Nova Scotia's

BACK TO SCHOOL PLAN

NOVA SCOTIA

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Nova Scotia's Back to School Plan
Department of Education and Early Childhood Development
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The details in this document are subject to change based on direction from the Office of the Chief Medical Officer of Health. The measures in this document are based on the best available information, practices, and advice provided.

EECD, RCEs, and the CSAP will continue to follow the advice of the Chief Medical Officer and adjust any plans to re-open schools and deliver education services. All operational plans will be in keeping with these guidelines and any future direction or changes provided by Public Health.

INTRODUCTION

The 2019–20 school year was a challenging year for everyone involved in the public education system. The unexpected interruption required everyone to learn to do things differently. With schools closing in March, kitchen tables replaced desks, students had to adapt to a new normal, teachers explored new ways of connecting with their students, parents/guardians had to find ways to support their children while balancing new challenges in their own jobs and personal lives.

While the unprecedented situation created challenges and caused significant disruptions, it also showed the resilience of teachers, principals, early childhood educators, school staff, and especially children, students, and their families.

The situation with COVID-19 continues to evolve. Unfortunately, it will not be over by the time that the 2020–21 school year begins.

This document outlines the guidelines for the 2020–21 school year which were directly informed by the COVID-19 Public Health Guidance for Schools. (Appendix A was approved by the Chief Medical Officer of Health)

As September approaches, the Department of Education and Early Childhood Development (EECD) and staff from the regional centres for education (RCE) and the Conseil scolaire acadian provincial (CSAP) will continue to work closely with Public Health and the Provincial Pediatric Advisory Group, and partners in the public education system, to further refine and implement plans for the upcoming school year. This will include school-based plans to reflect their specific situation.

As the next school year approaches, principals will start work as they normally do. They will prepare for returning teachers and students. They will begin to implement plans, in accordance with these guidelines, to welcome students and staff back after the disruption in the 2019–20 school year.

The province is planning for all children to return to school on September 8, 2020. This plan may change if direction is provided to the department by Public Health in response to their assessment of changing COVID-19 conditions in Nova Scotia. Whatever the challenges ahead, all partners in education are committed to supporting the well-being and learning of all students in the education system.

GUIDING PRINCIPLES – SAFETY, EQUITY, FLEXIBILITY

Education can help mitigate the disproportionate impact the pandemic has had on some students. The plan for the 2020–21 school year will be guided by the principles of inclusive education as outlined in Nova Scotia's *Inclusive Education Policy*[1], which will come into effect September 2020. There will be a focus on **equity** by supporting students who are historically marginalized and racialized (African Nova Scotian and Mi'kmaw students) or who come from other groups that have been traditionally under-represented and under-served. This includes but is not limited to those struggling with poverty, students with disabilities, and LGBTQ2S++ students.

As we implement the delivery of education and student supports, the work of all partners in Nova Scotia's public education system will:

- Put the **safety** of children, students, families, and staff first
- Provide ongoing high-quality education for all students in the public education system
- Make every effort to ensure students are not disadvantaged by COVID-19
- Provide every child and student with a consistent, reliable, and appropriate connection to school learning and belonging, regardless of individual barriers or challenges
- Listen to and affirm child and student's experiences and their identity, in order to be flexible and responsive in adjusting to their needs
- Address gaps in student learning and help them catch up on any unfinished learning, recognizing that the opportunities to learn looked different for different students in spring 2020
- Put increased emphasis on child and student well-being through trauma-informed practices and enhanced access to supports where needed
- Build and maintain close communication with parent/guardians to continue to support child and student well-being and learning
- Foster communication between partners and stakeholders to address challenges and barriers facing students and families

These principles will allow the education system to support student well-being and learning in the 2020–21 school year. They will require that all partners work to design delivery options that are **flexible** and that reflect knowledge and understanding of the students they support, in order to help those students attain similar rates of learning compared to regular classroom instruction regardless of where learning takes place.

[1] ednet.ns.ca/docs/inclusiveeducationpolicyen.pdf

OVERVIEW – SCHOOL IN SEPTEMBER AND RESPONSES TO CHANGES IN COVID

As the situation with COVID-19 may change, it is essential that the education system remain flexible in considering all aspects of program and service delivery. The goal is to maximize in-person attendance while ensuring health and safety measures to reduce the risk of COVID-19 transmission. With that in mind, this document focuses on a full return to school in September 2020 but also addresses how school may be modified to respond to COVID based on direction from the Office of the Chief Medical Officer of Health as found in the COVID-19 Public Health Guidance for Schools (see Appendix A). It sets out three response plans:

SEPTEMBER 2020 FULL OPENING

In-school classes resume for all students, with additional measures to ensure the health and safety of students and staff, including "cohorting" or "grouping". This is the **plan** for September 2020. If COVID-19 conditions require a change during the school year, full opening will resume as soon as conditions allow.

PARTIAL OR BLENDED RESPONSE

This response plan will be implemented at the direction of public health for the school or schools requiring this level of response.

Students in pre-primary and grades P–8 will have in-school learning.

Students in grades 9–12 will have primarily remote learning, with partial in-school programming for some students. Reduced class sizes, two-metre social distancing, and "cohorting" or "grouping" will be used for those attending in person. Students learning at home will be supported with access to devices, some scheduled in-school classes, attendance for students requiring internet access, and the ability to book in-person time with teachers and support staff at schools.

It is possible that some job assignments may change to address the needs in the different situations. All staff will work from schools.

In the 2020–21 school year, every student will have access to quality instruction and supports. Every COVID response plan will focus on ensuring that student well-being and learning are supported, wherever learning takes place.

AT-HOME LEARNING

This plan responds to direction from the Chief Medical Officer of Health. The plan delivers remote teaching and learning for all students affected. It includes support for students who are learning at home. In response to 28,000 parent and student surveys, a framework will be released that establishes parameters for teachers, learning devices, and support services.

Teachers will

- connect regularly with students online and through other approved means
- provide real-time, video, and self-directed learning

Schools will

- provide devices to students with no at-home access
- provide a USB/telephone support structure for students without internet

Student support services will connect students and families with the services they need, such as SchoolsPlus, School Counsellors, Speech Language Pathology, and School Psychology.

These three response plans are not independent. The school system may be required to transition between them depending on how the COVID-19 pandemic evolves. EECD will be guided by Public Health to determine how and when transitions between the response plans will be required, either across the province or in a specific area in response to an outbreak.

One of the advantages of maintaining fluidity between the plans is the ability of the province to respond to COVID-19 exposure that may affect a community or region of the province but not all of Nova Scotia. That is, EECD, directed by Public Health, may move an individual school, a family of schools, or a region from one plan to another in response to an outbreak of COVID-19, while keeping the rest of the province's schools operating under a different plan. For example, if there were to be an increase of COVID-19 cases in a community, schools in the area might begin to operate under a blended or learning-at-home response plan, while the majority of the province continues with full in-school learning.

MESSAGE ABOUT PHYSICAL HEALTH

Nova Scotians have a collective responsibility to adhere to public health measures that are in place to maintain the safety of all citizens. This includes the education system.

