

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.

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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*
- *Appendix B3: Deploying Temporary Devices*
- *Appendix B4: Staying Cyber Safe*
- *Appendix B5: Receiving and Assigning “IMP” Laptops*
- *Appendix B6: Student Support (BYOD)*

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.

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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*)
- The *Education Act* continues to apply and, as a result, it is still prohibited to hire students during school hours.
- Teachers will be assigned students reflecting a regular class size.
- 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 such as co-op and career exploration 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.

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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*

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

The directives for musical education, the use of music as part of the pedagogical approach in class, as well as extra-curricular activities such as band, orchestras, choirs, theatre and dance and other singing groups are outlined in *Appendix E: Music Education Directives*.

Extra-curricular, Co-curricular, Field Trips and Related Activities

Extra-curricular, 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

The directives for physical education, physical activity, organized sports, extra-curricular, intramural and interscholastic are outlined in *Appendix F: Physical Education and Sports Activities Directives*.

Shared Materials

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

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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 6–8 are to clean and disinfect their desk and chair after each class if they change classrooms (for example, art or music class.) Students in Grades 9-12 are to clean and disinfect their desk and chair after each class.

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>

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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.

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 metre 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; and
- Authorized access is approved by the principal or school district (e.g., repair work, emergencies, Child and Youth Teams, 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.

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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.

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 one or more symptoms of COVID-19, can either:

1. Register online for a test by clicking “Get tested” on the GNB coronavirus website (www.gnb.ca/coronavirus),
2. Contact Tele-Care 811, **or**
3. Contact your primary care provider.

Following Public Health advice, those who only have ONE COVID-19 symptom can attend school.

The 811 operators or primary care provider will evaluate your child before sending them for testing.

Public Health will inform the individual or parent (when a student is involved) of the self-isolation requirements. 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.

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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.

<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

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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:

- 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.

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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 70% 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;
- 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;

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- 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.

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.

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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.
- 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.

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- 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 MASK

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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 two clean community masks to school with them every day.
- A community mask should be at least two layers of tightly woven fabric, that covers the nose, mouth and sides of the face.
- 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.

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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.

APPENDIX A: USE OF COMMUNITY MASK

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Members of the Public Visiting School

Any member of the community, including parents, volunteers, repair workers, public health nurses, 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

November 19, 2020

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. If a school is closed for operational reasons and students cannot physically attend school, learning will not be interrupted.

Directives

- Teachers are responsible to ensure that students are learning both at school and at a distance;
- 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 will be 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). It is important for teachers to encourage and facilitate a strong sense of belonging with their class and to their school.
- Teachers will communicate often with students and/or parents. They will provide updates on student learning to both 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 condition will benefit from distance education to continue their learning.

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

November 19, 2020

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

- First, ensure that all students know how the distance learning environment works (tools, 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 for student's particular needs.
- Plan to ensure that learning continues at a distance in cases where students are unable to physically attend school. Ensure that teaching strategies used support student's engagement.
- Teachers should ensure a balance in the course load of a student by collaborating with the other teachers and their learning expectations.
- Experiential learning opportunities support varied learning needs. Teachers are encouraged to integrate experiential learning into the learning outcomes of their courses and in consultation with families, support students' participation in learning outside of school and home.
- 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 receives explanations, directions, instructions and feedback
 - The student experiences experiential learning, such as an internship, 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.

APPENDIX B: LEARNING AT A DISTANCE

November 19, 2020

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;
- 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, 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.

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 and publish 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), respecting the time allotted for exchange and adhering to the planning of the meeting and its objectives.

APPENDIX B: LEARNING AT A DISTANCE

November 19, 2020

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 teachers and their peers.

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

November 19, 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. 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. These specifications are required to ensure the device will be sufficient to last throughout high school.

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,

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

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which is needed to access the learning platforms, or a required application or program installed for an educational purpose 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.

Additional Information

There are situations where some students and/or their families will not have to purchase a device, as it will be provided by the school or the school districts. The following situations are:

- **Assistive Technology:** This process will remain the same as in years gone by. Schools will provide students with necessary technology.
- **Vulnerable Students (medical):** Students from K-8 who have underlying health conditions that prevents them from attending school will be provided a laptop. Schools should reach out to district IT to initiate the process.
- **First Nations:** It should be verified with their community to determine if they are procuring the device on their behalf.

APPENDIX B1: BRING YOUR OWN DEVICE (BYOD)

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- Students in care of the Department of Social Development: The Department of Social Development will help procure devices for these students.

Independent students: The independent student can submit their own application through the subsidy program.

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)

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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

November 19, 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.

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 school. 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

November 19, 2020

- 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.
- Parents that are ineligible to receive a subsidy can still purchase a laptop from this website using the code they received in their original email. A special price was negotiated with the vendor and is lower than the regular retail price.

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 B3: DEPLOYING TEMPORARY DEVICES

November 19, 2020

The following information concerns the lending of devices to students on a temporary basis.

What to do when a student requires (and returns) a temporary device

Ensuring Student Qualifies

Students can only be assigned **one device at a time**. This device must be returned **including power cord** before another assignment can be made. If they have an outstanding temporary device assigned, they cannot receive another.

