guidelines for COVID-19.
- Breakfast and snack programs will continue uninterrupted to ensure food security.
- Where a common dining area is used, meal times should be alternated between class groupings to meet physical distancing requirements. Class groupings must continue to adhere to physical distancing rules.
- Buffets, where students serve themselves, are not permitted at this time.
- Have specific individuals delegated to prepare and serve meals. These individuals must follow the health and safety requirements.
- A cafeteria line where the individual working in the cafeteria serves from behind a counter is acceptable with physical distancing.

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- Do not allow shared food containers, such as shared pitchers of water or juice in dining areas, and ensure self-serve items such as utensils, straws, etc. are individually wrapped.
- Ensure food handlers follow good hand hygiene and exclude themselves from work if they become ill.
- Dishwashers are acceptable for cleaning dishes.
- If using household bleach (5.25%), any surface or equipment that comes in contact with food should be cleaned and then disinfected with a household bleach concentration of 100 ppm. Allow to air dry, no rinse required.
- Discourage any sharing of food between students or school personnel.

Outbreak Management Plan

Schools are required to reference the departmental outbreak management plan as part of their operational plan. The plan will be updated to include information on COVID-19 and the control measures to follow when dealing with a suspected case of COVID-19. The Department of Education and Early Childhood Development worked with Public Health to develop *Appendix K: Outbreak Management Plan* to support schools and school districts.

APPENDIX A: USE OF COMMUNITY MASKS

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Public Health has identified the use of community masks as an effective tool to help control the transmission of COVID-19. The following directives may be adjusted as new evidence becomes available.

Directives

- All students and school personnel are expected to bring a clean community mask to school with them every day.
- Community mask requirements will not apply to students or school personnel who have been advised by a medical professional to not wear one due to an underlying medical condition, such as asthma, etc. Appropriate documentation will be required and submitted to the principal.
- In some instances, face shields may also be worn as an additional measure. Please note, face shields are not the same as a community mask and do not offer the same protection. As such, if a shield is worn, a community mask must also be worn. School personnel will be provided with face shields, and it is a personal choice to wear one.
- Students or school personnel who become symptomatic throughout the school day will be required to wear a community mask until they leave the school building. Measures are in place to guide schools regarding individuals who become ill during the school day. Please refer to Appendix K: Outbreak Management for further guidance.
- The use of a community mask does not replace the requirement for physical distancing. It is a measure used in conjunction with other practices to mitigate the risk of COVID-19 spread.

APPENDIX A: USE OF COMMUNITY MASK

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Students

The following table describes the requirements for the use of community masks and physical distancing for students. Parents, teachers and school personnel should model safe and healthy behaviors and teach and encourage them in students. If a student refuses to follow these requirements, disciplinary action may be taken.

Use of Community Masks and Physical Distancing for Students			
K-5	In class grouping	Community masks	Not required
		Physical distancing	Not required*
	In common areas when class grouping is not protected	Community masks	Encouraged
		Physical distancing	Two metres
6-8	In class grouping	Community masks	Not required
		Physical distancing	Not required*
	In common areas	Community masks	Required
		Physical distancing	Two metres
9-12	In the classroom	Community masks	If unable to physically distance one metre, community mask is required
		Physical distancing	One metre
	In common areas	Community masks	Required
		Physical distancing	Two metres

*Students will be taught age-appropriate ways to reduce physical contact and promote hygiene etiquette.

APPENDIX A: USE OF COMMUNITY MASK

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School Personnel

The following table describes the requirements for the use of community masks and physical distancing for school personnel.

Use of Community Masks and Physical Distancing for School Personnel					
Grades	Location	Measure	Class Grouping Teacher	High School and All Level Specialty and Teachers (Art, Phys. Ed., etc.)	Itinerant Teachers, Supply Teachers, Visiting Professionals
K–8	In class grouping	Community masks	Not required	If unable to physically distance one metre, community mask is required	If unable to physically distance two metres, community mask is required
		Physical distancing	Not required	One metre	Two metres
	In common areas	Community masks	Required	Required	Required
		Physical distancing	Two metres	Two metres	Two metres
9–12	In the classroom	Community masks	N/A	If unable to physically distance one metre, community mask is required	If unable to physically distance two metres, community mask is required
		Physical distancing	N/A	One metre	Two metres
	In common areas	Community masks	N/A	Required	Required
		Physical distancing	N/A	Two metres	Two metres

On the School Bus

- While masks are encouraged, younger students (K–5) sitting with a member of the same household or alone, will not be required to wear masks. Older students (Grades 6–12) will wear masks when getting on and off the bus and if they are sitting with another student who is not from the same household.
- If a student in Grades 6–12 does not have a mask upon boarding the bus, one will be provided temporarily. Parents are to provide clean masks for student use. Incidents of non-compliance may be reported to the school principal for follow up.

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Members of the Public Visiting School

Any member of the community, including parents, volunteers, repair workers, public health nurses, social workers, etc., who enter the school during operational hours will be required to keep a physical distance of two metres and wear a community mask for their pre-approved appointment or time, in addition to all other health and safety measures. These practices should be explained prior to the visit and signage should be posted as well.

APPENDIX B: LEARNING AT A DISTANCE

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Guiding Principles

All teachers may be called upon to offer distance education in the 2020–2021 school year. Students in Kindergarten to Grade 12 who are ordered to self-isolate or to remain at home by Public Health will be required to learn at a distance.

School personnel must be prepared to deal with closures at any time, as they could occur at short notice and without warning depending on the state of the pandemic in a given region. Teaching and learning will not stop if a school is closed or part of the school is closed due to the pandemic.

Directives

- Teachers will create an environment that is conducive to learning in order to help students develop their skills and realize their life and career plans. Activities are meaningful and engaging and take into account the student's needs, interests, and aspirations.
- Teachers will guide the student as they work independently and remain committed to learning (individual and group coaching and follow-up) and ensure that they maintain a real sense of belonging to their class and to their school.
- Teachers will communicate often with the students and/or parents. They will provide regular updates on progress in the learning plan to students and parents.

Students Targeted by Distance Learning

Students in Grades 9 to 12

Educational services will be delivered using a hybrid approach, alternating between distance and classroom learning.

Vulnerable Students

Students in Kindergarten to Grade 12 who are unable to attend school because of a documented medical evidence will benefit from distance education, delivered through a personal learning plan.

All Students from Kindergarten to Grade 12

Students in Kindergarten to Grade 12 who are ordered to self-isolate or remain at home by Public Health will be required to learn at a distance.

APPENDIX B: LEARNING AT A DISTANCE

August 13, 2020

How can teachers and schools ensure that the learning environment allows students to develop their skills and realize their life and career plans at a distance?

- First, ensure that the student knows how the distance learning environment works (routines, rules, meeting schedules, etc.).
- Even in a distance-learning environment, ensure that the student continues to have meaningful and varied educational experiences so that they remain motivated and committed to improving the world around them.
- Continue to collaborate with Education Support Services to identify solutions and interventions as outlined in the student's personalized learning plan.
- Ensure that a K–8 distance-learning kit is available in the event of a complete school closure so that students can continue their learning independently for several days.
- Teaching strategies and student engagement should be reviewed regularly.
- Ensure a balance in student workload. Coordination among teachers is essential.
- Ensure a balance of both synchronous and asynchronous instruction to limit screen time.