Monitoring for symptoms is important to identify any potential cases of COVID-19 as quickly as possible. Individuals need to stay home when they are ill, even if their symptoms are mild.

Students: RCEs and CSAP will use strong communication strategies — including accessible signage, phone messaging, newsletters — about when to stay home based on the current public health advice.

Staff: Human Resources departments will communicate the procedures for staff experiencing symptoms or feeling unwell.

Anyone who is unsure whether they or their child should self-isolate is directed to call 811 and use the assessment tool: when-to-call-about-covid19.novascotia.ca/en

Exceptional circumstances: Some students have a pre-existing medical condition. Families may decide to keep their child home if attending school could put them at greater risk of becoming ill, such as those with severe respiratory issues or compromised immunity. Students are not penalized for being absent from school due to medical concerns, including medical concerns related to COVID-19. If a student cannot attend school for a documented medical reason, the parent/guardian must contact their school.

They will discuss what educational and student service supports are needed for the ongoing well-being and learning of the student. RCEs/CSAP will ensure that individual plans are developed to support students who cannot attend school for medical reasons.

Screening

Schools will clearly communicate to families the need to monitor their child daily for symptoms before sending them to school as per Appendix A. The COVID-19 Daily Checklist will be used for public schools.

Schools will provide families with an updated copy of Nova Scotia's COVID-19 daily checklist at the beginning of the year. School staff should keep a copy with them at the office and designated drop off areas.

Schools will remind students and families frequently to self-screen to ensure their child has no symptoms. Families with bused children will be directed to self-screen every day before putting their child on the bus. Staff will review this screening tool requirement with families prior to the year beginning.

ALL OF US TOGETHER, INCLUSIVE

The lengthy at home learning followed by the summer break, will have created a variety of different responses, needs, and strengths for students. This period has underscored that schools are an important part of the fabric of the lives of individuals and provide more than traditional learning for our students. Schools also support the physical, social, and emotional well-being of students.

Every student must have consistent and appropriate connections to school learning and belonging, regardless of public health restrictions. A vital part of this has to do with the importance of student voice and of honouring and respecting each student's identity. One of the key actions needed in order to accomplish this is to ensure that students and families are engaged in conversations about educational programing and services, particularly in the return to school after the disruption and events of spring 2020.

The Mi'kmaw word *Kinu* means "all of us together, inclusive." As applied here, it shares the essential understanding that schools and the system engage in meaningful partnerships with all students and their families. Kinu speaks to the importance of involving students, families, and communities in decision-making processes related to programing. This begins with listening to and respecting their voices to further understand each student as an individual. It means coming to a consensus around teaching and learning. Kinu emphasizes the importance of reaching out to students who were disproportionately impacted by COVID-19 and by this year's school closures to understand the gaps in learning opportunities they may have experienced. Those with learning gaps need to be provided with alternative opportunities as the new school year begins. By adhering to the concept of Kinu, the system will ensure that all students move forward together. The Kinu concept will enable the system to see and value students as wholistic beings.

When teachers and school staff begin to welcome students back in September, they will also have regular check-in and informal assessment opportunities for students and their families. This will allow teachers/school staff to:

- Plan how best to address any unfinished learning from the previous year
- Build on the student's areas of strength as a way to address any gaps or unfinished learning
- Enhance the student's learning experience and create culturally safe spaces by incorporating the various cultures and history of students in the school into their lessons, known as culturally responsive pedagogy
- Identify additional supports that may be needed to support the student's well-being and learning

Schools will place an emphasis on helping students successfully transition and catch up on any unfinished learning. This will be most effective if students have their check-ins with teachers or staff members that are familiar to them, and with whom they feel a connection. Teachers and staff will focus on gaining an understanding of where each student is with respect to the learning after the disruption in spring 2020.

THE 2020–21 SCHOOL YEAR

EECD continues to work with education partners, unions, public health, and the Provincial Pediatric Advisory Group to plan with the goal of providing in-school learning, full time, for all students in September 2020.

Our plan is for students to return to school in September. Should Public Health require a shift in approach, Nova Scotia's education system is ready to respond. The response plans are rooted in public health guidance and directives and are grounded in students' social and learning needs. Nova Scotia's commitment to the Inclusive Education Policy further compels the education system to hold equity as a central factor. It is also vitally important that Nova Scotia learns from the experiences during the school closures from March to June 2020, by continuing to build on the things that went well and working on the things that can be improved.

ELEMENTS COMMON TO THE THREE RESPONSE PLANS

Well-being

Students experienced an exceptional situation when schools were shutdown due to COVID-19. Teachers and school staff will work with students to understand the potential impact of the events of spring 2020 on their overall well-being.

Lessons and teaching practices will be tailored to address and respond to issues that may be affecting students. The goal will be to help students heal and to build stronger inter-personal relationships among students, staff, and the wider school community.

Teachers, student support workers, and other specialists will collaborate to assess student needs and the impact of the current situation on well-being, mental health, and academic progress.

A major factor in promoting ongoing well-being is access to daily activity. Schools are encouraged to ensure that movement is integrated into daily learning. Schools will find ways to conduct classes outside, when safe to do so, with priority given to physical education classes and activities.

Transition

Students will be given the opportunity to get acquainted with new school routines and expectations. Teachers and students will work together to transition from at-home teaching and learning to a new school year, in whatever plan is required. Regular well-being check-ins and informal assessments will play an important part in supporting transitions and helping students catch up on any unfinished learning from the 2019–20 school year.

Equity

Data will play an important role in knowing how our students are doing and how they are improving in their learning and connection to school. Data on student achievement and well-being shows a consistent and concerning gap between students with special needs, African Nova Scotian, and Mi'kmaw students and their peers.

RCEs/CSAP will continue to collect and monitor data on student performance and well-being. They will use this data to work with schools to focus their work and decisions to positively affect students. They will pay special attention to students coming from different cultures and backgrounds, with the goal of addressing disparities and inequities that may exist.

Parents & Families

During the COVID-19 pandemic, families, communities, and educational partners were instrumental in providing support and assistance to students. These partnerships will continue to play an important role when school begins again in September:

- RCEs/CSAP will provide families with information on the specific actions taken for September in the weeks leading up to the start of the school year.
- Schools will continue frequent communication with families to provide them with information about the school year and ongoing plans for the instruction, programing, services, and supports.
- Regions/CSAP and school principals will meet with school advisory councils and support their role in supporting student achievement and well-being.

The communication method used will

- allow parents/guardians the opportunity to engage with the principal and teachers to ask questions and better understand the potential plan for the delivery of public education during the 2020–21 school year
- be a venue to hear from families and engage with them about how best to support and welcome the students back to school

This will help families prepare for potential changes throughout the year as the public health landscape shifts. It will also help the school staff more effectively welcome back their students.

Instruction

As in previous years, instruction will continue to focus on high leverage and culturally responsive practices to support well-being and student achievement. Teachers will build upon and deepen a culturally responsive approach in both their teaching practice and interactions with students.