Determine Eligibility for a Device

Schools will provide a temporary device as quantities permit. Schools are expected to carry a small amount of extra devices. It may take some time to find and prepare loaner equipment. Some scenarios where a student may request a temporary loaner are:

- Student broke or lost his/her device
- Student forgot his/her device at home
- Student ordered a device and has not yet received it
- A school is closed as a result of the Covid-19 pandemic. K-8 students without a device at home
- Student/guardian refuse to procure a device
- Other scenarios at school's discretion

If the school does not have any temporary devices, they should contact the school district and make them aware of the shortage.

Assigning a Device

The school is expected to track which student has which device. The tracking process is up to the school district, but the school should be able to report on this at any given time. Once the assignment is tracked, give the device and associated cords to the student.

APPENDIX B3: DEPLOYING TEMPORARY DEVICES

November 19, 2020

Returning a Device

Once a student has finished with the temporary device, the following should be done to unassign it from the student:

- Ensure the device and associated cords are all returned. If they are not, the device will not be unassigned until the student has brought everything back.
- Unassign the device from the student from the tracking process.

Student data saved on the loaner device is the student's responsibility. IT is not responsible to remove those files.

APPENDIX B4: STAYING CYBER SAFE

November 19, 2020

For more tips, consult [GETCYBERSAFE.CA](https://getcybersafe.ca)

Protect Yourself with Simple Steps

Don't Take the Bait

Phishing scams are messages or phone calls made to look and sound like they're from people or companies you're familiar with. In some cases, a cybercriminal may already know something about you to make the message or phone call sound more legitimate.

If you receive a suspicious email, phone call or text (even if it seems like it's from a familiar company or a friend) here's what to do:

- Breathe. Phishing messages often pressure or threaten you to respond quickly. If an email needs you to "act now", it's probably a scam.
- Don't open any links or attachments you're unsure of. Reach out to the sender through a different means, like by phone, to confirm.
- Consider your internet history. Unless you requested it, any message asking you to reset your password or update your account info is likely fake.
- Delete any messages that seem too good to be true, like winning a contest you didn't enter

Easy Ways to Keep Your New Laptop Safe

- Your laptop comes with anti-virus software, often on a trial basis. Be sure to renew it or install new software when the trial period ends.
- Enable the update notification function on your laptop. Don't ignore update notices, but definitely do ignore security updates received through email or website pop-ups. They could actually be viruses.
- Use strong, frequently changed passwords to protect your device. If it's ever lost or stolen, your information will remain safe from whoever's hands it falls into.

APPENDIX B4: STAYING CYBER SAFE

November 19, 2020

- Practice strong passwords:
 - Use a passphrase composed of at least four words and 15 characters in length
 - Or use a complex password:
 - at least 12 characters
 - combination of upper and lower case letters, numbers and symbols
 - no personal information.
- When you download files from the Internet, make sure they are from a trusted source, and always use your anti-virus software to scan those files.
- Only use wireless networks (Wi-Fi) and hotspots that you know – like a location you are familiar with or where they provide you with a password to connect. Never conduct financial transactions on public Wi-Fi.

APPENDIX B5: RECEIVING AND ASSIGNING IMP LAPTOPS

November 19, 2020

Computers that have been ordered by students through IMP are shipped directly to their school to the attention of the school administration.

How to deal with a shipment of laptops

Receiving shipment

- Does the shipment match?
 - Ensure the invoice and what is physically received match. E.g. If there are 20 laptops on the packing slip, there should be 20 boxes delivered.
- Shipping Documents
 - Save shipping documentation to be sent to EECD or District Budget Manager.

Giving computers to students

- Has the student been assigned a temporary device?
 - If yes, loaners and power cords must be returned **before** the new equipment is handed out. They cannot receive their new computer until the temporary device is returned.
- Ensure the laptop is intended for the student receiving it. Double check this on the student/laptop assignment sheet.
- Have the student sign the student/laptop assignment sheet to confirm receipt.
- Give the laptop to the student.

Computer problems

Student encounters problem with laptop

- Once the student has received a new computer, it is considered their property. If they are having an issue with their device, they can request a loaner device as outlined in the Deploying Temporary Devices slide, but the school is not responsible for fixing their broken computer. This is a conversation between the student and the vendor (IMP Solutions).
- Students can call 1-800-387-5757 to speak with them directly or through website <https://www.dell.com/support/home/en-ca/>