Here are a few examples:

- Synchronous instruction activities (takes place in real time between the teacher and the student):
 - The student receives explanations, instructions and feedback in real time.
 - The student participates in discussions and debriefing.
- Asynchronous instruction activities (takes place through online channels without real time interaction):
 - The student experiences experiential learning, such as internships or others.
 - The student works individually or in teams.
 - The student consults learning resources, watches instructional videos, reads, organizes and participates in small group meetings, and receives feedback in writing, video, or other formats.
 - The student is independent, becomes familiar with distance learning, and has strategies for continuing learning.

How do teachers provide a distance learning assessment process?

The learning assessment process will take into account the following factors:

- The student has multiple opportunities to improve their learning;

APPENDIX B: LEARNING AT A DISTANCE

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- The student receives regular, adapted, and differentiated feedback to improve their learning (written or oral comments in a virtual meeting, by video, by e-mail, in Teams, by telephone, etc.);
- Learning is subject to all forms of evaluation (peer evaluation, self-evaluation, constructive feedback, etc.);
- The student participates in the development and interpretation of the evaluation criteria;
- Evaluation is as much about the process as it is about the product produced; and
- The student is aware of the expectations and due dates for assignments.

What does it mean to integrate technology into learning activities?

In order to continue learning at a distance, it is recommended that students and teachers have access to appropriate digital tools (computer, headset, microphone, and camera), an internet connection, and technical and instructional support as needed.

The student will:

- explore digital tools for conducting research, processing information, producing documents, presenting information, accessing virtual meetings, interacting with peers, etc.
- have access to virtual spaces that allow for collaboration, networking, and teamwork.
- use technology responsibly (digital citizenship) and safely (cyber security).
- participate in the development of practices that support the learning environment, both online and in the classroom with a digital device (digital literacy);
- be informed of good privacy practices; and
- participate in virtual meetings, including the proper use of technological tools (microphone and camera), respect for the time allotted to exchanges and adherence to the planning of the meeting and its objectives.

How do teachers ensure that communication and support is maintained?

- Teachers will ensure that students have access to tools for communicating and are able to ask questions and receive regular feedback;
- Teachers will establish a preferred means of communication with the student and their parents; and
- Teachers will encourage students to communicate with their peers.

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

August 13, 2020

Starting with the 2020–21 school year, the Department is instituting a “Bring Your Own Device” (BYOD) learning strategy for students in all high school (Grades 9–12). BYOD has been in use in many high schools but it is now being rolled out to all high schools. This is part of the 10-year Education Plan, and following the continued investments in technology infrastructure, which includes having Office 365 for all school personnel and students. This is the next step towards reaching the goals as set out in the plan. Students will now be expected to bring a personal electronic device to support their learning at school every day. The Department recognizes that technology can be a useful learning tool as part of a well-rounded education, including the development of skills and knowledge that will help students succeed beyond the school.

The Department also believes that a safe learning environment includes protecting personal and personal health information of both students and school personnel. Schools and school districts must foster a culture of privacy awareness to enhance the responsibility and accountability of all school personnel and students with respect to the management of personal information.

Devices

The recommended devices to maximize the student experience with the approved educational platforms are either a laptop or a tablet with a keyboard. There are no specific recommended devices or brands, only the minimum technology requirements described below. Schools and school districts will not limit the choice of a type or brand of device. All devices should meet the minimum requirements to ensure learning is supported.

If the student is already assigned a school-supplied laptop or tablet (as assistive technology) for their learning through a Personalized Learning Plan, this student does not need to bring an additional personal device.

Current Device

If the student already has access to a device that can be used in school, the student should ensure that it meets the minimum specifications for current devices, as found on page 3. This applies to smart phones as well.

New Device

If the family is purchasing a new device, they will need to ensure that it meets the minimum specifications for new devices, as found on page 4. These specifications are required to ensure the device will be sufficient to last throughout high school.

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

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Support and Responsibility

This device will be a personal device owned by the student (and/or family); therefore, the school will not provide technical assistance should the device malfunction. Assistance will be provided where the device is not connecting to the internet, which is needed to access the learning platforms, or a required application or program installed for an educational purposes is not working. The school will not be responsible if the device is lost, stolen or broken.

It is recommended that parents ensure that the device has a current antivirus program installed.

For Schools

Devices will be a learning tool used in the classroom. It will be up to the individual teacher and classroom to decide how to use these devices and integrate them into daily learning.

Students will be given individual user identification to allow them to access the internet at their school. This unique ID will be needed to log in to the internet and should not change throughout the year. Internet access in the school will have a firewall restricting inappropriate, violent or adult content websites.

High school teachers will also be provided access to the internet through BYOD.

For School Districts

Schools and school districts will no longer need to submit a detailed plan to receive permission to have BYOD activated, as it will be automatically provided.

Approved Platforms

The Department has identified a variety of learning platforms that can be used by school personnel and students. These platforms are available to all high schools. Technical support will be provided. The main platform to be used by students and teachers is Office 365/Teams. Desire 2 Learn/Brightspace (D2L) and Clic may also be used.

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

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Specifications for Current Devices					
	Tablets		Laptops		
	Windows Tablets	Android Tablets	Apple iPads	Windows Laptop	Mac
Operating System	<ul style="list-style-type: none"> Windows 10 Windows 8.1 	At least one of the last four major versions: <ul style="list-style-type: none"> Marshmallow 6.0 – 6.0.1 Nougat 7.0 – 7.1.2 Oreo 8.0 – 8.1 Pie 9.0 	iOS 10.0 or later; however, one of the two most recent versions is recommended. <ul style="list-style-type: none"> iOS 10 iOS 11 iOS 12 iOS 13 	<ul style="list-style-type: none"> Windows 10 Windows 10 S mode Windows 8.1 	<ul style="list-style-type: none"> Mac OS X 10.11 El Capitan or later MacOS 10.13 : High Sierra (Lobo) MacOS 10.14 : Mojave (Liberty) MacOS 10.15 : Catalina (Jazz)
Memory				Minimum 4 GB	Minimum 4 GB
Storage	6GB available storage				
Keyboard	Physical keyboard			N/A	
Devices	Built-in camera, microphone and speakers				
Browser	Current browser				
Optional	Headset / ear buds with microphone and protective case				

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

August 13, 2020

Specifications for New Devices							
Type	Computer & Processor	Memory	Storage	Operating System	Browsers	Devices	Optional
New Windows Laptop	Minimum 1.6 GHz (or higher)	8.0 GB RAM	Minimum 64GB of storage (SSD or Flash is recommended)	Windows 10	Current web browser is required	Built-in camera, microphone and speakers	Headset/ear buds with microphone and protective case. If budget permits, consideration of an extended warranty / accidental damage warranty is recommended.