Beginning in September, teachers will enhance their focus on ensuring that every student transitions effectively to their new grade level. This requires an acknowledgement that opportunities to learn were different for children during at-home learning and that COVID-19 produced or increased disproportional access and opportunities for some students. This is not a reflection of a student's ability to learn but rather their opportunity to learn. A focus is needed to raise the skill level of learners.

Student Planning Teams will support both the identified learning strengths and challenges of students who have individualized program plans (IPPs) and their ongoing well-being and achievement.

School teams — Teaching Support Teams and Student Planning Teams as defined in the *Inclusive Education Policy* — will be in place to ensure that plans are flexible in terms of how programing and supports will be delivered to best support well-being and achievement.

Assessments

To quickly ascertain the entry point to learning for each student, teachers will begin the year with a variety of strategies to get to know their learners. They will use various assessments to determine the programming needs of their students. Some assessments gauge where students are in their learning and skills. Others gauge other aspects they bring to their learning like hobbies, friends, and experiences.

Because of the unique circumstances facing students this fall, no fall provincial assessments will be conducted this year. A decision regarding spring provincial assessments will be made at a later date. Provincial examinations (English 10, Français 10, and Mathematics /Mathematiques 10) will take place if all students have been in school. A determination on provincial exams in a blended or at-home learning model will be made when needed.

Provincial guidelines regarding psycho-educational and speech language pathology assessments have been shared with the RCEs/CSAP. Assessments will be conducted in person with appropriate COVID-19 protocols. If additional COVID-19 safety steps make in-person assessments impractical, practitioners will make professional decisions around the use of TeleEducation tools to provide the appropriate assessment and supports for students. Public Health guidance and recommendations for regulatory bodies and current research will inform those decisions.

Specialized Needs

Return to school will present unique challenges to children and youth with medical or behavioural complexities and their families. School Health Partnership nurses will continue to provide support for students who have Health Plans of Care.

Student services supports will continue to be provided in all planned responses. For example, SchoolsPlus, English as an Additional Language teachers, school psychologists, speech language pathologists, and other student supports.

A plan for supporting students with specialized health care needs will be in place. What is vital is that students with additional needs will continue to be supported in all planned responses.

TeleEducation will continue to be used in all three plans so that students and families have access to specialists. School psychologists, counsellors, mental health clinicians, and speech language pathologists will provide ongoing confidential audio-visual counselling, specialist interventions, and services.

Accessible & Assistive Technology

Students requiring assistive technology will continue to have access to the resources they need.

Nutrition

Schools will continue their breakfast and lunch programs, with necessary adjustments to ensure health guidelines are in place to continue to provide food for students.

Visitors

Schools will limit outside visitors, including parents/guardians. Drop offs and pickups will be done outside, and people will not be allowed to congregate in groups outside the school, as per the COVID-19 Public Health Guidance for Schools (see Appendix A). Use of schools after hours by other organizations will be limited.

Libraries

Students will still have access to library resources, but groups of students will not go to the library. Books and other materials will be brought to them in their classrooms.

SEPTEMBER 2020 FULL OPENING

Our plan is that schools will re-open full-time for all students in September, with additional measures in place to ensure the ongoing health and safety of students and staff. These added precautions will contribute to a safer school environment for students and school staff.

Schools will be reorganized to create more space in classrooms and limit unnecessary physical contact. Time and resources will be devoted to maintaining respiratory and hand hygiene, enhanced environmental cleaning, and no large gatherings will be held in schools.

Pre-Primary

Early childhood educators will work with children to help them understand the importance of physical distancing and other health and safety measures, such as regular handwashing and proper coughing and sneezing etiquette. Developmentally appropriate signage will be posted to encourage proper hand hygiene, cough etiquette, and other practices.

Pre-primary classes will have up to 20 children with two staff, with a maximum of 24 children and three staff. These classes will serve as cohorts, with the same children and staff staying together each day. Early childhood educators are encouraged to conduct learning and play activities in the outdoor space as much as possible, with a goal of at least 40 per cent of the day, when they are able to do so.

Provided snacks will be individually prepared. Buffet style dining is not permitted, nor are children to be involved in preparing or serving food. Sharing of personal items is not permitted. Children will continue to bring their lunches daily from home, and there will not be the ability to heat up a child's lunch. If children require food from the cafeteria, their meals will be delivered to their classroom to limit interactions among cohorts and social gathering.

Additional cleaning and disinfecting protocols will be in place to ensure that toys, equipment, shared items, and high touch areas are cleaned and disinfected regularly. These will align with the cleaning and disinfecting procedures for schools.

P–12 Classes

In-school classes will resume with cohorting practices. Schools will develop flexible timetables and practices, such as use of directional signs to control movement in school, hallways, common areas, and outside spaces.

When large groups of students are required to move and physical distancing is not practical, as in class changes in secondary schools, non-medical masks will be worn outside of the classroom. Instructional spaces may also be reconfigured to support increasing spacing, for example, through seating arrangements. Teachers are also encouraged to hold classes outside as much as possible. Priority for outdoor classes should be given to physical education.

Curriculum

Students will have the opportunity to engage in all subject areas, although some may look different than previous years. Schools will design schedules to maximize well-rounded learning opportunities, including physical education, music, core French, health, and art. The delivery of classes like physical education and music will be reflected in regional level plans. These plans will highlight adjustments needed for the ongoing safety of students and staff. For example, physical education will be outdoors, when possible, and activities that require students to come into contact with one another will be limited.

Schools will provide grade 10–12 students with the opportunity to pursue the courses that they registered for in the 2020–21 school year, as usual.

Learning for all grade levels will focus on outcomes as noted on the provincial curriculum website: http://curriculum.novascotia.ca

Technology

All grade levels will continue to have technology outcomes. Students will be encouraged to use their own devices in school. Students without personal devices will be provided with devices to use while at school. Devices will be cleaned between use.

Technology will be used to support teaching and learning in all subject areas. This will help students be better prepared to continue to use technology should there be a need to transition to at-home learning. Appropriate schedules will be developed in schools to make use of shared technology, with appropriate cleaning protocols in place. Schools will have deployment plans for all technology should stay-at-home learning be required.

Transportation

Transportation for all eligible children from pre-primary to grade 12 will be provided. Because physical distancing will not always be possible, as per the Public Health order, students whose parents want them to ride the school bus will be required to wear non-medical masks, as will drivers.

While riding school buses, children and students from the same household must sit together.

Buses will be cleaned twice daily. High touch surfaces such as handrails will be cleaned before and after each run. See Appendix A for more detail.

A small number of students with sensory or health issues may not be able to tolerate wearing a non-medical mask. Parents of these students are asked to consult with the school to develop a plan for their children.

Distancing

Physical distancing (2 metres/ 6 feet) significantly decreases the spread of illness. Students and staff should be encouraged to distance as much as possible where appropriate. Hallways will have markings to control flow and help students/ staff remember to distance. In classrooms, desks will be separated to create as much space as possible. Non-essential classroom furniture will be rearranged or moved. Lockers will not be used.