APPENDIX B5: RECEIVING AND ASSIGNING IMP LAPTOPS

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Student not listed

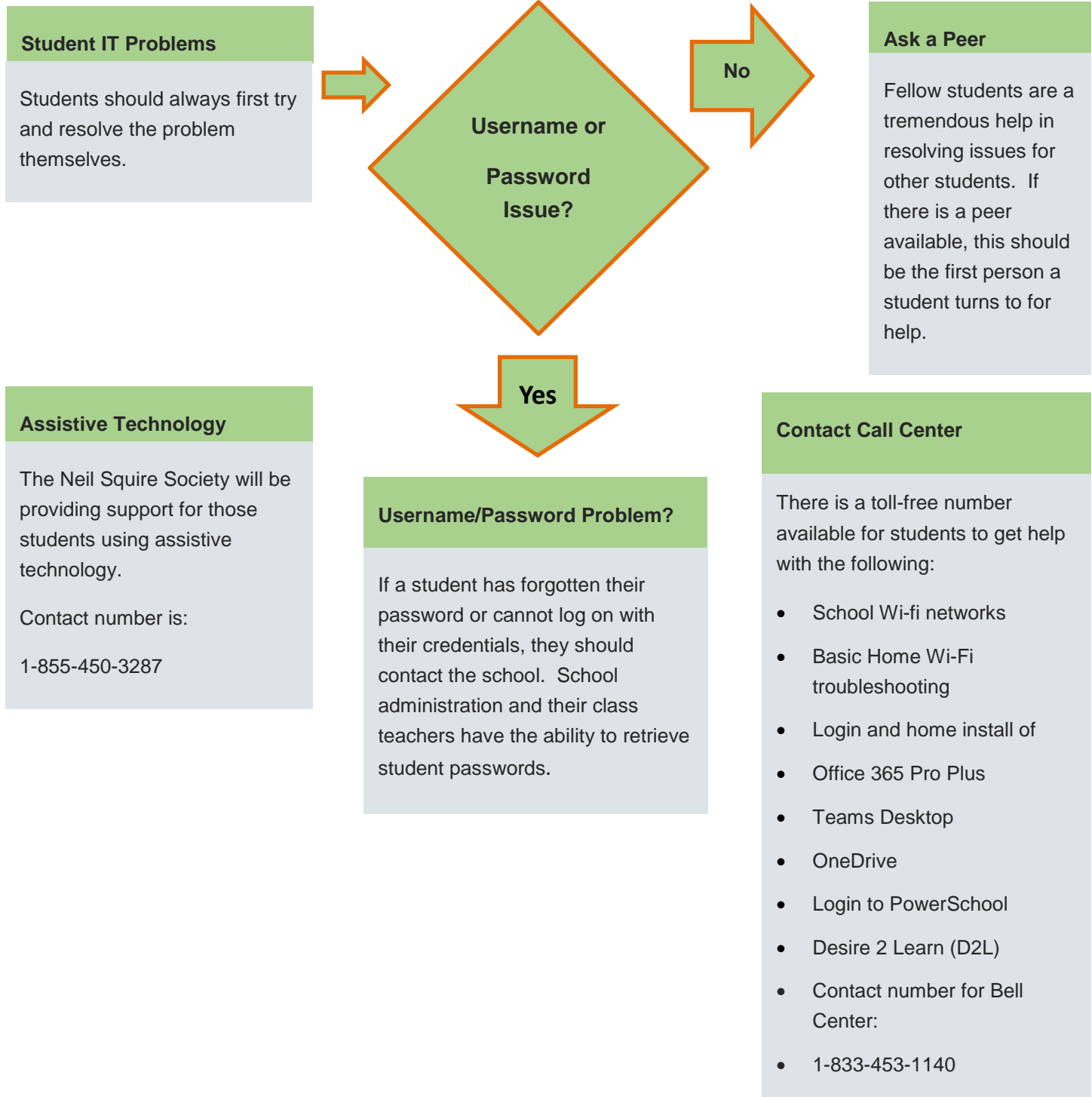
The shipment should be cross referenced, using the order numbers, with the student/laptop assignment sheet provided by EECD. If there are any discrepancies, the school should contact District IT personnel and resolve these issues before proceeding any further.

- At a minimum, the school **MUST** record the name on the shipping label and the order number on the assignment sheet (e.g. for cases where the student name is not listed on assignment sheet).

APPENDIX B6: STUDENT SUPPORT (BYOD)

November 19, 2020

When a student at home or school cannot connect to the internet or is having trouble logging in or installing a program with their personal device, here is how assistance should be provided:



APPENDIX C: SAFEGUARDS FOR VULNERABLE STUDENTS

November 19, 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

November 19, 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 on page 29 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); and ○ 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

November 19, 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

November 19, 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.

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

November 19, 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

November 19, 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

November 19, 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

Duration

The sanitization of a school bus should take approximately 30 minutes (per cleaning) to complete, in addition to the regular cleaning routine.

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.

For products such as tablets:

APPENDIX D2: SANITIZATION OF A SCHOOL BUS DURING A PANDEMIC

November 19, 2020

2. Fill with a separate container cold water and add 1 tablet to the container
 - a. Refer to manufacturer direction for required concentration. (concentration equivalent to general sanitization or hospital grade sanitization).
 - b. For Titan Tab: 4L of water for 1 tablet (1000ppm)
 - c. For Unitab: 4L of water for 1 table (500ppm)
3. Allow 4 to 6 minutes for the tablet to fully dissolve in the water.
 - a. The solution now has an effective shelf life of 7 days.
4. Add the desired quantity of solution to your sprayer bottle (continue to step 6)

For premix liquid products:

5. Add the desired quantity of solution to the sprayer bottle.
 - a. No dilution with water is necessary
6. Reattach the bottle to the sprayer. Ensure it is securely attached.
7. Pressurize the sprayer using the built-in hand pump:
 - a. Pump until light resistance is felt (between 10 and 15 pumps or as needed).
 - b. Do not over pressurize the container.
8. Adjust sprayer nozzle to dispense solution as required.
9. 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 10-20 cm (4 to 8 inches) from the surfaces being sanitized.
4. Lightly coat all surfaces 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.