APPENDIX B2: LAPTOP ASSISTANCE PROGRAM

August 13, 2020

The return to school in September 2020 will see a change in how education is provided in high schools. This personalization will provide students with the freedom to use devices that they are familiar with and comfortable using. Embracing technology is an integral component of our world and is reflected throughout the 10-year Education Plan as one of the conditions for success.

Parents will be responsible to supply their high school children with a computer or tablet. As many families already own such devices, their children can bring those for use in school. It is recommended that the devices meet the established minimum requirements to maximize the students' experience with the educational platforms (see Appendix B1).

The Department is introducing a Laptop Assistance Program. Parents may apply for a subsidy based on their annual family income. For parents who are not eligible to receive a subsidy, a laptop can still be purchased through the identified vendor, as those laptops are available at lower prices than normal retail rates.

Directives

Subsidy Criteria

Only one subsidy is allowed per student. Any household making less than \$85,000 annually may be eligible, based on the criteria. The maximum value of the subsidy will be \$600 per child. This total was determined by evaluating the average cost of a device meeting the minimum requirements. The subsidy sliding scale is found on page 3 of this document.

How to Apply for Subsidy

Parents receive communication detailing the process to follow to apply for a subsidy. They will be directed online to the Parent Portal of the Department which explains the application process step by step. The Parent Portal is found here: <https://www.nbed.nb.ca/parentportal/en/>

If they are eligible for a subsidy, they will either receive a code to use to purchase the device through the online vendor who will ship it, or they can receive a refund or partial refund for a device that was purchased through other vendors.

How to Purchase a New Device

There are two methods that can be used to acquire a new device:

- Option 1: A vendor has been identified online. This vendor will accept the subsidy code that some parents will receive. For those that are eligible for the full \$600 subsidy, the cost of the device will be completely covered, and will then be shipped to the home address. For those that receive a subsidy under the maximum amount of \$600, they will have to pay the difference. IMP Solutions Group is the vendor (<https://eecdsd-edpeae.impsolutions.com>).

APPENDIX B2: LAPTOP ASSISTANCE PROGRAM

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- Option 2: Parents can go to any vendor and purchase any device they wish that meet the established technical criteria. Parents who qualify for a subsidy will then be able to submit the receipt to receive a refund or partial refund based on the amount of eligible subsidy.
- It should be noted that parents that are ineligible to receive a subsidy can still apply on this website to receive a code to purchase this laptop. A special price was negotiated with the vendor which is lower than regular prices found at other vendors.

Recent Device Purchases

If parents have purchased a device (or devices) since March 16, 2020 that their child will use for learning in high school in September, they may still apply for a benefit based on the eligibility criteria. Please note that applications for reimbursement will not be assessed until September and that they will need to attach an invoice as part of their application. For purchases made between March 16, 2020 and July 22, 2020, any new laptop or tablet will be accepted. To be eligible for a subsidy for purchases made commencing July 23, 2020, these devices must meet the specifications referred to above. Please note that smart phones are not eligible under the program.

Subsidy Program Eligibility

Laptop Assistance Program Subsidy	
Household income	Distribution for voucher or refund Number of high school students per family unit
Under \$40,000	Each student (\$600)
Between \$40,000 and \$55,000	First student (\$400) Additional students (\$600)
Between \$55,000 and \$70,000	First student (\$200) Second student (\$400) Additional students (\$600)
Between \$70,000 and \$85,000	Second student (\$200) Third student (\$400) Additional students (\$600)

APPENDIX C: SAFEGUARDS FOR VULNERABLE STUDENTS

August 13, 2020

Attendance may be different for some students identified as vulnerable. These directives will help clarify factors that contribute to a student's vulnerability and will aid school teams in determining school attendance for these students.

It is important to note that the following guidelines do not replace the requirements set out in [Policy 322 - Inclusive Education](#) and [Policy 704 - Health Support Services](#).

Decision as to whether a vulnerable student should physically attend school

The presence of one or more of the criteria listed below alone does not justify the student's absence or presence at school. This decision must be made by the School District and School Educational Support Services teams in consultation with parents and must take into account the individual needs of the student. Representatives from the medical profession or support specialists may also be consulted to assist in the decision-making process. In addition, since the list below is not exhaustive, other factors may need to be considered when the school questions the physical presence or absence of any student in the school.

Definition of Vulnerability

A student's needs, such as physical health, mental health or any other circumstance they find themselves in, may require the student to be physically present at school while their peers are learning at home or for them to be learning at home while their peers are physically present at school. Therefore, a student's vulnerability may impact their physical presence or absence from school.

The following factors should be considered in determining whether a student is vulnerable. This list is not exhaustive.

- immunocompromised/significant health fragility
- receiving Personalized Learning Plans (individualized, academic and/or behavioural)
- experiencing home and/or food insecurity
- emotionally traumatized
- recently immigrated
- part of a marginalized population
- deemed at-risk of not completing school
- in the care of the Department of Social Development
- involved with a probation officer

APPENDIX C: SAFEGUARDS FOR VULNERABLE STUDENTS

August 13, 2020

The table below provides information to consider when making decisions about a vulnerable student's school attendance.

Vulnerable student who cannot physically be at school	Vulnerable student who needs to be physically at school
<ul style="list-style-type: none"> • Students with a significant medical condition are encouraged to consult with their health care provider to determine whether it is safe for them to attend school. • Students who have been advised by a health care professional not to attend school because they are immunocompromised or have significant health concerns will be provided with a plan to continue learning at home. • The Education Support Services Team will develop a plan, in partnership with the student's family, and will take into consideration the student's stamina, health, home support, and the availability of school staff. • When students are closely monitored by health professionals in specialized institutions such as the IWK, the Education Support Services team must consider the recommendations and guidelines of these professionals. 	<ul style="list-style-type: none"> • High schools will offer vulnerable students full-time attendance based on the criteria listed above and may also consider the following: <ul style="list-style-type: none"> • Students identified by the school-based Educational Support Services team; • Students with mental health needs; • Students who need routines to succeed. • English language learners working at an A1 or A2 level on the CEFR (Common European Framework of References for Languages) • Students with limited or no access to internet • Schools and school districts need to keep in mind that students who were not considered vulnerable or at risk prior to the pandemic may now be experiencing difficulties that affect their well-being, mental health and learning abilities.

Other Important Directives

If a student has an immunocompromised household member who is required to stay home as recommended by a health professional and their condition prevents the student from attending school, the student will be provided with a plan to continue learning at home.

A non-immunocompromised student whose family has decided not to send them to school for any reason or because of the pandemic will be required to complete an [Annual Home-Schooling Request Form](#).

As required by [Policy 704 - Health Support Services](#), a designated member of school personnel will work with students with specific health conditions and their parents to develop or modify a plan for essential routine health services, or emergencies in accordance with the new Health and Safety Guidelines for Returning to School.

APPENDIX C: SAFEGUARDS FOR VULNERABLE STUDENTS

August 13, 2020

Personal Protective Equipment (PPE)

Additional supplies and safety precautions may be required when working with students beyond what is described in the Return to School: September 2020 plan. In most cases this equipment would already be in place pre-pandemic and part of a student's Personalized Learning Plan, Individualized Behaviour Support Plan and/or Health Support Plan (Policy 704 – Health Support Services).