Hygiene Practices

All pre-primary children, P–12 students, and staff will be required to clean their hands when they enter the school, before eating and after eating, and regularly throughout the day. Signage will be visible throughout the school as reminders about frequent hand washing.

If soap and water is not available and hands are not visibly soiled, an alcohol-based hand sanitizer can be used.

RCEs/CSAP will

- post reminders about hand hygiene throughout their schools/facilities
- provide alcohol-based hand sanitizer with a minimum alcohol concentration of 60 per cent throughout their schools/facilities
- schedule regular monitoring and environmental cleaning of washrooms to ensure that soap is available throughout the day.
- Promote cough and sneeze etiquette

Cleaning

RCEs/CSAP will implement plans for enhanced cleaning and disinfecting procedures. Use of appropriate disinfectants and practices will be used. Schools will be cleaned daily with an enhanced emphasis on disinfecting surfaces and common areas, including classrooms. In addition, high-touch surfaces will be cleaned throughout the day.

Masks

The use of non-medical masks is not generally required within the classroom setting of a school. The Appendix contains more information on non-medical mask use and situations when they are recommended. Students and staff may choose to wear non-medical masks at other times. It is recommended that students bring and wear their own masks. Masks will be provided to those students who do not have one.

For grades 10–12, masks must be worn in spaces where physical distancing is not possible, for example in hallways and common areas. Distancing will continue to be the goal. Masks are not an excuse to not distance.

For more information on Public Health Measures see Appendix A

Sharing

A “no sharing” policy will be in place. Supplies will be provided to those students who do not have them. If sharing of learning equipment or technology is necessary, the equipment must be cleaned between uses.

Gatherings

Large gatherings of students will not be permitted, such as in assemblies or cafeterias.

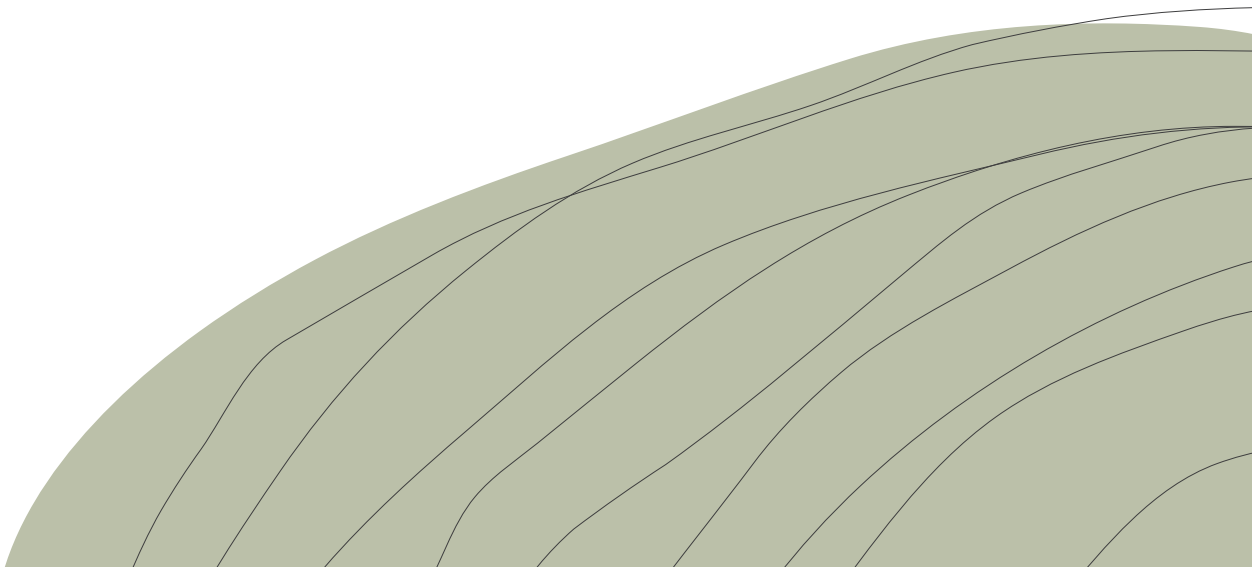
Lunch

Students will eat lunch in their classrooms with their regular class or cohort of students. This may look a little different for grades 10–12. However, an emphasis will still be placed on keeping groups of students together and maintaining physical distancing. If students require food from the cafeteria, their meals will be delivered to their classroom to limit interactions among cohorts and social gathering.

Extra-curricular Activities

Schools should endeavor to offer in-school clubs and activities as deemed safe and feasible. Public health considerations are to be followed. When the club or activity is led by an individual outside of the school, consider offering the club or activity virtually, instead of cancelling it.

The Nova Scotia School Athletics Federation has created guidelines for school sports consistent with Sports Nova Scotia guidelines approved by Public Health. They will release modified schedules for school sports to the school sports community this fall.



PARTIAL OR BLENDED OPENING

The situation with COVID-19 remains fluid and dynamic. Therefore, schools and RCEs/CSAP will plan for a potential mix of both in-school and at-home learning. Under this response plan, many measures for the ongoing safety of students and staff while in school align with the Full Opening plan. More COVID-19 protocols will be in place. Some educational and student service programing would be temporarily delivered to students through distance learning in response to specific concerns related to increased cases of COVID-19 in a community or region. The percentage of at-home programing would vary based on grade level, course of study, and individual needs of the student.

Each school will communicate the specific details for blended learning with students and parents in September. Should blended learning be necessary for the beginning of the school year, the plan for opening will be a part of the back to school communication to families.

Under blended learning, protocols related to hygiene, cleaning, personal protective equipment, sharing, gatherings, and lunch will be the same as those for a full opening of school.

Pre-Primary

Pre-primary classes will have a maximum of 15 children with two staff. As with the full opening plan, classes will serve as cohorts, with the same children and staff staying together each day.

RCEs/CSAP will designate additional classroom spaces to accommodate cohorts. This may include space previously used to accommodate other grades.

Protocols for outdoor play/learning, food, cleaning, and sharing are the same as those for a full opening of school.

Classes
Primary–8

In-school classes will take place for pre-primary and grades Primary to 8. Class sizes will be reduced by redistributing some students across school/schools. Cohorts of students will be created to support physical distancing.

Schools may stagger schedules slightly to reduce the number of students in the hallways at a given time. Instructional spaces will also be reconfigured to support two-meter physical distancing. Teachers will be encouraged to hold classes outside when possible and when safe to do so.

Classes
Grades 9–12

Students in grades 9–12 will participate in remote learning, at home. Grade 9–12 students will be supported with devices such as laptops or Chromebooks, if required. Secondary programs that require speciality classrooms — such as skilled trades centres and labs — will proceed on a modified schedule. Protocols for cleaning, disinfecting, and distancing will be put in place for the safety of students and staff.

Secondary school spaces may be used to provide additional space for the smaller cohorts of pre-primary–grade 8 students.

Student success centres (designated classrooms with physical distancing) will be set up at secondary schools. Students in grades 9–12 will have opportunities to book time at these centres for appointments with teachers and support staff. Priority access to student support centres will be provided to students who have disproportionally experienced challenges with at-home learning and those without access to home internet. Schools will communicate the process for booking space in these classrooms with students and parents.