APPENDIX D2: SANITIZATION OF A SCHOOL BUS DURING A PANDEMIC

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7. 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 co-curricular, extracurricular trip or school bus rental.
- 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.
- District transportation managers are responsible for ordering additional sanitizing supplies, as required. Do not order directly from the DTI-VMA stockrooms.
- Wash hands after each use.
- Do not leave cleaning solution, or wipes in vehicle overnight when there is a risk of freezing temperatures. Ensure to store all cleaning products in accordance with manufacturer directions on the label at all times.
- Ensure all products are stored safely and out of reach of children at all times.

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

APPENDIX D3: PRIVATE CONVEYANCE

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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

November 19, 2020

The following guidelines apply to music education and the use of music as a pedagogical tool in the classroom. The Department of Education and Early Childhood Development recognizes the positive effect of music on the social and emotional well-being of students, as well as the pedagogical impact on language and cognitive development.

Wind instruments and singing will be permitted provided that health and safety measures are applied (physical distancing, and increased cleaning and disinfection). When class groupings are not being maintained (i.e. extra curricular rehearsals), students must use community masks.

Music classes

- It is recommended that music classes take place in outdoor areas whenever possible, weather permitting. When weather prevents outdoor participation, music rooms, theaters, gymnasiums, auditoriums and alternative spaces may be used provided all health and safety measures are applied (physical distancing, enhanced cleaning and disinfection).
- Kindergarten to Grade 8 students will participate in the music class within their class grouping and maintain a physical distance of two (2) metres from other groups. Proper hand sanitization is required before entering and leaving the music class room unless it takes place in the regular classroom.
- Kindergarten to Grade 8 students can sing with their class group indoors when the weather prevents outdoor participation. Singing softly at a physical distance of two (2) metres is encouraged, even within a class group. Students should be arranged so that they are not directly facing each other.
- As with any other materials shared within a group class, musical materials, with the exception of wind instruments, can be used by all students in the class but should be cleaned and disinfected at the end of the day. For materials shared between class groups, the musical equipment must be cleaned and disinfected by the students under the supervision of the music educator before another class group can use it. If it cannot be cleaned and disinfected, the material in question should not be made available for common use. Please refer to instrument manufacturers guidelines for applicable cleaning for consistency.
- The use of markings is recommended (e.g. floor tape, hula hoops, cones, etc.) and general signage is required to indicate where students can sit, stand and participate according to physical distancing guidelines.
- The sharing of musical instruments is allowed except for wind instruments (see section Wind instruments), with cleaning and disinfection between each user. Proper hand sanitization is required before entering and leaving the music class room, the auditorium or any other space.
- It is recommended that students in Grades 9 to 12 sing outdoors, weather permitting, or in large spaces to ensure physical distancing of two (2) metres from students and staff. Singing softly is also encouraged. Students should be arranged so that they are not directly across from each other. Forming smaller groups may be necessary to ensure singing at a safe distance.

APPENDIX E: MUSIC EDUCATION DIRECTIVES

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- Music educators who teach several groups of students of all grade levels in the same school must ensure that they maintain a physical distance of one (1) metre in the classroom. When the music educator teaches in more than one school, the distance of two (2) metres is required (see Appendix A – Use of Community Mask).
- It is important that all music educators implement a variety of educational approaches to ensure quality music instruction in a safe environment, for example:
 - Incorporate cross curricular and prioritized curriculum documents;
 - Offer educational outcomes with flexibility to be taught at school or remotely;
 - Include more educational scenarios focused on music appreciation, music theory and musical creation; and
 - Incorporate instruments that are lower risk (e.g. percussion or string instruments) into musical activities.

Music as a pedagogical tool

- Kindergarten to Grade 8 students are permitted to sing with their class grouping indoors when the weather prevents outdoor participation.
- Singing softly at a physical distance of two (2) metres is encouraged, even within a class group.

Wind instruments

- While the province remains in yellow phase, the use of wind instruments will generally be permitted if all health and safety protection measures are observed (physical distancing, increased cleaning and disinfection). If a zone or the province returns to orange or red, the use of wind instruments will be suspended.
- Considering the amount of time required to clean wind instruments, an instrument should be loaned to one student at a time for a period of several weeks (time block). This instrument should then be cleaned under the supervision of the music educator before being loaned to another student.
- Students should be arranged so that they are not directly facing each other.
- Students should maintain a physical distance of at least two (2) metres (including instrument) and ideally four (4) metres when possible when using a wind instrument or participating in other musical activities. If distancing and cleaning measures cannot be followed, wind instruments will not be permitted for use.