In the rare case that the required equipment is not already in a plan, the Education Support Services Team, in consultation with the Occupational Health and Safety Coordinators, will create a plan outlining the equipment needed, how this equipment will support the health and safety of the student and school personnel working with the student, and the proper use of the equipment.

APPENDIX D: TRANSPORTATION DIRECTIVES

August 13, 2020

Superintendents are responsible for pupil transportation in accordance with the *Education Act* and its regulations. School buses will be organized to promote physical distancing of one metre, but this will not always be possible. As it is the case in the schools, the buses may have different directives for younger students and older students. Parents are responsible to ensure student screening and proper handwashing occurs before boarding the school bus. Students are not to enter a bus if they are exhibiting two or more symptoms.

The objective is to reduce the number of students on each bus in order to meet physical distancing requirements. This objective will result in the need for more buses. For this reason, the Department is asking parents and guardians who are able to transport their children to and from school do so.

Directives

- All students in Kindergarten to Grade 5 will maintain a physical distance of one meter (one student per seat), unless they are seated with members of their same household. They are not required to wear a community mask on the school bus.
- Students in Grades 6 to 12 must wear a community face mask when entering and exiting the bus. A student can remove their face mask if they are sitting alone or with a member of the same household during the duration of the bus ride.

Additional Measures

- In order to reduce the number of students on buses, an official request has been made to parents who expressed an interest to support the education system by transporting their children next school year.
- The school districts may also consider using options like private conveyance contracts where possible to assist in managing pupil transportation.

APPENDIX D1: OPERATION OF A SCHOOL BUS DURING A PANDEMIC

August 13, 2020

The following provides protocols for the operation of a school bus to ensure maximum safety for passengers and drivers; physical distancing; barriers; administrative controls; and protective equipment (masks).

This procedure is designed to complement standard operating procedures for school buses and does not replace them for the safe operation of a school bus. Drivers must continue to obey all transportation rules and regulations with regards to school bus operation and student safety. Regular safety equipment and procedures are still in effect.

Directives

Required Equipment

- School bus driver must bring a clean community mask for their personal use.
- The Department will provide hand sanitizer for the driver's use. This sanitizer is not a replacement for proper hand washing protocols. Drivers can bring their own hand sanitizer, if they wish.

Loading and Unloading Passengers

- A barrier curtain is installed on all school buses to provide a physical barrier for the driver while passengers are getting on or off the bus.
- The driver must open or close the barrier curtain only when the vehicle is at a complete stop.
- The barrier curtain should be open when the vehicle is in motion to minimize any visual obstruction.
- The barrier curtain must be cleaned as part of the regular sanitization procedure for the school bus.
- All passengers must allow for a one-meter space between each other when getting on or off the bus.

Management of students while on the bus

School buses will be organized to promote physical distancing of one meter, but this will not always be possible. As it is the case in the schools, there are different directives for younger students and older students. This may change should the level of risk change as determined by Public Health.

- All students in Kindergarten to Grade 5 will maintain a physical distance of one meter (one student per seat), unless they are seated with members of their same household. They are not required to wear a community mask on the school bus.

APPENDIX D1: OPERATION OF A SCHOOL BUS DURING A PANDEMIC

August 13, 2020

- Students in Grades 6 to 12 must wear a community face mask when entering and exiting the bus. A student can remove their face mask if they are sitting alone or with a member of the same household during the duration of the bus ride. Students may be seated two in a seat but will be required to wear a mask.
- If Grades 6–12 students do not have a mask upon boarding the bus, one will be provided temporarily. Parents are to provide clean masks for student use. Incidents of non-compliance may be reported to the school principal for follow up.
- It is preferred to fill the bus from the back first whenever possible. This will help limit students passing by each other in the middle aisle. This may not be possible for younger children, children with particular needs, or in other circumstances.
- Assigned seating or consistent seating arrangements will be required.
- Drivers are not expected to actively monitor compliance once students are seated other than their normal monitoring duties while operating the school bus.

Additional Information

- Drivers are required to wear a community mask when physical distancing from students is not possible (e.g., student walking by and barrier curtain is open). Drivers are not required to wear a community mask when a physical barrier is in place to protect the driver. Drivers are not required to wear a community mask when students are in their seats and the vehicle is in motion.
- Drivers are not expected to perform active COVID-19 screening on students when students are boarding the school bus.
- Proper emergency or first aid protocols must be observed at all times and supersede any procedure outlined in this document as necessary.
- Educational assistants or other adult passengers on the school bus will be required to wear a community mask at all times while on the bus.
- School buses must be sanitized at least twice per day—once after the morning runs are completed and once after the afternoon runs are completed. Drivers are permitted to sanitize more frequently should time permit before or between bus runs within their allotted hours. Frequency may change should the level of risk change in the community, as determined by Public Health.
- Drivers can refer to this site for additional information on masks: [How to properly wear a mask](#)

APPENDIX D2: SANITIZATION OF A SCHOOL BUS DURING A PANDEMIC

August 13, 2020

The following outlines how to safely and properly sanitize a school bus during a pandemic. It outlines all the steps required to be taken by drivers to help ensure a safe and sanitized environment for passengers aboard their school busses.

Directives

Required Materials

- Dustbane Unitab or approved alternative
- Sprayer bottle
- Paper or microfiber towel (optional)
- Water
- Nitrile or rubber gloves
- Safety glasses

Before You Begin

- Before sanitizing a school bus, you must ensure the bus is clear of any large debris. The sanitizing solution will not be able to sanitize the surfaces beneath any large debris.
- This is a multi-surface sanitizer and works on all hard surfaces including vinyl seats, glass windows, plastic controls etc. This product is not intended for soft surfaces such as cloth seats.
- Proper PPE must be worn at all time in accordance with manufacturer specification. The solution is not classified as an irritant. See Safety Data Sheet for further details. Use of gloves and safety glasses is required.

Prepare the Sprayer and the Solution

1. Remove the bottle from the sprayer.
2. **For products such as tablets**, add 1 tab to the bottle, fill with 1 liter of cold water and allow 4 to 6 minutes for the tablet to fully dissolve in the water. The solution now has an effective shelf life of 7 days. **For premixed liquid products**, add the desired quantity of solution to the sprayer bottle.
3. Reattach the bottle to the sprayer. Ensure it is securely attached.
4. Pressurize the sprayer using the built-in hand pump:

APPENDIX D2: SANITIZATION OF A SCHOOL BUS DURING A PANDEMIC

August 13, 2020

- a. Pump until resistance is felt (between 10 and 15 pumps or as needed).
- b. Do not over pressurize the container.
5. Adjust sprayer nozzle to dispense solution as required.
6. Do not leave premix cleaning solution in vehicle overnight when there is a risk of freezing temperatures.