Some schools may have space available to accommodate groups of students in grades 9–12 with necessary physical distancing measures and cohorting measures. When schools can provide that space and allow for cohorting, RCEs/CSAP will have the flexibility to expand in-school learning to grades 9–12.

Teaching Support Teams and regional staff, including African Canadian, Mi'kmaw and Student Services Coordinators and SchoolsPlus Facilitators, will provide leadership in identifying students requiring additional support and determining a process whereby this support can be implemented, either remotely or through the student support centres.

In grades 9–12, some students with individualized program plans (IPPs) or those who require additional support will have the opportunity to attend school on a full-time basis, as determined by the Student Program Planning Team and the school principal. This will be focused on students who have IPPs with a Life Skills focus across subject areas, have support at school from teacher assistants (TA), education assistants (EAs), and child youth care practitioners (CYCP), and require TA/EA/CYCP support to be able to reinforce and practice skills and outcomes in their IPPs.

All teachers and education staff will be in schools full time, participating in virtual and scheduled in-person instruction.

Curriculum

Partial or blended learning will follow the same guidelines as full opening with respect to the delivery of curriculum. For students in grades 9–12, some courses will need to be adjusted. For example, those with hands-on learning components.

Learning
Grades 9-12

Grade 9–12 students will participate in a combination of real-time instruction with their teacher and self-directed learning through the use of packages and materials provided by teachers. This will include opportunities to engage virtually with their peers and opportunities to engage directly with their teacher.

When students in grades 9–12 are learning from home, specific expectations will be communicated about what to expect during at home learning. This will include the number of hours of engagement with education staff and schoolwork per week. Expectations will be informed by the student and parent surveys regarding at home learning. Assessment of all subjects will continue.

Access to additional supports will be provided to students in need. For example, the Homework Hub will have expanded hours and increased support to provide services to grades 7–12 and in-person learning time can be booked at the school.

Technology
Grades 9–12

Students in grades 9–12 will be provided with technology and other resources to support at-home learning. This includes accessible and assistive technology. School staff will proactively discuss this with students and parents/guardians to ensure that required supports for technology use are available. Those students who do not have access to the internet at home will have the opportunity to attend their school's student success centre.

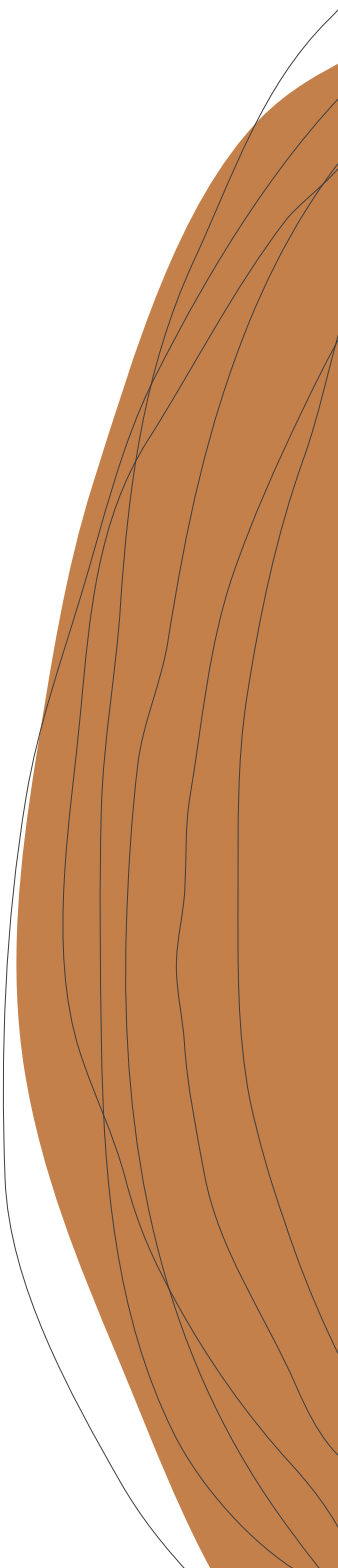
Transportation

Transportation under partial opening will follow the same protocols as under full opening. This includes providing transportation to secondary students attending the student success centres and hands on classes, and students with special needs with at-school programs.

Distancing

Students and staff will be encouraged to maintain physical distancing of two metres. Desks will be spaced out to support physical distancing. Non-essential classroom furniture will be moved or taped off to create appropriate distancing in classrooms. Additional school space previously used for grades 9–12 will be repurposed to support distancing and to accommodate the need to space the students in Pre-primary to grade 8.

As with full opening, schools will post signs and visual cues such as floor markings to promote physical distancing.



AT HOME LEARNING

In this situation, students would be learning from home with direct and ongoing virtual instruction by teachers. This response plan would only occur at the direction of the Chief Medical Officer of Health. It would last only until it is safe to return to school with full or partial opening. Supports for student well-being and learning would continue under this plan. This would include specifically designed ways to access student service supports, such as school psychologists, counsellors, mental health clinicians, and speech language pathologists.

Pre-Primary

Pre-primary spaces will be closed. Play2Learn@ Home for pre-primary will support pre-primary children and families in their learning through play in their home environments. Children will receive a take-home bag containing a journal, pencils, crayons, glue stick, scissors, and the Let's Play Together booklet.

Pre-primary educators will connect with families weekly. This will provide an opportunity for families to talk about what is working, what is difficult for them, how their child is coping, and their questions or concerns.

Classes
Primary–12

Teachers will deliver classes online and through the use of other approved tools and methods so that all students are able to participate in a combination of real-time instruction and self-directed learning, keeping in mind what students shared as the most impactful teaching methods during the previous at-home learning (e.g. Google classroom, teacher videos/demos, teacher feedback). Students will have opportunities to engage virtually with their peers and opportunities to engage with their teacher.

Explicit expectations will be provided to all teachers, students, and families on what is expected during at home learning. These will include the number of hours of engagement with education staff and schoolwork per week. All online courses will be part of the assessment of student learning.

All students are expected to participate fully in learning at home. In the rare circumstances where this cannot happen, the school team will develop a plan with the family.

Access to additional supports will be provided to students in need. The Homework Hub will have expanded hours and increased support to provide services to grades 4–12. These additional supports will be actively promoted by schools, regional centres/CSAP, and EECD.

TAs/EAs and CYCPs will be provided with the option of working with students in their homes to support some students with IPPs, under the direction of the student's teachers and school administration. Others will be assigned to regular and ongoing support to students through technology and telephone.

The Teaching Support Team and Student Planning Teams will ensure that plans are flexible. They will consider how programing and supports can be delivered to best support well-being and achievement. Student Planning Teams will continue to support the identified learning strengths and challenges and the ongoing well-being and achievement of individual students.

EECD, RCEs, and CSAP will work with TA/EA and CYCP unions to mobilize a plan to support students who require highly specialized, individualized programming and services. This will be operationalized at the school level by the Student Planning Team, following Public Health Guidelines.