APPENDIX E: MUSIC EDUCATION DIRECTIVES

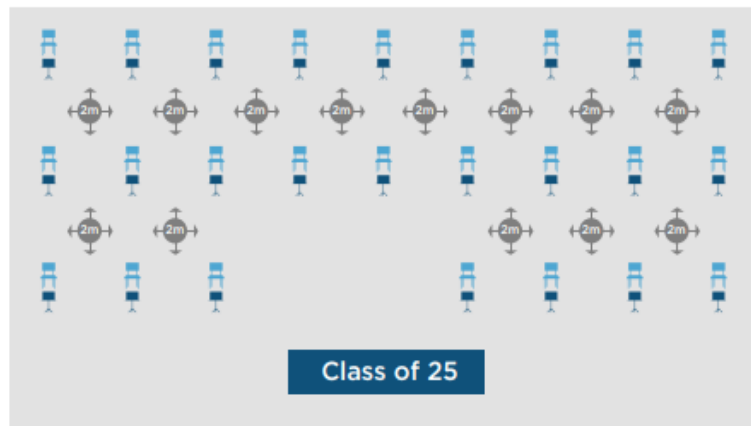
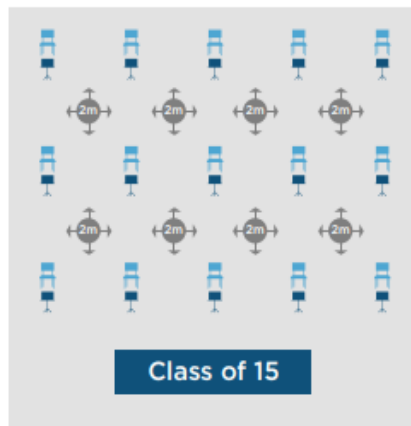
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Extra-Curricular Music and Drama Activities (all grade levels)

While the province remains in yellow phase, extracurricular music activities will be offered, based on Public Health advice and/or provincial alert phase. In the event that a zone or the province returns to orange or red, all such extracurricular activities will be suspended.

Choir, Drama and Band Rehearsals

- Rehearsals should take place in music rooms, theatre, gymnasiums, auditoriums or alternative indoor spaces that are well ventilated may be used as long as a physical distance of two (2) metre radius is maintained. Proper hand sanitization is required prior to entering and exiting rehearsals.
- During band rehearsals students should maintain a physical distance of at least two (2) metre radius (including instrument) and ideally four (4) metres when possible. It is recommended that music educators divide their total square footage space by 36, so that each student has a block measuring 6x6 or 36 square feet. See diagrams below for more information.



- The number of students that participate in choir, drama and band rehearsals should be limited, depending on the space available, to adhere to the physical spacing requirement. Students should be arranged so they are not facing each other directly.
- The use of markings is recommended (e.g. floor tape, hula hoops) and general signage to indicate where choir, drama or band members can sit/stand/participate according to physical distancing requirements.
- To increase ventilation in indoor spaces, windows and doors should be opened, whenever possible. Choir, drama or band rehearsals are not permitted in unventilated rooms.

APPENDIX E: MUSIC EDUCATION DIRECTIVES

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- Sharing of materials (music, scripts, etc.) should be avoided and chairs, stands and other props should be set up to avoid any unnecessary movement or touching.
- It is not permitted to share the following during band rehearsals:
 - vessels for cleaning mouthpieces.
 - wind instruments or reeds.
 - percussion instruments or other equipment unless they can be cleaned thoroughly (please refer to instrument manufacturers guidelines for applicable cleaning). Alternatively, percussionists could wear sterile gloves during rehearsal.
 - Pianos/keyboards and large percussion instruments should be sanitized after each use.
- Attendance must be taken at each rehearsal for contact tracing (teacher, students, volunteers, etc.). The collected information must be stored in a secure location and made available upon request.
- Students will not be permitted to participate in more than one extra-curricular choir, drama or band activity at a time. This will enable the number of contacts to be limited to a degree, thus minimizing some additional risk of potential transmission.
- Teachers and volunteers will maintain a two (2) metre physical distance from each other and students. If this is not possible than a community mask is required.
- During choir or drama rehearsals, it is best practice for students and school personnel to wear a community mask when possible.

Cleaning and Disinfecting Directives – Band Rehearsals

- All band rehearsal rooms will have the following cleaning and disinfecting stations
 - access to running potable water, soap and disinfectant for cleaning purposes;
 - access to paper towel must be available for drying off mouthpieces (the use a common towel for drying is not permitted);
 - water keys should not be released directly onto the floor. Paper towels should be provided to soak up the condensation from water keys which will be disposed of properly after use at a central condensation dumpsite.
 - each instrument cleaning station will include a bucket containing a disinfectant solution, paper towels, disinfectant spray, soap and water.
 - teachers must establish cleaning guidelines (including condensation removal, disinfection and hand washing) and communicate these to students.

APPENDIX E: MUSIC EDUCATION DIRECTIVES

November 19, 2020

Concerts and Festivals

- There will be no audiences at music performance or rehearsals inside the school.
- Consider streaming live or pre-recorded concerts.
- Attendance at music festivals, theatre festivals etc. should be limited to schools within a school district or a small region (in accordance with education centers) to avoid unnecessary travel, avoid trips requiring an overnight stay, and limit contact across regions.
- Events occurring in municipal or community-controlled facility will follow the facility's guidelines included spectator attendance as approved by Public Health. Physical distancing, self-screening, hygiene etiquette and any relevant health and safety measures will be respected by all in attendance.
- The host school must keep a record documenting the contact information of all in attendance at the concert. This is to facilitate contact tracing. This collected information must be stored in a secure location and available upon request by Public Health.