Sanitize the Bus

1. Start the cleaning process at the back of the bus and move forward.
2. Pull the trigger on the sprayer bottle to begin dispensing sanitization solution.
 - a. Hold the trigger down for continuous dispensing of the solution.
 - b. Re-pressurize the sprayer as needed to ensure continuous and even coverage.
3. Hold the sprayer approximately 1 foot or 30 cm from the surfaces you wish to sanitize.
4. Lightly coat all surface with the sanitization solution.
5. Apply as needed to cover all interior surfaces of your school bus.
6. Allow the solution to sit on the surface for 10 minutes to properly sanitize the surface. Typical drying time is 10 minutes but may vary depending on weather conditions, humidity etc.
7. If an excessive amount of solution has been applied to the point where there is streaking, visibility issues on windows or excessive residue, wipe the surface using a clean paper towel or microfiber towel to remove any residue.

Additional Information

- Never mix different types of cleaning or sanitizing products.
- If you are changing from one cleaning product to another, ensure you thoroughly rinse the bottle and sprayer with cold water before using the other product.
- Sanitization of the school bus must be completed at least twice per day.
 - Once after all morning runs are completed and once after all afternoon runs are completed.
 - Drivers are permitted to sanitize more frequently should time permit before or between bus runs within their allotted hours.
- Sanitization of a school bus before a trip is permitted. Ensure the vehicle is sufficiently warmed up to avoid freezing before applying the solution to the interior surfaces.
- Sanitization of the school bus must be completed after each extracurricular trip or school bus rental.

APPENDIX D2: SANITIZATION OF A SCHOOL BUS DURING A PANDEMIC

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- One bottle of sanitizing solution should be sufficient to sanitize a bus 2 to 4 times.
- More frequent sanitization of high touch surfaces such as railings can be done using products such as disinfectant wipes or any approved disinfectant solution. Care should be taken to avoid cross contamination by using different wipes or paper towel for each surface.
- Follow manufacturer directions for proper use and first aid for all disinfectants. Be sure to wash hands after each cleaning.
- District transportation managers are responsible for ordering additional sanitizing supplies, as required. Do not order directly from the DTI-VMA stockrooms.
- For more information on product, please see: <https://www.dustbane.ca/products/unitab>

Please contact your transportation manager should this product or process not be suitable for your circumstances. Alternate methods for sanitization are available (e.g., disinfectant wipes).

APPENDIX D3: PRIVATE CONVEYANCE

August 13, 2020

This document only applies to private conveyance transporting students from multiple households. This does not apply to parents transporting only their own children (such as letters of agreement). Private conveyance may be undertaken by parents or other individuals acting as independent contractors.

These agreements allow people to use a private vehicle to transport students to address gaps in bussing. There may be different types of vehicles used with varying carrying capacities.

Directives

- Operators must submit a COVID-19 operational plan to the school district transportation branch.
- Drivers are to complete daily screening at the beginning of each day.
- Parents are to screen their children at the beginning of each day, prior to pick-up and are to oversee the hand hygiene of their children at home, prior to departure.
- Drivers must maintain a vehicle log which includes the date travelled and a list of passengers to facilitate contact tracing.
- Passengers, including the driver, must be at least one metre apart, including when loading or unloading.
- At a minimum, the following seating arrangement is to be followed:
 - Only the driver in the front, unless the driver and passenger are in the same household or the driver and the passenger are wearing masks.
 - For each subsequent row of seats, no more than 1 passenger per row, except:
 - a. Students that are part of the same household may sit up to 3 to a row.
 - b. Students in Grades 6–12 who are not in the same household must wear masks if seated together in the same row.
- If there are no physical barriers between the driver and passengers and the driver and passengers are not from the same household, then the driver is required to wear a mask.
- Vehicles are to be cleaned and disinfected at the end of each day. This would apply to high touch surfaces such as door handles, armrests, seatbelts and seats. Refer to Appendix G: Cleaning and Disinfection Standards for information on disinfectants and their use.
- As a further measure to reduce the risk of transmission, drivers shall set vehicle ventilation to circulated air or open the windows.

APPENDIX E: MUSIC EDUCATION DIRECTIVES

August 13, 2020

APPENDIX F: PHYSICAL EDUCATION AND SPORTS ACTIVITIES DIRECTIVES

August 13, 2020

APPENDIX G: CLEANING AND DISINFECTION STANDARDS

August 13, 2020

Directives

Along with other public health measures outlined in *Return to School: Direction for School Districts and Schools*, regular cleaning and disinfection are essential to controlling the transmission of COVID-19 from contaminated objects and surfaces. In addition to the regular cleaning and disinfection of schools, the following is to be completed:

- Cleaning and disinfection of student desks and chairs is to be done daily as part of the nightly cleaning.
- Frequently touched, shared surfaces should be cleaned and disinfected at least twice a day. These are surfaces that are typically touched multiple times a day by multiple people such as:
 - Door knobs and jams/frames, light switches in conference rooms, library chairs, tables, fridge handles, stairwell railings, elevator buttons, public kiosk and reception areas, water fountain buttons, vending machines, pencil sharpeners and thermostats.
- Shared equipment and supplies should be cleaned and disinfected after each use by students or a member of school personnel other than custodians. This equipment includes computer lab equipment (keyboard, mouse, laptops, etc.), toys, gym and physical activity equipment, vocational equipment, music instruments, art supplies, science lab equipment, smartboard markers, microwaves, photocopiers and other materials or items that students may communally use. If this is not possible, the material in question should not be made available for common use.
- Objects that some learners may put in their mouth must be rinsed with potable water after they have been cleaned and disinfected.
- Washrooms and change rooms should be cleaned and disinfected frequently (at least 3 times a day).
- Personal items and equipment should be cleaned and disinfected by its user. This cleaning and disinfection is customized to personal preference and standards and is done using school district supplied cleaning products and equipment. These are items such as:
 - Desks, chairs, phones, and computer equipment.
 - High school students are to clean and disinfect their desk and chair after each course.
- The designated isolation area is to be cleaned and disinfected after each use.
- Clean and disinfect any surface that is visibly dirty.
- Cleaning is always to be done prior to disinfection.
- Unless there is a pre-existing agreement with the school district, daycare/after school programs, public libraries and public pools are responsible for their own cleaning and disinfection. It must at least meet minimum requirements set out in this document.
- Limit items that are not easily cleaned (e.g., fabric or soft items, puzzle mats, etc.);

APPENDIX G: CLEANING AND DISINFECTION STANDARDS

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- Wear disposable gloves when cleaning blood or body fluids (e.g., runny nose, vomit, stool, and urine). Wash hands before wearing and after removing gloves.
- A cleaning and disinfection schedule must be in place with clear accountability assigned to the appropriate staff.
- Each school will complete a table provided by the school district which prescribes cleaning and disinfection frequency and assigns responsibility for specific items. This table will be completed with the help of school district Facilities Managers and Occupational Health & Safety (OH&S) Coordinators.
- Use common, commercially-available detergents and disinfectant products and closely follow the instructions on the label. <https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html>
- The school operational plan must identify who is responsible for monitoring and ensuring supplies are in stock and available (hand sanitizers, soap, paper towels, disinfectant products, etc.).
- See the *Outbreak Management Plan* for cleaning and disinfecting protocols in the event of a COVID-19 outbreak.