Curriculum

At-home learning will follow the same guidelines as full opening with respect to the delivery of curriculum. Courses with performance elements, such as dance or drama, will be conducted online. Virtual performances will be held online or recorded.

EECD will work with RCEs/CSAP to determine what changes may be needed to courses to enable them to be delivered through at-home learning. This includes those with hands-on learning components. Changes will depend on the length of time and the timing of a public health order that directs the education system to move to at-home learning.

Technology

Students who require assistive technology will be provided the resources and support they need to continue their learning at home.

Students in grades 9–12 will be provided with technology if they do not have access to their own devices at home.

Additional devices will be distributed to students in other grades who need them, with priority given to students who are historically marginalized and racialized (African Nova Scotian and Mi'kmaw students) or who come from other groups that have been traditionally under-represented and under-served. For example, students with accessible and assistive technology needs, English as an Additional language students, and those experiencing poverty.

RCEs/CSAP will ensure that students are able to effectively use technology and platforms required to access and support learning and well-being. This includes accessible and assistive technology.

Students who do not have internet access will be provided with options to connect with teachers, receive lessons, and complete assignments. For example, each school has teleconference capabilities. USB flash drives will be loaded with learning materials and returned with completed work.

LOOKING AHEAD

The goal for September 2020 is to provide in-school learning, full-time, for all students in the public education system. EECD will continue to work with public health and the Provincial Pediatric Advisory Group to mitigate risks to students and staff while providing the best possible education for students in Nova Scotia. This is a shared priority among all partners with student well-being and quality education at its core.

This plan will be further supported by regional plans developed by RCEs and the CSAP. RCEs, the CSAP and schools will communicate with parents before the school year begins about what their school will look like and what to expect when students return.

SPECIAL THANKS

The Department of Education and Early Childhood Development acknowledges the many public education and community stakeholders across the province who have provided input on the Back to School Plan. Their thoughtful contributions were essential to the development of this document. Special thanks are extended to:

- Canadian Union of Public Employees
- Conseil scolaire acadien provincial (CSAP)
- Intergovernmental African Nova Scotian Educational Support Leadership Team
- Mi'kmaw Kina'matnewey
- Office of the Chief Medical Officer of Health
- Nova Scotia Government and General Employees Union
- Nova Scotia Health Authority
- Nova Scotia School Athletic Federation
- Nova Scotia Teachers Union and teachers
- Nova Scotia Union of Public and Private Employees
- Parents/Guardians
- Provincial Advisory Council on Education
- Provincial Pediatric Advisory Group
- Public School Administrators Association of Nova Scotia
- Regional Centres for Education
- Service Employees International Union
- Students

APPENDIX: COVID-19 PUBLIC HEALTH GUIDANCE FOR SCHOOLS (PRE-PRIMARY–12)

JULY 20, 2020

INTRODUCTION

The goal of this document is to provide public health guidance on how to reduce the risk of introduction and transmission of the virus that causes COVID-19 in schools, provide safe and healthy environments for students and staff, and respect the need to balance healthy child development while maintaining appropriate safety measures. It is not possible to eliminate that risk. Guidance for reopening schools in the context of COVID-19 recognizes the critically important roles that schools play in the lives of students and families and considers the harms that result from school and community shutdowns.

All schools must follow the Public Health Order issued by the Chief Medical Officer of Health and direction arising from the Order given under the authority of the Health Protection Act.

This document is based on scientific evidence and expert opinion and should be used in the development of individual school operational plans. Schools should also consider the examples of risk mitigation in the foundational document Risk mitigation tool for child and youth settings operating during the COVID-19 pandemic. Additional foundational guidance for schools is in development by the Public Health Agency of Canada and this link will be provided when it becomes available. Schools are encouraged to be innovative and creative in implementing the public health measures.

The risk of COVID-19 within a school setting is impacted by transmission of the virus in the community. At the present time, the level of community transmission in Nova Scotia is low. As the situation evolves, schools will benefit from flexible planning for learning and supports, and clear communication about the need to adjust processes and programming to support the health and safety of students and staff. The role of Public Health is to monitor emerging evidence and disease epidemiology and to clearly communicate with DEECD the need to update this guidance and/or to adjust the response at a local, regional, or provincial level.

Families must be kept informed and up to date on current information and policies related to COVID-19. The Department of Education and Early Childhood Development will communicate any changes to this guidance as necessary.

This guidance document uses the term staff to include teachers, student support workers, other specialists, volunteers, and support staff. Visitors include those individuals who intermittently enter the facility. Only visitors that are required to provide essential services will be permitted into the schools at this time including external program providers, licensing officers, public health officers, delivery personnel and maintenance workers. Parents and guardians who need to enter the school should be treated as essential visitors.

PUBLIC HEALTH MEASURES

COVID-19 is most commonly spread from an infected person through respiratory droplets generated through coughing, sneezing, laughing, singing, and talking. It spreads more easily when contact is close (within 2 metres) and prolonged (more than 15 minutes). COVID -19 can also be spread by close personal contact such as touching or shaking hands or touching something with the virus on it and then touching one's mouth, nose or eyes before washing one's hands. Some people who have few or no symptoms can still spread COVID-19. Evidence suggests that it is less likely for COVID-19 to be transmitted outside.

COVID-19 presentation and transmission in children is not yet fully understood. It is encouraging that many children, especially younger children, appear to experience less severe disease with COVID-19 and limited data suggests they may be less likely to spread COVID-19.

People with immune suppression and complex medical histories are considered more vulnerable and at higher risk for severe illness. Before returning to school, families and staff are encouraged to consult with their health care provider if they have concerns about their own health, their child's health, or health of other household contacts.

The most effective measures to reduce the spread of COVID-19 include separating people by maintaining physical distance and the use of physical barriers. However, these measures are not always practical in schools, especially with younger aged children/students. Therefore, a layered approach combining public health measures from each of the areas described in this document is most effective for school settings.

Strong administrative policies and communication strategies to support these measures will help reduce the number of interactions and increase the safety of interactions between individuals in school settings.

It is important to consider the mental health and well-being of students and staff in applying these public health measures. Supportive rather than punitive approaches are recommended to help students follow this guidance.

PREVENTING THE INTRODUCTION OF COVID-19 INTO SCHOOLS

Pickups and drop-offs should take place outside where possible. Non-essential visitors should be excluded from schools at this time. Essential services for students and staff should continue. Schools should consider how to minimize staff travel between sites.

School settings should strengthen communication strategies (including accessible signage) about when to stay home. The following people should not enter school settings at this time:

- Any person who is experiencing symptoms suggestive of COVID-19
- Any person who travelled outside Atlantic Canada in the previous 14 days
- Any person who is a close contact of a confirmed case of COVID-19
- Any person who is awaiting a COVID-19 test result

Schools should keep records of staff and student absenteeism and report unusual symptoms or absenteeism of >10% to the local Public Health office.

Daily monitoring for symptoms is important to identify any potential cases of COVID-19 as quickly as possible. The latest version of Nova Scotia's COVID-19 Daily Checklist will be provided prior to school re-opening. This tool should be used by anyone entering a school setting as outlined below and should be posted at all entrances.