APPENDIX F: PHYSICAL EDUCATION AND SPORTS ACTIVITIES DIRECTIVES

November 19, 2020

The following directives apply to physical education, physical activity, organized sports, extra-curricular, intramural and interscholastic. The Department recognizes the essential role sport and movement play in the academic, social and emotional development of students.

Physical Education

- It is recommended that physical education classes take place in a safe outdoor space as much as possible, weather permitting. Gymnasiums or alternate indoor spaces may also be used as long as health and safety measures are applied (e.g., physical distancing, hand and respiratory hygiene, enhanced cleaning and disinfection). Schools are to contact district facilities staff when considering alternate indoor areas to determine suitability of the space.
- Shared equipment should be cleaned and disinfected after each use by students, under the supervision of the teacher or a physical education teacher. If this is not possible, the material in question should not be made available for common use.
- Students in Kindergarten to Grade 8 will participate in physical education class within their class groupings and maintain a two (2) metre physical distance from other groupings. Physical distancing within their class grouping is not required, and materials may be shared within the grouping. Proper hand sanitization is required prior to entering the gymnasium and upon exit.
- Students in Grades 9 to 12 will maintain a physical distance of one (1) metre while participating in physical education class or other physical activities. The sharing of equipment is permitted, given that all health and safety measures are met (proper sanitization). Proper hand sanitization is required prior to entering the gymnasium and upon exit.
- The use of changing rooms is acceptable during physical education class and if all health and safety measures apply. Schools will reduce the number of students in changing rooms at any one time.
- Students in Kindergarten to Grade 8 must stay within their class groupings while using the changing room.
- Students in Grades 9 to 12 must maintain a physical distance of one (1) metre while using the changing room.
- Changing rooms will be cleaned and disinfected frequently (at least three times a day).
- A curtain divider may be used for physical distancing purposes if two or more groups of students are using the common space (gymnasium) at the same time.
- In Grades 9 to 12 the use of markings is recommended (e.g., floor tape, hula hoops, cones etc.) and general signage to indicate where students can sit/stand/participate according to physical distancing guidelines.

APPENDIX F: PHYSICAL EDUCATION AND SPORTS ACTIVITIES DIRECTIVES

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Intramural Activities

- While the province remains in the yellow phase, sporting opportunities will be offered, based on Public Health advice and/or provincial phase. In the event that a zone or the province returns to orange or red, all such activities will be suspended. In the event of an outbreak in a school, Regional Public Health will provide direction to the school for participation intramural activities.
- Students in Kindergarten to Grade 8 may participate in intramural activities within their class grouping and maintain a two (2) metre physical distance from other groupings. Sporting equipment may be shared within the class grouping. Proper hand sanitization is required prior to entering the gymnasium and upon exit.
- Students in Grades 9 to 12 will maintain a physical distance of one (1) metre while participating in intramural activities. The sharing of equipment is permitted, given that all health and safety measures are met (proper sanitization). Proper hand sanitization is required prior to entering the gymnasium and upon exit.

Interscholastic and Extra-Curricular Sport Activities (all grade levels)

While the province remains in the yellow phase, sporting opportunities will be offered, based on Public Health advice and/or provincial phase. In the event that a zone or the province returns to orange or red, all such events will be suspended. In the event of an outbreak in a school, Regional Public Health will provide direction to the school for participation and hosting sports or sporting events.

- In cases where any organized sports have a Provincial Sport Organization governing body (e.g. Hockey New Brunswick, Soccer New Brunswick, etc.), the level of play and associated modified rules will comply with the operational plans developed by that body.
- If there is no governing body, the sport must have a province wide operational plan that complies with the standards outlined in the Return to School Plan: Direction for School District and Schools and includes any additional measures in place to ensure health and safety. The department will coordinate with school districts in the development of the provincial operational plans.
- Kindergarten to Grade 12 competitive sporting events should be limited subdivisions of a school district or a small region to avoid unnecessary travel and limit contact across regions.
- Schools are required to include any sporting event into their COVID-19 Operational Plan (e.g. hosting of a sporting competition) that is not otherwise detailed within the pre-existing school plan.
- Screening for COVID-19 symptoms is required for all students, coaches and volunteers prior to any travel and/or participating in any intramural, interscholastic, extra-curricular sport activities (for all grade levels).
- Team rosters should be held to a reasonable number (guided by NBIAA or respective provincial organization governing body) including coaches to facilitate potential contact tracing. Attendance must be taken at each practice

APPENDIX F: PHYSICAL EDUCATION AND SPORTS ACTIVITIES DIRECTIVES

November 19, 2020

and game for contact tracing (coach, players, volunteers, etc.). The collected information must be stored in a secure location and made available upon request.