Other Items

- At this time, there is no evidence that the COVID-19 virus is transmitted via textbooks, paper or other paper-based products. As such, there is no need to limit the distribution or sharing of books or paper based educational resources to students.
- Custodian staff and school personnel safety orientation will be completed through OH&S coordinators (includes WHIMIS, PPE, etc.);
- School personnel training will be provided through OH&S Coordinators and Facilities Managers.

Definitions

Cleaning: the physical removal of visible soiling (e.g. dust, soil, blood, and mucus). Cleaning removes, rather than kills, viruses and bacteria. It is done with water, detergents, and steady friction from cleaning cloth.

Disinfection: the killing of viruses and bacteria. A disinfectant is only applied to objects; never on the human body.

Sanitizing: refers to lowering the number of germs to a safe level by either cleaning or **disinfection**. **Disinfecting** itself refers to killing nearly 100 percent of germs on surfaces or objects. This works by using chemicals to kill germs.

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This document is meant as a template. Working copies have been sent to individual schools.

To ensure safe school environments each must apply risk mitigation measures consistent with Public Health guidance and the *Occupational Health and Safety Act* and regulations. All schools, and district offices, must develop a written COVID-19 operational plan to provide the safe environment needed for students and staff. Refer to the Department of Education and Early Childhood Development *Return to School: September 2020* plan and its appendices for primary support for the requirements listed below.

The following is a planning tool that is intended to provide a check list with spaces for site-specific point for each main topic area and resources to help the plan owner, the principal, outline each school's operational plan. Communication plans must consider and include staff, students, parents/guardians, visiting community professionals, and public.

School Name: _____

Principal (Signature): _____

School District Official (Signature): _____

Plan Implementation Date: September 2020

Plan has been reviewed internally to assess any new risks or changes to regulatory guidelines; October to May, monthly, and as increased hazard/risk conditions warrant:

_____	_____	_____	_____
Name	Date	Name	Date
_____	_____	_____	_____
Name	Date	Name	Date
_____	_____	_____	_____
Name	Date	Name	Date
_____	_____	_____	_____
Name	Date	Name	Date

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RATIONALE – Effective Risk Mitigation – Infection and Prevention Controls

The best prevention controls in a workplace are achieved by first focusing on recommended physical distancing and taking every reasonable step to configure the physical site to apply an appropriate physical distance between people. All must practice appropriate hand hygiene and respiratory etiquette. Once all reasonable options in this category have been exhausted, move to engineering controls (e.g., barriers) and conduct the same exercise, then administrative controls (directives), and so on until personal protective equipment (PPE) as a final step, if required.

In addition to the guidelines and regulations, everyone in the school is responsible for ensuring their own safety and the safety of all others.

Visible signage with clear messaging is a key component to effective on-site communication regarding the prevention and control of COVID-19.

District Occupational Health and Safety Coordinator is expected to be primary support with staff and students in consideration. School Joint Health and Safety Committees (JHSCs) should be considered integral to preparations and support for September operations and beyond.

The *Return to School: September 2020* plan is the comprehensive and first reference point for this document.

Communications	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Communications		
Communicate operational strategies, provide orientation to staff and students.		
Communicate operational strategies, provide orientation to visiting professionals.		
Communicate operational strategies to parent/caregiver and school community.	District Communications	

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Communication Strategies

Describe communication strategies for staff, parents/guardians and professional visitors.

Building Access	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Building Access		
Controls are in place to prevent the public from freely accessing the operational school.		
Procedures are in place to control congestion and follow physical distancing requirements during the school start and dismissal times.		
Provide COVID-19 controls for staff working outside of the classroom.	<i>Return to School: September 2020 plan</i>	

Building Access

Describe how access to the school is being controlled and communicated. All usual security measures must be maintained. E.g., use visitor logs.

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Risk Assessment	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Risk Assessment	Risk Assessment Guideline Health Canada	
Complete a risk assessment within the school to determine the risks and identify various controls necessary to mitigate the risk of COVID-19 exposure.	Occupational Health and Safety Coordinators Risk Mitigation Tool for Child and Youth Settings Operating During Pandemic Risk Mitigation Tool	
Determine the physical isolation elements for people showing signs of illness in the operational plan for your school.	<i>Return to School: September 2020 plan</i>	

Physical Distancing	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Implement physical distance protocol.	<i>Return to School: September 2020 plan</i> Facilities staff Itinerant professional plans	
Consider staff, students, visiting professionals, parents/guardians, and community members.		
Arrange furniture to promote the physical distancing requirements. Include a reception area.		
Provide visual cues on floor, indicate directional movement where appropriate, “no-stopping” areas in narrow hallways, etc.		
Determine if installation of physical barriers, such as partitions, is feasible.		
Establish protocols to ensure people don't congregate in groups (staggered arrival, start, break/recess, lunch and release times and locations, virtual rather than in-person meetings, limit access to common areas, etc.).	<i>Return to School: September 2020 plan</i>	

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Evaluate options to reduce those required onsite		
<p>Evaluate the risk of individuals/ student groupings not being able to respect the physical distancing guidelines stated in the <i>Return to School</i> document.</p> <p>Stairwells, entry and exit points and narrow hallways can present challenges. Consider implementing one-way traffic zones where possible, e.g., one stairwell for walking up, a different one for walking down.</p>	<i>Return to School</i> document	

Physical Distancing

Describe how physical distancing is being supported and communicated.

Transition Times		
<p>School schedule has been modified to address transition times, break/recess, lunch, etc., to promote appropriate physical distancing, enable physical distancing, and respect student groupings; utilize separate locations to support transition times as needed.</p> <p>School layout guide maps to inform students, staff, visitors, and public are encouraged.</p>	<p>District Occupational Health and Safety Coordinator</p> <p>Facilities Staff</p>	
Provide time for food preparation and mealtimes.	<i>Return to School: September 2020</i> plan	

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Transition

<p>Describe how transitioning/staggering is being implemented and maintained.</p>

Screening	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<p>Ensure that the staff understands and implements the screening process.</p> <p>Staff must screen themselves, take their temperatures, before leaving residences. If they have symptoms of COVID-19, they should not be at school.</p>		

Screening	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<p>Prepare for the possibility that an individual is a suspect COVID-19 case and may have been in the building. Inform your employees of the procedures to be followed. *Regional Public Health will notify the school about what is to be done.</p> <p>Students and staff must self-monitor throughout the day.</p>	<p>EECD Outbreak Management Plan</p> <p><i>Return to School: September 2020 plan</i></p>	

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<p>Create a self-isolation space. Isolate persons showing signs of COVID-19 immediately at the facility.</p> <p>Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up. Call 811 and comply with the instructions given.</p>	<p>EECD Outbreak Management plan</p>	
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Screening

<p>Outline how passive screening requirements are being met and communicated.</p>

Cleaning and Disinfection Procedures	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
	<p><i>Return to School: September 2020 plan and its appendices</i></p>	
<p>Proper hand hygiene practiced before and after handling objects or touching surfaces.</p>	<p>Hand Sanitizer Poster</p>	
<p>Ensure availability of all necessary supplies for cleaning and disinfecting. Consider “Sanitization Stations” for accessing, borrowing and returning products by staff.</p> <p>Designate personnel responsible for monitoring supply levels and communicating with administrators.</p>		
<p>Washrooms</p>		

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Equip with hot and cold running water under pressure, liquid soap, paper towel, air dryers in many locations, toilet paper, and garbage containers where needed.	Schools Custodial and District Facilities Management	
Foot-operated door openers may be practical in some locations.		
Hand-washing posters must be posted	Handwashing Poster	
For multiple stalls and sinks in washrooms, limit access through a maximum number allowed in the space at one time based on distancing requirements.		