Individuals need to stay home when they are ill, even if their symptoms are mild. Schools can help by removing attendance-based awards or incentives. Direct anyone who is unsure whether they or their child should self-isolate to contact 811.

All individuals with symptoms should be assessed through 811 to determine whether COVID-19 testing is required. If COVID-19 testing is required, individuals must follow public health advice for returning to school. If testing for COVID-19 is not required, they can return once fever (with no medications) and other symptoms have resolved for 24 hours.

Individuals assessed to have only chronic stable symptoms (e.g. cough, sneeze, runny nose, or nasal congestion) due to a medical condition such as asthma or allergies are not required to be excluded. Individuals with new or worsening symptoms must not enter and should be reassessed.

MONITORING STAFF FOR SYMPTOMS

Schools should instruct all staff to self-monitor daily for symptoms of COVID-19 at home, using the checklist. Staff must follow the directions as described on the tool. Staff must be notified if the checklist is updated.

MONITORING STUDENTS FOR SYMPTOMS

Schools should develop a plan to clearly communicate to families the need for their child to be monitored daily for symptoms before attending school. Families should be provided with a copy of the checklist and must be notified if the checklist is updated.

MONITORING ESSENTIAL VISITORS FOR SYMPTOMS

Before entering a school, essential visitors should be directed to complete the checklist and confirm that they have no symptoms consistent with COVID-19 and are not required to self-isolate.

Schools are required to keep a list of all essential visitors that entered the facility with confirmation that they have been screened.

PHYSICAL DISTANCING AND COHORTING/GROUPING

Physical distancing of 2 metres or 6 feet between all individuals helps reduce the spread of illness. However, it is not always practical in schools, especially with younger students. Strategies include minimizing class size, rearranging classrooms and common areas and altering schedules to reduce density through indoor and outdoor spaces.

Cohorting, or grouping the same students and staff together each day, limits exposure by reducing the number of close contacts in indoor and outdoor settings. Within cohorts, students can interact but should be supported to minimize direct physical contact. Expectations for physical distancing can increase gradually by grade level.

Physical distancing should be maintained between cohorts. High school students who move between different classes and adults should seek to maintain safe physical distancing whenever possible. Cohorting should not limit academic opportunities or reduce access to support services.

Schools should consider the following strategies:

- Reduce or remove nonessential items and furniture in classrooms and common areas
- Rearrange classrooms to maximize distance between desks. 2m of separation is not expected to be possible for all students with full reopening, however schools should aim for at least 1m of separation where possible. 2m of separation is expected if schools are operating at a reduced capacity, as in a Partial/Blended Response.
- Assign desks to limit movement and shared items
- Consider creative strategies to reduce class sizes and to minimize mixing of students and staff between cohorts
- Stagger recess, lunch, and class times to reduce congestion in common areas
- Consider where teachers and staff can move between classrooms rather than students.
- Consider using separate entrances and exits for different cohorts/groups of students.
- Consider strategies to maintain physical distance from families during pickup and drop-off.
- Stagger staff break times and limit number of staff in break room to ensure physical distancing can be maintained.

Signage should be posted to promote physical distancing. Visual cues can be used such as such as floor markings (e.g. in hallways).

Physical barriers such as clear plexiglass can be used when physical distancing cannot be maintained (e.g. reception areas).

HYGIENE PRACTICES

Frequent hand washing is important for everyone entering the school. Hands should be washed with soap and water for 20 seconds or an alcohol-based hand sanitizer (with a minimum alcohol concentration of 60%) should be used.

- Provide alcohol-based hand sanitizer in areas throughout the school, such as at entry points and outside of classrooms. Ensure these are situated so young children cannot access it without supervision.
- If alcohol based hand sanitizer is used with young children, staff should dispense the sanitizer into the child's hand and observe while the child thoroughly rubs in the sanitizer.
- Practice hand hygiene (wash hands or use hand sanitizer) often; including but not limited to:

  Before:
  - Entering the school/classroom
  - Eating/drinking/handling food
  - Outdoor activities

  After:
  - Sneezing
  - Coughing
  - Blowing your nose
  - Outdoor activities
  - Eating/Drinking
  - Cleaning

- Practice cough etiquette by coughing and sneezing into your sleeve or a tissue and discard immediately.
- Avoid touching your mouth, nose or eyes
- Avoid sharing personal items (i.e. backpacks, hats, lip chap, food/drinks, etc.)
- Signage should be posted to encourage hygiene practices

ENVIRONMENTAL CLEANING

Cleaning refers to the removal of visible dirt, grime and impurities. Cleaning does not kill germs but helps remove them from the surface. Disinfecting refers to using chemicals to kill germs on surfaces. This is most effective after surfaces are cleaned. Both steps are important to reduce the spread of infection. Do not mix cleaning agents and disinfectants together or use multiple disinfectants together.

- General environmental cleaning and disinfection throughout the facility should occur at least daily
- Cleaning and disinfection of high-touch surfaces (e.g. doorknobs, railings, bathrooms, desks, tables, light switches, etc.) should occur at least twice daily
- Disinfectants should be used to eliminate the coronavirus that causes COVID-19. Consult the products Safety Data Sheets for proper use. Use products with a drug identification number (DIN) and labelled as a broad-spectrum virucide. A DIN is an 8-digit number given by Health Canada that confirms the disinfectant product is approved and safe for use in Canada. For a list of approved disinfectants refer to: https://www.canada.ca/en/health-canada/services/drugs-health-products/disinfectants/covid-19/list.html
- Check the expiry date of products you use and always follow manufacturer's instructions for use
- If an approved disinfectant is not available, use a diluted bleach (5.25% sodium hypochlorite) solution: Daily prepare a bleach water solution with 5ml of unscented household bleach per 250mL water (1000ppm). Ensure a contact time of 1 minute. Discard leftover solution at the end of the day.
- Disinfect electronics and handheld devices with 70% alcohol or wipes between uses.
- Remove items that cannot be easily cleaned
- Waste should be disposed of regularly. Where possible, use no touch waste receptacles.

OUTDOOR ACTIVITIES

- Move activities/classes outdoors whenever possible, including learning activities and meal times. Consider need for appropriate clothing.
- Maintain cohorts/groups of students and staff wherever possible in outdoor areas. Schools should consider creative strategies to allow multiple cohorts to use different outdoor spaces at the same time.
- Hands should be washed before and after outdoor activities
- Avoid field trips (e.g. that require transportation or requires entry into another facility/building)

OTHER CONSIDERATIONS

- Limit items from home and minimize sharing.
- Serve food rather than having self-serve options. Physically distance during meal time as much as possible. Do not allow food sharing.
- Increase ventilation – open windows when it is safe to do so. Ensure ventilation system operates properly and is routinely maintained.
- Operational plans for music classes should consider guidance found here: https://novascotia.ca/coronavirus/docs/COVID-19-Guidance-for-Vocalists-and-Instrumentalists.pdf
- Operational plans for sports and extra-curricular activities should also consider public health guidance

TRANSPORTATION

Examples of risk mitigation strategies for buses include minimizing the number of people on the bus at one time, leaving 2 metres (or clear physical barrier) between driver and students, opening windows to increase ventilation, assigning seats with households seated together, and leaving empty seats between students where possible.