- If a school host an event, a master list of all names and contact information of coaches, players, volunteers etc. must be kept at the school.
- Transportation to and from events should follow the transportation directives outlined in Appendix D – Transportation Directives. Parents should transport students as much as possible.
- Participants should arrive ready to participate and already wearing necessary equipment as changing rooms may not be available for use.
- The use of changing rooms is not permitted for extra-curricular activities scheduled outside of the regular hours of operation of a school, unless outlined in the school’s COVID-19 operational plan. The plan must allow for appropriate cleaning and disinfection procedures.
- Unnecessary physical contact (high fives, handshakes, fist bumps, or hugs, etc.) is prohibited. End of game handshakes are to be replaced by another mechanism, demonstrating good sportsmanship and respect of one another for a good game (e.g. baseball players line up on the 1st base and 3rd base line and tip their hat to their opponent).
- Coaches and volunteers will be required to maintain two (2) metre physical distancing from each other at all times. If this is not possible than a community mask is required.
- Team and coach meetings should be conducted virtually and must follow health and safety requirements of distancing and mask use when in person.
- Verbal recognition of awards is encouraged post-competition, but no physical awards are to be presented (could be delivered at a later time).

High School Sports Additional Consideration

- If the sport has reached the level of multi-team play, competitive team play can occur. Established New Brunswick Interscholastic Athlete Association (NBIAA) conferences may allow play yet limit potential team interactions at the high school level.
- Students will not be permitted to participate in more than one interscholastic sport at a time. Students should only be part of one NBIAA sport at a time. This will enable the number of contacts to be limited to a degree, thus minimizing some additional risk of potential transmission.
- The updated list of approved NBIAA sports can be found at <https://www.nbiaa-asinb.org/en/>. All schools may use this as a guideline to acceptable sports to be practiced for intramural and extracurricular sports.

APPENDIX F: PHYSICAL EDUCATION AND SPORTS ACTIVITIES DIRECTIVES

November 19, 2020

Spectators

- There will be no spectators at sporting activities and events inside the school. For any sport activities held in an arena or other municipal facilities, the number of spectators permitted will follow that facility's operational plan.
- Events occurring outdoors will follow the mandatory order which currently indicates that there is a maximum of 50 spectators unless effective measures can be taken to ensure physical distancing of two (2) metres as required by Worksafe and the Chief Medical Officer. It should be encouraged to limit parent attendance to one per player.
- Physical distancing, self-screening, hygiene etiquette and any relevant health and safety measures will be respected by all in attendance.
- Events occurring in municipal or community-controlled facility will follow the facility's guidelines included spectator attendance as approved by Public Health.
- The host school must keep a record documenting the contact information of all in attendance at the event (both practice and game play). This is to facilitate contact tracing. This collected information must be stored in a secure location and available upon request by Regional Public Health.

APPENDIX G: CLEANING AND DISINFECTION STANDARDS

November 19, 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.
 - Students in Grades 6–8 are to clean and disinfect their desk and chair after each class if they change classrooms (for example, art or music class.)
 - Students in Grades 9-12 are to clean and disinfect their desk and chair after each class.
- 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.

APPENDIX G: CLEANING AND DISINFECTION STANDARDS

November 19, 2020

- 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.);
- 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.
- Materials that are communally used by class groupings (e.g. gym equipment, etc.) need to be cleaned and disinfected after each use by the grouping as per relevant directives.
- 9-12 classrooms – materials cleaned by the student or teacher after each use before being shared with another student.
- If the item cannot be easily cleaned on a regular basis, it should not be made available for common use.

Cleaning and Disinfection Responsibility of School Personnel and Students			
Item	Example	Frequency	Responsibility
General Cleaning	Hallway floors, classrooms, gym, cafeterias, etc.	Once daily	Custodians
Frequently Touched Surfaces	Door knobs and handles, handrails, etc.	Twice daily	Custodians

APPENDIX G: CLEANING AND DISINFECTION STANDARDS

November 19, 2020

Cleaning and Disinfection Responsibility of School Personnel and Students			
Item	Example	Frequency	Responsibility
Shared Materials within K-8 class groupings	Toys, blocks, electronic devices, etc.	At the end of each day	Students, school personnel, including teachers and EAs ¹
Shared Materials and Equipment between K-8 ² class groupings or used by Grades 9-12	Physical education, science lab and music equipment, keyboard, laptops, etc.	k-8: After each class grouping use 9-12: After each use	Students, school personnel, including teachers and EAs
Personal Items	Anything brought to school by the student or school personnel. Or anything only used by the student or school personnel.	As needed	User
Student Desk – Grades K-8	n/a	At the end of each day. If students change classrooms, then after each use.	Custodians at the end of the day, students (after each use)
Student Desk – Grades 9-12	n/a	After each use and end of each day	Student (after each use) and custodians at the end of each day
Washrooms/changerooms	n/a	Three times daily	Custodians

¹ Shared materials: School personnel, including teachers, are responsible for ensuring that the materials used in the classroom for teaching are safe for use. The cleaning and disinfecting can be undertaken by students themselves as part of the teaching routine, under the supervision of school personnel. However, in some circumstances, given the student's age and ability, school personnel may be required to actively assist in cleaning and disinfecting. Consideration must be made for the student's age and the recommended cleaning agent.

² K-8 class groupings - materials can be shared amongst students within the same class grouping. Teachers are responsible to ensure materials are cleaned and disinfected at the end of each day by students, as part of their teaching routine, under the supervision of the teacher, or by the teacher, as described above.

APPENDIX G: CLEANING AND DISINFECTION STANDARDS

November 19, 2020

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.