Since physical barriers are not always possible:		
Implement enhanced handwashing and sanitation/cleaning practices in shared areas and for shared items.	Cleaning and Disinfection Guide for Schools	
Encourage proper hand hygiene before and after handling objects or touching surfaces.		
Ensure a schedule of cleaning and sanitization as per cleaning and disinfection standards.	Cleaning and disinfecting guide	
For ventilation, consult the <i>Return to School: September 2020 plan</i>	Facilities staff	

Cleaning and Disinfection

Describe the cleaning and disinfection procedures and how they are being managed.

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Personal Hygiene Etiquette	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Use masks according to the <i>Return to School: September 2020</i> plan protocols.	<i>Return to School: September 2020</i> plan	
Promote appropriate hand and respiratory hygiene.		
Utilize existing sinks or have handwash stations readily available and equipped with running hot/cold water and adequate soap and paper towel where appropriate.	Handwashing Poster	
Provide minimum 60% alcohol-based hand sanitizer.	Hand Sanitizer Poster	
Communicate frequently about good respiratory hygiene/cough etiquette.	Coronavirus disease (COVID-19): Prevention and risks	
Evaluate the school, as a part of its risk assessment, for shared objects and common areas and increase frequency of cleaning of touched surfaces/objects (minimum twice daily) and availability of hand sanitizer. This includes washrooms.	Cleaning and Disinfection Guide for Schools	

Protective Measures	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
To ensure minimal interaction within various set groupings, where feasible and safe, install physical barriers. *To ensure that members of vulnerable populations and students with complex needs are accommodated.	<i>Return to School: September 2020</i> plan District Student Support Services Guidelines for itinerant (visiting) professionals	
Provide personal protective equipment – only for those situations that require it:	OHS Guide-PPE	

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Hand protection (nitrile, rubber or latex gloves)	PPE Poster	
Eye protection (safety glasses, goggles or face shield)	District Student Support Services	
Other personal protective equipment as determined necessary through the risk assessment		
In areas where physical distance, as set out in the Return to School Plan, is not possible, maintain an accurate visitor log, and staff and student attendance log. This is in addition to regular school attendance logs. Logs must be made available to Public Health for contact tracing purposes if it is identified that a person who tested positive for COVID-19 was present in the school.		
Additional Protection		
Use non-medical, “community”, face coverings for individuals who exhibit symptoms of illness to minimize the risk of transmitting COVID-19. Follow the Return to School document protocols.	Health Canada information on non-medical masks and face coverings	
Considerations for schools licensed under Food Premises Regulations	<i>Return to School: September 2020 plan</i>	

Personal Hygiene

Describe how requirements for personal hygiene are being met and communicated. E.g. training for use of products and personal protective equipment.

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Occupational Health and Safety	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
<i>Occupational Health and Safety Act</i> and Regulation Requirements		
Communicate to staff and supervisors their responsibilities and rights under the <i>Occupational Health and Safety Act</i> and regulations.	OHS Guide-Three Rights	
Provide staff and student orientation, information and training on the applicable policies and processes implemented regarding COVID-19.	OHS Guide-New Employee Orientation	
Provide staff the employee training on the COVID-related work refusal process.	Right to Refuse School District HR	
Keep records/log of visitor and employee presence, as well as orientation, training and inspections.		
Ensure supervisors are knowledgeable of guidelines and processes established by Public Health.		
Ensure employees receive information, instruction and training of the applicable personnel protection equipment required to protect against COVID-19 in a school setting.		

Occupational Health and Safety	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Make available appropriate personal protective equipment for the school setting.	District Student Support Services	
*School district Human Resources confirm process for addressing employee violations of policies and procedures.		

APPENDIX H: OPERATIONAL PLAN (TEMPLATE)

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<p>Consult on any new policies and processes established in relation to COVID-19. Engage JHSC or health and safety representative, if any, and staff/employees.</p>	<p>OHS Guide-JHSC</p>	
<p>Provide competent and sufficient supervision to ensure staff, students, and visitors are complying with policies, procedures and processes established.</p>	<p>OHS Guide topic-Supervision</p>	
<p>Communicate to all staff the requirement to cooperate with Public Health if there is a suspected or confirmed case of COVID-19 in the school.</p> <p>Schools must engage the district from the beginning.</p> <p>Regional Public Health will advise the employee, student and parent/guardian, and/or the employer if there is a need to communicate with the school and/or district during contact tracing.</p> <p>Once the district is advised of a positive case, they must then report it to WorkSafeNB.</p>	<p>EECD and school outbreak management plan</p> <p><i>Return to School: September 2020 plan</i></p>	

Elements of the *Occupational Health and Safety Act* and Regulations – School-based COVID-19 Response

Outline how the requirements for OH&S within a COVID-19 response are being met.

APPENDIX H: OPERATIONAL PLAN (TEMPLATE)

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Outbreak Management Plan – COVID-19 Response

Using the Return to School document, outline how the requirements for COVID-19 response are being met.

Additional Considerations: e.g., Mental Health Support	Resources (Examples, Templates, Guidance Documents)	Status (Done, In Progress, Not Started, N/A)
Provide mental health support to all, including access to an employee assistance program (EAP) or information on public health supports, if available.	GNB Mental Health Resource School District Support Staff School District Human Resource Staff	
Other, site-specific considerations: FYI: Guidelines for Re-Entry into the School Setting During the Pandemic: Managing Social, Emotional and Traumatic Impact NACTATR Guide to School Re-Entry	School District Support Services	

Additional Considerations

Describe how any additional considerations are being met.

APPENDIX I: COMMUNITY USE OF SCHOOL

August 13, 2020

Community use of schools is on hold until further notice. This applies to arrangements of less than one year in duration. Long-term community use arrangements will be managed on a use-by-use basis between the school district and the other party or parties.

Guiding Principles

- The Department's mandate of educating children must be the first goal for the use of school infrastructure. This includes the use of space and human resources.
- Additional school cleaning requirements will impact facility availability and user costs. Any additional costs for cleaning and oversight will be borne by the users.
- Early childhood services and programs will have access to school infrastructure, including the use of spaces, to provide quality services based on the needs of early learning childcare teams in the school district.

Directives

- Outdoor fields may be used by community organizations subject to district direction, but users may not enter the school building.
- Priority will be given to organizations that involve children and students.
- Cleaning will meet the COVID-19 school operational plan requirements.
- Visiting early childhood staff and clients must adhere to all relevant health and safety standards. Cleaning must be done by a custodian hired by the school district. School districts may contract this out to municipalities if they have an agreement in place to rent out a block of time. The municipalities must adhere to the cleaning and disinfection requirements and all other requirements.
- Any community organization who uses school facilities will provide the school district with its operational plan detailing how they will meet Public Health's directives.
- If at any time, the school, part of the school, or the area where the school is located is closed or restricted due to COVID-19, there will be no community use of school in that area.
- Community use of schools may be suspended for periods of time on a local basis, with little or no notice, based on the state of the pandemic in the area, as directed by Public Health.