The use of non-medical masks is now required on public transportation including school buses and hygiene practices should be encouraged.

School buses have multiple high-touch surfaces which should be cleaned and disinfected twice daily (i.e. after the morning and afternoon run) or more often as needed. Consider the Federal Guidance for School Bus Operations during the COVID-19 Pandemic.

MANAGING SYMPTOMS OF COVID-19

Individuals who develop symptoms consistent with possible COVID-19 infection should not remain in schools, even if the symptoms are mild. It is important that students and staff are supported to report symptoms and be protected from stigmatization.

Space should be designated for individuals who become symptomatic to isolate while awaiting pick-up. This should be an enclosed space with a door. Minimally it should allow for 2 metre separation from other students and staff. A supply of medical masks (see PPE section) should be available.

Additional environmental cleaning should occur if an individual develops symptoms. Focus should be in high-touch areas and areas where the staff or student spent time.

If concerned, contact your local Public Health office to seek further advice.

STAFF AND ESSENTIAL VISITORS

If an individual develops symptoms consistent with possible COVID-19 infection, they should immediately wash their hands, don a mask, report their symptoms, avoid contact with other staff and students and go home to isolate. They should contact 811 for an assessment.

STUDENTS

Plans should allow a staff person to be available to supervise students who develop symptoms. Students should stay in the designated area (with the door closed if possible) until they are picked up to go home to isolate. Emergency contacts should be aware that the student will need to be picked up promptly. Parents/guardians should contact 811 for an assessment.

If a student develops symptoms consistent with possible COVID-19 infection:

- Students need to identify to a staff member that they are experiencing symptoms.
- Student must be immediately separated and moved to the designated area while awaiting pick-up. Open outside window to increase ventilation (if appropriate).
- Student and supervising staff should wash hands and don masks (unless unable to do so). Medical masks are preferred but a non-medical mask is acceptable if medical mask is not available.
- Encourage cough and sneeze etiquette. Immediately discard used tissues and perform hand hygiene.
- Staff should maintain distance of at least 2 metres when possible.
- Staff should perform frequent hand hygiene.

OUTBREAK MANAGEMENT

In the event that a case of COVID-19 is confirmed to be connected to a school setting, Public Health will provide additional guidance on the required actions. Public Health is responsible for case management and contact follow-up of all COVID-19 cases, and for determining the need for individual or public notifications. One (1) confirmed case of COVID-19 in a school would be considered an outbreak.

Schools should maintain daily records of class/cohort lists including location of staff and essential visitors.

Public Health actions and directions may include, but are not limited to:

- Contact tracing, which involves identifying contacts of a positive case and contacting those individuals. This includes, but may not be limited to, members of that individual's cohort if applicable.
- Requesting records that identify cohorts/groups and class attendance of staff, students and essential visitors in the school for a specified time frame
- Directing need for testing and isolation of individuals that may have been exposed to a positive case
- Assessing need for enhanced environmental cleaning
- Assessing need for school closure (full or partial)

Schools are expected to work with Public Health to ensure a prompt response to cases of COVID-19 that may have been exposed in or may have attended a school setting.

PERSONAL PROTECTIVE EQUIPMENT

Staff should maintain current practices for the use of personal protective equipment (PPE) with students whose individual plan includes the use of PPE, and with respect to the hazards normally encountered in their work. Medical masks (surgical/procedural mask) should also be worn when a staff member is supervising a student who is exhibiting signs or symptoms suggestive of COVID-19, particularly when unable to maintain a distance of 2 metres.

To don (put on) the mask safely, clean hands with alcohol-based hand rub or soap and water. Place the mask on your face carefully so it covers your mouth and nose, handling it with the strings/elastic ear loops as much as possible, and mold the nose bridge to ensure it does not move while on. Avoid touching the mask once you have put it on. If you need to adjust it, clean your hands before and after adjusting the mask. Never pull the mask down below your nose or mouth and chin. Never dangle the mask from one ear or both ears.

To remove the mask safely, remove the mask from behind using the strings/elastic ear loops; do not touch the front of the mask. Discard the mask immediately, ideally in a no touch receptacle. Clean hands with alcohol based hand rub or soap and water.

NON-MEDICAL MASKS

Non-medical masks are not considered personal protective equipment. They can reduce the risk of transmitting COVID-19 when worn properly and hygiene practices are followed. Non-medical masks are now required on public transportation including school buses and strongly recommended for all Nova Scotians who cannot maintain physical distancing in crowded public spaces. Parents should be encouraged to help their children become comfortable with wearing a mask. A very small number of individuals will not be able to wear masks due to sensory or health issues (i.e., severe anxiety). Medical exemptions should not be required. Information on the use of non-medical masks can be found here: https://novascotia.ca/coronavirus/staying-healthy/#masks.

The use of non-medical masks is not generally required within the classroom setting of a school. Staff and students should wear a non-medical mask when they are in areas where they are not within their cohort and where physical distancing cannot be maintained (i.e. hallways during class changes for older students). Non-medical masks can also be considered in circumstances where close prolonged contact is required. It is recommended that staff wear a non-medical mask when they are unable to maintain physical distancing from other adults (i.e. staff meetings).

Some staff and students may choose to wear a non-medical mask at other times. It is important to treat people with respect regardless of their individual decisions about the use of non-medical masks. Staff can teach and reinforce these messages.

If a non-medical mask is used, hands should be cleaned before and after putting it on and taking it off. Avoid touching the mask once you have put it on as per recommendations for the use of medical masks above. Removed masks should be stored safely. Non-medical masks should be laundered often or as needed.

RESOURCES:

COVID-19 Daily Checklist (Screening Tool):
https://novascotia.ca/coronavirus/docs/Daily-COVID-checklist-en.pdf

Guidance for Music activities:
https://novascotia.ca/coronavirus/docs/COVID-19-Guidance-for-Vocalists-and-Instrumentalists.pdf

Guidance for School Bus Operations:
https://www2.tc.gc.ca/en/services/road/federal-guidance-school-bus-operations-during-covid-19-pandemic.html

Guidance for the use of Non-Medical Masks:
https://novascotia.ca/coronavirus/staying-healthy/#masks

Handwashing poster:
https://novascotia.ca/coronavirus/docs/Hand-Washing-Poster.pdf

Nova Scotia Corona virus webpage:
https://novascotia.ca/coronavirus/

NSHA Public Health Offices:
http://www.nshealth.ca/public-health-offices

Physical Distancing poster:
https://novascotia.ca/coronavirus/docs/COVID-19-physical-distancing-sign.pdf

Risk mitigation tool for child and youth settings operating during the COVID-19 pandemic:
https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/guidance-documents/covid-19-risk-mitigation-tool-child-youth-settings-operating-during-pandemic.html

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