APPENDIX H: OPERATIONAL PLAN (TEMPLATE)

November 19, 2020

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

APPENDIX H: OPERATIONAL PLAN (TEMPLATE)

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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.		
Consider staff, students, visiting professionals, parents/guardians, and community members.		
Arrange furniture to promote the physical distancing requirements. Include a reception area.	<i>Return to School: September 2020 plan</i> Facilities staff	
Provide visual cues on floor, indicate directional movement where appropriate, “no-stopping” areas in narrow hallways, etc.	Itinerant professional plans	
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

Describe how transitioning/staggering is being implemented and maintained.
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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 on or more COVID-19 symptoms, they can either:</p> <ol style="list-style-type: none"> 1. Register them online for a test by clicking “Get tested” on the GNB coronavirus website (www.gnb.ca/coronavirus), 2. Contact Tele-Care 811, or 3. Contact your primary care provider. 		

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. Keep the person isolated, and wearing a mask, to avoid contaminating others until they are picked up.</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>		
<p>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.</p>	<p>Schools Custodial and District Facilities Management</p>	

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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</i> plan	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.		

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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

November 19, 2020

Community use of schools is on hold and will be review in January 2021. 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

November 19, 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

November 19, 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

November 19, 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 cannot 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 student/school personnel is waiting to be picked up.

APPENDIX K: OUTBREAK MANAGEMENT

November 19, 2020

Outbreak Management Process

1. The Regional Medical Office of Health will notify the superintendent by telephone of the first confirmed case of COVID-19 in a school in their district. All other confirmed case(s) related to the outbreak will be communicated to the Superintendent by either telephone or by email.
2. The superintendent and the school principal must follow the orders of the Regional Public Health Office.
3. The school principals will inform parents and school personnel of a positive case of COVID-19 in their school and that more information will be coming from the Regional Public Health office.
4. Regional Public Health will be involved to manage the outbreak, ensure contacts are identified, ensure public health measures are in place, advise on any additional cleaning/disinfection requirements and lead any communication that is required.
5. Communication to the school community will be guided by the Regional Medical Officer of Health, in collaboration with the school principal and superintendent.
6. 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.
7. 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.
8. 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.
9. Public Health Officers or Public Safety Officers will monitor anybody who has been ordered to self-isolate.
10. In the event a school is required to be 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.
11. 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.

APPENDIX K: OUTBREAK MANAGEMENT

November 19, 2020

12. 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.
13. 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.

Responses Following a Confirmed COVID-19 Case(s) in a School

Regional Public Health response:



- Identify and notify the Superintendent of a confirmed case(s).
- Contact tracing and notify all individuals who have been in contact with the case(s).
- Provide directives to Superintendent and school principal on self-isolation (individuals, classrooms and schools) and cleaning and disinfecting.
- Notify the Superintendent and school principal when it is safe for individuals to return.

School principal response:



- Activate the Emergency Response Team, the Outbreak Management Plan, and the school Crisis Plan if required. This may need to be done virtually.
- Gather and provide contact tracing information to Regional Public Health, including extracurricular activities.
- Notify all school personnel and parents of confirmed case(s) or exposure after receiving approval from the Department of Education and Early Childhood Development and Regional Public Health. Direct all questions from parents that cannot be answered to the school district.
- Direct media requests concerning the confirmed case(s) to the Communication Director at the Department Education and Early Childhood Development. Please refer to *Media Relations Following a Confirmed COVID-19 Case(s) in a School*.
- Follow all Regional Public Health directives, including self-isolation and cleaning and disinfecting protocols.

APPENDIX K: OUTBREAK MANAGEMENT

November 19, 2020

School district response:

- Notify the Department of Education and Early Childhood Development's Deputy and Assistant Deputy Ministers, Worksafe NB, the DEC and any Chief of First Nation communities of confirmed case(s).
- Activate the Emergency Response Team in cooperation with the school.
- Notify any other relevant school personnel (bus drivers, custodians, etc.).
- Coordinate all relevant tracing transportation information for Regional Public Health.
- Communicate any relevant information to any early Learning and childcare facility that is located in a school with a confirmed case(s).
- Send any relevant human resource information to affected school personnel.
- Direct all media request related to the confirmed case to the Department of Education and Early Childhood Development. Please refer to *Media Relations Following a Confirmed COVID-19 Case(s) in a School*.
- Provide any additional support to school principals as needed.



Department of Education and Early Childhood Development response:

- Provide support to the school principal and school district.
- Communicate with unions and professional associations.
- Respond to any questions from unions.



Teachers' response:

- Respect confidential information of confirmed case(s).
- Cooperate with Regional Public Health and the school principal.
- Organize and mobilize full-time distance learning.
- Be calm, respectful and kind, and talk with students about confidentiality, etc.



Custodial staff response:

- Respect confidential information of confirmed case(s).
- Follow the directives from the school principal and the school district on appropriate cleaning and disinfecting protocols.



APPENDIX K: OUTBREAK MANAGEMENT

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Bus drivers' response:

- Respect confidential information of confirmed case(s).
- Cooperate with Regional Public Health.
- Follow appropriate cleaning and disinfecting protocols.