APPENDIX I: COMMUNITY USE OF SCHOOL

August 13, 2020

Additional Measures

Early Learning and Childcare Services

- Early learning and childcare facilities (daycares) that are already established within a school may continue to operate.
- COVID-19 operational plans are required from the facility as indicated by WorkSafe New Brunswick. All COVID-19 related cleaning and sanitization within the early learning and childcare facility is provided by the operator.
- If services are being offered during the school day, clients and relevant staff will separate from the school population.
- Public Health may suspend services for periods of time on a local basis, with little or no notice, based on the state of the pandemic in the area.

Early Childhood Programs

- Early childhood programs such as Talk with Me, Family and Early Childhood, Early Years Evaluation-Direct Assessment and Preschool Autism Services will be offered in a school facility during the day and after-school hours. If no school space is available, the school district is responsible to arrange an alternate school location.
- Small group sessions are allowed under the Public Health Guidelines for Early Childhood Programs and aligned with the Direction for School Districts and Schools for COVID-19.
- School operational plans must include reference to early childhood programs and services.

APPENDIX J: STUDENTS FROM OUTSIDE OF THE PROVINCE

August 13, 2020

This document provides information on the additional requirements for students from outside the Atlantic bubble who are attending New Brunswick public schools. It is important to note that the following directives do not replace the requirements outlined in [Policy 804 - Student Registration](#).

The following directives do not apply to students who attend a New Brunswick public school and live in a border community outside of New Brunswick, such as the Listuguj Mi'gmaq First Nation.

Directives

The following directives apply to all students entering New Brunswick from outside the Atlantic Bubble:

- Public Health requires all students arriving in New Brunswick from outside the Atlantic Bubble to self-isolate for 14 days. This does not apply to children subject to written custody agreements.
- Students must be directed to contact the school district office by phone or email to register as per [Policy 804 - Student Registration](#) if they arrive at school unregistered.
- During the school year, learning materials will be provided to students who have been registered in the public school system for use during their 14-day self-isolation.
- Before a student is allowed to attend class in person, the parent or guardian will confirm that the student has self-isolated for a period of 14 days.
- Schools will make every effort to contact the students from outside the Atlantic Bubble who are already registered in the New Brunswick school system in advance to inform them of these directives.

Recruited International Students (Atlantic Education International and Place aux compétences)

- Students coming to New Brunswick through a recruiting agency must follow the 14 day self-isolation plans established by the recruitment agencies before they are allowed to enter a school building.
- International students who arrive in New Brunswick are required to have a COVID-19 test on day 10 of their 14-day isolation period. A negative test result will not release the student from the required 14-day isolation period. If a student tests positive, the Regional Medical Officer of Health will manage and determine next steps.

APPENDIX K: OUTBREAK MANAGEMENT

August 13, 2020

Guiding Principles

Full-time education will be mandatory in September 2020. The Department of Education and Early Childhood Development has the mandate to provide quality education for all public-school students. COVID-19 is listed as a notifiable disease under the *Public Health Act* which means that the Chief Medical Officer of Health is responsible for the management of an outbreak. That being said, schools, school districts and the Department of Education and Early Childhood Development have a role to play in supporting the Chief Medical Officer of Health and the Regional Medical Officer of Health.

Directives

School Absenteeism Guided Measures

School administrators understand the usual absenteeism patterns of their school. They will notify the Regional Public Health Office in cases of outbreaks or unusual situations, such as when absenteeism of students or school personnel is greater than would be expected, or severe illness is observed.

Symptomatic Students and/or School Personnel

- The school must have an area designated to isolate school personnel or students who become symptomatic during the day while waiting to be picked up. Pick-up is to occur within an hour of notification. Parents must be aware that this is an expectation.
- Symptomatic individuals must be immediately separated from others in a supervised area until they can go home. Where possible, anyone providing care to a symptomatic student should maintain a distance of two metres and wear a mask.
- If two-metre physical distancing can not be maintained from the symptomatic student and if circumstances allow, the student must wear a community mask unless not tolerated and be separated from other students and school personnel until their parent arrives to pick them up.
- Symptomatic school personnel must immediately isolate from others and wear a community mask until they are able to leave the building.
- Hygiene and respiratory etiquette must be practiced while the symptomatic studentschool personnel is waiting to be picked up.

APPENDIX K: OUTBREAK MANAGEMENT

August 13, 2020

Outbreak Management Process

1. The Regional Medical Office of Health will contact the school or the school district if a positive case of COVID-19 is confirmed. The school principal must follow the orders of the Regional Public Health Office.
2. The school will communicate to the school population of a positive case of COVID-19 in a school and inform the school population that more information will be coming from the Regional Public Health Office.
3. Regional Public Health will be involved to manage the outbreak, ensure contacts are identified, ensure public health measures are in place, and lead any communication that is required.
4. Communication to the school community will be guided by the Regional Medical Officer of Health, in collaboration with the school principal and superintendent.
5. Confidentiality of a suspect or confirmed case is paramount. It is important that all personal health information remain confidential unless Public Health requires the information for contact tracing. Only a limited amount of school personnel, on an as needed basis for contact tracing, will be informed of the name of the individual who has tested positive for COVID-19.
6. Public Health Officers will contact those individuals who must self-monitor or self-isolate. Public Health Officers will decide if a class, classes or the entire school population needs to be sent home to self-monitor or self isolate. They will inform the school principal and the school district of the actions needed.
7. If exclusion/isolation is required, principals must ensure that measures are in place to inform parents and school personnel of the situation and of how important this control measure is with resources from Regional Public Health. Proper exclusion/isolation is one of the most important and effective measures in controlling the spread of disease to others. Parental and school personnel cooperation is critical.
8. Public Health Officers or Public Safety Officers will monitor anybody who has been ordered to self-isolate.
9. In the event a school is required to closed due to an outbreak, the Regional Medical Officer of Health will give the directives in collaboration with the superintendent. The Regional Medical Officer of Health will notify the Office of the Chief Medical Officer of Health. The superintendent is required to notify the Department of Education and Early Childhood Development.
10. In the event a school, region or the province is in the red phase, students will not be permitted inside the school building. School personnel will continue to work in the school building unless the school has been closed to school personnel by Public Health. This means that school personnel are expected to report to school and continue offering education to students at a distance.
11. Teaching and learning must not stop if students are sent home because of an outbreak. As part of their preparations for the upcoming school year, school personnel must develop contingency plans for continued learning when students are not physically able to be in school. For example, teachers may have kits that they can send home with younger students, they may be ready to teach on-line, etc.

APPENDIX K: OUTBREAK MANAGEMENT

August 13, 2020

12. Public Health Officers will inform those individuals who have been ordered to self-isolate of when the order ends. Public Health Officers will inform the principal or the school district of when a class or a school (students and/or school personnel) can physically return to the school building.